



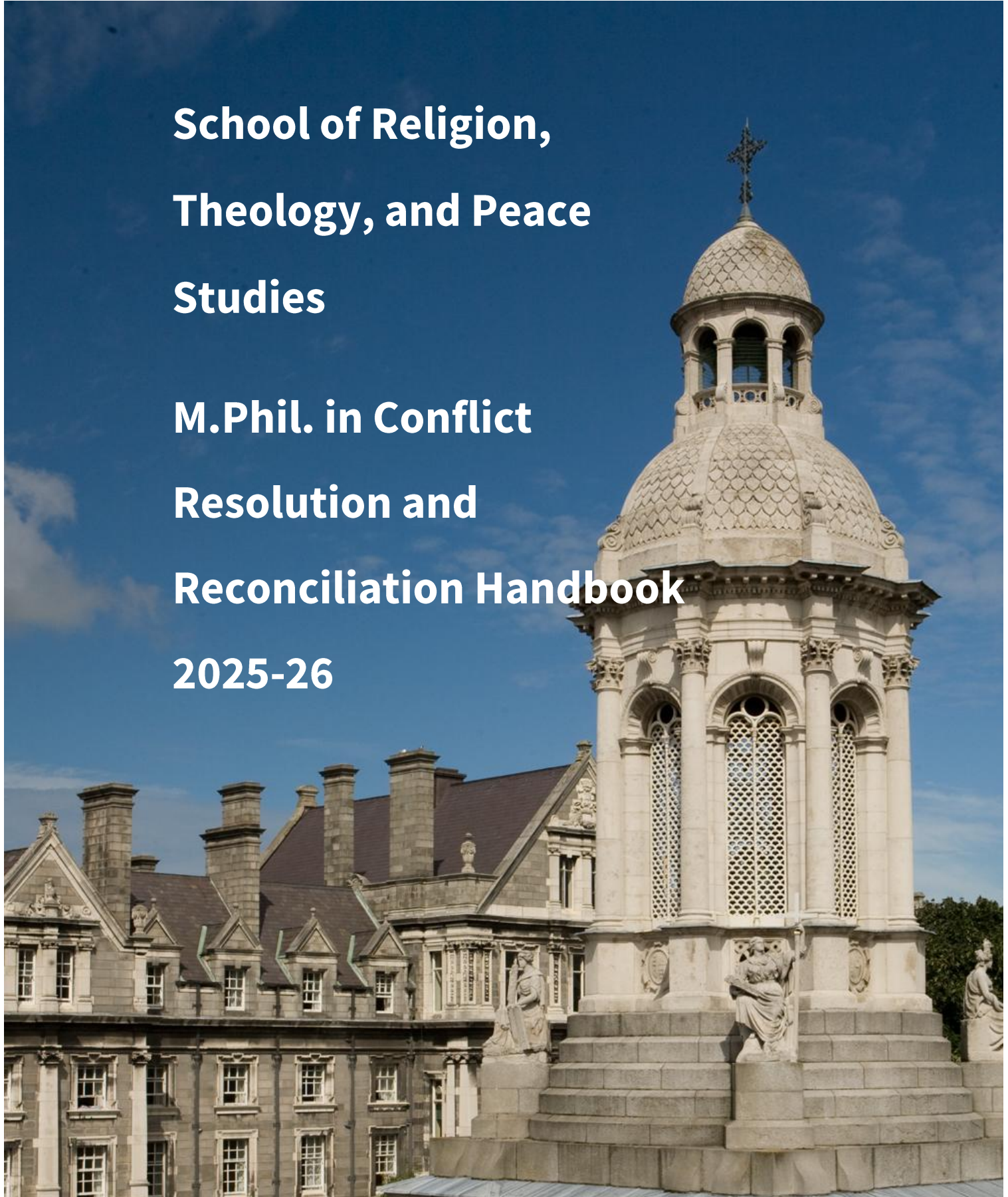
**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**School of Religion,  
Theology, and Peace  
Studies**

**M.Phil. in Conflict  
Resolution and  
Reconciliation Handbook  
2025-26**



## **CONTENTS**

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| INTRODUCTION .....                                                              | 4  |
| GENERAL INFORMATION .....                                                       | 6  |
| 1.1 Belfast / Dublin Staff Contacts.....                                        | 6  |
| 1.2 Edgehill House Opening Hours .....                                          | 7  |
| 1.3 Key Locations .....                                                         | 7  |
| 1.4 Key Dates .....                                                             | 8  |
| 1.5 Timetable.....                                                              | 8  |
| 1.6 Scholarships and Prizes .....                                               | 8  |
| 1.7 Research Ethics in the School of Religion, Theology, and Peace Studies..... | 8  |
| 1.8 Student Support Services .....                                              | 9  |
| 1.9 Careers Service .....                                                       | 9  |
| 1.10 QUB Library.....                                                           | 9  |
| 1.11 Emergency Procedures .....                                                 | 10 |
| 1.12 Health, Safety and Wellbeing Support .....                                 | 10 |
| 1.13 Trinity Inclusive Curriculum.....                                          | 11 |
| 1.13.1 Athena Swan Gender Charter .....                                         | 12 |
| TEACHING AND LEARNING .....                                                     | 14 |
| 1. Course Overview 2025-26.....                                                 | 14 |
| 1.1 Community Learning module .....                                             | 15 |
| 2. Modules.....                                                                 | 15 |
| 3. Coursework Assessment .....                                                  | 17 |
| 3.1 Marking Criteria .....                                                      | 17 |
| 3.2 Assessment Standard.....                                                    | 22 |

|                                                                |    |
|----------------------------------------------------------------|----|
| 3.3 Resubmission of Dissertation .....                         | 23 |
| 3.4 Description of ECTS.....                                   | 23 |
| 3.5 QQI-NFQ Level .....                                        | 24 |
| 4. Academic Writing / Presenting and Submitting Your Work..... | 25 |
| 4.1 Essays.....                                                | 25 |
| 4.2 Dissertation.....                                          | 26 |
| 4.3 Submitting Your Dissertation.....                          | 27 |
| 4.4 Referencing.....                                           | 28 |
| 5. Academic Integrity .....                                    | 29 |
| 6. Plagiarism .....                                            | 30 |
| 7. The Use and Referencing of Generative AI.....               | 31 |
| 8. External Examiners.....                                     | 36 |
| 9. Course Deadlines.....                                       | 37 |
| 10. Absence Policy.....                                        | 38 |
| 11. Postgraduate Appeals Process .....                         | 39 |
| 12. Graduation.....                                            | 40 |
| 13. Feedback.....                                              | 41 |
| 14. Field Trips .....                                          | 42 |
| 15. Links to University Policies/Reference/Sources .....       | 42 |
| APPENDIX A – MODULE DESCRIPTORS.....                           | 43 |

# **M.PHIL IN CONFLICT RESOLUTION AND RECONCILIATION**

## **SCHOOL OF RELIGION, THEOLOGY, AND PEACE STUDIES**

### **TRINITY COLLEGE DUBLIN**

## **INTRODUCTION**

Welcome to Conflict Resolution and Reconciliation in the [School of Religion, Theology, and Peace Studies](#) where we continue a tradition of scholarship that goes back to the very foundation of Trinity College Dublin.

The School of Religion, Theology, and Peace Studies is one of the twelve Schools that comprise Trinity College's Faculty of Arts, Humanities and Social Sciences. It brings together biblical studies, theology, ethics, theory of religion, and international conflict and peace studies as independent but related disciplinary fields.

The School's undergraduate and postgraduate courses explore encounters between religions and cultures from their roots in antiquity to the present day. They investigate the intellectual and institutional resources developed in historical and current conflicts and apply them to the challenges and opportunities societies face in building peace.

The School has a strong commitment to community engagement, has campuses in Belfast and Dublin and is home to the [Loyola Institute](#), the [Trinity Centre for Biblical Studies](#) and the [Irish School of Ecumenics](#).

### **The Handbook**

This Handbook summarizes and supplements the regulations that are contained in the University Calendar and will be required for reference throughout the

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

Academic and administrative staff will be available at Orientation to explain most of these requirements, and to answer any queries that you may have about procedures and regulations.

An electronic copy of this Handbook will be available on the School of Religion, Theology, and Peace Studies website - on the [Current Student](#) page. The following link will also be helpful regarding the [College Virtual Learning Environment](#) (VLE) with guides and support for [Blackboard Ultra](#) and related learning technologies. A hard copy of this handbook in large print is also available in the School's Postgraduate Administration office. Alternative formats can be provided on request.

There may be some modifications during the year to the procedures and regulations outlined below; these will be brought to your attention as they arise.

**Please note:**

- Familiarize yourself with College's regulations for postgraduate students. These are available in the [Calendar, Part III](#).
- Your @tcd.ie email account is the **only** e-mail address used for official College business. Consult this email account regularly.
- Your personal data is kept in accordance with the [Student Data Policy](#).

College regulations require that you remain resident in the Republic of Ireland, or in Northern Ireland, during your studies. Absence for a substantial period in either of the teaching terms is not permitted. Research abroad is permitted only with the approval of your Course Coordinator.

## **GENERAL INFORMATION**

### **1.1 Belfast / Dublin Staff Contacts**

Head of School – Prof. Gillian Wylie (Dublin)

[wylieg@tcd.ie](mailto:wylieg@tcd.ie)

+353 (0)1 896 4794

**Director of Teaching and Learning Postgraduate – Prof. Etain Tannam (Dublin)**

[tanname@tcd.ie](mailto:tanname@tcd.ie)

+353 (0) 1896 4788

**Course Coordinator - Prof. David Mitchell (Belfast)**

+44(0)28 9037 3989

[damitch@tcd.ie](mailto:damitch@tcd.ie)

**Prof. Brendan Ciarán Browne (Belfast)**

028 9037 3988

[brbrowne@tcd.ie](mailto:brbrowne@tcd.ie)

**Senior Executive Officer - Caroline Clarke (Belfast)**

[SRAdmBlfst@tcd.ie](mailto:SRAdmBlfst@tcd.ie)

028 9077 0087

CRR office opening hours: Tuesday & Thursday 9.00am – 1.00pm. Available by email and Zoom Monday, Wednesday and Friday mornings.

**Assistant Librarian – Bríd O’Brien (Belfast)**

[SRLibBlfst@tcd.ie](mailto:SRLibBlfst@tcd.ie)

028 9037 3980

Library opening hours: 9.00am – 4.00pm Tuesday & Thursday. The librarian is

available by email and Zoom on Wednesdays.

**Postgraduate Officer – Amanda Antunes (Dublin)**

[srpostgrad@tcd.ie](mailto:srpostgrad@tcd.ie)

+353 (0)1 8964772

**School Manager – Martin Humphreys (Dublin)**

[SRSchMgr@tcd.ie](mailto:SRSchMgr@tcd.ie)

+353 (0)1 896 4778

For the full list of all academic and administrative staff please visit the [School of Religion, Theology, and Peace Studies website](#).

## **1.2 Edgehill House Opening Hours**

Please see above for CRR office and library opening hours. You will be notified of any changes and of school closures via your student email account. Please check this regularly. Entry to the building is via an access card which will be issued at the start of term.

## **1.3 Key Locations**

**Facilities information will be provided at orientation.**

[View our Belfast location and get driving/walking directions.](#)

**View our location in Dublin:**

(Access to campus buildings in Dublin is via a valid Student ID card)

[View Trinity College and get driving/walking directions.](#)

[School of Religion, Theology, and Peace Studies, Trinity campus interactive map](#)

[Trinity Central](#)

## **1.4 Key Dates**

Key dates are available in the Orientation Pack on the [Current Student](#) page of the School website. Submission deadlines for coursework are listed on Key Dates and in module syllabi.

## **1.5 Timetable**

Your CRR timetable is available in the Orientation Pack. Check your my.tcd.ie portal for the most up to date information on Dublin-based modules you have registered for.

## **1.6 Scholarships and Prizes**

For Scholarships, please see information available online at: [Postgraduate Scholarships](#). For information on the James Haire dissertation and essay prizes please see the Orientation pack.

## **1.7 Research Ethics in the School of Religion, Theology, and Peace Studies**

Trinity College Dublin and the School of Religion, Theology, and Peace Studies research community takes great care to ensure that our research activities follow best ethical practice in their design, content and conduct. Staff and students are required to follow College policies, maintain appropriate ethical standards in their research, and adhere to current data protection policies such as the General Data Protection Regulation (GDPR). If you are conducting research that involves human participants, it is highly likely that you will need to apply for research ethics approval from either the School's Research Ethics Committee or the [AHSS Faculty](#) Research Ethics Committee. Visit [Research Ethics](#) on the School website for details of procedures, approval checklists, forms and deadlines. To review the College's full "Policy on Good Research Practice", follow this [link](#).

## **1.8 Student Support Services**

Please see the Belfast Orientation pack on the [Current Student](#) page for details of Student Support Services.

## **1.9 Careers Service**

As a Trinity student you have access to information, support and guidance from the professional team of Careers Consultants throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit the [Careers Service](#) website for career, further study and job search advice. Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Follow the service on Instagram for career news and advice:

[@trinity.careers.service](#).

Students may also wish to avail of the following online resources:

[Postgraduate Focus careers information](#)

[Trinity LinkedIn Alumni Tool](#)

[IT Services](#)

[Library](#)

## **1.10 QUB Library**

It is recommended that CRR students apply to be an Associate Member of the nearby QUB library which offers relevant learning resources and ample study space. The cost of membership will be reimbursed by the School. Once you have

paid the membership you can contact Martin Humphreys [mhumphre@tcd.ie](mailto:mhumphre@tcd.ie) who will generate a link for you to access Flowforma, the College's expenses platform.

### **1.11 Emergency Procedures**

Should you require any emergency or rescue services on campus, contact a member of School of Religion, Theology, and Peace Studies staff.

It is recommended that all students save at least one emergency contact on their phone under ICE (In Case of Emergency).

The emergency number in the UK is 999 for fire, police and ambulance. Please see the section on healthcare in your Orientation Pack for more information on emergency and out-of-hours services.

You can also find facilities information and the fire safety notice for Edgehill House in the Belfast Orientation Pack.

### **1.12 Health, Safety and Wellbeing Support**

Health, Safety and Welfare at work are of crucial importance throughout Trinity College and the School of Religion, Theology, and Peace Studies is committed to upholding the College's Health, Safety and Welfare policies.

The School also recognises and will ensure compliance with the requirements of the Safety, Health and Welfare at Work Act 2005; associated legislation made under the Act, and the College Safety Statement and College Policies and Codes of Practice documents. The Act requires that precautions are taken, as far as is reasonably practicable, to avoid endangering oneself or others by our actions / activities. All reasonable steps will be taken to ensure that the health, safety and

welfare of all persons – be they staff, students or others – will not be put at risk. A copy of the School Health and Safety Statement is available from the School Office.

Should you have any concerns please contact a member of Trinity staff.

Please refer to the Belfast Orientation Pack on the [Current Student page](#) for information on student support services.

### **1.13 Trinity Inclusive Curriculum**

The School is committed to providing an inclusive environment where diversity is valued, and all persons are treated with respect and equality. We aim to build and support the foundations of an inclusive and enabling learning environment and a fair and supportive workplace where all individuals can thrive. The Equality Diversity and Inclusion Committee has a particular responsibility to support this activity, however the whole School community is engaged in this work of building this culture of respect and inclusion. The EDI Committee's work can be seen [here](#) and we welcome student involvement in our work.

The School is committed to embedding inclusivity in all our curricula and in our resources for teaching and learning. Supported by the College's EDI Unit, we are currently focused on two important and interconnected aspects of an inclusive curriculum:

#### **Universal Design for Learning (UDL) and Decolonising the Curriculum.**

See details [here](#).

#### **Universal Design for Learning**

Universal Design for Learning (UDL) focuses on ensuring that inclusion is a core principle of module design, delivery and teaching practices. Our aim with UDL is to ensure that our programmes are designed to meet the diverse learning needs of students. More details on UDL are available [here](#).

## **Decolonising the Curriculum**

Academics in the School are also engaged in a process of Decolonising the Curriculum. This is focused on recognising, challenging and dismantling the eurocentric, western, colonial and patriarchal power structures that shape academic disciplines. It involves:

- (i) examining the multiple ways that systemic inequalities, eurocentric worldviews and colonial legacies shape knowledge creation and dissemination in our disciplines;
- (ii) challenging the dominance of these systems by interrogating their power and impact;
- (iii) creating space for indigenous, non-western, and marginalised knowledge systems in our conceptualisation of the parameters of our disciplines, our curricula, bibliographies and assessments.
- (iv) reconstructing knowledge through partnership and inclusive practices. This is an ongoing, iterative process that involves all programmes and modules.

For more details on our School project, visit the [Equality website](#).

Further information on College approaches to the inclusive curriculum are available at this [link](#).

### **1.13.1 Athena Swan Gender Charter**

The School of Religion, Theology and Peace Studies holds an Athena SWAN Bronze award. Athena Swan Ireland supports higher education institutions in impactful and sustainable gender equality work. Bronze award holders are recognised for their in-depth self-assessment focused on gender equality, commitment to their resultant action plan and capacity to follow through with these plans to bring about change.



#### **Statement of Inclusivity**

Trinity College, the University of Dublin, aims to provide an inclusive environment which promotes equality, and

values diversity. The College is committed to maintaining an environment of dignity and respect where all staff and students can develop to their full potential. The concept of equality is central to the College's ethos of academic and service excellence. The School of Religion, Theology, and Peace Studies strives to be an inclusive learning community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all in this class, regardless of race, ethnicity, religion, gender, age or sexual orientation.

### **Pronouns, Gender Identity and Gender Expression**

Our School affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on a class roster, please let the teaching staff know. Feel free to correct us on your gender pronoun if you feel comfortable doing so. College is formally committed to recognise and support an individual's gender identity and gender expression so that all members of the College community may experience a positive and inclusive environment, where every member is treated with dignity and respect. You can find that formal commitment in [Trinity's Gender Identity and Gender Expression Policy 2019](#).

## TEACHING AND LEARNING

### **1. Course Overview 2025-26**

The MPhil in Conflict Resolution and Reconciliation, Trinity College Dublin at Belfast, is an inter-disciplinary course examining conflict and peacebuilding in Ireland and around the world.

At Trinity, course elements are weighted with credits according to the European Credit Transfer Scheme – ECTS. The required ECTS for the MPhil is 90. All Master's students must complete the Research Skills module (10 ECTS), plus a further 50 ECTS worth of taught modules (5 modules) and a dissertation (30 ECTS). Module registration takes place early in the programme and students must complete and return a module registration form.

It should be noted that students may also take for credit or audit up to two modules from two Dublin MPhil programmes, International Peace Studies and Contextual Theologies and Interfaith Relations. This will require Belfast-based students to travel for classes held in Dublin and those who wish to do so should make sure that timetabling clashes can be avoided, and their visa allows them to travel to the Republic of Ireland. Dublin timetables will be provided in your Orientation pack. **One Dublin module, 'Gender, War and Peace' will be taught in hybrid format in semester 1 on Friday afternoons, meaning Belfast students will be able to join online or attend in person.** See table below for CRR modules. A full list of modules available to CRR students, including modules from Dublin MPhil courses, can be found on the module enrolment form.

It is recommended that you balance your modules over the two terms. Please note you may not take more than four modules in one term. Community Learning is an exception to this rule as it is available over two terms. You may also audit modules (i.e. take the class but not for credit).

## **1.1 Community Learning module**

The “Community Learning and Reflective Practice” module is an accredited module involving either an unpaid internship with an identified partner organization, or a package of assignments. Students enrolled in this module are required to take the “Conflict and Peace in Northern Ireland” module. Students are encouraged to seek out a placement opportunity in line with their interests and abilities or consult with the Module Coordinator to identify an appropriate organisation. Students already working for a non-governmental organization can use this experience to take the Community Placement module, after consultation with the Module Coordinator. Please see the [Internships and Placements Policy](#) for further details.

## **2. Modules**

A full list of CRR modules with ECTS weighting, learning outcomes and recommended reading is available in Appendix A. Syllabi for individual modules are available in Blackboard. All registered staff and students automatically have accounts in Blackboard.

If you are not enrolled in your modules check with your School Office to ensure you are timetabled for the modules. All data in Blackboard is based on the College timetabling systems and information taken from your student record on [my.tcd.ie](http://my.tcd.ie). Blackboard requires an active [TCD computer account](#) for access. For more information on access and enrolment issues visit the [IT Services VLE page](#).

## 2025-26 CRR Module List

| Module Title                                                                      | Module Code   | ECTS Weighting |
|-----------------------------------------------------------------------------------|---------------|----------------|
| <b>SEMESTER 1</b>                                                                 |               |                |
| <b>Core Module</b>                                                                |               |                |
| Research Skills                                                                   | <b>EM7301</b> | 10             |
| <b>Optional Modules</b>                                                           |               |                |
| Mediation and Peacebuilding Skills - INTENSIVE                                    | <b>EM7487</b> | 10             |
| Dynamics of Reconciliation                                                        | <b>EM7451</b> | 10             |
| Conflict and Peace in Northern Ireland                                            | <b>EM7469</b> | 10             |
| Community Learning and Reflective Practice (can be spread over one or both terms) | <b>EM7454</b> | 10             |
| <b>International Peace Studies (based in Dublin) - Optional Module</b>            |               |                |
| Gender War and Peace (hybrid delivery- online & in person)                        | <b>EM7436</b> | 10             |

|                                                            |               |    |
|------------------------------------------------------------|---------------|----|
| <b>SEMESTER 2</b>                                          |               |    |
| <b>Optional Modules</b>                                    |               |    |
| Contemporary Conflict and Peacemaking: Global Perspectives | <b>EM7448</b> | 10 |
| Transitional Justice                                       | <b>EM7447</b> | 10 |

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

### **3. Coursework Assessment**

School of Religion, Theology, and Peace Studies courses rely on a continuous assessment system, based on a mixture of written assignments and lecture/seminar attendance.

#### **3.1 Marking Criteria**

Your essay feedback will be returned to you through Blackboard and you will be provided with indications of where your essay was most successful and where you need to concentrate your future work. You will receive feedback based on the following rubric:

### School of Religion, Theology, and Peace Studies, Essay Marking Rubric

| <i>Criteria</i>                 | <b>80 and above, Outstanding</b>                                                                                                                                                                                                                        | <b>70-79, Excellent</b>                                                                                                                                                                                                               | <b>60-69, Good</b>                                                                                                                                                                      | <b>50-59, Passable/adequate</b>                                                                                                                                                                     | <b>49 and under, Fail</b>                                                                                                                                                                                          |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Relevance to question</i>    | The essay has directly and comprehensively answered the question, showing an element of originality and creativity in how it is addressed. Outstanding understanding of the topic and related areas is shown.                                           | The essay has directly and comprehensively answered the question. Excellent understanding of the topic is shown.                                                                                                                      | The essay has answered the question but contains some irrelevant material and/or has omitted some key aspects. Treatment of the topic is generally good but may be simplistic in areas. | The essay has some relevant material but has failed to understand the question and/or has not covered many central aspects. Treatment of the topic is superficial.                                  | The essay has failed to understand the question and/or has not covered many key aspects. Poor knowledge of the topic is shown.                                                                                     |
| <i>Structure and argument</i>   | The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A robust and original line of line of reasoning is maintained which culminates in a strong concluding argument regarding the essay topic. | The essay is structured logically, with subheadings where appropriate, and clear introduction and conclusion. A consistent line of reasoning is maintained which culminates in a clear concluding argument regarding the essay topic. | The essay is mostly well organised although the structure and line of reasoning may be difficult to follow in places. A concluding argument is made but is somewhat underdeveloped.     | Some attempt at structuring material has been made but the essay is disorganised overall. The analysis lacks rigour and the conclusion is unclear and/or unsupported by the main body of the essay. | The reasoning behind the essay's structure is difficult to discern. There is no logical line of argument, sections do not flow, and it is unclear what the essay has achieved in terms of argument and conclusion. |
| <i>Conceptual analysis</i>      | The essay has sourced and employed relevant theories in a sophisticated and illuminating manner, debating and assessing competing perspectives. The work shows strong evidence of deep critical thinking throughout.                                    | The essay has sourced and employed relevant theories in an appropriate manner, debating and assessing competing perspectives. The work shows evidence of deep critical thinking.                                                      | The essay has sourced and employed some theories but has not analysed and assessed them in sufficient depth. The work shows some evidence of critical thinking.                         | The essay has failed to sufficiently use theory to illuminate the topic and is largely descriptive of the subject matter. There is a lack of critical engagement with the literature.               | The essay does not show awareness of relevant theories and is largely descriptive. Evidence of critical thinking skills is limited.                                                                                |
| <i>Writing and presentation</i> | The writing is lucid, sophisticated, and flowing. Grammar and syntax are                                                                                                                                                                                | The writing is clear and flowing. Grammar and syntax are correct                                                                                                                                                                      | The writing is generally easy to read with some unclarity in places. Grammar, syntax,                                                                                                   | Some passages are well expressed but overall the writing lacks clarity,                                                                                                                             | The writing lacks clarity, precision, and readability. There are many grammar,                                                                                                                                     |

|                                      |                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                                                               |                                                                                                                                                                                                |                                                                                                                     |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                                      | excellent throughout and there are minimal typographical errors. Formatting is neat and consistent.                                                                                                                                            | throughout and there are minimal typographical errors. Formatting is neat and consistent.                                       | and spelling show some errors which could have been avoided during further editing. Formatting is mostly neat and consistent. | precision, and readability. There are many grammar, syntax, and spelling errors which could have been avoided during further editing. Formatting is untidy.                                    | syntax, and spelling errors and there is insufficient evidence of editing. Formatting is untidy.                    |
| <i>Sources and referencing</i>       | There is evidence of research and reading far beyond the set texts. The essay relies overwhelmingly on high quality sources (i.e. peer-reviewed, recent, and relevant). The appropriate referencing system is used correctly and consistently. | The essay relies overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently. | The essay relies on sources of varying quality. The appropriate referencing system is used mostly correctly with some errors. | The essay relies on a limited number of perhaps rudimentary texts. The referencing contains many errors and inconsistencies.                                                                   | A limited number of low-quality sources is used. Referencing is poor.                                               |
| <i>Successes and ways to improve</i> | There are likely no identifiable weaknesses in the student's work that can be improved.                                                                                                                                                        | There is little that can be improved in future work, though there may be scope for a greater degree of critical depth.          | The feedback highlights issues that can be addressed in future work, leading to higher marks.                                 | The essay shows that there are significant weaknesses in the student's academic skills which should be addressed through greater effort, closer editing, and potentially professional support. | The work is not at the required standard. If issues are not addressed, completion of the degree may be in jeopardy. |

### School of Religion, Theology, and Peace Studies, Presentation Marking Rubric

| <i>Aspect</i>                 | <b>80 and above, Outstanding</b>                                                                                                                                                                                                    | <b>70-79, Excellent</b>                                                                                                                                                                                                  | <b>60-69, Good</b>                                                                                                                                                                             | <b>50-59, Passable/adequate</b>                                                                                                                                                                                   | <b>49 and under, Fail</b>                                                                                                                                                                                                        |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Relevance to question</i>  | The presentation has directly and comprehensively answered the question, showing an element of originality and creativity in how it is addressed. Outstanding understanding of the topic is shown.                                  | The presentation has directly and comprehensively answered the question. Excellent understanding of the topic is shown.                                                                                                  | The presentation has answered the question but contains some irrelevant material and/or has omitted some key aspects. Treatment of the topic is generally good but may be simplistic in areas. | The presentation has some relevant material but has failed to understand the question and/or has not covered many central aspects. Treatment of the topic is superficial.                                         | The presentation has failed to understand the question and/or has not covered many key aspects. Poor knowledge of the topic is shown.                                                                                            |
| <i>Structure and argument</i> | The presentation is structured logically, with clear introduction and conclusion. A robust and original line of reasoning is maintained which culminates in a strong concluding argument regarding the presentation topic.          | The presentation is structured logically, with clear introduction and conclusion. A consistent line of line of reasoning is maintained which culminates in a clear concluding argument regarding the presentation topic. | The presentation is mostly well organised although the structure and line of reasoning may be difficult to follow in places. A concluding argument is made but is somewhat underdeveloped.     | Some attempt at structuring material has been made but the presentation is disorganised overall. The analysis lacks rigour and the conclusion is unclear and/or unsupported by the main part of the presentation. | The reasoning behind the presentation's structure is difficult to discern. There is no logical line of argument, sections do not flow, and it is unclear what the presentation has achieved in terms of argument and conclusion. |
| <i>Conceptual analysis</i>    | The presentation has sourced and employed relevant theories in a sophisticated and illuminating manner, debating and assessing competing perspectives. The presentation shows strong evidence of deep critical thinking throughout. | The presentation has sourced and employed relevant theories in an appropriate manner, debating and assessing competing perspectives. The work shows evidence of deep critical thinking.                                  | The presentation has sourced and employed some theories but has not analysed and assessed them in sufficient depth. The work shows some evidence of critical thinking.                         | The presentation has failed to sufficiently use theory to illuminate the topic and is largely descriptive of the subject matter. There is a lack of critical engagement with the literature.                      | The presentation does not show awareness of relevant theories and is largely descriptive. Evidence of critical thinking skills is limited.                                                                                       |

|                                      |                                                                                                                                                                                                                                        |                                                                                                                                                                                                        |                                                                                                                                                              |                                                                                                                                                                                                       |                                                                                                                     |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <i>Presenting skills</i>             | The presentation is delivered in a confident, clear, eloquent, and unhurried manner. Efforts to engage the audience through eye contact and voice projection are made. Slides are uncluttered and quotes and images are appropriate.   | The presentation is delivered confidently and clearly. Efforts to engage the audience through eye contact and voice projection are made. Slides are uncluttered and quotes and images are appropriate. | The presentation is delivered mostly clearly but with some comments lacking precision. Slides support the argument but may be cluttered or untidy in places. | The presentation has some relevant material but is delivered without confidence and clarity. Slides are disorganised.                                                                                 | The oral delivery and slides are insufficiently clear to convey the required content.                               |
| <i>Sources and referencing</i>       | There is evidence of research and reading far beyond the set texts. The presentation relies on high quality sources (i.e. peer-reviewed, recent, and relevant). The appropriate referencing system is used correctly and consistently. | The presentation relies overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently.                                                                 | The presentation relies on sources of varying quality. The appropriate referencing system is used mostly correctly with some errors.                         | The presentation relies on a limited number of perhaps rudimentary texts. The referencing contains many errors and inconsistencies.                                                                   | A limited number of low-quality sources is used. Referencing is poor.                                               |
| <i>Successes and ways to improve</i> | There are likely no identifiable weaknesses in the student's work that can be improved.                                                                                                                                                | There is little that can be improved in future work, though there may be scope for a greater degree of critical depth.                                                                                 | The feedback highlights issues that can be addressed in future work, leading to higher marks.                                                                | The presentation shows that there are significant weaknesses in the student's academic skills which should be addressed through greater effort, closer editing, and potentially professional support. | The work is not at the required standard. If issues are not addressed, completion of the degree may be in jeopardy. |

Please note that these criteria are applied specifically to the assessment of your coursework to indicate strengths and weaknesses in a particular piece of work. The grade proposed by your internal examiner(s) will seek to balance the various aspects of your achievement.

An essay marked below 50 is deemed unsuccessful. A pass mark is from 50 to 69 inclusive. An essay marked 70 or above is in the Distinction class.

Marks are determined by judgements across the criteria and do not necessarily represent the same band of achievement on all criteria. Positive achievements on some criteria compensate for weaknesses on other criteria and vice versa. The final mark reflects the weighting of the different variables in this judgment, as agreed by the examiners, and subject to confirmation by the Court of Examiners.

### **3.2 Assessment Standard**

Most modules require coursework totaling 4,000 words to be submitted according to the internal deadlines distributed at the beginning of each academic year. The 30 ECTS dissertation is 11,000-12,000 words long and is to be submitted in August. For 2025-2026 the submission date is Friday 14<sup>th</sup> August 2026.

In the calculation of the overall mark for the course, modules are weighted according to their ECTS credit value. The best 5 module marks out of 6 are used to calculate the final overall average mark. The pass mark for all elements is 50%, except for the internship module which is assessed on a pass/fail basis. Part-time students must pass all modules taken in the first year in order to proceed to the second year of the course. Students must achieve a mark of at least 50% in each module in order to proceed to dissertation, and must receive a mark of at least 50% in the dissertation to be eligible for the degree of M.Phil. Students that fail an assessment to a maximum of 10 ECTS may resubmit their work, provided that the original submission had been received by its deadline. Compensation is allowed to a maximum of 10 credits at a minimum mark of 40%.

Students can be awarded the M.Phil. with Distinction if they achieve a mark of Distinction (70% or above) in their dissertation and in the final overall average mark. A Distinction cannot be awarded if the candidate has failed any module

during the course. A student who does not wish to submit a dissertation for the M.Phil., or who fails the dissertation, may instead opt to be considered for a Postgraduate Diploma provided that they have passed modules amounting to 60 credits. The Postgraduate Diploma may be awarded with Distinction to candidates who, in addition, have achieved an overall average mark of 70% or above. If you do not wish to proceed to the dissertation stage, you should notify your Course Coordinator in writing before 1 April.

### **3.3 Resubmission of Dissertation**

Students on a master's course who do not achieve a pass mark in the dissertation but achieve a mark within the range of 40-49% may make one application to the relevant school to repeat this section of their programme. Marks for a new submission will be capped at 50%. Re-submitted dissertations must be submitted by January 30 and relevant students will be notified, following the Court of Examiner in late November. Alternatively, such students may be awarded an associated Postgraduate Diploma. A thesis Revision Fee will apply for repeated dissertations or research elements. As of May 2023, the fees applicable for EU and Non-EU students in the AHSS Faculty are: €1,853.

### **3.4 Description of ECTS**

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

### **3.5 QQI-NFQ Level**

Under the QQI-NFQ, the Irish National Framework of Qualifications, the Postgraduate Diploma and MPhil are both Level 9 qualifications.

## ***4. Academic Writing / Presenting and Submitting Your Work***

### **4.1 Essays**

Module Coordinators will provide a range of titles for your essays. Word limits **exclude the references list**. Essays should not exceed the stated length, and those in excess of the word length will be penalised. **The word count for your essays must be given at the end or beginning of each essay.**

Students are required to adhere to the word count in the context of the overall assignment; if the submission is under or over the 10% leeway on the word count the student will be required to edit to the specified word count and resubmit. Written assignments submitted after the specified deadline will be subject to a penalty of 10%, unless an extension has been granted prior to the deadline by the course coordinator.

Please note that you are welcome to submit an outline of your essay plan (one page, A4, **maximum**) to your module Coordinator, or lecturer for your topic, before you write your essays and dissertation: this is a helpful way to ensure that, at an early stage in the process, your research and writing are on target.

The School essay submission cover sheet should be used in submitting essays. This is available on Blackboard in the Research Skills module.

The essay should include detailed references and a bibliography laid out in alphabetical order. Your pages should be A4 size, numbered, and your typing double-spaced. Correct spelling (consistently either English or American), grammar and clear presentation are essential.

**Retain a copy of each essay that you submit.** Your assessments will be submitted on Blackboard. Details on how to do this will be provided by your module Coordinators.

## **4.2 Dissertation**

Researching and writing your dissertation is the culmination of your studies in the School. All courses within the School include compulsory modules on research methods and skills, where you will receive guidance for your research proposal and for choosing your dissertation topic.

Your dissertation topic must be relevant to your course's modules and themes. Your dissertation title must be registered before you engage in study on a particular subject; this is to ensure both that the topic is acceptable for assessment and adequate supervision is available. Please note that permission to study a specific topic depends on adequate expertise existing in the School. The topic should not normally coincide with any of your other assessment essays, but you **may** be granted permission to extend the topic of one of your essays into a dissertation, or choose a related topic, subject to your supervisor's agreement.

You will be asked to notify us of the area in which you wish to write your dissertation, and a supervisor will be allocated to you in semester two. It is your responsibility to arrange an appropriate working relationship with your supervisor, and to submit work in a timely fashion so that there is adequate time for them to provide you with feedback. In general, students should meet with their supervisors at least twice to discuss their dissertation. Your dissertation, like your essays, is marked in the School before being read by your External Examiners and considered at the Court of Examiners.

In terms of feedback during the writing process, please note that your supervisor will read and provide comments on your **introduction and one other chapter**. You may also submit short chapter outlines to your supervisor for feedback.

### **4.3 Submitting Your Dissertation**

You are required to submit an electronic copy via Blackboard by the submission deadline. The dissertation must be typed A4 size, using double spacing. Pages must be numbered, starting after the Table of Contents.

Students are welcome to print and bind a copy for their own records although it is not required by the School.

The current regulations set a minimum of 11,000 and a maximum of 12,000 words, excluding bibliography. Dissertations over 12,000 words may be penalised.

The word count for your dissertation must be given at the end of the last chapter or the conclusion.

The structure of the dissertation should be (in this order):

1. Title page, including title and author (this is the name under which you are officially registered in College).
2. Declaration. Use the following wording:

DECLARATION

I certify that this dissertation, submitted in partial fulfilment of the requirement for the degree of M.Phil. has not been submitted for a degree at any other University, and that it is entirely my own work. I agree that the Library may lend or copy the dissertation upon request.

Signed: .....

Date: .....

3. Acknowledgements (if any)
4. Abstracts. You must provide a one-page Abstract at the start of your dissertation. The Abstract of the dissertation (in single spacing) outlines its content and mode of investigation. It should be headed by title and author and entitled “Abstract”.
5. Table of Contents
6. Introduction
7. Chapters
8. References

You must also include:

- (i) a list of **abbreviations** used in the dissertation (if such abbreviations are extensive) at the start.

You may also include:

- (ii) **appendices**, containing any important extra material you **need** to include.  
Any appendices are placed after the conclusion but before the references.

#### **4.4 Referencing**

Clear and accurate referencing is an important part of the scholarly task. Your reader should be able to see when you are quoting directly from a source, when you are summarizing a source, and when you are advancing your own judgement on the sources to which you have referred. The reference that you provide should enable your reader to check the sources that you have used. And, as section 5 on Plagiarism, below, stresses, clear and accurate referencing is essential to the scholarly enterprise.

**CRR students are asked to follow the Harvard style of referencing.** A guide is provided on Blackboard, in the Research Skills module area.

## **5. Academic Integrity**

As Ireland's leading university, we recognise that academic integrity must underpin all aspects of our educational ecosystem, including all activities relating to research, learning, assessment, and scholarship. Indeed, academic integrity is a core feature of Trinity's academic culture and is the cornerstone of university life.

Accordingly, in 2022, the University's Council renewed Trinity's commitment to 'acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community'. As part of its **Statement of Principles on Integrity**, the College insists that staff and students 'give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.'

Academic integrity can be described as a commitment to, and compliance with:

*ethical and professional principles, standards, practices and consistent system of values, that serve as guidance for making decisions and taking actions in education, research and scholarship (NAIN Lexicon, p.3)*

Recognising our responsibility to our students and to wider society to nurture and safeguard academic integrity, Trinity is working collaboratively with peer institutions in Ireland, with the active support of national and international networks, to assure and enhance academic integrity at every level of the University. For further information see:

- [National Academic Integrity Network](#)
- [European Network for Academic Integrity](#)
- [International Center for Academic Integrity](#)

References/Sources:

[Calendar Part III, Section 1: General Regulations & Information,](#)  
['Academic Integrity'](#)  
[Statement of Principles on Integrity](#)

**RTPS Academic Integrity Policy, see section 7 below.**

## ***6. Plagiarism***

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement. Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that plagiarism is avoided. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information on the Library website regarding [Plagiarism](#).

Please:

- i. Visit the [online resources](#) to inform yourself about how Trinity deals with plagiarism and how you can avoid it. You should also familiarize yourself with the 2025-26 [Calendar, Part III](#) entry on plagiarism located on this website and the sanctions which are applied.
- ii. Complete the '[Ready, Steady, Write](#)' tutorial. **Completing the tutorial is compulsory for all students.** This will be done in the Research Skills module.
- iii. Familiarise yourself with the [declaration](#) that you will be asked to sign when submitting course work and which is included on the essay cover sheet, available in your Research Skills module on Blackboard.
- iv. Contact your Course-Coordinator or your Lecturer if you are unsure about any aspect of plagiarism.

#### **References/Sources:**

**Calendar, Part III, Section I, 'Academic Integrity'**

**[Academic Integrity Policy](#)**

**[Library Guides - Avoiding Plagiarism](#)**

## **7. 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 to

inform a student's 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.

- Beyond limited legitimate uses of generative AI, **presenting the output of generative AI tools as your own work, without acknowledgement, violates the principles of academic integrity and is academic misconduct**. In other words, you cannot use AI tools to generate all or part of the content for an exam or assignment and submit it as if it was your own work.
- This implies that **undisclosed and/or inappropriate use of generative AI tools may violate the principles of academic integrity**. Accordingly, the School of Religion, Theology, and Peace Studies requires a declaration of generative AI use to be completed and submitted with all work (exams, assignments). This declaration is made in addition to the standard declaration of academic integrity as part of a revised assessment cover page (see below). Any assignment submitted without the declaration will not be marked. Such assignments will be returned to the student and must be resubmitted with the cover page, potentially resulting in a delayed mark.
- This policy recognises that generative AI tools may have some legitimate uses to support your learning and to help you to research for or to polish an assignment. For example, you might use generative AI to summarise your notes in preparation for an exam or assignment, to perform some initial research into a topic (bearing in mind the limitations noted above), or to

polish your own writing in terms of grammar or spelling or to make it more concise. All such uses must be declared. No credit/marks will be awarded for use of generative AI, nor are students expected to use generative AI for any purpose. You should also reflect on whether relying on such tools to do this work for you will reduce opportunities for you to develop and hone your own academic skills.

- Where generative AI tools have been used to generate content, they must be clearly cited and full details of how the content was generated must be declared in an appendix. There is a helpful and detailed description of how to cite ChatGPT (which can be applied to other generative AI tools) from the Chicago Manual of Style [here](#).
- You should assume this policy applies to all assessments/exams in the School of Religion, Theology, and Peace Studies but please note that individual module coordinators may supplement this policy with further restrictions or permissions regarding generative AI use. Please check the module assessment information on Blackboard for that module, and if in doubt, please email the module coordinator.
- As part of the declaration, students are asked to select either (A) or (B), below.

**(A) Nothing to declare. I did not use generative AI software as part of the work for this assessment.**

**(B) I used generative AI as part of the work for this assessment.**

Where (B) is selected, students are required to include an appendix containing a <350-word explanation of how generative AI was used (which tool (name, version, publisher, url); how the output was generated; how this

output was used in the assignment) and how that use conforms with the principles of academic integrity. Questions and/or prompts and the generative AI output should be included as part of the appendix. These are not included in the word count for the assignment. Where these are not included, **they may be requested as part of the marking process.**

### **Further Information**

- Generative AI tools are a family of tools that incorporate natural language processing and deep learning techniques to generate answers (text, code, images etc.) to questions and prompts. The purpose of this policy is to outline how students' use of generative AI fits into our expectations regarding academic integrity.
- It is first important to be aware that there are a number of serious concerns about generative AI tools and there are significant limitations to the outputs they produce. These include (please see links for further information):
- *Accuracy of the information produced.* Generative AI tools work by predicting the next most likely word in a sequence. [This means that the tools are susceptible to so-called "hallucination"](#) – producing text that is grammatically correct and which may have face validity but is not factually correct.
- *Plagiarism and lack of source attribution.* [The sources of information relied upon to construct the text produced may not be appropriately acknowledged](#) and, where sources are provided, the references may be fabricated.
- *Ethical issues related to data sourcing.* Many generative AI models were trained on materials obtained from the internet and include [text](#), [images](#),

[code](#) etc., that were proprietary, copyright-protected, or protected by non-commercial commons licenses. Using generative AI output risks these forms of plagiarism and copyright infringement.

- *Breach of TCD copyright.* If university module materials (e.g., slides, syllabus) are used to prompt or to guide the response of AI tools, this is a breach of TCD copyright and is illegal (see <https://www.tcd.ie/about/policies/assets/pdf/Intellectual-Property-Policy-2022.pdf>).
- *Bias.* As part of training, the models that underlie generative AI were exposed to data obtained from the internet, which may be biased in terms of gender, race, ethnicity, socioeconomic status, and other protected characteristics. Although guardrails may have been put in place, [text produced by generative AI models can reproduce these biases](#).
- *Ethical issues related to training.* To guard against toxic material (e.g., violent, illegal, distressing) being included in training data, outsourced content labelers were used to review training data and remove unwanted text. Such outsourcing often involves exploitative practices – for example, [employees who are resident in the Global South and are paid very little for distressing work](#). Similar content moderation practices are commonly used by social media platforms.
- *Climate & environmental impact.* Training generative AI models requires vast amounts of [energy](#), [hardware](#), and [water](#) to keep that hardware cool. Such impacts, [which will only continue to grow](#), are rarely considered in the rush to adopt the technology.
- Beyond these concerns, the use of these tools has significant implications for our expectations about assessment in the university. The goal of

assessment is to support learning and to ascertain the attainment of learning objectives. A key assumption is that the work submitted for assessment is **original work completed by the learner, and that the learner is the sole author**. To earn your degree, you must be able to demonstrate full ownership of, and accountability for, the work submitted and must appropriately acknowledge all sources used in the preparation of the work.

- These assumptions are encoded in the principles of **academic integrity**, defined by the National Academic Integrity Network<sup>1</sup> as, “**the commitment to, and demonstration of, honest and moral behaviour in an academic setting**.” The principles of academic integrity entail that, "It is the responsibility of the enrolled learner to ensure that all submitted work for assessment purposes in an academic setting, which includes but is not limited to, text, graphics, tables, formulae, or any representation of ideas in print, electronic or any other media, in addition to artefacts, computer software and algorithms, correctly **acknowledges the source of any data which is not original to the learner.**"

#### **References/Sources:**

[College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](#)

[Library guidelines on acknowledging and reference GenAI](#)

### **8. External Examiners**

Your essays and dissertation are assessed first in the School of Religion, Theology, and Peace Studies and then made available to the University's External Examiners for their consideration. Essays pass or fail on the final judgement of the External Examiners, not on the opinion of the teaching staff, although this counts in the final decision. External Examiners usually meet in late November to monitor

assessment procedures and outcomes in all modules and for the dissertation. Final marks for essays and dissertations are decided at this Court of Examiners. Final responsibility for the standard of an essay rests with the student.

Student assessed work (exam scripts, coursework and research theses) is regarded as 'personal data' under the European General Data Protection Regulation (GDPR) that came into effect on 25th May 2018. The external examiner, in order to allow for appropriate preparation, will receive all documents required for the effective conduct of their role in advance of their attendance (physical or remote), at the Court of Examiners. Students will be informed if their assessed work is being sent outside of the EU for the purposes of external examination.

***CRR External Examiner*** – Dr Cheryl Lawther, Reader in the School of Law and Fellow of the Senator George J Mitchell Institute for Global Peace, Security and Justice, Queen's University Belfast.

The internal examiner of your essay (typically the module Coordinator, or lecturer for the essay topic) will provide you with a report on your work together with the grade that will be proposed to the Court of Examiners. All fails, distinctions and borderline grades will be marked by a second internal examiner.

## ***9. Course Deadlines***

Submission deadlines for coursework are listed on the Key Dates in your Orientation Pack and in module syllabi. **Accomplishing the assignment within the set time limit is a key element of the assessment.** If you do not succeed in submitting your essay on time, a 10% penalty is imposed on the grade that you receive. If you are aware in advance that you are unable to meet the set deadline solely due to circumstances beyond your control (e.g., bereavement or illness), you should contact your Course Coordinator and request an extension of the deadline; you will be asked to provide appropriate evidence, for instance, a medical

certificate. Should you fail to meet the deadlines for one or more essays during the course of your studies, you will be asked to discuss the matter with your Course Coordinator. Please see the [Calendar, Part III](#) (Section III) for College attendance / extension regulations.

## **10. Absence Policy**

Postgraduate students who consider that illness may prevent them from meeting deadlines should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Coordinator within three days of the beginning of the period of absence. Such medical certificates must state that the student is unfit. Medical certificates will not be accepted in explanation for poor performance. Further details of procedures subsequent to the submission of medical certificates are available from Course Coordinators. Postgraduate students who consider that other grave cause beyond their control may prevent them from attending College (or any part thereof) must consult and inform their Course Coordinator. The Course Coordinator will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence. The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Course participants who fail to meet deadlines and who have not been granted an extension, will be notified that no further work will be accepted from them and that their assessment will be based on work already submitted.

If you have not completed your module requirements before the deadline for your dissertation outline in your final year, then you will not be permitted to submit a

dissertation for the M.Phil. degree, nor to receive the postgraduate Diploma. Please see the [Calendar, Part III](#) (Section III) for College attendance / extension regulations.

## **11. Postgraduate Appeals Process**

The Postgraduate Appeals Process is outlined in the Trinity College [Calendar Part III](#). All appeals should be heard first at School level. The grounds for appeal against the decision of Taught Course Committees are outlined in the *Calendar* under General Academic Regulations for Graduate Studies and Higher Degrees – Section 1.

A student who wishes to appeal should first write to their Course Coordinator, within two weeks of the publication of results, stating clearly the grounds for appeal and, where necessary, enclosing documentary evidence.

The Course Coordinator will then discuss the case with the relevant parties and attempt to find a solution.

If the Course Coordinator cannot resolve the matter, the student may appeal to the School Appeals Committee (Taught Postgraduate). The Director of Teaching and Learning Postgraduate (DTLPG) will convene and chair this committee which will be composed of one Course Coordinator (of a programme **not** taken by the student) and another member of academic staff. At the School Appeals Committee, the student concerned should have representation appropriate to the formality of the process, for example, a supervisor, Course Coordinator, or other appropriate staff member.

No one will be appointed to an Appeals Committee where a conflict of interest might arise. Should the DTLPG experience a conflict of interest, she or he will be substituted by the Head of School.

Appeals against the decision of a School Appeals Committee (Taught Postgraduate) may be made in writing to the Dean of Graduate Studies, who has the discretion to grant or deny the appeal. Appeals against the decision of the Dean of Graduate Studies may be brought to the Academic Appeals Committee for Graduate Students (Taught). This committee will consider appeals concerning events occurring more than 4 months prior only in the most exceptional circumstances. For further details of appeals at College level, please consult the [Calendar Part III](#).

## **12. Graduation**

Following the Court of Examiners, the University's decision to award a degree must be processed and ratified at different committee levels, and you should not expect to be commenced (graduate) within less than two months of a Court decision.

Many students at the School aim to be commenced (attend graduation) in April, or June. The School hosts an alumnus gathering to coincide with one of the commencement dates, and this is an enjoyable opportunity to reconnect with classmates, teachers, and alums.

All queries about your Commencement, following the Court of Examiners, must be addressed to the [Academic Registry](#). The Academic Registry will email students and contact them through their student portal, inviting you to register for Graduation. Please adhere to the acceptance deadline outlined in the email and respond before this date.

Please note you may not graduate until all outstanding fees and charges (including library charges) have been paid.

Transcripts are available on request from the School of Religion, Theology, and Peace Studies following the Court of Examiners. Please contact the CRR office: [sradmbfst@tcd.ie](mailto:sradmbfst@tcd.ie).

### **13. Feedback**

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that the School's courses are well-structured and that the degree you obtain is of real value. But the experience of postgraduate study should be richer than the mere passing of assessment requirements and the School of Religion, Theology, and Peace Studies encourages you to participate in our continuing efforts to improve our procedures as the year advances and to make an evaluation of your experience at the end.

Your suggestions on every aspect of the programme will be invited throughout the year. At the end of each semester, you will be asked to complete an assessment of each of the modules that you have undertaken. The information that you supply is invaluable to staff in the further development of the School. You may also be asked to take part in an online survey conducted by the Faculty of Arts, Humanities and Social Sciences. Please note that in any official survey you will remain anonymous, and your assessment of your experience in the School of Religion, Theology, and Peace Studies – whether positive, negative or both – is fed into a structured assessment of teaching and learning. Of course, you do not have to wait for these formal assessments to take place: staff are available at regular office hours (communicated at the start of the year) and they welcome your concerns and suggestions. Your class will also elect a class representative, who will be able to articulate your concerns through the appropriate channels.

## **14. Field Trips**

Students can benefit from a visit to the UN/Geneva which takes place each May, as well as field trips as part of the Conflict and Peace in Northern Ireland module. Details of further field trips as part of the course offerings will be provided throughout the year by your Course Coordinator.

## **15. Links to University Policies/Reference/Sources**

[PG Student Learning Development](#)

[Student complaints](#)

[Dignity and Respect Policy](#)

[Gender Identity and Gender Expression Policy](#)

[Equality Policy](#)

[Data Protection](#)

[My TCD](#)

[Academic Registry](#)

[Learning Technology Guides for Students \(Blackboard\)](#)

## **APPENDIX A – MODULE DESCRIPTORS**

### **Research Skills EM7301**

**Co-ordinator:** Dr David Mitchell (damitche@tcd.ie)

**Time:** Michaelmas/Autumn Semester

**Format:** Weekly lectures, most Tuesday mornings 10.30-12.30

**Assessment:** Dissertation proposal and proposal presentation

#### **Overview**

This module provides an insight into some of the core skills needed to develop as a graduate student here at Trinity College Dublin. The module will reflect on a number of core themes including: reading and writing; theories of knowledge production; qualitative research methods; ethical considerations in research; and data analysis. It has been designed in such a way as to support the successful completion of written assignments in the taught modules and serves as early preparation for the MPhil dissertation. In addition, the sessions will provide an orientation to some of the resources available for studies during the programme and an analysis of academic skills involved in graduate work.

#### **Learning Outcomes**

- Understand the different theoretical arguments surrounding the production of knowledge.
- Grasp issues pertaining to qualitative and quantitative enquiry.
- Submit academic work in an appropriate structure and format, with a full bibliography and consistent referencing.
- Distinguish between proper academic use of research material of others and inappropriate plagiarism.
- Develop a coherent plan for the dissertation.

#### **Select Reading**

- Lamont, Christopher (2021) *Research Methods in International Relations 2<sup>nd</sup> Ed.* Sage: London.
- Bryman, Alan (2015). *Social Research Methods* (5<sup>th</sup> ed.) Oxford: Oxford University Press.

## Conflict and Peace in Northern Ireland EM7469

**Co-ordinator:** Dr Brendan Ciarán Browne (brbrowne@tcd.ie)

**Time:** Michaelmas/Autumn Semester

**Format:** Weekly lectures, most Wednesdays 10.30-12.30 plus field visits

**Assessment:** Reflective essay

### Overview

This course analyses the origins and dynamics of the conflict across the region with a view to assessing the prospects for peace and reconciliation. Core topics include, *inter alia*: explanations of the conflict (colonial, economic, religious, ethno-nationalist); Irish republican/nationalist, and Ulster unionist/loyalist perspectives of the conflict; the peace process and Good Friday Agreement; prisons as sites of resistance during the troubles, and reimagining Belfast as a post-conflict city. Students will be invited to form their own views on the current, complex condition of Northern Ireland and to examine the multi-faceted nature of Northern Ireland's transition. (Note field visits are a core component in this module, meaning there may be a small charge for transport/fees and/or entrance into museums).

### Learning Outcomes

- Identify and analyse the causes of the conflict in the north of Ireland including the merits of different perspectives on the nature of the conflict in Northern Ireland.
- Give a detailed account of processes of change leading up to the 1998 Good Friday/Belfast Agreement and thereafter.
- Analyse the continuing tendencies for conflict in 'transitional'/post-conflict' Northern Ireland and assess the prospects for real and meaningful reconciliation.

### Select Reading

- Cochrane, Feargal (2021) *Northern Ireland: The Fragile Peace*. New Haven, CT: Yale University Press.
- Coulter, Colin, Niall Gilmartin, Katie Hayward and Peter Shirlow (2021) *Northern Ireland a Generation After Good Friday: Lost Futures and New Horizons in the 'Long Peace'*. Manchester: Manchester University Press.

- Cox, Michael, Adrian Guelke and Fiona Stephen (eds) (2006) *A Farewell to Arms? Beyond the Good Friday Agreement*. Manchester: Manchester University Press.
- Mitchell, David (2015) *Politics and Peace in Northern Ireland: Political Parties and the Implementation of the 1998 Agreement*. Manchester: Manchester University Press.

## Dynamics of Reconciliation EM7451

**Co-ordinator:** Dr David Mitchell (damitch@tcd.ie)

**Time:** Michaelmas/Autumn Semester

**Format:** Weekly lectures, Thursdays 10.30-12.30

**Assessment:** Essay and presentation

### Overview

This module interrogates the concept of reconciliation from a range of disciplinary perspectives and within various domains. What is reconciliation? Is it possible and why does it attract criticism, scepticism and even hostility? Does reconciliation mean abandoning justice and ‘forgiving and forgetting’? What are the personal and social psychological dimensions of reconciliation? Is it an inherently religious idea – and how and why has it so often been promoted from a faith-based perspective? How can sport and the arts and symbolism contribute to reconciliation? What is political reconciliation? What roles do apology and forgiveness play? Can we measure reconciliation, and can we find it?

### Learning Outcomes

- Understand reconciliation as a concept.
- Critically appraise the relationship between reconciliation and justice.
- Grasp how reconciliation has been pursued in various domains such as politics, sport, and the arts.
- Understand how reconciliation has been understood in different traditions, such as faith traditions and liberal human rights tradition.

### Select Reading

- Kim, Dong Jin, Mitchell, David, and Wylie, Gillian (2003) *Peace and Conflict in a Changing World: Key Issues In Peace Studies*. Palgrave.
- Bar-Simon-Tov, Taacov (ed.) (2004) *From Conflict Resolution to Reconciliation*, edited by Yaacov Bar-Simon-Tov, (Oxford: Oxford University Press)
- Lederach, John Paul (1997) *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.

- Conciliation Resources (2021) *Reconciliation in Focus: Approaching Reconciliation in Peacebuilding Practice*. Briefing Paper. Online.
- Bloomfield, David, Teresa Barnes, and Luc Huyse (eds.) (2003) *Reconciliation After Violent Conflict: A Handbook*. Stockholm: International Institute for Democracy and Electoral Assistance. Online.

## Mediation and Peacebuilding Skills EM7487

**Co-ordinator:** Dr. Carlo Aldrovandi (aldrovac@tcd.ie)

**Time:** Michaelmas/Autumn Semester

**Format:** One week intensive, 1-5 December 2025

**Assessment:** Essay

### Overview

The Mediation and Conflict Analysis Skills Module is taught as a one week intensive. The aim of the module is to provide a theoretical and practical introduction to mediation and dialogue facilitation skills in the context of intractable conflict. In addition, the module offers an insight into political negotiations and conflict management practices, and outlines how to prepare for, and conduct dialogue in challenging environments.

### Learning Outcomes

- Develop an understanding of mediation, dialogue and conflict analysis models.
- Grasp various dialogue methods and facilitation techniques as well as planning, conducting and monitoring a dialogue process.
- Begin the cognitive and emotive process of operationalizing how to translate different conflict resolution/transformation theories of change into facilitation and dialogue theories of practice.

### Select Readings

- Dugan, M. A. (1996). *A Nested Theory of Conflict. Women and Leadership: Sharing the Vision* 1(1), 9–19.
- Lederach, J.P. (2005). *The Moral Imagination*. New York: Oxford University Press.
- Meadows, D. (2010). Leverage Points: Places to Intervene in a System, *The Solutions Journal*, Volume 1, Issue 1, pp. 41-49
- Anderson, M. & Olson, L. (2003). *Confronting War: Critical Lessons for Peace Practitioners*. Cambridge, MA: Collaborative for Development Action.

## Community Learning and Reflective Practice EM7454

**Co-ordinator:** Dr Brendan Ciarán Browne

**Time:** Michaelmas/Autumn Semester **&/or** Hilary/Spring Semester

**Format:** Placement OR assignments

**Assessment:** Reflective portfolio (completed throughout the year) and supervisor evaluation (for placement) OR assignments

### Overview

- *Option 1*

Students undertake a placement with a partner organisation, allowing them to connect this experience with what is being learned in the classroom. Those who choose to undertake a placement should do so in line with their interests and abilities and consult with the Module Co-ordinator to identify an appropriate organisation. In this module, students are expected to work a minimum of 70 hours with the organisation between October 2025 and April 2026. Students submit a reflective essay on completion of the placement. Students enrolled in this class must also take the 'Conflict and Peace in Northern Ireland' module to ensure that their experiences in the community are grounded in a sound understanding of the socio-political context.

- *Option 2*

Alternatively, students can opt to complete a package of assignments (inc. podcasts, reviews, reflective journal) focussed on reporting and assessing peace/justice work taking place in the community.

Please note, this module will be awarded a **pass/fail** grade.

### Learning Outcomes

- Engage in 'reflective practice'.

- Connect ‘theory’ from the classroom with ‘practice’ in various organisations.
- Identify skills gained through community-based work.

**Select Reading**

- Carol Bergman, ed. (2003) *Another Day in Paradise: International Humanitarian Workers Tell Their Stories*, Maryknoll NY, Orbis.

## Transitional Justice EM7447

**Co-ordinator:** Dr Brendan Ciarán Browne

**Time:** Hilary/Spring Semester

**Format:** Weekly lectures, Thursdays 10.30-12.30

**Assessment:** Podcast, photo essay, & presentation

### Overview

The aim of this course is to provide students with a critical examination of the fundamental questions and concerns of transitional justice, and to unpack the many ways that transitional justice mechanisms have been trialled in conflicted/post-conflict societies across the world. The core areas of transitional justice, including its liberal underpinnings, the role of domestic/international criminal tribunals, truth recovery, reparations, institutional reform, and memorialisation are covered. In so doing, students are provided with the framework to better interrogate some of the challenges associated with dealing with the past in conflicted and transitional societies. The interdisciplinary nature of the module is one of the great attractions of studying transitional justice and permits students to engage with sociological, anthropological, legal, and political material. In addition, case studies are used to illuminate and bring to the fore some of the core issues.

### Learning Outcomes

- Comprehend the theoretical and historical underpinnings of the field of transitional justice.
- Assess the legal, political and sociological concepts relevant to the field of transitional justice and critically reflect on the role of transitional justice in aiding reconciliation and dealing with the past.
- Utilise practical case-study examples in order to bring the field of transitional justice to light and to highlight its (in)applicability in any given context.

### Select Reading

- Teitel, R. G. (2000) *Transitional justice*. Oxford: Oxford University Press.

- Hayner, P. B. (2011) *Unspeakable truths: Facing the challenge of truth commissions*. New York: Routledge,
- McEvoy, K., & McGregor, L. (Eds.) (2008) *Transitional justice from below: Grassroots activism and the struggle for change*. Hart Bloomsbury Publishing.
- Roht-Arriaza, N., and J. Mariezcurrena, eds. (2006) *Transitional justice in the twenty-first century: beyond truth versus justice*. Cambridge: Cambridge University Press.
- Kritz, N. J. (1995) *Transitional justice: how emerging democracies reckon with former regimes*. Vol(s). 1- 3, US Institute of Peace Press.
- Browne, B. C. (2023) *Transitional (In)Justice & Enforcing the Peace on Palestine*. Palgrave MacMillan.

## Contemporary Conflict and Peacemaking: Global Perspectives

**EM7448**

**Co-ordinator:** Dr Brendan Ciarán Browne /Dr David Mitchell

**Time:** Hilary/Spring Semester

**Format:** Weekly lectures, most Tuesdays 11.00-13.00

**Assessment:** Essay and presentation

### Overview

The module provides students with a theoretical understanding of the causes and dynamics of violence inter-group conflicts and approaches to their resolution. It offers a series of significant and diverse country/regional case studies, including Israel-Palestine, the former Yugoslavia, Sri Lanka, and the Korean peninsula. In each instance a series of questions are posed: what are the causes of inter-group tension and violence?; in what forms has the conflict manifested itself over time?; what role have regional and transnational factors played?; how have political leaders, civil society and third parties sought to resolve the conflict, and how successful have those efforts been?; and what are the prospects for, and the contextual constraints on, reconciliation? By taking a global approach, this module highlights successes, dilemmas, challenges, and cross-national learning, in contemporary conflict resolution.

### Learning Outcomes

- Appraise the context of global conflict resolution today, including the distinct features of contemporary violent identity conflict.
- Compare and contrast a number of cases of violent inter-group conflict, identifying similarities and differences.
- Evaluate the variety of strategies which have been used in these cases to manage and transform conflict.

### Select Reading

- Özerdem, Alpaslan and Roger Mac Ginty (eds.) (2019) *Comparing Peace Processes*. Abingdon: Routledge.
- Mac Ginty, Roger and Anthony Wanis-St. John (eds.) (2022) *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict*. London: Palgrave Macmillan
- Tonge, Jonathan (2014) *Comparative Peace Processes*. Cambridge: Polity
- Paffenholz, Thania (2010) *Civil Society & Peacebuilding: A Critical Assessment*. London: Lynne Rienner.

## Dissertation

**Co-ordinators:** Dr David Mitchell/Dr Brendan Ciarán Browne

**Assessment:** 12,000 words, to be supervised by an appropriate member of staff. Supervisors will be allocated following the submission of formal dissertation proposals at the beginning of March.

**Submission Date:** 14 August 2026