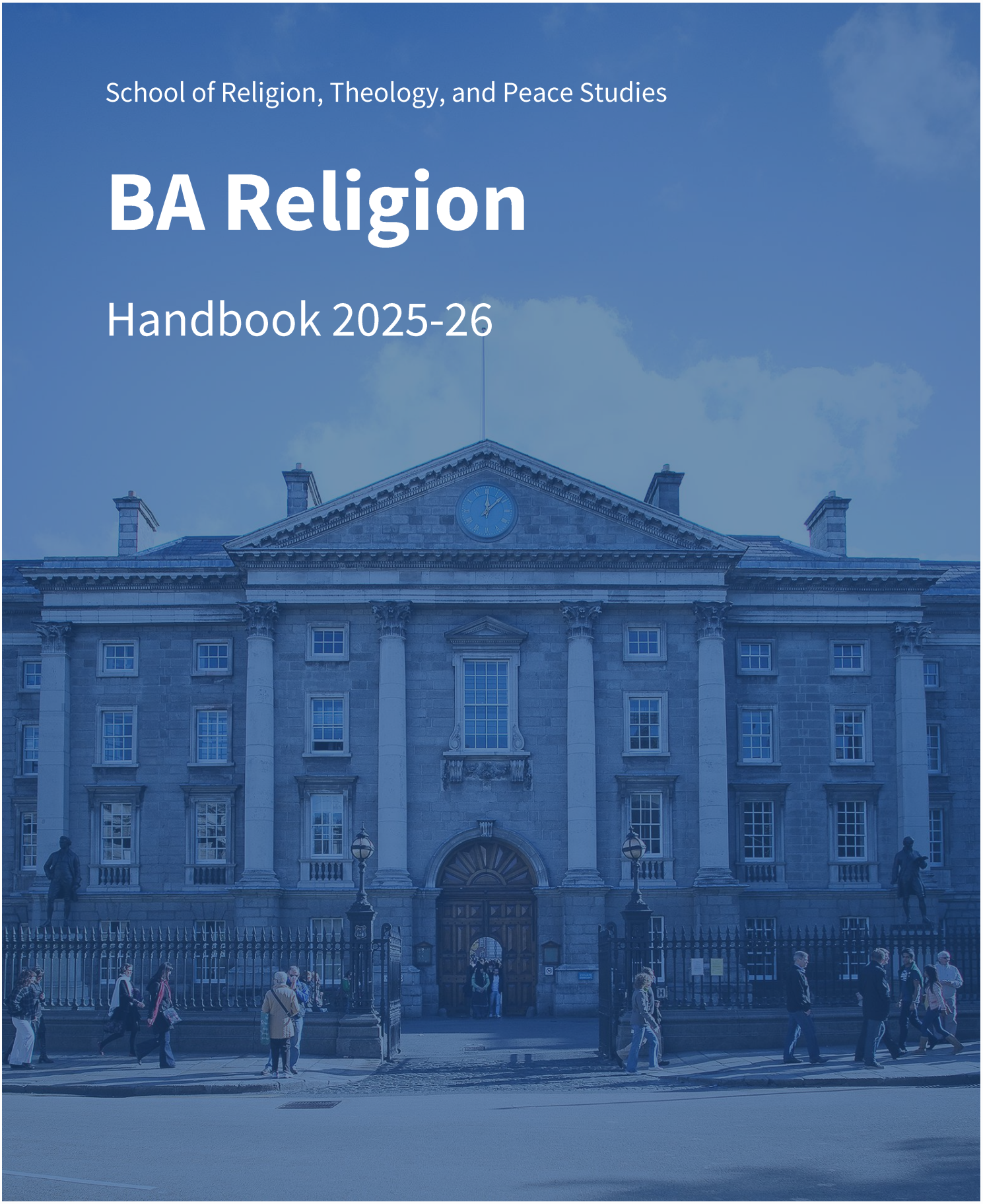
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Religion, Theology, and Peace Studies

BA Religion

Handbook 2025-26



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1. INTRODUCTION

Welcome to BA Religion students 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 re 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 Undergraduate Administration office. Alternative formats of the Handbook 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 undergraduate 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 or put a "forward" function in place.
- 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. Communicate with your tutor and the Course Coordinator in the case of severe illness or emergency circumstances.

2. GENERAL PROGRAMME INFORMATION

2.1 About the School

Our School is in the Religion, Theology, and Peace Studies (SRTPS) Building (Old Physiology Building), Trinity East campus. All academic staff have their offices in the building, and the School Undergraduate Administration Office is also located there on the Ground Floor, Room G0.03. Find us on the map.

2.2 Contact Details

The coordinator of the Religion programme (Single Honours and Joint Honours) is Prof. David Shepherd. He can be contacted at the School of Religion, Theology, and Peace Studies, Room xx, and/or by email at shepherd@tcd.ie.

The Undergraduate Programmes in the School of Religion, Theology, and Peace Studies are administered by the Undergraduate Executive Officer, Dominique Plant, who can be contacted at the School's Undergraduate Office: Room G0.08, SRTPS Building and/or by e-mail at srundergrad@tcd.ie.

2.2.1 Staff

Staff Name	Role/Title	Contacts
Wylie, Dr. Gillian	Head of School; Associate Professor in International Peace Studies	wylieg@tcd.ie +353 (0)1 896 4788
Humphreys, Mr. Martin	School Manager	srschmgr@tcd.ie +353 (0)1 896 4778
Plant, Dominique	Undergraduate Executive Officer	srundergrad@tcd.ie +353 (0)1 896 4789
Grieser, Dr. Alexandra	Director of Undergraduate Teaching and Learning; Assistant Professor in the Theory of Religion	griesera@tcd.ie +353 (0)1 896 4714
Hadromi-Allouche, Dr. Zohar	Assistant Professor in Classical Islamic Religious Thought and Dialogue	hadromiz@tcd.ie +353 (0)1 896 4790
Chauhan, Dr. Seema	Athena Swan Co-Champion; Assistant Professor in Asian Religions	chauhase@tcd.ie +353 (0)1 896 4789
Erickson, Dr. Jacob	Global Director Assistant Professor in Theological Ethics . Coordinator Colombia Dual Degree	ericksoj@tcd.ie +353 (0)1 896 4797
Faggioli, Prof. Massimo	Professor in Historical and Contemporary Ecclesiology	faggiolm@tcd.ie +353 (0) 1 896 4792
Garrigan, Prof. Siobhán	Director of External Relations; Professor of Catholic Theology Coordinator T&SJ	garrigs@tcd.ie +353 (0)1 896 4794
Hogan, Prof. Linda	Director of EDI; Athena Swan Co-Champion; Professor of Ecumenics	lhogan2@tcd.ie +353 (0)1 896 4787
Kirwan, Dr. Michael	Director of the Loyola Institute; Adjunct Professor in Catholic Theology	kirwanm6@tcd.ie +353 (0)1 896 4790

Staff Name	Role/Title	Contacts
Pevarello, Dr. Daniele	School Disability Officer; Assistant Professor in Early Christianity	pevareld@tcd.ie +353 (0)1 896 4773
Pierce, Dr. Andrew	Inclusive Curriculum Champion; Assistant Professor in Ecumenics Coordinator BD	piercean@tcd.ie +353 (0)1 896 4782
Russell, Dr. Cathriona	Head of Discipline Religious Studies; Assistant Professor in Theology and Ethics	russelc@tcd.ie +353 (0)1 896 4776
Ryan, Dr. Fáinche	Assistant Professor in Systematic Theology	faryan@tcd.ie +353 (0) 1 896 4791
Shepherd, Prof. David	Coordinator BA Religion; Study Abroad and Exchange Coordinator; Professor in Hebrew Bible/Old Testament	shepherd@tcd.ie +353 (0) 1 896 4790
Wold, Prof. Benjamin	Director of Research ; Director of the Trinity Centre for Biblical Studies; Associate Professor in Ancient Judaism and Christianity	woldb@tcd.ie +353 (0)1 896 1375
Morrison, Dr Neil	Adjunct Assistant Professor	nmorriso@tcd.ie
Scally, Dr John	Adjunct Assistant Professor	jscally@tcd.ie

Please note that some Professors may not be available due to Research Leave.

2.2.2 How to Contact the School

The Administration Offices' normal office hours are 9 AM – 1 PM, 2 PM– 5 PM, Monday to Friday. The School's Administration Officers work under a blended working arrangement, which means that the Undergraduate Executive Officer is not in School every day. If you need any support, please contact them at srundergrad@tcd.ie and a meeting can be arranged if needed.

Do not allow problems with a course or with your studies in general to build up. Meet with your College Tutor. Remember too that confidential help with personal problems is available for all students through the Student Counselling Service.

Please consult the Undergraduate Student Resources Handbook for more details of the supports that are available to you. Full details of all Student Support Services are available at the TCD Current Students website.

Staff will communicate with you via your Trinity email address. You are expected to check this regularly and to read and act promptly upon all messages sent to you.

The lecturers in the School are all approachable people who welcome the opportunity to meet their students. Please check with each lecturer about contact details and make an appointment with them via e-mail. In case of emergency contact the Administration Office where a member of the Admin Team will be able to help.

School and Programme notices will be posted in the Current Students page on the School website, on specific modules in Blackboard, and via your MyZone email account.

2.2.3 Opening Hours

SRTPS Building: Access will be via swipe card only and will be restricted to normal office hours i.e., standard 9 AM – 5 PM Monday to Friday. The School will remain open on evenings Mon-Thurs until 9.30 PM to accommodate the delivery of the School's Dublin based Evening Postgraduate courses. Any changes to the opening and closing times will be notified by e-mail.

Please note students are **not** permitted to remain in the building outside normal office hours without permission unless attending a lecture, seminar or event which has been scheduled by a staff member. Students who wish to avail of working in the School outside of Office Hours **must** request permission from relevant staff member.

2.2.4 Use of School Spaces

Meeting Room (G0.15): This room is always kept locked. Pre-booking is mandatory in case students wish to use it for small group meetings. Please contact the Undergraduate Executive Officer at srundergrad@tcd.ie to book this room.

Reading Room: Students can avail of the School Reading Room which is located on the first floor. Please note that the Reading Room is a **QUIET SPACE** for reading and studying. There are no pre-booked tables and use of same is on a 'first come, first served' basis. Only students from the SRTPS programmes can use this room (BA Religion - Single / Joint Hons, Postgraduate).

School Classrooms: Rooms G0.06, G0.07, and G0.16 must **only** be used for classes and pre-booked events. Students are not allowed to use the classrooms to study / for meetings, unless previously authorised by the School Manager, Course Coordinator, or the DUTL.

2.2.5 Programme-Specific Reference / Sources – Locations

SRTPS website – 'Current Student' page	Interactive College Map
Blackboard	Academic Registry

2.3 Emergency Procedures

In the event of an emergency, please **dial Security Services on extension 1999**.

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under **ICE** (In Case of Emergency). It is also recommended that students download the **SafeZone App** to access alerts for closures in inclement weather, etc.

2.4 Key Dates

The academic year is divided into two semesters. Each semester is of 12 weeks duration. Each teaching term has a designated Study/Review Week. Please note that in Michaelmas term 2025/26 Junior Fresh (1st Year) students will begin Term with Orientation in week 2 of teaching term (beginning 15 September 2025). Please refer to the current academic-year-structure.pdf for further details.

Please note:

- Trinity Calendar is the main source of information of College important dates.

- Additional / contingency days may be required outside of the formal assessment weeks.
- The Key Dates below are subject to change. You will be notified of any School specific dates or of additional events / activities via your TCD email address.

2.4.1 Michaelmas Term

Academic Calendar Week	Date/Month	Event / Activity
3	8 Sept	Module Enrolment – Session for Visiting Students
4	**15 Sept**	**Start of Michaelmas Teaching Term for SF, JS, and SS students**
4	17 Sept	Junior Fresh Students Orientation
5	**22 Sept**	**Start of Michaelmas Teaching Term for JF students**
6	01 Oct	Students Welcome Reception
TBC		Outbound Mobility Applications open (SF Students)
TBC		Foundation Scholarship Info Session (SF Students)
10	**27-31 Oct**	**Reading Week: no lectures / no classes**
10	27 Oct	Public Holiday / October Bank Holiday – School Closed
11	6 Nov	Foundation Scholarship Clinic (SF Students only)
TBC		Outbound Mobility SRTPS Information Session (SF Students)
14-15	24 Nov – 5 Dec	Module Evaluation - Michaelmas Term (in class / online)
TBC		Outbound Mobility Applications Close (SF Students)
15	4 Dec	End of Term Celebration Need to confirm this
15	**5 Dec**	**End of Teaching Term (all students)**
16	8-19 Dec	Semester 1 Assessment Session
19	24 Dec - 1 Jan	Christmas Period – College Closed
20	5 - 9 Jan	Foundation Scholarship Examinations (SF Students)

2.4.2 Hilary Term

Academic Calendar Weeks	Date/Month	Event / Activity
22	19 Jan	**Start of Hilary Teaching Term (all students)**
24	2 Feb	Public Holiday / St. Brigid's Day – School Closed
TBC	Feb/Mar	Foundation Scholarships Info Session (JF Students) - Date TBC
28	2-6 Mar	**Reading Week: no lectures / no classes**

Academic Calendar Weeks	Date/Month	Event / Activity
30	17 Mar	Public Holiday / St. Patrick's Day – School Closed
32	3 Apr	Good Friday - School Closed
33	6 Apr	Easter Monday - School Closed
TBC		End of Semester Celebration, 5pm (Room G6)
33	10 Apr	**End of Teaching Term (all students)**
35	20 Apr	Trinity Monday (Foundation Scholarship Results)
36	27 Apr – 1 May	Assessment Period
37	May 8th	Deadline to submit Capstone Project Proposal (JS Students)
37-39	4-22 May	Marking/Results

2.5 Timetable

Your timetable will be available in your student portal at My TCD. You can also access the Undergraduate full timetable in the Current Students page on the School website.

2.6 Study Abroad/ERASMUS

2.6.1 Trinity Students Abroad: International Exchanges

Students can apply for the international exchanges that Trinity offers on a competitive basis to spend their JS year at a University in Canada, US, Australia, or Asia. Students undertaking an approved exchange are normally expected to achieve a minimum grade of second class (first division) in the Senior Fresh annual examination for a Junior Sophister exchange. Students who are required to take supplemental assessments may participate in the exchange at the discretion of the School.

2.6.2 Trinity Students Abroad: Erasmus and International Exchange

Under this scheme undergraduate students can spend their Junior Sophister Year (or part of it) studying at European universities outside Ireland with financial support from European funds. Students who expect to finish their Senior Fresh year with an II.1 mark are encouraged to apply. The Erasmus and international Exchange coordinator for outgoing

students is Professor David Shepherd. Within the BA Honours in Religion (Single and Joint Honours) funded exchanges with European universities are:

The Catholic University of Leuven, Belgium

Our School has established both a student exchange and a teaching exchange with the Faculty of Theology and Religious Studies in Leuven. This represents a genuine opportunity for our students. It allows students to travel to the Continent and experience a different climate of studying theology without having to master a foreign language—the lectures are conducted in English. Moreover, the Faculty of Theology in Leuven has a long-established, worldwide reputation. Major theologians from Erasmus to Gutiérrez have studied or worked there. The international English-language programmes of Theology attract students from all over the world. The Faculty employs almost 40 full-time members of staff, covering all major aspects of the theological and exegetical fields. The theology library is one of the finest in Europe, subscribing to more than 1,000 journals, with more than one million books on theology. Leuven itself is a beautiful medieval town in the heart of Europe.

University of Münster, Germany

The Faculty of Protestant Theology at the University of Münster is among the largest schools of its kind in Germany. It is currently comprised of twenty-eight academic degree programmes with five core disciplines: the Institute for New Testament Textual Research, the Institute for Ethics and Associated Social Sciences, the Delitz Institute for Jewish Studies, the Ecumenical Institute, the Seminar for Reformed Theology, and the Seminar for Religious Studies and Intercultural Theology. There are many opportunities in Münster to select your own unique academic focus (including antique cultures and Mediterranean studies and the Institute for the Academic Study of Religions in the Faculty of Catholic Theology). Visiting Students will enjoy a historic university city rich in historical and cultural importance.

University of Copenhagen, Denmark

University of Göttingen, Germany

Uppsala University, Sweden

University of Birmingham, UK

Please contact Prof. David Shepherd about additional links that may be available in the 2025-26 Academic Year.

2.7 Scholarships and Prizes

2.7.1 Foundation Scholarships

Scholars are elected annually in various subjects on the result of an examination held in January. In one of the most colorful events of the academic year, the names of those elected are formally announced by the Provost from the steps of the Examination Hall on the Monday of Trinity Week.

Scholars are entitled to free Commons (meals in the Dining Hall) and free rooms in College. They also receive an allowance and are exempt from paying fees.

Candidates must give notice of their intention to take the scholarship examination on the prescribed form. For specific dates and information please visit the Foundation and Non-Foundation Scholarship page.

The traditional time to sit the scholarship examination is in the Senior Fresh (SF) Year. The objective of the Foundation Scholarship examinations is to identify students who, at a level of evaluation appropriate to the Senior Fresh year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; to demonstrate rigorous and informed critical thought; and, in appropriate disciplines, to demonstrate an advanced ability to solve problems and apply knowledge. As such, the types of questions found in the scholarship examination differ from those found in the annual examinations. The format of the exams is available from the Calendar and further information is available from the Course Coordinator.

For additional information please see Calendar, Part II, Foundation and Non-Foundation Scholarships.

2.7.2 SRTPS Prizes

All the awards stated are subject to the proviso that sufficient merit must be shown. Monetary awards will be paid by electronic fund transfer (EFT) to the recipient's bank account via the student portal my.tcd.ie.

PRIZE	AWARD YEAR
Carson Biblical Prize	Junior Fresh
Church Formularies Prize and Ryan Prize	Senior Fresh
Bishop Forster's Divinity Premium	Senior Fresh
The 1983 Prize in Biblical Greek	Senior Fresh
George L. Huxley Prize in Patristics	Senior Fresh/ Junior Sophister
John A. Boland Memorial Prize	Junior Sophister
Lambert Prize	Junior Sophister
Newport White Prize	Junior Sophister
Wall Biblical Scholarships	Junior/ Senior Sophister
Robert King Memorial Prize in Ecclesiastical History	Senior Sophister
Toplady Memorial Scripture Prize	Senior Sophister

For more details on the School of Religion, Theology, and Peace Studies prizes below, please refer to the Calendar, Part II, Prizes and other Awards (Religion prizes).

2.8 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 https://www.tcd.ie/religion/about/equality-diversity-and-inclusion/ 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. https://www.tcd.ie/religion/about/equality-diversity-and-inclusion/inclusive-curriculum/

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 this website Equality - Equality, Diversity and Inclusion | Trinity College Dublin

Further information on College approaches to the inclusive curriculum are available at this link (???.

2.9 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.

2.9.1 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.

2.9.2 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 accessing the Trinity's Gender Identity and Gender Expression Policy. For more information about College's EDI Office on Gender, please access: Gender - Equality, Diversity and Inclusion | Trinity College Dublin (tcd.ie).

3. TEACHING AND LEARNING

3.1 Your Programme of Study – Programme Architecture

The Honours BA in Religion (QQI Level 8) is a four-year programme that provides students with a broad introduction to the study of religion and discrete religious traditions in their multiple dimensions and manifestations. The programme is structured to facilitate both a broad-based study of religion ***and*** theology. Both the Single Honours and Joint Honours programmes support the attainment of the Graduate Attributes.

In each year of study students must complete 60 ECTS (60 credits). For additional information please review the 'Explore your Pathways' information.

There are two courses leading to the degree:

I. Single Honours (SH) in Religion.
II. Joint Honours (JH) in Religion combined with another Arts and Humanities Subject.

For **Single Honours students,** the 60 ECTS are made up of modules in Religion as well as Approved / Open modules and Trinity Elective Modules. Through choosing a **Single Honours** subject course, you will focus on one subject throughout your time in College. You will have the option to graduate with one of two awards. A Single Honours Award will allow you to specialise in your subject.

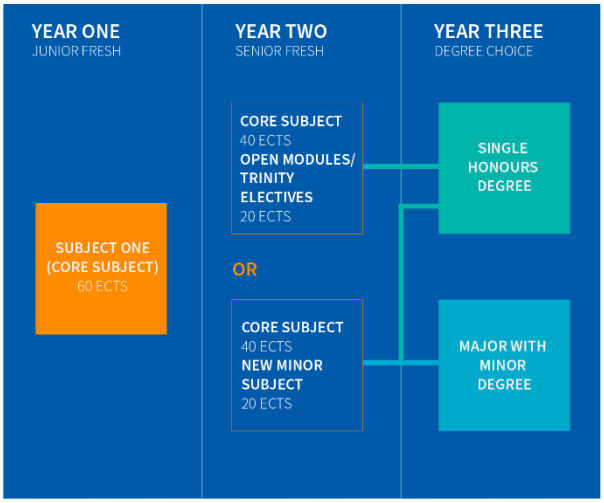


Table 1 - Single Honours

You may also take up a minor as a new subject from 2nd year and continue in both subjects to achieve a Major with Minor award. **See Table 1** above.

For **Joint Honours students,** the 60 ECTS are made up from modules in Religion and your other subject, plus Approved / Open and Trinity Elective Modules. **Joint Honours** entry courses provide you with an opportunity to study two subjects to obtain an award in both

subjects at graduation. You may also choose to concentrate more of your efforts on one of the subjects, while continuing to study the second subject to achieve a Major with Minor award or you can specialise in just one of your subjects to obtain a Single Honours Award. **See Table 2**. Available pathways are subject to change and may be dependent on subject capacity.

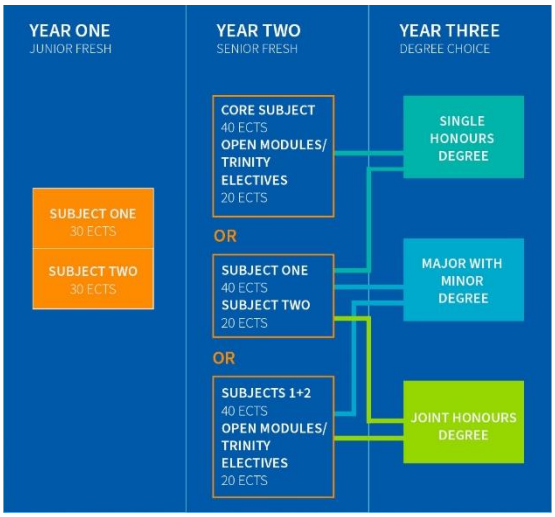


Table 2 - Joint Honours

The four years of the degree programme are known by the following titles:

Year 1 **Junior Fresh (JF)**

Year 2 **Senior Fresh (SF)**

Year 3 **Junior Sophister (JS)**

Year 4 **Senior Sophister (SS)**

Students in JF (Year 1) of the Religion Programme will be invited during Trinity Term to register their interest for taking up a new subject in SF (Year 2). For additional information please review this link. Students will then be invited at a later date to register for other Year 2 modules, including Trinity Electives and Open Modules. Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register.

A meeting for JF students re New Minor Subject will be called; students will be informed of it via email.

Both the Single Honours and Joint Honours degree in Religion are recognised by the Department of Education and Science as leading to qualifications for the purpose of admission to the Register for Intermediate (Secondary) School Teachers.

Students who have passed the Junior Sophister year may have the ordinary degree of B.A. conferred if they do not proceed to the Senior Sophister year or if they do not pass the Senior Sophister year/final degree assessments. For more details about this, please see the College Calendar (II Regulations Governing the Award of Degrees). Students who wish to avail of this must contact their tutor and submit an application.

3.1.1 Explanation of ECTS Weighting

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 component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

You can find more information accessing ECTS in undergraduate programmes: Guidelines.

References/Sources:

National Framework for Qualifications

Trinity Pathways

Trinity Courses

3.1.2 Modules available in 2025-2026

CODE	MODULE TITLE	ECTS
REU12101	Introducing the Old Testament/Hebrew Bible	5
REU12112	Introducing the New Testament: Texts and Contexts	5
REU12301	Introducing Theology: Key Questions	5
REU12312	Introducing Theology: Key Texts and Methods	5
REU12501	Ethics Matters: Global Questions, Ethical Responses	5
REU12522	Love And Justice: Intersections in Theology And Ethics	5
REU12701	Approaches to the Study of Religion	5
REU12712	Introduction to Philosophy	5
REU12724	Introducing Islam	5
REU12731	Jewish Thought and Practice	5
REU12741	Religions in the Ancient Mediterranean	5
REU12772	Introduction to Hinduism and Buddhism	5
REU22111	The Historical Jesus and the Gospels	5
REU22322	Medieval Theology: Women, Learning, Universities	5
REU22331	Christology: Jesus in History, Politics, and Love	5
REU22502	Creaturely Ethics: Humans and Other Animals	5
REU22512	Religion, Gender and Human Rights	5
REU22513	Digital Innovation to Achieve the Sustainable Development Goals	5
REU22712	Researching Religion: New Religious Movements	5
REU23122	From Invasion to Exile: The Ancient Histories of Israel and Judah	5
REU23302	Cosmology, Religion and Science	5
REU23501	Ethics in Sport and in Media	5
REU23301	Philosophical and Theological Approaches to God	5
REU33114	The Apostle Paul: Life and Letters	5
REU33132	Words To The Wise: Israelite And Jewish Wisdom Literature	5
REU33301	Power and Politics: Liberation, Contextual and Post-Colonial Theologies	5
REU33332	God and Human Freedom	5
REU33522	Environmental and Technology Ethics	5
REU33704	Christianity in the Cultures of Late Antiquity	5
REU33713	Life Of Muhammad: Sources, Methods and Debates	5

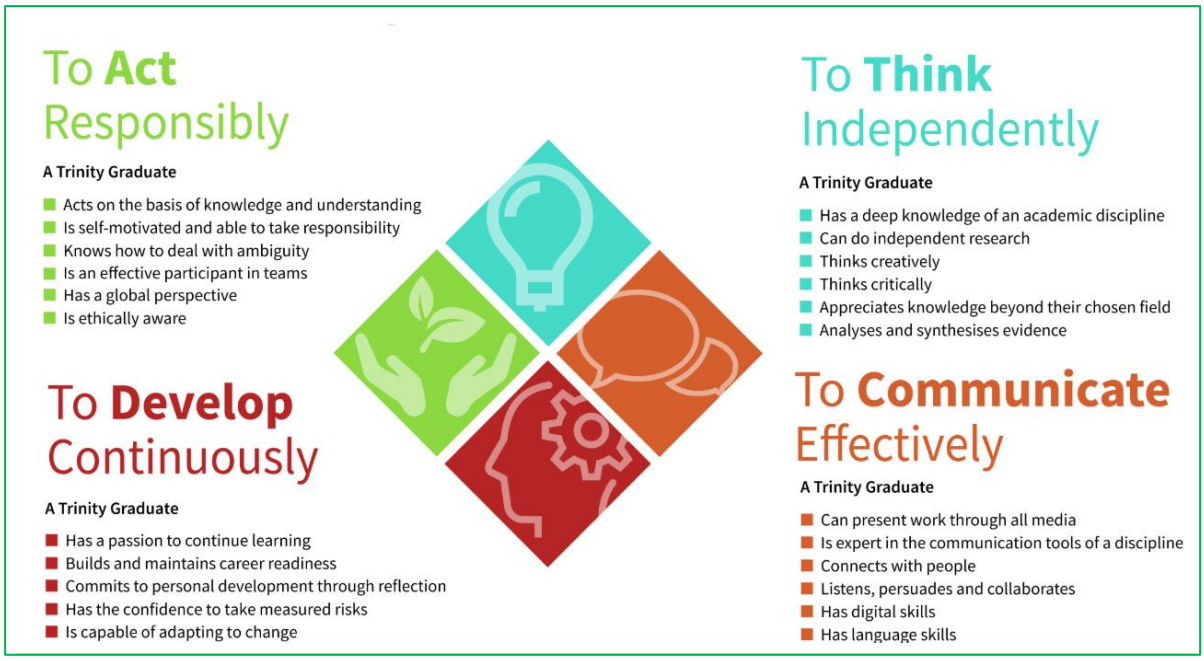
CODE	MODULE TITLE	ECTS
REU33722	Religion, Media and the Public Sphere	5
REU33732	Hindu Mythology	5
REU33322	Reformation and Enlightenment	5
REU44010	Dissertation	20
REU44124	Friendship in the New Testament and Early Christianity	10
REU44312	Queer Theological Ethics	10
REU44732	Religion and Multiple Modernities	10
REU44501	Ethics and Politics	10
REU44722	The Dead Sea Scrolls	10
REU44043	Advanced Topics in Systematic Theology	10

Please note: The School reserves the right to amend the list of available modules and to withdraw/ add modules. Timetabling may restrict the availability of modules to individual students. Available pathways are subject to change and may be dependent on capacity.

3.2 Module Descriptors & Reading Lists

For the full list of descriptors and reading lists with ECTS weighting, learning outcomes and a clear statement on graduate attributes that are achieved within the programme, please access the Module Directory 2025/26 via the Current Student Page , or consult either the relevant module syllabus on Blackboard or with the module coordinator directly. All registered staff and students automatically have accounts in Blackboard. The School of Religion, Theology, and Peace Studies reserves the right to alter module descriptors and/or assessments during the academic year.

3.3 Graduate Attributes



3.3.1 Graduate Learning Outcomes

On successful completion of the programme students should be able to:

- Engage the study of religion and theology as fields of academic enquiry with a variety of methodological approaches.
- Recognise and critically examine the varieties of religious traditions, and appreciate the internal diversity within those traditions, in their historical and contemporary manifestations.
- Engage the various methods required for the study of religion and theology including textual, philological, linguistic, historical, philosophical, social, and cultural analysis.
- Read and interpret religious and theological texts in their literary, religious, and socio-historical dimensions and contexts, attending to the complexities of reception and transmission, as well as to principal issues and trends in hermeneutics.
- Engage in critical theological reflection on major systematic themes, with attention to historical contexts and denominational traditions.
- Explore and analyse the ethical dimensions intrinsic to religion, with attention to resources for ethical discernment, reasoning and argumentation and traditions of moral enquiry.
- Analyse some of the central dimensions and claims of a number of the world's major religious traditions.
- Demonstrate knowledge of how religious and theological traditions correlate to articulations of particular faith communities in their historical, linguistic, cultural, and geographical contexts.

- Engage in critical reflection on the history of the interactions of religious traditions in specific cultural contexts, including the role of ecumenical and inter-religious dialogue in these interactions.
- Demonstrate knowledge of the fundamental concepts and methods of religious studies, and the study of some of the world's major religions, and
- Demonstrate knowledge of aspects of the major religions in the world (Indic Religions, Judaism, Christianity, Islam) in their linguistic, historical, philological, cultural, material, and geographical expressions.
- Demonstrate knowledge of the key aspects of theological analysis and reflection, including literary-historical analysis, biblical theology, history of Christianity and church history; systematic and dogmatic theology; theological ethics and pastoral theology and
- Assess and critically engage the role of church and community in the articulation and development of theological reflection.

3.4 Coursework Requirements

The School of Religion, Theology, and Peace Studies modules combine continuous assessment with end of semester examinations. Continuous assessment takes many forms, and **lecture/ seminar attendance is mandatory**. Examinations take place at the end of each Term.

Submission of Coursework is to be done according to the lecturer's requirements, by the date and time stated on the essay assignment. The essay should include detailed references (either in-text, or endnotes, or footnotes) 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.

An electronic copy of your essay must be submitted by the deadline through Turnitin via the College VLE (Blackboard) using your Trinity account username and password. If you are unclear as to how to do this, please talk to your lecturer.

3.4.1 Attendance Requirements

Attendance is **required** at all lectures, seminars, and tutorials unless you are specifically exempted (off books). If you are unable to attend a lecture for any reason, you must let

your lecturer know, either in person or by sending a note or email to the lecturer. Unexplained and/or unwarranted non-attendance at more than six lecture hours per module in any term will result in your performance being deemed non-satisfactory for that term. Being returned as non-satisfactory for two terms puts you at risk of being barred from exams in accordance with normal university regulations. For further information, please refer to the Calendar, Part II, Part B – General Regulations and Information, Section II for College attendance/ extension regulations.

Where the student misses a considerable number of lectures, seminars, or tutorials, and it is still possible for the student to complete the module, additional reflective work (written, oral, etc.) may be required on the part of the student. Module Coordinators may address significant absences with students in ways unique and appropriate to a particular module.

3.4.2 Late Submission

If you submit your essay after the due date without an approved extension, it will still be accepted up to one week late with a loss of 10 points. It will not be accepted after the lapse of one week. Remember that if you do not hand in your assignments, you also risk being returned as non-satisfactory for courses. If this happens over two terms, the department may ask for you to be barred from taking the examinations/ handing in coursework for Supplemental Session. Also remember that since the essays count towards your final mark your grades will suffer if you fail to submit them. You will be asked to repeat a non-submitted component, also if you passed the module overall.

3.4.3 Extension Policy

If an extension is needed on an assessment during term, students may contact their Module Coordinator to make such a request. Module Coordinators are in their right to refuse such a request in line with policies around deadlines. Ultimately, Module Coordinators will determine the appropriate and reasonable deadline for their own module. In situations where requests for extensions occur near the end of term, Module Coordinators may need to liaise with the Course Coordinator to determine appropriate deadlines for marks entry.

Students seeking an extension or deferral on medical grounds should contact their College Tutor and Course Coordinator. The College Tutor and Course Coordinator will liaise with Module Coordinators to determine appropriate deadlines. A medical certificate or documentation will likely be required.

3.4.4 Deferral or Absence from Exams

Students requesting an absence, documenting an absence from, or requesting a deferral of coursework or examinations must do so through their College Tutor and Course Coordinator. Absences from exam(s) must be appropriately evidenced:

- For illness: medical certificate must be submitted within three working days and specify that the student is unfit to sit exams and must cover the dates of relevant exams.
- For other grave causes: appropriate evidence must be submitted within three working days.

Undergraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted Medical certificates should be given to the Undergraduate Admin. Officer, who will contact the Course Coordinator, within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted.

For more details on Absence, please refer to Calendar, Part II, General Regulations and Information, 'Absence'.

More details of procedures after the submission of medical certificates are available from student tutors. For further information please refer to: Trinity Teaching and Learning – Academic Procedures.

3.5 Marking Scale

All undergraduate programmes will be required to provide clear grade descriptors representing a pass. (Regulation 3: Progression Threshold: Calendar, Part II, General Regulations and Information, Section II).

Where the Institutional Marking Scale is employed, programmes may refer to the Calendar. Programmes where this scale is not in use, such as a number of those in the Faculty of Health Sciences, must include information on the School/Programme Marking scale.

First Class	I = over 70%
Second Class, First Division	II.1 = 60 - 69%
Second Class, Second Division	II.2 = 50 - 59%
Third Class	III = 40 - 49%
Fail F2	F1 = 30 - 39% = less than 30%

The characteristics of work achieving these grades are as follows:

3.5.1 First Class (70% and above)

Indicates that the work is of excellent standard. The question/thesis will be addressed fully and clearly in a sustained and coherent argument. The work will show a wide range of relevant sources, which provide relevant support for the argument. The work will also show originality and an ability to integrate a wide range of material.

Overall	exceptionally/highly well-structured and informed; demonstrates striking personal insight and originality.
Understanding	thorough or even authoritative based upon wide reading; comprehensive understanding of relevant material; high degree of precision; independent and critical judgment.
Structure	excellent focus and structure; highly developed presentation and writing style; precision in use of style guidelines; contributes to a highly persuasive line of reasoning.
Sources & Research	extensive use of sources and engaged with high degree of insight; exceptionally effective use of evidence to support argument.

3.5.2 Second Class, First Division (60%-69%)

Indicates a clear understanding of the subject, a clear and relevant answer to the question, and shows a wider range of sources. The argument is coherent and logical, and there will be few, if any errors.

Overall	good understanding providing an answer informed by wide reading; reflects clarity of thought; demonstrates personal insight and originality.
Understanding	evidence of independent and critical judgment; discussion provides original insights; good understanding of relevant material; analytical and not only descriptive.
Structure	well-structured and focused; clear and fluent writing style; compelling argument.
Sources & Research	good range of sources used and applied; effective use of evidence to support argument.

3.5.3 Second Class, Second Division (50%-59%)

Indicates a familiarity with the subject and shows evidence of somewhat wider reading than work awarded a lower grade. There may be some errors in the work, but it presents some relevant ideas and examples.

Overall	Sound understanding; limited analysis.
Understanding	generally sound understanding or relevant material but limited range of depth; more descriptive than analytical.
Structure	generally clear presentation but weak in structure and development of argument.
Sources & Research	limited use of sources; attempts to support argument with relevant literature; occasionally awkward and unconvincing.

3.5.4 Third Class (40%-49%)

Indicates an attempt to answer the question. The work may omit key details, or lack support for the arguments presented, but includes some relevant details. Work awarded this grade typically draws on a narrow range of sources and may be based solely on lecture notes.

Overall	understanding is basic; analysis is limited.
Understanding	reflects a general knowledge but little detail; analytical thought is minimally demonstrated.
Structure	adequate presentation but unclear and disorganised.
Sources & Research	coverage of basic material is sparse; support of argument with relevant evidence is unsuccessful.

3.5.5 Fail 1 (30%- 39%)

Indicates that the work does not answer the question set, and/or contains minimal relevant information. The work may also be unstructured and incoherent.

Overall	incomplete and/or inaccurate work; unsystematic.
Understanding	poor understanding; significant inaccuracies; little to no analysis; lack of clarity.
Structure	argument is disorganized; general lack of coherency; fails to meet length requirement; poor use of style guidelines.
Sources & Research	minimal or inappropriate use of sources; evidence is not provided to support argument.

3.5.6 Fail 2 (0-29%)

Indicates the work has completely misunderstood the question or has made no attempt to use relevant material.

Overall	incomplete and/or inaccurate work; unsystematic.
Understanding	little or no knowledge demonstrated; little or no analysis; inaccurate and/or unclear.
Structure	disorganised and unclear; incoherent answer or non-discernible; unacceptably brief.
Sources & Research	inappropriate and/or inaccurate use of sources/literature; poor or no use of evidence to support argument.

3.6 Student Feedback and Evaluation

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that the School of Religion, Theology, and Peace Studies courses are well-structured and that the degree you obtain is of real value. But the experience of undergraduate study should be richer than the passing of assessment requirements. 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 very valuable to staff in the further development of the School of Religion, Theology, and Peace Studies. 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, 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. For additional information regarding this process, please access the Trinity College Quality Office website.

3.7 Capstone Project

The Capstone Project — though defined differently by different subjects — is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student.

The Capstone should:

- Be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across the four years of study.
- Result in the production of a significant piece of original work by the student.
- Provide students with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly.

All Senior Sophister students (Single Hons, Joint Hons students, and Religion Majors) who choose to focus on Religion in their capstone are required to write a dissertation of **10,000 – 12,000 words** (including footnotes, excluding bibliography). More details on the Capstone Project with the SRTPS, please access the **Capstone Project Handbook** on the School Current Students' Page. Makes sense when updated. Submission date? End of week 9?Students should refer to School and College Policies and Procedures with regards to Research guidelines and ethical practices.

If you are a Junior or Senior Sophister student (SH, JH, or Dual BA), please refer to the relevant Capstone document on the School's Current Students page to learn about the Capstone Project in more detail.

3.8 External Examiner

Your examinations, essays and dissertation are assessed, first in the School of Religion, Theology, and Peace Studies and then by the university's External Examiners. Assessments *pass* or *fail* on the final judgement of the External Examiners. External Examiners meet in May following the end of the academic year to monitor assessment procedures and

outcomes in all Sophister modules and for the dissertation. Final marks are confirmed at the Court of Examiners.

The internal examiner of your assessment (typically the module coordinator, or lecturer for the topic) will provide you with a report on your work together with the grade that will be proposed to the Court of Examiners. If your mark is on the threshold between Pass and Fail, or between Distinction and less than 70, then a second internal examiner will mark your assessment. Your assessment report and mark will be distributed to you. All correspondence with External Examiners are compliant with **GDPR**.

Undergraduate External Examiners are Dr Karen O'Donnell, Director of Studies, and Lecturer in Worship & Human Community at Westcott House, University of Cambridge, and Dr Meredith Warren, Senior Lecturer in Biblical and Religious Studies, Director of Sheffield Centre for Interdisciplinary Biblical Studies & School of English, University of Sheffield.

3.9 Progression Regulations

In order to pass each year and progress to the following one you will need to pass modules totaling 60 credits (ECTS). In Junior and Senior Fresh years each year will be treated discretely. In the Sophister years (3 and 4) your degree award will be calculated on your final two years' results, weighted at 30% (Year 3) and 70% (year 4) respectively.

Progression will be on an annual basis. Students will be permitted to carry failed modules from semester to semester but not from year to year. Students will receive provisional results after Semester 1 assessment. The same progression regulations, including compensation, apply for assessments relating to Semesters 1 & 2 and to reassessment.

All modules and components of modules are compensatable (except Open Modules with other regulations). A total of 10 ECTS may be accumulated at 'Qualified Pass' (i.e., marks between 35-39%) in the Academic Year. If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in all failed components in all modules for which they obtained either a *fail* grade or Qualified Pass. A module mark under 35% cannot be compensated and may lead to a repeat year, even if the overall year mark is a pass.

The reassessment session usually occurs at the end of August to coincide with the start of Semester 1 of the following academic year. There is an **automatic right** to reassessment for a student who has achieved a *fail* grade in any of their modules and is not eligible for compensation. However, students are not permitted to present for reassessment in any module for which they have achieved a pass grade, in order to improve their academic performance.

Students are not permitted to repeat any academic year more than once and may not repeat more than two academic years within a programme. The maximum number of years to complete an undergraduate degree is 6 years for a 4-year programme. Repetition of a year is in full, i.e., all modules and all assessment components.

Your academic record on your transcript will show clearly the time lost through repetition of a year. There is an option to repeat a year on an 'off-books' basis.

Students wishing to discuss their examination results should consult in the first instance their Course Coordinator.

For further information, please refer to the following links:

Calendar, Part II, General Regulations & Information

Calendar, Part II, Part C – Specific Regulations

National Framework for Qualifications

Trinity Courses

3.10 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 alum gathering to coincide with one of the commencement dates, and this is an enjoyable opportunity to reconnect with classmates, teachers, and alumni. All queries about your Commencement, following the Court of Examiners, must be

addressed to the Academic Registry. The Academic Registry will email you and contact through the 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.

4. ACADEMIC WRITING

4.1 Academic Integrity

In Trinity College Dublin, we commit ourselves as staff and students to acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community. Understanding that integrity requires honesty, transparency and accountability, we agree to:

- Strive to do what we say we will, ensuring that we are aware of our commitments and responsibilities in order to fulfil them, and abiding by College and other relevant policies and the highest standards of conduct.
- Give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.
- Tell the truth, as a community and as individuals, speaking out and listening even when it is difficult, naming problems and honestly acknowledging mistakes.
- Hold ourselves and others to account for the things for which we are each responsible.
- Use resources for the purposes for which they are intended and be above reproach in financial dealings.
- Deal fairly, consistently and transparently with others.

Information about academic integrity at Trinity College Dublin can be located under the Academic Integrity Policy and procedures: https://libguides.tcd.ie/academic-integrity.

4.1.1 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 they do not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

Whenever you draw on another person's work, you are required to acknowledge your source. Failure to do so exposes you to the accusation of passing off someone else's work as your own. This is called 'plagiarism.' The University Calendar Part II states that this is "a major offence, and subject to the disciplinary procedures of the University." As your essays count towards your final mark, plagiarism in your essays is considered the equivalent of cheating in an examination, a major offence for which you may be expelled.

Plagiarism results from either deliberately using the work of another without proper acknowledgement, or from lack of care in acknowledgements. All quotations and paraphrases of other people's work must be properly referenced to avoid the charge of plagiarism. This includes the work of other students and internet sites. If you use another student's essay notes without acknowledgement, both you and the author of the notes might be charged with plagiarism. To properly reference material taken from an internet site, you should give the usual information (i.e., author, date) and the full URL of the page.

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 re Plagiarism. It is particularly important that you familiarise yourself with this information.

Plagiarism can arise from actions such as:

(a) copying another student's work.

(b) enlisting another person or persons to complete an assignment on the student's behalf.

(c) procuring, whether with payment or otherwise, the work or ideas of another.

(d) quoting directly, without acknowledgement, from books, articles or other sources,

either in printed, recorded or electronic format, including websites and social media.

(e) paraphrasing, without acknowledgement, the writings of other authors.

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

(i) fail to distinguish between their own ideas and those of others.

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn.

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement.

Ensure that you:

i. Visit the online resources to inform yourself about how Trinity deals with plagiarism, how you can avoid it, and consequences. You should also familiarize yourself with the 2025-26 Calendar Part II entry on plagiarism located on this website and the sanctions which are applied.

ii. Refer to the 'Ready. Steady. Write' online tutorial on plagiarism. **Completing the tutorial is compulsory for all students.**

iii. Contact your Course-Coordinator or your Advisor if you are unsure about any aspect of plagiarism.

Ensure you have read and understand the plagiarism provisions in the General Regulations of the University Calendar, Part II for the current year.

4.1.2 Academic Misconduct in the Context of Group Work

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

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

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

4.1.3 Avoiding Academic Misconduct

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

4.1.4 Procedure in Cases of Suspected Academic Misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which will provide an indicative score and level, as below.

(i) Level 1: (0 - 200) poor academic practice/conduct
(ii) Level 2: (201 - 350) academic misconduct (minor)
(iii) Level 3: (351 - 500) academic misconduct (major)
(iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the Academic Integrity Meeting.

4.1.5 Reference / Sources

Calendar, Part II, Part B – General Regulations and Information

Academic Integrity - Academic Affairs, Trinity Teaching and Learning

Academic Integrity - Library Guides at Trinity College Dublin

4.2 Referencing Guide

Most lecturers expect you to use the Chicago Referencing Style. For more detailed instructions and examples on how to quote, please refer to the Chicago Manual of Style Citation Quick Guide. For TCD information on referencing, please access the Library guides for Religion & Theology. Also, please discuss with your module coordinators their expectations re referencing.

4.3 The Use and Referencing of Generative AI

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (20254), 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 (for polishing a text, especially for non-native speakers of English, we

recommend the use of the free software Grammarly instead, it does not change the content) . 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 the 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-labellerslabelers 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 medial 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[1] 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: take out empty page

College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

Library guidelines on acknowledging and reference GenAI.

4.4 Research Ethics

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). Visit Research Ethics on the School website for details of procedures, forms, and deadlines. To review the College's full "Policy on Good Research Practice," follow this link.

5. STUDENT SUPPORT & RESOURCES

The university provides a range of services to which you can turn for advice and support should you need it at any stage of your studies. The main services (Academic Support, Health and Wellbeing Support, Getting Involved, Financial Support, Administrative Support) are outlined on the School's UG Student Resources Handbook, and you will receive more information on what the various services provide at orientation. You can also visit the TCD Support & Services page for more detailed information on the services provided by College.