



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

Postgraduate Research Student Handbook 2025-26



Postgraduate Research Student Handbook

European universities have been awarding degrees since the 12th century, when ‘Doctor’ was the title given to people whose knowledge, increased by study and tested by practice, gave them the authority to teach others.

While there is no reason to stick to traditions just because they are time-honoured, ask yourself if there can be anything more fundamental than knowledge – the freedom to pursue it, the wisdom to use it – to individual and collective well-being.

Ask yourself if you are the kind of person who has an important question in mind, which no one has yet addressed or answered satisfactorily; who has the ability to explain what inspired it and why it matters; who will not be deterred from advancing that knowledge through genuine professional work.

*That is original research.
That is what a PhD is about: making a difference.*

Professor Anna Chahoud,
Chair of Latin, Trinity College Dublin

Alone of all mankind, the scholar is no stranger in foreign lands; he is a citizen in every state, and fearlessly despises the awkward chances of fortune; on the other hand, the person who thinks himself fortified and guarded by good fortune rather than by education, steps along slippery paths and struggles with a life unstable and insecure.

(Theophrastus, cited by Vitruvius, *On Architecture*, VI Praef. 2)

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01

Provost's Welcome

It is my privilege to welcome our postgraduate researchers to Trinity College Dublin, and to introduce the 2025/26 Postgraduate Research Student Handbook. You should be immensely proud of all you have achieved to date, and I am excited for what you will do next.

At Trinity we understand the vital importance of basic and fundamental research in breaking new ground. We value the ability to apply our research for the benefit of society and the world. Our vision is to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs, new understandings, key insights, and that can make translational and transformative advances – or, to build a world in which we want to live.

We take pride in being research active across all three faculties (Arts, Humanities & Social Sciences; Science, Technology, Engineering, and Mathematics; and Health Sciences). Respecting the diversity of scholarship that flows from that, and using all our varied talents to achieve excellence, allows everyone to play to their strengths in a way that can ultimately benefit Trinity, and have a positive impact globally.

In joining the Trinity community, I would like to assure you that we are a supportive community and during your time here we will be with you to enable you unleash your full talent and exploit possibilities. You have so much to contribute to the life and fabric of this university and its diverse research community.



Professor Linda Doyle
Provost & President

Is mór an phribhléid dom í fáilte a chur roimh ár gcuid taighdeoirí iarchéime go Coláiste na Tríonóide, Baile Átha Cliath, agus Lámhleabhar na nlarchéimithe Taighde 2025/2026 a chur in bhur láthair. Ba cheart go mbeadh sibh thar a bheith bródúil as gach rud atá bainte amach agaibh go dtí seo, agus táim ar bí faoi na nithe a dhéanfaidh sibh amach anseo.

Tuigimid i gColáiste na Tríonóide an tábhacht mhór a bhaineann leis an mbuntaighde chun dul chun cinn úrnua a dhéanamh. Feicimid an luach a bhaineann lena bheith in ann leas a bhaint as ár gcuid taighde ar mhaithe leis an tsochaí agus leis an domhan mór. Is í ár bhfís í dul i mbun taighde a bhfuil cailíocht, neart, doimhneacht, éagsúlacht agus oscailteacht ag baint leis, agus a thugann fionnachtain, tuiscintí nua, léargas suntasach dúinn agus a fhágann gur féidir dul chun cinn aistritheach agus bunathraitheach a dhéanamh – is é sin, domhan a chruthú ar mhaith linn maireachtáil ann. Tá bród orainn as a bheith gníomhach sa taighde ar fud na dtrí dhámh (na hEalaíona, na Daonnachtaí agus na hEolaíochtaí Sóisialta; an Eolaíocht, an Teicneolaíocht, an Innealtóireacht agus Matamaitic; agus na hEolaíochtaí Sláinte).

Trí mheas a bheith againn ar éagsúlacht na scoláireachta a thagann as sin, agus trínár gcuid buanna éagsúla go léir a úsáid chun sármhaiteas a bhaint amach, tugtar deis do gach duine leas a bhaint as a gcuid láidreachtaí féin ar bhealach ar féidir tarbhe teacht as do Choláiste na Tríonóide sa deireadh, agus tionchar dearfach a imirt go domhanda.

Agus sibh ag teacht isteach i bpobal Choláiste na Tríonóide, ba mhaith liom a dhearbhú daoibh gur pobal tacúil muid agus, le linn bhur gcuid ama anseo, beimid ann chun cabhrú libh barr bhur gcumais a bhaint amach agus gach deis a thapú. Tá an oiread sin agaibh le cur le saol agus le creatlach na hollscoile seo agus lena pobal taighde ilchineálach.

01

Dean's Welcome

As Trinity College's Dean of Graduate Studies, it is my great pleasure to welcome you to our university, which is now well into its fifth century of bringing together students and researchers of the highest calibre to further our knowledge and understanding and to contribute to the well-being of society. This handbook offers a guide to how you can make the most of your time with us, engaged in the work which we hope will ultimately lead to you obtaining the degree for which you are registered.



Whether you are here studying for a PhD or for a Research Master's degree, it is my sincere hope that these years will be highly fulfilling for you academically and personally as you become an indelible part of the history of Trinity. Your story now becomes part of Trinity's story as we work for the betterment of national and global society in the pursuit of knowledge and truth.

Our vision for postgraduate education in Trinity is to offer a stimulating, inclusive, and sustainable research and learning environment, where curious minds and creative thinkers thrive.

I hope that this handbook is helpful for you in navigating your studies. It contains information on many topics, including the Structured PhD here in Trinity, the library, Trinity's sports facilities, and the many support services that operate for you across the university. It also contains some guidance on the nature of postgraduate research and suggestions for maintaining a successful student-supervisor relationship from the perspectives of both students and staff.

Make sure to explore the section on the Structured PhD, including information on the mandatory taught elements and on progression and submission requirements. There is also a useful 'Timelines and Targets' section and a guide to regulations. This information will be invaluable in ensuring that you understand regulations and processes and that you know about upcoming progress checks.

The full regulations governing your registration are contained in Part III of the College [Calendar](#). Specific information relevant to your particular situation may be contained in school or discipline handbooks. Other useful information can be found on our website (<https://www.tcd.ie/graduatestudies>).

Finally, do remember that if you have concerns at any stage during your course of study, there are many systems and processes in place to support you. Key contacts are your supervisor or the designated Director of Teaching and Learning (Postgraduate) in your School. The Director of Teaching and Learning Postgraduate has responsibility for all research students in the School where you are registered and is an invaluable source of guidance and information. In addition, my office is always available to deal with particular concerns and questions, so please feel free to contact us if necessary. We are always happy to hear from our postgraduate research community.

For now, I wish you every success as you embark on this exciting stage in your research career!



Professor Martine Smith
Dean of Graduate Studies

02

Introducing the Office of the Dean of Graduate Studies

The Office of the Dean of Graduate Studies is situated in West Theatre, near the Office of the Vice Provost/Chief Academic Officer, in Front Square. The Dean's office links closely with the Academic Registry in relation to all matters pertaining to the registration, progression, assessment and graduation of postgraduate students, both taught and research.

The Dean of Graduate Studies is the College Officer with responsibility (under the College Statutes and College Calendar) for graduate students. The current Dean is a Professor in the School of Linguistic Speech and Communication Sciences. Her email is dngrstd@tcd.ie

The Administrative Officer, Frances League, provides advice and assistance on issues pertaining to graduate studies generally, as well as on the Trinity Travel Awards for research students. The email to contact the Administrative Officer is

genadgso@tcd.ie. Even if your query cannot be managed directly within Graduate Studies, we will be able to point you in the right direction. In addition, there are various communication points within the Academic Registry that may be useful to you during the course of your study. In almost all instances, it is best to link directly with your

supervisor and/or the school Director of Teaching and Academic Registry.

For issues relating to registration or admission onto the PhD register you should contact research_admissions@tcd.ie

Finally, for issues in relation to the submission of your thesis (or indeed in relation to any matters when the thesis has been submitted, e.g. revisions) contact gsothese@tcd.ie

Your Doctoral Research, You as a Researcher

The [National Framework for Doctoral Education](#) (2023) sets out the principles that underpin doctoral education and research in Ireland and tasks universities with ensuring that they “educate and develop researchers to the highest skills levels, so that they become creative, critical and independent individuals who will advance the boundaries of research” (p.5). In Trinity, we recognise that supporting creative, critical and independent individuals who can challenge conventional wisdom, push the frontiers of knowledge, and contribute to society and to our world requires more than excellent research skills. In line with the IUA

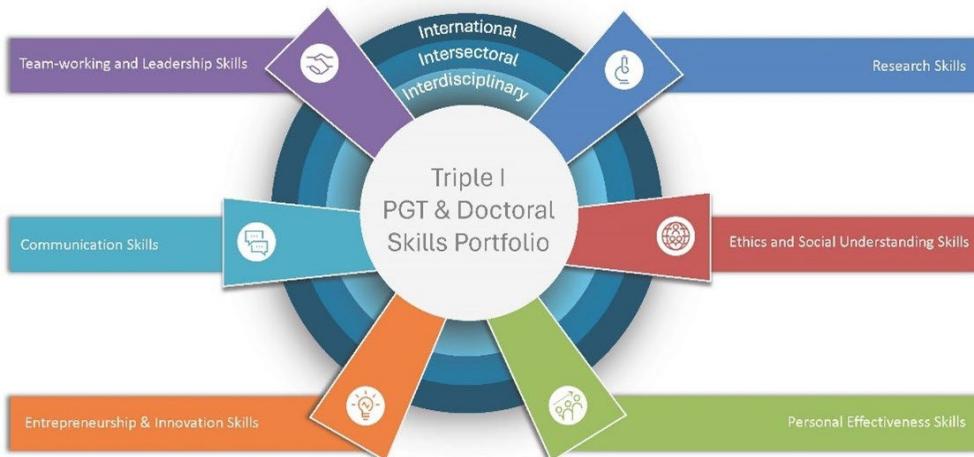
[PhD Graduates' Skills](#) statement and the [European Competence Framework for Researchers](#), we view our responsibility as twofold: (1) enabling the development of your research; and (2) supporting your development as a researcher. This commitment means ensuring we offer you opportunities to develop in a range of skill domains:

- Research
- Team-working and leadership
- Communication
- Ethics and social understanding
- Entrepreneurship and innovation
- Personal effectiveness

Another emerging theme across the EU is the notion of a 'Triple I' doctoral education. The three 'Is' in the Triple I refer to *Interdisciplinary*, *International* and *Intersectoral* experiences. The expectation is that doctoral candidates will have opportunities to engage in international collaborations, sometimes through specific mobility experiences, but often through invitations to participate in international networks associated with their research focus. Interdisciplinary perspectives are increasingly recognised as critical to delivering impactful research, whether that is reflected in ensuring that researchers can communicate their research across disciplinary boundaries, or it extends to working collaboratively across disciplines on a shared research focus. I

In parallel, there is increasing recognition of the importance of reaching outside the walls of the university into industry, policy contexts, social communities, enterprise partnerships and many other areas to ensure that the potential of research partnerships to benefit society and our world is realized. Intersectoral experiences may be informal and infrequent – sharing research findings in a public forum – or they may be grounded equally in the external environment and the university through an enterprise-based PhD.

Our vision for the Trinity Triple I model is that doctoral candidates can self-reflect on the opportunities that best meet their needs and ambitions and use those opportunities to develop the skills that are fundamental to being an effective researcher.



Becoming a researcher is a process. It takes time and often follows an unpredictable path. A number of supports have been developed to help you navigate this path. One is our Research Student Lifecycle guide. You can find links to supports, documents, and resources within the matrix on the following page.

A second support is embedded into your Annual Review of Progress form. Inserted into this form is a section that focuses on your own Professional Development Plan. This is where we encourage you to reflect on what you want to achieve, what skills you already feel confident about, where your priorities lie, what your career ambitions are and what might be helpful for you in meeting those ambitions. There are no 'wrong' plans – although most of us change our plans multiple times!

What is important is that you take time to focus not only on the thesis that will be examined at the end of your journey (important though that is), but the time that is needed to reflect on the researcher you want to be.

Your development as a researcher will be unique to you. We want to support you to realise your potential and to embrace the experiences you encounter during your programme of study. Finally, a health warning – being a researcher is a way of being in the world, a way of thinking, of seeing, of understanding. Many of you will already know this, having undertaken elements of research in the past. It is difficult – perhaps even impossible – to switch off the researcher within you once it has become established. We wish you every success.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Postgraduate Research Lifecycle

I feel I belong

I learn & grow

I contribute

I graduate

I have impact & stay in touch

GOAL

Become part of the Trinity community, begin your research and novel discovery. Take structured modules.

Demonstrate progress and capability to continue doctoral research.

Build momentum in research; gather and examine research; deepen contribution to the field.

Complete and defend thesis; obtain formal approval to graduate.

Celebrate achievement; transition to postdoctoral life or other career and stay connected.

START POINT

Arrival at Trinity

Successful Annual Review

Successful Confirmation

Final Annual Registration

Registration for Graduation

Actions to be taken by the Student

- Attend College Orientation and your local induction
- [Read Research Student Handbook](#)
- Arrive at research base
- [Read Policy on Good Research Practice](#)
- Meet supervisor and peers
- [Establish Supervisor-Research](#)
- [Student Agreement](#)
- Understand structured PhD requirements
- Identify training needs
- Plan professional development
- [Explore available Supports](#)
- Consider clubs and societies

- Continue engagement in research activities
- Engage in professional development opportunities
- Ensure that your research is progressing
- Confirm the feasibility of your research plan
- Maintain social network
- Review personal career goals and plan
- Address feedback and try again if not successful at Confirmation interview.

- Conduct core research and data analysis
- Attend regular supervision meetings
- [Complete Personal Development Plan](#)

- Attend regular supervision meetings
- Write up of thesis
- Consult with Supervisor on their nomination of an examiner
- Finalise and format thesis
- Prepare and practice for Viva Voce

- Graduate formally
- Publish dissertation (if applicable)
- Enter job market or postdoc
- Join alumni network and mentor others
- Continue with @tcd.ie email account

College Requirements to be undertaken by the student

- Enrol in CA7000 Research Integrity and Impact in an Open Scholarship Era Training mandatory module (5 ECTS)
- Enrol in additional Modules to reach a minimum of 10 ECTS
- Attend regular supervision meetings
- Choose Thesis Committee with supervisor
- Check if ethical approval is required and apply if necessary
- Complete and submit annual review

- Complete modules to reach a minimum of 10 ECTS.
- Attend regular supervision meetings
- Prepare for Confirmation interview
- Submit form for Confirmation process.

- Complete annual review and progression
- Attend regular supervision meetings

- Attend regular supervision meetings
- [Inform School of intention to submit](#)
- Upload thesis submission
- Defend in Viva Voce
- Address revisions and receive Council approval

- Register for Graduation ceremony
- Graduate formally

Development of your Research

- Develop thesis schedule
- Create data management plan
- Explore school/faculty research groups
- [Link into people of interest and ask for a meeting](#)
- [Join a TCD Research Support group](#)

- Conduct literature review and develop methodology
- Consider and begin to develop strategies to engage with your research audience
- Engage in initial data collection or pilot study
- Apply for funding to support your research such as the Trinity Travel Award
- Consider presenting on your work so far at school seminars
- Develop leadership and team working skills by getting involved in activities such as organising conferences, seminars etc.

- Discuss and disseminate your findings with your research audience
- [Build your network - Consider presenting at a conference on your methodology](#)
- [Build subject expertise](#)

- Continue research activities
- Consider and prepare for the social impact of your research
- Access support for specific issues
- Maintain social network
- Engage in professional opportunities
- [Establish subject leadership](#)
- [Present at conference](#)
- Consider joining professional groups related to your research

- Use of Trinity Library Reader card for five years to support further research

Postgraduate Research Lifecycle		Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
END POINT	Successful Annual Review	Successful Confirmation	Successful Final Annual Review	Council Approval of Higher Degree		
Touchpoints	Orientation Postgraduate Advisory Service Supervisor welcome meeting Student intranet or portal Thesis Committee	Supervisor meetings Progress tracking Careers Service Professional networks (LinkedIn, ResearchGate) Confirmation Panel	Academic conferences Research seminars Peer collaborations Careers Service Thesis Committee	Thesis submission systems Examination office Supervisor and internal examiner Graduation Office Careers Service	Career services Alumni relations Professional networks (LinkedIn, ResearchGate) Professional associations	
Challenges	Adjusting to academic expectations Imposter syndrome Navigating administrative processes Building a social network Establishing work-life balance: 30 days annual leave	Meeting milestone deadlines Managing critical feedback Balancing independence with support needs	Research fatigue or stagnation Funding pressures Sustaining motivation over the long haul	Managing feedback and corrections Scheduling defence (Viva-Voce) Final bureaucratic and formatting requirements	Navigating job search or postdoc competition Maintaining academic connections	
Additional Trinity College Supports	Research Student Handbook ToR for Thesis Committees Student Life Website Academic Registry Graduate Studies Office Website	Careers Service Postgraduate Advisory Service Write Here, Write Now	Student Counselling Service Student Learning Development College Health Service	PhD-Viva-Guide Trinity Certificate of Teaching Contributions	Careers Service Trinity Development and Alumni	



Postgraduate Research in Trinity College Dublin

Trinity College is proud of the fact that both historically and in the present, it is dedicated to and famous for the production of top quality, cutting-edge research.

We fully recognise and acknowledge the remarkable work of our Research Students in all disciplines and we are keenly aware of the extent to which our status as a research-led university is dependent on and heightened by your achievements. This plays out in a number of ways. Whereas no doubt grant funding is one example of how research students contribute to the university's research productivity, of far greater importance is the research you generate and its impact – submitted dissertations, conference presentations, peer-reviewed published work and many other forms of outputs. At its best, any university is a community dedicated to the discovery and enhancement of knowledge and understanding for the betterment of humanity. It is a matter of celebration for us that you have joined our research community and we look forward to Trinity's reputation for research and your burgeoning reputation as scholars becoming interlinked.

In so far as the work of a Trinity College research student is concerned, the primary academic support and focus comes from within your school and/or Research Centre.

- At the heart of this is the supervisor(s) (see the section on supervision below).
- Each student is assigned a thesis committee to provide further support and to help monitor progress across the PhD cycle.
- Depending on the specific supervisor and the nature of a specific project, you may be supported by the supervisor's research group or lab, and, potentially, the postdoctoral students working there.
- All schools also have a Director of Teaching and Learning Postgraduate (DTLP) with responsibility for all graduate students in that school.

The Hallmarks of Successful Postgraduate Research

On this basis, what are the hallmarks of a successful Trinity postgraduate thesis at either Masters or PhD level? Precise criteria in this regard are laid down in Part III of <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>. The standards that are required of a PhD thesis are of course higher than those required of a Masters, but in principle all successful theses will have certain key characteristics, so make sure you review the Calendar, explore the guidelines below and importantly, discuss with your supervisor.

They will demonstrate a deep and systematic understanding of the field of research and an awareness of existing scholarship in the area – in the context of which scholarship the submitted thesis will be situated.

They will demonstrate a clear and appropriate research methodology and, more generally, they will show evidence of rigorous, clear and effective research in the relevant area.

They will demonstrate significant skills of critical analysis and capacity to synthesise new and complex ideas.

They will represent an effective communication of the ideas contained in the thesis, which, especially at PhD level, must represent an appreciable contribution to knowledge through originality and innovation.

Very often the finished product will, either in whole or in part be accepted for peer-reviewed publication.



This is what you should be aiming for; it is our ambition that you will achieve this and our hope that we can help you to do so.

Trinity College – a Proud Member of the League of European Research Universities

It is a mark of Trinity's international status as a Research-Led University that, in 2016 it was invited to join the 23-member League of European Research Universities (LERU). Membership of LERU, apart from being a recognition of our status, will generate any number of benefits for the research profile of Trinity. It will certainly galvanize research collaborations and the pursuit of best practice and it will heighten our already excellent reputation for research.

From the perspective of Doctoral Students, however, there is also the potential and tangible benefit of participation in the annual LERU Doctoral Summer School. Details of how to apply to attend at this school are circulated in the Spring (and it is a highly competitive process which ultimately results in us sending perhaps only one student to the event). In Summer 2025 the LERU Summer School was hosted by the University of Copenhagen and the theme was "Artificial Intelligence across University Disciplines - Perspectives and Hands-on Experience". Two Trinity students had a superb opportunity to participate in a wonderful educational experience with 54 PhD students from different universities in Europe.



Here's what one of them said:

Kaberi Basu, (Final Year PhD, School of Law)
Highly rewarding and enriching experience at
LERU Doctoral Summer School at the
University of Copenhagen

This summer, I had the opportunity to attend the LERU Doctoral Summer School at the University of Copenhagen, Theme: Artificial Intelligence across University Disciplines – Perspectives and Hands-on Experience. It was my first time attending such a highly stimulating week

There were 54 of us PhDs from various disciplines, all examining Artificial Intelligence from different perspectives within our own research areas. This diversity was a crucial factor in creating an extremely stimulating environment, not only for the workshop but also for our own research development.



The summer school was organised with speakers scheduled for the first half of the day, while the second half was reserved for the workshop, often followed by a social event. Some of the speakers aligned more with my interests, such as the legal aspects of Artificial Intelligence. The workings of large language models were highly enlightening, and this perspective was multidisciplinary, as most speakers emphasised AI models from their research point of view. This was insightful, especially considering my current research musings and the academic discourses in legal tech that revolve around regulating the use of and modifications to AI. Although there were speakers from STEM research, the discussions highlighted how structurally similar natural language processing is to human lives – not only in using AI predictive models for assistance but also in learning these models to use human event data, whether Danish registry data, personal electric usage data, or theoretical data on molecular structures, to predict trajectories or develop new polymers. As a legal researcher, many interesting layers emerge when considering the type of data and how GDPR and the AI Act might impact them. Additionally, as a researcher, it sheds light on how natural language processing, at its core, could help us understand

LLM generations. My research interest in AI builds on my doctoral research on Data nationalism and its impact on civil liberties. While my thesis carefully examines the impact of GDPR, including the timing and manner of data transfer, a related aspect is concerns over training data sets, the copyrightability of these, responses to AI outputs, and the privacy issues surrounding this training data. While my thesis aims to uncover the benefits and drawbacks of data localisation policies, a broader understanding of what data signifies in the AI landscape would require clarity and adjustments in regulatory approaches. Data and information could then become more controlled, with serious implications for open research. The University of Copenhagen organised an excellent workshop. All participants were divided based on the type of dataset we chose. Two datasets were provided: the first from the Federal Trade Commission in the US, containing complaints, and the second from the Copenhagen Trash Bin's take-out time logs. What I found fascinating was that this was unfamiliar to most of us; if not the process itself, the designing of the workshop ensured that it was inclusive of all disciplines. As someone passionate about and always seeking creative pedagogy, teaching, and instructing styles, I found the workshop an innovative method to engage with something highly technical, by people who are far from coding.

We shared our thoughts on the research possibilities of the dataset, the workshop, and our key takeaways, as part of a group presentation. I discussed the cautious approach needed in AI engagement, especially considering its impact on cognitive skills. Ethical consideration and cognitive autonomy were some of the highlighted threads of discussions throughout the week amongst us participants, clearly creating a spectrum of opinions. It also gave me space to reflect on many concerns regarding the rising prominence of AI in our daily lives.

The summer school was well-designed to provide all researchers with valuable insights into how AI could be integrated or, in fact, studied as a research topic. I also had the wonderful opportunity to meet and make connections with researchers across disciplines. This not only gave me a great peer network but also broadened my perspective on diverse PhD experiences and fascinating research. This LERU summer school was a one-of-a-kind experience. Particularly because it introduced us to new ways of thinking from both our peer researchers and speakers. The fact that a lawyer thinks differently about AI than a chemist is interesting when either wants further engagement in AI-interacted research. This indeed was a hands-on experience in Artificial Intelligence.



I am very grateful for this opportunity to firstly thank LERU for organising a multidisciplinary summer school, and to Trinity College Dublin for providing me with the opportunity to represent them at this stage. This has also placed an enormous amount of confidence in my own research thoughts and trajectory. This was evident from the support provided by the Office of the Dean of Graduate Studies, and I am incredibly thankful to them. It was a fantastic experience and arrived at a perfect time in my doctoral research.

I would recommend any and all late-stage PhD researchers to consider the LERU Summer Schools in their research areas; it's a highly rewarding and enriching experience.

Trinity's Structured PhD

All Trinity PhDs are now 'structured doctorates' irrespective of how they are funded. In essence this means that they are four year full-time or six year part-time degrees (see the section on timelines and targets) where students are required to fulfill criteria at the end of each academic year.

This does not mean that students cannot submit their PhD theses before four or six years - they can, but part-time students will be liable for the equivalent of six years part-time fees. Our **structured doctorates are set up as four-year degrees and we make provision for incremental stages along the journey during this four-year period.**

Under our structured doctorate model, students are required to participate in taught modules and obtain between 10 and 30 ECTS before they present at the mid-point for confirmation on the PhD register. This is a University-wide requirement. Your School may have specific and bespoke requirements as to how these credits are obtained or which modules must be undertaken. It is important that you familiarise yourself with these requirements – your School postgraduate handbook should be helpful in this regard. Please be aware that all incoming students must successfully complete a 5-credit module in Research Integrity and Impact in an Open Scholarship Era.

Stages of the Structured PhD

Annual Review Report

All students on the Structured PhD route (full time and part time) must complete an annual review report. This report is shared with your supervisor, thesis committee and Director of Teaching and Learning. Students who register in September normally must complete this process by June of the following year, while March registrants complete by the end of January. A student who, without permission, fails to submit this report will not be permitted to register for the subsequent year. Annual review meetings are convened for each student, and involve discussions with supervisor(s), Thesis Committee and sometimes with the Director of Teaching and Learning. On the basis of the report and the discussions, Schools let the Academic Registry know that students should be invited to register for the next year. Occasionally, Schools may refuse to allow a student to proceed to the next year on register if progress, as outlined in the report, has not been satisfactory.

Midway through the programme of study (Year 2 for full time students, Year 3 for part time students) students must complete a confirmation process. Students who started on the research Masters register, but wish to transfer to the PhD register undertake a similar process, termed the “transfer process”. The confirmation and transfer processes are important decision points, the outcome of which will determine whether a student is confirmed or transferred to the PhD register. (<https://www.tcd.ie/graduateschools/staff/research/assessment-and-progression/>)

All confirmation processes will at minimum include submission of a piece of work and an oral interview (*Viva*) with your Thesis Committee. The procedure is aimed at ensuring that you are sufficiently on track and that it is appropriate that your registration as a PhD student should be maintained.

A student who fails their confirmation interview may (a) be discontinued on the register (b) be granted permission to submit a thesis for a lower degree (M.Litt/MSc) or (c) be permitted to re-submit work for a second and final confirmation interview, usually within roughly six weeks. Where a student fails the second confirmation interview, then they cannot submit for a PhD but instead (depending on what the confirmation panel decides) may either be removed from the register or, alternatively may be given permission to write up and submit for a Master's degree. The confirmation interview, thus, is an extremely important part of the structured PhD.

In reality, however, the entire PhD process, from originally devising a research question right through to ultimate submission of the final thesis is a structured and incremental one. At all stages in the process, it is vital that you, along with your supervisor(s) and your School have a clear sense of the direction in which it is headed, and reasonable confidence that the project that you are undertaking is capable of hitting the standards required of a successful PhD thesis. Furthermore, at all stages it is important that you grow intellectually in and through your work. In other words, every stage of the structured PhD process (like every book you read, every dataset you analyse and every supervision meeting you arrange) represents a learning process, so that, following completion of the degree you will not merely be an expert in the field of study covered by your thesis, but you will also have grown intellectually, to doctoral level, in a broader sense.



Taught Elements within the Structured PhD

From the standpoint of the University, students must study a minimum of taught components equating to 10-ECTS credits. Having said that, your particular School may have specific requirements that require you to obtain more than 10-ECTS of credit or may specify modules that you must take to fulfil their requirements. Make sure you are familiar with what is required within your individual School. Students will be registered on SITS to the modules that they undertake (including the mandatory module on 'Research Integrity and Impact in an Open Scholarship Era').

For students who are not constrained by the approach in their School, there is a wide array of options available to fulfil the taught components of the structured PhD. All of these options are identified on our website at: [Structured PhD Modules](#)

<p>(a) There is a range of generic skills modules which are offered by the TCD Research Informatics, the Trinity Careers Service and Student Learning Development all of which should provide students with invaluable skills that will both assist them in their PhD work but will also be useful generally. Make sure you look at these carefully and see if one looks ideal for you – especially if you are in your first year of study. Each of these modules is outlined briefly below. In particular, please note that all incoming students are required to take the 5- ECTS module in ‘Research Integrity and Impact in an Open Scholarship Era’ which you are automatically enrolled on.</p> <p>(b) Provided that the module lecturer and your supervisor/ Director of Teaching and Learning (Postgraduate) agree and there is capacity, students can fulfil their taught requirements by studying any of the thousands of modules on any of our level 9 taught Masters’ courses.</p>	<p>(c)</p> <p>Many research students register for our Postgraduate Certificate in Statistics and Data Science to help them develop the skills required to analyse their data. Information on this course is available at https://www.tcd.ie/scss/courses/postgraduate/pg-cert-dip--msc-in-statistics-and-data-science-online/</p> <p>As this is a separate 30 ECTS course with its own award, where students successfully complete the certificate and are issued with the award, credits obtained in the process cannot count towards their structured PhD, but if students do not complete the certificate, then modules undertaken can count towards the structured PhD taught credit requirement. Note that the Certificate can be extended into a second year for a Postgraduate Diploma, and even a third year for an MSc.</p>	<p>(d) Registered PhD students on particular, named thematic programmes can avail of modules delivered in any of our partner universities in Ireland under an inter-institutional agreement that is in place. Your supervisor will be able to advise if you can avail of this.</p> <p>(e) Finally, we are constantly seeking to increase and improve our offerings of structured PhD modules and we will be in touch with you throughout the year to let you know of any relevant developments in this regard.</p>
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Think carefully about the modules that you choose for ECTS credit purposes and study the options that are available to make the best possible choice for yourself. Even though the idea of a research student taking taught modules may seem odd or unnecessary at first glance, we have countless examples of students who say that the classes that they attended as part of the structured PhD – whether discipline led, generic, or a taught masters module – were profoundly enriching and meant that the entire PhD journey was an intellectually satisfying one. We are very aware that, for many of you, the PhD is both an end in itself but also a means to another end – career either inside or outside of the academy. We genuinely believe that the skills developed through the taught components of the structured PhD will stand to you both in the course of your PhD studies and beyond them. Use the skills audit tools suggested in the Annual Review of Progress PDP section to help identify any specific researcher skills that would be valuable in planning for life after the PhD. Many of these offerings count towards the structured PhD credit requirement.

Finally, please be aware that it is not possible for a student to be examined on their PhD thesis unless their Director of Teaching and Learning Postgraduate can confirm that the student has fulfilled the requirements of the structured PhD. Indeed, more generally, a student cannot be invited to register for the next year of their studies unless and until their School confirms that they have fulfilled all the structured PhD requirements of the previous year. In other words, it is vital that you do complete the taught modules and other structured components that are required.



Research Integrity and Impact in an Open Scholarship Era (CA 7000) – MANDATORY MODULE

The concept of open scholarship has radically altered the way in which academic research operates in Europe and in the world generally, providing as it does both opportunities and challenges for research students. In addition, funders are increasingly demanding that researchers, including research students, must, as a pre-requisite to securing grant funding, have undertaken some training in research ethics. Finally, there are increasing pressures on students, as they conduct research, to be aware of and comply with obligations under intellectual property and data protection law and to ensure open access to their publication in compliance with institutional and funder mandates as well as the proper management of their research data. This module seeks to provide all Trinity PhD students with the tools necessary to navigate these issues as they proceed with their research and is mandatory for all incoming PhD students.

Module Learning Outcomes

On successful completion of this module, students should be able to:

- Apply the highest standards of ethical integrity in their research
- Understand the basic principles of intellectual property law as they apply to their research
- Appreciate the application of Data Protection law in the context of postgraduate research
- Apply best practice standards in research data management and develop an effective Data Management Plan for their research
- Demonstrate awareness of the opportunities that open scholarship provides for them to ensure that their research has maximum impact

This module is delivered online, and students are advised to take it within six months of enrollment. I accrue the 5 ECTS (125 student effort hours), participants will be expected to complete the various online components of the course and the prescribed assessments.

The module sessions are:

- Session 1: Research Integrity and Ethics under revision for 2025-26
- Session 2: Copyright, Intellectual Property and Data protection
 - Part 1: Copyright and Intellectual Property
 - Part 2: Data Protection
- Session 3: Research Data Management and the Construction and Application of Data Management Plans
 - Part 1: Research Data Management
 - Part 2: The FAIR Principles
- Session 4: Open Access and Open Research
 - Part 1: Scholarly Communication and Publishing
 - Part 2: Open Access
- Session 5: Research Evaluation and Impact in an Open Scholarship Era
 - Part 1: Research Evaluation
 - Part 2: Your Research Impact

Each session contains a series of tasks which you must complete before moving on to the next session. As Session 1 is under revision for 2025-26, students should familiarise themselves with the supplemental information provided where they can take note of the Trinity College Dublin Good Research Practice Guide. The tasks are Introduction, Prepare, Study, Apply/Reflect, Test and Extend. The Test task is a quiz which forms the summative assessment for each session.

A minimum Test grade of 80% is required for each session to pass this module and gain a Certificate of Completion. Formative assessment in this module takes the form of an optional learning journal with five short practical exercises that are self-assessed. .

For more information, please contact:
ResearchIntegrity_CA7000@tcd.ie
[Monica_Sanchidrián \(sanchidm@tcd.ie\)](mailto:Monica_Sanchidrián (sanchidm@tcd.ie))

Careers, Employability and Work-Based Learning Modules

The innovative 10 ECTS module on Careers, Employability and Work-Based Learning and the complementary shorter 5 ECTS module on Careers and Employability will support you, the PhD student, with career planning, critical reflection and decision-making and will equip you with the skills to develop a network to help support your future career.

These modules, which were developed in collaboration with industry partners, are led by the Trinity Careers Service and are offered in a blended learning format, which includes an online Skills Audit tool to help you to develop transferable skills that can be applied during and after your PhD. The 10 ECTS model involves the participant sourcing a 100 hour work-based learning experience, and submitting an assessment reflecting on that experience.

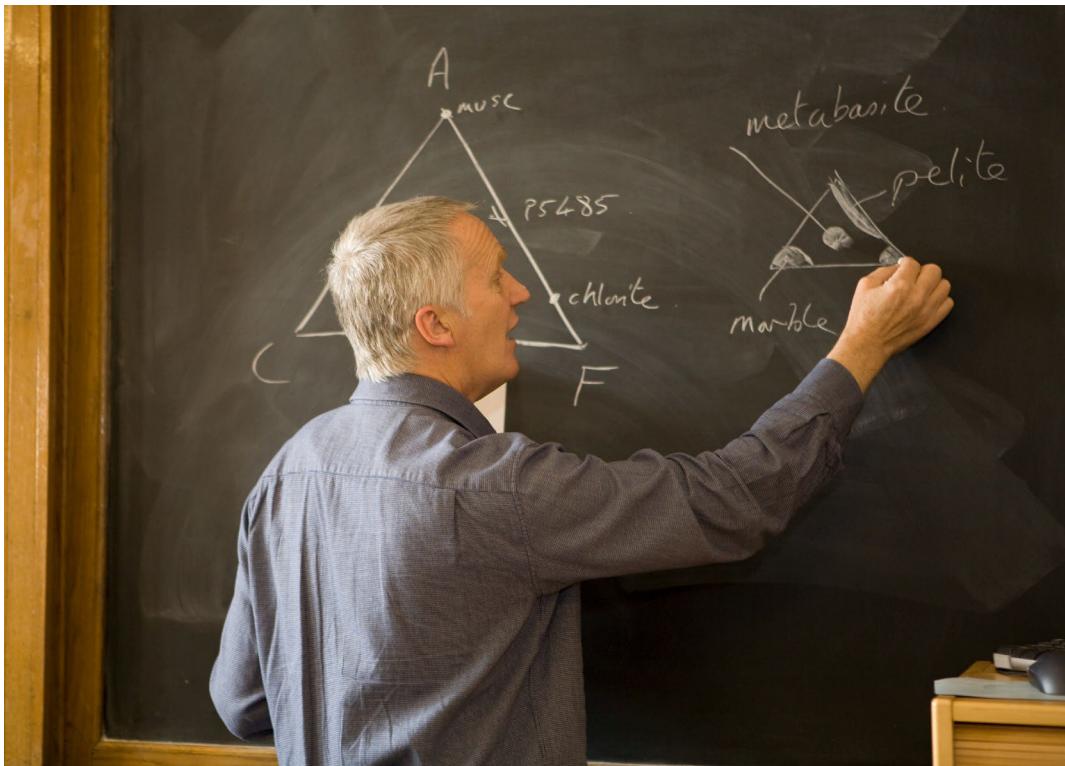
Both modules comprise a suite of workshops in two streams (Careers and Skills) with students undertaking face-to-face and online sessions. The 10 ECTS module includes an additional Work-based Learning (WBL) stream. Both modules are open to students in all years of a full and part-time PhD across all disciplines and students also have the option to audit the module if they want to engage with some or all module elements without submitting assessments.

By the end of these modules, you should be able to:

- Critically reflect on, develop, and articulate your skills in relation to your PhD and for the workplace.
- Create a career path that reflects your beliefs, values, interests and potential.
- Apply tools to proactively manage your own career.
- Develop the skills to create meaningful connections with PhD students from other disciplines and industry partners/alumni.
- Critically evaluate a work-based learning experience in terms of your future career direction (10 ECTS module only).

The modules are assessed through written critical reflection, a group poster project, completion of a CV and cover letter review, and a WBL self-assessment (10 ECTS module only). Students will have the option to transfer between the two modules on successful completion of the required components.

For further information, please contact the Careers Service (postgrad.careers@tcd.ie) or <http://www.tcd.ie/careers>.



Planning and Managing your Research Process (PMRP)

This module provides doctoral candidates with opportunities to develop and enhance their research practice and reflect on the process. The module focuses on self-management, academic and communication skills as well as personal effectiveness and wellbeing.

The module takes an active, blended learning approach. It employs in-person workshops or live webinars as well as online self-directed sessions with opportunities to demonstrate self-reflection and the practice of new skills. The module is designed to maximise flexibility and enable students to tailor their learning to their own developmental priorities and circumstances (e.g. non-resident or part-time) by allowing students to choose from a variety of sessions and topics provided by Student Learning Development, Student Counselling, Postgraduate Advisory Service and The Library.

To complete the module students must undertake 12 topics from 3 themed areas: Self-Management and Self-Care Skills, Interpersonal and Leadership Skills and Academic Skills.

For further information, please visit [student-learning.tcd.ie/PhD Module - 5ECTS - Student Learning Development | Trinity College Dublin](http://student-learning.tcd.ie/PhD%20Module%20-%205ECTS%20-%20Student%20Learning%20Development%20%7C%20Trinity%20College%20Dublin) or contact the Student Learning Development Team (student.learning@tcd.ie).

Teaching and Supporting Learning as a Graduate Teaching Assistant

This **fully online for-credit** module (5 ECTS) offered by The Centre for Academic Practice is aimed at postgraduate research students (PGRs) with active roles in supporting teaching, learning, and assessment at Trinity.

Grounded in the scholarship of teaching & learning (SoTL), participants are supported to engage in a community of practice where they will develop familiarity with, and insight into, evidence-based approaches to pedagogical practice. The module introduces participants to core concepts of teaching, learning and assessment in higher education and supports participants to critically reflect on their professional roles and articulate their own philosophy of teaching, informed by pedagogical research.

The module is strongly oriented towards practice: participants develop insight into key areas of practice relevant to their current and future roles as educators in higher education.

On successful completion of this module participants should be able to:

1. discuss the role of the postgraduate research student (PGR) in teaching and supporting learning in higher education;
2. develop insight into evidence-based practice in teaching, learning, and assessment in higher education;
3. demonstrate the appropriate use of tools and technologies to support and enhance teaching and/or learning in your own disciplinary context;
4. articulate/illustrate how your (emerging) values around professionalism in academic practice have been influenced through engagement with the module.

The module covers:

7 key areas of practice relevant to students expanding their understanding of teaching and learning in higher education:

1. Role of the Graduate Teaching Assistant
2. How Do Students Learn?
3. How can we design sessions effectively?
4. How can we design learning activities effectively?
5. How can we make teaching inclusive and sustainable?
6. How can we assess learning and give useful feedback?
7. How can we reflect usefully to enhance practice?

For further information, please visit:

Website:
www.tcd.ie/academicpractice/professional-development/graduate-teaching/
Email: jade.concannon@tcd.ie

Targets and Timelines for the Structured PhD

All PhDs (and all PhD students) are different and therefore it is probably impossible to suggest a definitive timeline for work that applies to all students. The suggested timelines and targets below are, therefore, indicative.

These should normally be agreed between the supervisor (s) and the student and there will be certain things (e.g., seeking ethics approval, risk assessment of field-based activities and

even data collection) which may apply earlier in some discipline areas than in others. In other words, do not feel constrained by these timelines – they are intended merely for guidance. Time management is an important part of successful completion of a PhD. If you have any concerns about your overall progress, it is always better to seek advice and guidance as soon as possible, as there are many supports that can be put in place to ensure that the impact of any delays is minimized.

Using the [Supervisor-Research Student Agreement](#) form can help you negotiate and clarify the timelines that are most relevant for you.

Remember – review the Postgraduate Research Student Lifecycle (Section 02) for more information.

TIME	TASK
Before commencement of study	<ul style="list-style-type: none">• Prepare a statement of research subject.• Assignment of supervisor(s) and approval of application by School and Dean of Graduate Studies.• Ensure that funding (where applicable) is in place.• Attend PG Students orientation events.• Relax and have fun.
During the first months of doctoral study	<ul style="list-style-type: none">• Work with supervisor(s) to ensure a clear understanding of your research question.• Consider using the Supervisor - Research Student Agreement (https://www.tcd.ie/graduatestudies/students/research/supervision/) to set parameters of the working relationship with your supervisor and clarify your expectations of one another. Negotiate and adapt the Agreement template to fit your specific needs.• Familiarise yourself with what is expected of you in so far as the taught element of the structured PhD is concerned.• Familiarise yourself with available library and/or lab resources and avail of any opportunities to upskill in terms of bibliography management or other scientific literacy skills that will underpin your research, including what is permitted and supported in terms of use of GenAI tools.• Ensure that there is a clear agreement between you and your supervisor(s) in terms of what is expected of you and how your supervision relationship will proceed. The Supervisor - Research Student Agreement (https://www.tcd.ie/graduatestudies/students/research/supervision/) may be a useful tool to manage your mutual expectations.• Actively engage with your supervisor in selection of Thesis Committee members.• Ensure that you are aware of any requirement to obtain ethical approval for any element of your work.• Ensure that you have a suitable data management plan in place, and more generally, that you are aware of College rules pertaining to use, ownership and management of data.• Relax and have fun and avail of opportunities to engage with students outside of your discipline area – start building your Interdisciplinary and International network and expertise!

TIME	TASK
During the first semester of doctoral study	<ul style="list-style-type: none"> Develop and agree your thesis research schedule (specified for first year, comprehensive outline for subsequent years). Ensure that you are aware of the members of your Thesis Committee and that you have familiarised yourself with the requirements of the annual review process. Try to ensure that you have completed a sufficient body of work (whether in the form of data collection or writing) that you have confidence proceeding to the next semester. Consider whether to apply to be an exam invigilator. Relax and have fun.
During the first year of doctoral study (first two years for part-time students)	<ul style="list-style-type: none"> Take part in transferable and discipline-specific modules including ‘Research Integrity and Impact in an Open Scholarship Era’ and trainings to develop a multidimensional skillset. Prepare a specification of research plan for second year. Take stock to ensure that you are ‘on track’ in so far as your initial plans are concerned. Engage in professional development planning and avail of professional development opportunities available in the University. The Personal Development Plan (PDP) www.tcd.ie/graduatestudies/assets/doc/pdp-template-doctoral-students.docx may be a useful tool to reflect about your professional goals and set development priorities. Complete your annual review report and submit to your supervisor(s) and thesis committee for their input. As your research progresses, consider revisiting the Agreement with your supervisor (www.tcd.ie/graduatestudies/students/research/supervision/) at the start of each academic year and, if needed, adapt it to the evolving requirements of your research project.
During the second year of study (3rd year for part-time students)	<ul style="list-style-type: none"> Complete your confirmation process (including submission of confirmation report and attendance at confirmation interview). Prepare for the confirmation process (if on the full-time register). Familiarise yourself with the requirements of the process and make sure you are aware of deadlines. The Director of Teaching and Learning (Postgraduate) in your School may provide guidance on the content of the confirmation report. Prepare a detailed research plan for remaining year(s). Ensure that your research has really started to take shape and that you are not falling behind in so far as the timelines that you and your supervisor have set are concerned. <p>Consider taking part in the 3-Minute-Thesis competition</p> <ul style="list-style-type: none"> Relax and have fun.
During the third/fourth year of study (fifth/sixth year for part time students)	<ul style="list-style-type: none"> Complete your research. Write up your thesis. Submit your thesis. Nomination of examiners. Prepare for your Viva Voce exam (check out the Viva Guide on our website). Make sure you have planned for any accommodations that might be important for you (see the IUA Guidelines for reference)

Note: Timelines for these activities may in part be discipline dependent.

Finally, there may be various other challenges that will arise in the course of particular research projects. Amongst these, the following (in alphabetical order) tend to be prominent:

Agreement of schedule for and preparation of annual review reports to funders	Ethical review/Ethical approval (as and if required)	Preparation of conference papers
Agreement on approaches for ensuring appropriate data security and record keeping	Field trip planning	Preparation of journal submissions
Career planning and job search activities	Health & Safety instructions/ certifications	Pre-test of instruments/ experimental manipulations etc.
Commencement of fieldwork	Negotiation of access to field sites/ samples	Professional registration and formal clearances (e.g., Garda clearance if research is planned with children or vulnerable adults; etc.) if this has not been required as part of the registration process
	Pilot study	

Submission and Examination

The final piece of the jigsaw for postgraduate students relates to submission and examination (and this may well seem a very long way off to those of you entering into your first year!). But it is a critical final piece and so it is worth focusing on in some detail.

All theses (PhD or Research Masters) are submitted electronically, through the Academic Registry. Before you submit, students must complete and submit an Intention to Submit form to the Academic Registry (via gsothese@tcd.ie). This allows Academic Registry to set up and receive the electronic copy, and triggers all the subsequent steps in the examination process. The form should be submitted one month in advance of your intended date for submitting your thesis. For further guidance refer to our website: [Thesis Submission](#)

As you will read in the Calendar, there is a maximum word count (**100,000** for a PhD, **60,000** for a research Masters which excludes bibliography, footnotes and appendices). Theses that exceed this word count will be returned to the student for resubmission. Part III of the College Calendar includes details of what must be included with the thesis (e.g. declaration, abstract and so on) as well as details of requirements in terms of spacing, font size etc. Finally, in the eThesis Submission and Open Access section of this handbook, you will find details of our open access policy. Students must submit their final approved thesis electronically as well as in hard copy. Students may request permission to delay release of a thesis to open access (a [Stay of Deposition request](#)).

If there is a commercial or intellectual reason to retain confidentiality. Normally, such a stay of deposition is for a maximum of two years. If there is a commercial or intellectual reason to retain confidentiality. Normally, such a stay of deposition is for a maximum of two years.

Theses must be submitted by the end of the month preceding that on which you registered (i.e., if your registration was in September then you must submit by end of August). On the other hand, there is a convention that students are entitled to **Dean's Grace** - an additional month to submit automatically added to a student's record. This additional month means that someone who registers in September will, some years later, submit by end of September. In exceptional circumstances and on the application of their supervisor, a student may be granted an extended Dean's Grace. Such requests will only be considered when submitted by a supervisor on behalf of a student, with clear and convincing evidence of the basis for the request. All such requests must first be submitted to the Student Cases team.

Once you have submitted your thesis, the process for nominating examiners starts, and you do not need to do anything about this part of the process. In many cases, supervisors discuss potential examiners with students, but it is important to note that this does not mean that a student has any right to be involved in the appointment of their examiners. The thesis is then sent out for examination, with the process taking

a minimum of eight weeks and sometimes taking much longer due to the availability of appropriate examiners!

For a research master's thesis, the examiners may award the degree as it stands, or with minor corrections, may return it for major revisions and re-examination (with no guarantee that the revised thesis will be awarded the degree) or may fail it. If either of the latter two options are possible, the examiners must schedule a *Viva Voce* (oral exam) giving the student an opportunity to defend the thesis.

For a PhD thesis, there is always a *Viva Voce* exam, a rigorous and robust oral defence of the thesis by its author. Thereafter the examiners may (i) award the degree as it stands, or (ii) with minor corrections, (iii) return it for major revisions and re-examination (with no guarantee that the revised thesis will be awarded the degree) or (iv) award a lower degree (that is, a masters) or (v) may fail it. In the case of both a master's degree and a PhD, where the thesis is referred for major revisions and re-examination, there is no second *Viva Voce* exam. The revised work is re-examined by both examiners, and both must submit new examination reports.

Students are encouraged to work with supervisors in preparation for their *Viva* exams and, should their thesis be referred for revision and re-examination, it is very important that they work with their supervisor/s in relation to the revision process.¹

Finally, you should review the [Trinity PhD Viva Guide for Postgraduate Research Students](#).

Although for incoming students, the *Viva* may seem a very long way off, I hope that this guide will be of some use to you when the time comes around.

In either case, when the degree is eventually awarded the student must submit the thesis electronically and (at present) must also submit a hard copy. Thereafter, the award of the degree is approved by the Higher Degrees Sub Committee of University Board and Council and the student may proceed to graduation. Graduation or Commencement dates are set well in advance. You must ensure you have notified the Graduation Team of your desire to be included in the list of students on the relevant date. It is not at all unusual for a period of up to one year to lapse between the date of a *viva voce* examination and subsequent graduation



¹ Details in relation to the fee implications of a thesis being referred for revision and re-examination are available from the Academic Registry under 'What will my fees be?' at www.tcd.ie/academicregistry/fees-payments/

Supervision and the Student/Supervisor Relationship

At the heart of a really fulfilling PhD experience is the concept of quality supervision. In Trinity we are committed to ensuring that all PhD students are supervised effectively. Equally, it is recognised that there is no such thing as a ‘one size fits all’ approach to supervision.

Rather, the definition of quality supervision in any context depends on a range of factors, including the student, their needs, the supervisor, and the project. Many of you will be jointly supervised by two or even a panel of supervisors whereas others will have a single supervisor, with a Thesis Committee. Some of you will meet your supervisors every week whereas others will meet less frequently. Some supervisors will provide more detailed comments on thesis drafts than will others. The point is that it is not the case that one model is better than another. Rather what is important is that the model that applies in your case is one that works for you and your supervisor and one that ultimately leads to your final thesis, as well as your overall ‘PhD journey’ being as fulfilling as possible. To facilitate the development of a productive and positive relationship between you and your supervisor, we have recently introduced the Supervisor – Research Student Agreement. Developed as one of the initiatives of the Postgraduate Renewal Programme, the Agreement fosters a shared understanding of goals and promotes open communication between you and your supervisor, providing a platform for addressing concerns.

The Agreement clarifies the roles and responsibilities of both parties in the supervisor relationship and outlines your academic, research, professional and personal expectations of one another.

In the case of all PhD students who registered from September 2019 onwards, a Thesis Committee should be in place, comprising at least two members independent of your supervisor and co-supervisors. One member must be an independent academic member of Trinity staff from within your School familiar with your research area. The second may be an additional academic member of staff from within the university or a recognised external expert in your field of study. Different schools may operate different variants of what this entails, but in most schools the Thesis Committee will be involved in the progression stages of the structured PhD (that is, in the completion of annual reviews or the confirmation process).

Finally, if you have concerns with the supervision that you are receiving (or any other real and pressing concerns with your supervisor) this is something that you can raise with your Thesis Committee and of course with the Director of Teaching and Learning (Postgraduate) in your School. For further guidance on the roles and responsibilities of the members of your Thesis Committee, (including your own), I encourage you to familiarise yourself with the Thesis Committee Guidelines. They have been developed to supplement Terms of Reference for Thesis Committees approved in January 2024.

It is important, however, to remember that ultimate responsibility for your thesis rests with you. Supervisors are there to guide you, to help you to develop your ideas and to review your draft chapters so that their quality can be improved, but they are not there to write your thesis, to be the innovative force behind it or indeed to improve the standard of written English in it! Occasionally we have had situations where students whose thesis was referred for revision, or who failed the *Viva Voce* examination process, subsequently seek to blame their supervisors for this outcome. Inevitably the response is that it is the student and only the student who takes responsibility for the final submission of a thesis (thus under our rules, no complaints against supervisors can be entertained following submission of the thesis).

Having said that, and even though there is no singular prescriptive mode for 'good supervision' it is important that you do receive effective supervision (and this is a two-way street with input from both you and your supervisor). If you feel that the supervision you are receiving is of poor quality or that, for whatever reason, there is some breakdown in the supervision relationship between you and your supervisor (even if there is no breakdown in your personal relationship), it is vital that this is dealt with as soon as possible by communicating either with your Thesis Committee or with the Director of Teaching and Learning in your school or, in unusual cases, with the Dean of Graduate Studies.

Thankfully, such breakdowns in relationship happen very, very rarely! For most of you, the focus will not be how to maintain a problematic relationship but instead how to get the most out of an already effective one. That being the case, what follows are the views of one experienced supervisor and three PhD students, with tips for how to get the most out of a supervision relationship.

Tips on developing and maintaining a constructive working relationship with your supervisor (from a supervisor's perspective)

Martin Fellenz,
Trinity Business School

Over the years I have been blessed with the opportunity to work with many talented and highly motivated doctoral students. In fact, when I think of my best experiences working with doctoral students, the task of writing down tips on how to develop and maintain good working relationships appears unnecessary. However, relationships don't always work out well, and there is both effort and goodwill required from both sides to avoid and/or overcome problems that may - and often do - arise.

For any doctoral student, your supervisor² will be the most important person in your progress through the Ph.D. programme. And while good interpersonal relationships are helpful and do often develop, supervisor-student relationships are first and foremost working relationships designed to support the students in their research as well as in their learning and development.

In my view these are two related but separate goals. The only good Ph.D. thesis is a completed one, so the focus on research progress in the relationship is paramount. However, if you come out of your doctoral studies with a successfully defended thesis and nothing else, you have missed a lot of important opportunities. Developing research skills and research-related knowledge is crucial, but developing yourself as a person and preparing for your further career by developing a broader skillset is also a priority. The quality of supervision, and the nature of the student-supervisor relationship is central for all these outcomes to be fully achieved. And while it ultimately takes two to make this work, there are many ways in which you as the student can facilitate a good working relationships.

The short version of what I will talk about could be summarised with two points: To develop and maintain a constructive working relationship between research student and supervisor it is crucial to (a) make your mutual expectations clear to each other, and (b) base your interactions on mutual respect. I will discuss some relevant thoughts under these two general headings below.

Clarifying mutual expectations and responsibilities

To many the idea of clarifying mutual expectations will seem obvious, and to others it will appear unnecessary. However, I am often amazed with what remains unspoken and even unknown about the respective expectations and responsibilities of supervisor and research student. Many of the formal responsibilities for both are clarified in official rules and regulations (see for example the College Calendar and the published “Best Practice Guidelines on Research Supervision”), but in every student-supervisor relationship some aspects benefit from discussion and clarification. They include:

— Research topic and approach

In some disciplines students know exactly what their research topic, and possibly even what their research questions and methodology are when they register for their Ph.D. In other areas the initial topic choice is simply a point of departure that leads to often substantial change and development of the topic. It is imperative that both parties are clear about what level of commitment they have to the initial topic and proposal, and how they will work on the development of the topic (if any) and how unforeseen problems will be resolved (if they arise).

— Publications, Authorship, Collaborations with others

If you are just starting out as a research student, you may not be thinking about publications just yet, but there is no better time to discuss both your plans and potentially thorny issues such as authorship and potential collaborations with researchers other than your supervisor at the

beginning of your work together. For most academics authorship and the personal and professional recognition that goes with it are very important. Decisions about such issues can quickly become emotional and even conflictual, and it is much easier to agree on a joint approach before there are actual decisions to be made. Explicit discussion and an agreement that is formally recorded (even if just in an email to confirm what was discussed and agreed in a meeting) can prevent such problems from arising later.

— Different disciplines have different approaches to authorship, so whatever you agree should reflect values and customs in your discipline(s).

In many areas in the social sciences, for example, it would be seen as unethical for anyone but the student to be first author on publications arising out of the thesis research (with some rare exceptions). Similarly, providing research funding, access for data collection, or any form of hierarchical relationship would not provide acceptable grounds for recognition through authorship. In any case, the respective roles and the resulting authorship arrangement of any collaborative research should be discussed as early as possible – this is the best way to avoid later difficulties.

Collaborative research with third parties should also be discussed with your supervisor. If they are compatible with your workload they may offer great learning, publication and networking opportunities, but it is something you should bring up, discuss and mutually agree.

— Communication, meetings and documentation of agreements

The formal College regulations and guidelines specify minimum requirements here, but it is useful to agree on how you want to work together. How often, where and when do you meet; how do you communicate with each other; when are drafts submitted; when, in what format, and how often is feedback provided; and similar aspects should be discussed and agreed. And any agreements (as well as other aspects

of such meetings) should be documented to provide clarity for both parties. An easy way to do this is by keeping minutes of the meetings. That can be quite informal, and I often send a quick email with notes, agreements and next steps/expectations to my students (or ask them to prepare them and send them to me). This creates clarity and any misunderstandings can be clarified before they turn into something bigger.

— Schedules, work progress, deadlines

Some supervisors insist on specific and detailed plans with exact deadlines and deliverables, others are less concerned about this. But at any stage both student and supervisor should know what the next step(s) are, and have at the very least a rough idea and agreement on when these steps should be completed. This is useful for students because of the direction and structure such work plans provide, and for supervisors because they can best support the student's work and evaluate the progress made which helps to alert them to any potential problems early.

Given the multitude of demands and responsibilities most supervisors are dealing with, adherence to agreed deadlines and submission dates is crucial to enable them to provide timely feedback. In case of delays it is always useful to alert the supervisor as early as possible and to consider a renegotiation of the relevant deadlines. If this becomes a repeated or even regular occurrence, however, there may be an underlying problem that needs to be addressed.

Both parties are better off if overly ambitious schedules, unforeseen problems with data collection or other research elements, or inefficient work approaches are identified and jointly resolved.

— Mentoring, networking and career development

Different supervisors will have different approaches to this, but for me an active interest in and support for the career plans of my students is an integral part of the working relationship. This includes discussions of what and how much teaching may be useful for developing a teaching portfolio and skills; which conferences may offer the best opportunities for professional networking; and similar aspects that help students prepare for their intended career. For students, having the chance to start building their own professional network, and for potentially leveraging the professional contacts of their supervisor is immensely valuable. This is a privilege that many supervisors will not necessarily extend automatically, so it is good to understand if and under what conditions supervisors will offer such opportunities.

Exercising mutual respect

Compared to many other institutions - especially foreign ones - the Trinity approach provides little formal authority to the supervisors. In other academic institutions and traditions supervisors often have a central part in the examination of the doctoral thesis, or must sign off on the thesis before it can be submitted for examination. The only similar power that supervisors here in Trinity have is their ability to comment on their students' progress in the annual progress report, or possibly to comment on their students' performance as part of the process of confirmation on the doctoral register. Nevertheless, by its very nature the supervisor-student relationship is unequal.

How this unequal relationship is enacted, however, depends very much on the people involved. To make this work, mutual respect between student and supervisor is crucial. This includes the recognition that, ultimately, students must be active and self-responsible



decision makers - in fact, the Trinity approach to doctoral education requires that students must develop the ability to decide themselves if their work is of acceptable standard for a doctorate.

To facilitate mutual respect, some of the most important ingredients are courtesy and appropriate interpersonal conduct (including active listening; appropriate body language; etc.) which helps to elicit reciprocal behaviour from the supervisor. While this sounds easy in theory, the nature of the work often makes this harder. One of the central roles of supervisors is to evaluate and comment on student work and progress to provide both formative (aimed at identifying strengths and weakness in students' performance to aid their learning and development) and *summative* (aimed at comparative assessment of students' performance to enable them to develop relevant quality evaluation skills) feedback to students. And even the most constructive and learning-oriented students will find it often hard to receive feedback that paints their efforts in a less favourable light than they may expect (or hope). Many supervisors inadvertently or deliberately gloss over the difficulty this creates for students, and many students find it difficult not to take negative feedback personally.

In a strong, respectful and explicitly developmental relationship such difficulties can usually be openly acknowledged and discussed, but due to the lack of awareness, lack of motivation, lack of skill, or for a variety of other reasons this is sometimes not the case. In such circumstances it is important for students to control their emotional reaction and remain focused on maintaining a positive and open mind and a courteous and appropriate interpersonal style of interaction (of course it is just as important for supervisors to maintain a supportive and respectful demeanour). One of the most useful approaches to achieve this is to adopt an explicit focus on learning and improvement. Negative summative feedback is most acceptable if it is offered as an improvement tool. If supervisors do not offer feedback in this format ("... here is how this could be further improved; ... here is what is missing to

reach the required standard; ... here are some options for how this problem can be addressed ..."), students can ask deliberately for feedback in this format. Not all supervisors are willing or able to provide it, but even asking for feedback in this format can help students feel more in control and help buffer the negative impact of such feedback.

Balanced with courtesy and mutual respect an appropriate dose of assertiveness is also useful. Assertiveness is about recognising and addressing both one's own and the other's objectives, needs and interests in the relationship or interaction. If supervisors do not treat students with respect, if they do not adhere to mutual agreements, or if they do not deliver on their formal responsibilities, students should take note and consider how to address these issues. If they are rare or isolated instances it may be an option to tolerate them, but if they occur more often it is better to address them before such patterns become established and form the bedrock of the student-supervisor relationship.

I am sure that there are many other useful and important tips that could be of help to you. Talk to other experienced doctoral students and academic staff, to learn from their experiences and to explore how you may be able to further improve your relationship with your supervisor. Also, note the assistance and supports offered by College that you may be able to draw on to address any difficulties that you might experience. And lastly: Best of luck with your studies!

Tips for Maintaining the Student Supervisor Relationship - the Student's Perspective

Annie C. Humphrey, PhD Candidate, Medieval History Research Centre, Trinity College Dublin

1. Even if you are fully funded, your supervisor is ultimately working for you. It is their job to direct you through your doctoral thesis project and help lay the groundwork for your future career. They are not a boss to look busy for. Be honest and forthcoming about your difficulties and setbacks.

2. That said, start formal: use titles until told otherwise and don't socialise casually at first. Gradually let your student-supervisor relationship become more familiar to both of your comfort levels. Your supervisor will only be as such for a few years, and then you will be colleagues for the rest of your career.
3. It is a privilege to have the attention of a renowned scholar in your field for the years of your PhD, so make regular appointments, be on time, and enjoy the conversation!

Kevin Mercurio, PhD Candidate, Department of Microbiology, Trinity College Dublin

There is nothing more important than a positive student/supervisor relationship. Without one, producing a thesis and extracting knowledge from your studies at an institution will never be truly effective. I have been honoured with opportunities to develop several of these professional relationships throughout my academic career, and thus have three key pieces of advice for students wishing to develop their own:

1. Understand respectful and honest communication

The cliche for these discussions is that communication between the student and the supervisor are paramount to an effective working relationship. But what does that really mean? In my view, this embodies two important values: respect and honesty. Students need to respect the experience and goals of the supervisor, while supervisors need to respect the motivations and aspirations of the student. This respect goes hand-in-hand with being completely honest with one another from the beginning. Supervisors need to provide realistic constructive feedback to students' work in a timely manner, and students need to demonstrate their needs regarding mentorship and professional development. With these values of respect and honesty, strong communication will naturally flow.

2. Establish supervisor expectations and student boundaries

At the very start of a working relationship, it's essential that both parties define relevant formalities. The idea of this might scare anxious students away and may also be outright abandoned by the supervisor due to its air of finality. However, it is through this initial meeting that two important aspects of the student/supervisor relationship could be established: supervisor expectations and student boundaries. Supervisors need to properly convey their expectations to the students from the beginning, whether that be designated working hours, achievement of publications or other academic milestones, and work ethic. Students also need to express realistic boundaries for a professional setting, whether that be due to family matters, pay and other essential workplace aspects. Without this formal all-encompassing discussion, it would be impossible to know what is required and how it will be acquired.

3. Learning goes both ways

Students may think that supervisors are exceptional beings and that knowledge extraction is unidirectional. I can assure you that this is not the case. Trinity College Dublin is rich with diversity, and these perspectives matter in all areas of study. Every student is different and has unique values that can support the supervisor and their team. Students come from various cultures, professional backgrounds, extracurricular hobbies, and just general life experiences that supervisors can learn from. Additionally, it is often the case that students define their worth based on the goals of their supervisors; if aspects of the project fail, it may seem to fall on the responsibility of the student. This is not always the case, and often it leads to a remarkable learning opportunity for both the student and the supervisor. Bottom line: students must embrace their unique characteristics, and both must acknowledge that students are learning how to become experts in their field, while supervisors are learning how to best accomplish this.

So much depends on the relationship you develop with your supervisor. Your PhD colleagues can make the three or four years more enjoyable and more stimulating, as can the faculty and the wider community of your department and the university. But aside from you yourself, only your supervisor will have a direct influence on how your project develops and on your progress. Everyone will tell you that good communication is key to a successful supervisor-supervisee relationship, and everyone says it because it is true. All three of my 'tips' in some way relate back to the importance of good communication.

So, the first piece of advice I have is, during your first meeting with your supervisor, ask them candidly what their preferred style of communicating is, and the frequency with which they expect to meet with you over the course of the PhD, whether in person or over the phone. Some people prefer to give feedback in written form, via email, while others may give their best input in conversing and discussing things with you during meetings. If you establish a routine that works for both of you from the very beginning, it will make both of your lives easier. And do not be afraid to be open about what your preferences are, and what you need. I think most supervisors have their supervisee's best interests at heart, and it is also in their interest that you successfully make it through the programme, but they will have little sense of how you work best unless you tell them.

My second piece of advice is to think as early on as possible about your plans for publication (if that is something you are interested in doing, or need to do for your prospective career) and to discuss this with your supervisor. While some level of standardisation does exist in terms of co-authorship, people have varying ideas and preferences about what constitutes a substantial contribution, and so on, and while some supervisors will expect to co-author with you, others may be happy for you to aim for single author publications. It very much depends, and again, it is useful to have a sense of your

supervisor's views on this from the beginning.

Lastly, if you experience difficulties at any point during the PhD, whether professional or personal, that are affecting your work and your progress, do not keep it to yourself. Tell your supervisor as soon as possible. If the reasons are personal, you do not have to go into detail, but do be straightforward about the fact that something has come up, and if you need to take some time away from work, say so. This is to both your benefits, and in my experience and in colleagues' experiences that I've witnessed, people are understanding and supportive, not to mention helpful, in getting you through these challenges.

06

Navigating

Supervision

Most supervision relationships run smoothly, but human interaction being what it is, conflict can occasionally occur.

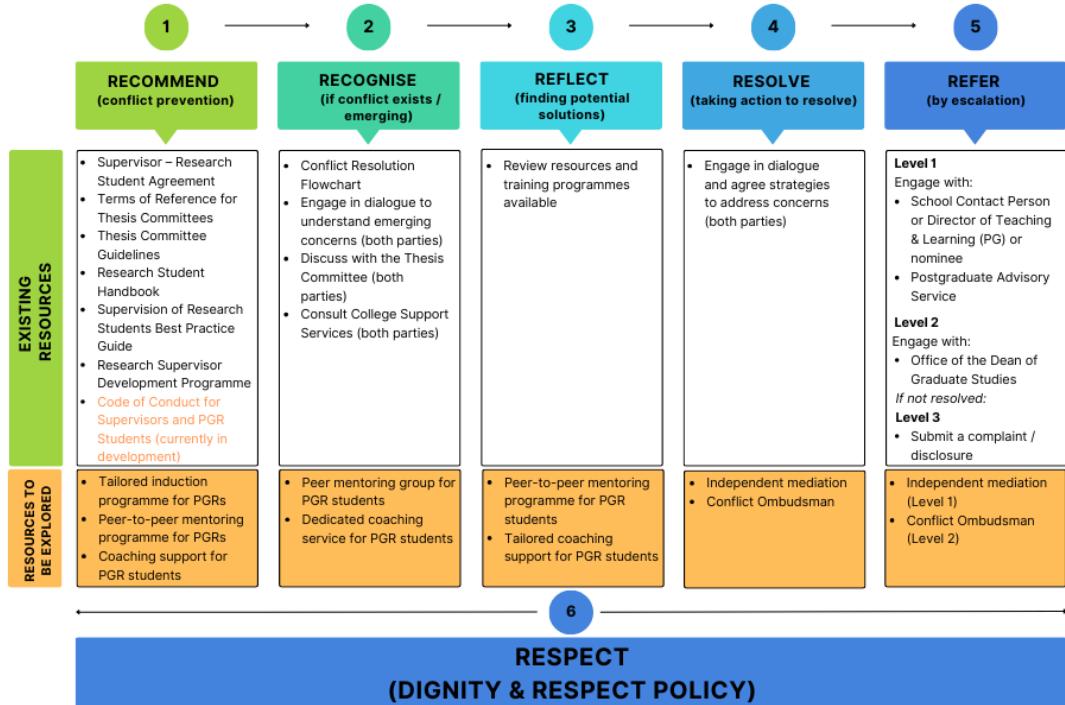
Many instances of conflict arise from unmet or unmanaged expectations by one or both parties in the supervision relationship. To maximise opportunities for effective collaboration (and avoid disagreements further downstream) it is important for both student and supervisor to be clear about expectations and milestones over the course of the degree.

Trinity provides a range of resources designed to help students and supervisors establish healthy working practices from the outset. These resources offer strategies for setting boundaries, clarifying roles and promote a culture of openness where concerns can be raised early.

One of them is a **Conflict Management Framework**, which recommends resources helpful in navigating differences constructively, reducing the risk of misunderstandings and addressing challenges before they escalate into conflict.

The framework is built around six Rs: **Recommend** actions to avoid conflict, **Recognise** when conflict arises, **Reflect**, **Resolve**, and **Refer**—all underpinned by an ethos of **Respect**.

6Rs Conflict Management Framework for Supervisors & Research Students



In addition to guiding conflict resolution, the framework connects students and staff to relevant tools including the Supervisor – Research Student Agreement, the Conflict Resolution Flowchart, the Supervision of Research Students Best Practice Guide and the Thesis Committee Guidelines.

By engaging with this framework and the wider suite of resources, supervisors and students reinforce a research culture that values collegiality, academic freedom, integrity and a shared commitment to knowledge creation.

Supervisor – Research Student Agreement as a useful tool to discuss mutual expectations

The [Supervisor – Research Student Agreement](#) provides prompts to guide conversations on key matters such as learning, research, wellbeing, training and administrative requirements, helping to minimise the risk of misunderstandings later. The agreement template also includes open fields where you can outline the type and frequency of communication you prefer and agree how any issues will be raised and addressed as they arise within the relationship.

We encourage students to make use of the agreement by bringing it to your first (or an early) meeting with your supervisor. This document should be treated as a 'live' resource and revisited annually, or more frequently as circumstances change. The agreement template is flexible and may be adapted to reflect the needs of individual research projects students and supervisors.

Completing the agreement is not mandatory (except for TRDA recipients) and some students and supervisors may prefer alternative ways of recording expectations. Above all, the agreement is intended as a guide and conversation prompt. It remains confidential between student and supervisor, unless specific issues arise that require further attention or support.

Setting the groundwork

Whether or not you are using the agreement, it is good practice in the early stages of a supervisory relationship, in the interest of avoiding conflict at a later stage, to have a conversation that includes:

- Roles of both student and supervisor.
- General expectations around working hours, leave etc. (full-time PhD students should plan to take approximately 30 days' leave each academic year). The timing of leave should always be discussed and agreed with your supervisor.
- The style of supervision that is envisaged and how this might develop as the student's experience and autonomy grows.
- The frequency of meetings.
- Where and in what format (in-person, online, etc.) these meetings will take place.
- Who will be responsible for setting the agenda for meetings (student, supervisor, or both),
- Who will be responsible for recording notes of the meetings (usually it is the student).

- Mode of contact outside meetings (usually this is by @tcd email).
- Training requirements.
- Consumables, technology requirements, access to machinery, etc..
- Any specific access requirements or accommodations (including for disability, ongoing conditions, caring responsibilities, etc.).
- Academic and administrative milestones and expectations in the upcoming weeks, months and overall year looking at both the project and the requirements for annual review reports and confirmation/transfers.
- How queries or concerns can be raised by either party and how they will be addressed.

When a conflict arises

'Conflict' can sound quite serious, but many 'conflicts' are simple misunderstandings and can be resolved between both parties early on and in an informal way. Including this in the agreement prior to any conflicts arising will help to normalise frank conversations when the need arises.

It is important to refer to how both parties agreed to raise and resolve disagreements and follow this process.

Informal conflict resolution

In general, the best advice is to raise any concerns with the other party directly and as soon as feasible—typically this is at a meeting which will allow the other party to better gauge the issue from tone of voice, body language—tone is often difficult to correctly infer over email or text.

When a concern arises, place it on the agenda for the next scheduled supervisory meeting, or, where this is not appropriate, schedule an additional meeting to have a discussion about this. At the end of the meeting, it is a good idea to agree which one of the parties will follow up with everyone by email with a short summary of the agreed actions or next steps.

The email should not include a summary of the discussion (which may inadvertently reopen the matter again) and should confine itself to what actions or next steps are to be taken.

It is important, when raising a concern, to be specific, diplomatic, curious, and action- orientated:

- **Specific:**

Use specific examples of behaviours or practices which are causing concern, or specific instances where responsibilities are not being fulfilled. Avoid generalities, even in cases where you feel the concern relates to more general ways of being or day-to-day behaviour.

- **Diplomatic:**

Give the other person the benefit of the doubt that they may not realise there is a concern: use the personal pronoun ("I feel that ..." "for me this feels like ..." etc.). It is important to offer space for someone to understand where they may have transgressed and to offer them a chance to apologise and/or alter their behaviour or expectations.

- **Curious:**

Allow the person an opportunity to explain their position and to outline any factors which may be feeding into their behaviour or their missed milestones.

- **Action-orientated:**

Focus on how to move forward: what would you like to see change? What can be done differently? How might they need to be more responsive/ communicative? How might you need to match these changes with changes in your own behaviour? If you agree next steps, make sure to note them and that each side understands what the actions will be.

When a conflict cannot be resolved in the context of normal supervisory meetings

Where a conflict escalates or becomes fractious, it may be possible for both parties to agree to meet in the presence of a third party (such as a Director of Teaching and Learning Postgraduate, a Head of Discipline, someone from outside the School, a nominee of the Dean of Graduate Studies).

This third party may act as a chairperson, a facilitator, or an observer. Often the presence of a third party who can be a 'witness' to the meeting can be a reassurance to either or both the student and the supervisor.

Equally, having a facilitated conversation with someone else present can act as a deterrent for any anticipated unwanted behaviour such as aggression. The role that the third party will play in the particular instance should be clarified at the start of the meeting.

Where a third party is present, the process may be the same as above: specific, diplomatic, curious and action-orientated.

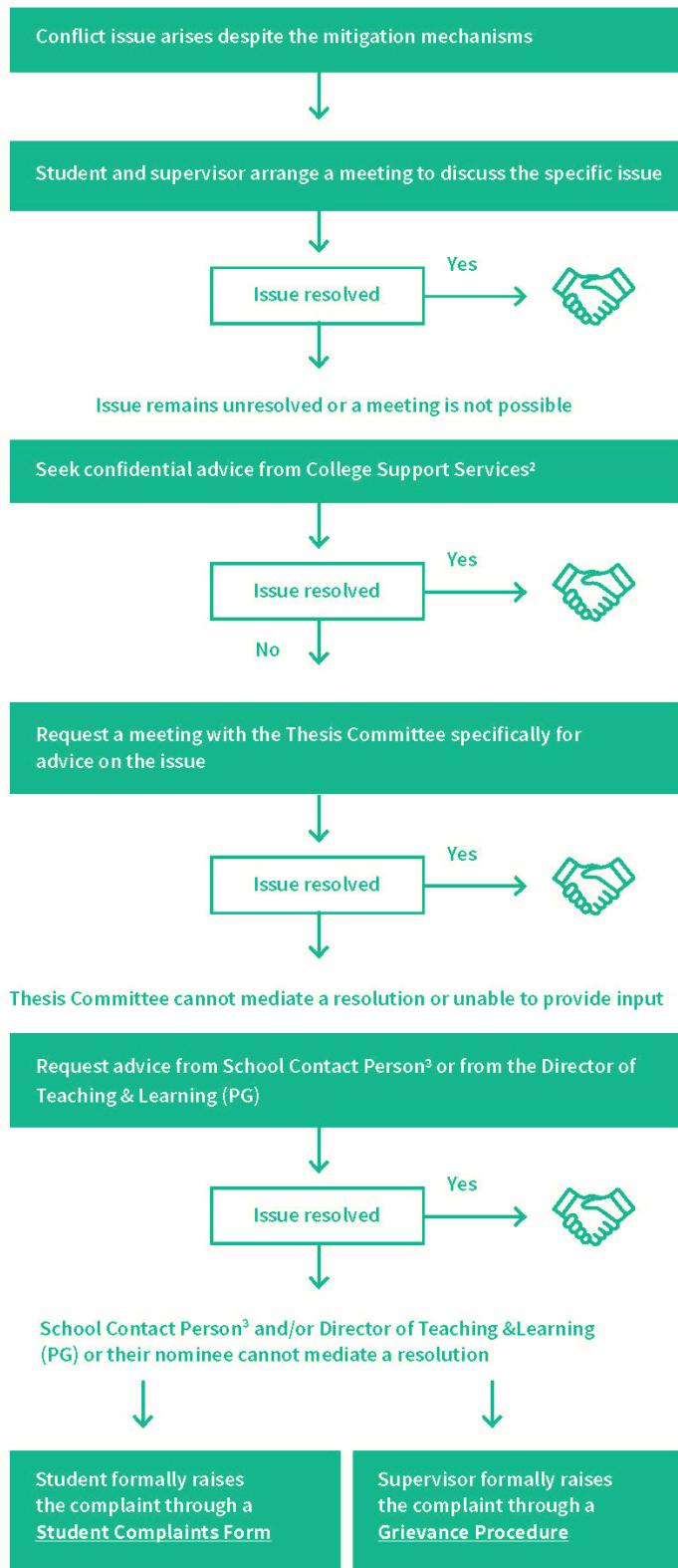
Conflict Resolution flowchart

Where issues are more complex, the Conflict Resolution Flowchart offers a clear, step-by-step pathway to help students and supervisors identify suitable strategies for resolution and access the supports available to implement effective solutions.

(See next page).

1. Complete a Supervisor-Research Student Agreement¹ and review it regularly during supervision.

2. Use time in normal meetings of the Thesis Committee to discuss factors affecting the research process.



Accompaniment and emotional support

Where an informal meeting to resolve a conflict is specially convened or where a meeting with the third party, mentioned above, is to take place, it is useful for both student and supervisor to know that they may bring a person to the meeting as a support.

Where the meeting may involve a number of staff members meeting with a lone student, the student may feel particular need for an additional person in the room whose role is specifically to support them.

For students this support person may be a fellow student, a TCDSU rep, a member of the Postgraduate Advisory Service or another support service in the university. For a supervisor this is most often a colleague. Generally, the accompaniment is there to provide a 'friendly face' and does not have a formal role in the discussion.

Emotional support for students is available from the Student Counselling Service, and for staff via the Employee Assistance Programme.

Conflict resolution styles

It is also important to note that not everyone approaches conflicts in the same way. In general supervisors should be aware that their students will perceive a power imbalance in the dynamic which may inhibit students' coming forward with issues.

Nevertheless, it is incumbent on both students and supervisors to raise issues in a direct way, as soon as possible—it is unlikely anything will change if either party adopts a 'wait and see' approach.

The most frequently cited conflict management/conflict resolution styles are:

- Collaboration
- Compromise
- Avoid
- Accommodate and
- Compete

Escalating to a formal process

Where a conflict cannot be resolved in the informal way outlined in the Student-Supervisor Agreement, or where the matter requires more formal intervention/escalation, a process under a relevant policy may be required.

Depending on the issue this may proceed under:

- The Dignity & Respect Policy (for instances of bullying, harassment—for all members of the College community)
- The Sexual Misconduct Policy (for cases of sexual harassment, sexual assault, etc.)
- The Fitness to Study Policy (where there is serious concern for a student's wellbeing)
- The College's disciplinary procedures for students or staff, or
- The Supervisor Complaints Process outlined in Calendar Part III, Section II, § 24, p. 41

To view the relevant Policies, Guidelines and Resources, visit:
<https://www.tcd.ie/graduatestudies/students/research/conflict-resolution/>

07

Academic

Integrity

The concept of research integrity is multi-faceted and may mean different things for different students working on diverse projects. The essence of research integrity is distilled in the [Trinity Policy on Good Research Practice](#), the framework that guides all our research.

In line with National and EU policy, the Trinity policy advocates that “research shall be conducted ethically and with integrity, and shall be founded on the principles of honesty, reliability, objectivity, impartiality, independence, fairness, respect, accountability, open communication, compliance with duties of care, and responsibility for future generations of researchers” (p.3).

How these principles are enacted will vary according to the nature of your own research, but their core relevance applies across all research activity.

Many of you will need to obtain ethical approval for your work. All of you will have to fulfil obligations in relation to data ownership and data curation and many of you will need to develop a detailed Data Management Plan. Many of these topics are addressed in the mandatory module on Research Integrity and Impact in an Open Scholarship Era. However, no module is intended to cover everything you need to know.

As an emerging researcher, you have a responsibility to inform yourself of your responsibilities to ensure that how you conduct your research and write your thesis complies in all ways with our requirements around research and academic integrity.

Plagiarism

From the perspective of the University, plagiarism is one of the most serious of all disciplinary offences that can be committed by a postgraduate research student both because it very seriously strikes at the concept of research integrity and also because, in many cases, it implies that there are deficiencies in the research practice of the relevant student. Inevitably where any breach of academic integrity is suspected, the process that follows is a deeply unpleasant one for the relevant student – and not least because, in Trinity any plagiarism, however unintentional, when committed by a postgraduate research student must be dealt with by the Junior Dean – the University Officer with designated responsibility for student discipline. For all these reasons, it is vital that students familiarise themselves with the rules in relation to academic integrity.

Recent technological developments, particularly in relation to AI and GenAI tools have revolutionized many aspects of the research process. A core requirement of the PhD process is that candidates can demonstrate that they have made an original contribution to theory and/or knowledge. While GenAI tools can provide invaluable (and in some kinds of research essential) support, students should note that any unauthorised use of GenAI tools may constitute a breach of academic integrity. For this reason, make sure you discuss openly with your supervisor what you are doing, how you will reflect that use in reporting your work and how you will demonstrate your adherence to the core principles of transparency and honesty, responsibility and accountability, respect and innovation outlined in the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research.

Regulations on Academic Integrity can be found in Part III of the College Calendar. It is very important that you familiarise yourself with these rules and with the policy on Academic Integrity. In addition, very helpful information and resources to support academic integrity can be found at [https://libguides.tcd.ie/ academic-integrity](https://libguides.tcd.ie/academic-integrity), including a link to the mandatory Ready, Steady, Write tutorial.



All of the rules in relation to plagiarism are very important, but the following points are especially worth noting.

- (a) Plagiarism does not necessarily involve deliberate cheating. Very often it can occur as a result of sloppy research methodology where a student uses someone else's ideas without properly identifying the author of these ideas. It can also arise where a student directly quotes the words of an original author but does not make it clear that the author is being directly quoted. In other words, it is very important that your research methodology including your referencing style, is precise and effective.
- (b) Plagiarism can arise not merely when a student uses the work of an established author but also, for example, when they have been working as part of a project or in collaboration with they have supervisor or a fellow student, includes the results of that study in their thesis but does not identify the part of the study for which they are responsible or the fact that it represented a joint collaboration.
- (c) Plagiarism can arise where a student submits work for a degree having already submitted the same work or any part thereof for an award in any academic institution. On the other hand, it is not plagiarism for a student to include, as part of their thesis, work that has previously been published.
- (d) Plagiarism can also occur where students avail of any kind of professional copy-editing or proof-reading service for their work, or when they avail of GenAI tools and submit the work as their own.

Finally, as with so many matters connected with the business of being a research student, if you have any doubts about whether there may be plagiarism issues connected with your research work, please link with your supervisor(s) for guidance.



E-thesis Submission and Open Access

Niamh Brennan, formerly of the Trinity Library, describes the exciting developments in relation to the electronic submission of Theses and the consequent ‘open access’ nature of research theses, now that the Access All Areas: Trinity’s eThesis Submission System is live.

The traditional printed thesis has been described as the single most under-utilised research output. If that was ever true in Trinity, it is certainly no longer the case. College’s Electronic Thesis (eThesis) Submission System is a system for all research students whose theses have been examined and approved for the award of a PhD or a Masters by research degree. Trinity’s eTheses will be available on Open Access by default, but can have restricted access if necessary. Eligible students will upload the electronic version of their theses which will be archived and made available via TARA (Trinity’s Access to Research Archive). The process integrates up to five College systems including the RSS, TARA and SITS and is the result of a collaborative effort between the Library and Enovation Solutions, the Office of the Dean of Graduate Studies, Academic Registry and IT Services.

The system is designed to benefit the student by automating, streamlining and accelerating many aspects of the thesis deposit process. It benefits TCD Library by reducing duplication, improving data quality and saving time, and it benefits the student and the University by maximising the scholarly, reputational and societal impact of the student’s work. The initiative complements the Library’s successful theses digitisation programme which retrospectively made over 3,000 TCD theses available online.

‘As open as possible, as restricted as necessary’.

Open Access to research theses ensures their increased visibility and recognition along with that of the thesis author. When theses are made available on open access, their use increases exponentially. Trinity’s eTheses will be automatically harvested by search engines, included in national and international portals (such as the DART- Europe eTheses Portal and the European Commission’s OpenAIRE Explore, indexed by databases and listed at the top of Google search pages. The likelihood of other scholars citing theses increases as a result of this visibility.

Thesis citations can be tracked in Google Scholar. Open Access eTheses are available to everybody, including policy-makers, professional practitioners, cultural leaders and citizen scientists and can add to the societal and reputational impact of their authors and of the University. Of course, access to eTheses can also be restricted via the Application for a Stay process (with the approval of the Dean of Graduate Studies).

created by the system is printed along with the Thesis. Instructions and files for printing are sent directly to The Thesis Centre from the eThesis Submission System – or the files can be downloaded and/or emailed to the printer of choice. Full information on eThesis submission is available via this link: <https://www.tcd.ie/library/support/submitting-theses.php>

There you'll find a video describing the process from beginning to end along with a printable step-by-step guide and instructions on how to apply for a stay (should this be required).

How to submit your eThesis

Postgraduate students who have submitted their thesis for examination will receive a letter informing them of their results and of the next steps they must take. The letter will include information on the process and it will provide links and contact details for support. After all corrections have been approved, and as a 'last step' before the degree can be awarded, it is necessary to submit your eThesis for deposit and archiving in [TARA \(Trinity's Access to Research Archive\)](#). In addition, submission of one hardbound copy is required. The latter requirement is under review and may change, so be sure to check the letter informing you that your thesis has been approved for the degree. It will contain information on exactly what is required!

One important thing to remember is that, as long as a hardbound copy is required, the eThesis has to be deposited first before any hardbound copies are printed, and these must be printed from that deposited eThesis. This is to ensure that all of the additional information

For more information and support please contact Niamh Brennan (niamh.brennan@tcd.ie) or Monica Sanchidrián (sanchidm@tcd.ie).

Thanks

The eThesis System would not have been possible without the drive and initiative of Professor Neville Cox, former Dean of Graduate Studies, along with the ongoing support of the Dean of Graduate Studies and that of previous Deans of Graduate Studies, of Shane Collins and the former TCD Graduate Students Union plus past GSU presidents and vice presidents, Helen Thornbury and Ewa Sadowska (both previously of the Office of the Dean of Graduate Studies) and the Graduate Studies Committee. The system and process were developed by the Trinity's Research Informatics team with Enovation Solutions, in liaison with Academic Registry and IT Services.



Extra-Curricular Life and the Research Postgraduate Student

Trinity College is home to a very large number of student societies and other activities dedicated to ensuring that students have not merely an academically fulfilling time in College, but also enjoy themselves!

There is a tendency to regard these societies as the possession of undergraduates (such that when one operates at a postgraduate research level – especially, perhaps, at a PhD level – one should be ‘beyond’ such frivolities!).

In fact, nothing could be further from the case! In the first place these societies and facilities are fully available for graduate students. In the second, given the often very specific fields of study upon which many of you will be working, it is vitally important to maintain other interests! Finally, there is no context in which life within a university is not a ‘learning process’ and a journey of self-discovery, and your extra-curricular activities can be a vital component part of this process.

What follows is a brief introduction to three important contexts in which the ‘non-academic’ interests of Postgraduate Students are enhanced, namely through the work of the Students Union, Student Societies and Trinity Sport.





STUDENTS' UNION AONTAS NA N-IARCHÉIMITHE

Trinity College Dublin Students' Union/ Aontas Mac Léinn Choláiste na Tríonóide is a campaigns body that fights to remind College that students deserve better. The more of us there are, the stronger that voice is. This year we stand as your Students' Union and ask you to get involved. Reach out if you need a hand with anything, whether it is an exam deferral, a campaign idea, or you are in need of period products. Teach 6 is and always has been open to every single student on campus, and now more than ever we want you to hold us accountable as we not only work for you, but work with you.

Students' Union Front Office Opening Hours:

Mon - Fri: 9:30am-5:30pm

Contact info:

Website: www.tcdsu.org Email: frontoffice@tcdsu.org Phone: 01 646 8431

Accommodation Advisory Service

The AAS is a free-to-use service run by the SU which assists students in finding suitable accommodation around Dublin. Visit the AAS website to check out our 'How to Find a Gaff Guide' and 'Digs' portal, with listings exclusively for Trinity students. If you're having any problems with finding accommodation, or with your current tenancy, please do get in touch! (accommodation@tcdsu.org)

Get involved!

TCDSU run loads of campaigns during the year, focusing on issues that affect our students. We'd love to have you involved in any or all of the work we do!

Some of the issues we campaign on are:

- Fees and Higher Education Funding,
- Access to Education,
- Accommodation,
- Consent,
- Gender Equality,
- Mental Health
- LGBTQIA+ Rights,
- Refugee Rights,

- International Student Support,
- Student Poverty, as well as any campaigns you'd like to run!

Trinity Ents:

Trinity Ents is the entertainment branch of the Students' Union. It exists to provide you with the biggest nights out, the most memorable events, and an overall unforgettable time in Trinity. Starting in PG Orientation Week and continuing through Trinity Ball, right up to the end of-exam parties, Trinity Ents will be hard at work providing opportunities for you to enjoy a well-deserved break from the grind!

Your TCDSU/AMLCT Officers:

The SU is run by students, acting on behalf of all of you. There are 6 full-time SU Officers who work for you and represent you in university and beyond: the President, Education Officer, Welfare and Equality Officer, Communications and Marketing Officer, Oifigeach na Gaeilge, and Ents Officer. TCDSU is also comprised of a number of Part-Time Officers who work in specific areas, from LGBTQIA+ rights to off-campus issues. Each class in Trinity has an elected SU Class Representative, and Schools and Faculties are represented by Conveners. For our PG Researchers, we are electing four representatives for each School in Trinity. So, there are two representatives for years 1 and 2, and two representatives for years 3 and 4+.



My name is Seán (They/Them) and I am your President for the upcoming academic year. I'm a Political Science and Philosophy student, and I am really excited to serve as your President this year.

Whether you find College has systemic problems that need tackling or that the Government neglects students needs and voices, I am here to help you organise! I work on Union Campaigns, and with the entire student body we push for change inside and outside college.

Please know that there is no problem too small for your Union to tackle. If you think there is a problem that needs to be campaigned on, or a campaign you want to join, get in touch.

My office is always open, so please, don't be a stranger.

Séan is ainm dom (Siad/Id) agus is mise an tUachtaráin don bhlainn acadúil seo. Is mac léinn Eolaíochta Polaitiúla agus Fealsúnachta mé, agus táim ag súil go mór le bheith i m'Uachtaráin i mbliana.

Cé acu a bhraitheann tú go bhfuil fadhbanna córasacha ag an gColáiste gur gá tabhairt futhu nó a bhraitheann tú go ndéanann an Rialtas faillí i riachtanais agus i nguth na mac léinn, táim anseo le cabhrú leat eagrú ina thaobh sin! Bím ag obair ar Fheachtas an Aontais, agus maraon le cuaillacht uile na mac léinn bímid ag obair go dian le hathrúithe a bhaint amach laistigh agus lasmuigh den choláiste.

Níl fadhb ar bith ann nach bhfuil mór go leor don Aontas tabhairt fúithi. Má shíleann tú go bhfuil fadhb ann agus gur cheart a bheith i mbun feachtas ina leith, nó má theastaíonn uait a bheith páirteach i bhfeachtas ar leith, déan teagmháil linn.



My name is Buster Whaley and I'm your Education Officer for the upcoming academic year! My job, as Chief Academic Officer of the Union, is to provide support for your academic journey. Any academic-related issues or concerns you might have - if you've failed an exam, need an extension, or want to transfer to another course - I'm here to help you with. I also sit on a number of college committees, including University Council and the Undergraduate Studies Committee, meaning that I am in a prime position to represent the academic needs of students within the University.

The other key aspect of my job is to oversee the class representative system. Each course at Trinity has at least one

class representative, and every one of them plays an important role in the functioning of the Union.

My office is on the first floor of Teach a Sé (House 6), or you can send me an email at education@tcdsu.org to arrange a meeting at an accessible location. It's my job to help you in any way that I can, so please don't hesitate to reach out!

Buster Whaley is ainm dom agus is mise an tOifigeach Oideachais don bhlainn acadúil seo! An post atá agam, mar Phríomhóifigeach Acadúil an Aontais, ná tacaíocht a thabhairt duit agus tú ag tabhairt faoi d'aistear acadúil. Táim ar fáil le cabhrú leat mar gheall ar fhadhb nó ar imní ar bith atá agat a bhaineann le céarsaí acadúla - má theipeann ort i scrúdú, má tá síneadh ama ag teastáil uait, ná má theastaíonn uait aistriú go céarsa éigin eile. Is ball mé de roinnt coistí de chuid an choláiste chomh maith, Comhairle na hOllscoile agus an Coiste um Léann Fochéime san áireamh, mar sin táim oilte le hionadafócht a dhéanamh ar riachtanais acadúla na mac léinn san Ollscoil.



Haigh a chairde! Aoife Ní Bhriain is ainm dom agus is mise Oifigeach na Gaeilge in Aontas na Mac Léinn i mbliana! Is as Cill Mhantáin dom agus is iar-mhac léinn matamaitice mé, agus táim ag súil go mór le bheith ag obair ar son na Gaeilge sa Choláiste i mbliana. Tá sé mar aidhm agam a chinntí go mbeidh an deis ag gach mac léinn an saol a chaitheamh trí Ghaeilge más mian leo é sin a dhéanamh. Maraon leis na hoifigigh eile, an post atá agam ná ionadaíocht a dhéanamh oraibhse, i dtaobh na Gaeilge de agus agus i dtaobh ábhair ollscoile eile.

Is eagraíocht dhátheangach é Aontas Mac Léinn Choláiste na Tríonóide, mar sin tá sé de cheart ag gach mac léinn a chuid gnó a dhéanamh leis an Aontas trí Ghaeilge. Ba bhreá liom bhur gcuid tuairimí uilg i leith na Gaeilge a chloisteáil, beag beann ar an gcaighdeán teanga atá agaibh; is fúinne atá sé ár dteanga dhúchais a chaomhnú agus a neartú agus ní féidir linn na maidí a ligean le sruth.

Má tá ceist ar bith agaibh mar gheall ar chúrsaí teanga, ná bíodh drogall oraibh teacht i dteagmháil liom ag gaeilge@tcdsu.org!

Grá mó!

Hi everyone! My name is Aoife Ní Bhriain and I am Oifigeach na Gaeilge in AMLCT/TCDSU this year! I am from Wicklow and am a former mathematics student, and I am really looking forward to advocating for the Irish language in College this year. My goal is to ensure that every student is afforded the opportunity to live their lives through Irish if they so wish. Along with the other officers, it is my job to represent you, in terms of the Irish language and in other university matters.

AMLCT/TCDSU is a bilingual organisation, therefore every student has the right to conduct their business with the Union through Irish. I would love to hear all of your thoughts regarding the Irish language, irrespective of your own experience with the language; it's up to us to preserve and strengthen our native language and we cannot afford to let up on it.

If you have any questions at all regarding Irish language issues, please don't hesitate to reach out to me at gaeilge@tcdsu.org!

Lots of love!



Haigh a chairde! My name is Channing Kehoe and I am your TCDSU-AMLCT Comms & Marketing Officer for this year! I've just graduated from Law & Political Science and I'm looking forward to working for you this year.

As Comms & Marketing Officer, I manage how the Students' Union connects with students — from weekly emails and social media campaigns to physical branding around campus. Essentially, my job is to make sure you know what's going on and what we're doing to help you (with a fab student deal in hand)! Give our Instagram [@tcdsu.amlct](https://www.instagram.com/tcdsu.amlct) a follow to stay on top of everything we've got going on!

I look forward to communicating with you.

Haigh a chairde! Channing Kehoe is ainm dom agus is mise an tOifigeach Cumarsáide agus Margaíochta in AMLCT-TCDSU i mbliana! Bhain mé céim sa Dlí agus san Eolaíocht Pholaitiúil amach le déanaí agus táim ag súil go mór le bheith ag obair ar bhur son i mbliana.

Agus mé i m'Ofígeach Cumarsáide agus Margaíochta, déanaim bainistiú ar an gcaoi ina gcruthaítear nasc idir Aontas na Mac Léinn agus na mic léinn iad féin - idir ríomhphoist sheachtainiúla, fheachtas ar na meáin shóisialta agus bhrandáil fhisiceach thart timpeall ar an gcampas a chur chun cinn. Go bunúsach, an post atá agam ná a chinntíú go bhfuil tú ar an eolas mar gheall ar gach rud atá ar siúl agus mar gheall ar na rudaí atá ar bun againn le cabhrú leatsa (le lascaine mac léinn iontach idir lámha agat!). Leanaigí ár leathanach Instagram [@tcdsu.amlct](https://www.instagram.com/tcdsu.amlct) le fanacht ar an eolas mar gheall ar na rudaí ar fad atá ar siúl againn!

Táim ag súil go mór le cumarsáid a dhéanamh libh



Hi everyone! I'm Deirdre Leahy (she/her) and I'm your Welfare & Equality Officer for this year. I have just finished my final year of Occupational Therapy, and I'm from the lovely county of Cork. My job is to help make sure that your time in Trinity goes as smoothly as possible through offering support to individuals and advocating for better services for students.

Please pop me an email (welfare@tcdsu.org) if you ever need a chat or if you have any questions!

I also run the Welfare & Equality Committee who help to organise campaigns throughout the year. So if you are interested, keep an eye out on the emails and socials for applications!

Love ya bye x

Haigh gach duine! Is mise Deirdre (sí/í) agus is mise an tOifigeach Leasa agus Comhionannais i mbliana. Tá mo bhliain dheireanach de Theiripe Saothair curtha díom, agus is as Contae álainn Chorcáí mé. An post atá agam ná a chinntíú go n-éiríonn go breá leat agus tú anseo i gColáiste na Tríonóide, a oiread agus is féidir, trí thacaíocht a thabhairt do mhic léinn aonair agus trí thacú le seirbhísí níos fárr a chur ar fáil do mhic léinn sa choláiste.

Seol ríomhphost chugam (welfare@tcdsu.org) le do thoil más mian leat labhairt liom nó má tá aon cheist agat!

Táim i gceannas ar an gCoiste Leasa agus Comhionannais chomh maith a chabhráíonn liom feachtas a eagrú i rith na bliana. Má tá suim agat ann, bí ag faire amach ar na ríomhphoist agus ar na meáin shóisialta don fhoirm iarratais!

Grá mór, slán x



Hello! I'm Orla and I'll be your Entertainments Officer this year. I'm responsible for organising social events throughout the term for all of our students. Whether it's a coffee morning or a club night (or anything in between), you can find me and the rest of the Ents team there (we'll be the ones in red jackets). Our job is to make sure you have a fun and safe time, so please don't hesitate to say hi!

To stay up to date on all our events, follow us on Instagram @trinityentsiamsa. If you need to contact me directly, email me at ents@tcdsu.org. Lots of love!!

Dia daoibh!

Is mise Orla agus beidh mé i m'Ofigeach Siamsaíochta agaibh i mbliana. Táim freagrach as imeachtaí sóisialta a eagrú dár mic léinn uile i rith an téarma. Cé acu an maidin caife, oíche sa chlub (nó aon rud idir eatarthu) atá ann, tiocfaidh tú ormsa agus ar an gcuid eile den fhoireann Siamsa ann (beidh seaicéid dhearga orainn). An post atá agaínn ná a chinntíú go mbaineann tú taitneamh as an imeacht go sábháilte, mar sin ná bíodh drogall ort haigh a rá linn!

Leanaigí ar Instagram muid @trinityentsiamsa le fanacht ar an eolas mar gheall ar ár gcuid imeachtaí ar fad. Más gá duit teagmháil a dhéanamh liom go díreach, seol ríomhphost chugam ag ents@tcdsu.org. Grá mór!!

Student Societies in TCD

As you begin your studies or research at Trinity, your initial thoughts may be focussed around the practicalities of this work. However, aside from academics, the campus has a vibrant and diverse society culture, with over 120 active groups in which staff and students alike can participate. The variety of societies on offer means there is truly something for everyone.

If you are interested in pursuing your chosen discipline in a social setting, societies like Werner Chemical, DU History, or Joly Geographical are veritable melting pots. Staff, postgraduates and undergraduates alike, connected to the discipline academically or otherwise, engage in a wide range of discipline-specific talks, debates, quizzes and social events. These societies are numerous, covering almost all disciplines in the College.

If enjoying world class speakers from politics and popular culture, or developing your debating skills is more your thing, Trinity's oldest societies, the Hist and Phil have much to offer.

You can also learn or practice languages with our litany of language and cultural societies, help out at Vincent de Paul's 'Soup Run' or with the Voluntary Tuition Programme. If all of this leaves you in need of some down-time, you can try de-stressing at KnitSoc's celebrated 'Stitch and Bitch', or read a good book with the Literary Society. These are just some of the litany of events occurring across campus each week.

The Central Societies Committee (CSC) is the student-led governing body tasked with representing, supporting and funding student societies on campus.

How to get involved

Once you've paid your membership online, you'll receive weekly emails from your chosen societies outlining the events planned for the week ahead.

Getting involved in societies not only allows you to experience another side of College, but can also teach you many useful skills which are sure to benefit you in your chosen field. What are you waiting for?

Contact details

Website: trinitysocietieshub.com
Email: info@csc.tcd.ie

Trinity Sport

Trinity Sport's vision is to have sport at the heart of the Trinity experience, and our mission is to inspire, engage and connect people in a suitable, inclusive and supportive environment. Whether you want to perform at a high level, be part of a team, learn a new sport or simply improve your fitness, Trinity Sport has a wide variety of sporting opportunities to enhance your college experience.

On campus, the central hub is the Sport Centre, which is located at Westland Row end of college. The sport centre facilities include a fitness theatre, 25m swimming pool, 11m climbing wall, wellness studio, spin studio, functional training area, and main hall which caters for 5-a-side, basketball, volleyball, handball, and badminton. All fitness levels are catered for with more than 50 classes and fitness courses on offer per week. Over 10,000 students activate their access to the Sports Centre facilities on an annual basis. All registered postgrads are automatic members of the sport centre's facilities, to get access you just need to activate your student card on [the Trinity Sport app](#) or at [our reception desk](#) on your first visit to the Sports Centre. As a student member, you can also avail of preferential rates for all classes, courses, and sport services.

State of the art indoor sport facilities recently opened at Printing House Square, and have been designed to cater to a range of sports and activities including squash, GAA handball, racquet ball, and Olympic target shooting. At Printing House Square, you'll find three dynamic squash courts, each boasting an impressive 63 square meters of playing space. These courts are not only dedicated to squash but are also adaptable to host a variety of other events and activities, making them a hub for Trinity's community. For GAA Handball enthusiasts, Printing House Square offers a 40 x 20 handball alley – the only one of its kind in Dublin City Centre. The cutting-edge Olympic Target range which features ten lanes and two range distances. In keeping with our commitment to inclusivity, the sporting facilities at Printing House Square are fully accessible. We offer male, female, and universal changing rooms, complete with showers and toilets, ensuring everyone can take part in sport and physical activity at Printing House Square.

Trinity has 479 active sports clubs ranging from team sports, adventure sports, water sports to martial arts, there is something for everyone. Getting involved in a sports club is an ideal way to keep fit, learn a new skill, and build new friendships. Joining a Trinity Sport club also gives you an opportunity to represent Trinity and compete at a high level against other universities.

For those who like their sport to be a little more fun, there is a full programme of social sports and leagues on campus for students including 3 v 3 basketball, 5-a-side soccer, soccer league, social running, touch rugby and 'learn to play' programmes. The participation side of Trinity Sport activities include the Swim for a Mile training programme and event, the Reindeer Run and Campus 5K.

We offer a wide range of student leadership, coaching and volunteering opportunities to enable students to develop their skills and enhance the sporting experience for others. Coaching bursaries are available to students to gain qualifications in a range of sports. The Trinity Sport team takes pride in providing you with the very best university sporting experience. Our dedicated, passionate, and friendly team look forward to welcoming you!

Contact details

Website: www.tcd.ie/sport Email: sport@tcd.ie

Phone: 01 896 1812

Instagram: @tcdsport TikTok: @tcdsport

X: @tcdsports

Facebook: Trinity Sport Dublin YouTube: Trinity College Dublin Sport LinkedIn: Trinity College Dublin Sport

Sports Centre opening hours

Mon – Fri: 7am-10.30pm

Sat-Sun: 9am-5.30pm

Please note: Access to changing facilities is still available 30 minutes after above times. The sauna will be closed every day at 2-3pm for cleaning.

Additional on-campus facilities

Three Synthetic tennis courts

Futsal pitch

Natural grass floodlit rugby pitch

Cricket

Outdoor athletics track (April-October)

Additional off-campus facilities

Santry Sports Grounds

Iveagh Sports Grounds

Dartry Hall

Islandbridge Boat House



Support Services for Postgraduate Research Students

In some cases, students come on to the postgraduate research register and, a few years later, complete their research and graduate, with the whole process being a smooth one and the pressures that are faced being 'normal' and bearable!

In others, however, the process is a rocky one and students face very significant difficulties

– academic, personal, health based, financial and so on. Trinity, rightly, has a reputation for being profoundly interested in the well-being of all students and for seeking to assist students in difficulties. There is, of course, a humanitarian underpinning to this (in that we are genuinely interested in the dignity of every single student who comes through our gates). But in addition we believe in you and in the work you are doing – and the more that we can help students to overcome difficulties the more likely it is that they will produce the quality scholarship of which they are capable and which will enhance the scholarship of our academic community.

That being the case there are a range of supports available to postgraduate research students. Most of which are free and all operate confidentially. Some are generic to all students whereas others, like the Postgraduate Advisory Service are specific to postgraduates. The Disability Service provides invaluable support for students with any kind of disability who might need some accommodation in order to ensure that their studies proceed effectively. Student Learning Development offer support and training on academic and research skills. Academic Practice provides many courses which are of huge benefit to graduate students – and especially those working as teaching assistants and demonstrators. The Office of the Dean of Graduate Studies operates a Travel Grant Scheme for those students seeking to go abroad for research purposes.

Finally, the Trinity Careers Service provides advice and guidance in relation to the 'next step' for students. These services, and others, are outlined below.

Student Counselling Services (SCS)

The Student Counselling Service aims to provide a free, compassionate, inclusive and student-centred mental health service, delivering high quality counselling, preventative supports, and online services in line with the University strategy.

The SCS offers workshops on coping with the challenges of university, online SilverCloud self-help programmes, solutions-focused one-to-one counselling, and a range of regular group supports.

Student counselling services are available to all registered Trinity students. These services are free, professional, and confidential.

To book an appointment, students can email the service and request a SNAP (Support & Needs Assessment Planning) session, or an urgent appointment if required.

Note: the SCS front office is operational during work hours (Mon-Fri, 9am to 5pm); emails sent outside of this timeframe will be received the next working day.

Contact Details

Email: student-counselling@tcd.ie

Phone: (01) 896 1407

Website: www.tcd.ie/student-counselling

Location: 3rd floor of 7-9 South Leinster Street

Trinity Health Service

We take a holistic, multi-disciplinary approach to Student Health, working closely with the other Student Services, in the knowledge that Health matters can have a significant impact on the Academic progress of students.

All full-time registered students are eligible to use the Trinity Health Service throughout the year. The service offers on-campus primary health and psychiatric care. To arrange an appointment, either drop into reception or ring the office. As well as the free general practice (including sports medicine) and nurse-run clinics, there are specialised clinics in physiotherapy, psychiatry, travel health, sexual health, eating disorders and minor surgery.

For emergency visits, the Trinity Health Service sees patients on a first-come, first-served basis in the mornings beginning at 9:30 and after lunch, beginning at 14:00. There are often queues for these emergency clinics, so students hoping to speak to a physician are advised to arrive early.

Contact Details

Phone: (01) 896 1591/1556

Website: <https://www.tcd.ie/collegehealth>

Or Pre-booked appointments are available from: 9.00 - 16.30 and an Emergency (Sit and Wait) clinic is provided twice a day, at 9.30 and 14.00

Location: Trinity Campus, House 47





Student Learning Development (SLD)

SLD is available for all registered students. We offer a range of services to help you improve your learning and academic skills.

You can attend workshops on writing skills, time management, procrastination, study skills, critical thinking, thesis writing, presentation skills, *Viva* practice and many more.

You can make one-to-one appointments with a learning advisor to discuss your individual academic concerns via our online booking system.

SLD also runs the Trinity Academic Writing Centre (AWC). The AWC offers a variety of writing services to help you develop your academic writing skills. Supports include one-to-one appointments to discuss your academic writing, writing skills, workshops, writing groups and online resources. Visit <https://student-learning.tcd.ie/services/awc/> for more details.

Additionally SLD has a Blackboard module which offers extensive learning resources, recorded webinars and handouts to help you develop your academic skills. You can easily self enrol. Instructions are on the [SLD website](#).

Contact us at student.learning@tcd.ie or visit our website for more information on our services, upcoming workshops, how to make an appointment: student-learning.tcd.ie

Contact Details

Location: 7-9 South Leinster Street

Email: student.learning@tcd.ie

Phone: (01) 896 1407

Website: student-learning.tcd.ie

STUDENT 2 STUDENT (S2S)

If anything is on your mind and you'd like to share it with a good listener, then a Peer Supporter would love to help. The Peer Support service will be re-launching this year, and volunteers will soon be available for any student in the College. You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with the larger problems as well as the smaller things. Our volunteers are highly trained, confidential and professional, but they're also fellow students who can offer some genuine empathy and a friendly ear. You can email us directly at student2student.tcd.ie to find out more about the Peer Support service, or to volunteer!

Phone: (01) 896 2438

Email: student2student.tcd.ie

Website: student2student.tcd.ie

The Postgraduate Advisory Service

The Postgraduate Advisory Service, commonly referred to as PAS, is the frontline support for postgraduate students at Trinity. PAS is coordinated by the Postgraduate Student Support Officer, Martin McAndrew, who acts as a first point of contact for research students needing support or guidance.

How we can help

We are here to provide support on any matter that may impact upon your time as a postgraduate student at Trinity. Some of the most common issues students come to PAS to discuss include:

- study-related stress or worry;
- concerns about academic progress;
- supervisor-relationship concerns;
- extensions and going off-books queries;
- queries about regulations and academic appeals;
- bullying;
- plagiarism and disciplinary cases
- financial hardship.

We support students by:

- Providing frontline confidential and free support, information, and referral via the Postgraduate Student Support Officer
- Providing complementary supports including workshops and training to postgraduates
- Administering the Postgraduate Student Assistance Fund and other financial assistance to postgraduate students.

PAS also provides representation for postgraduates in the event of disciplinary and/or academic appeals.

Appointments are available from 10am to 3pm Monday to Friday and can be arranged by emailing postgrad.support@tcd.ie

If in doubt get in touch!

Financial Assistance

The Postgraduate Advisory Service administers the Postgraduate Student Assistance Fund.

This fund is intended to tackle disadvantage by providing small amounts of financial assistance to students requiring additional support to enable them to fully benefit from their third-level studies and to assist with unexpected additional costs. It is co-funded by the Irish Government. For more information visit the PAS website.

Contact info:

Phone: +353 896 1417

E-mail: postgrad.support@tcd.ie

Website: <https://www.tcd.ie/senior tutor/students/postgraduate/>



Disability Service

The Disability Service provides confidential, professional supports for postgraduate students with disabilities in Trinity and the university is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of College life as can reasonably be provided.

Disabilities can be visible or invisible, but regardless of the nature of yours, the Disability Service is here to help you identify and support your needs during your postgraduate study. These supports are tailored and may differ in form or scope from what was needed at undergraduate level.

Working within the service are a team of professionals with expertise in the field of disability, including disability officers, occupational therapists and an assistive technology officer. As a student registered with the service, a number resources and supports are available to you that will assist you throughout your research and study. Students requiring disability supports at PG research level are required to apply for reasonable accommodations with the Disability Service; to learn more please visit: <https://www.tcd.ie/disability/current/RAApplication.php>

After applying for disability support, students will be invited to meet with a Disability Officer on a one-to-one basis to discuss additional disability supports. The student decides on the level of support that they require. Disability supports available are linked here <https://www.tcd.ie/disability/>

Additionally, postgraduates can avail of individual sessions with an occupational therapist who will assist you to develop practical skills and strategies to help you manage your university student life (including balancing wellbeing, research load, and the supervisor-relationship).

If you have a disability and need additional support in Trinity, please contact the Disability Service by:

Contact info:

Email: askds@tcd.ie

Phone: 01-896 3111

Website: www.tcd.ie/disability/

Trinity Trust Travel Grants

For many of you, the process of completing a PhD will not be simply a matter of working in a library or laboratory and producing a document that will only be reviewed by examiners! Rather it will involve travel abroad possibly for fieldwork, or to study in a venue that has particular resonance for your research and, in many cases, it will involve travel to participate in and ideally present at significant international conferences. It goes without saying that this can be a huge driver for and enhancement of your research and the university strongly encourages this.

Thanks in part to the very significant generosity of the Trinity Trust, we offer a Travel Grant support scheme for PhD students.. Details of how to apply for a travel grant (as well as important regulations in relation to application dates and so on) are available at <https://www.tcd.ie/graduatestudies/students/research/travel-grant/>

Please note that, if you wish to apply for a grant, it is necessary both to obtain a recommendation from your Head of School, and also that the School agrees to fund 20% of the costs of the trip. Please note also, that, whereas the travel grant scheme covers costs such as transport/conference registration and attendance costs, it does not cover subsistence/food etc. Furthermore, given the volume of applications, the scheme can typically support only a portion of costs for students - it is intended as an additional support rather than the main source of funding. The Trinity Trust Travel Grant is administered on a quarterly basis, please see our webpage for further details.

Contact info:

Email: genadgso@tcd.ie

Website: <https://www.tcd.ie/graduatestudies/students/research/travel-grant/>

Careers Support For Postgraduate Students

During your time as a Trinity postgraduate research student, you'll get the chance to develop skills and attributes to enable you to reach your potential your career and prepare you for the workplace of the future. The Careers Service is here to support your development and help prepare you for your career journey ahead. Employers are interested in the high-level skills acquired from a postgraduate research degree: we can help you to articulate your unique skillset and to proactively manage your career.

We can also support you to explore your career options and ambitions, both within and beyond academia, and help you to plan how to achieve them by:

- working with you on CV and interview preparation
- providing one-to-one guidance with our experienced careers consultants
- working with you through specialist careers workshops on the career planning and job search process
- linking you with alumni mentors and companies looking to hire Trinity graduates through our Careers Fairs and events which we hold throughout the year, and
- making sure you have the right careers information and resources available to you when you need them.

Our online careers system **MyCareer** lets you book appointments with us and keeps you up-to-date with careers events and job vacancies. We know what's going on in the labour market and can help you find the opportunities that are there for you. You can also meet and be inspired by our Trinity alumni, many of whom have gone on to do great things in their careers.

PhD students in all years and from across all disciplines can apply for our Careers, Employability and Work-based learning modules (5 and 10 ECTS options available). See p. 20-21 for further information.

Whether you are working towards a research Masters or embarking on a PhD it is never too early to consider your future so find out more about your Careers Service at www.tcd.ie/careers.

For further information, please contact the Careers Service at postgrad.careers@tcd.ie or www.tcd.ie/careers

Dignity, Respect and Consent

The [Dignity, Respect & Consent \(DR&C\) Service](#) supports Staff, Students, and Others in matters relating to dignity, respect, and consent in Trinity College Dublin

The DR&C Service provides information about the Dignity & Respect and Sexual Misconduct policies and the related processes, signposting of internal and external supports, and training for the University community. The Service provides this support to Staff, Students and Others across all areas of bullying, harassment, and sexual misconduct.

Speak Out

As a member of the Trinity community, you have the right to work or study in an environment which is free from bullying, harassment, and sexual misconduct.

Speak Out provides the opportunity for you to make the University aware of incidents that you have either experienced or witnessed by reporting them anonymously.

The Speak Out site collects information about incidents of bullying, harassment and sexual misconduct and the University will use this information to inform the development and delivery of activities aimed at raising awareness about Trinity's Dignity and Respect Policy and Sexual Misconduct Policy, and other initiatives like the Trinity Action Plan in support of eliminating bullying, harassment, and sexual misconduct.

[Speak Out](#) allows the University to direct you to help support and provides information relating to a range of options that can assist you in dealing with incidents of bullying, harassment, and/or sexual misconduct nature.

Safezone

SafeZone is a voluntary app that increases the security and safety of students and staff while in a Trinity location. It provides immediate access to Trinity resources to aid in cases of emergencies or when an alert is raised.

SafeZone enables you to raise alerts (by pressing the emergency button on the App) or seek assistance when onsite in Trinity. Once an alert is raised by pressing the emergency button, the user's

location is shared with the Trinity security team who will respond to you. The App allows users to check in for specific time periods and if they do not check out within that period, an alert is automatically sent to security.

As part of the app, the Disability Service closed group allows the College to notify you of any urgent accessibility updates by sending a push notification to your phone. This includes notification of fire alarms in buildings, lifts out of order, or temporary restrictions of access routes due to maintenance or building works. The app also allows students and staff to call for assistance or notify of their location to College Security if they need assistance in the event of an emergency.

You can register to be included in the DS closed group using this [online form](#).

Download the App from the Apple App Store or Google Play store (details included in the following link):

[https://
www.safezoneapp.com/how-it-works](https://www.safezoneapp.com/how-it-works)

Registration using your TCD Email.

Healthy Trinity

[Healthy Trinity](#) is a cross-College partnership of people who want to make it easy to be healthy in Trinity.

If you have ideas for making Trinity healthier and have the energy to help make your idea happen or if you're just interested in health promotion and would like to meet others interested, email us on health.promotion@tcd.ie. You can also like us on facebook, or follow us on instagram or Twitter.

Healthy Trinity invites every member of the Trinity community – staff, students, alumni and friends - to:

- Take part in our events and intervention or suggest and run events in collaboration with us
- Work with us to change our campus to make it easier to be healthy
- Use Healthy Trinity as a subject of your assignments or projects
- Use Trinity as a living lab for your research
- Work with us to apply for funding for research or practice that promotes health
- Follow us on Instagram, Twitter or Facebook. Consider running a campaign with us or tag us on your channel

And in Conclusion...

What then should one be seeking to achieve as a research student in a university like Trinity (apart from simply the degree for which you are registered)? No doubt there are as many answers to this question as there are research students! But some answers to this are contained in the reflection of Professor Richard Reilly, Professor of Neural Engineering in the School of Engineering and School of Medicine.

Carrying out a PhD is about passion, curiosity, and commitment. You need to have a passion for the theme of the PhD and be excited by the potential outcomes. This is fundamental. At the initial stages, a PhD can often involve considerable reading trying to understand but also review the research topic. This is why passion and curiosity are so important. Your supervisor may have a number of key articles or publications for you to start reading but then expect you to expand around the topic. As your critical analytical skills improve a series of research questions will emerge about an unexplored or underdeveloped area. These questions are the core of your PhD and around which a set of hypotheses and experiments can be developed. You will refine these questions many times throughout the years of dedicated research. A PhD is all about the research questions.

You need to make a commitment to these research questions in terms of time and energy. The depth of thinking requires a commitment to self-discipline. There will be times when all is clear and going at pace, but equally there will be times when nothing seems to make sense and progress slows. This is where the self-discipline is important: to review the questions again, refine the hypotheses, approach analysis of the experimental results in different ways etc. Also important in terms of commitment is reading of the scientific literature. If there is one universal piece of advice to offer: read more to stay on top of the subject matter! Read as many articles as you can and make notes. All the online reference systems allow you to do this. Reading without synthesising what you are reading is not going to result in making progress. Keep your notes ordered in a specific format, a format that works for you. Some use online notepads but I recommend hardback notebooks (I have filled 100's).

Besides reading and addressing your research questions, you will need to communicate your ideas to others. This will be in the form of weekly lab meetings, journal clubs or research seminars. It may also involve symposia and conferences here in Ireland but also internationally. Being able to articulate your ideas and your thoughts is just as important as defining and addressing the research questions. Being able to present clearly and concisely to a group of peers takes practice. Learn this skill. Similarly, being able to communicate clearly and concisely in written form is also crucial. Writing well still matters in an age of instant communication! There are numerous excellent style guides to scientific writing. Learn this skill also.

Attending symposia and conferences is an excellent way to network with other researchers in your area. They will have similar questions and may even have better answers! Building a network of colleagues working in your area is important not just to share ideas and concepts but also to provide critique on your work. Join the international society in your topic. The society will typically be hosting the annual international conference. Student membership is often at a reduced rate and sometime can be free. You will receive monthly news and it will keep you up to date on the wider field. Science tends to be a very open and sharing community. You will make friends, many of whom will be friends for life. All labs have webpages, many have blogs and also tweet regularly. Follow them, keep in touch and be part of the community.

As you progress with your research you will notice how quickly the time is passing. You need to keep in your mind some idea of where you are going in your career. What will you do afterwards? Will you be seeking a postdoctoral position in another university, a position in a company or starting your own? Your network of colleagues, and those who you have met at conferences, will be important here to help plan your next position. Follow also the large national and international funding agencies. Who is receiving grant funding? They will often be seeking to hire postdoctoral and other researchers.

Your supervisor is there to advise and provide mentorship. They will know your research interests, get to know your skills and talents, and help shape your future career thoughts. They will also be able to offer advice, support and restore confidence when things get confusing (which invariably happens at some time or another for most students).

Carrying out a PhD is about passion, curiosity, and commitment. Together with depth of thinking and excellent communication skills you will make an impact in your topic. Do the work and learn some lifelong skills.

Carrying out a PhD is also a luxury. You may not often have the time to dedicate to one defined topic in your career. So make this one count and enjoy it.

Professor Richard Reilly



Catalogue of ways to build your IUA Doctoral Skills

Research Skills



Training's Title

Website URL Link

Researching your Literature Review	https://www.tcd.ie/library/support/skills-training.php
Defining Your Research Question	https://www.tcd.ie/library/support/skills-training.php
Academic Research Foundations: Quantitative	https://www.linkedin.com/learning/spss-for-academic-research/
Researching your Literature Review	https://www.tcd.ie/library/support/skills-training.php
Defining Your Research Question	https://www.tcd.ie/library/support/skills-training.php
Smart Searching 1: Finding Full Text	https://www.tcd.ie/library/support/skills-training.php
Smart Searching 2: Searching for Topics Using Databases	https://www.tcd.ie/library/support/skills-training.php
Information Literacy	https://www.linkedin.com/learning/information-literacy/
EndNote Essential Training	https://www.linkedin.com/learning/endnote-essential-training/
SPSS for Academic Research	https://www.linkedin.com/learning/spss-for-academic-research/
CA7000 Research Integrity and Impact in an Open Scholarship Era Training	https://www.tcd.ie/dataprotection/training/
FAIR Data Management	https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php
Researching your Literature Review	https://www.tcd.ie/library/support/skills-training.php
Smart Searching 1: Finding Full Text	https://www.tcd.ie/library/support/skills-training.php
Smart Searching 2: Searching for Topics Using Databases	https://www.tcd.ie/library/support/skills-training.php
Bespoke 1 to 1 sessions on request from SFI funded researchers	https://www.tcd.ie/library/support/research.php#:~:text=Science%20Foundation%20Ireland%20Research%20Support%20Librarian
Various trainings and workshops re different grants	https://www.tcd.ie/research/rdo/trainingsessions.php
Planning and Managing Your Research Process Module for PhD students - Self-Management and Self-Care Skills	https://student-learning.tcd.ie/services/index_pmrc.php
Procrastination & Concentration	https://student-learning.tcd.ie/workshops/links/
Planning and Managing Your Research Process Module for PhD students - Academic Skills	https://student-learning.tcd.ie/services/index_pmrc.php
Skills for Success	https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php
Understanding Plagiarism and the Art of Referencing	https://www.tcd.ie/library/support/skills-training.php
Introduction to Research IT Systems	https://www.tchpc.tcd.ie/2023/02/13/training-courses.html
Introduction to Bash Shell Scripting	https://www.tchpc.tcd.ie/2023/02/13/training-courses.html
Introduction to Social Media	https://www.tcd.ie/communications/what-we-do--/social-media/





Catalogue of ways to build your IUA Doctoral Skills

Ethics and Social Understanding Skills



Training's Title

Website URL Link

Research Impact Masterclass

<https://nursing-midwifery.tcd.ie/research/impact/seminars-and-workshops/index.php>

Your Research Impact

<https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php>

Understanding Plagiarism and the Art of Referencing

<https://www.tcd.ie/library/support/skills-training.php>

Academic Integrity - Referencing & Plagiarism

<https://student-learning.tcd.ie/workshops/links/>

CA7000 Research Integrity and Impact in an Open Scholarship Era Training

<https://www.tcd.ie/dataprotection/training/>

Epigeum Research Integrity Training

<https://www.tcd.ie/research/support/epigeum.php>

Let's talk about race in the higher education sector

<https://www.tcd.ie/equality/training/student-training/>

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

https://student-learning.tcd.ie/services/index_pmrc.php

Creating a Culture for Strategic Innovation

<https://www.tcd.ie/tangent/programmes/shortcourses/creating-culture-for-strategic-innovation/>

Let's Talk About Race in the Higher Education Sector - Online Training module

<https://trinitycollegedublin.learnupon.com/dashboard>

Unconscious Bias

<https://lil.tcd.ie/>

Epigeum Research Integrity Training

<https://www.tcd.ie/research/support/epigeum.php>





Catalogue of ways to build your IUA Doctoral Skills

Personal Effectiveness Skills



Training's Title

Building an argument in essays

Critical Thinking in your Writing

Introduction to Reading, Thinking & Writing Critically

Reading & Notemaking

Planning and Managing Your Research Process Module for PhD students - Academic Skills

Research Metrics & Evaluation

Planning and Managing Your Research Process Module for PhD students - Self-Management and Self-Care Skills

Skills for Success

CA7000 Research Integrity and Impact in an Open Scholarship Era Training

Data Protection Training

FAIR Data Management

Introduction to Academic Writing

Building an argument in essays

Science Writing & Reports

Writing Introductions & Conclusions

Writing Sentences & Paragraphs

Planning and Managing Your Research Process Module for PhD students - Academic Skills

3 Minute Thesis Training

Multiple trainings available

Planning and Managing Your Research Process Module for PhD students - Self-Management and Self-Care Skills

Website URL Link

<https://student-learning.tcd.ie/workshops/links/>

<https://student-learning.tcd.ie/workshops/links/>

<https://student-learning.tcd.ie/workshops/links/>

<https://student-learning.tcd.ie/workshops/links/>

https://student-learning.tcd.ie/services/index_pmrc.php

<https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php>

https://student-learning.tcd.ie/services/index_pmrc.php

<https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php>

<https://www.tcd.ie/dataprotection/training/>

<https://www.tcd.ie/itservices/kb/vle/overview-GDPRtraining.php>

<https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php>

<https://student-learning.tcd.ie/workshops/links/>

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<https://student-learning.tcd.ie/workshops/links/>

https://student-learning.tcd.ie/services/index_pmrc.php

<https://www.tcd.ie/students/events/3-minute-thesis.php>

<https://www.tcd.ie/safetyoffice/safety-training/>

https://student-learning.tcd.ie/services/index_pmrc.php





Catalogue of ways to build your IUA Doctoral Skills

Team-working and Leadership Skills



Training's Title

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

Skills for Success

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

Teaching & Supporting Learning as a Graduate Teaching Assistant

Skills for Success

Doctorate Research Support Groups

Skills for Success

Planning and Managing Your Research Process Module for PhD students - Interpersonal and Leadership Skills

Creating a Culture for Strategic Innovation

Website URL Link

https://student-learning.tcd.ie/services/index_pmrc.php

https://student-learning.tcd.ie/services/index_pmrc.php

<https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php>

https://student-learning.tcd.ie/services/index_pmrc.php

https://student-learning.tcd.ie/services/index_pmrc.php

<https://www.tcd.ie/academicpractice/professional-development/graduate-teaching/>

<https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php>

<https://student-learning.tcd.ie/postgraduate/researchgroup/>

<https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php>

<https://student-learning.tcd.ie/workshops/links/>

<https://www.tcd.ie/tangent/programmes/shortcourses/creating-culture-for-strategic-innovation/>





Catalogue of ways to build your IUA Doctoral Skills

Communication Skills



Training's Title

Website URL Link

Effective writing: Grammar & Punctuation	https://student-learning.tcd.ie/workshops/links/
Essay Writing	https://student-learning.tcd.ie/workshops/links/
Introduction to Academic Writing	https://student-learning.tcd.ie/workshops/links/
Public Speaking with Adrian Langan	https://student-learning.tcd.ie/workshops/links/
Presentation Skills	https://student-learning.tcd.ie/workshops/links/
Presentation Skills for Research	https://student-learning.tcd.ie/workshops/links/
Open Access Publishing	https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php
Publishing and Promoting your Research	https://www.tcd.ie/library/support/skills-training.php
Publishing and Disseminating Your Research	https://www.tcd.ie/hr/hr-for-researchers/recording/research-master-classes-recordings.php
Skills for Success	https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php
Skills for Success	https://www.tcd.ie/students/orientation/postgraduates/skills-for-success.php
Cutomized trainings for individual classes, requested by tutor	
Presentation Skills	https://student-learning.tcd.ie/workshops/links/
Presentation Skills for Research	https://student-learning.tcd.ie/workshops/links/
3 Minute Thesis Training	https://www.tcd.ie/students/events/3-minute-thesis.php
	https://www.tcd.ie/academicpractice/professional-development/graduate-teaching/





Catalogue of ways to build your IUA Doctoral Skills

Entrepreneurship & Innovation Skills



Training's Title

Portal Masterclasses

Website URL Link

<https://www.tcd.ie/portal/>

Portal





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Trinity College Dublin

Colaiste na Trionoide, Baile Atha Cliath

The University of Dublin