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

School of Religion, Theology, and Peace Studies

Christian Theology

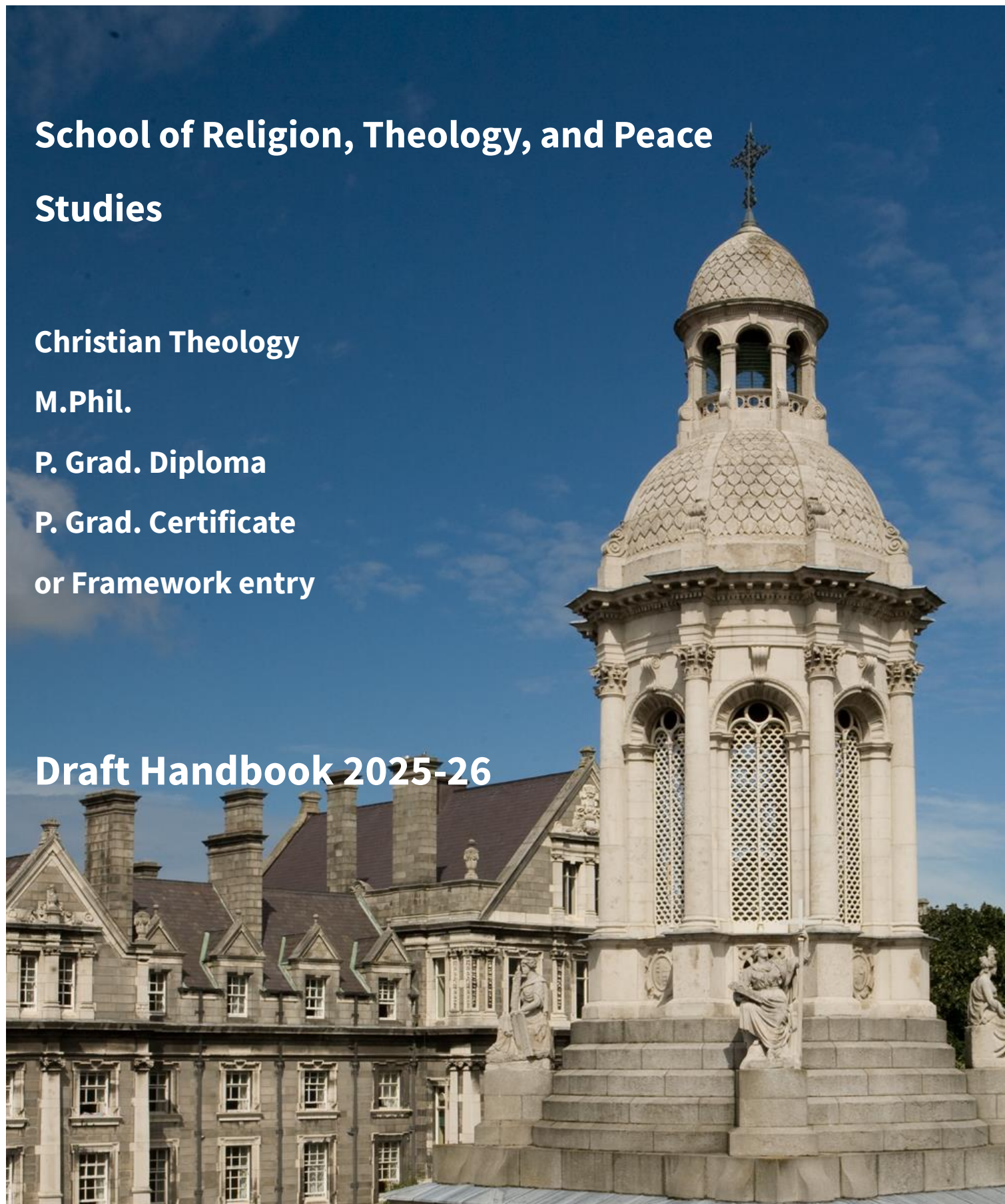**M.Phil.**

P. Grad. Diploma

P. Grad. Certificate

or Framework entry

Draft Handbook 2025-26

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SCHOOL OF RELIGION, THEOLOGY, AND PEACE STUDIES

TRINITY COLLEGE DUBLIN

INTRODUCTION

Introduction

Welcome to International Peace Studies 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 Postgraduate 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 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 COURSE INFORMATION

1. School of Religion, Theology, and Peace Studies Contacts

Head of School – Prof. Gillian Wylie

wylieg@tcd.ie

+353 (0)1 896 4794

Director of Teaching and Learning Postgraduate – Prof. Etain Tannam

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+353 (0) 1896 47838

School Manager – Martin Humphreys

Martin.Humphreys@tcd.ie

+353 (0)1 896 4778

Postgraduate Officer – Amanda Antunes

srpostgrad@tcd.ie

+353 (0)1 8964772

Christian Theology Course Coordinator – Dr Fáinche Ryan

ryanf@tcd.ie

+353 (0)1 8964790

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

1.1 Dublin Campus – ISE-LI Building Opening Hours

ISE-LI building: Access will be swipe card only and will be restricted to normal office hours. Currently a standard 9.00 a.m. – 5.00 p.m. working day i.e., Monday -

Friday. The School will remain open on Monday and Thursday evenings until 9.30 p.m. to accommodate the delivery of the School's Dublin based Evening Postgraduate programmes.

Any changes to the Opening Hours will be notified by e-mail.

Please note students are not permitted to remain in the building outside normal office hours unless attending a lecture, seminar or event which has been scheduled by a staff member.

1.2 Key Locations

We are in the main Trinity Campus. Further facilities information will be provided at Orientation.

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

[Interactive College Map](#)

[School of Religion, Theology, and Peace Studies](#)

[Trinity Central](#)

1.3 Key Dates

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

1.4 Timetable

Your timetable will be accessible via your [student portal](#).

1.5 Scholarships and Prizes

For Christian Theology Scholarships please see information available online at: Loyola Institute [Scholarships](#).

1.6 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](#).

1.7 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 the Equality website.

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

Reference/Source:

Equality, Diversity, and Inclusion Training:

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

1.7.1 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.

Reference/Source:

[Library Guides – Academic Integrity](#)

[Coversheet Declaration](#)

1.8 Student Support Services / Careers

There are a range of services to turn to for advice and support should you need them at any stage of your studies. You will receive information on student support during orientation but you should also visit the [Student Support Services website](#) and the latest [Student Services Handbook](#).

For Careers service / advice, students can make an appointment with a Careers Advisor through MyCareer. To avail of this service please login to [MyCareer](#) with your Trinity student name and password, update your profile and you can then book an appointment. The email address of the School's Careers Advisor, [Orlaith Tunney](#), is [tunneyo@tcd.ie.](#)

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

[Trinity Careers Service](#).

[Overview of careers resources for postgraduate taught students](#)

[Plan Your Career](#)

[Trinity LinkedIn Alumni Tool](#)

[IT Services](#)

[Library](#)

TEACHING AND LEARNING

1. Course Overview and Requirements 2024-25

1.1 M.PHIL. CHRISTIAN THEOLOGY

The M.Phil. is currently taught by academic staff associated with the Loyola Institute and coordinated by Prof. Michael Kirwan. The Master's in Christian Theology and Christian Theology P. Grad. Certificate / P. Grad. Diploma / M.Phil. (Framework) provide students with the opportunity to gain an in-depth knowledge of core issues in Christian theology and to develop skills of critical thinking in relation to them. Students are introduced to historical scholarship and to rigorous contemporary theological investigation.

The focus on pluralist and critically constructive theological studies of the highest academic standing will allow students to contribute to public debates on theological issues in contemporary societies.

Lectures are normally held on Monday and Thursday evenings. Some elective modules may be taught during the day.

The M.Phil. in Christian Theology carries 90 ECTS. You must take six taught modules (10 ECTS each), comprising three core and three optional modules, and write a 15,000-word dissertation (LY7006 Dissertation- 30 ECTS. The course may be undertaken for over one year (full-time) or over two years (part-time). Once you are enrolled in your modules you will have access to the virtual learning environment 'Blackboard' for each of your module choices.

(Part-time students must take all six modules in their first year and complete their dissertation in their second year. Your timetable and assignment deadlines are the same as for full-time students.)

M.Phil. core modules
LY7001 Violence and Grace in the Human Narrative
LY7002 The First Words: Theology/ies of the Bible
LY7007 Readings in Classical Theological Texts
M.Phil. optional modules*:
LY7003 Ministry and Church in a Challenging Era
LY7005 – Christianity of the Celtic World
LY7009 Jesus of Nazareth: Son, Christ, Word
EM7489 Nature, Grace, and Place: Theology, Maps and Territories**
EM7480 Reimagining Ecumenical Theology: Dialogue and Difference**

*Please note, the optional modules available may differ each year.

**Modules offered by the M.Phil. in Contextual Theologies and Interfaith Relations.

1.2 POSTGRADUATE CERTIFICATE IN CHRISTIAN THEOLOGY

You must take three taught modules (10 ECTS each), comprising two core and one elective module, which is taken over one year, part-time.

Certificate core modules:
LY7007 Readings in Classical Theological Texts
LY7009 Jesus of Nazareth: Son, Christ, Word
Certificate optional modules:
LY7005 Christianity of the Celtic World (600-1000 AD)
LY7003 Ministry and Church in a Challenging Era

1.3 POSTGRADUATE DIPLOMA IN CHRISTIAN THEOLOGY

You must take six taught modules (10 ECTS each), comprising four core and two optional modules which are taken over one year.

Diploma core modules:
LY7001 Violence and Grace in the Human Narrative
LY7002 The First Words: Theology/ies of the Bible
LY7007 Readings in Classical Theological Texts
LY7009 Jesus of Nazareth: Son, Christ, Word
Diploma optional modules*:
LY7005 Christianity of the Celtic World (600-1000 AD)
LY7003 Ministry and Church in a Challenging Era EM7489 Nature, Grace, and Place: Theology, Maps and Territories**
EM7480 Reimagining Ecumenical Theology: Dialogue and Difference

***Please note, the elective modules available may differ each year.

**Modules offered by the M.Phil. Contextual Theologies and Interfaith Relations.

1.4 CHRISTIAN THEOLOGY M.PHIL. (FRAMEWORK)

The M.Phil. in Christian Theology carries 90 ECTS.

Year 1: 3 modules, two core and one optional (with the option to exit with P.Grad. Cert.)

Year 2: 3 additional modules, to include final core module (with the option to exit with P.Grad. Dip.)

Year 3: Dissertation

You must take a total of six taught modules (10 ECTS each), comprising three core and three optional modules, and write a 15,000-word dissertation over the three years of study. M.Phil. core and optional modules are listed above.

2. Coursework Assessment

In the Postgraduate Christian Theology modules are assessed in a variety of ways, mainly through written assignments, lecture / seminar attendance.

NB North American Students: The grading system in UK and Ireland is different from in North America - 60-69 is considered a very good grade.

2.1 Marking Criteria

Written feedback will be provided for all written work submitted. This will provide indications of where your essay was most successful and where you need to concentrate on your future work. Some lecturers will provide feedback via Blackboard, others via face-to-face consultations.

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 rubrics.

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

Criteria	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
Relevance to question	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.
Structure and argument.	The essay is structured	The essay is structured	The essay is mostly well	Some attempt at structuring material	The reasoning

	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.	logically, with subheadings where appropriate, and clear introduction and conclusion. A consistent line of line of reasoning is maintained which culminates in a clear concluding argument regarding the essay topic.	organised although the structure and line of reasoning may be difficult to follow in places. A concluding argument is made but is somewhat underdeveloped.	has been made but the essay is disorganised overall. The analysis lacks rigour and the conclusion are unclear and/or unsupported by the main body of the essay.	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.
Conceptual analysis	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.
Writing and presentation	The writing is lucid,	The writing is clear and	The writing is generally easy to	Some passages are well expressed but	The writing lacks clarity,

	sophisticated, and flowing. Grammar and syntax are excellent throughout and there are minimal typographical errors. Formatting is neat and consistent.	flowing. Grammar and syntax are correct throughout and there are minimal typographical errors. Formatting is neat and consistent.	read with some unclarity in places. Grammar, syntax, and spelling show some errors which could have been avoided during further editing. Formatting is mostly neat and consistent.	overall, the writing lacks clarity, precision, and readability. There are many grammar, syntax, and spelling errors which could have been avoided during further editing. Formatting is untidy.	precision, and readability. There are many grammar, syntax, and spelling errors and there is insufficient evidence of editing. Formatting is untidy.
Sources and referencing	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.
Successes and ways to improve.	There are likely no identifiable weaknesses in the student's	There is little that can be improved in future work,	The feedback highlights issues that can be addressed in	The essay shows that there are significant weaknesses in the	The work is not at the required standard. If

	work that can be improved.	though there may be scope for a greater degree of critical depth.	future work, leading to higher marks.	student's academic skills which should be addressed through greater effort, closer editing, and potentially professional support.	issues are not addressed, completion of the degree may be in jeopardy.

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

Aspect	80 and above, Outstanding	70-79, Excellent	60-69, Good	50-59, Passable/adequate	49 and under, Fail
Relevance to question	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.
Structure and argument.	The presentation is structured logically, with clear introduction and conclusion. A robust and original line of 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 are 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.

Conceptual analysis	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.
Presenting skills	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.
Sources and referencing	There is evidence of	The presentation relies	The presentation relies on sources	The presentation relies on a limited	A limited number of

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	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.	overwhelmingly on high quality sources. The appropriate referencing system is used correctly and consistently.	of varying quality. The appropriate referencing system is used mostly correctly with some errors.	number of perhaps rudimentary texts. The referencing contains many errors and inconsistencies.	low-quality sources is used. Referencing is poor.
Successes and ways to improve.	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.

2.3 Grade Bands

0-29   Highly unsatisfactory - Fail

30-39   Very weak - Fail

40-49   Weak - Fail

50-59   Satisfactory

60-69   Very Good

70-79   Excellent

80+   Truly outstanding

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.

Therefore:

0-29 indicates a highly unsatisfactory level of achievement across the criteria.

30-39 highlights a very weak level of achievement across criteria OR so highly unsatisfactory on at least one criterion that achievements on other criteria do not compensate.

40-49 indicates a weak level of achievement across the criteria OR a very weak level of achievement on many criteria.

50-59   A satisfactory level of achievement across the criteria OR a good level of achievement on some criteria compensating for weaknesses in others.

60-69   A very good level of achievement across the criteria OR an excellent level on some criteria and at least satisfactory on all criteria.

70-79   An excellent level of achievement on all the criteria OR a truly outstanding achievement on some of the criteria and at least satisfactory on all criteria.

80+ A truly outstanding achievement on all criteria.

2.4 Assessment standard:

M.PHIL. IN CHRISTIAN THEOLOGY

Course work is to be submitted according to the internal deadlines distributed at the beginning of each academic year. The 30 ECTS dissertation is 15,000-20,000 words long and is to be submitted in August. For 2024-2025 the submission date is Wednesday 15 August 2025. The pass mark for all assessed work is 50%.

There is no compensation between modules. There is no compensation within modules where there is more than one element of assessment.

To qualify for the award of the Masters' degree, students must achieve an overall pass mark, which is the credit-weighted average mark for all taught modules taken and achieve a pass mark of at least 50% in all modules and achieve a pass mark of at least 50% in the research dissertation and pass taught modules amounting to 60 credits.

Students failing to pass taught modules may re-submit required work within the duration of the programme as provided for in the programme regulations, i.e., a resubmission will be permitted with a deadline for resubmission of one month from the publication of the initial results. Only one resubmission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%.

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

Students who have passed taught modules but fail to achieve a pass mark in the research dissertation, will be deemed to have failed overall. Such students may apply to repeat the year or may be awarded the associated exit Postgraduate Diploma.

Students who have passed taught modules according to the above, but who do not choose to complete the dissertation, may be awarded the associated exit Postgraduate Diploma. The Postgraduate Diploma may be awarded with Distinction to candidates who have achieved 70% in all modules. A Distinction

cannot be awarded if the candidate has failed any credit during their programme of study.

Students can qualify for the award of Master's with Distinction in line with Calendar Part III regulations. A distinction shall require at least 70% in the research dissertation and at least 70% in the final aggregated mark of the taught modules. A distinction may not be awarded to any student who has failed any assessment element in the programme of their study.

The final mark is based on a credit-weighted average of the mark awarded in each module.

If you do not wish to proceed to the dissertation stage, you should notify your Course Coordinator in writing before 1 April 2025. Such students are required to submit module assessments by 2 May 2025.

CHRISTIAN THEOLOGY P. GRAD. CERTIFICATE (FRAMEWORK YEAR 1)

In the first of the three-year Framework, students will be required to pass the assessments in three modules (two core and one optional) in order to exit the course with an award or to progress. In the calculation of the overall mark for the programme, modules are weighted according to their ECTS credit value. The pass mark is 50%. Students who fail an assessment in one 10-credit module only may re-submit their work providing that the original submission was received by the due date. Students who have achieved an average of at least 70% of the available marks in all taught modules will be eligible for consideration for the award of Postgraduate Certificate with Distinction. Postgraduate Certificate with Distinction cannot be awarded if a candidate has failed any module during the period of study. Graduates of the Postgraduate Certificate may apply for the Postgraduate Diploma year 2 Top-Up to continue their studies.

CHRISTIAN THEOLOGY P.G. DIPLOMA (FRAMEWORK YEAR 2)

In the second year of the Framework (Postgraduate Diploma) students on the Framework degree are required to pass the assessments in three modules in order to exit the course with award or progress. In the calculation of the overall mark for

the programme, modules are weighted according to their ECTS credit value. The pass mark is 50%. Students who fail an assessment in one 10-credit module only may re-submit their work providing that the original submission was received by the due date. Students who have successfully completed the Postgraduate Diploma course may exit with an award of Postgraduate Diploma or may apply for the 1-year Masters' Top-Up programme. The Postgraduate Diploma may be awarded with Distinction to candidates who, in addition, achieve an overall average mark of at least 70% across the six taught 10 ECTS modules. A Distinction cannot be awarded if a candidate has failed any credit during the programme.

CHRISTIAN THEOLOGY M.PHIL. (FRAMEWORK YEAR 3)

To qualify for the award of the Masters' degree, students must achieve a pass mark of at least 50% in the research dissertation. Students can be awarded the M.Phil. with distinction if they achieve a mark of Distinction (70% or above) for their dissertation and in the overall average mark for the programme. A Distinction cannot be awarded if the candidate has failed any assessment during the programme.

2.5 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.

2.6 QQI-NFQ Level

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

2.7 Module Descriptors

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

Blackboard requires an active [TCD computer account](#) for access. For more information on access and enrolment issues visit the [IT Services VLE page](#).

Module Title	Module Code	ECTS Weighting
SEMESTER 1		
Christian Theology		
Christianity of the Celtic World (600 – 1000 AD)	LY7005	10
Readings in Classical Theological Texts	LY7007	10
Jesus of Nazareth: Son, Christ, Word	LY7009	10
SEMESTER 2		
Christian Theology		
Violence & Grace in the Human Narrative	LY7001	10
The First Words: Theology/ies of the Bible	LY7002	10
MINISTRY AND CHURCH IN A CHALLENGING ERA	LY7003	10
M.Phil. Contextual Theologies and Interfaith Relations (M.Phil. only)		
Nature, Grace, and the Triune God	EM7489	10
Reimagining Ecumenical Theology: Dialogue and Difference	EM7480	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. Presenting and Submitting Your Work

3.1 Essays

Module Coordinators will provide a range of titles for your essays. Most written assessments are 4,000 words in length, excluding footnotes and bibliography.

Please note that some modules are assessed by a shorter essay and another form of assessment e.g., a group project 4,000 words is about 12 pages of A4 double-spaced, **excluding footnotes and bibliography**. 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**. 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. It is available to download on the [Current Student](#) page of the School website.

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

Retain a copy of each essay that you submit. Your assessments will be submitted *via* [Turnitin](#) on Blackboard. Details on how to submit work on Blackboard will be provided. Submit each of your essays no later than 5 PM (17.00) on the day on which the essay is due, unless otherwise specified.

3.2 Dissertation

Researching and writing your dissertation is the culmination of your studies. The M.Phil. in Christian Theology provides a series of seminars on research methods and skills in the first semester. In the second semester guidance for your research proposal and for choosing your dissertation topic will be provided.

Your dissertation topic must be relevant to the M.Phil. in Christian Theology, 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 Loyola Institute / [School of Religion, Theology, and Peace Studies](#). 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. Once a topic has been identified you will normally be allocated a supervisor in January.

Once you are allocated a supervisor, please arrange to meet them as soon as possible. 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. The official written notification of your results will include the internal examiners' report on your dissertation.

In terms of feedback during the writing process, please note that your supervisor will read and provide comments on your **proposal and two other chapters**. You may also submit short chapter outlines to your supervisor for feedback. Further feedback is up to the discretion of the Supervisor.

3.3 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 of their own records although it is not required by the School.

The current regulations set a minimum of 15,000 and a maximum of 20,000 words, excluding footnotes and bibliography. Dissertations over 20,000 words may be penalised.

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

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. Submissions after the deadline will also be subject to the penalty for lateness.

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 (the M.Phil. in Christian Theology uses the Chicago Referencing Style)

9. Bibliography

You must also include:

(i) a list of **abbreviations** used in the dissertation (if such abbreviations are extensive), placed either before the Introduction or immediately before the Bibliography. This should be noted in the Contents.

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 bibliography.

The name of the degree (M.Phil.) must appear on the front cover page along with the following information: the name of the degree followed by the year of

submission, the student's name (student ID number) and the title of the dissertation.

Your name must appear on the front cover of the dissertation exactly as registered. If in doubt, please check with the Postgraduate Officer at srpostgrad@tcd. First name initials are not allowed.

3.4 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 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, makes clear and accurate referencing is essential to scholarly enterprise.

Quotations (and references generally) must be made with care for accuracy. Quote the exact words; if you have to add extra words to clarify the sense, put them in square brackets; if you omit any, indicate that you have done so with three dots; so, for example:

> It is instructive to note the comment of Henry Kissinger: "[In such cases] ... it is essential to bear in mind the role of personal humility in the exercise of diplomacy."

If a quotation is going to take up more than two lines in your script, or if you wish to give it a special emphasis, make a distinct paragraph of it: indent the whole paragraph five places in from the left-hand margin, with single spacing and without quotation marks. Always when you quote or refer, supply a precise reference to the work and page or pages to which you have referred.

It is a standard and essential academic requirement to cite the source of ideas taken from other authors and to place direct quotes in quotation marks. Where the idea or quotation is second-hand, i.e., drawn from a citation in another source, that fact should be noted in your list of references.

Web-based resources should be referenced with the following information: author of the document, title of the document, website address, and the date at which you accessed the site.

The work of compiling an accurate bibliography and footnotes is immeasurably lightened if proper care is taken from the beginning of your research to keep such details. When you note down a quotation or other reference, take care to record with it the full and precise details of publication.

3.5 Reference Styles

College does not require you to employ a particular reference style. In the Christian Theology programmes., we recommend the Chicago referencing style.

Footnotes serve two chief purposes: (i) to give a reference or several references; or (ii) to discuss a point which is incidental to your main argument, but which you wish nevertheless to acknowledge, or which serves to supplement or clarify your text. Most of your footnotes will be of the first type.

Footnote references should be in single spacing and placed at the bottom of the relevant page.

In the bibliography for your essays and dissertation, books, journal articles, online resources or book chapters should be listed alphabetically by author surname. The bibliography should include all works that you quote or mention in your

references. Full publication details of the books and articles should be given, and you should follow the Chicago referencing style for doing this. The titles of books and journals should be italicised, but not the titles of articles in journals. These should be put in inverted commas or quotation marks.

The following methods of citing a work are recommended for CT students:
As you write your essays and/or dissertation, you will frequently refer to other people's work and will sometimes quote passages word for word. In this way you show that you are engaging carefully with the material you are reading. When in your essay you quote somebody or refer to something that they have said, you are required to acknowledge your source. This acknowledgement may take the form of either footnotes or endnotes. Footnotes appear at the bottom of each page. Endnotes appear together at the end of your essay. You must also include a bibliography at the end of your essay listing all the works that you have consulted, including internet sites.

Referring to the Bible
We recommend that you use either the RSV or the NRSV version of the Bible. Students taking the language courses will find the RSV more useful since it is a more literal translation than the NRSV.
When referring to the Bible, you do not need to use footnotes or endnotes. Biblical references normally go in brackets in the body of your text. You should use the abbreviations of Biblical books as found in the RSV and NRSV translations. The punctuation of Biblical references should be as follows. The Book of Genesis, chapter 1, verse 1 should be written as 'Gen. 1:1'. If you wish to refer to a passage of several verses, then write, for example, 'Gen. 1:1-5'.
Foot/Endnotes
With the exception of Biblical references, all other acknowledgements should take the form of either footnotes or endnotes.
Notes of either kind should take the following form:
For books

First name, Surname, *Title of book* (Place of publication: publisher, year), particular page number(s) referred to.

Examples:

Damien Keown, *Buddhism. A very short introduction* (Oxford: Oxford University Press, 2000), p. 67.

For articles in books

First name Surname, "Title of article", in Name of Book Editor, ed., *Title of Book* (Place of publication: publisher, year), particular page number(s) referred to.

Example:

Paul Ricœur, "Hope as a Structure of Philosophical Systems", in Mark I. Wallace, ed., *Figuring the Sacred* (Minneapolis: Fortress, 1995), pp. 203-216.

For articles in journals

First name Surname, "Title of article", *Title of Journal*, volume number, issue number (year of publication) particular page number(s) referred to.

Example:

Christian Wiese, "Counter history, the 'religion of the future' and the emancipation of Jewish studies: the conflict between the 'Wissenschaft des Judentums' and liberal Protestantism, 1900 to 1933", *Jewish Studies Quarterly* 7, 4 (2000) p. 369.

You only need to give full information in the very first reference to a document. Thereafter you may abbreviate thus:

[4] Wiese, "Counter history", p. 83.

Bibliography

At the end of your essay, you will be expected to list the books that you have consulted in a 'bibliography'. This list should be in **alphabetical order** of surname.

Noting or listing an internet resource in a foot/end note

First Name Surname of Author or Webmaster/Webmistress (if known), "Title of text", *heading of page*, <u>full URL</u> (date last accessed).

Sutherland, Liam T.: "A Brief Re-Examination of the Concept of Belief in the Study of Religion", The Religious Studies Project,

<u>http://www.religiousstudiesproject.com/2013/05/15/a-brief-re-examination-of-the-concept-of-belief-in-the-study-of-religion-by-liam-t-sutherland/</u> (last accessed

23 September 2013).

In a bibliography

Surname, First Name of Author or Webmaster/Webmistress (if known). "Title of text", *heading of page*, <u>full URL</u> (date last accessed).

Example:

Sutherland, Liam T.: "A Brief Re-Examination of the Concept of Belief in the Study of Religion", The Religious Studies Project,

http://www.religiousstudiesproject.com/2013/05/15/a-brief-re-examination-of-the-concept-of-belief-in-the-study-of-religion-by-liam-t-sutherland/ (last accessed 23 September 2013).

For more detailed instructions and examples on how to quote, please refer to the Chicago Manual of Style Citation Quick Guide:

http://www.chicagomanualofstyle.org/tools_citationguide.html

4. *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.

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- 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.

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- 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.

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- 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.

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- 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 ~~the~~ 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.

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- 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.

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- As part of the declaration, students are asked to select either (A) or (B), below.

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

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- **(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-~~labellers~~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 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.

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- 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.**"

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- **References/Sources:**

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

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

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5. The Role of 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 marks assigned by 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,

to allow for appropriate preparation, will receive all documents required for the effective conduct of their role before their attendance (physical or remote), at the Court of Examiners. Students are informed if their assessed work is being sent outside the EU for external examination.

Christian Theology External Examiner:

Prof. Nikolaus Wandinger, Head of Department, Department of Systematic Theology, Universität Innsbruck.

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 to be proposed to the Court of Examiners. All fails, distinctions and borderline grades will be marked by a second internal examiner.

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 due to circumstances beyond your control, 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 for College attendance / extension regulations.

6. 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 causes beyond their control may prevent them from attending College (or any part of their course) must consult and inform their Course Coordinator. The Course Coordinator / Director will 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 for College attendance / extension regulations.

7. Academic Integrity and Referencing Guide

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 (Calendar Part III, Section 1, page 30) 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

Academic Integrity Policy (currently in development)

8. 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 he/she does 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.

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.

Please:

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 2022-23 Calendar, Part III entry on plagiarism located on this website and the sanctions which are applied.

Complete the 'Ready, Steady, Write' online tutorial on plagiarism (available on the online resources link above). **Completing the tutorial is compulsory for all students**.

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 on the Current Student page (Student Form) of the School website.

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

References/Sources:

Calendar, Part III, General Regulations & Information, Section I 'Plagiarism'
Plagiarism Policy
Library Guides - Avoiding Plagiarism
Plagiarism Declaration

9. 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 the 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 DTLP 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.

10. 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.

Appendix A – Module Descriptors:

LY7001 Violence and Grace in the Human Narrative

Co-ordinator: Dr Fáinche Ryan, fryan@tcd.ie

This module studies Jewish and Christian thought on the themes of deep-seated human alienation as evidenced in the persistence of human violence. The module studies ways in which, through history, structures of human creativity and communication seem persistently to veer towards being structures of exploitation and domination. The module will study key texts in Jewish and Christian scriptures wherein the narrative of human violence and alienation is articulated within a context of grace, gift, and redemption.

LY7002 The First Words: Theology/ies of the Bible

Co-ordinator: Dr Neil Morrison, nmorriso@tcd.ie

Students will be introduced to the interpretation of Scripture with particular attention being paid to the hermeneutical challenges and opportunities of reading the texts of the Old/First and New/Second Testaments 'theologically'. In the process, students will be invited to critically scrutinize notions of thematic unity and diversity within the Christian Scriptures and evaluate claims for a 'centre' or thematic core. The module will assess contemporary efforts at constructing 'biblical theologies' by analysing a variety of texts drawn from both Testaments.

LY7003 Ministry and Church in a Challenging Era

Co-Ordinator: Prof. Massimo Faggioli (TBD)

Please note that details of this module to be update by Prof. Faggioli by the start of term

LY7005 Christianity of the Celtic World (600-1000)

Co-ordinator: Dr Fáinche Ryan, fryan@tcd.ie

In this module the student is introduced to the historical, ecclesial, and political context of the theological art in the Church of the Celtic World. The theological art

of the *Book of Kells* will be a major component of the module. The students will be introduced to the iconography of the High Crosses in their distinctive schools.

LY7005 Christianity of the Celtic World (600-1000)

Co-ordinator: Dr Fáinche Ryan, fryan@tcd.ie

In this module the student is introduced to the historical, ecclesial, and political context of the theological art in the Church of the Celtic World. The theological art of the *Book of Kells* will be a major component of the module. The students will be introduced to the iconography of the High Crosses in their distinctive schools.

LY7007 Readings in Classical Theological Texts

Co-ordinator: Dr Fáinche Ryan, fryan@tcd.ie

The student will be introduced to a critical reading of classical texts from three main branches of Christianity, namely Orthodox, Protestant Reformed and Catholicism. Reading these texts will enable the students to explore diverse approaches to key disputed questions in the Christian tradition. The readings will include a selection of works from the Greek Fathers, Augustine, Aquinas, Julian of Norwich, Luther, Calvin, Teresa of Avila, and Barth.

LY7009 Jesus of Nazareth: Son, Christ, Word

Co-ordinator: Dr Michael Kirwan, kirwanm6@tcd.ie

The module will involve a detailed engagement with the scriptural, theological, and philosophical issues surrounding claims made about Jesus Christ. It will do so through an engagement with the portrayal of Jesus Christ in Scripture, with the development of the first Christologies and early Conciliar definitions, and with the ways Jesus has been understood by significant figures and movements from the past and in the present. The module will also explore liberation, postcolonial, ecological, feminist, and pluralist approaches to Christology. The reception of Jesus Christ in contemporary arts (visual, literature, music, film) will form part of the module.