



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

The School of Languages, Literatures and Cultural Studies

Postgraduate Programme in Applied Intercultural Communications

2025–2026

MPhil | Diploma | Certificate



Contents

General Information.....	5
Key dates 2025-2026	7
Course Structure	8
The programme's full and part-time options	8
The 3-year part time option explained	9
Progression from Certificate to Diploma and from Diploma to MPhil	9
Core Modules (5 ECTS each)	10
Optional Modules (10 ECTS each)	10
Michaelmas Term (MT, autumn)	10
Hilary Term (HT, spring)	11
Dissertation module (30 ECTS)	11
Module delivery per term (Michaelmas Term [MT], Hilary Term [HT] & Trinity Term [TT])	12
Core Module Descriptors	13
Centre Optional Module Descriptors	15
School Optional Modules: Michaelmas Term (Autumn)	17
School optional modules: Hilary Term (Spring).....	18
Optional Module Choices	21
Auditing Modules	22
Dissertation Module.....	22
Choosing and Refining a Topic.....	23
Research Involving Human Subjects.....	23
Supervisors.....	24
Submission.....	28
Course Learning Outcomes	29
Assessment and progression	30
Distinction	30
Exit Award	31
Postgraduate Diploma exit award with Distinction	31
The Online Learning Experience.....	32
Regulations and Guidelines	33
Assignment Submission.....	33
Plagiarism.....	33
Generative AI tools and Assessed Coursework.....	34
Grading.....	36
Deadlines.....	38

Late Submission Policy.....	38
Ad Misericordiam Appeals	39
Appeal process	41
Going Off-Books.....	41
Resources and Facilities for Students	43
Trinity Student ID Card	43
Email.....	43
VLE/Blackboard	43
Internet	43
Specialist software.....	43
Showcase.....	44
Learning Development	44
Postgraduate Advisory Service	44
Postgraduate Supports for Students with Disabilities	45
Medical Issues	45
Student Counselling	46
Careers Service.....	46
Student representation and feedback.....	46
Students' Union.....	47
Timetabling	47
Class Cancellation and Public Holidays	47
Academic Registry	47
Transcripts and Letters	48
School of Languages, Literatures and Cultural Studies	48
Course Director	49
Course Coordinator.....	49
Centre Administrator	49
Trinity Centre for Global Intercultural Communications	49
Teaching Staff.....	50
Supervisors	50
Process and Important Dates for Final Assessments & Results.....	52
P.Grad.Cert. and P.Grad.Dip. students.....	52
M.Phil. students	53
Progressing to a PhD	56
Funding.....	57
Appendix I: House Style for the Submission of Written Work	59
Layout.....	59

Referencing and Bibliographies	62
Referencing.....	62
Bibliography/Works Cited/References.....	65
Dissertation	72

General Information

The MPhil, PGDip and PGCert in Applied Intercultural Communications are designed as both stand-alone and linked courses through the top-up progression route. They are delivered by the Trinity Centre for Intercultural Communications at Trinity College Dublin and are part of the postgraduate suite of courses in the School of Languages, Literatures and Cultural Studies.

Our applied mode is supported by case studies to illustrate how intercultural communication works on the ground in global contexts. The programmes combine international case studies, student-led case studies and practical activities, based on the participants' own experiences.

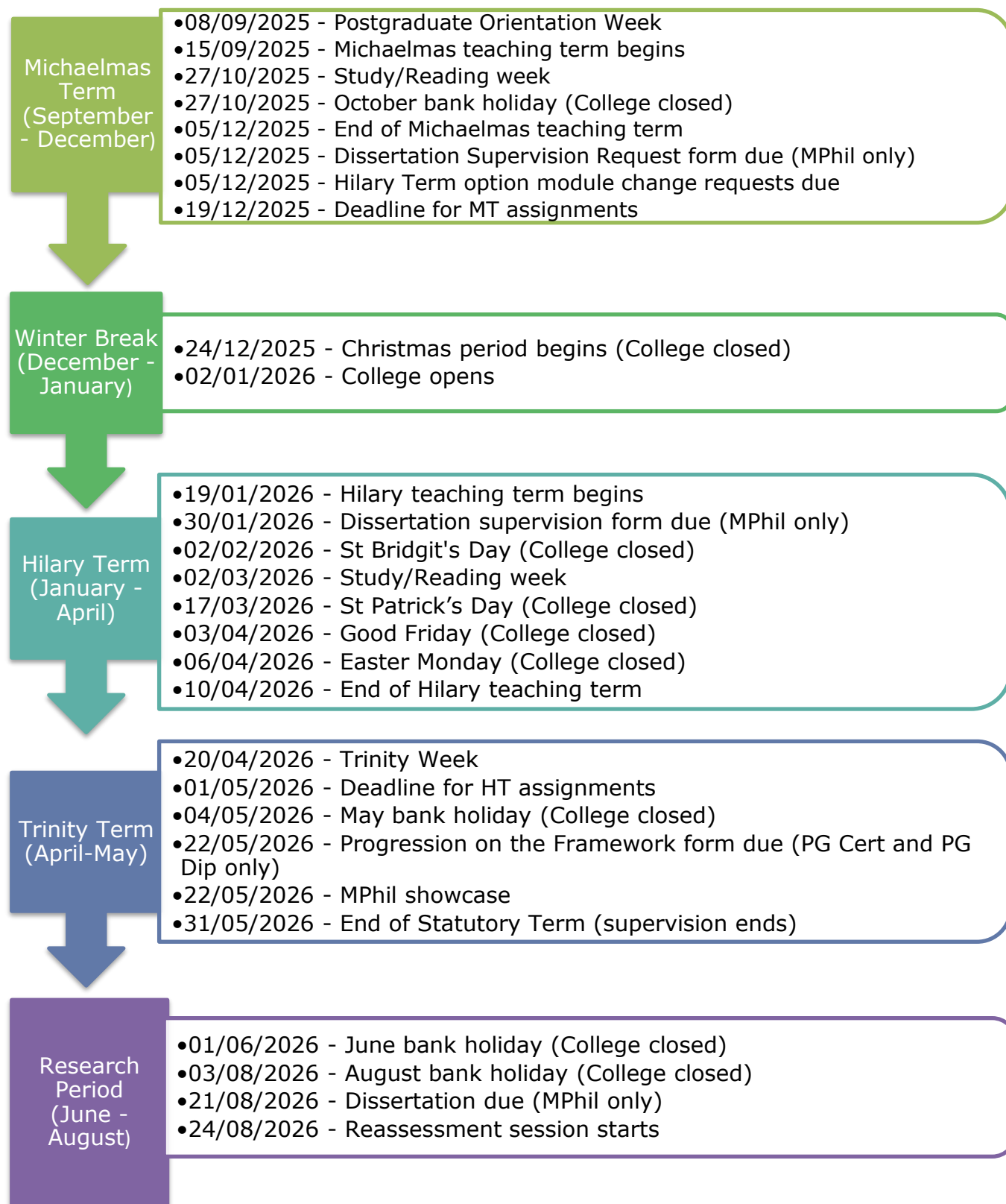
The applied focus is complemented by research and practice-driven components, potentially linking African, Asian, Latin American and Caribbean, and Middle Eastern case studies to European cultures and contexts. Students gain an understanding of the concepts and models related to intercultural communication and learn how to apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives and digital literacy to develop equitable collaborations and partnerships with people from different backgrounds.

We welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse [Trinity's Dignity and Respect Policy, Accessible Information Policy](#) and other [disability-specific policies and procedures](#), and the [aims and objectives](#) of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated, please contact the Programme Director, Dr Théophile Munyangayo, at MUNYANGT@tcd.ie, or Programme Coordinator Dr María Medina, at mmedina@tcd.ie.

Upon successful completion of this course, participants will be able to:

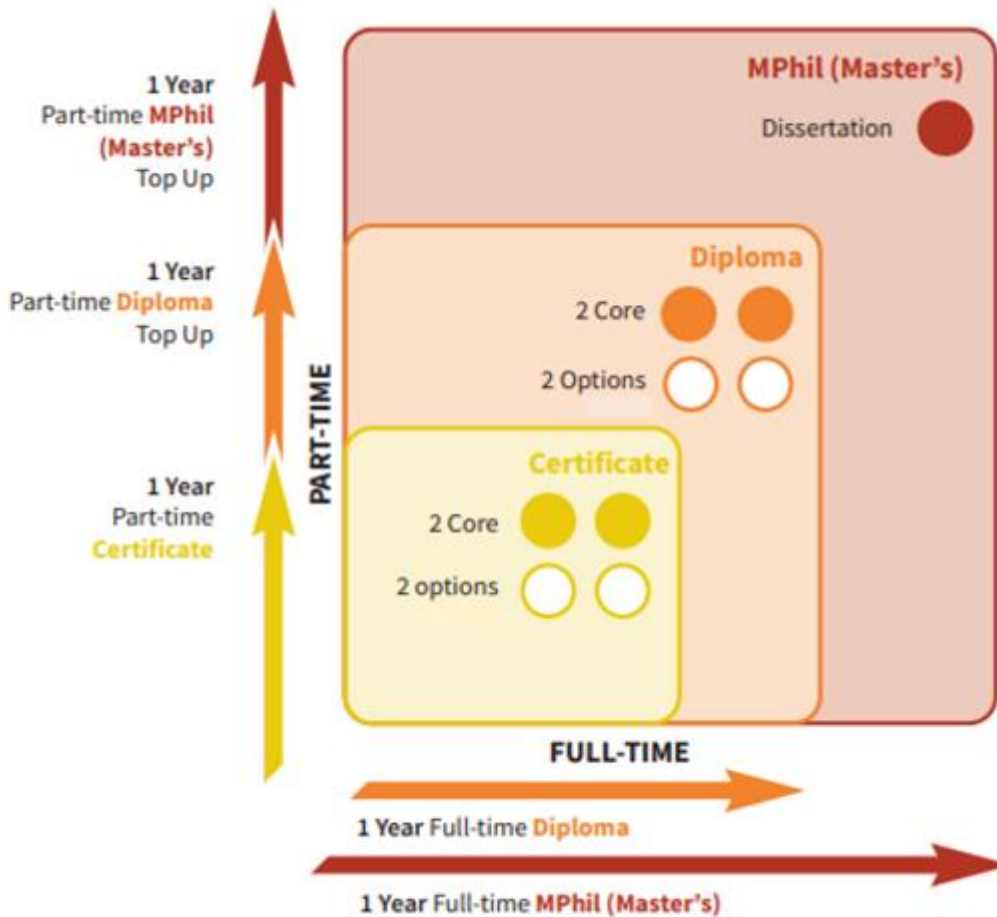
- Communicate effectively within multicultural teams, showing an appreciation of different cultural perspectives and values
- Engage in collaborative learning and apply digital literacy and communicative features to produce a critical reflective account underpinned by a global outlook
- Relate the analysis of cultural diversity to different cultural perspectives and attributes in a variety of social and professional contexts
- Design, write, carry out and discuss research reflecting an understanding of the state of the art, appropriate research methods to support professional practices
- Design, analyse, reflect and present a project to diverse audiences using multiple media and platforms
- Identify research topics, formulate hypotheses and questions, conduct literature review that highlights the gaps and carry out a study that contributes to the body of knowledge, including the understanding and the improvement of intercultural and professional practices
- Use the knowledge and skills gained for further research and programmes of studies in intercultural communications and related areas.

Key dates 2025-2026



Please also see Trinity's [Academic Year Calendar 2025-2026](#).

Course Structure



The Certificate, Diploma and Master's entry routes can be stacked, this allows students to complete one stage and add another level in the following years. This means that if students take the certificate one year, they can build on this by completing the additional work required for the Diploma and finish with that higher qualification. They may then choose to trade in their Diploma, complete the dissertation, and finish with the Master's. Effectively, this route allows to complete the degree part-time, over the course of two or three years (within a maximum span of 5 years).

The programme's full and part-time options

1. One-year full-time Master's (90 ECTS) which also offers an exit award of Postgraduate Diploma upon completion of 60 ECTS, without the MPhil (Master's) dissertation.
2. One-year full-time Postgraduate Diploma (60 ECTS). This option also enables progression to the MPhil (Master's) degree via the Top up route of 30 credits in year 2.

3. Part-time option over three years – progressing from Postgraduate Certificate (year 1) to Postgraduate Diploma (year 2) and then Master’s degree (year 3). Students can stop and resume studies according to their availability within a maximum overall span of 5 years.

The 3-year part time option explained

	PART-TIME routes	Course ETCS	Total ECTS
1	Part-time Postgraduate Certificate	1 year, 30 ECTS	Total 30 ECTS
2	Part-time Postgraduate Diploma	1 year Top up, equivalent to 30 ECTS	Total 60 ECTS (30 ECTS PG Cert + 30 ECTS PG Dip Top up)
3	Part-time MPhil (Master's)	1 year Top up, equivalent to 30 ECTS	Total 90 ECTS (30 ECTS PG Cert + 30 ECTS PG Dip Top up + 30 ECTS MPhil Dissertation)

Progression from Certificate to Diploma and from Diploma to MPhil

Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master’s (M.Phil) degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master’s (M.Phil) degree. In May, the framework students are sent a [Postgraduate Progression on the Framework Programme Form](#) where they indicate their intention to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression form or otherwise inform the Course Administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

After being finalised with their current award, Framework Students are permitted to return within five years to continue to the next stage (Postgraduate Diploma or MPhil). In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to return must reach out to the [Course Administrator](#) before 1st April. They will then be sent the [Postgraduate Progression on the Framework Programme Form](#), which must be returned by the due date for the student to be readmitted to the course from the next September.

Core Modules (5 ECTS each)

- **ICP11001** Introduction to Intercultural Communication
- **ICP11011** Communicating in a Culturally Diverse Workplace: A Practical Toolkit
- **ICP11031** Language, Culture and Communication
- **ICP11042** Multimodal Communication

Optional Modules (10 ECTS each)

This list may vary year by year and some options may not be available every year.

Michaelmas Term (MT, autumn)

- **ICP11051** Research Methods and Design (online)
- **ICP11061** Decoloniality and Global Intersections (online)
- **ICP11091** European Censorship and Cultural Production: Church, State and Ideas of the Common Good
- **ID7003** Cultures of Memory and Identity in Central Europe
- **ID7019** Forced Migration and Identity: Reconstructed and Reimagined Futures

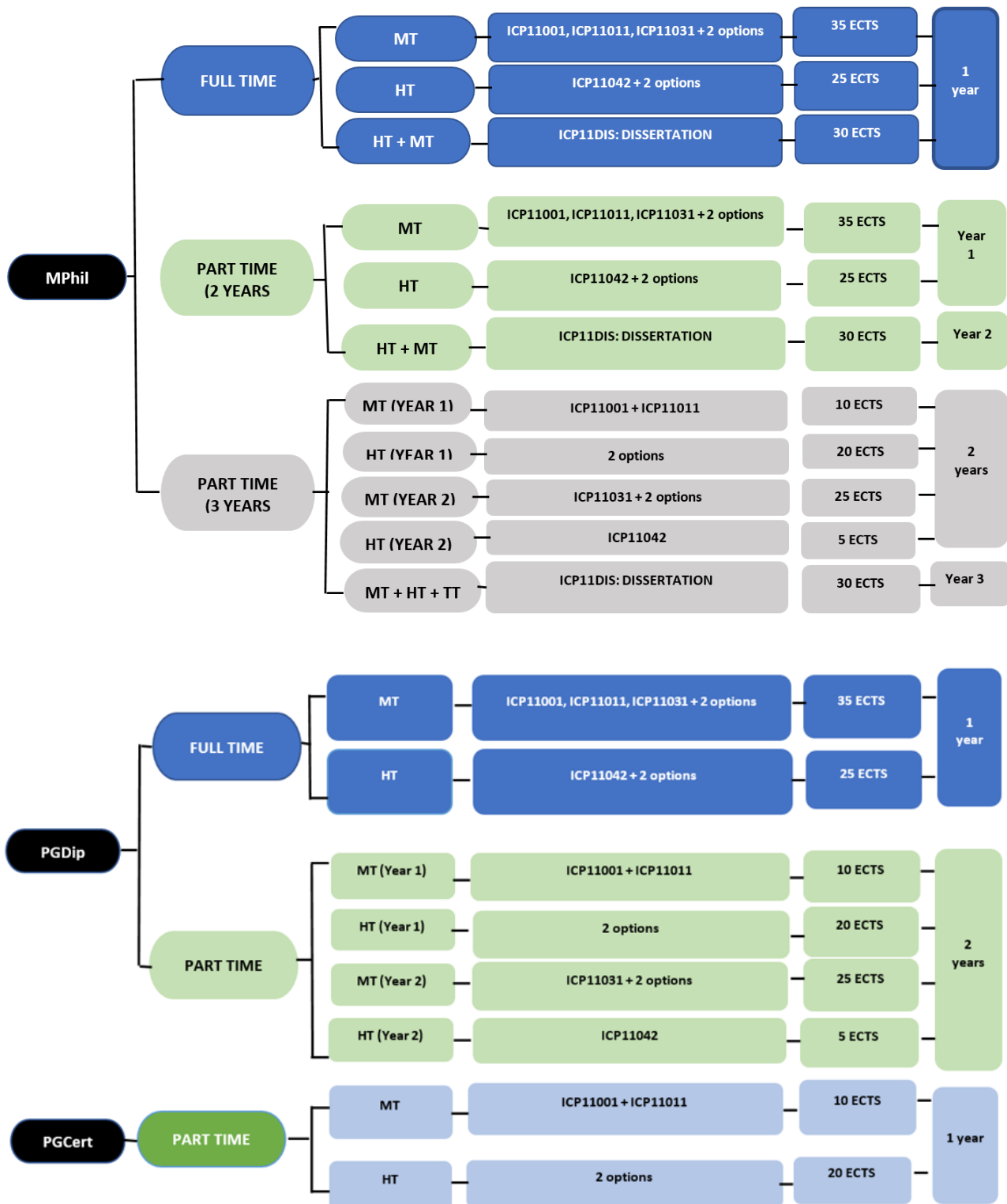
Hilary Term (HT, spring)

- **ICP11022** Reflective learning Project on Intercultural Communication Practices (online)
- **ICP11072** Feminism in Global Contexts: Intersections, Interpretations, and Impacts (online)
- **ICP11082** Communicating Your Research Through Reflective Narratives (online)
- **ICP11102** European Censorship and Cultural Production: From Clandestine Printing into the Digital Era
- **DHP11012** Cultural Technical Systems
- **ID7010** Europe and its Identities: A Cultural History
- **ID7011** Food, Drink and European Cultural Identities
- **LTP11032** Machine Translation for Creative Texts
- **NMP11032** East and West (online)

Dissertation module (30 ECTS)

- Dissertation. This is a core non-taught **module** offering personal supervision arrangements. It is delivered during Hilary Term (HT) + Trinity Term (TT) on Full time MPhil and Michaelmas Term (MT) + Hilary Term (HT) + Trinity Term (TT) on part time MPhil Top up (Year 2 & Year 3)

Module delivery per term (Michaelmas Term [MT], Hilary Term [HT] & Trinity Term [TT])



Core Module Descriptors

MODULE	TERM	DESCRIPTOR
ICP11001 - Introduction to Multicultural Communications 5 ECTS	MT	This module provides an introduction to the evolution of the main intercultural communication theories and models with a focus on the postcolonial and decolonial turns in intercultural communication and Equality, Equity, Diversity and Inclusion (EEDI) perspectives. It highlights the importance of culture in everyday lives, and the ways in which culture interrelates with and influences communication processes. It focuses on fundamental theoretical, conceptual and practical dimensions of interactions in multicultural environments and provides students with an insight into the process of communication between and among individuals from different cultures and/or subcultures.
ICP11011 - Communicating in a Culturally Diverse Workplace: A Practical Toolkit 5 ECTS	MT	This module provides guidelines and practical examples through case studies to develop an intercultural communication toolkit adapted to the specific needs of the participants' sector, organisation and/or project, as well as to their specific target audiences. The resources provided will enable students to acquire a practical guide for understanding, planning, designing, and evaluating intercultural communication practices.
ICP11031 - Language, Culture and Communication 5 ECTS	MT	This module aims to provide students with an insight into key issues, concepts and multidisciplinary methods used in the study of language and intercultural communication. The module focuses on the role of language and culture in communication encounters in different contexts such as education, workplace, diasporic communities, travel and study abroad, as well as on language and power, language rights, language planning and policy, language in use and multilingual practices. Building on knowledge and skills developed in intercultural communication and language diversity, this module introduces specialised theories, concepts and principles that see communication as a form of social and linguistic practice embedded in potentially shifting global processes of cultural diversity. It develops and

		contributes to the creation of autonomous and reflectively thinking practitioners, who are able to reflect on language policies in education, pedagogic developments and their impact on communication in rapidly changing contexts of intercultural diversity.
ICP11042 - Multimodal Communication 5 ECTS	HT	The effective use of different communication modes requires gaining understanding of how to align our communication objectives, messages and channels with our target audiences' needs. Applying the fundamentals of multimodal communication works in tandem with multimodal literacy, this means becoming skilled in the analysis not only of the written word, but also of other forms of visual and audio-visual media ranging from advertisements to artistic expressions such as cinema or theatre. This module will train participants in the application of the fundamentals of multimodal communication to contribute to the success of intercultural encounters.

Centre Optional Module Descriptors

MODULE	TERM	DESCRIPTOR
ICP11051 - Research Methods and Design (online). 10 ECTS	MT	<p>This module will enable participants to understand and apply the principles of AHSS research with a focus on intercultural communication and cultural studies to develop a detailed research plan.</p> <p>The approach in this online module is primarily asynchronous. Participants will watch videos and read the material prepared by the lecturers. Engagement with the lecturers will take place through three online seminars or workshop.</p>
ICP11061 - Decoloniality and Global Intersections (online) 10 ECTS	MT	<p>This module introduces learners to decoloniality as a theoretical and practical framework that critiques and seeks to unveil the enduring effects of colonialism on societies, cultures, knowledge systems, and power structures. The module addresses ongoing epistemic, cultural, and systemic legacies of colonial practices, thoughts, and mindsets that persist after political independence. Through theoretical grounding and practical case studies, learners will explore how colonial legacies are being re-examined and reshaped in contemporary political, economic, cultural, linguistic, educational and literary discourse.</p>
ICP11022 - Reflective Learning Project on Intercultural Communicatio n Practices (online). 10 ECTS	HT	<p>This module provides students with the opportunity to explore the theory behind the reflective account as part of the learning process. Through the reflective practice, students will evaluate the organisational culture and how it influences behaviour in relation to social dynamics and communicative encounters. By using evidence through examples of personal experiences and thoughts, as well as theoretical literature, students will use the reflection to get a deep understanding of specific intercultural communication encounters in their own specific professional and social contexts, will have a greater self and social awareness, will develop critical thinking skills and will assess the effectiveness of the intercultural</p>

		communication toolkits for specific professional and social contexts.
ICP11072 - Feminism in Global Contexts: Intersections, Interpretations , And Impacts (online) 10 ECTS	HT	This module examines feminism as a theoretical and practical framework, critiquing and addressing systemic gender inequalities. It bridges Western-centric and Global South paradigms, focusing on the intersection of feminism with political, economic, cultural, and linguistic structures. Learners will analyse case studies from Europe, Africa, and Latin America to explore diverse feminist movements and their implications. The module aligns with the Centre for Global Intercultural Communications' theme of Global Intersections, emphasising Equality, Equity, Diversity, and Inclusion. Delivered through Blackboard, students will engage in weekly e-content, journals, blogs, and discussions, culminating in assessments that foster critical engagement and reflection.
ICP11082 - Communicatin g your Research through Reflective Narratives (online) 10 ECTS	HT	This module engages students in real-world intercultural challenges and equips them with the theoretical and practical tools needed to respond critically, creatively, and inclusively. Students will apply key concepts in intercultural communication to design collaborative, community-based projects. Through the use of storytelling and multimedia tools, students will develop inclusive communication strategies that reflect the principles of Equity, Equality, Diversity, and Inclusion (EEDI). The module supports lifelong learning by encouraging students to engage in reflective practice and active ownership of their learning process.

School Optional Modules: Michaelmas Term (Autumn)

Module Name	Module Description
ICP11091: EUROPEAN CENSORSHIP AND CULTURAL PRODUCTION: CHURCH, STATE AND IDEAS OF THE COMMON GOOD (10 ECTS)	This module considers literary and cultural censorship in Europe, focusing primarily on the contexts of Great Britain, Ireland, Russia and Czechoslovakia. Starting with an overview of the chief censorship practices in Europe since the invention of the printing press in the fifteenth century, the module content is then embedded in the twentieth century, up until the 1970s – as this is where the four censorship contexts in question intersect.
ID7003: CULTURES OF MEMORY AND IDENTITY IN CENTRAL EUROPE (10 ECTS)	This module brings together selected chapters of Central European area studies, while examining key notions of cultural theory such as space, memory, nation, identity, and transformation/ transition. As such, it offers students more in-depth knowledge of CEE countries, while also providing them with an introduction to key approaches and methodologies in cultural studies.
ID7019: FORCED MIGRATION AND IDENTITY: RECONSTRUCTED AND REIMAGINED FUTURES (10 ECTS)	This module draws on theories of developmental psychology, social psychology and psychological acculturation through a trauma-informed culturally sensitive lens, to provide a theoretical, reflexive and experiential understanding of the identity formation and reconstruction processes of those who have experienced forced migration. The module explores constructs of post-migration identity formation, looking at the ways in which those who have been forcibly displaced consciously and unconsciously balance ethnic and new national identities in understanding themselves, their lives, and how they represent themselves to others.

School optional modules: Hilary Term (Spring)

Module Name	Module Description
ICP11102: EUROPEAN CENSORSHIP AND CULTURAL PRODUCTION: FROM CLANDESTINE PRINTING INTO THE DIGITAL ERA (10 ECTS)	This module considers literary and cultural censorship in contemporary Europe, focusing primarily on the contexts of Great Britain, Ireland, Russia and Czechoslovakia.
DHP11012: CULTURAL TECHNICAL SYSTEMS (10 ECTS)	<p>The aim of this course is to engage students in a critical assessment of the technologies, platforms and companies commonly encountered in 21st century culture and society. Based within the emerging discourses of the critical digital humanities, it will provide you with case studies, analysis, theoretical frameworks and complementary perspectives that will enable you to analyse and speak in a more informed manner about technology development and its relationship to core human activities.</p> <p>Be aware that you will be reading across a number of fields and disciplines in order to forge your ability to address technological developments from the perspective of cultural evidence: literature and the arts, philosophy, history, science and technology studies, computer science, library science. Each of these disciplines has a different vocabulary, values and argumentation style, and one of the key things you will learn is how to read across these disciplines at a meta-level.</p>
ID7010: EUROPE AND ITS IDENTITIES: A CULTURAL HISTORY (10 ECTS)	This module explores various aspects of the construction of Europe as an idea, a utopia and a political project as well as a form of identity. The main focus of the module will be on the construction of Europe as opposed to an imagined 'Other', perceived in cultural, geographic, ethnic and racial terms in

	different time periods over history. The module aims to present the dynamics of exclusion-inclusion practices, and to investigate the way such practices shaped the development of the idea and representation of Europe in European cultures.
ID7011: FOOD, DRINK AND EUROPEAN CULTURAL IDENTITIES (10 ECTS)	This module aims to provide students with an understanding of how food and drink production and consumption have shaped different European Cultures. The module will involve consideration of the anthropological functions of food and drink in human society, the emergence of transnational and imperial cuisines in Europe, the connection between different European religious beliefs and food practices, the rise of 'middling cuisines' in Britain and the Netherlands in the 17th century, the co-option of food into nationalist identity constructions in Europe in the 19th century and the globalisation of European food and drink cultures in late modernity.
NMP11032: EAST and WEST (online) (10 ECTS)	This module surveys the interconnecting histories of Europe, America and the Middle East and North Africa from the nineteenth century to the present day. It is designed to provide a nuanced historical understanding of the political, intellectual and cultural changes that have taken place in the area since Napoleon's invasion of Egypt. The module is divided into two interrelated parts. First it analyses the European encroachment and how this experience has shaped the Middle East and North Africa as we understand them today. The effect of the Western expansion upon socio-cultural development of the region is examined through a variety of materials: historical documents, essays, travelogues, literature and film. In the second part, the focus shifts to the rising interest of the US in the Middle East and North Africa since the end of the Cold War. The military, economic, and political power that the US exercises in the area is unprecedented. Yet sixty years ago, America's might was irrelevant for the people of the region. What happened? What made the Middle East a priority for the US politics? How has American involvement in the region developed over time? What forces, influences, and

	interests shape American and European foreign policy toward the Middle East and North Africa today?
LTP11032: MACHINE TRANSLATION FOR CREATIVE TEXTS (10 ECTS)	This module is designed to foster a collaborative learning environment, encouraging active engagement between students and the instructor. Students are expected to contribute their perspectives to class discussions and participate in in-class activities that support a deeper and more practical understanding of the concepts explored.

Optional Module Choices

Students are invited to make their optional module choices in August, in advance of the first teaching term (Michaelmas Term). Once students have chosen their option modules, those choices are final for the first term (Michaelmas Term), but some changes will be allowed for the second term (Hilary Term) (please see conditions below).

If a student notices an error in their option module enrolment, they must inform the [Course Administrator](#) immediately and before the classes have begun. Every effort will be made to correct these errors in the first week of Michaelmas Term.

Any other changes to the Michaelmas Term module choices can only be requested during the first week of classes and only if there is a compelling case to make, normally borne out of necessity (such as work responsibilities, caring duties, commuting, or other hardship), but not simply out of desire. For a change of any kind, the student needs to make a case to the Director of Postgraduate Teaching and Learning (DPGTL) Dr. Théophile Munyangayo, laying out their need.

After week 1 of classes, changes to module choices cannot be made in any but the most extreme circumstances, such as if there is something preventing a student from attending or completing the module they chose.

Students will be allowed to petition to change their optional module choices for the Hilary Term (originally made in August). The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change before 15 December 2024, indicating the module they would like to leave and the one they would like to join.
- Before making the request, the student must have obtained written permission from the module convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.

- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

Auditing Modules

Students are welcome to request module coordinators let them audit modules. In this case, they do not get credit and do not have to complete assessment, unless the instructor feels this is essential to module delivery.

First preference for the allocation of places on postgraduate taught (PGT) modules goes to postgraduates on one of the School's taught courses (PGTs), who are taking modules for credit. Space allowing, second preference goes to postgraduate research students (PGRs) wanting to take modules for credit, followed by students (PGT and PGR) wanting to sit-in on a non-credit bearing basis (audit). Participation in this last category is, however, subject to the module convenor's agreement, based on their assessment of any potential negative pedagogical effect of admitting additional participants, and the student's willingness to participate actively, as defined by the module convenor.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) are not allowed to audit core modules they may be required to take for credit in subsequent parts of the Framework programme. Students are recommended not to audit more than one module per term.

Students who are auditing modules and who would like to receive formal confirmation of their participation are required to ensure the module convenor signs off on their attendance after each module meeting. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrator](#).

Dissertation Module

The dissertation is a substantial body of academic work of between 15,000 and 20,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist. Given the size and importance of the dissertation, it is strongly advised that students devote plenty of time to planning and producing the dissertation from an early stage in the course.

Choosing and Refining a Topic

Students are encouraged to choose a thesis topic that suits their interests, and which builds upon any of the many facets of the intercultural communications that will be introduced throughout the course. Students should be thinking about possible topics already from the very start of the programme and are encouraged to speak with the course Director about possible topic ideas from an early phase. Often students can be tempted to de-prioritise the dissertation below the other assignments, in particular during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure, and it is strongly recommended to start working on it early.

Research Involving Human Subjects

If your research involves human participants, advance permission should be obtained for this research from the appropriate College Ethics Committee. See School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#) for further details.

M12 DISSERTATION

- The aim of this module is to give students of the Masters level the opportunity to research a topic in the field that is agreed with the dissertation supervisor. Hence, this module further develops the learner autonomy and enables students to put into practice theories, strategies, methods and techniques already studied in the relevant preparatory taught modules. The research project will be undertaken independently under the supervision of a lecturer with relevant expertise. At the end of this module, students will be able to develop their own views and insights from an understanding of theories and relate to practical intercultural communication encounters.
- The supervision sessions provide general guidance on research methods and paradigms as well as providing information on the specific aspects of the dissertation that students would need to pay attention to. Supervisions and research support are specifically tailored to the students' needs. The module provides an opportunity for students to contribute to the ongoing development of their profession, the career plans, the service provided and the existing evidence base in their chosen project field. Students may link their dissertation to a work-placement or work-based project, in which case the dissertation approach may be more practice-oriented, drawing on theories. The research project also provides a basis for **further academic developments, including PhD.**
- **Part-time MPhil Top up (year 2/year 3)** – student needs to complete the **Dissertation** only (**MT+HT+TT**) in accordance with the following timeline:
 - Topic definition and getting approval from the supervisor within the first 6 weeks of the teaching period in **MT**
 - Writing and submitting the research proposal at the end of **MT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)
 - Research and writing the dissertation in **HT + TT**
- **MPhil 1-year full-time** – student needs to take all taught modules of 60 credits in year 1 + **Dissertation (HT+TT)** as follows in accordance with the following timeline:
 1. Topic definition and getting approval from the supervisor within the first 4 weeks of the teaching period in **HT**
 2. Writing and submitting the research proposal at the end of **HT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)
 3. Research and writing the dissertation in **HT + TT**

Supervisors

Each dissertation is supervised by at least one member of academic staff. The selection of a supervisor is the responsibility of the student involved. A list of the main supervisors can be found in this handbook. In order to start the selection process, the [Dissertation Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake

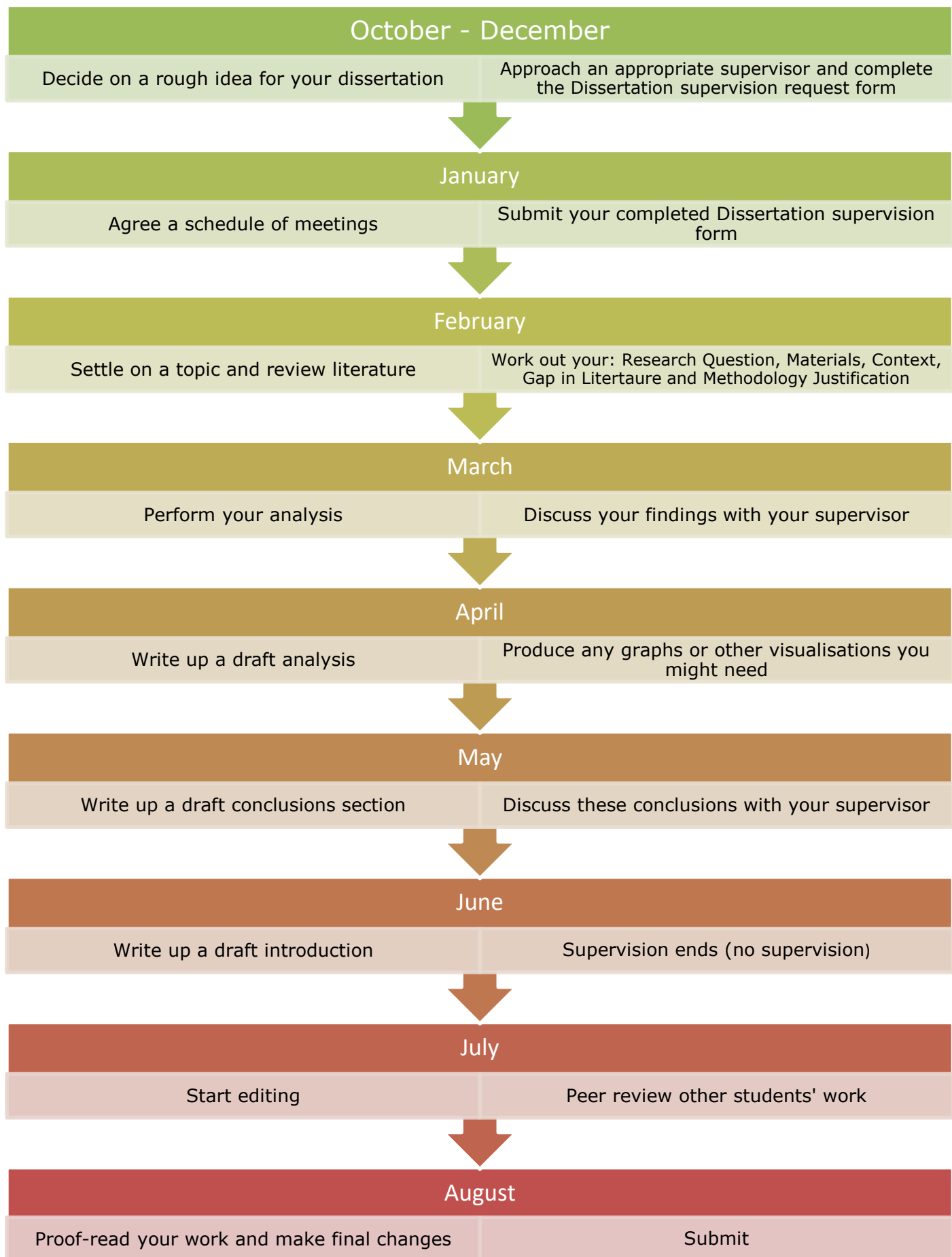
the supervision. The Dissertation Supervision Request Form must be completed and submitted by the end of Week 2 of Hilary Term. Once it has been completed, students will be contacted about their supervisors. After being contacted, it is students' responsibility to reach out to supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#). This form must be submitted by the end of Week 2 of Hilary Term.

A student may choose to split their supervision between two supervisors. This generally occurs most in the case of a topic intersecting two different areas of study or using a comparative perspective. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are organised with the supervisor(s) is left to the discretion of the student and the supervisor(s). As a general rule, supervisory arrangements must be made within the School. Only in exceptional cases (e.g. where capacity or expertise is severely limited) will exemptions be considered. In such cases the initial approval of the Course Director will be needed with the final approval from the SLLCS Dissertation coordinator [Dr Natalia Resende](#).

It is strongly recommended to start working on the dissertation early, and to work steadily on it to make the best use of the supervision sessions. Regardless the work pattern used (1-hour or 30-minute sessions), it is strongly recommended that supervision starts early in Hilary Term. The Dissertation Supervision Form includes a preliminary schedule open to minor changes for justifiable reasons. It is not acceptable to write 'TBC' in the form. Specific dates and times must be indicated. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, **any forms that are not filled out in full are returned to the student for completion.**

Supervision is expected to take place during the supervisor's office hours. In planning for a supervision, you should write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision session is used most efficiently on talking through the results, rather than with the supervisor reading your work.

The specific timeline will depend on the entry route and pathway. The student and the supervisor could work out an individualised approach. However, below is a suggested structure for how the dissertation work might progress on a full-time option:



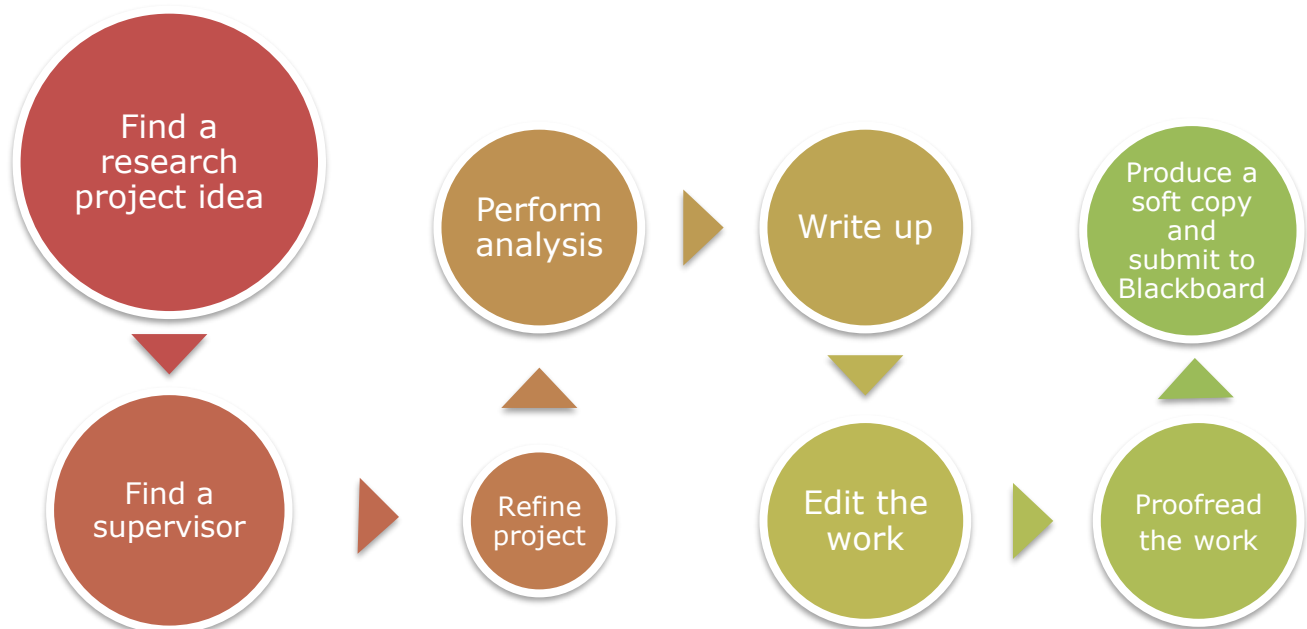
Submission

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style below). You may choose to use [this template](#) to help you in this process.

The abstract, acknowledgements, bibliography, and any appendices *do not* count towards a dissertation's word count. However, all other parts of the dissertation, including quotations, introduction, development, conclusion, and any footnotes are *included* in the word count.

The finished product should be submitted electronically to Blackboard. No hard copies are required. We also encourage students to submit a copy of their dissertation on Trinity's Access to Research Archive (TARA) (a link is provided for this on Blackboard in the same place as the dissertation is submitted).

The dissertation by the deadline (see the 'Key Dates' section of this handbook). Please note that deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the 'Regulations & Guidelines' section below).



Course Learning Outcomes

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

- **CLO1:** Explain orally and in writing concepts, models, and theories related to intercultural communication
- **CLO2:** Apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives to participate in collaborative learning and analyse the challenges and opportunities of communicating across cultures involving people from different racial, gender, ethnic and cultural backgrounds in both national and international settings
- **CLO3:** Apply digital literacy and engage in independent learning to produce a critical reflective account informed by global intercultural communication encounters
- **CLO4:** Exemplify orally and in writing how the knowledge and skills gained can facilitate intercultural communication and lead to further learning opportunities
- **CLO5:** Explain the role of culture in intralingual, interlingual and multilingual communications and relate it to the dimensions of language rights in relation to social and educational policies
- **CLO6:** Use diverse media to communicate through reflexive praxis how contexts, concepts, ethics and methods of multimodal communication contribute to the understanding of characteristics of effective intercultural communication
- **CLO7:** Identify research topics, critically review academic literature and theories, design and evaluate research, using appropriate methods and ethical research practices
- **CLO8:** Evidence through the written dissertation the understanding of the importance of all key research areas, from the rationale to the contribution

• -----

- Programme Learning Outcomes **CLO1 to CLO4** will be achieved for completion of **Postgraduate Certificate** (attainment award).
- Programme Learning Outcomes **CLO5 to CLO6** will be achieved for completion of **Postgraduate Diploma** (both exit and attainment award).
- Programme Learning Outcomes **CLO7 to CLO8** are required to be achieved for the **Master's** course attainment award.

Assessment and progression

The following regulations refer to Part III of the 2025-26 [Graduate Studies and Higher Degrees - Calendar - Trinity College Dublin](#)

Candidates are assessed throughout the programme by coursework and dissertation.

- 1) The final mark is based on a credit-weighted average of the mark awarded in each module. A Pass mark on this course is **40%** and above.
- 2) To be eligible for the award of the MPhil, students must pass all taught modules to the value of 60 ECTS and must submit a research project (dissertation) by the prescribed date, and also achieve at least a pass mark of **40%** in the research project (dissertation).
- 3) Each taught module must be passed independently, however one failed taught module (up to 10 ECTS) may, at the discretion of the module convenor and course director be compensated, provided that
 - a) the student's overall average mark for all taught modules is at least **40%**, and
 - b) the mark in the failed module is at least **30%**.
- 4) Students who fail more than one module (up to 10 ECTS) may, at the discretion of the module convenor and course director, be offered to undertake supplemental assignments as specified by the module convenor and course director.
- 5) Supplemental assignments must be submitted by the end of August (in the customary supplemental session). The mark for the supplemental assignment, will be capped at the pass mark for the module (**40%**).
- 6) Compensation is not possible for the dissertation, neither can the dissertation be used to compensate for any of the taught modules.

Distinction

Students who achieve an overall average mark of 70% or greater for their dissertation and at least 70% overall without having failed any assessment component are eligible for the award of the MPhil degree with Distinction.

Exit Award

Students who fail or choose not to undertake the Dissertation module but have passed all the other modules, totaling 60 ECTS, are eligible for consideration for an exit Postgraduate Diploma only. Such students will not be permitted at a later stage to return to the course to retake the MPhil dissertation, but they may apply to repeat the whole course.

Postgraduate Diploma exit award with Distinction

Students who have achieved an average of at least 70% of the available marks in all taught modules without having failed any assessment component will be eligible for consideration for the award of Postgraduate Diploma with Distinction.

The Online Learning Experience

The programme includes three modules offered online with three face-to-face sessions delivered remotely (ICP11022 REFLECTIVE LEARNING PROJECT ON INTERCULTURAL COMMUNICATION PRACTICES (online), ICP11051 RESEARCH METHODS AND DESIGN (online). NMP11032 EAST and WEST (online) is delivered fully online.

The online learning experience will be different to that of face-to-face teaching. It will afford flexibility to students as to when and where to engage with the module material. To encourage continued effective engagement with the online module, a combination of synchronous and asynchronous learning, open office hours, and awarding marks for engagement with module material and class discussions in the online environment will be provided. As the course is at a postgraduate level, it is expected that much of the learning will be self-directed, however guidance and support will be offered by the course team in the form of open office hours, feedback on assignments and moderation of online discussions.

Teaching staff will be available online to answer questions, discuss material and address any issues that may arise for **2 hours a week** at a predetermined time throughout the duration of the module. These open hours will take place via the Blackboard Collaborate platform, or other platforms offering virtual communications (ZOOM or MS TEAMS) and the scheduled times will be discussed, posted online at the early stage of that module running, and are highlighted in the teaching schedules of the module descriptors.

Students will be actively encouraged to make use of the open office hours provided. Blackboard Collaborate or ZOOM will be used to facilitate live communication during these times. Some option modules offer discussion boards or social spaces (chat rooms) where students can meet to discuss the material amongst themselves. The purpose of this chat room will be to supplement online learning through students being able to continue discussions after the online materials experience to enhance the sense of community within the class.

Regulations and Guidelines

Assignment Submission

Students are required to submit their assignments by the deadline indicated for each individual module.

The assignments for each module are submitted online, using the blackboard site for that module. Individual module convenors may require a specific format for your assessments. If this is not specified in your syllabus, please ask your module convenor to confirm.

Assignments for each module must be accompanied by a completed [submission coversheet](#).

Students are reminded of Trinity's [Accessible-Information-Policy.pdf](#). All written material (e.g. theses, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 11/12. More information on accessible materials is available on the [Inclusive Curriculum - Equality, Diversity and Inclusion | Trinity College Dublin](#).

Plagiarism

When writing or presenting your work, it is important always to avoid using other people's ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You have always to credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else's text (essay, translation, etc.) without specifying (usually in an appropriate footnote) your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence, and you may be technically guilty of plagiarism leading - at

worst – to your expulsion from the College. The reasons for this and Trinity’s policy on plagiarism are explained in [an online repository](#), hosted by the Library:

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (<https://libguides.tcd.ie/academic-integrity/ready-steady-write>), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

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

I have also completed the Online Tutorial on avoiding plagiarism at:
<https://libguides.tcd.ie/academic-integrity/ready-steady-write>

Generative AI tools and Assessed Coursework

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

We do not encourage you to use GenAI in your assessed work, but – providing you do so in conformity with the present document – we do not forbid it.

If you use it, GenAI system must be acknowledged like any other source: if you take information and/or ideas from it, you should indicate this just as if you were taking them from a published article. If you take wording from GenAI, this should be acknowledged and in quotation marks. As with any other source, long strings of quoted matter are not advisable. Failure to provide such acknowledgments constitutes a breach of the College plagiarism policy.

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that

demonstrate the particular weaknesses of GenAI. Incorrect and/or fabricated information will be penalized, while thorough and competent referencing will be rewarded.

Citations of GenAI should follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "Text of prompt entered."

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: <https://openai.com/blog/chatgpt/>. Prompt: "How reliable are the sources for Enheduanna's poetry?"

If you gave it multiple prompts, there should be multiple citations.

While properly referencing GenAI will protect you from plagiarism, it will not protect you from the errors which it generates. You would be well advised to independently verify information provided by GenAI. If you do this, it is fine to quote directly from the sources you use for verification – you no longer need to quote GenAI itself.

With immediate effect, all assessed-work cover-sheets in the School will ask you to state whether you have used 'artificial intelligence' or not in producing the work. This question must be answered over and above the provision of any references to such a source. Answering this question incorrectly will be counted as a breach of academic integrity.

If you answer 'yes', you should include the full text provided by GenAI in an appendix to your work, so that the marker can see the full context (as they would be able to if you quoted a normal publication).

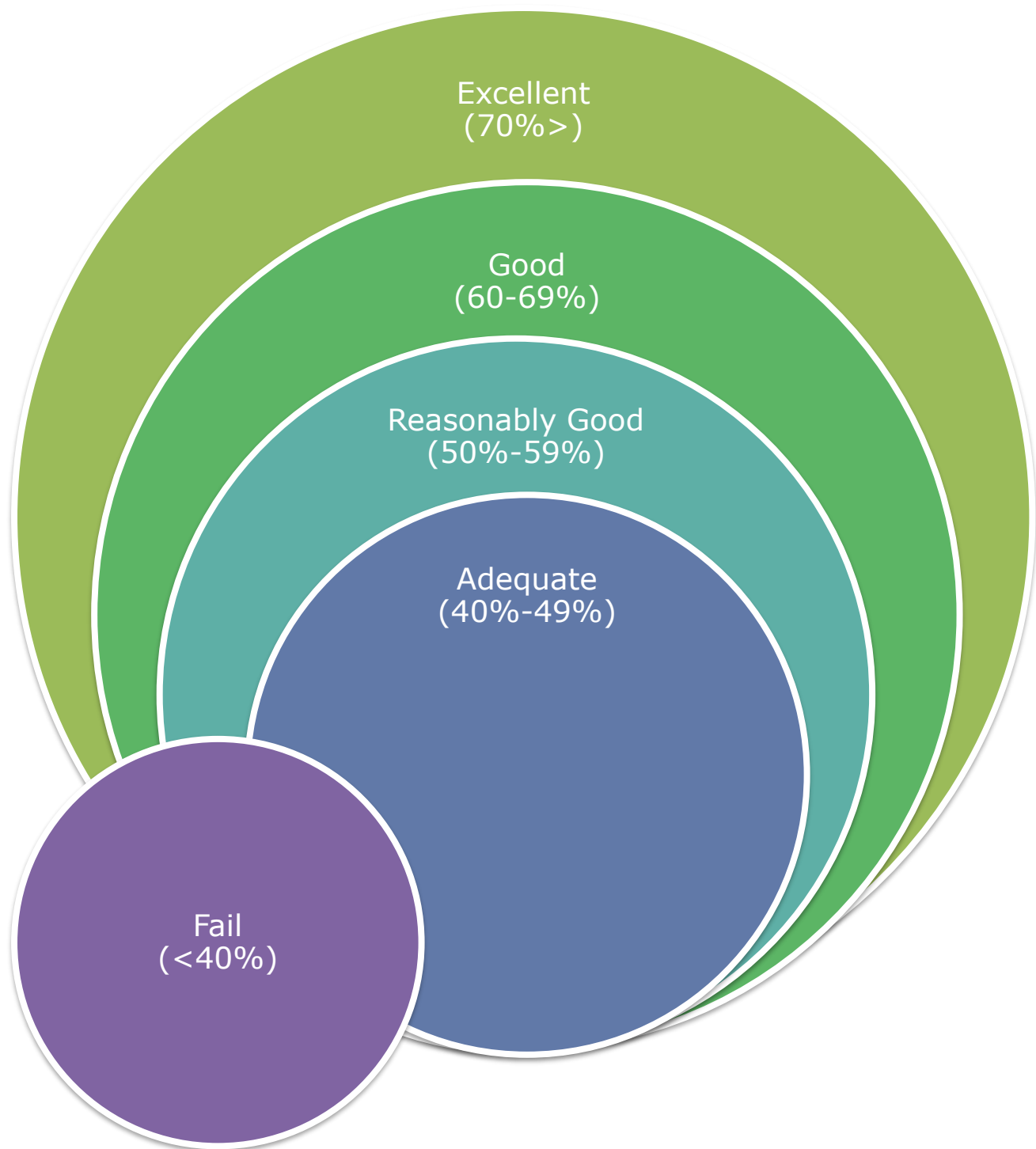
In the event that markers suspect unacknowledged/improper use of GenAI, you may be called to an investigative meeting, where you will be examined on both the form and content of the work in question, and on the general topic. In the event the markers still have concerns, these will be referred to the Junior Dean as a suspected breach of academic integrity.

Just as AI tools are evolving, so too are AI-detection tools. Turnitin has announced new capabilities to appear by the end of this year. Improper use of GenAI now could come back to haunt you later.

A final point is that, precisely because a certain kind of (fairly low-level) writing can now be done by GenAI, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools. All the more reason, then, to properly hone these skills. 'Artificial intelligence' may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College.

Grading

The final degree only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university's general scale. The pass mark is 40%.



In general, the four pass bands above are to be interpreted as follows:

I	(70+)	Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought
---	-------	--

II.1	(60-69)	Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights
II.2	(50-59)	Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding
III	(40-49)	Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called “ad misericordiam appeals” (please see below).

Normally the maximum extension that can be granted is two weeks in length. If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year. Whether requesting an extension or an off-books application, the first port of call is the Course Director.

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director *before* the deadline has passed (see “Extensions and Ad Misericordiam Appeals” section above). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

Ad Misericordiam Appeals

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director before the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.
- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary,

required court appearance at or near the time of the relevant assessment, loss of income.

- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See [Disability Office website](#)).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.
- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues
- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines
- English is the second language
- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student
- Failure to plan study schedule
- Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments
- Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)
- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by 'retrospective' medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor's certificate which states that the student was seen after the illness occurred and declared that they had been ill previously

- Medical circumstances outside the relevant assessment period
- Long term health condition for which student is already receiving reasonable or appropriate accommodations
- Late disclosure of circumstances on the basis that the student 'felt unable – did not feel comfortable' confiding in a staff member about their exceptional circumstances
- Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here: [Evidence Support ad mis Appeal 19-04-2017.pdf](#)

Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found [here](#).

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the course director in the first instance. The course director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above).

Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week.

Please see this webpage for more information: [Off-Books - Academic Registry - Trinity College Dublin](#)

Resources and Facilities for Students

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card and gives you access to the Library and other facilities.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday):

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

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: <https://tcd.blackboard.com>

You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see this page: <https://www.tcd.ie/itservices/our-services/student-wi-fi/>.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

Specialist software

During the course, you will be introduced to a range of specialist software including Trados. A limited number of free licences is available to students. These licences allow you to analyse data.

Showcase

The showcase event falls after the end of the teaching term, after the portfolios have been submitted. It is a chance for students to show off their finest piece of work from their portfolios to special guests and friends of the centre.

Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: <https://student-learning.tcd.ie/international/>, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: <https://student-learning.tcd.ie/services/>

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie.

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/.

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have a disability are encouraged to apply to the Trinity disAbility Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

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

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

You can find out more information here: <https://www.tcd.ie/disability/support-and-resources/>.

Medical Issues

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many

non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply.

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

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email student-counselling@tcd.ie to request an appointment. For more information, please visit https://www.tcd.ie/Student_Counselling/about/.

Careers Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice are available at www.tcd.ie/Careers and in the Careers Library, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide.

In addition, you can access both the Prospects Planner and Pathfinder on the College PC network and in the Careers Library. There is also a new alumni contact database in the Careers Library, and staff are available to answer queries and to provide career counselling.

Graduates from M.Phil. degrees offered by the School of Languages, Literatures and Cultural Studies often go on to do further research. If you are interested in doing further research in an area related to your M.Phil. studies, you should talk to the Course Director; you may also wish to discuss your options with the School's Director of Postgraduate Teaching.

Student representation and feedback

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole class. If you would like to act as a representative, you should approach the course Director early in the academic year. Student Representatives can help their fellow students with issues such as leap cards, accommodation, finance, TCD merchandise, study tips, and many more. More

information on the Student's Union and Class Representation can be found on their website: [Students Unions - Current Students - Trinity College Dublin](#)

Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6. Contact frontoffice@tcdsu.org or visit <https://www.tcdsu.org/> for more information.

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on my.tcd.ie portal in advance of each term.

Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the taught postgraduate level, classroom time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays, into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on

campus, around 5 minutes' walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: <https://www.tcd.ie/academicregistry/>.

Please note that some issues are only managed in consultation with the course director.

Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;
- Proof of fees paid;
- Visa Letter.

Graduate Letter and Translation and Duplicate of Degree Parchments can be issued by the Academic Registry. More information and guidelines can be found on the Academic Registry website: <https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/letters-and-documentation/>.

For other letters and transcripts, please email the [Course Administrator](#). Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

School of Languages, Literatures and Cultural Studies

The school is the body that runs the course, and that manages it day to day. Any emails to the school can be directed to postgraduate.slcs@tcd.ie. The school is also your first port of call for academic transcripts and issues pertaining to your option modules. Generally, issues handled by the school are done so in consultation with the course director.

Course Director

Dr Théophile Munyangayo is the course director of the MPhil in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns. The course Director is the individual responsible for the smooth running of the course, as well as for the academic and research integrity and quality assurance of the programme. The current Director is located in Arts Building, Room 4109. He can also be reached by emailing MUNYANGT@tcd.ie. The Director is available for meetings to discuss issues. These should be organised in advance by sending an email that briefly outlines the nature of the issue to the address above.

Course Coordinator

The Course Coordinator is Dr María Medina (mmedina@tcd.ie). The Course Coordinator will be responsible for the day-to-day running of the course in collaboration with the course administrator. She will be overseeing the delivery of academic modules and liaising with students, academics, course committee and the Course Director on matters related to module assessment to support the smooth delivery of the course.

Centre Administrator

The Administrator of the Trinity Centre for Global Intercultural Communications, Mary Clark, is located in the Arts Building, office 5038. For general queries, the Centre Administrator can also be reached by emailing cgic@tcd.ie. The function of the Administrator is to look after the smooth running of the Centre's activities, including running industry engagement events, organising meetings, and facilitating working between the various parties that make up the centre, the students being one of these.

Trinity Centre for Global Intercultural Communications

Students on the MPhil in Applied Intercultural Communications are automatically members of the Trinity Centre for Global Intercultural Communications, part of the School of Languages, Literatures and Cultural Studies, located in Arts Building 3 College Green, Dublin 2, D02 XH97. Students have open spaces in this building which they can use for study.

Teaching Staff

Dr Théophile Munyangayo is the current course director of the MPhil in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns. If you wish to organise a meeting with him, you should email him at MUNYANGT@tcd.ie.

Dr María Medina is the course coordinator of the MPhil in Applied Intercultural Communications. If you wish to organise a meeting with her, you should email her at mmedina@tcd.ie

Supervisors

Each student is required to find a supervisor for both the portfolio and the dissertation. Students choose one or a supervisor from the School of Languages, Literatures, and Cultural Studies can be assigned to you. They can also choose two supervisors if they want to engage most fully with the expertise of the individuals involved. Supervision arrangements must be made within the School, unless the capacity is limited. You are encouraged to start identifying and approaching potential supervisors early in Michaelmas Term (MT). Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to:

Centre for Global Intercultural Communications

Professor Omar García

Dr Théophile Munyangayo

Dr María Medina

Trinity Centre for Literary and Cultural Translation

Dr James Hadley

Dr Natália Carolina Resende

Centre for Digital Humanities

Dr Nicole Basaraba

Department of Hispanic Studies

Dr Catherine Barbour

Dr Brian Brewer

Dr Katerina García

Dr Catherine Leen

Department of Italian

Professor Clodagh Brook

Dr Igor Candido

Assistant Professor Serena Vandi

Department of Russian and Slavonic Studies

Dr Justin Doherty

Dr Kasia Szymanska

Dr Balázs Apor (on leave MT 2025)

Department of French

Professor Michael Cronin

Dr Sarah Alyn Stacey

Dr Alexandra Lukes (on leave HT 26)

Dr James Hanrahan

Dr Hannes Opelz (on leave MT 2025)

Dr Edward Arnold

Near and Middle Eastern Studies

Dr Anne Fitzpatrick

Dr Zuleika Rodgers (on leave MT 2025)

Dr Tylor Brand

Dr Murat Siviloglu

Dr Martin Worthington (on leave HT 2026)

Dr Idriss Jebari (on leave MT 2025)

Dr Mohamed Ahmed

Dr Maya Petrovich

Department of Germanic Studies

Professor Mary Cosgrove

Professor Peter Arnds

Dr Caitríona Leahy (on leave MT 2025)

Dr Gillian Martin

Dr Clemens Ruthner

Dr Michiel Rys

Department of Irish and Celtic Languages

Professor Damian McManus

Dr Pádraig de Paor

Dr Eoin Mac Cárthaigh

Dr Mícheál Hoyne

Dr Deirdre Nic Chárthaigh

Dr Christina Cleary

Process and Important Dates for Final Assessments & Results

P.Grad.Cert. and P.Grad.Dip. students

Court of Examiners meetings: week of 15th June 2026

Once all assessments have been submitted, marked, and reviewed by the external examiners, the Court of Examiners meeting for your programme will be held in the week beginning on Monday, 15th June 2026. At this meeting, all results will be reviewed and approved, and the end-of-year outcomes calculated. For students, who have indicated that they want to graduate with their current award, their degree award outcome will be finalised and submitted to the Academic Registry. Students, who have indicated that they want to continue onto the next stage of their degree, will be progressed.

Publication of results: by Friday 26th June 2026

Confirmed Semester 1 and Semester 2 results and the overall end-of-year outcomes (including award outcome, where applicable) will be published to your my.tcd.ie portal by Friday 26th June 2026. Results for students, who avail of reassessments or have any other extenuating circumstances, will be published after all work has been completed, submitted and reviewed by the Court of Examiners.

Issue of academic transcripts: June-July 2026

Academic transcripts will be issued after the publication of the final results to all P.Grad.Cert. and P.Grad.Dip. students who will be graduating with their current award. You will receive an email from the [Postgraduate Administrator](#) with a link to a PDF copy of your transcript. Please make sure to **download the transcript** and keep it safe for future reference.

Transcripts will not be issued to students, who are progressing to the next stage of their degree. We are aware that some students may need interim transcripts. In many cases screenshots of the results published to my.tcd.ie portal will be sufficient. Where these are not enough, provisional transcripts will be issued on a case-by-case basis, based on the student need, such as employer request for transcript or

application to college for further study. To request a provisional transcript, please email the [Postgraduate Office](#) and allow up to two-weeks for response.

Graduation: early February 2027

Once the processing of all P.Grad.Cert. and P.Grad.Dip. results and awards has been completed, these will be confirmed to the Academic Registry, which will trigger the Graduations Team to draw the Certificate and Diploma graduates' lists and issue invitations to the Graduation/Commencement ceremonies. The invitations are issued via my.tcd.ie portal. The onus is on the student to check their portal regularly and respond to the invitation by the deadline. The Graduation/Commencement ceremony is usually scheduled in early February (e.g. 10th February 2025), the schedule is published to this website ([Graduation - Academic Registry - Trinity College Dublin](#)), alongside other important information which will help you prepare for the big day.

Degree Parchment

Your official Degree Parchment will be presented to you at the Graduation ceremony or will be posted to your address if you choose to graduate *in absentia*. The Degree Parchment is issued in Latin, but you can request an English translation of this document. For more information on the translation of the Degree Parchment please check this Academic Registry webpage: [Documents and Forms - Academic Registry - Trinity College Dublin](#). Please note that the SLLCS Postgraduate Office does not organise Graduations, nor do we issue Degree Parchments or translations.

M.Phil. students

Semester 1 and 2 results released: Monday, 22nd June 2026 – Monday, 17th August 2026

Semester 1 and 2 results will be released to your my.tcd.ie portal on Monday, 22nd June 2026 and will be available to view until Monday, 17th August 2026. During this period, please take screenshots of your results for future reference, noting that these results will still be considered provisional, until ratified by the Court of Examiners in December 2025 and published to my.tcd.ie portal.

Dissertation: due Friday 21st August 2026

Hopefully, you are all successfully working on your MPhil dissertation, which is due on Friday, 21st August 2026, as per Key Dates in this Handbook. Please follow the information in this Handbook and on the Dissertation module in Blackboard on how to complete and submit this final piece of assessment.

Dissertation assessment and external review period: September – November 2026

Once the Dissertations have been received by your course team, they will be marked by primary assessors and moderated by second markers before being sent to external examiners (alongside all other modules and assessments) for external review. This process is very thorough and labour intense, and coincides with the teaching term, thus you may appreciate that it takes a long time to complete.

Court of Examiners meetings: week of 7th December 2026

Once all assessments have been reviewed by the external examiners, the Court of Examiners meetings will be held in the week beginning on Monday, 7th December 2026. At these meetings, all results will be reviewed and ratified, the end-of-year outcomes calculated, and the degree awards finalised for all MPhil students.

Publication of results: December 2026 – January 2027

Confirmed results and award outcomes will be published to my.tcd.ie portal after the Court of Examiners meetings. We aim to complete this work by Wednesday, 23rd December. However, it may take longer than anticipated and we may need to push the publication date into January 2027. Results publication for students, who avail of reassessments or have any other extenuating circumstances, may be pushed as far as the end of February.

Issue of academic transcripts: December 2026 – January 2027

Academic transcripts will be issued to all MPhil students after the publication of final results. You will receive an email from us with a link to a PDF copy of your transcript. Please make sure to download the transcript and keep it safe for future reference.

We are aware that some students may need provisional transcripts while they are awaiting their final academic transcript. In many cases screenshots of results released to my.tcd.ie portal in summer will be sufficient. Where these are not enough, provisional transcripts will be issued on a case-by-case basis, based on the student need, such as employer request for transcript or application to college for further study. To request a provisional transcript, please email the [Postgraduate Office](#) and allow up to two-weeks for response to such requests.

Graduation: mid-April 2027

Once the processing of all MPhil results has been completed, the results will be confirmed to the Academic Registry, which will trigger the Graduations team to draw the MPhil graduates' lists and issue invitations to the Graduation/Commencement ceremonies. The invitations are issued via my.tcd.ie portal, usually in March. The onus is on the student to check their portal regularly and respond to the invitation by the deadline. The Graduation/Commencement ceremony is usually scheduled in mid-April, the schedule is published to this website ([Graduation - Academic Registry - Trinity College Dublin](#)), alongside other important information which will help you prepare for the big day.

Degree Parchment

Your official Degree Parchment will be presented to you at the Graduation ceremony or will be posted to your address if you choose to graduate *in absentia*. The Degree Parchment is issued in Latin, but you can request an English translation of this document. For more information on the translation of the Degree Parchment please check this Academic Registry webpage: [Documents and Forms - Academic Registry - Trinity College Dublin](#). Please note that the SLLCS Postgraduate Office does not organise Graduations, nor do we issue Degree Parchments or translations.

Graduation day reception

On the day of the MPhil graduation, the School organises a reception for all graduates and their guests. You will receive an invitation to this reception via your TCD email after the graduation schedule has been announced by the Academic Registry. Please make sure to keep your TCD email account active and check it regularly.

Progressing to a PhD

Many of our master's students go on to do a [PhD with us](#) after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the interdisciplines which straddle these. The interdisciplines include Intercultural Communication, Languages, Translation Studies, European Identities, Digital Humanities and Comparative literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's dissertation into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's dissertation. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's dissertation when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research question
- The methodology you will use to answer this research question
- The materials you will analyse with your methodology to reach the answer to your research question
- The justification for why this research question is an important contribution to knowledge
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research [potential supervisors](#) who might be able to support your work. You can start by looking at the list of supervisors on the last page of this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the interdisciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into [a full proposal](#), which is the most important part of your application.

Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support. There is a range of grants and [studentships available to research candidates in the school](#). However, these are highly competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is “will this research affect anybody’s life, apart from mine?” Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential

to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributed something to the world.

The main funders for research in the school are the Irish Research Council, which funds a certain number of [PhD scholarships](#) each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is highly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching. However, it is also important to bear in mind that there is a much higher success rate for these schemes from researchers who have already begun their PhD. Candidates who apply for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: It is much easier to describe what you will do when you are already doing it, than if you simply have to imagine the future.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to potential supervisors and/or Dr Théophile Munyangayo (MUNYANGT@tcd.ie).

Appendix I: House Style for the Submission of Written Work

This description is the default for core modules and dissertations in the PG Programme in Digital Humanities and Culture. Some optional modules may have different requirements. Please be sure to check the requirements for your modules. All submitted work should be word-processed.

Layout

Font: Calibri

Font size: 12pt

Line Spacing: 1.5

Page size: A4

Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000)

Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000)

Dates: For decades, do not include an apostrophe (e.g. 1990s, not 1990's)

For centuries, spell out the name (e.g. 'nineteenth century', not '19th century').

Punctuation: Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.

Spelling: Any English spelling convention is acceptable, as long as it is used consistently.

Title: Use bold for your assignment title, with an initial capital letter for any proper nouns.

Please indicate the level of the section headings in your assignment:

Headings:

First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.

Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.

Tables and figures:	Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.
Quotations:	<p>Fewer than 40 words: in the body of the text, in single quotation marks ('...').</p> <p>40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.</p> <p>If a quotation contains a quote, this is marked with double quotation marks ('... "..."...').</p>
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.
Underlining:	Underlining should not be used.
Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	<p>When using abbreviations, the following conventions should be followed:</p> <p>When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St)</p> <p>Other abbreviations take a full stop (e.g. Esq., vol., p., no.)</p> <p>Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS)</p> <p>Abbreviated Technical terms must normally be explained in the</p>

text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.

Numerals: In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).

Notes: Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.

Appendices: Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)').

Pagination: Pages should be numbered consecutively, centred in the footer. No blank pages should be included.

Student Number: The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent [Chicago Manual of Style](#) should be consulted for all further details.

Referencing and Bibliographies

Referencing

The referencing style used is the **Author–Date System**, as described in the [Chicago Manual of Style 18 \(also check this quick citation guide\)](#).

Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it in the parenthetical citation, but the date should follow immediately:

[Placement:](#)

Jones and Green (2012) did useful work on this subject.

Khan's (2012) research is valuable.

If the reference is in parentheses, use square brackets for additional parentheses:

(see, e.g., Khan [2012, 89] on this important subject).

No punctuation appears between author and date. Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:

[Citing multiple works at a time:](#)

(Smith 2010, 2012; Khan 2012)

(Smith 2010, 2012, 84; Khan 2012, 54–60)

(Smith 2012a, 2012b, 82; Khan 2012, 9)

[Repeat mentions in the same paragraph:](#)

Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph:

(Smith 2010, 9)

(ibid, 25)

Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

As Smith (2012, 67) points out, "quoted text."

[With a
quotation:](#)

As Smith points out, "quoted text" (2012, 67).

After a displayed quotation, the source appears in parentheses after the final punctuation. No period either precedes or follows the closing parenthesis:

end of displayed quotation. (Smith 2012, 67)

[Page number
or other
locator:](#)

(Smith 2012, 6–10) (Jones 2012, vol. 2)

[One author:](#)

Smith (2012) or (Smith 2012)

[Two authors:](#)

Smith and Jones (2012) or (Smith and Jones 2012)

For more than two authors, only the name of the first author is used, followed by *et al.* (and others). Note that *et al.* is not italicized in text citations.

Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)

Smith et al. (2012) (Smith et al. 2012)

[More than two
authors:](#)

If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and *et al.* (NB: you cannot use *et al.* unless it stands for two authors or more.).

(Smith, Baker, et al. 2012)

(Smith, Brooks, et al. 2012)

If this would result in more than three names having to be used, cite the first author plus a short title:

(Smith et al., "Short Title," 2012)

(Smith et al., "Abbreviated Title," 2012)

Authors with
same
surname:

G. Smith 2012 and F. Smith 2008

Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year.

In the text:

No author
name:

(*True and Sincere Declaration* 1610)

In the reference list:

A True and Sincere Declaration of the Purpose and Ends of the Plantation Begun in Virginia, of the Degrees Which It Hath Received, and Means by Which It Hath Been Advanced.
1610. London.

The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full.

Organization
as author:

In the text:

(BSI 2012)

In the reference list:

BSI (British Standards Institution) 2012. Title ...

Author with
two works in
the same
year:

Put a, b, c after the year (Chen 2011a, 2011b)

Secondary
source:

When it is not possible to see an original document, cite the source of your information on it; do not cite the original

assuming that the secondary source is correct.

Smith's diary (as quoted in Khan 2012)

Classical work: Classical primary source references are given in the text, not in the reference list.

[Personal communication](#): References to personal communications are cited only in the text:

[n](#): A. Colleague (personal communication, April 12, 2011)

Unknown date: (Author, n.d.)
(Author, forthcoming)

Two dates: List the original date first, in square brackets:
Author ([1890] 1983)
Multivolume works:
(Author 1951–71)

Bibliography/Works Cited/References

List all primary and secondary sources consulted, using the [Chicago Manual of Style 18](#) conventions.

General

Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage.

[Order:](#)

A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end.

If the reference list contains two or more items by the same

author in the same year, add a, b, etc. and list them alphabetically by title of the work:

Green, Mary L. 2012a. *Book Title*. Publisher.

Green, Mary L. 2012b. *Title of Book*. Publisher.

Form of
author name:

Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.

Punctuation:

Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books

[Place of
publication](#)

Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon.

If the city is not available, leave it out.

Joyce, James. *Ulysses*. Paris: Shakespeare and Company, 1922.

[One author:](#)

Smith, John. 2012. *Book Title: The Subtitle*. Abingdon: Routledge.

Smith, J. J. 2012. *Book Title*. Abingdon: Routledge.

[Two authors:](#)

For a book with two authors, only the first-listed name is inverted in the reference list. Both last names are included in the text.

Smith, John, and Jane Jones. 2012. *Book Title: The Subtitle*. Abingdon: Routledge.

Smith, J. J., and J. B. Jones. 2012. *Book Title: The Subtitle*. Abingdon: Routledge.

For a book with more than two authors or editors, list up to six authors in the reference list; if there are more than six, list only the first three, followed by "et al." In the text, list only the first author, followed by "et al."

[More than two authors:](#)

Smith, John, Jane Jones, and Mary Green. 2012. *Book Title: The Subtitle*. Abingdon: Routledge.

[Organization as author:](#)

University of Chicago Press. *The Chicago Manual of Style*. 18th ed. Chicago: University of Chicago Press, 2024.

[No author:](#)

Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the purposes of alphabetical order.

Stanze in lode della donna brutta. Florence, 1547.

Chapter in a single-author book:

Green, Mary. 2012. "Chapter Title." In *Style Manual*, edited by John Smith. Abingdon: Routledge.

Chapter in a multi-author book:

[Chapter:](#)

In citations of a chapter or similar part of an edited book, include the chapter author; the chapter title, in quotation marks; and the editor. Precede the title of the book with *In*. It is not necessary to record a page range for the chapter.

Jones, Sam. 2012. "Chapter Title." In *Book Title*, edited by John Smith. Abingdon: Routledge.

[Edited:](#)

Smith, John, ed. 2012. *Collected Style Manuals*. Abingdon: Routledge.

Smith, John, and Jane Jones, eds. 2012. *Collected Style Manuals*. Abingdon: Routledge.

[Edition:](#)

University of Chicago Press. 2012. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press.

[Reprinted](#)

Maitland, F. W. (1898) 1998. *Roman Canon Law in the*

work:	<i>Church of England</i> . Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. <i>Collected Correspondence</i> . Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. <i>Collected Works</i> . 2 vols. Abingdon: Routledge.
Translated:	Do not abbreviate <i>Translated by</i> . Smith, John. 2012. <i>Collected Style Manuals</i> . Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. <i>La genèse de l'idée de hasard chez l'enfant</i> [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. doi:xxxxxxxxxxx. Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. http://xxxxxxxxxx/ .
Place of publication:	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. Joyce, James. <i>Ulysses</i> . Paris: Shakespeare and Company, 1922.
	Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press

Oxford: Clarendon Press

New York: Macmillan

Englewood Cliffs, NJ: Prentice Hall

Washington, DC: Smithsonian Institution Press

When the publisher's name includes the state name, the abbreviation is not needed:

Chapel Hill: University of North Carolina Press

Publisher: Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.

Journals

If you used an online version, cite the online version, include a DOI (preferably) or URL.

Online versions:

Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." *American Journal of Sociology* 127 (6): 1818–59. <https://doi.org/10.1086/720277>.

One author: Smith, John. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.
Smith, J. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.

Two authors Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.

Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.

Three or more authors: For three or more authors, list up to six in the reference list.
Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

More than six authors: For more than six authors, list the first three, followed by "et al." ("and others"). In the text, list only the first, followed by "et al."

Translated: Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] *Journal Title in Full* 10 (3): 10–29. doi:xxxxxxxxxxx.

Not in English: Capitalize sentence-style, but according to the conventions of the relevant language.

Other article types: Smith, John. 2012. "Title of Book Review." Review of *Book Title*, by Lisa Khan. *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it.

Issue numbers: When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses:

Journal Title, no. 25: 63–69.

If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.

Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.:

Online first publication: Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." *Children's Geographies*. Advance online publication. doi: 10.1080/14733285.2015.1026875.

If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media

You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: [Theses and Dissertations](#), [Interviews](#), [News or Magazine Articles](#), [Book Reviews](#), [Websites](#), [Social Media Content](#), and [Personal Communications](#).

Dissertation

Title page:	The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Applied Intercultural Communications); the module to which it is attached (where applicable); the term and year in which it is submitted.
Declaration:	<p>Immediately following the title page, every dissertation must contain the following declaration, signed and dated:</p> <p>Declaration</p> <p>"I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.</p> <p>I agree that the Library may lend or copy this dissertation on request.</p> <p>Signed: Date:</p>
Abstract:	Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author's full name (in that order) and must not exceed one page of single-spaced typescript.
Acknowledgements	The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.
Table of contents:	Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.

Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.
Chapters:	Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings, and listed in the Table of Contents.
Conclusion:	The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.
Bibliography:	List all primary and secondary sources consulted using the APA, Harvard or another style recommended by your optional module host.

