



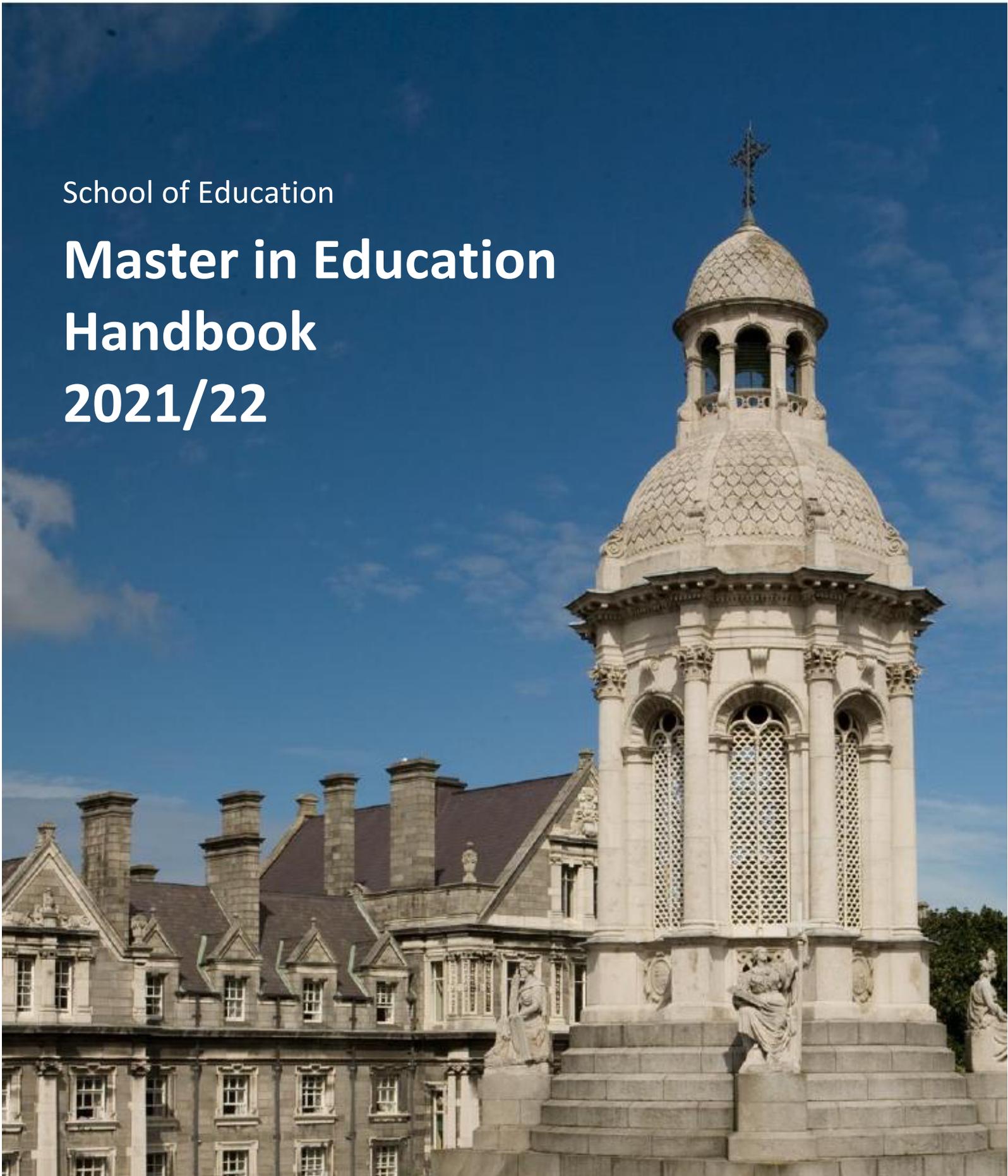
**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

# Master in Education Handbook 2021/22



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## 1. Introduction

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### 1.1. Welcome Message from the Head of School

*Fáilte romhat go Coláiste na Tríonóide, Ollscoil Átha Cliath, don bhliain atá romhainn. Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.*

*Let me welcome you to Trinity College, the University of Dublin, for the coming year. I wish you every success and enjoyment in your studies this year.*

For over 400 years Trinity has occupied a central place in the academic, cultural and social fabric of Irish society and is a university with immense global recognition and impact. As part of that tradition, the School of Education thanks you for joining our community and we hope that your educational journey and future potential will be enriched as a result.

The School of Education is one of the largest professional schools in Trinity College, and is committed to engaging in teaching and research at all levels of its provision: initial teacher education; postgraduate education and research; and continuing professional development. The School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The results of this scholarly activity have gained national and international recognition in both the academic and professional communities, and contributes to the understanding and practice of education. In 2021 the School was ranked 69<sup>th</sup> in the top 100 QS World University Subject Rankings. The continued growth of the School is a reflection of the welcome, care and attention we extend to all students, both new and established.

To our continuing students, welcome back. We certainly had an interesting year and I am delighted to see you return to complete the M.Ed. To our first year students, welcome to the M.Ed., to the School of Education and to Trinity. And to our international students, welcome also to Dublin and to Ireland. I sincerely hope that you enjoy your time in Ireland and get to sample the many opportunities and delights our city, our country and our multicultural society have to offer. We have been awaiting your arrival and colleagues have worked hard to transform learning and teaching to a hybrid format with some sessions online and others face to face. We continue to focus on providing opportunity for students to develop a critical understanding of educational theory, policy and practice and to apply this learning and create new insights through in-depth research in a chosen area of study.

During 2021-22 we will do this in an adaptable way, focusing our learning and teaching in a hybrid manner initially and introducing more face-to-face activity during the year in accordance with public health guidelines. Staff will be working in a flexible manner also, but continuing to support and work

with you remotely, using Microsoft Teams, for example, and in person adhering to public health guidelines. This handbook contains a wealth of information that will help you understand and negotiate your way through the M.Ed. successfully and access the many resources available in the School and wider University.

Providing the M.Ed. programme against a backdrop of Covid-19 restrictions continues to be a learning experience for us all. Together, we will make it a success, ensuring that you learn new knowledge and skills while engaging with fellow students and staff in an enriching manner.

I wish you every success in the year ahead and look forward to meeting you during your time on the programme.

**Professor Carmel O'Sullivan**

Head of School

Much of the information in this Handbook reflects the M.Ed. as it is provided under normal circumstances. However, due to Covid-19, please keep in mind that some aspects of the M.Ed. programme may be affected by ongoing changes to the Public Health advice. Remember to check the School website, your TCD email account, and Blackboard for any important updates.

## 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 strands 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 strands 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/>  
Twitter: <https://twitter.com/SchoolofEdTCD>  
Instagram: <https://www.instagram.com/schoolofedtcd/>

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 Conor Mc Guckin** - Coordinator of the Master in Education programme.

Address: Room 3085, Arts Building, Trinity College Dublin, Dublin 2.

Email: [conor.mcguckin@tcd.ie](mailto:conor.mcguckin@tcd.ie)

**Ms Keara Eades** - Senior Executive Officer.

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Email: [mastered@tcd.ie](mailto:mastered@tcd.ie)

**Ms Kate Gildea-Byrne** - Executive Officer.

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Email: [mastered@tcd.ie](mailto:mastered@tcd.ie)

**Ms Agnes Turk** - Executive Officer.

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Email: [mastered@tcd.ie](mailto: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 2021/2022 (see: <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. Please retain this Handbook for future reference.

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 to you through your 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 2021/2022) (see: <https://www.tcd.ie/calendar/>).

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 – 69<sup>th</sup> in the 2021 QS Subject Rankings.

### **Important information on COVID-19 restrictions and modes of teaching and learning**

In order to offer taught programmes in line with public health and safety advice, teaching and learning in Semester 1 for the M.Ed. will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person classes for smaller groups: the differing modes of teaching and learning for particular modules are determined by the requirements of the M.Ed. and the particular strand that you are enrolled on. Information on the modes of teaching and learning in Semester 2 will be available closer to the time.

Trinity will be as flexible as possible in facilitating late arrivals to the country due to travel restrictions, visa delays, and other challenges arising from the COVID-19 pandemic. If you expect to arrive later than 28th September, please alert your Strand Leader as early as possible.

For those students not currently in Ireland, according to current Government health and safety guidelines, please note that you are expected to allow for a 10-day period of restricted movement after arrival and prior to commencement of your studies, and therefore should factor this into your travel plans.

For those students currently on the island of Ireland, we remind you of the Irish Government's advice that all non-essential overseas travel should be avoided. If you do travel overseas, you are expected to restrict your movements for 10 days immediately from your return, during which time you will not be permitted to come to any Trinity campus.

## 2. General Information

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

Due to Public Health Guidelines at present, you will need to email the M.Ed. office in advance if you need to arrange a visit. 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 1.00pm-2.00pm.
- Telephone numbers: +353-1-8961290 / 8963568.
- Email: [mastered@tcd.ie](mailto:mastered@tcd.ie)
- Website: [www.tcd.ie/Education](http://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. This will be done using your University email address (i.e., your name@tcd.ie student email account) which you will receive when you register. You are advised to 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/>

Please note that, in the first instance, all enquiries regarding modules, assignments, feedback, supervision, and course submissions should be directed to the M.Ed. office at [mastered@tcd.ie](mailto:mastered@tcd.ie).

Role	Name
Head of School	Prof. Carmel O'Sullivan <a href="mailto:Carmel.OSullivan@tcd.ie">Carmel.OSullivan@tcd.ie</a>
Director of Teaching and Learning (Postgraduate)	Prof. Keith Johnston <a href="mailto:KJOHNSTO@tcd.ie">KJOHNSTO@tcd.ie</a>
Director of Research	Prof. Joseph Roche <a href="mailto:DEVITTAN@tcd.ie">DEVITTAN@tcd.ie</a>
Director of International Studies	Prof. Donatella Camedda <a href="mailto:CAMEDDAD@tcd.ie">CAMEDDAD@tcd.ie</a>
Coordinator of the Master in Education Programme	Prof. Conor Mc Guckin <a href="mailto:mcguckic@tcd.ie">mcguckic@tcd.ie</a>

Coordinator of the Master in Education Programme (Dissertation)	Prof. Miriam Twomey <a href="mailto:TWOMEYM6@tcd.ie">TWOMEYM6@tcd.ie</a>
Subject Librarian	Ms Geraldine Fitzgerald <a href="mailto:FITZGEY@tcd.ie">FITZGEY@tcd.ie</a>
School Manager	Mr Conn McCluskey <a href="mailto:CMCCLUSK@tcd.ie">CMCCLUSK@tcd.ie</a>
Senior Executive Officer	Ms Keara Eades <a href="mailto:mastered@tcd.ie">mastered@tcd.ie</a>
Executive Officer	Ms Kate Gildea-Byrne <a href="mailto:mastered@tcd.ie">mastered@tcd.ie</a>
Executive Officer	Ms Agnes Turk <a href="mailto:mastered@tcd.ie">mastered@tcd.ie</a>
Disability Liaison Officer	Prof. John Kubiak
School Inclusion Champion	Prof. Joanne Banks
External Examiner	Dr Cristina Devecchi -University of Northampton, England
External Examiner	Dr Caitriona O'Toole- Maynooth University Ireland

### 2.2.2. School of Education - M.Ed. Strand Leaders

The M.Ed. covers a wide range of academic disciplines. Consequently, each of the academic subject areas has a Strand Leader who leads on its operation and development (see Table below). Prof. Miriam Twomey leads on all aspects of the Dissertation component of the M.Ed. Prof. Susanne Colleary leads on the Academic Literacy and Research Methods (ALRM) module that all students participate in, regardless which strand they are enrolled for. Prof. Donatella Camedda is the Director of International Studies.

Subject Area	Name
Critical Perspectives on Education	Prof. Keith Johnston <a href="mailto:KJOHNSTO@tcd.ie">KJOHNSTO@tcd.ie</a>
Drama in Education	Prof. Carmel O'Sullivan <a href="mailto:Carmel.OSullivan@tcd.ie">Carmel.OSullivan@tcd.ie</a>
Early Intervention	Prof. Miriam Twomey

	<a href="mailto:TWOMEYM6@tcd.ie">TWOMEYM6@tcd.ie</a>
Higher Education	Prof. John Walsh <a href="mailto:WALSHJ8@tcd.ie">WALSHJ8@tcd.ie</a>
Language Education	Prof. Noel O Murchadha <a href="mailto:Noel.OMurchadha@tcd.ie">Noel.OMurchadha@tcd.ie</a>
Leadership and Policy in Education	Prof. Gavin Murphy <a href="mailto:Gavin.murphy@tcd.ie">Gavin.murphy@tcd.ie</a>
Mathematics Education	Prof. Aibhin Bray <a href="mailto:brayai@tcd.ie">brayai@tcd.ie</a>
Music in Education	Prof. Marita Kerin <a href="mailto:kerinm@tcd.ie">kerinm@tcd.ie</a>
Positive Behaviour Management	To be advised
Psychology of Education	Prof. Conor Mc Guckin <a href="mailto:mcguckic@tcd.ie">mcguckic@tcd.ie</a>
Science Education	Prof. Joseph Roche <a href="mailto:Joseph.Roche@tcd.ie">Joseph.Roche@tcd.ie</a>
Special Educational Needs	Prof. Joanne Banks <a href="mailto:BANKSJO@tcd.ie">BANKSJO@tcd.ie</a>

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

### 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: Watts Building, Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8962000.
- Email: [itservicedesk@tcd.ie](mailto: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: Áras An Phiarsaigh (AAP ground floor), Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8964500.
- Email: [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)
- Website: <https://www.tcd.ie/academicregistry/>

**Class Representatives**- To be advised. Elections for class representatives will be held by the Graduate Students' Union. Contact details for appointed representatives will be published in due course.

[Graduate Student Union Clubs and Societies](#)

[Student Support Services](#)

## 3. M.Ed. Aims and Learning Outcomes

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### 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;
- 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 page 7.11](#)). 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

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### 4.1. Course Outline

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 five taught modules (4 strand related modules [total of 55 ECTS] and 1 common M.Ed. module in Academic Literacy and Research Methods [ALRM: 5 ECTS]), and a 20,000 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 and are required to be based in the greater Dublin region during their academic year of study.

#### **Route 2: Two Years Part-Time**

Students complete five taught modules in year one (4 strand related modules [total of 55 ECTS] and 1 common M.Ed. module in Academic Literacy and Research Methods [ALRM: 5 ECTS]), and a 20,000 word supervised dissertation module (30 ECTS) in year two. 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 (evaluated on a Pass / Fail basis as part of the ALRM module) before continuing to the dissertation year.

#### **Route 3: Three Years Part-Time**

Students complete three taught modules in year one (2 strand related modules [total of 25 ECTS] and 1 common M.Ed. module in Academic Literacy and Research Methods [ALRM: 5 ECTS]), two taught modules in year two (2 strand modules [total of 30 ECTS]), and a 20,000-word supervised dissertation module (30 ECTS) in year three. To progress to year two, students must pass all the year one modules. To progress to the dissertation year, students must pass all the year two modules and have achieved a “Pass” grade for their 1,200-word dissertation proposal as part of the ALRM module.

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

For example:

- Weekday afternoons / evenings (e.g., 4pm to 6pm, 5pm to 7pm, or 6pm to 8pm);
- Weekends (Friday evenings and Saturdays);
- Summer School format (taught components for the Drama in Education and Music in Education strands are scheduled across a two-week intensive Summer School in Trinity College Dublin, normally held in July, involving study on Saturdays and several evenings).

#### 4.2. The M.Ed. Dissertation Module

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

## 5. Academic Credit Ratings

### 5.1. Distribution of 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, laboratory classes, examinations, clinical attendance, and professional training placements. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The taught component of the M.Ed. programme consists of five modules, with contact hours varying relative to the number of credits offered. Three of the taught strand modules are worth 15 credits each (15 ECTS), one strand module is worth 10 credits (10 ECTS), the programme wide Academic Literacy and Research Methods (ALRM) module is worth 5 credits (5 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 and Research Methods (ALRM)	5	100
Strand Module 1	10	200
Strand Module 2	15	300
Strand Module 3	15	300
Strand Module 4	15	300
<b>Total for Taught Component</b>	<b>60</b>	<b>1,200</b>
Dissertation Module	30	600
<b>Total</b>	<b>90</b>	<b>1,800</b>

### 5.2. 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 can be found in individual module descriptions.

## 6. Student Attendance

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It is expected that students will attend and participate fully in all five taught modules. A student who attends for less than 70% of a taught module may be returned 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 attendance at 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

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### 7.1. Assessment Regulations

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

The dissertation module consists of a 20,000-word supervised dissertation (including appendices, but exclusive of references and preliminary pages) graded on the basis of Distinction, Pass, or Fail. A student who achieves a Distinction in the dissertation module and Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded the M.Ed. with Distinction. Please see The Internal Examiners Report Form ([Appendix 8](#)) for grading criteria.

Those students who, for any reason, do not wish to continue to the dissertation stage of the M.Ed., or who fail the dissertation module, may, after satisfactorily completing all the taught modules (the three 15 ECTS strand modules, the 10 ECTS strand module, and the 5 ECTS module in Academic Literacy and Research Methods module), 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 five taught modules.
- B: A Pass/Distinction in the dissertation module.

Students who have opted to receive a Postgraduate Diploma in Educational Studies 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 and have the credit obtained during the Postgraduate Diploma in Educational Studies integrated into the Masters degree.

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

## 7.2. Modes of Assessment

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

Assessment types may include:

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

Co-operative and group projects can be submitted but must be negotiated with the module leader and Strand Leader. It is also important to note that, unless the contribution of each member of the

group is clearly indicated, a common grade will be awarded for co-operative projects. It is recommended that some part(s) of each project would be individualised.

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

### 7.3. Assessment Criteria

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

- Organisation and structure of the text;
- Range and understanding of literature / source material for investigating the topic;
- Analysis, presentation, and interpretation of literature;
- Application to educational theory and / or practice;
- Quality of conclusions and / or outcomes;
- Quality of recommendations and / or implications for future action;
- Structure and presentation: general layout, observations of academic conventions, quality of language, sentence construction, syntax, and paragraphing.

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

- The candidate must show evidence that they are able to conduct investigation with rigour and discrimination;
- The candidate must show that 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 20,000 words (including appendices, but exclusive of references and preliminary pages).

#### 7.4. Submission of Coursework

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

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

Where appropriate, students can use relevant examples from professional school experience in order to provide illustration for their argument and to demonstrate their ability to link theory with practice. However, any identifiable or personal details must not be reported (e.g., name of a school, 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 plagiarism (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 3](#)). 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 Submissions Year 1 2021/22

The submission dates for your assignments will be provided by your Strand Leader and Module Leaders for strand related modules, the Academic Literacy and Research Module (ALRM) module, and the research proposal.

On successful completion of the taught component of the course, part-time students submit a 1,200-word research proposal before continuing to the dissertation year. All proposals should be submitted via the Academic Literacy and Research Methods (ALRM) module on Blackboard.

### 7.6. Request for Extension to Submit Coursework

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

### 7.7. Late Submission and Word Limits

Work submitted outside the prescribed deadline may not be accepted unless prior permission has been sought and granted from the Course Coordinator. A tolerance of 10% is permitted in respect of the word count for assignments and dissertations. A piece of work which exceeds the permitted tolerance may not be accepted.

### 7.8. Dean's Grace

Dean's Grace, involving an extension for one month only (free of fees) to submit a dissertation, may be requested in writing to the M.Ed. Dissertation Coordinator on, or before, 2nd August 2022. Dean's Grace is normally 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. If granted Dean's Grace, the dissertation must be submitted on, or before, the last working day of September (30<sup>th</sup> September 2022).

## 7.9. Request to go Off-Books

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

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

## 7.10 (a) Overview of Grading

Grading Note: grades are provisional until agreed by the Court of Examiners.

<b>Distinction (70%+)</b>	
<b>Structure / Organisation</b> (organisation and structure of the text; logic).	Text and argument are systematically and explicitly organised, without any significant lacunae or repetition. Identifies and discusses pertinent issues in-depth.
<b>Analysis</b> (coherence of argument, reflection critically, distillation).	Critical review and synthesis of ideas; coherent, realistic and well-supported argument; perceptive appraisal of implications.
<b>Support</b> (range and understanding of sources).	Critical coverage of all major sources; systematic, analytical use of these sources.
<b>Presentation</b> (length, use of presentation conventions, referencing, spelling, grammar, language).	Competent control of length; appropriate presentation and use of referencing conventions; accurate grammar, spelling, and use of language.
<b>Overall</b>	Work of outstanding quality, showing perceptive and critical insight.
<b>Pass (50%+)</b>	
<b>Structure / Organisation</b> (organisation and structure of the text; logic).	Text and argument structured in a sustained way; all major structural elements present.
<b>Analysis</b> (coherence of argument; reflection, distillation, criticality).	Ideas organised and grouped into a coherent, realistic, and well-supported argument; incorporating some critical analysis and relevant, appropriate use of supporting sources.
<b>Support Presentation</b> (length, use of presentation conventions, referencing, spelling, grammar, language).	Length requirements observed; appropriate presentation and use of referencing conventions; grammar and spelling accurate in the main. Satisfactory use of language.
<b>Overall</b>	Work of good quality, showing knowledge and understanding.
<b>Fail (49% or below)</b>	
<b>Structure / Organisation</b> (organisation and structure of the text; logic).	Poor or weak organisation, structure. Significant gaps or repetition in the argument, text.
<b>Analysis</b> (coherence of argument; reflection, distillation, criticality).	Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support.
<b>Support</b> (range and understanding of sources).	Evidence of some reading in the field but largely descriptive. Little or no analysis or understanding evident.
<b>Presentation</b> (length, use of presentation conventions, referencing, spelling, grammar, language).	Basic command of presentation conventions and referencing; presentation occasionally marred by language, spelling errors affecting comprehensibility.
<b>Overall</b>	The work does not achieve the standards required at honours level.

## 7.10 (b) Processing of Module Assessments

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

A student is permitted to re-submit the course related assignment(s) for 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.

A Court of Examiners meets twice a year to process students' taught module assessments.

## 7.11. Examination of the M.Ed. Dissertation

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

The functions of the Court of Examiners are to:

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

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

### **Basis for Marking**

The dissertation will normally be assessed from the following perspectives:

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

The student must demonstrate that they appreciate the relationship of the subject to a wider field of knowledge (including scholarship). The dissertation should include some contribution to knowledge, but it is not necessary that it be worthy of publication. The dissertation must be clear, concise, well

written, and orderly. Its presentation, general arrangement, and style should be to a high standard. A dissertation must be a student's own work. Where appropriate, the dissertation should show reflection on professional biography.

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

- That the dissertation should be awarded a Distinction;
- That a Pass grade should be awarded for the dissertation as it stands;
- That a Pass grade should be awarded, subject to minor corrections being made to the dissertation before final submission;
- That the dissertation be referred to a viva voce examination.

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

- That the dissertation be awarded a Pass grade;
- That the dissertation be awarded a Pass grade subject to the satisfactory completion of minor amendments;
- That the dissertation should be failed.

### Descriptors for Dissertation

	Distinction	Pass	Fail
<b>Presentation</b>	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.
<b>Clarity of Expression</b>	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.
<b>Engagement with the Literature</b>	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.
<b>Methods &amp; Methodology</b>	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.
<b>Analysis</b>	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.
<b>Conclusions</b>	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 referral for revision or a Fail grade, the student will be invited to attend a viva voce examination. This is normally scheduled before the Court of Examiners and in accordance with the College Calendar regulations:

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

The viva voce examination panel is constituted as follows:

- Programme Co-ordinator (or their nominee) as Chairperson;
- Programme Executive Officer (as note taker);
- Internal Examiner;
- Supervisor;
- Student.

The outcome of the viva voce examination will be reported to the Court of Examiners. Where a dissertation is referred back for major amendments, the student will be required to re-register for a further year on payment of the full annual fee. The appeal procedure is the same as that described in [Section 9.5 below](#).

## 7.14. Plagiarism

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

## Calendar Statement on Plagiarism for Postgraduates - Part III

### 49 General

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

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

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

### 50 Examples of Plagiarism

Plagiarism can arise from actions such as:

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

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

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

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

**51** Plagiarism in the Context of Group Work

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

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes.

**52** **Self-Plagiarism**

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

**53** **Avoiding Plagiarism**

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

**54** If plagiarism as referred to in paragraph **49** above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor, and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or Post Graduate Advisor to accompany them to the meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 of the College Calendar (Part III)-*Other General Regulations*.

- 55** If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:
- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
  - (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
  - (c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and module mark will be capped at the pass mark. Discretion lies with the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Provided that the appropriate procedure has been followed and all parties in **54** above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Programme Director and, where appropriate, the Programme Office. In the case of a Level 2 or Level 3 offence, the Dean of

Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under Section 5 (Other General Regulations). Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

**56** If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

- Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at <http://www.tcd.ie/calendar/>
- Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See <http://tcd-ie.libguides.com/plagiarism/levels-and-consequences>

## 8. M.Ed. Dissertation Year

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### 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 31<sup>st</sup> August in the year following registration for the dissertation year. Regular research methods and support sessions are organised throughout the year.

### 8.2. The Dissertation

The dissertation provides students with an opportunity to consider an area of interest in depth. It should illustrate a student's ability to analyse and synthesise relevant literature, present arguments

supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information. The dissertation should be the product of the student's own experience, reading, and reflection. Although original work is always welcome, students are not expected to engage in substantial original research. The dissertation should not exceed 20,000 words (including appendices but excluding the reference section). The required academic conventions are set out below (see [Appendix 4](#)) and must be followed. General guidelines for the submission of a dissertation are outlined in [Appendix 5](#).

### 8.3. Supervision

Dissertation students are assigned to an appropriate 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, this is typically once a month for part-time students, and more frequently for full-time students. 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 respective Strand Leaders. The choice of dissertation topic must be related to the strand for which the student is registered and within the competence of the supervisory team. Not every supervisor will be available in any one year.

### 8.4. Working with your Supervisor

The relationship with your supervisor is a crucial one during the dissertation year. Your supervisor will give you advice on all aspects of your research and on structuring your dissertation. Your supervisor will advise you on, for example;

- 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 you experience any problems with your supervision, you should contact the M.Ed. Dissertation Coordinator in the first instance. If you are still not satisfied with your supervision arrangements, you may contact the Course Coordinator, and subsequently the Director of Postgraduate Teaching and Learning.

The following is a set of guidelines as to what is normally expected of students:

- To 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 emailed to the supervisor after every tutorial.

The student (not the supervisor) is responsible for producing and writing the dissertation. Students are advised to proof-read their dissertation carefully before final submission.

## 8.5. M.Ed. Dissertation Progress Report Form

Students are required to complete a M.Ed. mid-point dissertation progress report form ([see Appendix 9](#)). Part A of the progress report form should be completed by the student and submitted to their supervisor before the end of February. Students should indicate the frequency of contact with their

supervisor and progress made on their review of relevant literature, research design, and data collection. Students should also mention problems or setbacks experienced, and future work to be conducted with an indicative time frame.

The supervisor will complete Part B 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 the M.Ed. office at the end of February.

## 8.6. Research Ethics

The School of Education guidelines on ethical research practice for students and the relevant application form are available on the research ethics page on the School website: <https://www.tcd.ie/Education/research/ethics/>.

### **Your Dissertation in TARA**

M.Ed. Dissertations will be archived in TARA, Trinity's Access to Research Archive. By placing your Dissertation in TARA you are allowing Trinity College Dublin to archive and disseminate your research. Your Dissertation will be made available to staff and students of Trinity College Dublin only. More information about TARA can be found at this link: <https://libguides.tcd.ie/TARA>

### **About TARA**

TARA is Trinity's Access to Research Archive. Its aim is to capture and preserve the intellectual outputs of the University. Currently TARA has over 30,000 full text items, including Research articles, Ph.D. theses and digital images. The vast majority of these items are available on Open Access via the internet. Making scholarly publications available on "Open Access" allows them to be freely accessed by anyone in the world using an Internet connection.

### **Instructions for adding your Dissertation to TARA**

If you wish to place your dissertation in TARA please follow the following steps:

1. Before submitting your dissertation to Blackboard, 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. At the following link, fill in the form with your author and dissertation details.  
<https://forms.office.com/r/cFpphWxxH5>
3. There are a number of free PDF converters available online which will convert a word document into a PDF document (such as the Neevia convertor:  
<http://convert.neevia.com/pdfconvert/>)

## 9. The Student Experience

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### 9.1. Teaching and Learning

The Trinity Inclusive Curriculum Project (TIC) commenced in Trinity College in October 2008: <https://www.tcd.ie/equality/projects/inclusive-curriculum/>. This project aims to mainstream inclusive principles within the curricula of the College. Students enter Trinity from many diverse backgrounds and the College has a commitment to support this increasingly diverse student population through the development of an inclusive curriculum. The central principle of the Inclusive Curriculum Project is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body.

#### **Inclusive Curriculum Project goals**

- Create an accessible curriculum for undergraduates and postgraduates;
- Enable our students to see themselves reflected in the curriculum and to increase their engagement with it;
- Equip students with the skills to contribute positively and work in a diverse, global environment.

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

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

Coursework, in its various forms, is used to develop the skills, knowledge, and understanding necessary for a mature grasp of a subject and its application in a range of educational situations. Students are required to develop and demonstrate skills of independent study in their preparation of assignments and in their dissertation. Through these experiences, it is anticipated that students will develop a critical and informed mind, the ability to think imaginatively and creatively, develop a sense of academic rigour, an awareness of the interests and needs of others, and a willingness to share ideas.

## 9.2. Student Representation

The M.Ed. programme has a student representative process. The nomination and election process is managed by the Graduate Student Union (GSU). 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 Strand Leader and/or or the Course Coordinator.

## 9.3. Programme Evaluation and Development

One of the cornerstones of any academic programme is the need for ongoing evaluation and review. Student comments, opinions, and reflections are highly valued as they can be a rich source of feedback concerning the future delivery and development of the programme. Each module is evaluated on a standard anonymous Student Evaluation Form (or equivalent) ([see Appendix 6](#)).

## 9.4. Postgraduate Advisory Service (PAS)

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

The PAS is led by the Postgraduate Support Officer who provides frontline support for all postgraduate students in Trinity. The Postgraduate Support Officer will act as your first point of contact and a source of support and guidance, regardless of what stage of your course you are at. In addition, each Faculty has three members of academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgraduate Support Officer for extra assistance if needed. Contact details of the Postgraduate Support Officer and the Advisory Panel are available 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, get in touch with the PAS. All queries will be treated with confidentiality. For more information on what PAS offer, please check their website. If you have any queries regarding your experiences as a postgraduate student in Trinity, do not hesitate to get in touch with the PAS.

### 9.5. Request for Rechecks and Appeals

All students have the right to discuss their 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 M.Ed. Coordinator. The grounds for an academic appeal should be clearly stated and supported where necessary by documentary evidence. The Coordinator will discuss the request with the relevant parties and attempt to find a resolution. If the matter is not resolved, a student may refer the issue to the School's Postgraduate Appeals Committee. Students have the right to appeal decisions of the School's Appeals Committee to the Dean of Graduate Studies, and subsequently to the Academic Appeals Committee for Graduate Students (Taught). Such an appeal will only be considered by this Committee where the student's case:

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

The student cannot make an appeal other than on *ad misericordiam* grounds against the normal application of College academic regulations approved by the University Council. It should be noted

that no appeals committee can overturn 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. Students may select the date of their commencements (dates are provided by the University), although the University expects commencements to occur within two years of completion of dissertations. The majority of students choose to be commenced at the Spring Commencements, usually held in April. It is possible to be conferred “in absentia”.

## 9.7. Library Access

The library provides a range of services for students. M.Ed. students have full borrowing rights and access to the online resources of the University. A tour of the Lecky and Berkley libraries is available to all new users. Full details about the opening hours and location of collections in the library can be found in [Appendix 7](#). There is a dedicated Education [Subject Librarian](#) who can assist M.Ed. students (<https://www.tcd.ie/library/support/subjects/education/index.php>).

## 9.8. Support Services

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

### **Student Counselling**

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

## Student Learning Development Services

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Their role is 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 their website:

<http://www.tcd.ie/Student-Counselling/student-learning/index.php>

**The Centre for Academic Practice and eLearning (CAPSL)** offers useful advice to postgraduate students, and details of their activities are available at:

[http://www.tcd.ie/CAPSL/academic\\_practice/index.php?page=postgrads](http://www.tcd.ie/CAPSL/academic_practice/index.php?page=postgrads)

## IT Services

It is important that students familiarise themselves with TCD's IT Services (<http://www.tcd.ie/itservices>). For those students who have a suitable laptop, the wireless network service is an excellent service while on campus. Details on how to connect to this can be found on the IT Services website. Alternatively, there are student access computer rooms spread around the campus.

## 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](mailto:askds@tcd.ie) or visit the Disability Service [Contact page](#)

## 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.

## 10. Course Calendar

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

### Semester 1

- Monday 13<sup>th</sup> September 2021 to Sunday 5<sup>th</sup> December 2021.
- Reading Week (Week 9): Monday 25<sup>th</sup> October 2021 to Sunday 31<sup>st</sup> October 2021.

### Semester 2

- Monday 24<sup>th</sup> January 2022 to Sunday 17<sup>th</sup> April 2022.
- Reading Week (Week 28): Monday 7<sup>th</sup> March 2022 to Sunday 13<sup>th</sup> March 2022.

### Induction Session

This year the induction session will be conducted online with the relevant link sent to students. The session will be live and recorded. The induction session will introduce students to the M.Ed. course and structure, the Academic Literacy and Research Methods (ALRM) module, and the Dissertation.

#### 10.1. Academic Literacy and Research Methods (ALRM)

The *Academic Literacy and Research Methods (ALRM)* module is a compulsory 5-credit (5 ECTS) module for all Year 1 students. All Year 1 students are required to undertake and attain a Pass grade for this module which is offered through a number of online sessions throughout Semester 1. The module provides students with a critical introduction to academic literacy and the common research methods, approaches, and processes utilised in educational research. This core module offers a detailed grounding in academic writing and explores key issues and concepts in educational and research.

The module will also support students in preparing their dissertation.

#### 10.2. Dissertation Year

Students are required to submit their dissertation by August 31<sup>st</sup> in the year following registration for the dissertation year, unless they have been granted Dean's Grace to submit by September 30<sup>th</sup>.

Attendance at research methods workshops and support sessions is compulsory throughout the academic year. These are applicable for all full-time M.Ed. students and part-time dissertation-year students. Research support sessions allow students to engage with each other's research, to support each other, to learn how to critique constructively, and present their research ideas to colleagues. Academic inputs may include:

- Ethical issues;
- Literature review;
- Research design and evaluation traditions;
- Approaches to data collection;
- Developing research instruments;
- The analysis, interpretation, and presentation of data.

## Appendix 1: Assignment Cover Sheet

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**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).

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SURNAME: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_

STUDENT NO: \_\_\_\_\_

MODULE TITLE: \_\_\_\_\_

TITLE OF ASSIGNMENT: \_\_\_\_\_

MODULE TUTOR: \_\_\_\_\_

DATE SUBMITTED: \_\_\_\_\_

WORD COUNT: \_\_\_\_\_

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This is the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> (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

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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) In the interests of objectivity, avoid excessive use of the first person in the text.
- 2) Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author's words and reference the source accurately.
- 3) Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias, or unsupported statements such as "Research has shown . . . , It is a well-known fact . . . , Everyone agrees that . . . .".
- 4) Avoid long and protracted sentences where the reader is likely to get confused and stray from the main argument of the passage.
- 5) Avoid excessive use of technical jargon.
- 6) Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic and supporting literature. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the reference section and / or bibliography, or appendices.

### **Referencing**

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

It is important that whenever you use the ideas of other writers, or quote directly from their works, that you acknowledge them in the text and in a list of references at the end of the assignment. As others who read your work may wish to follow up on a particular author or cited work, it is important

that references are complete and accurate. Failure to acknowledge sources may be regarded as plagiarism. The University has established regulations in relation to plagiarism (outlined in full at section 7.14 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: Assignment Grading Criteria

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### Assignment Grading Criteria

#### University of Dublin

#### Trinity College

#### Assignment Report Criteria for M.Ed. Modules

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

- Assignment length (e.g., adequate / inadequate).
- Presentation of work (e.g., excellent / satisfactory / few errors / many errors).
- Structure / organisation of work.
- Content.
- Analysis (e.g., descriptive / critical).
- Support (e.g., evidence of independent reading, especially journal papers).
- Illustration / incorporation of examples related to practice.
- Areas for improvement.
- Provisional grade **(Subject to the agreement of the Court of Examiners):**
  - Distinction;
  - Pass;
  - Fail.

## Appendix 4: Referencing

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### Introduction

In light of the increase in use of citation and referencing software such as EndNote and RefWorks, the School of Education has amended its citation and referencing conventions to accommodate the use of such software. The conventions adopted are those of the American Psychological Association (APA). When using citation software, you should format all entries as APA (6<sup>th</sup> Edition). The following indicates how cited work should be included in both the text of your written coursework and in the list of references at the end of the assignment (whether using software or not).

### IN-TEXT

Throughout the body of your assignment, note the author and date of any work that you reference. For each of the samples below, the correct APA 6<sup>th</sup> style format would be:

Gould, S. J. (1989). The wheel of fortune and the wedge of progress. *Natural History*, 89(3), 14-21.

### Author Not Cited in Text

As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 1989).

### Author Cited in Text

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

### Direct Quotation with Name of Author

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

### Direct Quotation without Name of Author

Darwin used the metaphor of the tree of life ". . . to express the other form of interconnectedness – genealogical rather than ecological . . ." (Gould, 1989, p. 14).

### Quoting References that Cite Other Works

To cite secondary sources, refer to both sources in the text, but include in the Reference List / Section only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase a sentence from Bandura (1989) within that book:

**In this case, your in-text citation would be:** Bandura (Bandura, 1989, as cited in Feist, 1998) defined self-efficacy as ". . . people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175).

Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed.

### List of References / Reference Section

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

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

For article titles, capitalise only the first word of the title and subtitle, and proper names.

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

Double space the entire list.

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

### Print Sources: Journal Articles

**Format:** Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, volume number(issue number), page span. DOI: XXXXXX

#### One Author

Sharma, M. (2006). Institutionalization of English in India: a historical background. *South Asia Review*, 27(2), 175-189. DOI: 10.1080/02759527.2006.11932448

#### Two to Seven Authors

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36. DOI: 10.1037/1061-4087.45.2.10

### **Eight or More Authors**

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

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., ... Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology, 68*(5), 843-856. DOI: 10.1037/0022-006X.68.5.843

### **Magazine Article**

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

### **Review of a Book**

Schatz, B. R. (2000, November 17). Learning by text or context? [Review of the book *The social life of information* by J.S. Brown & P. Duguid]. *Science, 290*, 1304.

### **Daily Newspaper Article, No Author**

**Note:** Use **p.** for a single page, **pp.** for a page of more than one page, before page number. If the article had more than one page but not continuous then the citation would be "pp. A12, A14."

New drug appears to sharply cut risk of death from heart failure. (2001, August 3). *The Washington Post, p. A12.*

### **Letter to the Editor, Newspaper Article**

Berkowitz, A. D. (2000, November 24). How to tackle the problem of student drinking [Letter to the editor]. *The Chronicle of Higher Education, p B20.*

### **Entire Issue of a Journal**

Barlow, D. H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology, 100*(3).

### **Print Source: Books and Reports**

Author, A. A. (year). *Title of work*. Location: Publisher.

### **Book**

Deleuze, G., & Guattari, F. (2003). *A thousand plateaus: Capitalism and schizophrenia*. London: Athlone Press.

### **A Book by More than One Author**

Levison, M., Ward, R. G., & Webb, J. W. (1973). *The settlement of Polynesia: A computer simulation*. Minneapolis: University of Minnesota Press.

### **Edited Book**

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

### **Corporate Author as Publisher**

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders (4<sup>th</sup> Edn)*. Washington, DC: Author.

### **Anonymous Author**

Guidelines and application form for directors, 1990 summer seminar for school teachers. (1988). Washington, DC: National Endowment for the Humanities.

### **Chapter in a Book**

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek, & D.C. Knill (Eds.), *Cognition: conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association.

### **ERIC Document**

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRTL-RR-92-4)*. East Lansing, MI: National Center for Research on Teaching Learning. (ED346082)

### **Government Report**

Department of Health and Children (DHC). (2000). *National children's strategy: Our children, their lives*. Dublin: Stationary Office.

### Electronic (Broadcast, Online, and Web Sites)

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

**Format:** Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical, volume number* (issue number), page span. DOI: XXXXX

#### Full-Text Article with DOI assigned

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist, 50*, 750-765. DOI: 10.1037/0003-066X.50.9.750

Stevenson, W., Maton, K. I., & Teti, D. M. (1999). Social support, relationship quality, and well-being among pregnant adolescents. *Journal of Adolescence, 22*, 109-121. DOI: 10.1006/jado.1998.0204

#### Full-Text Articles without a DOI

If no DOI has been assigned, provide the home page URL of the journal, book, or report publisher. If you are accessing through a database, you may need to do a web search to locate the URL. It is not necessary to include the name of the database. There is no period (full-stop) at the end of a reference citation ending with a URL.

Francis-Smythe, J., & Robertson, I. (1999). Time-related individual differences. *Time Society, 8*, 273-292. Retrieved from: <http://intl-tas.sagepub.com>

Senior, B. (1997). Team roles and team performance: Is there really a link? *Journal of Occupational and Organizational Psychology, 70*, 241-258. Retrieved from: <http://bpsjournals.co.uk/journals/joop>

#### Online Newspaper Article

McHugh, P. (2005, March 17). Feeling down? It might help if you just take it outside. *San Francisco Chronicle*. Retrieved from: <http://sfgate.com>

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

NAACP. (n.d.). Juvenile justice fact sheet. Retrieved from:

<http://www.naacp.org/advocacy/research/facts/Juvenile%20Justice.pdf>

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

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19(1), 1-18. Retrieved from:

<http://nflrc.hawaii.edu/rfl/April2007/takase/takase.pdf>

### **Webpage**

Moses, R. (n.d). Misidentification: The caprices of eyewitness testimony in criminal cases. Retrieved from: <http://criminaldefense.eyewitnessmisidentification.html>

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

### **Television Broadcast**

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour*. Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

### **Electronic Book from Web Site**

O'Keefe, E. (n.d). *Egoism & the crisis in Western values*. Retrieved from:

<http://onlineoriginals.com/showitem.asp?itemID=135>

### **Electronic Book from Database**

Gates, J.M. (1999). *Consider the Earth: Environmental activities for grades 4-8*. Retrieved from <http://www.netlibrary.com>

### **Wiki**

Psychometric assessment [Wiki]. (2009, September 9). Retrieved from:

[http://psychology.wikia.com/wiki/Psychometirc\\_assessment](http://psychology.wikia.com/wiki/Psychometirc_assessment)

### **Data-set**

Pew Hispanic Center. (2004). *Changing channels and criss-crossing cultures: A survey of Latinos on the news media [Data file and code book]*. Retrieved from: <http://pewhispanic.org/datasets/>

### **Blog Post**

bfy. (2007, January 22). *Re: The unfortunate prerequisites and consequences of partitioning your mind* [Web log message]. Retrieved from:

[http://scienceblogs.com/pharyngula/2007/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/the_unfortunate_prerequisites.php)

### **Audio Podcast**

Van Nuys, D. (Producer). (2006, October 13). *Understanding autism*. Shrink Rap Radio [Audio Podcast]. Retrieved from <http://www.shrinkrapradio.com/>

## Appendix 5 Dissertation Submission Guidelines

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### Extracts from the Complete Calendar (Part III-Graduate Studies and Higher Degrees)

#### GENERAL

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

#### LANGUAGE

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

#### PUBLISHED WORK

**83** A thesis submitted for a higher degree may be based on/or include single authored or multi-authored/collaborative papers and writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis. Where chapter(s) are jointly authored, the student must outline at the beginning of the chapter the exact nature of his or her contribution to the chapter. For avoidance of doubt, a thesis containing a published work is examined according to the standard rules for examination of any thesis submitted for a higher degree. In particular, the criteria in Paragraphs 46 and 47 of Section II, Part III of the University Calendar apply irrespective of whether the thesis contains single authored or multi-authored/collaborative papers.

#### LENGTH

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

be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes.

#### TYPESCRIPT AND ILLUSTRATIONS

**85** Theses, submitted electronically, must have A4 (297 mm x 210 mm) sized pages and a black typescript of not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm.

**86** Printed copies of a thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable.

**87** Where printed copies of the thesis for examination are submitted, it is required that these are soft-bound (not ring-bound) and printed on one side of the page only.

**88** It is required that any hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies).

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

#### TITLE

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

#### DECLARATION, ONLINE ACCESS, and the GENERAL DATA PROTECTION REGULATION

**91** The thesis must contain immediately after the title page the following declaration signed by the author: I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work. I agree to deposit this thesis in the University's open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. I consent / do not consent to the examiner retaining a copy of the thesis beyond the examining period, should they so wish (EU GDPR May 2018). a) In the case of a thesis for which the work has been carried out jointly; the declaration must have a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included. a) Open access electronic theses are freely available over the World Wide Web for users to read, copy, download, and distribute subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. Withheld access will be implemented, as applicable, according to the terms in Calendar Part III section 1, paragraph 101. b) A digital repository is an online, searchable, web-accessible database containing works of research deposited by scholars, the purpose of which is both increased access to scholarship and long-term preservation.

## SUMMARY

**92** A succinct summary of the methods used, and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

## ACKNOWLEDGEMENT

**93** A formal statement of acknowledgements must be included in the thesis.

## REFERENCES

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

## ABSTRACT

**95** One copy of an abstract, with A4 formatting, must be submitted as a separate PDF file with the electronic theses. One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author's full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

## SUBMISSION OF EXAMINABLE THESIS

**96** Students will submit an electronic copy of their thesis for examination in one PDF file to the link provided by the Academic Registry. 25

**97** On occasion a student may prefer to submit their thesis for examination in print. In this case, two copies of the thesis, which may not be returned, and which for the first submission should be soft bound, should be presented at the Academic Registry Service Desk, accompanied by two loose copies of the abstract.

**98** The thesis will not be formally accepted, electronically or otherwise, until it has been established that the candidate is currently registered on the higher degree register and that any outstanding fees have been paid.

## ACCESS TO THESES

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

## WITHHELD ACCESS (A "STAY")

**100** Should an author of a thesis wish to withhold permission for the use of her/his work, a written application must be made to the Dean of Graduate Studies at the time of submission of the thesis for examination. Such applications must have the written support of the graduate student's

Supervisor or Director of Teaching and Learning (Postgraduate), must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission, the thesis may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all enquiries within a reasonable time.

## Appendix 6: 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 Lecturer communicated the learning outcomes of this module to me.				
I was clear about the assessment requirements.				
The workload was comparable with other modules of a similar size.				
The lecturer(s) presented the material in an effective manner.				
The teaching methods encouraged me to participate.				
I found the content of this module intellectually challenging and stimulating.				
The reading list provided was helpful.				
The main readings were available from the College library or in class.				
I received helpful feedback during this module.				
The venue provided a satisfactory teaching and learning environment.				
Overall, I am satisfied with the quality of my learning experience in this module.				

- Additional comments relating to your learning experience.
- Please list 3 things which you enjoyed about this module.
- Please list 3 possible improvements which would enhance and further develop this module.
- Please note any other comments or suggestions that you may have (continue overleaf if necessary).

***Thank you for your feedback.***

## Appendix 7: Library Resources

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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](mailto:fitzgey@tcd.ie) for information and advice.

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

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

### **The Library Buildings**

Students should soon become familiar with the physical layout of the Library's buildings – both on- and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Berkeley / Lecky / Ussher complex (referred to as "The BLU") provides access to collections and services to Arts (Humanities), Arts (Letters), and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying, and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building

has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition, and Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduate students. Off-campus, the Stearne Medical Library in the St James' Hospital Teaching Centre delivers services to health science students on clinical attachment, and students working at Tallaght Hospital may use the AMINCH Hospital Library.

### **The Library Collections**

TCD's Library has the status of being a Legal Deposit Library - meaning that well over 100,000 print items are acquired each year. About 25% of the collections are available in open collections in the reading rooms; the rest are available promptly through the Book Stacks Service. The Library's resources range from over 30,000 electronic periodicals and databases, to textbooks, literary papers, manuscripts, maps, and microfilm. The Library has a stock of over 4.5m items. Your first point of access to many of these resources is the Library's web page at <http://www.tcd.ie/Library/>.

### **Ask for help!**

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

### **Admission**

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

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. 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>. During Covid-19 services, this is now 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 Berkeley, Lecky, Ussher, and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. During Covid restrictions, applications for carrels can be made by emailing [library@tcd.ie](mailto:library@tcd.ie).

## **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](http://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](mailto: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 2020/21 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](http://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**

**During Covid-19 restrictions, masks must be worn in the library and you must book a visit in advance** <https://tcd-ie.libcal.com/>

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.

### **Need Help?**

The Library's staff members are keen to help in advising on use of the services so please ask if you are having any difficulty in using the Library. 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 8: Internal Examiners' Dissertation Report Form

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### Internal Examiners' Dissertation Report Form

University of Dublin

School of Education

Master in Education

Internal Examiners' Report Form

STUDENT'S NAME: \_\_\_\_\_

DISSERTATION TITLE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- 
1. **PRESENTATION (use of presentation conventions, referencing):**
  2. **CLARITY OF EXPRESSION (style, flow, coherence):**
  3. **LITERATURE REVIEW (theoretical background to research, critical analysis):**
  4. **METHODS & METHODOLOGY (clarity of research focus and rationale, suitability and application of research methods and data collection):**
  5. **ANALYSIS & DISCUSSION OF FINDINGS (critical analysis, interpretation of implications):**
  6. **CONCLUSIONS (adequacy, relevance to practice, emerging from research undertaken):**
  7. **SUMMARY OF STRENGTHS AND WEAKNESSES:**
  8. **OVERALL RECOMMENDATION:**

1) The dissertation is passed with Distinction

2) The dissertation is passed as it stands

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

4) The dissertation is not of a sufficient standard to warrant the award of either 1), 2) or 3) and a viva voce examination should be held.

One of the following recommendations may be made only after the holding of a viva voce examination: 1) The dissertation should be referred back for revision, or 2) The dissertation should be failed. A student whose dissertation is referred back for revisions will be required to register for a full academic year and pay the associated fee for that academic year.

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**EXAMINER:**

---

**DATE:**

**SECOND READER'S COMMENTS:**

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**SECOND READER:**

---

**DATE:**

## Appendix 9: M.Ed. Dissertation Progress Report Form

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### M.Ed. Dissertation Progress Report Form

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

**Name of student:**

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**Student number:**

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**Provisional title of dissertation:**

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**Name of supervisor:**

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#### PART A

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

This is to be submitted to the supervisor for comments and later transmission to the M.Ed. Dissertation 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. Coordinator in monitoring progress. Please indicate future work to be conducted and an indicative time frame (continue on a separate sheet, if necessary).

---

**Student's signature**

**Date**



## PART C

To be completed by the M.Ed. Dissertation Coordinator.

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

Satisfactory

Non-Satisfactory

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

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**M.Ed. Dissertation Coordinator's signature**

**Date**



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

Master in Education- Handbook 2021/22



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

