



Trinity College Dublin

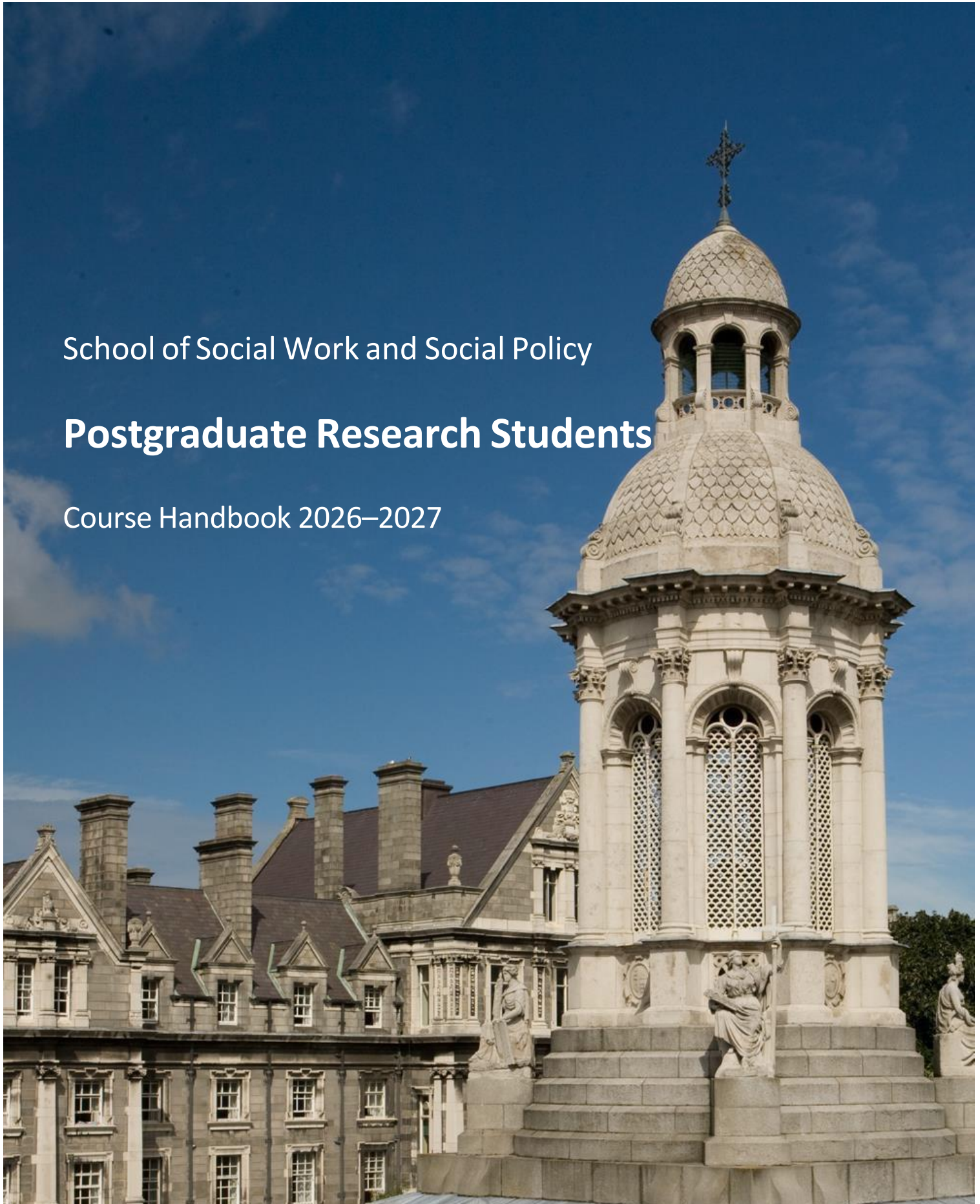
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Social Work and Social Policy

Postgraduate Research Students

Course Handbook 2026–2027



WELCOME

Welcome to Trinity College Dublin and to the School of Social Work and Social Policy. We are delighted that you have chosen to undertake your postgraduate research within our School. This Handbook has been prepared to guide you towards information and supports that will help you in your studies.

Together with information from the [Graduate Studies Office website](#) and [the College Calendar Part III](#) the course handbook should provide you with the answers to most of your questions.

Specific guidance documents referenced throughout this Handbook are also available to direct you in important areas. However, School staff, both administrative and academic, are always on hand to answer any remaining questions and you will find their contact details on the [School website](#).

Postgraduate research is both challenging and rewarding. It is a chance to make new discoveries about the world and about yourself. The outcome of postgraduate research is not just the *product* (the thesis that is produced); it is also about the *process* of research training that you undergo. Undertaking postgraduate research will enable you to develop the skills, creativity and rigor that are essential to contribute to knowledge. We hope that this learning will enrich your life, enhance your intellectual growth, contribute to scholarship in your field and lead you to further opportunities.

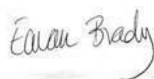
If we can be of assistance along the way, please let us know.

Best wishes,



Prof Nicola Carr

Head of School



Dr Eavan Brady

Director of Teaching and Learning (Postgraduate)

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GENERAL INFORMATION

Statement on General Regulations

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

Academic Policies

Information about the Universities Academic Policies can be found at: [HERE](#)

Student Complaints Procedure

Trinity College Dublin, the University of Dublin, is committed to excellence in teaching, research and service provision. The University aims for the highest standards of quality in all its activities. It takes legitimate student complaints seriously and aims to resolve them in a clear, fair and timely manner. Information about the Student Complaints Procedure can be found [HERE](#).

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at: [Dignity and Respect Policy](#)

Emergency Procedure

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

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury and fire assistance.

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

Data Protection

Trinity College Dublin uses personal data relating to students for a variety of purposes. Trinity College Dublin, acquires, processes, uses, discloses (where permissible by law) and retains personal data of students, staff, research participants, members of the public and other persons who engage with the University. This processing is regulated by Irish and European data protection legislation, specifically, the Data Protection Acts 1988-2018 and General Data Protection Regulation (GDPR) (EU) 2016/679 ('data protection law') which strengthen the rights of individuals and place specific data processing obligations on organisations. The Trinity College Data Protection website provides information and support for staff, students and researchers at Trinity College Dublin on all aspects of data protection at: [Data Protection](#)

This handbook has been prepared as per the guidelines outlined in:

Reference / Source

[Trinity Visual Identity Guidelines](#)

[Accessible Information Policy](#)

Other formats of this handbook are available on request. Please contact moorem11@tcd.ie

INTRODUCTION TO TRINITY COLLEGE DUBLIN AND THE SCHOOL OF SOCIAL WORK AND SOCIAL POLICY.

Overview of Trinity College Dublin

Trinity College, the single constituent college of the University of Dublin, was founded in 1592. Combining advanced research and scholarship with an educational environment that values the whole student experience, Trinity is a unique and vibrant College which emphasises the importance of a liberal education.

Universities are fundamentally about creating opportunities, and in today's world those opportunities are global. Trinity has formed global minds for generations and will continue to do so as faculty members and students are drawn from around the world to work and study here. Trinity College Dublin is recognised internationally as Ireland's premier university and is ranked in 81st position in the top world universities by the QS World University Rankings 2024.

Overview of the School of Social Work and Social Policy

The School of Social Work and Social Policy offers professional education in social work and wider human services, (including [child protection and welfare](#)) together with courses at undergraduate and postgraduate level in general and specialist aspects of social policy. The School provides postgraduate education and training in [applied social research](#), and a range of opportunities for [postgraduate research](#).

In research and teaching, the School seeks to contribute to knowledge on how to respond more effectively to the social questions of our time. The range of disciplines and research strengths in the School create rich opportunities for interrogation of the complex social issues that societies and individuals face today.

Staff and postgraduate members of the School undertake research in diverse fields that include ageing and human development across the life course, child protection and welfare, homelessness and housing exclusion, reproduction and sexuality, crime and penal regimes, immigration, disabilities, domestic abuse, health, bereavement, intersections of poverty and welfare, critical social theory, Eco social/sustainable social policy and social work practice, pedagogies and governance.

The range of substantive, theoretical, policy and methodological research expertise in the School makes it an exciting research environment for experienced and novice researchers alike. The School's strong traditions in social work and social policy are enriched by contributions from School members drawn from a range of cognate disciplines including anthropology, education, law, political science, psychology and sociology.

The School has a strong international orientation in its work and many of the School staff are members of international research networks in their fields of interest. A range of current research projects are based on active collaboration with colleagues in institutions abroad.

History and Current Programmes

The School of Social Work and Social Policy was formed from the previous Department of Social Studies, and the M.Sc. in Applied Social Research (previously part of the Department of Sociology). The new School also continued to co-sponsor the Children's Research Centre with the School of Psychology. The School inherits a strong legacy based on over 70 years' work in the Department of Social Studies and its focus on social work and social policy. The School has a long and continuing tradition of widely recognised excellence in social work education, and has a growing record of involvement in teaching and research in social policy stretching back to the 1960s.

Social work education has been provided in Trinity College since 1934. Since then, the number of social workers employed, and the scope of social work have expanded greatly. The Master in Social Work/Postgraduate Diploma in Social Work course offered by the School provides a route to a professional qualification in social work for applicants with a primary degree in social sciences. The four-year full-time undergraduate programme Bachelor of Social Studies combines an honours degree in the social sciences with professional education in social work. Graduates from both programmes are eligible to apply for registration with [CORU](#), the Health and Social Care Regulatory body in Ireland.

Significant markers in the School's development include the provision of the first university-based course in social work in Ireland in 1934; the establishment of the first and only professional primary degree in social work for school leavers in the State in 1973; establishing the first and only multi-disciplinary course in child protection and welfare in Ireland in 1990; and the establishment and granting of formal University recognition to the pioneering Certificate in Contemporary Living in the National Institute for Intellectual Disability in 2006 - the first such university-based programme for persons with intellectual disability in Ireland. In recent years, the School has pioneered Trinity's online agenda, as it is the first School to offer a certified level 9 postgraduate course fully online.

School Activities and Ethos

The School is currently one of the 12 Schools that constitute the Faculty of Arts, Humanities and Social Sciences, which was formed in January 2007. Overall, the School strives for an ethos that values multi-disciplinary scholarship; a diverse student base; a student-centered approach to education and pastoral care; public service; partnership with colleagues in other disciplines and institutions; community and practice partnerships, international experience and connections and integration between teaching, research, practice, and policy.

The School consists of a community of scholars from related disciplines bound together by a common interest in nature, functioning and delivery of welfare services, broadly defined. The School has, but not exclusive expertise, in the delivery and operation of services for children and older people.

The School is characterised by an active research culture, and interdisciplinary work is a strong feature of research both within the school and with external collaborators, locally and internationally. The School's strategy emphasises the role of research and commits the School to continuing its tradition of research-led teaching. Quality in research is judged by publication and by the impact of research on teaching and curricula, its professional impact and its effect on attracting more researchers and funding.

Degree Programmes:

Undergraduate degree programmes

Joint Honours Degree in Social Policy.

This four-year full-time degree in Social Policy encourages engagement with wider society and civic engagement, through modules on issues such as refugee policy, housing and homelessness, ageing and the life course, youth, reproductive rights, social inequality, disability and domestic violence. The fundamental aim of the degree programme is to give students thorough training in the systematic study of social policy, contemporary social issues and how policy works.

At the end of the four years students should have developed both a general understanding of the field of social policy and specific expertise in select contemporary policy issues, the process of policy making and the skills of research, analysis and argumentation applicable to the policy arena.

The pathways available are Major with Minor and Joint Honours. [HERE](#)

Bachelor's degree in Social Studies (BSS) (Social Work).

This four-year full-time undergraduate programme combines an honours degree in the social sciences (BSS) with professional education in social work. BSS graduates are eligible to apply for registration with the Irish Social Work Registration Board (CORU).

A blend of academic study and assessed professional placements ensures that BSS is a highly integrated programme, which aims from year one to develop reflective and pro-active social workers who can make a significant contribution in any area of the social services. [HERE](#)

Postgraduate taught degree programmes

M.Sc. in Applied Social Research

The M.Sc. in Applied Social Research aims to train graduates as professional researchers with relevant skills in gathering and analysing data. It may be taken on a one-year full-time schedule or a two-year part-time schedule. [HERE](#)

Master in Social Work / Postgraduate Diploma in Social Work

The Master in Social Work is a two-year full-time programme that aims to educate graduates as professional social workers. Upon successful completion of the course, graduates are eligible to apply for registration as professional social workers with CORU, the Health and Social Care Regulatory body. [HERE](#)

Postgraduate Diploma / M.Sc. in Social Policy and Practice

The Postgraduate Diploma in Social Policy and Practice aims to provide graduates from all disciplines with the opportunity to develop their understanding of the role that social policies play in developing functioning and just societies. A second year leading to an **M.Sc. in Social Policy and Practice** is available to eligible candidates who have completed the Postgraduate Diploma. [HERE](#)

Postgraduate Diploma / M.Sc. in Child Protection and Welfare

The Postgraduate Diploma / M.Sc. in Child Protection and Welfare aims to enhance the skills and knowledge base of experienced practitioners working with children and young people. A second year leading to an M.Sc. in Child Protection and Welfare is available to eligible candidates who have completed the Postgraduate Diploma [HERE](#)

Postgraduate Teaching Opportunities

Many PhD students want to gain teaching experience during their PhD. Teaching is not mandatory; rather, it is a decision made by students in consultation with their academic supervisor and with due consideration for any potential impact on research progression. Lecturing and Teaching Assistant opportunities that are relevant to PhD students, and for which their skills set permit are advertised by e-mail to all registered PhD students.

Occasionally the School is informed of part time teaching opportunities in other HEIs, and information is circulated to students as opportunities arise.

[Section 193 of the Taxes Consolidation Act 1997 \(TCA\)](#) provides that income arising from a scholarship is exempt from income tax. The scholarship must be held by a person receiving full-time instruction at a university, college, school or other educational establishment. Mirroring guidelines from funding agencies, and in line with sectoral understandings of the guidelines from Revenue, the practice of permitting students to engage in no more than 6 hours per week of teaching under the terms of the scholarship is accepted as qualifying for the tax exemption. This amounts to no more than 150 teaching hours per year.

For non-EU students, consideration should be given to ensure that the students' teaching workload does not compromise their visa status. Similarly, consideration should be given to the students' year of candidacy and progress on their research which can be provided by the student's Thesis Committee if there are any issues in relation to the student's progress. To that end, students in their final year should be cautious about taking on a TA role, *particularly a new one*, given the demands of completing the PhD dissertation.

Training opportunities are available to postgraduate research students undertaking teaching work: Academic Practice offers two 5 ECTS credit modules for Graduate Teaching Assistants. More information is provided on the [Academic Practice website](#).

Feedback will be shared with postgraduate students on their performance based on feedback from gathered from undergraduate students via module evaluations and second marking or moderating assignments marked by the postgraduate students. Postgraduate students are also encouraged to provide feedback on modules and the support they have received in their role via module leads directly to the Director of Teaching and Learning, Postgraduate.

Postgraduate teaching contributions can be recognized and rewarded through Schools nominating students to the annual [Trinity Teaching Award for Postgraduate Research Students](#).

Guidelines regarding specific expectations (including expected hours) for teaching activities will be provided by the module lead in both the job description and once a teaching role has been allocated. Teaching activities that may be undertaken by PhD students include delivering tutorials / seminars to undergraduate (or in some cases postgraduate) students; giving 'guest'/occasional lectures related to their area of expertise; marking assignments and/or in course exams. Rates for teaching and demonstration work and expected hours per activity will be specified in the job description. The module lead associated with the teaching role will be the point of contact for teaching related queries.

Claim forms should be submitted to swsp.payroll@tcd.ie on or before the 20th of each month. All claim forms received in time are paid one month in arrears by our college Payroll department. *Example*, a form that is submitted on the 20th of March will be paid on the last day in April. Note: When submitting a claim form you are entitled to claim for the full month of teaching. *Example*, if you submit your claim form on the 20th of March but are teaching after this date in March you can claim for these days as well. Postgraduate research students who provide teaching or demonstrating activities can request access to itemised pay slips via the CORE portal. To do so, students should contact HR directly at hr@tcd.ie.

Athena SWAN

The Athena Swan Charter is a framework that is used across the globe to support and transform gender equality within higher education (HE) and research. Originally established in the UK in 2005 to encourage and recognise the commitment to advancing the careers of women in science, technology, engineering, math's and medicine (STEMM) in higher education and research, it was extended to Ireland in 2015. That same year, the scope of the Charter was expanded to cover gender equality in arts, humanities, social sciences, business and law disciplines, and staff in professional and support roles as well as academics.

The Charter is now being used to address gender equality more broadly, and not just barriers to progression that affect women. The objective of the Athena Swan Ireland 2021 charter framework is to support higher education institutions, academic departments, and professional units in impactful and sustainable gender equality work and to build capacity for evidence-based equality work across the equality grounds enshrined in Irish legislation.

Trinity College currently holds an Institutional Silver award; 4 Schools at Trinity have secured Silver and 18 Schools (including the School of Social Work and Social Policy) have secured Bronze Athena Swan awards.

The School's Athena SWAN committee is responsible for overseeing Trinity's objectives in relation to Athena SWAN and the pursuit of Athena SWAN awards, as well as steering implementation of the institutional gender action plan, submitted as part of our successful Bronze award.

For more information on Athena Swan, please go to:

[Athena SWAN - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/AthenaSWAN/)

Contact Information

The main School office is on the 3rd floor of the Arts Building (click [here](#) for map)

Address:

Room 3063, Arts Building,
Trinity College Dublin, Dublin 2

Tel: +353 1 896 2001

Head of School Prof Nicola Carr	Email: ncarr@tcd.ie Tel: +353 1 896 1000
Director of Teaching and Learning (Postgraduate) Dr Eavan Brady	Email: bradye3@tcd.ie Tel: +353 1 8962009
School Manager Ms. Jennifer O'Toole	Email: jennifer.otoole@tcd.ie Tel: +353 1 896 1904
Executive Officer (Postgraduate Research Students) Ms. Michelle Moore	Email: moorem11@tcd.ie Tel: +353 1 896 2001

Student Contact Details

We use your Trinity email account to make contact on matters regarding your studies or other general College information we think may be of interest. You should ensure that you check your Trinity email account regularly. On those occasions where we need to contact you by post or telephone, we will use the postal and telephone contact details you provided at registration. If these contact details change, you should ensure that you contact the Student Records office and the School's Executive Officer as soon as possible.

Academic Registry

The mission of the Academic Registry is to provide key centralised administrative services to students and staff supporting the best possible Trinity experience. AR provides administrative support during a student's time in the University. Their vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle. More information about the Academic Registry can be found on their [website](#)

SECTION 1. REGISTRATION AND FEES

The information in this section is summarised from the [Graduate Studies Office website](#) and the [College Calendar Part III](#). However, it is for guideline purposes only. Please consult the Calendar Part III for more detailed information.

Registration

Student registration must be completed online for every year of your course. This is essential to allow you to enrol in classes and to maintain an active student record in Trinity.

The Academic Registry issues registration invitations to all new and continuing students. This invitation can be seen in the in-tray messages section of your my.tcd.ie portal.

New students

To access your my.tcd.ie portal, you will need your applicant username and password. Your applicant username and password will be sent to the email address you used to apply to Trinity.

Continuing students

If you are a continuing student, you can access the my.tcd.ie portal with your existing username and password see. <https://www.tcd.ie/academicregistry/student-registration/> for full details on registration

The College applies a late registration fee when a student does not register in the time allotted. Where a student does not re-register, s/he is deemed to be 'off College books' for that academic year without permission and will have to re-apply for admission and pay the required fee.

Normally, graduate students must pursue their course continuously. In **exceptional** circumstances outlined in the *College Calendar Part III*, students may be permitted to pause their registration and 'go off College books'. Students should note that they must apply for this permission via their supervisor who will progress the application with the Dean of Postgraduate Studies. The Dean of Graduate Studies, after consultation with the graduate student's Supervisor, appropriate Course coordinators and Directors may permit graduate students to go off-books where to do so, in the judgement of the Dean of Graduate Studies, is in the best interests of the graduate student.

During the period of interruption, graduate students are not required to pay fees. Consequently, they will not have a student card during this period and will not have access rights to the college library or other college facilities.

Off-books permission is given for a definite period, and a re-admission request from the student to the Dean of Graduate Studies is required prior to re-registration. Students wishing to return to their studies after a period off books should contact their supervisor well in advance of the deadline of July 1st so that the supervisor has ample time to inform College.

Should a postgraduate student wish to withdraw from College s/he must notify the Dean of Graduate Studies, the Supervisor and Director of Postgraduate Teaching and Learning in writing.

Fees

For information on student fees please see the Student Finance website here [Fees and Payments](#)

SECTION 2. STUDYING FOR A RESEARCH DEGREE – PH.D.

This section draws on the *College Calendar Part III* [College Calendar Part III](#) and the Trinity College Postgraduate Research Student Handbook available at [Research Handbook](#).

Structured Ph.D. Study

The successful Trinity Ph.D. student will advance knowledge in a specific field through original research and demonstrate a capability to carry out independent research. Ph.D. studies at Trinity are structured and students are expected to take taught modules/elements to support their research and help to develop transferable skills. Students are required to produce evidence of credits accrued to reflect this structured element. This requirement is strictly applied to all postgraduate research students who will not be allowed to submit their dissertation without this evidence. **All Ph.D. students must present evidence of having been awarded between 10 and 30 ECTS between years 1 and year 3 of their studies.** There are several learning opportunities across College and the School which can form the structured learning element of the Ph.D., including:

- Workshops and seminars are available through the, [Innovation Academy](#), the educational centre piece of the TCD - UCD Innovation Alliance. The Innovation Academy encourages Ph.D. students to recognise the innovation potential of their research and to exploit their ideas in a competitive world. Innovation is conceptualised in its broadest sense, encompassing the creative arts, social entrepreneurship, engineering, technology, and business. The Academy has an active schedule of seminars with entrepreneurs and academics, who give valuable insight into the process of making the leap beyond research.
- Modules offered on the School's taught Masters programmes which include courses in qualitative and quantitative research methods and accessing resources offered on the M.Sc. in Applied Social Research. There are also several online modules offered to PhD students. [Click HERE for list of courses.](#)
- Please note that a compulsory module (weighted 5 ECTS) - titled *Research Integrity and Impact in an Open Scholarship Era* must be completed by all students who have not completed their Confirmation Review. It covers the basics of research ethics, intellectual property, data protection and data management.
- A 5 ECTS module Planning and Managing Your Research Process, provided by Student Learning Development, the Postgraduate Advisory Service and the Student Counselling Service is very helpful for new PhD students. It focuses on self-management and self-care, interpersonal and leadership skills together with academic and research skills. [Click HERE for details on this course.](#)
- CAPSL provides a module entitled *Teaching and Supporting Learning as a Graduate Teaching Assistant*. This module carries 5 ECTS if done on a 'for credit' basis (where some assignments need to be completed, and number of places available is limited) OR on a not-for-credit basis, simply by studying the online content independently. [HERE](#)
- Please see page 51 for the current list of modules available for PhD students.

In discussion with their supervisors, students may propose earning credits by participating in these and other learning opportunities. The rationale for attendance, learning outcomes to be reached and outline of the assessment to be completed should be agreed between the postgraduate student and supervisor and submitted for approval at least one month in advance of the module/learning opportunity start date (see Appendix A for the *Structured Ph.D. ECTS Approval Form*).

Approval for attendance will be considered by the Director of Teaching and Learning (Postgraduate) in consultation with the relevant lecturer/facilitator. Evidence of modular uptake and credit accumulation should be documented on the student's yearly progression report (see Appendix B for the *Annual Review Form*).

Learning Outcomes

The Ph.D. is awarded to students who have been able to demonstrate:

- A systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field.
- That they can conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools or materials.
- They are capable of critical analysis, evaluation and synthesis of new and complex ideas.
- That they have made a significant contribution through original research which extends the frontiers of knowledge by developing a body of work, some of which merits publication in national or international refereed publications.
- That they can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner.
- The ability to promote, with due regard to ethical considerations and within an academic context, scientific, technological, social or cultural advancement.

Study Duration

The maximum duration of study for a Ph.D. is four years full-time and six years part-time.

Thesis length

A thesis must be written concisely. There is no minimum length for a Ph.D. thesis. In the social sciences, circa 70,000 words including references is a good ballpark to aim for, with room for variation on either side of this figure. Normally a Ph.D. thesis should not exceed 100,000 words of text and for scientific or technical subjects it will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing.

Ph.D. Timeline and Milestones

Each Ph.D. journey is unique, and it is impossible to prescribe exactly what should be happening at any given point in the process. However, it can be useful to see the key milestones along the entire process and these are presented in the diagrams below.

Key Milestones Structured PhD **Full Time** (4 years).

Before commencement
of doctoral study

- Statement of research subject
- Assignment & approval of supervisor
- Orientation events

During the first month of
study

- Agreement of supervision modalities & timetable for supervisory meetings
- Provision of desk space and necessary research equipment/facilities
- Agreement on skill-building programme
- Discussion & agreement of publication plans and authorship.

During the first semester
of study

- Appointment of the Thesis Committee (applies to students who register from September 2019 onwards)
- Specification of research question(s) & design
- Development of outline thesis research schedule with detail for year 1

During the first year of
study

- Attendance at formal modules or programme requirements
- Draft Literature Review & Methodology
- Specification of research plan for year 2
- Preparation for confirmation process

During the second year
of study

- Attendance at formal modules or programme requirements
- Completion of confirmation process – initiated within 18 months for FT students.
- Specification of research plan for remaining years
- Submit Ethics Application

During the third/fourth
year of study

- Completion of research – data collection and analysis.
- Final write-up of thesis
- Submission of thesis
- Nomination of examiners

Key Milestones Structured PhD **Part Time** (6 years)

Before commencement
of doctoral study

- Statement of research subject
- Assignment & approval of supervisor
- Orientation events

During the first month of
study

- Agreement of supervision modalities & timetable for supervisory meetings
- Provision of desk space and necessary research equipment/facilities
- Agreement on skill-building programme
- Discussion & agreement of publication plans and authorship

During the first semester
of study

- Appointment of the Thesis Committee
- Specification of research question(s) & design
- Development of outline thesis research schedule with detail for year 1

During the first year of
study

- Attendance at formal modules or programme requirements
- Work on Literature Review
- Work on Methodology
- Specification of research plan for year 2
- Begin preparation for confirmation process
- Submission of progress report

During the second year
of study

- Attendance at formal modules or programme requirements
- Ongoing work on Literature Review & Methodology
- Completion of confirmation process – within 30 months for PT students
- Specification of research plan for remaining years
- Submit Application for Ethics

During the
third/fourth/fifth years
of study.

During the sixth year
of study.

- Develop the Literature Review
- Refine Methodology
- Commence Data Collection
- Commence Data Analysis
- Work on Publications based on Emerging Findings
- Submit annual progress reports

- Completion of research – data collection and analysis
- Final write-up of thesis
- Submission of thesis
- Nomination of examiners

Research Student Progression

Annual Review

Annual review is an essential requirement for all postgraduate students on the research register (full and part-time) in Trinity College Dublin. Each PhD student must complete an Annual Review Report by logging in to my.tcd.ie (Research Manager tab). Completed report will then go to their supervisor and thesis committee for feedback/signoff.

Research Manager Guides and Videos can be found [HERE](#)

(The dates outlined in these guides and videos are exemplary only, and will vary year on year)

All supervisors must complete an annual review with their students before the end of the academic year.

Annual Review meetings should be completed no later than the end of June for students on the September register, and the end of January for students on the March register.

Before the end of the relevant academic year, and in a time, period determined by the relevant School or Discipline, the student should submit the annual review report to the Thesis Committee. Thereafter, a meeting should be arranged between the student and the Thesis Committee to discuss academic progress. The Supervisor and/or Co-Supervisor(s) may be present at formal annual review meetings with students as appropriate to local and discipline norms – in accordance with/depending on local and disciplinary policies. The Chair should ensure that time is allocated for the student to speak with the Thesis Committee without the supervisor(s) present.

Following this meeting and, if appropriate, following discussions between the Supervisor(s) and the Thesis Committee, the student's Thesis Committee should sign the annual review report form and indicate whether they recommend continuation on the PhD register.

Timing of the Review Meetings

The figure below presents the timing of the key review milestones.

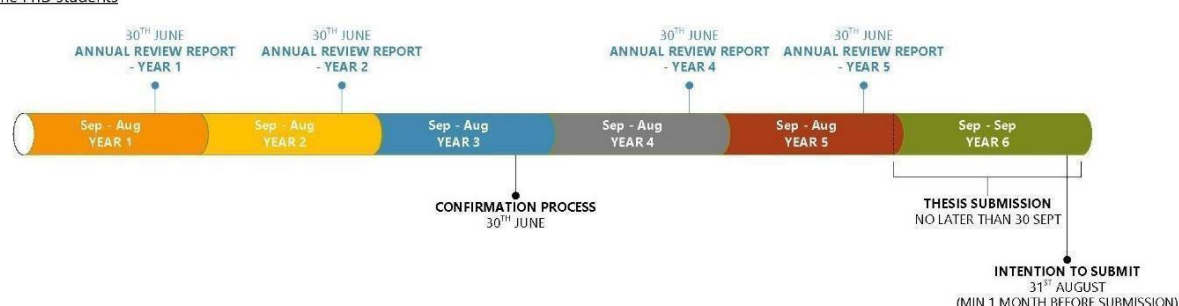
1. Postgraduate research students - September registrants

Postgraduate Research Progression Deadlines (Sept Intake)

Full-time PhD students



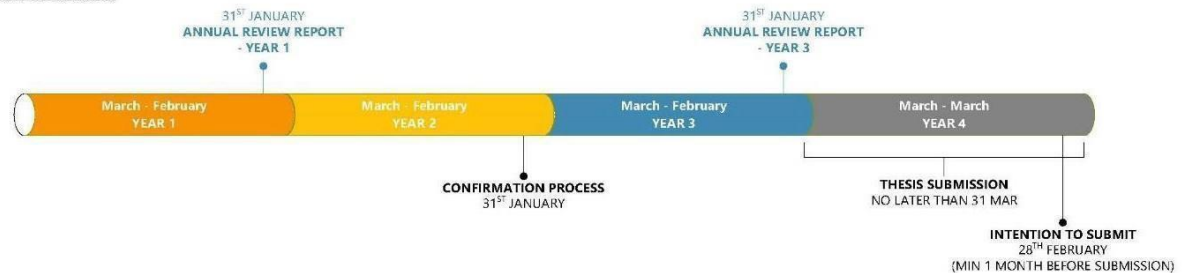
Part-time PhD students



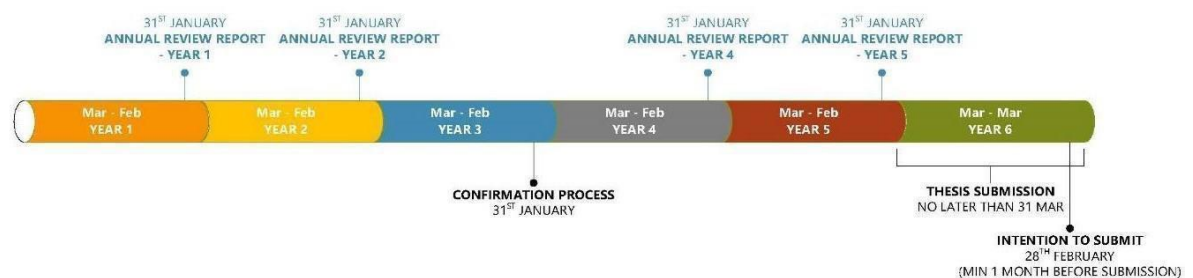
2. Postgraduate research students - March registrants

Postgraduate Research Progression Deadlines (March Intake)

Full-time PhD students



Part-time PhD students



Confirmation on Ph.D. Register

A process of academic assessment for all PhD students to confirm their continuation on the PhD register is arranged within the first eighteen months of registration for full-time PhD students, and 30 months after initial registration for part-time PhD students.

The confirmation process replaces the annual progress review process in the relevant year of study.

It is the responsibility of the Director of Teaching and Learning Postgraduate (DTLPG) to contact academic supervisors to let them know that their Ph.D. student(s) is required to complete the confirmation review process in accordance with the timeline set out above for full- and part-time Ph.D. students, respectively.

Both the supervisor(s) and the student should also receive reminders about the confirmation review process via their mytcd.ie portals. Thereafter, it is the academic supervisor's responsibility to communicate with the DTLPG on the matter of proposed dates for the confirmation interview. The date of the confirmation interview must be agreed by the DTLPG, student and the confirmation panel.

Students and their academic supervisors are expected to be aware of the requirements related to confirmation review process and to be familiar with the relevant rules and regulations as set out in [College Calendar Part III](#).

The Confirmation Review Report

The confirmation process requires PhD students to complete a Confirmation Report by logging in to my.tcd.ie (Research Manager tab). Completed reports will then go to their supervisor and thesis committee for feedback/signoff.

This report should not exceed 7,000 words (excluding bibliography and footnotes). The format of the report will vary according to the nature of the research project but as a general guideline, may include:

- An introductory section stating the research aims, critically reviewing existing literature to inform the formulation and specification of the research question(s)
- A theoretical and/or conceptual section which includes a discussion of how theoretical or conceptual aspects informed the project
- A section on methodology which discusses the design, access and sampling, data collection tools, data analysis technique(s) as well as ethical issues
- A timetable/timeline for the completion of the research (e) a list of references Students are advised to discuss the content of the confirmation report with their academic supervisor(s).

Research Manager Guides and Videos can be found [HERE](#)

(The dates outlined in these guides and videos are exemplary only, and will vary year on year)

The Confirmation Panel

Since September 2019, a Thesis Committee is appointed for all new entrants to the PhD register within two months of registration. The Thesis Committee members also act as the student's confirmation panel. The DTLPG or her/his appointee will Chair the Confirmation interview.

Thesis Committee members who agree to undertake this role do so on the understanding that they will also act as the student's confirmation panel. This means that they have a responsibility to read the student's work and provide a considered view on the student's proposed Ph.D. research, progress and so on.

Confirmation panel members may wish to comment on, query or seek clarification on any aspect of the student's research, including but not limited to the following:

- The research questions.
- Proposed methodological approach.
- The epistemological or theoretical underpinnings of the research.
- Proposed data collection (including recruitment and sampling strategies) and data analysis procedures; Ethical considerations guiding the conduct of the research; any perceived related issues or potential challenges.

The Confirmation Interview

The confirmation interview will be held either in person or remotely via Zoom in accordance with College and public health guidelines.

Organising the Date of the Confirmation Interview

The academic supervisor(s) is responsible for proposing and agreeing the date/time of the confirmation interview in consultation with the student, the Ph.D. confirmation panel and the DTLPG. It is recommended that the academic supervisor, in consultation with confirmation panel and the student, proposes possible dates to the DTLPG in the first instance.

Submitting the Confirmation Report

The confirmation report should be submitted by the student, via the Research Manager portal on my.tcd.ie at least three weeks ahead of the agreed date for the confirmation interview. It is the responsibility of the student to submit the confirmation report to her/his academic supervisor(s) for review well in advance of the three-week lead-in time to the confirmation interview. Submission of the confirmation report to her/his supervisor(s) for review is purely a matter for the supervisor(s) and the student to consider and agree.

Who will attend the Confirmation Interview?

The confirmation interview will be attended by the Ph.D. student, academic supervisor(s), the confirmation panel and the DTLPG or her/his nominee.

The Supervisor cannot be a member of the Ph.D. confirmation panel, but the Supervisor (and Co-Supervisors) are present at the interview. When necessary, an external discipline expert may be appointed. The Supervisor's attendance at the interview ensures that he or she is aware of the panel's critique of the students' work.

How long will the Confirmation Interview Last?

The confirmation interview will normally last for 1 hour (approximately) and should not exceed 1.5 hours. If a confirmation interview extends for more than 1.5 hours, the student will be offered the option of taking a break.

What will happen during the Confirmation Interview?

The student can expect to enter a detailed discussion about their Ph.D. research and will be expected to respond to any questions or queries that the reviewers may have about: the research questions/proposed research design/proposed theoretical framework (where relevant)/the feasibility of the proposed research/the timeline for the conduct of that research/any ethical issues or considerations relevant to the proposed research.

Confirmation panel members may wish to raise issues, as deemed relevant by them, about any aspect(s) of the research about which they require clarification or have concerns.

Students will be given the opportunity to respond to all questions. The academic supervisor(s) will not intervene during this period of discussion. However, following the discussion period, panel members may ask the academic supervisor(s) to comment and/or express their views on the feedback and comments provided by them to the student.

Following questions from the confirmation panel, the student and supervisor(s) may be asked to leave the meeting for a short period (normally no more than 10 minutes). The DTLPG (or her/his nominee) will tell the student and supervisor(s) when to return, at which point the outcome of the review process will be communicated to the student.

Confirmation Review Process Outcomes

Written feedback is given to the student as soon as possible after the Ph.D. confirmation interview. The recommendations of the panel are:

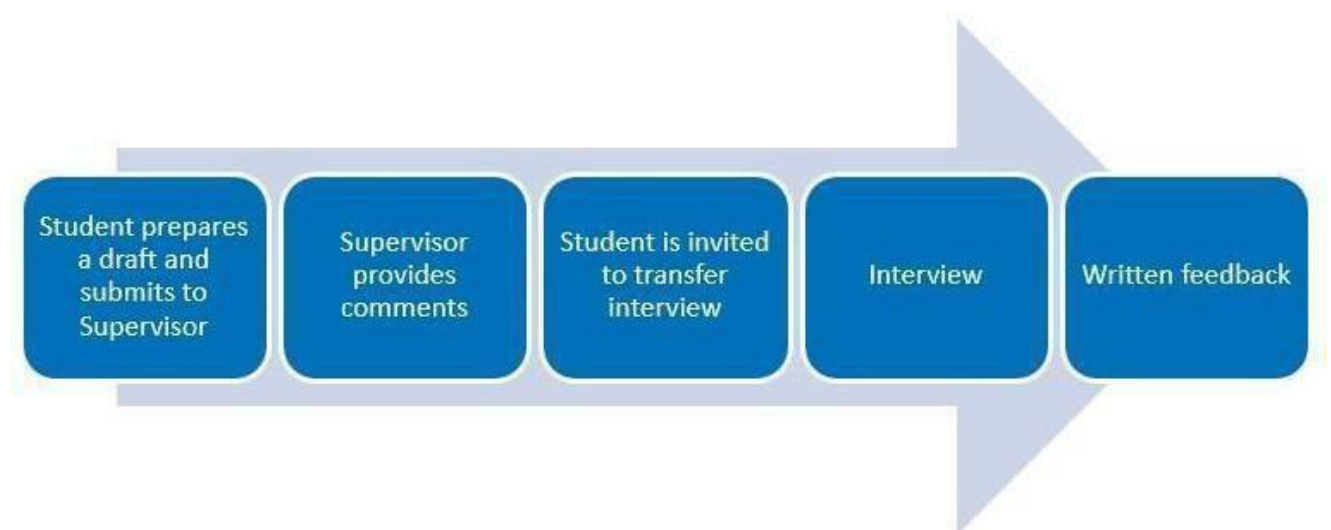
1. (a) continuation on the Ph.D. register,
2. (b) continuation on the Ph.D. register after some minor changes have been made to the Ph.D. confirmation report
3. (c) continuation on the Ph.D. not recommended at this time: a new report to be written and confirmation interview to be held again as soon as possible thereafter,
4. (d) a recommendation to change to the general Masters register to submit a Master's thesis, or
5. (e) not to continue as a postgraduate research student.

A student may appeal the result of a Ph.D. confirmation interview see [Section I paragraph 67 in Calendar Part III](#) for further details.

Transfer to Ph.D. Register

Students who started on the research Masters register but wish to convert to the PhD register can undertake a 'transfer process's identical in all respects to the confirmation process. This process is normally arranged **within the first eighteen months of registration**, extended by a further year for Ph.D. students on the part-time register from year one.

The transfer process requires the student to prepare a transfer report; the transfer report should be written according to the guidelines issued by the appropriate Director of Teaching & Learning (Postgraduate).



The student then attends a transfer interview. The transfer panel for each student is appointed by the Director of Teaching and Learning (Postgraduate) but they will consult with the Supervisor, also considering the student's opinion. The Supervisor cannot be a member of the transfer panel, but the Supervisor (and Co-Supervisors) are present at the transfer interview. When necessary, an external discipline expert may be appointed.

The regulations for transferring can be found in Section II.42 of the [College Calendar Part III](#).

The Thesis Committee [Applicable to PhD Students who Register from September 2019 Onwards]

Thesis Committees

The Thesis Committee model has been adopted in Trinity to enhance the supervisor – research student relationship and to ensure quality supervision practice in line with international best practice. A Thesis Committee shall be formed no later than six months from the first registration of a PhD student to monitor and advise in relation to the progress of the student throughout the lifespan of the structured PhD. **More information can be found [HERE](#)**

Membership of Thesis Committees

1. All Thesis Committees must comprise **at least two members independent of the supervisor and co-supervisors**. One member must be an independent academic member of Trinity staff from within the School familiar with the student's research area. The second may be an additional academic member of staff from within the university or a recognized external expert in the student's field of study. Such external experts may be affiliated with external universities, but this is not a requirement for the role.
2. Committee membership should be nominated by the supervisor in consultation with the student for approval by the Director of Teaching & Learning (Postgraduate).
3. Supervisors and co-supervisors cannot be formal members of a Thesis Committee.
4. The Director of Teaching and Learning (Postgraduate) has authority to approve membership of Thesis Committee and any necessary changes ensuring that there is at least one independent academic member from within the School always represented.

The Role of the Thesis Committee

Thesis Committees perform three key functions:

1. Support the academic progress of the student and provide guidance on their development as PhD researchers.
2. Assess and monitor research progress through formal review processes (i.e., annual review and confirmation / transfer interview) and agree with an appropriate recommendation.
3. Support the student-supervisor relationship and enhance the overall quality and rigor of the supervision process.

While Thesis Committees may guide students to appropriate support services and provide informal support, the Committee **does not have a direct responsibility for the provision of pastoral care**.

Formal Meetings of the Thesis Committee

The meetings with the Thesis Committee provide students with the opportunity to present, explain and defend their research (as preparation for the *viva voce* examination at the end of their degree) as well as to highlight any concerns or issues.

Format of Review Meetings

The format of the annual review and confirmation interview meetings is at the discretion of the Thesis Committee members, but it is recommended that the format, especially that of the confirmation interview meeting, is reflective of PhD viva norms for the specific discipline. **As such the formal annual Thesis Committee meetings represent excellent preparation for the final PhD *viva voce* examination.**

Timing of Review Meetings

1. Annual Reviews

- Schools should complete the Annual Review process before the deadline of **June 30** for students on the September register, and **January 31** for March registrants.
- Schools may have earlier internal timelines for the completion and submission of the annual review forms and students are encouraged to contact their School Administrator to discuss their School's deadlines.

2. Confirmation Process

- Confirmation process should be completed no later than 22 months after initial registration in Year 2 for full-time PhD students and 30 months after initial registration for in Year 3 for part-time PhD students.
- Schools may have earlier internal deadlines for the completion and submission of the confirmation reports and students are encouraged to contact their School Administrator to discuss their School's deadlines.
- The Confirmation Process replaces the annual review process in the relevant year of study.
- Please note that students may also request an informal meeting with the Thesis Committee outside of the above formal review meetings, and independent of their supervisor.

Terms of Reference for Thesis Committees

In June 2023, University Council approved the introduction of the **Terms of Reference for Thesis Committees**, which clarify:

1. Membership of Thesis Committees
2. Its scope and functions
3. Functions outside of the remit
4. Meeting arrangements
5. Outcomes of formal review meetings
6. Reporting

Thesis Committee Guidelines

The Terms of Reference for Thesis Committees are supplemented by the [Thesis Committee Guidelines](#), which have been developed to:

1. provide detailed guidance to Schools, students and members of Thesis Committees involved in research progression.
2. outline their roles and responsibilities, and
3. ensure their timely and meaningful engagement with the student at the key points of review.

SECTION 3.

WORKING WITH YOUR SUPERVISOR

This section draws on the College Calendar Part III and *Supervision of Research Students: Best Practice Guideline* available at: <https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/supervision/> Students are allocated a principal supervisor prior to registration. Joint supervision is permitted, if prior approval has been sought and obtained from the Dean of Graduate Studies. In all cases of joint supervision one individual shall be the Principal Supervisor and that person should be in the School in which the student is registered. The Co-Supervisor, if appointed, must be willing and qualified to assume the role of the Principal Supervisor if the latter becomes indisposed. If no Co-Supervisor has been appointed and a Principal Supervisor takes a temporary leave of absence or sabbatical of longer than 3 months' duration, a temporary Acting Supervisor must be appointed by the Director of Teaching and Learning (Postgraduate). Adjunct and Assistant Supervisors may also be appointed to contribute additional advice and guidance of a purely academic nature, the extent and parameters of which may vary and should be negotiated with the student and supervisor(s).

Student/Supervisor Contact

There is no exact prescription on how frequently student and supervisor should meet as this will vary according to factors such as the research design and student circumstances. However, contact should be regular, at least once a month during the statutory term, although supervisor and student are advised to agree a tailored schedule of face-to-face meetings, ideally for the academic year. They should also make good use of email, telephone or online contact where suitable. Often, supervisory support is drawn upon most intensively at the beginning of the research project. As the project progresses there may be less need for intensive interaction between supervisor and student. However, it is crucial that a supervisor is always kept up to date with what is happening with the student's work. The onus is on the student to contact the supervisor(s) and on both parties to attend agreed meetings. However, even where a schedule of meetings for the year is agreed in advance the student should indicate if additional meetings are required. The [Supervisor / Research Student Agreement](#) has been developed to serve as a foundation for a positive and productive relationship between the supervisor and their student.

Both supervisor and student should ensure that they are prepared for meetings by reading relevant materials (typically, any material submitted by the student) and identifying essential questions or comments for the meeting. This will ensure good use of time and help to keep the momentum of the project going. All research projects encounter difficulties or delays and when this happens and a student has been unable to make the progress expected, avoiding contact with the supervisor is an understandable temptation. However, it is precisely at these points that a student should draw on the experience and support of the supervisor and ensure that contact is maintained. Supervisors will be able to advise on potential solutions to research problems, give a 'big picture' perspective and direct a student to another College supports where necessary.

In certain circumstances, however, a student may be required to conduct elements of their research programme away from Trinity. In such circumstances an off-site supervision arrangement must be put in place. Further details of the off-site supervision of research students policy can be accessed [HERE](#).

Supervisor Feedback

It is the student and not the supervisor who is responsible for producing and writing their thesis/dissertation. Some supervisors have a policy of only reading their students' work once; others are happy to read it more often. Some students may rightly seek a second reading of their work, notably those students whose first language is not English.

All research students and their supervisors complete an annual progress report which is an essential element in monitoring the progress of a research student and often highlighting unexpected problems which can then be addressed. Whilst it is the supervisor's prerogative to say if a thesis/dissertation is (un)suitable for submission, it is the student's responsibility to take the decision as to whether to submit it or not.

Complaints

According to the *College Calendar Part III*, complaints about adequacy of supervision should normally be made first to the School Director of Teaching and Learning (Postgraduate). If the Director of Teaching and Learning (Postgraduate) is unable to resolve the problem, or where the Director of Teaching and Learning (Postgraduate) is the Supervisor, the student should contact the Dean of Graduate Studies. Where the Dean of Graduate Studies is also the Supervisor, the student should consult the Dean of his/her faculty. The Dean of Graduate Studies, or if appropriate the Faculty Dean, should first attempt to resolve the issue by consultation with the persons immediately involved. If this fails, the student may make a formal complaint in writing to the Dean of Graduate Studies. Complaints about the adequacy of supervision will not be entertained once a thesis has been presented for examination. In any case where a dispute between a student and his/her supervisor and/or Director of Teaching and Learning (Postgraduate) has been brought to the notice of the Dean of Graduate Studies; the examiners of that student may both be selected from outside the School.

Key Responsibilities of the Supervisor

- Guide the student in choice of research topic and agree within one month of registration, a research project which can be completed and written up within the prescribed period of study (normally three/four years full-time or six years part-time)
- Agree within three months of registration the structure of the research project, appropriate research methods, realistic plan of work and any additional required study.
- Encourage the student to attend relevant taught modules and participate in the Innovation Academy where possible.
- Give the student assistance in identifying the material, equipment and other resources essential to their research.
- Ensure students are aware of College policy on Good Research Practice [Research Handbook](#)
- Ensure that the student is aware of the [School's Ethical Guidelines](#) and that their work is in compliance with such guidelines
- Ensure students are familiar with policy on academic integrity.

- Establish a practice of regular meetings with the student where all matters relating to the research project can be discussed and ensure that written evidence of the meetings (summary sent via email or similar) are kept.
- Alert the student to what they may expect from the supervisor by way of critique of work i.e., frequency, timing and format of critique.
- Monitor progress according to agreed milestones and revising same based on issues in the field.
- Complete annual progress reports in conjunction with the student
- Encourage the student to present work in progress from time to time, as appropriate and attend relevant conferences, meetings and workshops.
- Provide guidance on the preparation of the thesis and the viva voce examination and nominate examiners to the Director of Teaching and Learning (Postgraduate)
- Advise the student to maintain their records of research in a manner which can be accessed and understood by anyone with a legitimate right to enquire.
- Be familiar with regulations and guidelines within the School and College
- Inform the student about the procedures for confirmation on the Ph.D. register.
- Arrange a replacement in the event of absence for a period exceeding four weeks.
- Ensure that where applicable, risk assessment of field-based activities has been carried out in accordance with TCD and departmental procedure and that the student receives the required safety training.

Key Responsibilities of the Student

- Be familiar with regulations and guidelines within the School and College
- Liaise with the supervisor in the choice of research topic and agree within one month of registration, a research project which can be completed and written up within the prescribed period of study (normally three/four years full-time or six years part-time)
- Agree within three months of registration the structure of the research project, appropriate research methods, realistic plan of work and any additional required study.
- Attend relevant taught modules and participate in the Innovation Academy where possible.
- Liaise with the supervisor to ensure that where applicable, risk assessment of field-based activities has been carried out in accordance with TCD and departmental procedure and that the required safety training is received.
- Advise the supervisor of progress according to agreed milestones and revise same based on issues in the field.

- Establish a practice of regular meetings with the supervisor where all matters relating to the research project can be discussed.
- Provide written and oral work in a timely manner.
- Be familiar with the supervisor's approach to critiquing submitted work.
- In consultation with the supervisor, ensure that ethical approval has been obtained in accordance with TCD procedures.
- Be familiar with College policy on Good Research Practice
- Be familiar with College policy on academic integrity.
- Complete annual progress reports in conjunction with the supervisor
- Present work in progress from time to time, as appropriate and attend relevant conferences, meetings and workshops.
- Be familiar with the procedures for confirmation on the Ph.D. register.
- Liaise with the supervisor during preparation of the thesis and viva voce examination.
- Maintain records of the research in a manner which can be accessed and understood by anyone with a legitimate right to enquire.

Co-authoring and publishing with your supervisor(s)

Publication of research findings is essential on both pragmatic and ethical grounds. In terms of pragmatics, graduates of research degrees/taught degrees with a major research component are increasingly expected to have produced not 'just' the thesis, but to have published their findings in peer-reviewed outlets such as journals and edited books. In terms of ethics, the substantial amount of time that research participants have devoted to the research and the possible external assistance and funding must be 'returned' in the form of publications that are accessible to the wider research/policy/practice communities, so that the maximum benefit can be drawn from the research.

For these reasons, postgraduate students are strongly encouraged to co-author with their supervisor(s). There is no obligation to co-author with supervisors, but the students should reflect on the fact that co-authoring will in most cases result in much higher levels of dissemination in high- quality publication outlets than the student could achieve based on sole-authoring. Supervisors have substantial experience in publishing in high-quality publication outlets and are therefore able to identify and tailor research outputs to the most suitable and high-impact journals or equivalent outlets. The practice of co-authoring with supervisors is increasingly widespread and is standard practice in many jurisdictions.

The practice of co-authoring does not in any way challenge or contravene the nature of the research degree as the student's own work, if the student is in all cases the first author, which automatically signifies that they have initiated and led on the writing of the article/chapter.

In allocating authorship, the long-established and widely applied Vancouver convention should be followed. Under the Vancouver convention, authorship requires "substantial contribution" to

conception and design OR
 acquisition of data OR
 analysis and interpretation of data

Naturally, an author might have contributed under all three headings; but a substantial contribution under one or two headings is also grounds for co-authorship. In addition, to merit authorship, each author must have contributed to drafting OR revising the text, and the final approval of the version to be published.

If a more finely grained guide to who merits authorship is required, the table below should be of assistance. In this table, a minimum of two criteria must be fulfilled to merit authorship. Persons who contributed to only 1 category should always be included in Acknowledgements at the end of the article/in a footnote.

CONCEPT	Coming up with the idea for the research or article; framing the scope / hypothesis; defining and drawing out novelty
DESIGN	Planning the methods to generate findings
SUPERVISION	Oversight and responsibility for the organisation and course of the project and the manuscript
RESOURCES	Securing money, equipment, space, or personnel <u>vital</u> to the project
MATERIAL	Playing an <i>indispensable</i> role in sourcing/securing research participants
DATA COLLECTION/PROCESSING	Responsibility for managing research participants, organising and reporting data
ANALYSIS/INTERPRETATION	Responsibility for making sense of and presenting the findings
LITERATURE SEARCH	Responsibility for identifying and distilling relevant literature
WRITING	Responsibility for creating all or a substantive part of the manuscript
CRITICAL REVIEW	Reworking the manuscript for <u>intellectual content</u> before submission, not just spelling and grammar checking

It should also be noted that beyond the importance of being the first author (which should always be the student), the order of authorship or number of co-authors in co-authored articles/chapters does not carry much significance, and as such the best practice might be to list additional authors in alphabetical order so that, for instance, an article co-authored by a PhD student named Thomas and supervised by Professors Alba and Joyce lists the authorship as Thomas, Alba and Joyce. However, if it is felt that Joyce's contributions were *greater* than those of Alba, the co-authors might decide to list authorship as Thomas, Joyce and Alba. Also, the authors might decide to write one piece under Thomas, Alba and Joyce, and another under Thomas, Joyce, and Alba, and plan their work

accordingly. If a 'gatekeeper' to research participants was heavily involved in the research process and made important inputs into the research design, they might merit authorship. Supervisors will be able to advise where authorship is not merited, e.g., a 'gatekeeper' who merely agreed to distribute information about a study and referred participants does not merit authorship.

The research student and supervisor(s) should put in place a publications plan and protocol at the earliest possible stage in the research process. Again, it should be noted that starting to publish *after* the PhD has been approved and degree granted is an out-of-date model, as recruiters increasingly expect evidence of publications output from year 2 of higher degree studies. A reasonable guideline might be that a PhD student and supervisors should aim to have co-authored at least two pieces by the time the thesis is submitted (e.g., one 'literature review'/conceptual/methodological piece and one substantive piece). These pieces can then be integrated into the appropriate chapters of the thesis, which in most cases takes the form of a 'traditional' monograph. The monograph in turn might be turned into a full-length book (following approval of the PhD and any modifications requested by the publisher), and in this case the book is typically sole authored by the student. However, each student-supervisor(s) team should agree with their own plan that is consensually arrived at, put in place early in the process, and that serves the purpose of maximising the number and quality of publications output from the research.

Academic Integrity

We appreciate that it is sometimes challenging for students to recognise what good academic practice looks like. The resources available on the Trinity College Academic Integrity homepage: <https://libguides.tcd.ie/academic-integrity> are designed to help you understand and avoid academic misconduct as you develop your academic writing skills. Writing with academic integrity, that is, not plagiarising ideas or representing work you have not done yourself as your own, is a key expectation of Trinity students.

Academic misconduct of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what academic misconduct is, and how to avoid it please consult [What is academic misconduct and how do I avoid it? - Academic Integrity - Library Guides at Trinity College Dublin \(tcd.ie\)](#)

We ask you to take the following additional steps:

1. Complete the online tutorial on plagiarism at: <https://libguides.tcd.ie/academic-integrity/ready-steady-write> Completing the tutorial is compulsory for all students.
2. Familiarise yourself with the School's PG Plagiarism Declaration Form that you submitted at the start of the year of your PhD studies.
3. Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct.

The following extract from the Trinity College Calendar - Part III, Section 1 pp 30-33 discusses Academic Integrity and outlines procedures in cases of suspected academic misconduct.

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

Examples of academic misconduct include, but are not limited to:

- Plagiarism - presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else or submitting work which has been created by using artificial intelligence tools, where this has not been expressly permitted.
- Self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- Collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- Falsification/fabrication.
- Exam cheating - action or behaviour that violates examination rules to give one learner an unfair advantage over another.

1.1 This section has been developed in consultation with resources developed as of May 2023 by the National Academic Integrity Network. <https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network>

- Fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- Contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity (the provider's) complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner.

If the provider is also a student, both students are in violation.

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

Academic misconduct in the context of group work

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

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

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

Avoiding Academic Misconduct

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

Procedure in cases of suspected academic misconduct

If academic misconduct as referred to above is suspected, in the first instance, the module coordinator 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 coordinator must complete the Academic Integrity Form accessed via <https://www.tcd.ie/teaching-learning/academic-integrity/>

which will provide an indicative score and level, as below:

- Level 1: (0 - 200) – Poor academic practice
- Level 2: (201 – 250) – Academic misconduct (minor)
- Level 3: (351 – 500) – Academic misconduct (major)
- Level 4: (500+) – 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 coordinator must inform their School's Director of Teaching and Learning (Postgraduate), 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 coordinator.

- Levels 2 – 3 (201 – 500)

The module coordinator must inform their School's Director of Teaching and Learning (Postgraduate) or designate of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module coordinator 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.

Academic integrity meeting

The Director of Teaching and Learning (Postgraduate), or their designate, writes to the student indicating the nature of the suspected academic misconduct and the evidence for it, and invites the student to:

- a) respond to the suspicions by completing and submitting the Academic Integrity Response Form accessed via <https://www.tcd.ie/teachinglearning/academic-integrity/> within an appropriate timeline determined by the School.
- b) indicate whether or not they (and a representative) plan to attend an Academic Integrity Meeting on a specified date.
- c) If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned.

The Academic Integrity Response Form will be the students' submission to the meeting.

The Academic Integrity Meeting is attended by:

- d) DTLP or their designate (Chair)
- e) two academic colleagues from the School (at least one from the discipline to which the module belongs)
- f) the student (and/or a representative of the SU), if they wish
- g) the coordinator of the module, if they wish, but only to present additional evidence

The Academic Integrity Meeting considers:

- h) the assessment or examinations(s) in question
- i) the Academic Integrity Form (and any verbal submissions by the module coordinator, if present)
- j) the student's Academic Integrity Response Form (and any verbal submissions by the student if present)

The Academic Integrity Meeting assesses the abovementioned evidence to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded.

The Chair completes the Academic Integrity Meeting Decision Form (accessed via <https://www.tcd.ie/teachinglearning/academic-integrity/>) which is submitted for approval to the Dean of Graduate Studies. The Dean of Graduate Studies may approve or reject the recommended penalty or seek further information before making a decision. If they consider that the consequences provided

for under the above procedure are inappropriate given the circumstances of the case, they may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under Section 5 of the Calendar Part 3 (Other General Regulations). If the Dean of Graduate Studies approves the recommended consequence, the Chair communicates the decision to the student.

Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

Level 1 (0-200): Poor Academic Practice/Conduct

- Mandatory academic integrity training is required.
- Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern.
- The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/assessment/examination may or may not be reduced.

Level 2 (201-350): Academic Misconduct (Minor Infringement)

- Mandatory academic integrity training is required.

- Formal warning – a written warning is issued by the DTLP or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study.
- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed.

In the case of examinations, the work must be reassessed. The component/assessment/examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners.

Level 3 (351-500): Academic Misconduct (Major Infringement)

- Mandatory academic integrity training is required.

- Formal warning – a written warning is issued by the DTLP or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study.
- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School.

In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners.

Level 4 (501-615): Academic Misconduct (Severe)

- The Case will be referred directly to the Junior Dean.

If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

The Use of Referencing and Generative AI

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and 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.

To view our College Statement on GenAI– Click [HERE](#)

School Policy on Generative AI

Generative Artificial Intelligence (GenAI) refers to artificial intelligence systems capable of generating new content, ideas, or data that mimic human-like creativity. It uses deep learning algorithms to produce outputs ranging from text and images to music and code, based on patterns it learns from vast datasets. GenAI uses large language models to analyse and understand the structure of the data it's trained on, enabling the generation of novel content. Examples include ChatGPT, Google Bard, CoPilot, Grammarly and Notion.

The University recognises that GenAI offers new opportunities for teaching, learning, assessment and research. It also recognises that these technologies present challenges and risks, including to academic integrity, ethics, student learning, privacy, impartiality, intellectual property and sustainability.

The purpose of this policy is to outline the core principles of the School of Social Work and Social Policy's approach to student use of GenAI. This policy compliments the College level policy on GenAI while taking into account the unique needs and demands of our School.

Encouraging the development of GenAI literacy

In line with College policy, the School is committed to supporting the opportunity for students and staff to become GenAI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of GenAI in order to harness the potential of GenAI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve.

Appreciating what GenAI is and is not good for

Within a research context there are some tasks which GenAI is particularly useful for. For example, generating statistical code or as an aid when brainstorming questions to ask participants in a survey or interview.

GenAI may be useful when undertaking discursive writing such as an essay but only when used with discretion and understood as an assistive tool.

For a research literature review for a Capstone, Masters or PhD dissertation it is advisable to use GenAI sparingly, if at all. It may be useful as a way to check grammar and spelling and may

sometimes be used to generate ideas but the deep knowledge of the literature that comes from systematic searching, independent reading and the exertion involved in shaping it into your final review are important parts of the research process and will play an important role in deciding the aims and value of your research.

Using GenAI is not recommended for reflective writing, which is often deeply personal and requires use of self, or for applied case study analysis (both very relevant for our School).

Understanding the limitations of GenAI

A crucial part of GenAI literacy is understanding the risks and limitations of these technologies, particularly when used for academic purposes.

While GenAI tools can generate very eloquent, convincing text, they do not store facts and knowledge, rather they generate outputs based on probabilities. Thus, GenAI is prone to making factual errors (called 'hallucinations') which are nonetheless very convincingly presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true. Therefore, it is crucial for any user to fact-check any output from a GenAI tool. Bear in mind that your module coordinator will be a domain expert and hence very likely to spot non-existent or miscited sources.

As well as factual errors users should be aware that GenAI tools can exhibit bias as a result of bias embedded in its training data. GenAI does not engage in systematic and rigorous evaluation of research evidence and should not be used as a substitute.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

Ensuring that GenAI use does not impede student learning

Inappropriate use of GenAI can impede student progress in terms of acquiring the Trinity education graduate attributes (independent thinking, effective communication, responsible action, and continuous development) and achieving the learning outcomes of any given module. For their own benefit, it is strongly recommended that students follow the advice of module leads about when to use and not use GenAI tools.

Ensuring that GenAI use complies with academic integrity

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#), 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 referencing GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work (i.e. fails to acknowledge and appropriately cite the use of GenAI), it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

Awareness of ethical issues in the use of GenAI

The use of GenAI tools can have important ethical implications which users should be aware of.

The training and use of GenAI systems consume significant amounts of energy and resources, leading to sustainability concerns.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some major GenAI providers have been sued for copyright infringement.

Some GenAI tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Additionally, some GenAI tools harvest information from user prompts including contextual information from users' interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary in regard to the extent of these concerns.

Avoiding unlawful ways of using GenAI

Given the nature of the work of the School of Social Work and Social Policy it is very important that all staff and students understand the ways in which GenAI can be used unlawfully. For students this is important both for their time in College and in employment afterwards.

Most GenAI tools harvest inputs and use interactions with users for their systems development. Therefore personal, private or sensitive information about colleagues, students or clients / service users should never be used as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. Even where sharing such private information is not necessarily unlawful, it is against College regulations.

Student work (submitted assessments and contributions) is considered private information and are not allowed to be uploaded into a third-party GenAI tool for any reason. Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should not be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI.

Using GenAI appropriately on work placement

Students on placement outside of the university should familiarise themselves with and adhere at all times to policies on the use of GenAI in their host organisations.

When preparing placement related coursework, students should never, for any reason, input confidential service user information including, names, locations, case notes or any identifying information into any GenAI tool.

RESOURCES:

Trinity's Generative Artificial Intelligence (GenAI) Hub

https://www.tcd.ie/academicpractice/resources/generative_ai/

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

https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

TCD library guide on using GenAI

<https://libguides.tcd.ie/gen-ai>

College statement on academic integrity

<https://www.tcd.ie/about/policies/academic-policies/academic-integrity/>

UNESCO (2023) Guidance for Generative AI in Education and Research.

<https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

SECTION 4. THESIS SUBMISSION AND EXAMINATION

This section is drawn from the *College Calendar Part III* and the *Thesis Submission Guidelines* available in appendix D. For full details of the technical specification of the thesis presentation, please review these Guidelines and visit the [Thesis Submission - Graduate Studies - Trinity College Dublin \(tcd.ie\)](https://tcd.ie/graduate-studies/thesis-submission) website for details of guidelines in place at the time of submission.

Submission Guidelines

A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies.

The normal deadline for thesis submission is the last day of August for September registrants, and the last day of February for March registrants.

Dean's Grace

Dean's Grace of one month free of fees to submit a thesis is granted by the Dean of Graduate Studies and is **automatically applied** to all research student's registrations in their expected final year (this is end of year 2 for full-time Masters by research candidates; end of year 4 for full-time PhD candidates; end of year 3 for part-time Masters by research candidates and end of year 6 for part-time PhD candidates).

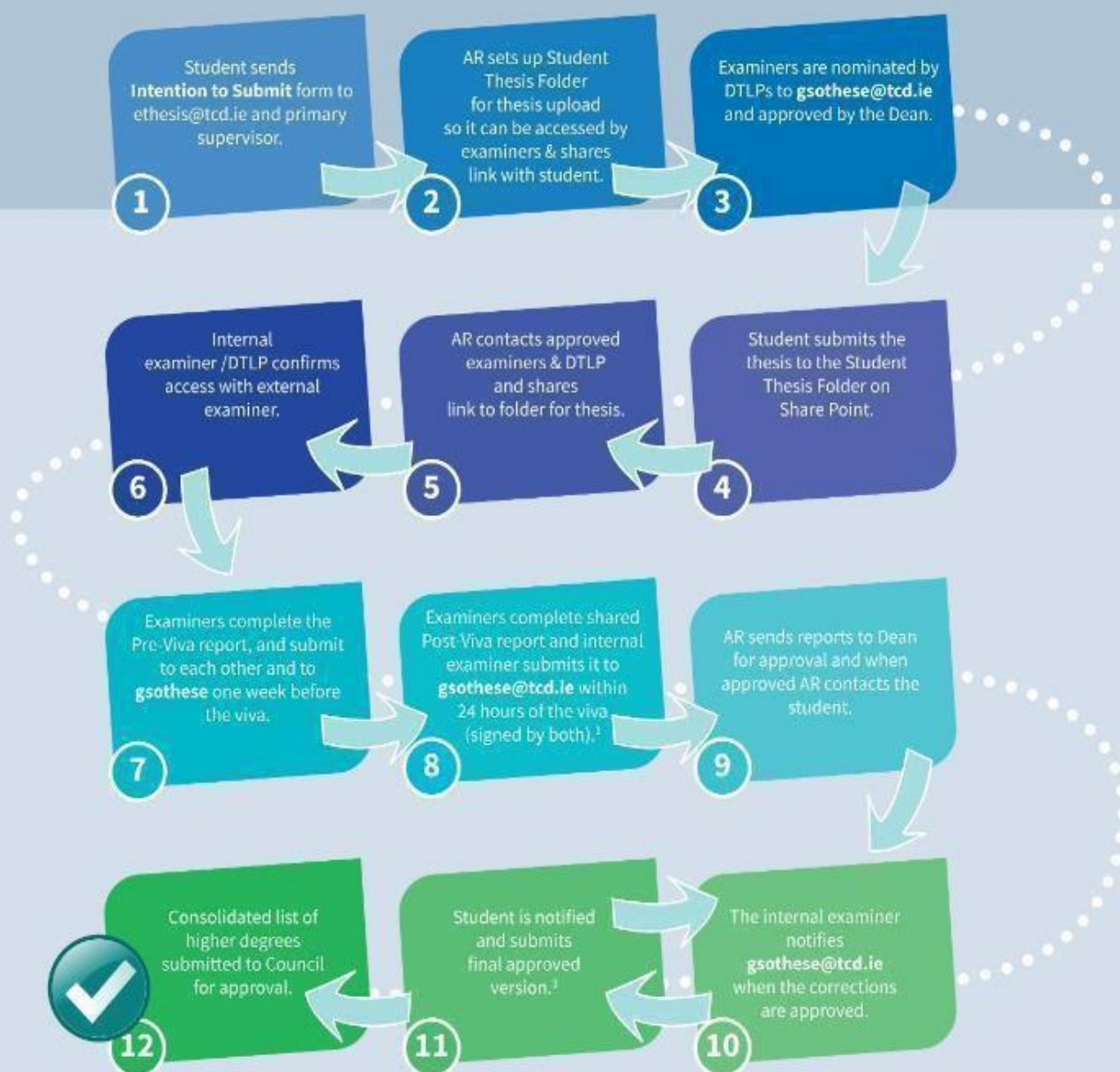
The PhD Thesis Submission Process

Please see detailed college guidelines for presentation and submission of your dissertation at the following links:

- [Guidelines for the Submission of Theses and Dissertations](#)
- [Thesis Submission - Graduate Studies - Trinity College Dublin \(tcd.ie\)](https://tcd.ie/graduate-studies/thesis-submission)

The *Intention to Submit* form must be completed and returned at least one month prior to submission by every postgraduate research student to the Director of Teaching and Learning Postgraduate in their School, copying ethesis@tcd.ie. Submitting this form initiates the formal nomination of examiners for the thesis.

The steps involved in the thesis examination process are illustrated on the flowchart provided by Graduate Studies below:



1. Corrections required by examiners must be made before results are submitted to Council. An email is required from the internal examiner certifying that corrections have been carried out satisfactorily. Minor corrections should be completed within two months of the candidate being informed of corrections required (three months for students on the part-time register). If the examiners recommend that the thesis be referred for revision, this means that re-examination is required (though a second viva voce is not permitted) and the candidate must register and pay a revision fee.
2. Examiners may propose that the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification (nine months for students on the part-time register). In this case, an electronic resubmission of the thesis must take place through the Academic Registry website, examiners will submit separate forms through gsothese@tcd.ie and the examination process will not include a Viva Voce.
3. One bound copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. An electronic copy is deposited in the University's open access institutional repository.

The Director of Teaching and Learning (Postgraduate) in consultation with the Supervisor nominates an external examiner and an internal examiner to the Dean of Graduate Studies. Two external examiners must be nominated in the case of candidates who are members of staff of the University. In other exceptional circumstances where it is not possible to nominate an internal examiner, a case may be made to the Dean of Graduate Studies for two external examiners to be appointed. The external examiner should be a recognised independent expert in the candidate's field of study. The external examiner should not be a collaborator in the candidate's research, nor be a recent graduate of the College. The internal examiner must be a member of the academic staff, and cannot be the candidate's supervisor. The internal examiner should not be a collaborator in the student's research. Should the Director of Teaching and Learning (Postgraduate) be an internal examiner or the Supervisor, a pro-Director of Teaching and Learning (Postgraduate) should be appointed by the Head of School. The Dean of Graduate Studies is the final arbiter regarding the suitability of examiners. Each examiner must independently submit a signed written report and completed decision form to the Dean of Graduate Studies at the end of the examination process. Examiners' names are presented to Council in consolidated form once a year for formal approval.

Viva Voce Examination

The *viva voce* is an oral examination which provides an opportunity for the Examiners to question the candidate in order to examine key issues such as the rationale and justification for thesis structure, research design and conceptual framework. It also allows the examiners to clarify any points of ambiguity and to verify that the thesis is the candidate's own work. The [Trinity PhD Viva Guide](#) is a valuable resource as you prepare for your Viva Voce.

A *viva voce* examination is a normal requirement of the examination of a Ph.D. candidate. Requests from the candidate for a *viva voce* will be considered by the Dean of Graduate Studies. It is the Internal Examiner's responsibility, in conjunction with the School administrative staff and Director of Teaching and Learning (Postgraduate), to arrange the date of, and accommodation for, the *viva voce*.

The *viva voce* should normally be chaired by the Director of Teaching and Learning (Postgraduate) who may delegate that role to a head of discipline or other senior academic to act as an independent Chair. The role of the Chair is to clarify College regulations, where appropriate, and to ensure that the *viva voce* is conducted in a courteous and professional manner. The Chair must intervene if the examiners do not adhere to these regulations.

While there is no specified length for a *viva voce* examination, when examination exceeds 2.5 hours the Chair should offer the student and examiners a comfort break of 10 minutes. The conduct of the examination is the responsibility of the examiners, in consultation with the Chair of the *viva voce*. The only parties who may be involved in any discussion of the proposed result of the thesis under examination prior to the *viva voce* are the internal and external examiners and the Chair.

Application must be made to the Dean of Graduate Studies by the Director of Teaching and Learning (Postgraduate) in advance of the *viva* if it is proposed to run the *viva voce* on any other basis than that of a live face-to-face examination with all participants in the same venue: such applications will only be favourably considered in the most exceptional circumstances. The Supervisor, or under exceptional circumstances and with the prior agreement of the Dean of Graduate Studies, other cognate person, has the right to be present at the *viva voce* examination purely as an observer unless the student wishes otherwise, in which case he/she would need to inform the Director of Teaching and Learning (Postgraduate) in advance. Where there are two external examiners involved in examining a thesis, it must be decided at the *viva voce* examination which of them should replace the internal examiner in

the role of checking, approving and informing the Dean of Graduate Studies that the requested corrections have been carried out satisfactorily.

Students are not required to travel out of Dublin for a *viva voce*. If they agree to do so, the expenses incurred are a matter for the School concerned. If a *viva voce* cannot be arranged in Dublin because it does not suit the external examiner, a second external examiner may be appointed, and, in due course, both reports considered.

Categories of Outcomes

In the case of a Ph.D. thesis the examiners may propose that

- (1) the degree be awarded for the thesis as it stands.
- (2) the degree be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification.
- (3) the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification,
- (4) a lower degree e.g. M.Litt. be awarded, if necessary following minor corrections to the thesis
or
- (5) the thesis be failed.

The M.Litt. is open to students after one year of registration carrying out research in the fields of literature, language, philosophy, history, politics, economics, social sciences, psychology, education, geography or other cognate branch of learning. See section 2.18 of the *College Calendar Part III* for further details.

When there is disagreement between examiners as to whether a thesis should be passed as it stands or passed with minor corrections, the Dean of Graduate Studies will adjudicate. Where there is disagreement between examiners as to whether a thesis should be referred for major revision, awarded a lower degree or failed, the Dean of Graduate Studies, through the relevant Director of Teaching and Learning (Postgraduate), will attempt to achieve an agreement between examiners on the course to be adopted. If agreement is not reached, the Dean of Graduate Studies will propose that new examiners be appointed. All reports will be sent to the Dean of Graduate Studies.

The texts of the external and internal examiners' reports are initially available only to the Dean of Graduate Studies, the Director of Teaching and Learning (Postgraduate) and the Supervisor. However, candidates are entitled to see the reports relating to their examination on written request. Such requests should be addressed to the Director of Teaching and Learning (Postgraduate) who will bring their request to the Dean of Graduate Studies.

Corrections required by examiners must be made before results are submitted to Council. A letter is required from the internal examiner certifying that corrections have been carried out satisfactorily. Minor corrections should be completed within two months of the candidate being informed of corrections required. If the examiners recommend that the thesis be referred for revision, this means that re-examination is required (though a second *viva voce* is not permitted) and the candidate must pay a revision fee. Under exceptional circumstances, and with the prior permission of the Dean of Graduate Studies, revised theses may be submitted up to an absolute maximum of two years after the original date of submission. Such late submissions will be subject to a further revision fee. A thesis can

only be referred for such major revision once – and a thesis can therefore only be examined twice in total before a final decision on it is reached.

Where a viva voce of a thesis has been held, and the thesis referred for extensive revision, or the award of a lower degree, or outright failure is recommended, the Dean of Graduate Studies shall inform the candidate of the verdict prior to the submission of the examiners' reports to the Council.

Appeals

A student may appeal the decisions of the examiners. See Section 1, Paragraph 71 and Section 2 of the *College Calendar Part III* for further details. Appeals will be entertained only on the grounds stated in the above section in the Calendar. In cases where re-examination is recommended it should be the work as originally submitted (or of the most recent examined version if revisions were carried out). If the student wishes to decide if the original or revised version should be examined this will be considered, but the Dean of Graduate Studies or the relevant appeals committee (depending on the level of the appeal) will make the final decision.

SECTION 5. RESEARCH ETHICS

This section is drawn from information published on the School website by the [Research Ethics Committee](#) aligned with the *TCD Policy on Good Research Practice* [HERE](#).

The over-arching ethical principles for research carried out in the name of Trinity College are:

- Respect for the individual participant or population
- Beneficence and the absence of Maleficence - Research should have the maximum benefit with minimal harm.
- Justice - All research subjects should be treated fairly and equally.

All individuals involved in research in the School have a role to play in facilitating and making sure that research is conducted ethically and in line with these principals.

Ethical approval from [the Research Ethics Committee](#) is required by all staff, postgraduate and undergraduate students of the School of Social Work and Social Policy before any field work involving human participants can commence.

The role of [the Research Ethics Committee](#) (REC) is to determine if a proposed piece of research meets the ethical standards endorsed by both Trinity College Dublin and the School of Social Work and Social Policy.

Primary responsibility for the ethical conduct of research studies rests with the Principal Investigator(s) or Student Supervisor.

Applying for Ethical Approval

TCD has a new platform (REAMS) developed for processing research ethics applications. Before applying, please read the following information carefully.

- All applications from Staff researchers, PhD students and M.Litt. students should be made through **the Research Ethics Application Management system (REAMs)**. REAMs is a new platform developed for processing research ethics applications.
- To access the Research Ethics Application Management System, click [access REAMS](#).
- To access information about REAMS and support using it, please click on [Research Ethics Approval Management System - Trinity Research - Trinity College Dublin \(tcd.ie\)](#)

Core Ethical Principles for Social Research

All studies must adhere to the following principles:

1. Informed voluntary consent

Informed voluntary consent means that all participants who take part in your research do so freely and have a clear idea of what it is they are agreeing to. Informed consent applies both to agencies and individual research participants and requires the provision of detailed information sheets, adequate time to consider participation, and signed consent forms.

Information sheets and consent forms are a crucial tool in ensuring that the principle of informed voluntary consent is observed, and you should devote time and attention to their development. The information sheet should provide all information necessary for informed consent and in a format accessible to the relevant population.

Information sheets and consent forms will need to be tailored to your individual project. Trinity College Dublin has developed templates to assist researchers with compliance with the GDPR and national implementing law, when using personal or pseudonymised data for research purposes. You can find these templates here:

[Data Protection Policy \(tcd.ie\)](https://www.tcd.ie/data-protection-policy/)

Note that in the case of repeat interviewing or data collection, consent needs to be renewed at each stage.

The time the person is given to consider participation will vary between studies depending on the nature of the topic, what participation involves, the capacity of the participant and so on. While it might be acceptable to gain quick consent for a short questionnaire, participation in a lengthy series of biographical interviews would require a much longer period of consideration. What is appropriate needs to be thought through for each study. Typically, a qualitative interview on a non-sensitive topic with a person who is not from non-vulnerable population would involve a period of consideration somewhere between 24 hours and one week depending on the population and topic.

Researchers should be aware that information to which they have access in a professional capacity (e.g. as a nurse or social worker) cannot be used for research purposes without the consent of the individuals involved.

2. Confidentiality and anonymity

Under normal circumstances you will guarantee confidentiality to all participants in your research. This means that you will do everything you can to protect their privacy and ensure that it will not be possible for third parties to trace any information they provide to you back to them (without their permission). This guarantee of confidentiality and anonymity also extends to people whom the participant may talk about in interview.

Prior to the interview you should discuss the limits of confidentiality with the participant, i.e. the circumstances under which you may have to reveal what the participant tells you without their permission. This might occur if the researcher has a strong belief that there is a serious risk of harm or danger to either the participant or another individual (e.g. physical, emotional or sexual abuse, concerns for child protection, rape, self-harm, suicidal intent or criminal activity) or if a serious crime has been committed.

Researchers should also clearly explain to participants that non-anonymised data in the form of signed consent forms and audio recordings are collected and retained as part of the research process. A study which requires either digital or photographic recordings of participants must include in the research ethics approval application a justification and documentation of the methods by which the statutory provisions and research practice guidelines will be met. In exceptional circumstances the nature of your research may mean that it is not possible

to guarantee confidentiality to your participants (e.g. very rare and high-profile events, interviews with public figures). In such circumstances it is very important that participants are made aware of this prior to the interview and that information sheets and consent forms are adjusted accordingly.

3. Data retention, protection and destruction

In all cases involving human subjects, consent must be obtained from all participants in the study for the specific data retention / storage / destruction policy involved in that specific study.

For research postgraduate students and staff research projects, research students and staff will normally plan to keep their data for longer periods, in consultation with their supervisors/PIs or research teams. The principle must be adhered to that this is done with clear and informed consent from all participants in the study. This requires an explicit data retention / storage / destruction policy to be developed for each individual Research Ethics Committee application and to be included in all participant and agency information sheets and consent forms. They will also need to inform participants of their rights to access their personal data at any time (under Freedom of Information legislation).

Your commitment as a researcher or student carrying out research under the auspices of Trinity College Dublin is to comply with the policies as set out in the [Data Protection Policy](#) and additional compliance with the policies of the relevant body of the organization wherein any external research is conducted. This is your responsibility.

4. Limitation of risk

Although some levels of discomfort, stress or embarrassment and risk of harm to both participants and researchers may be unavoidable, the researcher is expected to show that they have done everything possible to minimise such risk and discomfort. The researcher must also ensure that participants have been made fully aware of any potential risks or discomforts in advance so that they can make properly informed consent.

Researchers are also obliged to limit the risk of physical and psychological harm to themselves as much as possible – in the research context taking risks is not a personal decision. This includes taking proper precautions for their physical safety. Although it is not part of the ethical approval process for research with non-vulnerable populations and non-sensitive topics, researchers should be aware that research is by its nature intrusive and may uncover distressing material in completely unexpected ways. For their own benefit and the benefit of their participants it is recommended that all researchers familiarize themselves with distress protocols typically used in researching sensitive topics. See for example:

Draucker C B, Martsof D S and Poole C (2009) Developing Distress Protocols for research on Sensitive Topics. Archives of Psychiatric Nursing 23 (5) pp. 343-350.

McCosker, H Barnard, A Gerber, R (2001). Undertaking Sensitive Research: Issues and Strategies for Meeting the Safety Needs of All. Forum: Qualitative Social Research, 2(1).

The Application Process

Before applying for ethical approval researchers should:

Review the [Research Committee Submission Guidelines](#)

- Good research practice guidelines can be found [HERE](#)
- [Code of Practice for The School of Social Work and Social Policy](#)

Please see guidance on submitting through REAMS [here](#).

The Committee will normally provide a response within two weeks of the date of application submission. One record of each application and decision will be kept by the School. All other copies of applications are destroyed once decisions are made. Decisions following meetings will be returned to individual students and their supervisors.

During the research project researchers should:

- Implement the ethical procedures outlined in their approved ethical application.
- Obtain continuous feedback from participants about ethical issues.
- Periodically review the ethical strategy in the light of feedback received.
- Seek approval from the Research Ethics Committee for any significant changes in methodology or scope which have ethical implications.

SECTION 6. THE LIBRARY.

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has over 6 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The Library was endowed with legal deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland. The Library supports learning and research needs across all disciplines of the College and is a major research library of international repute. Although an institution of great antiquity, the Library pioneers' modern methods of resource discovery and developments in the teaching, learning and research processes. Please see the [Library website](#) for further information on library opening hours, the library catalogue and all library services

The subject page for Social Work and Social Policy may be accessed [HERE](#)

Using the Library

The Library is a key resource for research students at Trinity. Becoming familiar with the Library's services and layout should be an early priority. The Library frequently runs induction events and training on the use of its services.

Entry to the Library is strictly by use of a valid Trinity College Dublin ID card - your physical ID card or the Trinity Live App ID are acceptable.

The Subject Librarian for Social Work and Social Policy is.

Caroline Montgomery
4th Floor, Ussher Library
Tel (01) 8962985
Email: CMONTGOM@tcd.ie

Caroline welcomes contact from research students by email and/or is happy to arrange an appointment to meet with you.

She is available to provide an overview of the library's many resources and advise on all your Information Literacy needs, including using Endnote, Academic Integrity, Smart Searching and Understanding Databases.

The Library also offers a **Duty Librarian** service operated by a team of librarians. Its main functions are:

- Reference assistance
- Guidance on the use of information resources (catalogues, databases, and electronic journals)
- Information on services offered by the Library.
- Assistance locating material in the Library and beyond

The Library provides PCs for online research in most Library Reading Rooms. Many additional PCs (including in rooms in the Ussher Library and the 1937 Reading Room) are made available by IT Services

The Library top tips for Postgraduate Students

<https://www.tcd.ie/library/assets/pdf/learning-to-learn/Library-PG-top-tips.pdf>

1. SEARCH for books from your reading list or on your topic using the Library's catalogue, [Stella Search](#)
2. CONTACT your Subject Librarian for expert searching advice.
3. INSTALL [Lean Library](#) to find the full text of articles via Google or Google Scholar
4. BORROW up to 50 books at a time.
5. REQUEST books from storage using the Click and Collect service in Stella Search
6. USE the Self-Service Kiosks to borrow or return books.
7. PRINT/COPY/SCAN on any printer (service managed by Datapac). ID code = your student number; PIN e-mailed when you register with TCD.
8. SIGN UP to any of the online training sessions - [Library HITS](#) - and brush up on your research skills.

Off Campus Access

Access is available to licensed electronic resources (books, databases and journals) to registered students and staff, irrespective of where they are located.

Off campus access is not available for UK electronic legal deposit, UK ed, material.

Users experiencing difficulties with their College username and network login password should contact the IT Service Desk

Users experiencing difficulties accessing a specific electronic journal (e-journal), electronic book (e-book) or database from off campus should contact their Subject Librarian

Postgraduate Study Desks

Postgraduate Study Desks - also known as Postgraduate Carrels - are individual study desks in the Library allocated to registered postgraduate students, upon receipt of a completed application form and subject to availability. Other readers may use a desk on the understanding that it must be vacated if the Postgraduate Study Desk holder wishes to use it. Lockers are provided with every Postgraduate Study Desk for storage of (non-Library) personal items.

SECTION 7. RESOURCES AND SUPPORTS FOR RESEARCH STUDENTS

TCD offers a range of facilities and support for you to use during your studies. Full details are available from the [TCD website](#). A selection of the key resources and supports are outlined below.

IT Services

Please see the [IT Services website](#) to learn about the full range of IT services and supports available to students at Trinity.

Information on getting your computer account and email is available [here](#)

Information on connecting to Student Wi-Fi is available [here](#)

1937 POSTGRADUATE READING ROOM In addition to the reading, printing and photocopying facilities available in the library including the Ussher 24-hour Reading Room, the 1937 Postgraduate Reading Room is available 24 hours per day by swipe card access for postgraduate students. This facility located in Front Square beside the Exam Hall.

Postgraduate Common Room

The TCDSU Postgrad Common Room is on the first floor of House 7, Front Square and is bookable for events by postgraduate students. Please avoid disappointment by starting the booking process well in advance as the space is in high demand.

Please note that your booking is not confirmed until you receive a confirmation email from frontoffice@tcdsu.org

If the Postgrad Common Room is unavailable at the requested time, more information on booking other rooms across campus can be found [HERE](#)

Student Support Services

From time-to-time issues may arise for students which may impact on their progress. In these instances, the student may require additional support beyond the academic supervision provided by the supervisor. In these cases, a range of College support services are available, and students should feel free to access these services independently. However, students should be reassured that discussion with their supervisors around personal issues and their impact on academic issues will be treated confidentially. While supervisors themselves may not be able to provide specialist support services, they are aware of the support services in College and policies which relate to student support. They will be able to suggest relevant support services and check back with the student regarding the resolution of issues affecting academic progress.

A user-friendly guide to support services compiled by Postgraduate Students as part of the School of Social Work & Social Policy Athena Swan process is available at:

[Guide to Academic, Psycho Social, Career Planning and Financial Supports for PhD Students](#)

KEY SUPPORT SERVICES INCLUDE:

Postgraduate Advisory Services

What?

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

Why?

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

Who?

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

How?

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

[HERE](#)

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

Student Learning Development Unit

The *Student Learning Development* unit offers advice, resources, individual consultations, workshops and much more to help you improve your academic performance and reach your potential.

Tel: 01-896-1407

Email: student.learning@tcd.ie

Web: <http://student-learning.tcd.ie/postgraduate/>

College Health Service

The *College Health Service* provides relatively inexpensive primary and psychiatric care by appointment. Tel:

01 8961591 or 01 8961556

Web: <http://www.tcd.ie/collegehealth/>

Student Counselling Service

The Student Counselling Service provides free support to those who are experiencing personal and/or academic concerns. Available services include one-to-one counselling, peer mentors, online support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their website.

Careers Advisory Service

The *Careers Advisory Service* provides information regarding options after graduation, career planning tools and the job search process for Postgraduate Research Students.

Web: <http://student-learning.tcd.ie/postgraduate/>

disAbility Service

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the disAbility service for reasonable accommodation.

Support for Postgraduate Students include:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

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

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

PhD Peer Guidance Network

This new pilot initiative, delivered under the [Postgraduate Renewal Programme](#) in collaboration with the [Postgraduate Advisory Service](#) and [Student Counselling Service](#), aims to strengthen the support framework for doctoral students at the University. It aligns with institutional strategic priorities to enhance postgraduate wellbeing and foster an inclusive, thriving research community. This initiative is co-funded by [Trinity Development & Alumni](#).

What is peer mentoring?

Peer mentoring connects PhD students to support one another through shared experience and informal guidance. Peer mentoring is not academic supervision or professional counselling, but builds supportive relationships focused on wellbeing, development, and navigating the challenges of doctoral study.

For more information please visit: <https://www.tcd.ie/graduatestudies/peer-mentoring/>

Postgraduate Support Fund

The School has a small fund, arising from the recent Alumni Appeal, which is used to support postgraduate student research in the following ways:

- 1) Participation in an academic meeting or conference relevant to the student's research.
- 2) Participation in a training course or workshop relevant to the student's research.
- 3) The purchase of software (student licenses only).
- 4) Costs related directly to the conduct of PhD research (e.g., travel related to data collection; transcription; purchase of a Dictaphone; purchase of computer equipment such as a monitor or computer cables).

PLEASE NOTE THAT THE AWARD OF FUNDING IS SUBJECT TO THE AVAILABILITY OF FUNDS IN THE SCHOOL'S PG SUPPORT FUND, AND TO THE FOLLOWING CONDITIONS:

1. This fund does not cover the purchase of IT Equipment, (monitors, headsets, laptops etc.). All such requests should be emailed directly by the student to their supervisor, who will liaise with the SWSP School Manager and Director of Teaching and Learning (Postgraduate) for approval.
2. Applications for reimbursements will only be processed within 6 months of the costs incurred. If a student is applying for funding to support their attendance at training events or workshops, (flights, accommodation, registration fees etc.) applications will only be processed within 6 months of the costs incurred **AND AFTER** the event has taken place. Both conditions must be met simultaneously. Eligibility to avail of the reimbursement becomes invalid after this time.
3. All expenses must be approved in advance by the student's supervisor(s)
4. A student who has scholarship funding may claim up to a maximum of €300 in any academic year.
5. A student who is self-funded may claim up to a maximum of €500 in any academic year.
6. All applications must include relevant receipts.
7. All applications must be accompanied by evidence of support (copy email etc.) from the student's supervisor, agreeing to the spend and outlining its relevance to the student's PhD studies. (This is not a guarantee that the application will be approved)
8. All applications must be signed by the student's supervisor.

Please see the School website for an application form. [HERE](#).

Trinity Trust Travel Grant

This funding is to support postgraduate students to travel to conferences related to their research or to undertake research abroad in conjunction with Irish-based research. The application form is available online. [HERE](#).

International Students

We are delighted to welcome International Students to the School of Social Work and Social Policy at Trinity College Dublin, the University of Dublin. As Ireland's leading university, ranked 81st in the world (QS World University Rankings 2024) and 16th most International University in the World (Times Higher Education World University Ranking, 2023), we at Trinity pride ourselves on being a global research-led university with a diverse and vibrant university community. Trinity Global provide a [Welcome Guide](#) for all international students that includes useful information on how we will support you and guidance on visas, immigration, finance and accommodation which we hope you find useful. The Trinity Global Experience team invite you to email any questions you have to the Global Room team at TCDGlobal@tcd.ie or visit the Global Room's [Facebook](#) and [Instagram](#) pages.

Within the School [Dr Simone McCaughren](#) is the Director for Global Engagement and [Ms Erin Paulin](#) is the Global Officer. We are both here for any queries you have and to help you settle in and navigate your way through your time in the School. Key resources for international students at Trinity, we encourage you to connect with are:

- [The Global Room](#), a welcoming student support hub and event space on campus for all Trinity students, managed by the International Student Liaison Officer. We encourage you to visit the space and engage with the lively community there.
- The Global Room service is supported by a team of [Global Ambassadors](#), students trained to help students with a wide range of queries ranging from immigration and accommodation practicalities to the basics of settling into life in Dublin and at Trinity.

Our Vice President for Global Engagement invites you to view her welcome message to all international students at the links below:

Youtube: <https://www.youtube.com/watch?v=bfyDTM-OadY>

Bilibili (China): www.bilibili.com/video/BV1wq4y187U1

We wish you an enriching experience as an international student here in the School and look forward to engaging with you during your time with us.



Dr. Simone McCaughren
Director of Global Engagement
smccaugh@tcd.ie



Global Officer
Erin.Paullin@tcd.ie

SECTION 8 . APPENDICES

Appendix A: Links to Important Forms and Documentation

1. STRUCTURED PHD STUDY PLAN (ECTS Enrolment Form). (Page 14 of this Book)

2. THESIS SUBMISSION GUIDELINES

[CLICK HERE](#)

3. TERMS OF REFERENCE THESIS COMMITTEE

[CLICK HERE](#)

Appendix B: Template for the Annual Review Meeting Agenda

Trinity College Dublin

The University of Dublin

Annual Review Meeting

Date, time, location

AGENDA

1. Check-in with the Supervisor before the Student enters the room (*if the supervisor attends the meeting*).
2. Presentation by the student [optional].
3. Review and discuss progress to date.
4. Check-in with the student without the supervisor present in the room:
 - a) Do you meet regularly with your supervisor(s)?
 - b) Do you get constructive feedback?
 - c) Have you completed the required taught components of your structured PhD, including the mandatory module 'Research Integrity and Impact in an Open Scholarship Era'?
 - d) Have you made progress in developing your research and professional development goals as identified in your Professional Development Plan?
 - e) Are there any issues you would like to raise?
5. Any other business.

Appendix C: School of Social Work and Social Policy; Information Mapping

School of Social Work and Social Policy; Information Mapping:

Signposts to supports for PhD students: **Key Issues, Key Information, Key Supports**

Key Issues	Key Information	Key Supports
Academic IT support services Academic/ study support	Supervision sessions PhD colleagues Support services Link in with Blackboard, library support, IT direct support.	Your supervisor(s) The Director of Post Graduate Teaching and Learning DPGTL- Dr. Erna O' Connor email: erna.oconnor@tcd.ie Michelle Moore E.O PhD Programme School of Social Work & Social Policy email: moorem11@tcd.ie For information on key issues for PhD students please see the School SWSP Structured PhD Programme Website: https://www.tcd.ie/swsp/postgraduate/phd-programme/ The Graduate Studies website https://www.tcd.ie/graduatestudies/students/research/ Library HITS provides EXCELLENT information and support videos https://www.tcd.ie/library/support/skills-training.php Endnote demonstration available here https://www.tcd.ie/library/support/endnote/support.php IT support systems Setting up your account https://www.youtube.com/watch?v=hB46srf9EE&t=12s Orientation https://www.youtube.com/watch?v=K9VybA8R408 Blackboard : https://www.tcd.ie/itservices/vle/guides/blackboard/
Psycho social Work- life Balance Human Resource/ academic record Off books Parental leave Role and responsibility of PhD students Information about bullying	College wide directives apply. PhD's are students and not staff members DPGTL contacts to the Dean on case-by-case basis. Postgraduate handbook is an essential guide. Bullying policy provides detailed step by step information – where to go, what to do. College is currently developing a sexual misconduct policy through the Equality Officer	General and frontline information for postgraduate queries and support from the Postgraduate Advisory Service: postgrad.support@tcd.ie more information is available at https://www.tcd.ie/seniortutor/students/postgraduate/ Mental Health support from Student Counselling Services https://www.tcd.ie/Student_Counselling/ Disability/ long-term condition support and reasonable accommodations: https://www.tcd.ie/disability/ College health service: https://www.tcd.ie/collegehealth/ Spiritual support available from the ecumenical Chaplaincy: https://www.tcd.ie/Chaplaincy/ Queries or information can be requested from Postgraduate Advisory Service (postgrad.support@tcd.ie) Trinity Calendar https://www.tcd.ie/news_events/events/ PhD Social work and Social policy webpage information https://www.tcd.ie/swsp/postgraduate/phd-programme/structure-content.php Postgraduate handbook https://www.tcd.ie/slscs/assets/pdf/postgraduate_research_student_handbook.pdf School of social work and social policy postgraduate handbook available here https://www.tcd.ie/swsp/assets/pdf/Postgraduate%20Research%20Student%20Handbook%20School%20of%20Social%20Work%20and%20Social%20Policy%202022-23.pdf Bullying Policy (Dignity and Respect Policy) can be accessed here https://www.tcd.ie/media/tcd/equality/pdfs/dignity-and-respect.pdf Equality Officer (equality@tcd.ie , http://www.tcd.ie/equality/)
Career planning Training and upskilling for PhD students Mentoring programmes	Regular emails specific to all vacancies (research posts, teaching posts, invigilator posts all vacancies) are sent out by the school of SWSP. Interview prep including mock interviews available to PhD students. Seek advice-Supervision sessions. Structured programmes available	Student learning and development https://student-learning.tcd.ie/postgraduate/ Mock interviews contact https://www.tcd.ie/Careers/students/applying/interviews/ 5 and 10 ECTS modules on Careers, Employability and Work- Trinity Careers Service Careers & Employability modules webpage Under CPD on Trinity's home page a list of 29 courses are presented see https://www.tcd.ie/courses/ Information on teaching tools available at https://www.tcd.ie/academicpractice/teaching-learning/programme_and_module_design/teaching_strategies/ Trinity careers information on mentoring is available here https://www.tcd.ie/Careers/students/mentoring.php and https://www.tcd.ie/training-and-development/mentoring/index.php Mentoring is also covered on the Employability and Work – based learning module available at Trinity Careers Service Careers & Employability modules webpage
Financial	Discuss with Supervisors	TRISS research fellowship- yearly funding opportunities https://www.tcd.ie/triss/programmes/research-fellowships.php Postgraduate support fund – apply through DPGTL (page 24 of research handbook https://www.tcd.ie/slscs/assets/pdf/postgraduate_research_student_handbook.pdf) Postgraduate Student Assistance fund: https://www.tcd.ie/seniortutor/students/postgraduate/financial-assistance/ Scholarships and funding options information available here https://www.tcd.ie/study/postgraduate/scholarships-funding/ The Graduate Studies website https://www.tcd.ie/graduatestudies/students/research/

