



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

School of Social Sciences & Philosophy
Department of Philosophy

M.Phil in Philosophy Handbook

2026/2027

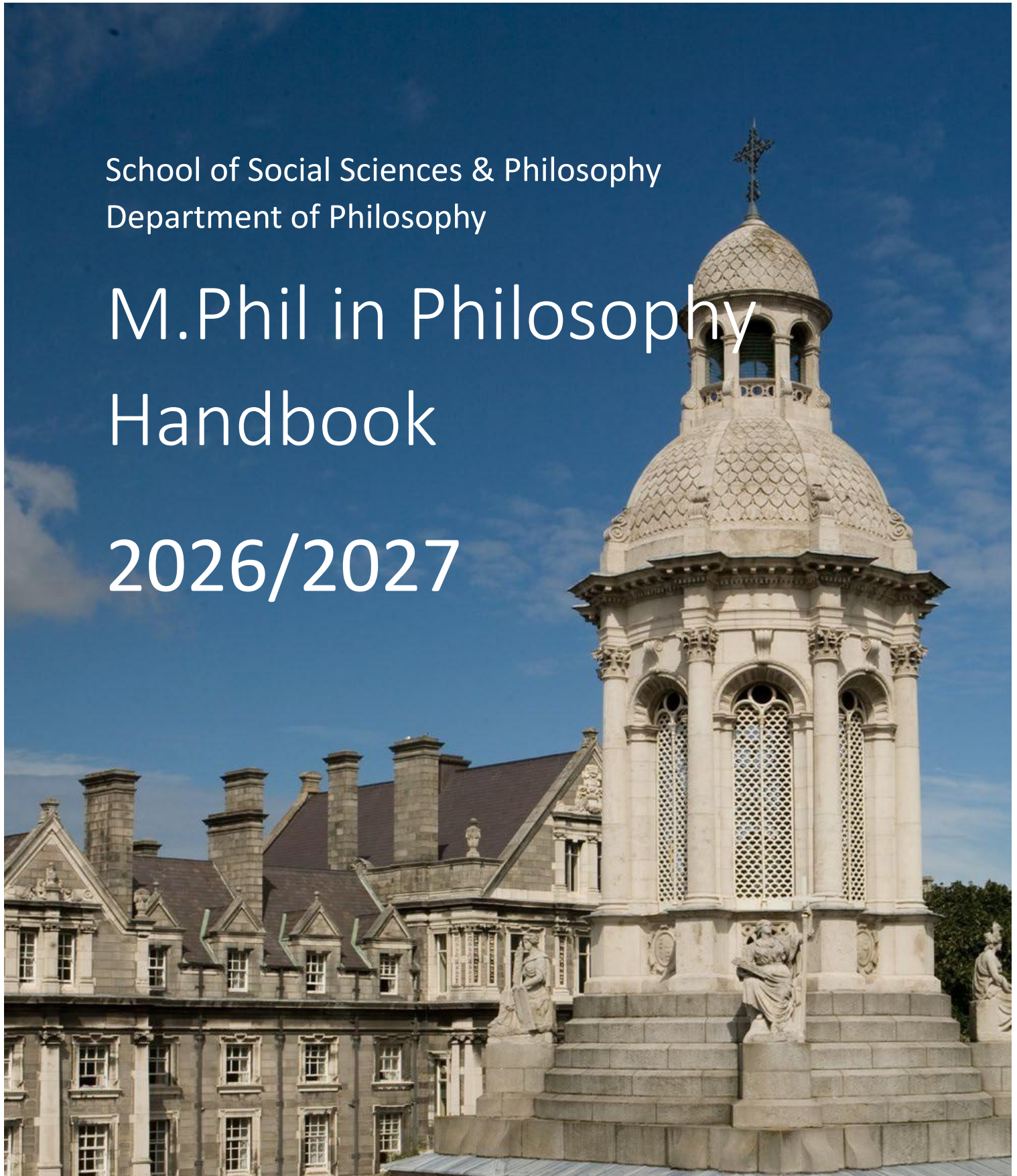


Table of Contents

1. General College Information	5
1.1 Student Services & Support	5
1.2 Postgraduate Advisory Service (PAS)	5
1.3 Support Provision for Students with Disabilities	6
1.4 Co-Curricular Activities	7
1.5 Emergency Procedure	7
1.5.1 SafeZone	7
1.6 Data Protection	7
1.7 Health & Safety Statements	8
1.8 University Regulations	8
2. General Course Information	9
2.1 Introduction	9
Welcome from Programme Director/s	9
Welcome from the Programme Administrator	10
2.2 Programme Governance	11
2.3 Contact Details	11
2.4 Key Locations	11
2.5 Key Dates	12
2.6 Timetable	13
3. Scholarships & Prizes	15
4. Academic Policies	18
4.1 Academic Integrity & Referencing	18
4.1.1 Academic Integrity	18
4.1.2 The Use and Referencing of Generative AI	19
4.1.3 Academic Misconduct in the Context of Group Work	19
4.1.4 Avoiding Academic Misconduct	19
4.1.5 Procedures regarding Dignity & Respect Matters	20
4.2 Research Ethics	21
5. Teaching & Learning	22
5.1 Programme Structure	22
5.2 Programme Structure & Workload	22
5.3 Module Descriptors & Compulsory Reading Lists	22

5.4 Coursework Requirements.....	25
5.4.1 Dissertation	25
5.5 Marking Scale	26
5.6 Attendance Requirements	28
5.7 External Examiner	29
5.8 Progression Regulations.....	29
5.8.1 Appeals.....	29
5.9 Transcripts	29
5.10 Careers Information & Events	29
5.11 Student Feedback & Evaluation	30

A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in programme or local handbooks, the provisions of the General Regulation in the Calendar will prevail.

Alternative formats of the Handbooks can be made available on request.

1. General College Information

1.1 Student Services & Support

The Programme Administrator philgrad@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college. You can find further information at the links below:

- **Careers Advisory Service** | www.tcd.ie/careers
- **Graduate Studies Office** | www.tcd.ie/graduatestudies
- **Mature Student Office** | www.tcd.ie/maturestudents
- **Student Services Website** | www.tcd.ie/student-services
- **Trinity Disability Service** | www.tcd.ie/disability
- **Student Learning Development** | <https://student-learning.tcd.ie/>

1.2 Postgraduate Advisory Service (PAS)

What?

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.

Why?

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.

Who?

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.

How?

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

For further information, please visit our [website](#), check out the regular PAS newsletter sent to all postgraduates via email, or follow PAS on Instagram (@TCDPGAdvisory).

1.3 Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie.

Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information on Postgraduate Student Supports [here](#).

Examination accommodation and deadlines:

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments: the last Friday of October annually.
- Semester 2 assessments: the last Friday of February annually.

Student responsibilities for departmental assessments/course tests:

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy. For further information please visit: <https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/>

1.4 Co-Curricular Activities

- **TCD Sports Clubs** | <https://www.tcd.ie/sport/student-sport/sport-clubs/>
Trinity has 50 sports clubs in a range of disciplines, from Basketball to Archery.
- **TCD Societies** | trinitysocieties.ie
Trinity offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche.
- **Student Union** | www.tcdsu.org
The Trinity College Students Union is a union for students, by students. It represents the student body at College level.

1.5 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.5.1 SafeZone

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

For further information on this app and its advantages, please see <https://www.tcd.ie/disability/physical-access-information/safezone/>.

1.6 Data Protection

Please note that due to data protection requirements, staff in the School of Social Sciences and Philosophy cannot discuss individual students with parents/guardians or other family members. As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent.

The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes and we are careful to comply with our obligations under data protection laws.

Further information on how we obtain, use, and disclose student data can be viewed on the Trinity website: www.tcd.ie/dataprotection

1.7 Health & Safety Statements

The College Safety Statement can be viewed on the Trinity website:

<https://www.tcd.ie/students/orientation/shw/>

1.8 University Regulations

Please reference the links below for College regulations, policies and procedures:

- **Academic Policies**
<https://www.tcd.ie/about/policies/academic-policies/>
- **Student Complaints Procedure**
<https://www.tcd.ie/about/policies/university-policies/complaints-procedure/>
- **Dignity and Respect Policy**
<https://www.tcd.ie/hr/dignity-and-respect/policies/>

2. General Course Information

2.1 Introduction

Welcome from Programme Director/s

A very warm welcome to the Department of Philosophy at Trinity College Dublin!

Philosophy is one of four departments in the School of Social Sciences and Philosophy, within the Faculty of Arts, Humanities, and Social Sciences. The Department is also a member of the Trinity Long Room Hub, which is Trinity's Arts and Humanities Research Institute.

Philosophy has been an important part of the College curriculum since Trinity was founded in 1592. Today, the Department is a close-knit, pluralistic intellectual community of researchers, teachers and students that thrives upon research-led teaching and world-class research.

Among Trinity's most distinguished contributors to philosophy are George Berkeley and Edmund Burke. The Chair of Moral Philosophy was established at Trinity College in 1837, the (former) School of Mental and Moral Science in 1904 and the Department of Philosophy in 1964. Past holders of the Chair have included such eminent scholars as T. K. Abbott, Henry S. Macran, A. A. Luce, William Lyons, Peter Simons, and is currently held by our Head of Department, Prof John Divers.

The Department is proudly pluralistic in its approach to philosophy, both in terms of content and methodology. Whilst the majority of us work within the analytic tradition, we do not exclusively do so. We have a range of research strengths in the history of philosophy, epistemology, metaphysics, modern European philosophy, moral philosophy, political philosophy, philosophy of mind, philosophy of religion, and philosophy of science. Research by staff and PhD students is regularly published in leading journals and books, and presented in conferences and lectures throughout the world. We also have a lively Departmental Colloquium that hosts speakers from the international philosophical community. For more on our research strengths, see <http://www.tcd.ie/philosophy/research>.

I look forward to welcoming you all to our Department and, if I can ever be of help along the way, please do not hesitate to get in touch.

Dr Farbod Akhlaghi

Director of the MPhil in Philosophy

Assistant Professor in Moral Philosophy

Trinity College Dublin

Welcome from the Programme Administrator

Welcome to the Department of Philosophy at Trinity College. I am an Executive Officer in the Department of Philosophy with responsibility for postgraduates, and I am here to answer any queries you may have in relation to your Philosophy programme.

The preferred method of contact is by email (philgrad@tcd.ie) but if it is necessary for you to contact me in person, the Department office is in room 3014, 3rd Floor, Arts Building, Trinity College Dublin. The normal opening hours of the Departmental office during teaching term are Monday and Tuesday 9am - 12.30pm and Friday 9.00am - 5.00pm.

Your individual timetable, containing both your lecture and tutorial group information, will be available to you via your online student portal at my.tcd.ie when you complete your programme registration.

Please ensure you regularly check your Trinity email account as I will use this for all administrative correspondence relating to your programme. In the meantime, enjoy the start of term and please do make contact if you have any queries.

Alison Corcoran

June 2026

Executive Officer

Department of Philosophy Trinity College

philgrad@tcd.ie

2.2 Programme Governance

The MPhil in Philosophy programme and the PhD in Philosophy programme are a joint committee including the MPhil and PhD Course Directors (Chairs), Executive Officer (Secretary), non-contract academic staff in the Department of Philosophy and a student representative from each of the MPhil and PhD programmes.

2.3 Contact Details

Head of the School of Social Sciences & Philosophy Professor Paul O’Grady Tel. +353 1 896 1522 E-mail: pogradey@tcd.ie
Head of Department Professor John Divers Tel. +353 1 896 1026 E-mail: diversj@tcd.ie
School Director of Teaching & Learning (Post-Graduate) Dr. Noah Buckley E-mail: Noah.Buckley@tcd.ie
Course Director/s Dr. Farbod Akhlaghi E-mail: farbod.akhlaghi@tcd.ie
School Manager Ms Olive Donnelly Tel. +353 1 896 2499 E-mail: olive.donnelly@tcd.ie
Programme Administrator Ms Alison Corcoran E-mail: philgrad@tcd.ie

2.4 Key Locations

Department

The Department of Philosophy office (Room 3014) is located on the 3rd floor of the Arts building in Trinity College Dublin.

Maps of campus are available at <https://www.tcd.ie/Maps/map.php>

Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module

to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module by your Programme Administrator. Blackboard can be accessed via tcd.blackboard.com.

Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Administration, students should always include their TCD Student ID Number.

Student Portal

<https://my.tcd.ie> allows students to view their own central student record containing all relevant information related to the course for which you are registered. To access the system, you will need your College username and network password.

If your personal student information is incorrect, you should contact Academic Registry (via email, academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect then you should notify the Programme Administrator.

Academic Registry

Academic Registry ("AR") manages course registration and fees. Their website can be accessed here: <https://www.tcd.ie/academicregistry/>. The Academic Registry offices are located in the Watts Building, on the east side of the main campus.

2.5 Key Dates

MPhil in Philosophy

Coursework deadlines are fixed by Module Leaders. In general, for Michaelmas Term, this will be in December, and for Hilary Term, it will be in April. You can find the dates for teaching terms in the academic timetable below.

During Hilary Term 2027, the Course Director will also be in touch with full-time students (and second year part-time students) to request dissertation proposals. These comprise a 300-500 word abstract and the identifying of first and second preference supervisors in the Department. Full details of this process are provided by the Course Director closer to the time.

The deadline for the full-time **MPhil dissertation** is beginning of August 2027 and August 2028 for those taking the part-time programme. The MPhil in Philosophy results will be published through the my.tcd.ie portal in September 2027.

A full schedule for the Colloquium, attendance at which by MPhil students is compulsory and which is held on select Wednesdays from 3pm-5pm during the teaching terms, can be found here: <https://www.tcd.ie/philosophy/research/colloquium/>.

2.6 Timetable

The updated course timetable will be available online shortly before the start of the Michaelmas term. Personal timetables will be available to students through <https://my.tcd.ie>.

The Academic Year Structure is available [here](#).

Academic Calendar Week	Week beginning	2026/27 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	31-Aug-26	Marking/Results 2025/26		←Michaelmas Term begins/Semester 1 begins
2	07-Sep-26	Marking/Results and Orientation (PG, Visiting, Erasmus)		
3	14-Sep-26	Teaching and Learning	Orientation (JF UG)	←Michaelmas teaching term begins
4	21-Sep-26	Teaching and Learning	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	Teaching and Learning	
9	26-Oct-26	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
10	02-Nov-26	Teaching and Learning	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	Teaching and Learning	
15	07-Dec-26	Revision / Assessment*	Revision / Assessment*	
16	14-Dec-26	Assessment*	Assessment*	←Michaelmas Term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment* / Christmas	Assessment*/ Christmas	
18	28-Dec-26	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	
19	04-Jan-27	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
20	11-Jan-27	Marking***	Marking***	
21	18-Jan-27	Teaching and Learning	Teaching and Learning	←Hilary Term begins/Semester 2 begins; Hilary teaching term begins
22	25-Jan-27	Teaching and Learning	Teaching and Learning	
23	01-Feb-27	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
24	08-Feb-27	Teaching and Learning	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	Teaching and Learning	

26	22-Feb-27	Teaching and Learning	Teaching and Learning	
27	01-Mar-27	Study/Review	Study/Review	
28	08-Mar-27	Teaching and Learning	Teaching and Learning	
29	15-Mar-27	Teaching and Learning (Wednesday, Public Holiday)	Teaching and Learning (Wednesday, Public Holiday)	
30	22-Mar-27	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
31	29-Mar-27	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
32	05-Apr-27	Teaching and Learning	Teaching and Learning	
33	12-Apr-27	Revision	Revision	
34	19-Apr-27	Assessment**	Assessment**	← Hilary Term ends Sunday 25 April 2027
35	26-Apr-27	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	← Trinity Term begins
36	03-May-27	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
37	10-May-27	Marking/Results	Marking/Results	
38	17-May-27	Marking/Results	Marking/Results	
39	24-May-27	Research	Research	
40	31-May-27	Research	Research	← Trinity Term ends Sunday 6 June 2027/Semester 2 ends
41	07-Jun-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	14-Jun-27	Research	Research	
43	21-Jun-27	Research	Research	
44	28-Jun-27	Research	Research	
45	05-Jul-27	Research	Research	
46	12-Jul-27	Research	Research	
47	19-Jul-27	Research	Research	
48	26-Jul-27	Research	Research	
49	02-Aug-27	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
50	09-Aug-27	Research	Research	
51	16-Aug-27	Research	Research	
52	23-Aug-27	Reassessment 2026/27 - Semesters 1 & 2	Reassessment 2026/27 - Semesters 1 & 2	

* Semester 1 assessment session: December 11 to 22, 2026 inclusive (No assessment after Dec 22nd)

** Semester 2 assessment session: April 19 to 30, 2027 inclusive

*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 8, 2027

3. Scholarships & Prizes

A range of funding opportunities are open to postgraduate students, and the department makes every effort to secure funding for students accepted on to the programme. Some of these opportunities are identified below and further details are available from the websites listed. This is only a partial list; further funding opportunities may arise (such as funding for PhD students associated with particular research projects) or be available from sources not listed here.

For more general information on internal funding available through Trinity please visit: www.tcd.ie/study/postgraduate/scholarships-funding

While there is no internal funding specific to the MPhil in Philosophy, students are encouraged to explore a range of external scholarships and awards that can support postgraduate study at Trinity College Dublin. Below you'll find examples of funding opportunities available to both Irish/EU and international students. Each programme has its own eligibility criteria and application process, so please refer to the linked pages for full details, and please visit this page for further MPhil Philosophy specific funding information:

<https://www.tcd.ie/philosophy/programmes/postgraduate/mphil-in-philosophy/funding-opportunities/>

IRISH AND EU STUDENTS

European Excellence Awards

These awards provide a €2,000 contribution towards tuition fees for postgraduate taught programmes at Trinity. Applicants are assessed based on academic achievement and potential to contribute to the Trinity community.

<https://www.tcd.ie/study/postgraduate/scholarships-funding/irish-eu/eu-excellence.php>

George Moore Scholarship

This scholarship supports Irish citizens, UK citizens of Northern Ireland, and non-EEA citizens with permanent leave to remain in Ireland or Northern Ireland. It provides full funding for a Master's degree in Europe, the UK, the US, or Canada, including tuition, travel, and living expenses.

<https://georgemoorescholars.ie>

Irish Higher Education Grants (SUSI)

Eligible EU students with household income below a specified threshold may qualify for financial support under the Student Universal Support Ireland (SUA) scheme. Grants can contribute towards tuition and living costs.

<https://www.tcd.ie/study/postgraduate/scholarships-funding/irish-eu/susi.php>

INTERNATIONAL STUDENTS

Claddagh Scholarship Programme (China)

Available to students from China, this scholarship offers up to €5,000 towards tuition fees for a taught postgraduate programme at Trinity. Selection is based on academic achievement and potential contribution to the university community.

<https://www.tcd.ie/study/international/scholarships/postgraduate/claddaghpg.php>

Fulbright U.S. Student Awards

The Fulbright Programme offers funding for U.S. citizens to pursue postgraduate study, research, or teaching in Ireland. Trinity welcomes applications from U.S. candidates supported by Fulbright funding.

<https://www.tcd.ie/study/international/scholarships/fulbright.php>

Global Excellence Postgraduate Scholarships

These competitive scholarships, valued between €2,000 and €5,000, are awarded as a tuition fee reduction for international postgraduate students. Awards are based on academic excellence and contribution to the Trinity community.

<https://www.tcd.ie/study/international/scholarships/postgraduate/gexpg.php>

Government of Ireland International Education Scholarships

Funded by the Government of Ireland, these scholarships provide a full tuition fee waiver and a living stipend for one year of postgraduate study at Trinity. Applicants must be citizens of non-EEA countries. For full eligibility criteria, please visit the main Trinity website.

<https://www.tcd.ie/study/international/scholarships/postgraduate/goi>

Hong Kong Scholarship for Excellence Scheme

This scheme supports outstanding Hong Kong students to study at leading universities abroad. Awards can cover tuition fees and provide means-tested bursaries for living costs, depending on financial need.

<https://www.tcd.ie/study/international/scholarships/postgraduate/hongkongses.php>

Mitchell Scholarship (US)

The George J. Mitchell scholarship supports up to twelve U.S. students each year to pursue a year of postgraduate study in Ireland or Northern Ireland. Selection is based on scholarship, leadership, and community service.

<https://www.tcd.ie/study/international/scholarships/postgraduate/mitchell.php>

Roger Casement Fellowship in Human Rights (Nigeria)

Offered under the Ireland Fellows Programme, this fellowship fully funds a one-year Master's degree in Ireland for Nigerian students committed to human rights work. The award covers tuition, flights, accommodation, and living costs.

<https://www.tcd.ie/study/international/scholarships/postgraduate/ScholarshipsforNigerianStudents.php>

ADDITIONAL FUNDING OPPORTUNITIES

Teaching assistantships are also regularly offered to postgraduate students as a form of supplemental financial support. Teaching assistants are responsible for leading tutorial sections for beginning undergraduate philosophy students and marking associated essays. For further details, and to apply, students should contact the head of department. For information on additional postgraduate funding visit: www.tcd.ie/Careers/students/awards/index.php.

FUNDING FOR CONFERENCE TRAVEL

The Department will consider requests for funding for conferences on a case-by-case basis. Requests should be made in writing to the departmental Director of Teaching and Learning (Postgraduate) stating the name, date, and location of the conference, and whether a paper is to be presented at the conference. Decisions on funding will be made in consultation with the Head of Department.

Further travel funding may also be available from TRISS (Trinity Research in Social Sciences), with deadlines typically in September and April. For further information please visit:

www.tcd.ie/triss/programmes/travelbursary.php and
www.tcd.ie/triss/programmes/research-fellowships-call.php.

Additionally, the Graduate Studies Office offers a Trinity Trust Travel Grant. For further information please visit: www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/travel-grant/.

EXTRAORDINARY FUNDING REQUESTS

Under extraordinary circumstances, students may make a written appeal to the Department Director of Postgraduate Studies outlining their need and request for tuition or some portion of tuition. These requests will be considered by the Head of Department.

PRIZES

The William Lyons Prize

A prize of €200 has been provided by the Philosophy Benefaction Fund. The prize is for the dissertation awarded the highest mark submitted each year as part of the MPhil in Philosophy. The dissertation can be on any topic or area of philosophical interest.

4. Academic Policies

4.1 Academic Integrity & Referencing

4.1.1 Academic Integrity

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- **Plagiarism** - presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else or submitting work which has been created by using artificial intelligence tools, where this has not been expressly permitted.
- **Self-plagiarism** - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- **Collusion** - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- **Falsification/fabrication.**
- **Exam cheating** - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another.
- **Fraud/impersonation** - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- **Contract cheating** - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at <https://www.tcd.ie/teaching-learning/academic-integrity/>.

4.1.2 The Use and Referencing of Generative AI

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#) (2025), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately 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.

Please check the relevant syllabus/module description on Blackboard for details of any restrictions on specific modules.

4.1.3 Academic Misconduct in the Context of Group Work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

4.1.4 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at libguides.tcd.ie/academic-integrity.

Each coversheet that is attached to submitted work should contain the following completed declaration:

"I have read, and I understand the academic integrity provisions in the General Regulations of the University Calendar for the current year. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write'.

Please find the standard School Assignment Submission Form [here](#). Some Departments may currently use their own submission form. Students should check with their department or Module Coordinator to confirm which form should be used for their assignment.

For further information including details of the procedure to be followed in case of suspected plagiarism, please refer to Section 1, 'Academic Integrity' of the Graduate Studies Academic Calendar: <https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-1.pdf>.

4.1.5 Procedures regarding Dignity & Respect Matters

The School of Social Sciences and Philosophy is committed to fostering a learning environment that upholds principles of equality, diversity, and inclusion. We strive to ensure that all students and staff can pursue their academic and professional goals without fear of discrimination, harassment, bullying, or any form of mistreatment.

Recognizing the adverse impact harassment can have on individuals' performance, morale, confidence, health, and learning, the School seeks to create a culture where such behavior is unequivocally condemned. Our goal is to encourage an atmosphere in which individuals can address harassment concerns without fear of ridicule or retaliation.

[Trinity Dignity and Respect Policy](#) sets out the College's key principles and procedures for addressing matters related to negative treatment, including discrimination, bullying, and any form of harassment. [TCD Sexual Misconduct Policy](#) establishes the principles, approach, and procedures on the subject of sexual harassment or sexual assault and outlines the resources and support available to both students and staff when facing issues related to sexual harassment.

Should any student encounter issues related to dignity and respect, as outlined above, we strongly urge them to immediately reach out for support from the designated contact person, who will provide guidance and support in accordance with the Dignity and Respect Policy:

- ~ Course Director Dr. Farbod Akhlaghi | Farbod.akhlaghi@tcd.ie
- ~ School Director of Teaching and Learning (Post-Graduate) Dr. Noah Buckley | Noah.Buckley@tcd.ie

Dignity, Respect and Consent FAQs

Where can I find the link to the Speak Out tool?

As a member of the Trinity community, you have the right to work or study in an environment which is free from bullying, harassment, and sexual misconduct. Speak Out provides the opportunity for you to make the University aware of incidents that you have either experienced or witnessed by reporting them anonymously. The Speak Out tool can be found [here](#).

Where can I find resources relating to Dignity, Respect and Consent for students?

The Dignity, Respect & Consent (DR&C) Service provides information and support about the Dignity & Respect and Sexual Misconduct policies and processes to Students. This information can be found [here](#)

How do I request an appointment with a Dignity, Respect and Consent Support Advisor?

Use the [Booking Form](#) to request an appointment with a Dignity Respect and Consent Support Advisor.

What is a disclosure and where can I find information on how to make a disclosure as a student?

A disclosure refers to the case where an individual discloses that they feel they have been subjected to bullying, harassment, and/or sexual misconduct. Making a disclosure does not constitute raising a complaint, however you may decide to submit a complaint after seeking advice from the DR&C Service. Information on how to make a disclosure as a student can be found [here](#).

Where can I find information on how to make a complaint as a student?

Information on how to make a complaint as a student can be found [here](#).

4.2 Research Ethics

We wish to draw your attention to the need for you to comply with the School's research ethics policy. Full details can be found at <https://www.tcd.ie/ssp/research/research-ethics/>. The most consequential aspect of this is that, should you be planning to observe, interview, poll, or experiment on human beings, you will need to get ethics approval. This involves completing a form that you will find via the link above and then having it approved/signed by the Department's Research Ethics representative. **Failure to comply with the School's research ethics policy could result in penalties, up to and including a zero mark for the dissertation.**

5. Teaching & Learning

5.1 Programme Structure

The Department offers one taught graduate degree in philosophy, the MPhil in Philosophy. It is a one-year full-time, or two-year part-time, course, incorporating both taught and research components.

MPhil Degree

To qualify for the award of the MPhil degree, students must:

- Achieve a pass mark in all taught modules, amounting to 60 ECTS.
- and*
- Achieve a pass mark in the research dissertation amounting to 30 ECTS.

5.2 Programme Structure & Workload

The Trinity MPhil in Philosophy offers the foundation for advanced research in philosophy. Students are given in-depth courses in philosophical methodology, core areas of contemporary philosophy, the Anglo-American and Modern European traditions and the application of contemporary scholarship to key historical figures. Students will also write a dissertation on a topic of their choice in consultation with the course director and their supervisor.

One-year full-time MPhil in Philosophy students take six taught modules, worth 60 ECTS, which work together to form an integrated foundation for cutting-edge contemporary philosophical research. In addition, students write a dissertation, which counts for 30 ECTS.

Two-year part-time MPhil in Philosophy students take three taught modules per year: two in one semester and one in the other. The dissertation must be written in the second year.

There is no mark compensation between modules, or within modules where there is more than one assignment component.

The overall mark for the programme is determined by the credit-weighted average of the mark awarded in the taught modules and the research dissertation.

5.3 Module Descriptors & Compulsory Reading Lists

The modules planned for the 2026/27 academic year are as follows:

PIP77031: Modern European Philosophy (Prof Lilian Alweiss)

The aim of this course is to examine the problem of the lifeworld as developed by Husserl in his final major work, *The Crisis of European Sciences and Transcendental Phenomenology*.

From its inception, phenomenology maintains that philosophical inquiry must begin from the first-person perspective. In his later thought, Husserl increasingly emphasizes how this perspective is culturally, socially, and historically situated within what he calls the lifeworld (Lebenswelt).

At the same time, Husserl argues that the plurality of different lifeworlds is grounded in one and the same Lifeworld. Yet because this unifying world is itself a lifeworld, it also bears the marks of cultural and historical differences. It is therefore both one and many: a shared horizon that unifies human experience while remaining internally plural.

The course explores how Husserl thereby challenges the assumption that universality and plurality stand in opposition to one another. Rather than treating the one and the many as mutually exclusive it suggests that we need to think their relation in a “new” way. To clarify this position, we shall draw on the philosophies of Parmenides and Heraclitus. Moreover, we shall discuss how this position can inform debates concerning political pluralism.

PIP77041: Metaphysics (Prof Alison Fernandes)

In this module, students will explore contemporary issues in metaphysics, with a view to developing their own ideas about the nature and purpose of metaphysics. Metaphysics presents itself as the study of the fundamental nature of the world. It promises to provide a guide to reality at its most objective and deepest. Yet debate over particular topics in metaphysics often involves quite different appeals to science, experience, intuition and explanation. In this module, we’ll examine metaphysical debates about scientific modalities (law, causation, chance), consider what standards are driving these debates, and in what sense these debates are substantive. We’ll explore a range of positions, including ‘deflationary’ positions that take metaphysical debates to be non-substantive, and competing visions of what metaphysics is supposed to be.

PIP77072: Ancient Philosophy (Prof Vasilis Politis)

I am currently writing a book on Plato on Human Evil. It is at quite an advanced stage. I would like to share my thoughts in it with you and see what you think. I think the topic is of great interest.

The negative part of the book: The received view for the past many decades is that Plato thinks that (VIEW 1) an evil person is a person who is ignorant of the good; and (VIEW 2) an evil person is a person whose soul is disorderly because it is not ruled by reason. I argue that Plato does not hold either of these views. These views account correctly for how Plato thinks of a person who is not good; but they do not account for how he thinks of a person who is evil, as opposed to simply not good. There are (at least) four passages in Plato in which he argues that (DIST) there is a substantial distinction between a person who is not good (= is bad) and a person who is opposite of good (= is evil). None of the numerous critics who espouse VIEWS

1 and 2 consider these passages, or DIST, in their defense of these views; and this shows that their defense is inadequate.

The positive part of the book: I put forward and defend two major theses about Plato's view of an evil person. These theses are practically absent from the modern literature on Plato's view of an evil person. The only exception I know of is a paper in *Philosophical Review* from 1937 in which Raphael Demos (a then Harvard professor, originally Greek and from Smyrna, now Izmir, which is where my grandfather was from) states precisely these two theses; but he simply states them, without elaborating or defending them. The two theses are, however, present in the ancient literature on Plato's view of an evil person. THESIS 2 is put forward, elaborated and defended by Proclus, who sees himself as interpreting Plato, in his *De malorum subsistentia* (On the existence of evils).

The two theses are as follows. (THESIS 1) Plato thinks that an evil person does not desire the good. (THESIS 2) Plato thinks that an evil person is actively opposed to the good. THESIS 1 contradicts all modern critics, except Demos, for they think that Plato thinks that everyone desires the good. THESIS 2 is not recognized by any modern critic, except Demos.

PIP77082: Epistemology (Prof Paul O'Grady)

This module begins with a survey of major trends in 20th century epistemology and moves on to focus specifically on Virtue Epistemology as a research project flourishing in the 21st century. It then focuses on the specific virtue of wisdom, regarded as the highest epistemic goal for much of ancient and medieval philosophy, but disappearing in the modern period. The main strands of current virtue epistemology will be examined and competing contemporary accounts of wisdom will be assessed. The module ends with exploring how virtue epistemology and wisdom can illuminate the topics of philosophy as a way of life and philosophy and biography.

PIP77091: Philosophical Paradigms (Dr Julian Bacharach & Dr Rowan Mellor)

This module will introduce students to some different contemporary styles of philosophy through the study of some seminal philosophical texts of postwar 'analytic' philosophy, and the current literature arising from those texts. The module will be divided into two halves, led respectively by the two instructors. The two halves of term will focus on different texts representing contrasting ways of doing philosophy.

PIP77102: Moral Philosophy (Dr Farbod Akhlaghi)

A core branch of moral philosophy is meta-ethics, where philosophers ask questions about the nature of morality. Some of those questions concern the metaphysics of morality. But what are debates over 'the metaphysics of morality' really about? What consequences do views of the nature and methodology of metaphysics more generally have for meta-ethics?

And what is the relationship between ethics and meta-ethics anyway? In this module, these and related questions will guide our exploration of several contemporary problems in meta-ethics – specifically regarding the metaphysics of morality – where we will focus upon what these debates reveal about the assumptions that shape contemporary meta-ethics. We will cover recent developments in metaphysical debates in meta-ethics over, for example, moral supervenience, grounding, and truthmaking, both to explore these topics for their own sake, and to identify and assess the methodological and other assumptions that underlie inquiry into the nature of morality. The aim will be for students to develop their own ideas not only within meta-ethics but about what we are doing when we do meta-ethics.

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Further information about modules, reading lists, and timetables will be available on the Departmental website shortly before the start of each term:

<https://www.tcd.ie/philosophy/current-students/postgraduate-module-outlines/>

5.4 Coursework Requirements

MPhil students will be required to submit their assignments for each of the taught modules at the end of each semester. The maximum wordcount for the MPhil assignments for each of the taught modules is 3000 words. This includes footnotes but it does not include the bibliography. Assignments that go over the limit will be liable for a 5-mark deduction per 100 words over said limit. Students must attach a philosophy cover sheet to all assignments.

A failed coursework essay, or other form of coursework, can, in the first instance, be re-submitted once within a month of the date of result publication. Under exceptional circumstances, a different timeline for resubmission within the duration of the programme may be agreed with the Programme Director.

Candidates who, following the re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may apply to repeat the programme.

Coursework submitted late will be subject to a late penalty of 5 marks per week the work is submitted late, unless, under exceptional circumstances, a late submission date is agreed with the Programme Director and Module Leader.

5.4.1 Dissertation

The MPhil dissertation is due by the beginning of August 2027 for full-time students, and August 2028 for those doing the two-year part-time programme. It must not exceed 15,000 words. The word count includes footnotes, but it does not include the bibliography, abstract

or contents page. The research dissertation, which counts for 30 ECTS, is the crux of the MPhil programme with students receiving one-to-one supervisory support from an academic supervisor in the student's chosen field. Supervision will normally be given by full-time staff of the Department of Philosophy.

Candidates who have passed taught modules, but who do not achieve a pass mark in the research dissertation, will be deemed to have failed overall. Such candidates may apply to repeat the year or may be awarded a Postgraduate Diploma.

Students who have passed taught modules may elect to not complete a dissertation, and, if so, they may be awarded a Postgraduate Diploma.

5.5 Marking Scale

Your MPhil essays and dissertations will be marked according to the following four criteria:

(1) Breadth and Depth of Research

A strong piece of philosophy requires appropriate breadth and sufficient depth. What determines appropriateness of breadth and sufficiency of depth depends upon the nature of the topic. For example, an essay focusing exclusively on several recent articles may reasonably contain more depth and less breadth than an essay focused on a broad philosophical tradition. An essay focusing on a difficult historical text may also require more focus and depth than one on a set of more recent articles. The word limit also matters here; expectations of breadth and depth are higher in a dissertation than in coursework essays.

(2) Quality of Argumentation

The quality of argumentation in the essay depends upon how the central argumentative point(s) of the paper are made, developed, and defended. It depends upon the strength of the arguments made and how well the essay defends such arguments against plausible and pressing objections and concerns. The essay will avoid merely stating controversial philosophical claims, eliding distinctions, or failing to meet the argumentative burden it sets itself. The appropriate forms of argumentation may also depend upon the aims of the essay.

(3) Quality of Philosophical Writing

The quality of philosophical writing is determined by the work's succeeding or failing in conveying the ideas therein well. For example, is it structured in the best way to clarify and present the details of the material to the reader? Could an intelligent, interested, but uninformed reader understand the argument(s) of the essay? Does it adequately capture the details of the material presented? An essay that achieves these and related achievements would display clarity, concision, elegance, and rigour.

(4) Originality

There are many ways to achieve originality in philosophy. Originality is best conceived of as a scale: it starts from using new and interesting examples to developing new theories in answer to new or old questions, posing new questions, or revealing new avenues for philosophical research. In between, you will find the exploration and development of new arguments in answer to new or old questions; providing new objections to new or old theories; modifying old theories in interesting ways; providing new objections to existing work; and presenting material in a new and interesting way.

It is difficult to assess any criterion in total isolation of the others. For example, originality without good argument typically does not result in good philosophy. But it is important to see that an essay or dissertation may do exceptionally well with respect to, say, one of them whilst not being very successful with others – and some work could do very badly on one but adequately with respect to others.

The Marking Scale

80+: High Distinction

Work in this category is outstanding in all four criteria: 1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing; (4) Originality. It will exhibit significant originality, be well argued, have the right breadth and depth of research for its topic, and contain clear, concise, and elegant philosophical writing throughout. It will be of sufficient quality to form the basis of a publication and constitutes some contribution to research in its present form. It also constitutes very strong evidence of the potential for PhD work.

75–79: Strong Distinction

Work in this category is strong in all of the first three criteria: 1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. In addition, it will demonstrate some originality that can form the basis of a contribution to research. It will also constitute good evidence of potential for PhD work.

70–74: Distinction

Work in this category is more than adequate on the balance of the first three criteria: 1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. In addition, it will show some strength in at least two of them and will show some originality. It constitutes some evidence of potential for PhD work.

65–69: High Pass

Work in this category is adequate on the balance of the first three criteria: (1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. Additionally, it will show some strength in at least two of them.

60–64: Clear Pass

Work in this category is adequate on the balance of the first three criteria: (1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. Additionally, it will show some strength in exactly one of them.

50–59: Marginal Pass

Work in this category is adequate on the balance of the first three criteria: (1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. An essay can pass by being adequate in terms of the overall balance of these criteria, whilst being inadequate with respect to one of them (i.e., it could provide some argument and be relatively clear, but not have adequate breadth and depth, and still marginally pass).

40–49: Marginal Fail

Work in this category contains something of philosophical merit in answer to the question it is addressing, but it is marginally inadequate on the balance of the first three criteria: (1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing. This will be either because it performs just below the standard required for all three, or because of a substantial failing in at least one of them that is not compensated for by the others.

1–39: Clear Fail

Work in this category contains something of philosophical merit in answer to the question it is addressing, but it performs badly in terms of all of the first three criteria. That is, it falls far short of what is required in terms of (1) Breadth and Depth of Research; (2) Quality of Argumentation; (3) Quality of Philosophical Writing.

0: Fail

Work in this category does not contain anything of philosophical merit in answer to the question it is addressing.

Note

For progression onto the PhD in Philosophy, the Department of Philosophy typically requires that you achieve a minimum of 65 as the average mark across your modules, and a minimum of 65 in your MPhil dissertation.

5.6 Attendance Requirements

Modules on this programme are delivered in-person and are not recorded. Attendance at all module seminars is required of all MPhil students, as is attendance at the Departmental Colloquium. Authorised absences should be requested in advance from the relevant instructor, who should be provided with medical or other documentation as appropriate.

Students who fail to attend without obtaining authorisation may receive a failing grade for that module, which may prevent them from obtaining an MPhil. To avoid misunderstanding, a failing grade may be awarded for a module in the case of non-attendance without prior authorisation even if the student would otherwise have passed the module on the basis of coursework submitted etc.

See Part III of the Calendar for College regulations regarding attendance and 'Off-Books' status: <https://www.tcd.ie/calendar/>

5.7 External Examiner

The External Examiner for the MPhil programme has yet to be confirmed. Once confirmed, this information will be available on the Department website.

5.8 Progression Regulations

See Part III of the College Calendar for full details of College regulations regarding Progression: <https://www.tcd.ie/calendar/>.

5.8.1 Appeals

See Part III of the College Calendar for full details of College regulations regarding Academic Appeals: <https://www.tcd.ie/calendar/>.

5.9 Transcripts

Transcripts are available on request to the Programme Administrator at philgrad@tcd.ie. Please include your student number and course when requesting a transcript. Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

5.10 Careers Information & Events

The Careers Advisory Service (CAS) provides a wide range of resources and services to help you make and implement informed choices about your future career direction. The Careers Information Centre at 7-9 South Leinster Street contains a range of free, career-related booklets and employer materials for you to take away. Online, the resources section of the website (<https://www.tcd.ie/careers/graduates/>) provides useful information on a range of topics from career choice and planning, to working abroad, taking a year out and everything in between. CAS also provides a MyCareer online service. More information is available [here](#).

5.11 Student Feedback & Evaluation

Evaluation of courses and their constituent modules is an important component of the College's commitment towards improving the quality of teaching and the support of learning. To this end, all modules that are taught by the School of Social Sciences and Philosophy are evaluated on a twice-yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved. Student feedback forms an important part of the evaluation and review process.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the School's Director of Teaching and Learning (UG/PG), and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer.

Studies have shown that there is some gender bias in student evaluations of teaching – namely that female lecturers tend to receive more negative evaluations than their male counterparts. We ask you to bear this in mind when making your evaluations.