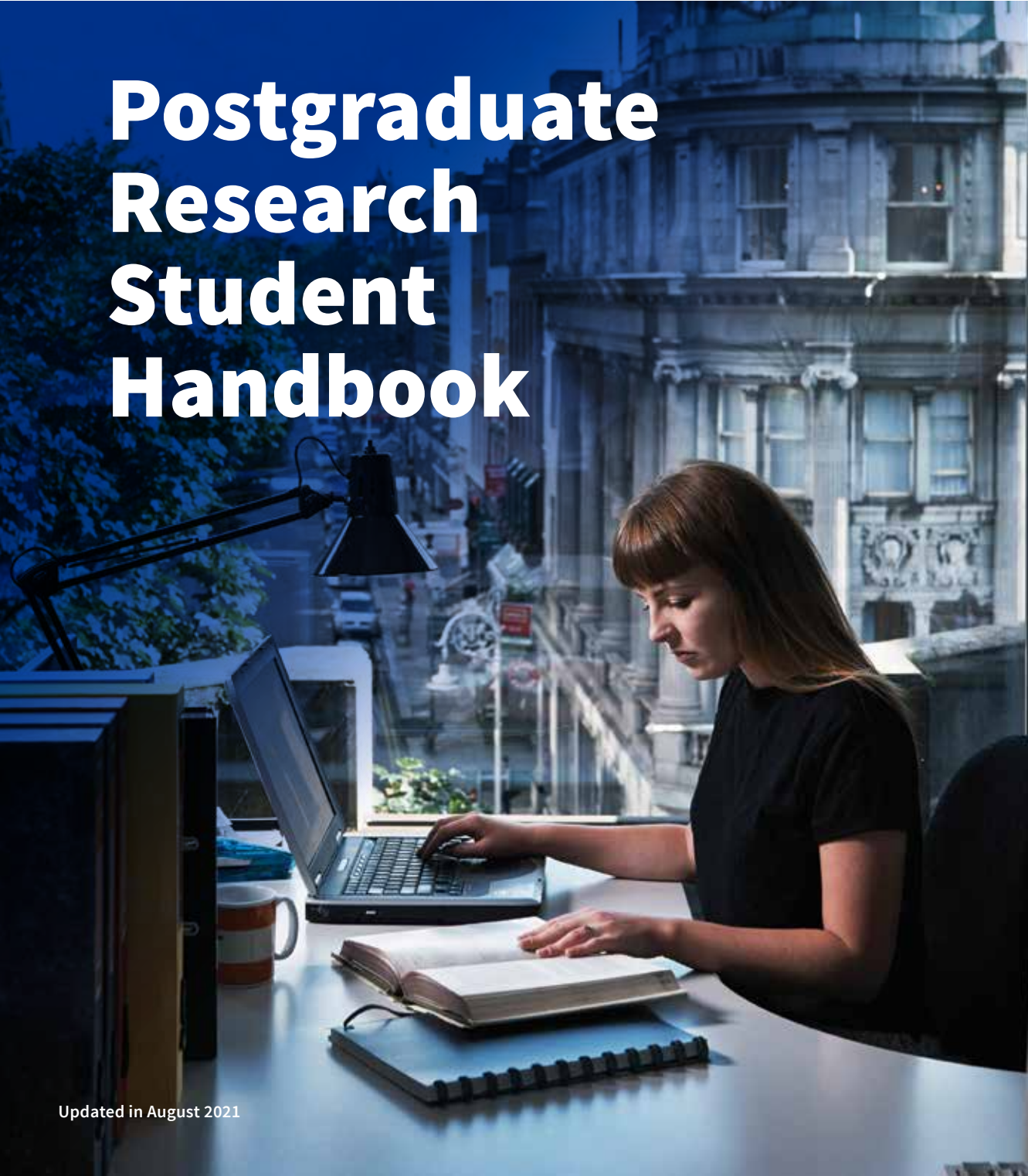




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Postgraduate Research Student Handbook





Trinity College

Postgraduate Research Student Handbook

European universities have been awarding degrees since the 12th century, when ‘Doctor’ was the title given to people whose knowledge, increased by study and tested by practice, gave them the authority to teach others.

While there is no reason to stick to traditions just because they are time-honoured, ask yourself if there can be anything more fundamental than knowledge – the freedom to pursue it, the wisdom to use it – to individual and collective well-being.

Ask yourself if you are the kind of person who has an important question in mind, which no one has yet addressed or answered satisfactorily; who has the ability to explain what inspired it and why it matters; who will not be deterred from advancing that knowledge through genuine professional work.

That is original research.

That is what a PhD is about: making a difference.

**Professor Anna Chahoud,
Chair of Latin, Trinity College Dublin**

Alone of all mankind, the scholar is no stranger in foreign lands; he is a citizen in every state, and fearlessly despises the awkward chances of fortune; on the other hand, the person who thinks himself fortified and guarded by good fortune rather than by education, steps along slippery paths and struggles with a life unstable and insecure.

(Theophrastus, cited by Vitruvius, *On Architecture*, VI Praef. 2)

Contents



01
**Welcome from the
Provost and the Dean
of Graduate Studies**

Page 7



02
**Introduction to the
Office of the Dean of
Graduate Studies**

Page 10



03
**The Nature of a Trinity
PhD - Researching
in a Research Led
Institution**

Page 12



07
**E-Thesis Submission
and Open Access**

Page 39



08
**Thinking Outside the
Box – Extra Curricular
Activities and the GSU**

Page 38



09
**Support Services
for Graduate Students**

Page 43

Ireland's leading university, steeped in history with a reputation for excellence in education and research.



04
The Structured PhD

Page 18



05
The Supervision Relationship

Page 30



06
Plagiarism

Page 37



10
The aims of a Trinity PhD Student

Page 51





Provost's Welcome

It is my privilege to welcome our postgraduate researchers to Trinity College Dublin, and to introduce the 2021/22 Postgraduate Research Student Handbook. You should be immensely proud of all you have achieved to date and I am excited for what you will do next.

At Trinity we understand the vital importance of basic and fundamental research in breaking new ground. We value the ability to apply our research for the benefit of society and the world. Our vision is to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs, new understandings, key insights, and that can make translational and transformative advances – or, to build a world in which we want to live.

We take pride in being research active across all three faculties (Arts, Humanities & Social Sciences; Science, Technology, Engineering, and Mathematics; and Health Sciences). Respecting the diversity of scholarship that flows from that, and using all our varied talents to achieve excellence, allows everyone to play to their strengths in a way that can ultimately benefit Trinity, and have a positive impact globally.

In joining the Trinity community, I would like to assure you that we are a supportive community and during your time here we will be with you to enable you unleash your full talent and exploit possibilities. You have so much to contribute to the life and fabric of this university and its diverse research community.



Professor Linda Doyle
Provost & President

01

Dean's Welcome

As Trinity College's Dean of Graduate Studies, it is my great pleasure to welcome you to our university, which is now well into its fifth century of bringing together students and researchers of the highest calibre to further our knowledge and understanding and to contribute to the well-being of society. This handbook offers a guide to how you can make the most of your time with us, engaged in the work which we hope will ultimately lead to you obtaining the degree for which you are registered.



Whether you are here studying for a PhD or for a Research Master's degree, it is my sincere hope that these years will be highly fulfilling for you in both academic and personal terms, as you become an indelible part of the history of this university, which is ancient and steeped in history, but which also constantly seeks to be forward-looking and innovative. Your story now becomes part of Trinity's story as we seek, as a community of students, faculty, and alumni, to work to the betterment of national and global society in the pursuit of knowledge and truth.

I hope that this handbook is helpful for you in navigating your studies. It contains information in relation to matters as diverse as the nature of the Structured PhD here in Trinity, the library, Trinity's sports facilities, and the various support services that operate for you across the university. It also contains some guidance on the nature of postgraduate research and suggestions for maintaining a successful student-supervisor relationship from the perspectives of both students and staff.

All PhD students need to ensure that they study the section on the Structured PhD, including the mandatory taught elements and information on progression and submission requirements. There is also a useful 'Timelines and Targets' section and a guide to regulations. This information will be invaluable in ensuring that you understand regulations and processes and that you have good notice about upcoming progress checks.

It's important to remember that the full regulations governing your registration are contained in Part III of the College Calendar (<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>) and specific information relevant to

your particular situation may be contained in school of discipline handbooks. Other useful information can be found on our website (tcd.ie/graduatestudies).

Finally, do remember that if you have any concerns at any stage during your course of study, there are many systems and processes in place to support you. Key contacts are your supervisor or the designated Director of Teaching and Learning (Postgraduate) in your School. The DTLP has responsibility for all research students in the school where you are registered and is an invaluable source of guidance and information. In addition, my office is always available to deal with particular concerns and questions, so please feel free to contact us if necessary. We are always happy to hear from our postgraduate research community.

For now, I wish you every success as you embark on this exciting stage in your research career!



Professor Martine Smith
Dean of Graduate Studies

Introducing the Graduate Studies Office

The Office of the Dean of Graduate Studies is situated in West Theatre, near the Office of the Vice Provost/ Chief Academic Officer, in Front Square. The Dean's office links closely with the Academic Registry in relation to all matters pertaining to the registration, progression, assessment and graduation of postgraduate students, both taught and research.

The Dean of Graduate Studies is the college office with responsibility (under the College Statutes and College Calendar) for graduate students. The current Dean, Martine Smith, is a Professor in the School of Linguistic Speech and Communication Sciences. Her email is dngrstd@tcd.ie

The Assistant Academic Secretary, Graduate Education, provides leadership in the development of strategy and drives the development and review of academic policies in respect of Trinity's graduate education provision. He acts as a centre of expertise, advising and contributing to the College's wider objectives in respect of its graduate education provision and the student experience. The current post holder, Dr Cormac Doran can be contacted at aasge@tcd.ie

The Administrative Officer, Ms. Ewa Adach has responsibility for advising and assisting the Dean on all matters related to Graduate Studies policy and also provides invaluable advice and assistance

to the college community where issues pertaining to graduate studies arise. The email to contact the Administrative Officer is genadgso@tcd.ie

Catherine Allen is the **Executive Officer/Dean's Secretary** in the Graduate Studies Office. She has a large number of functions in ensuring the smooth running of the office. In particular, she co-ordinates matters such as the travel grant scheme and the Provost's PhD Project Awards. Her email address is Dean.GradSecretary@tcd.ie

In addition, there are various communication points within the Academic Registry that may be useful to you during the course of your study. In almost all instances, it is best to link directly with your supervisor and/or the school DTLP about any queries that you have. Your supervisor can guide you on making queries and will usually also act as an advocate on your behalf if you are requesting some special consideration. If it is not possible or appropriate to link with your supervisor or DTLP, you can also link directly with the Academic Registry as outlined below.

If issues arise in relation to your studies that may mean that you need extensions for submission, time off books or some other concession, then you or more appropriately, your supervisor should contact the PG Cases team at pgcases@tcd.ie

For issues in relation to registration or admission onto the PhD register you should contact research.admissions@tcd.ie

Finally, for issues in relation to the submission of your thesis (or indeed in relation to any matters when the thesis has been submitted, e.g. revisions) contact gsothese@tcd.ie



Postgraduate Research in Trinity College Dublin

Trinity College is proud of the fact that both historically and in the present, it is dedicated to and famous for the production of top quality, cutting-edge research.

In this regard we fully recognise and acknowledge the remarkable work being undertaken by our Research Students in all disciplines and we are keenly aware of the extent to which our status as a research-led university is dependent on and heightened by the research of our students. This plays out in a number of ways. Whereas no doubt their capacity to attract grant funding is one example of how research students contribute to the university's research productivity, of far greater importance is the fruit of their research – in terms of submitted dissertations, conference presentations and peer-reviewed published work. At its best, any university is a community dedicated to the enhancement of knowledge and understanding and for the betterment of humanity. It is a matter of celebration for us that you have joined our research community and we look forward to Trinity's reputation for research and your burgeoning reputation as scholars becoming interlinked.

In so far as the work of a Trinity College research student is concerned, the primary academic support and focus comes from within his or her school.

- At the heart of this is the student's supervisor(s) (see the section on supervision below).
- In addition for all PhD students registering from September 2019 onwards, a **thesis committee**, or equivalent structure, will be appointed.
- Depending on the specific supervisor and the nature of the student's project, s/he will be supported by the supervisor's research group or lab, and, potentially, the postdoctoral students working there.
- All schools also have a Director of Teaching and Learning Postgraduate (DTLP) with responsibility for all graduate students in that school.

Whereas different schools may, for example, operate supportive mechanisms, and your thesis committee will play a distinct role outlined below it is your supervisor and the DTLP (or, where appropriate the academic director of the Postgraduate Research Programme) who are the two primary people to whom, in the first instance, you should turn for academic support.

The Hallmarks of Successful Postgraduate Research

On this basis, what are the hallmarks of a successful Trinity postgraduate thesis at either Masters or PhD level? Precise criteria in this regard are laid down in Part III of the college Calendar (<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>) and these should of course be consulted by you as you determine the standards which you must hit. The standards that are required of a PhD thesis are of course higher than those required of a Masters, but in principle all successful theses will have certain key characteristics.

They will demonstrate a deep and systematic understanding of the field of research and an awareness of existing scholarship in the area – in the context of which scholarship the submitted thesis will be situated.

They will demonstrate a clear and appropriate research methodology and, more generally, they will show evidence of rigorous, clear and effective research in the relevant area.

They will demonstrate significant skills of critical analysis and capacity to synthesise new and complex ideas.

They will represent an effective communication of the ideas contained in the thesis, which, especially at PhD level, must represent an appreciable contribution to knowledge through originality and innovation.

Very often the finished product will, either in whole or in part be accepted for peer-reviewed publication.



This is what you should be aiming for and it is our ambition that you will achieve this and our hope that we can help you to do so.

Trinity College – a Proud Member of the League of European Research Universities

It is a mark of Trinity's international status as a Research-Led University that, in 2016 it was invited to join the 23-member League of European Research Universities (LERU). Membership of LERU, apart from being a recognition of our status, will generate any number of benefits for the research profile of Trinity. It will certainly galvanise research collaborations and the pursuit of best practice and it will heighten our already excellent reputation for research.

From the perspective of Doctoral Students, however, there is also the potential and tangible benefit of participation in the annual LERU Doctoral Summer School. Details of how to apply to attend at this school are circulated in the Spring (and it is a highly competitive process which ultimately results in us sending perhaps only one student to the event). In fact, in Summer 2021, we were very excited to be the hosting university! This was a superb opportunity for our research students to participate in a wonderful educational experience with almost 60 students from almost 30 different universities in Europe.



Here's what some of them said:

Kevin Mercurio,
PhD Candidate, Department of Microbiology,
Trinity College Dublin, Ireland

From August 9th to 13th, the annual LERU Doctoral Summer School was hosted at Trinity College Dublin, where approximately 50 postgraduates explored the role of doctoral research and researchers promoting the importance of the expert in Europe. I attended the virtual event as one of six doctoral students selected to represent Trinity. Being online had its caveats, like how can 50 postgraduates be actively engaged to think critically about what an expert is, and their role as early career researchers? Organisers at the Graduate Studies Office divided the week into four discrete themes:

1. Are experts important
2. Are populism and anti-intellectualism connected
3. Anti-intellectualism and science and
4. Potentials and pitfalls for early career researchers

Daily themes were comprised of experts presenting ideas relevant to their own research, followed by heated discussions and talks by postgraduates about these concepts. It was important during the process of critical thinking and debate that postgraduates did not simply mirror the presentations by current experts, but also elaborate, establish relevance and even sometimes disagree.

It was essential from the very beginning of the school that participants define what an expert even means. Problems were encountered when determining a concrete definition, such as the politicisation of expert inquiry and the cultural divide between experts and the public. Experts need to understand the political landscape of which their research is conducted and aspire to frame their motivations to the concerns of the people within this environment.

Furthermore, citizen science was introduced as a bridge for experts to create a more inclusive community with the public, walking individuals through the process of gathering scientific data and analysing results.

Naturally, doctrines of populism and anti-intellectualism arose from the discussions. Drivers that fuel ideas of liberalism, anti-pluralism, majoritarianism and freedom

of expression within democracies were provided with substantial examples from around the world of their pros and cons. These concepts consisted of further ideals, depicting this disconnect as perhaps the current mediated relationship between experts and the public. Contrarily, individuals silenced in public discourse due to opposing views are outcasted, questioning their rights to speak freely against the elite and increasing the apparent divide.

These discussions segued neatly into current topics of concern, as the rise of anti-intellectualism paved way for promoting hesitancy against expert recommendations. We see this now with the spread of misinformation and disinformation among widely used media. Developing novel fields such as science communication, psychology of misinformation and theological ideals that permeate practices of citizens were paramount to addressing dismissive attitudes towards experts.

As a solution to the spread of false information was the idea of psychological inoculation, whereby experts take a reflective strategy and determine how malicious actors will react to research in their field.

Moreover, perhaps the source of expert distrust has more to do with the systemic divulgence of information by experts themselves, since experts have normally provided information like charity when in fact, experts should be in solidarity with the communities they support.

The school shifted its focus to outlooks of the future for early career researchers. Being aware of these problems and the current cultural environment, what are the potentials and pitfalls postgraduates must anticipate moving forward? Through sharing stories of humour, perseverance and failure, values such as commitment to high-performance intellectual activity, imprinting your personality in the research you do, and the notion that failures often lay the foundation for success, inspire early career researchers to improve the current academic environment as well as opinions of the public toward researchers and institutes. Despite the slow pace in such a cultural shift, it is the corroborated effort of postgraduates that fuel this progress.

The ambitious goal of these discussions was for postgraduates to apply their knowledge and create a policy paper to be shared with LERU officials.

The presentations and discourse throughout the week were exceptional, but ultimately without proactive



measures these words often land on deaf ears. Assembled into teams of various disciplines mixed between the 23 member universities, postgraduates were tasked with identifying the major challenges early career researchers face and suggest policies LERU could advocate for at the institutional and EU level.

Suggested ideas were the implementation of skills development training and practical methods of disseminating research, develop an infrastructure that prepares postgraduates for both academic and non-academic careers, and the standardization of postgraduate expectations among European universities.

A summer school of constant reflection, with splashes of Irish culture within daily social events, offered postgraduates across Europe a novel opportunity. Coming together at such a scale during the pandemic was unexpected but permitted a conversation that will be carried by participants throughout their careers. An enormous thank you to Dean of Graduate Studies Professor Martine Smith, Cormac Doran, Tom Hayes, Ewa Adach and Anna Ibanez Canti who facilitated the summer school, as well as of course, my fellow peers and experts of the future.

**Ellen Tuck,
PhD Candidate, School of Genetics and Microbiology,
Trinity College Dublin**

The LERU Summer School will certainly be one of the highlights of my PhD experience. It was an opportunity to think and learn outside the narrow scope of my own PhD research, strengthening my skills and broadening my knowledge as an early career researcher.

This year's themes of anti-intellectualism, the role of the expert and challenges for early career researchers allowed us to consider issues related to being an academic, an expert, a researcher or a scientist – all of which I am training for. But bunkered down in my lab I rarely reflect on the real-life context of these roles, how the expertise we, as PhD students, are developing fits into society, and the associated responsibilities. This week changed that.

Even though the restrictions of the COVID-19 pandemic meant the summer school was held online via Microsoft Teams instead of in person at a host university, the week was packed with engagement and fierce discussion from participants. The chat box was constantly pinging with fascinating contributions, debates and opinions offered by the PhD students in response to the lectures given by world-leading experts.

I was in awe of the intellect and passion demonstrated by my fellow students, who represented diverse disciplines of research from universities across Europe, dialling in from homes across the globe. The course was a perfect opportunity for trans-disciplinary engagement and communication: an activity so often emphasized as critically important in the training of PhD students but, in some fields, hard to achieve. The discussions during the lectures and particularly the group work on policy writing highlighted how similar our experiences can be, developing solidarity across the continent and across disciplines, but also how different our experiences, perspectives and feelings on issues can be. It was fantastic to see how brainstorming together, discussing our diverse experiences, developing on common ground, and inspiring one another made for some great progress towards a policy document which will help us as PhD students, early career researchers and experts of the future. As the saying goes “Ní neart go cur le chéile” (there is strength in unity).

Our discussions on the challenges for early career researchers highlighted key themes: Communication, relating to the need for training to communicate with the

public effectively and respectfully; and Collaboration, something we all enjoyed immensely and benefited from during the week but need more opportunities and support to do. We indeed encountered some frustrations inherent to the policy making process, such as limits to what can realistically be achieved, and handling the overwhelming amount of input from so many participants, especially through an online format. But it was an effective learning process and the documents we did produce had some excellent ideas which LERU will follow up on. They will hopefully improve the experience of early career researchers, particularly PhD students, across the LERU universities.

**Annie C. Humphrey,
PhD Candidate, Medieval History Research Centre,
Trinity College Dublin**

The LERU Summer School was a powerful source of interaction with early career researchers across far-ranging disciplines and a broad geographic array of universities. It was also an important look into the process of policy-making across the European Union. This year's topic on the Role of the Expert served as both scholarly and personal fodder for fascinating discussions, bringing all kinds of opinions and experiences into the conversation. Overall, it was a memorable and useful week that served as a welcome prognosis for the future of academia in Europe.

In the age of an internet presence being vital for success, the LERU Summer School was a great way to exchange Twitter handles and Instagram accounts. I myself befriended a Spanish medical doctor enrolled in a PhD programme at a Swedish university with photos of my puppy, surely an incident unlikely to occur elsewhere.

I was able to hear scientific procedures and medical methodologies I would never hear in the Arts Block, and introduced to sociological concepts and novel philosophies that I would be unlikely to hear in Dublin or my home country. This chaotic blend of early career researchers and top minds in emerging scholarship was a crucible for new ideas and a catalyst, I'm sure, for upcoming projects and bold initiatives in the continuation of our individual scholarship.

I hope future attendees of the LERU summer school will avail of the opportunity to meet, ask, discuss, and grow with other doctoral students from across the EU. Be prepared to work and be challenged, and to be all more a richer and better-informed academic for it!



Trinity's Structured PhD

All Trinity PhDs are now 'structured doctorates' irrespective of how they are funded. In essence this means that they are four year full-time or six year part-time degrees (see the section on timelines and targets) where students are required to fulfil criteria at the end of each academic year.

This does not mean that students cannot submit their PhD theses before four or six years – they can, albeit that, for part-time students this may have additional fee implications. But our structured doctorates are set up as four-year degrees and we make provision for incremental stages along the journey during this four-year time period.

Furthermore, as is discussed shortly, under our structured doctorate model, students are required to participate in taught modules and obtain between 10 and 30 ECTS in doing so during the lifespan of their PhD research. This is a University-wide requirement. Your School may have specific and bespoke requirements as to how these credits are obtained or which modules must be undertaken. It is important that you familiarise yourself with these requirements – your school postgraduate handbook should be helpful in this regard. Please be aware that all incoming students must successfully complete a 5-credit module in Research Integrity and Impact in an Open Scholarship Era.

The Stages of the Structured PhD

Progress Reports

In terms of the process for the structured PhD, the first requirement for all students (full-time or part-time) is that, in conjunction with your supervisor, your thesis committee (or equivalent) and the Director of Teaching and Learning (Postgraduate) for your school, you submit a progress report to the school at the end of each year of study. A student who does not submit this progress report will not be permitted to register for the subsequent second year. Moreover, it is perfectly possible for a school to refuse to allow a student to proceed to the next year on register if progress, as outlined in the report, has not been satisfactory.

A particularly critical development for full-time students occurs about halfway through your second year on the register - the confirmation process takes place at around 18 months from your initial registration. For part-time students, this takes place in their third year, around their 30th month on register. Students who started on the research Masters register but wish to convert to the PhD register will undertake what is called a 'transfer process' identical in all respects to the confirmation process. This process is organised at school level and details of precisely what it entails will be given to you by the school DTLPG or their delegate. All confirmation processes will at minimum include submission of a piece of work and an oral interview (viva) with your thesis committee. The procedure is aimed at ensuring that you are sufficiently on track and can demonstrate that you are capable, ultimately of achieving the PhD, and that it is appropriate that your registration as a PhD student should be maintained.

A student who fails his or her confirmation interview may (a) be discontinued on the register (b) be granted permission to submit a thesis for a lower degree (M.Litt/MSc) or (c) be permitted to re-submit work for a second and final confirmation interview within roughly six weeks. Where a student fails the second confirmation interview, then [s]he cannot submit for a PhD but instead (depending on what the confirmation panel decides) may either be removed from the register or, alternatively may be given permission to write up and submit for a Master's degree. The confirmation interview, thus, is an extremely important part of the structured PhD, and it is by no means uncommon for students to fail to cross this hurdle.

In reality, however, the entire PhD process, from originally devising a research question right through to ultimate submission of the final thesis is a structured and incremental one. At all stages in the process, it is vital that you, along with your supervisor and your school have a clear sense of the direction in which it is headed, and reasonable confidence that the project that you are undertaking is capable of hitting the standards required of a successful PhD thesis. Furthermore, at all stages it is important that you grow intellectually in and through your work. In other words, every stage of the structured PhD process (like every book you read, every dataset you analyse and every supervision meeting you arrange) represents a learning process, so that, following completion of the degree you will not merely be an expert in the field of study covered by your thesis, but you will also have grown intellectually, to doctoral level, in a broader sense.



Taught Elements within the Structured PhD

From the standpoint of the University, students must study a minimum of taught components equating to 10-ECTS credits. Having said that, you should be aware that your particular school may have specific requirements that require you to obtain more than 10-ECTS of credit or may specify modules that you must take to fulfil their requirements. As such it is hugely important that you familiarise yourself with the specific requirements within your individual school. Students will be registered on SITS to the modules that they undertake (including the mandatory module on 'Research Integrity and Impact in an Open Scholarship Era').

For students who are not constrained by the approach in their school, there is a wide array of options available to fulfil the taught components of the structured PhD. All of these options are identified on our website at: <https://www.tcd.ie/graduatestudies/students/research/structured-phd-modules/>. Rather than refer to them all, it would, perhaps be helpful to highlight some key points:

- (a) There is a range of generic skills modules which are offered by the Graduate Studies Office, the Library and Trinity College Student Learning and Development all of which should provide students with invaluable skills that will both assist them in their PhD work but will also be useful generally. Make sure you look at these carefully and see if one looks ideal for you – especially if you are in your first year of study. Each of these modules is outlined briefly below. In particular, please note that all incoming students (from September 2018 onwards) are required to take the 5- ECTS module in ‘Research Integrity and Impact in an Open Scholarship Era’.
- (b) Provided that the module lecturer and your supervisor/ DTLP agree and there is capacity, students can fulfil their taught requirements by studying any of the thousands of modules on any of our level 9 taught master’s courses.
- (c) As is detailed later, students can study for the Graduate Certificate in Innovation and Entrepreneurship through Tangent. If a student chooses to complete all 30-ECTS of modules and take the certificate award, then this cannot count towards their structured PhD (as this would mean that the same modules would count towards two different university qualifications). On the other hand, students who do not obtain the certificate can use credits obtained from having successfully completed particular modules within Tangent towards their structured PhD requirements.
- (d) Similarly, many PhD students register for our Postgraduate Certificate in Statistics to help them develop the skills required to analyse their data. Information on this course is available at <https://www.scss.tcd.ie/postgraduate/pgcertstats/>. Again, as this is a separate 30 ECTS course with its own award, where students successfully complete the certificate and are issued with the award, credits obtained in the process cannot count towards their structured PhD, but if students do not complete the certificate, then modules undertaken can count towards the structured PhD taught credit requirement.
- (e) Registered Ph.D. students on particular, named thematic programmes can avail of modules delivered in any of our partner universities in Ireland under an inter-institutional agreement that is in place. Your supervisor will be able to advise if you can avail of this.
- (f) Finally, we are constantly seeking to increase and improve our offerings of structured PhD modules and we will be in touch with you throughout the year to let you know of any relevant developments in this regard.

I urge you to think carefully about the modules that you choose for ECTS credit purposes and to study the options that are available to make the best possible choice for yourselves. Even though the idea of a research student taking taught modules may seem odd or unnecessary at first glance, we have countless examples of students who say that the classes that they attended as part of the structured PhD – whether discipline led, generic, or a taught masters module – were profoundly enriching and meant that the entire PhD journey was an intellectually satisfying one. We are very aware that, for many of you, the PhD is both an end in itself but also a means to another end – career either inside or outside of the academy. We genuinely believe that the skills developed through the taught components of the structured PhD will stand to you both in the course of your PhD studies and beyond them.

Finally, please be aware that it is not possible for a student to be examined in relation to his or her PhD thesis unless his or her DTLP indicates on the relevant form that the student has fulfilled the requirements of the structured PhD. Indeed, more generally, a student cannot be invited to register for the next year of his/her studies unless and until his/her school confirms that [s]he has fulfilled all the structured PhD requirements of the previous year. In other words, it is vital that you do complete the taught modules and other structured components that are required.



Research Integrity and Impact in an Open Scholarship Era – MANDATORY MODULE

The concept of open scholarship has radically altered the way in which academic research operates in Europe, providing as it does both opportunities and challenges for research students. In addition, funders are increasingly demanding that researchers, including research students, must, as a pre-requisite to securing grant funding, have undertaken some training in research ethics. Finally, there are increasing pressures on students, as they conduct research, to be aware of and comply with obligations under intellectual property and data protection law and indeed to ensure the proper management of their research data. This course seeks to provide all Trinity PhD students with the tools necessary to navigate these issues as they proceed with their research. This module is mandatory for all incoming PhD students in line with the decision of Graduate Studies Committee (March 2018) and Council (April 2018).

Module Learning Outcomes

On successful completion of this module, students should be able to:

- Apply the highest standards of ethical integrity in their research
- Understand the basic principles of intellectual property law as they apply to their research
- Appreciate the application of Data Protection law in the context of postgraduate research
- Apply best practice standards in research data management and develop an effective Data Management Plan for their research
- Demonstrate awareness of the opportunities that open scholarship provides for them to ensure that their research has maximum impact

This module is delivered online and must be taken at any stage prior to the student undertaking his or her confirmation/transfer process. In order to accrue the 5 ECTS (125

student effort hours), participants will be expected to complete the various online components of the course and the prescribed assessments.

The module sessions are:

- Session 1: Research Integrity and Ethics
- Session 2: Copyright, Intellectual Property and Data protection
 - Part 1: Copyright and Intellectual Property
 - Part 2: Data Protection
- Session 3: Research Data Management and the Construction and Application of Data Management Plans
 - Part 1: Research Data Management
 - Part 2: The FAIR Principles
- Session 4: Open Access and Open Research
 - Part 1: Scholarly Communication and Publishing
 - Part 2: Open Access
- Session 5: Research Evaluation and Impact in an Open Scholarship Era
 - Part 1: Research Evaluation
 - Part 2: Your Research Impact

Each session contains a series of tasks which you must complete before moving on to the next session. The tasks are Introduction, Prepare, Study, Apply/Reflect, Recall and Extend.

Careers, Employability and Work-Based Learning Modules

The innovative 10 ECTS module on Careers, Employability and Work-Based Learning and the complementary shorter 5 ECTS module on Careers and Employability will support you, the PhD student, with career planning, critical reflection and decision-making and will enable you to establish networks to help support your future career.

These modules are led by the Trinity Careers Service and are offered in a blended learning format, which includes an online Skills Audit tool to help you to develop transferable skills that can be applied during and after your PhD. The 10 ECTS module offers a unique

opportunity for you to undertake work-based learning to prepare you for careers in academia and/or industry and has been developed in collaboration with industry partners.

Both modules comprise a suite of workshops in two streams (Careers and Skills) with students undertaking alternating face-to-face and online sessions. The 10 ECTS module includes an additional Work-based Learning (WBL) stream. Both modules are open to students in Years 2-4 of a full-time PhD (Years 2-6 part-time PhD) across all disciplines.

By the end of these modules, you should be able to:

- Critically reflect on, develop, and articulate your skills in relation to your PhD and for the workplace.
- Create a career path that reflects your beliefs, values, interests and potential.
- Apply tools to proactively manage your own career.
- Create meaningful connections with PhD students from other disciplines and industry partners/alumni.
- Critically evaluate a work-based learning experience in terms of your future career direction (10 ECTS module only).

The modules are assessed through written critical reflection, a group poster project, completion of a CV and cover letter review, and a WBL self-assessment (10 ECTS module only). Students will have the option to transfer between the two modules on successful completion of the required components.

For further information, please contact the Careers Service at careers@tcd.ie or www.tcd.ie/careers.

Planning and Managing your Research and your Career (PMRC)

This module provides doctoral candidates with opportunities to develop and enhance their research practice and reflect on the process. The module focuses on self-management, academic and communication skills as well as personal effectiveness and wellbeing.

The module takes an active, blended learning approach. It employs in-person workshops or live webinars as well as online self-directed sessions with opportunities to demonstrate self-reflection and the practice of new skills. The module is designed to maximise flexibility and enable students to tailor their learning to their own developmental priorities and circumstances (e.g. non-resident or part-time) by allowing students to choose from a variety of sessions and topics provided by Student Learning Development, Student Counselling, Postgraduate Advisory Service and The Library.

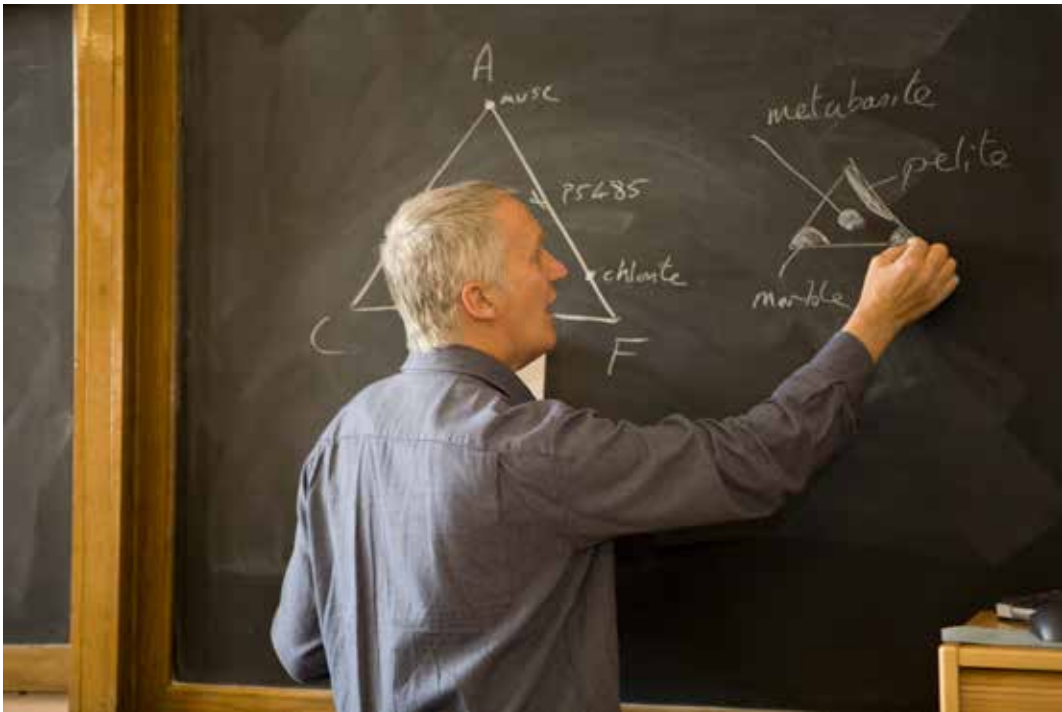
To complete the module students must undertake 12 topics from 3 themed areas: Self-Management and Self-Care Skills, Interpersonal and Leadership Skills and Academic Skills.

For further information, please visit <https://student-learning.tcd.ie/> or contact the Module Co-ordinator: Dr Tamara O’ Connor, Student Learning Development (student.learning@tcd.ie)

Teaching and Supporting Learning as a Graduate Teaching Assistant

This 5-ECTS module offered by Academic Practice is targeted towards PhD students with roles in teaching or supporting learning, e.g. those working as teaching assistants or demonstrators, and is particularly appropriate for students aiming towards a career as a lecturer. Module participants join a supportive peer group who share practice, insights, and pedagogical concerns and are supported to reflect critically on and take a scholarly approach to their own educational practice.

Grounded in the Scholarship of Teaching and Learning (SofTL), the module is intended to enable participants to participate in educational discourses around teaching and learning in higher education. The programme provides an opportunity for postgraduate tutors, demonstrators and graduate teaching assistants from across the disciplines to come together in a Community of Practice to develop their understanding of teaching and learning. Participants are supported to explore the praxis of their teaching, using theory and reflection to develop an individual teaching



philosophy informed through engagement with the evidence base.

Teaching and Supporting Learning as a Graduate Teaching Assistant module seeks to enable Graduate Teaching Assistants (GTAs) to:

- Develop a conceptual understanding of the norms and expectations of being a TA;
- Examine your assumptions, values, beliefs, and practices;
- Employ effective teaching strategies to enhance student learning;
- Develop a student-centred approach to teaching;
- Promote inquiry and student engagement;
- Evaluate your teaching and their impact on student learning.

The module is designed for fully online delivery. Teaching is mostly asynchronous with the intention of providing GTAs/demonstrators maximum flexibility around their existing commitments. Materials and activities are released on a highly structured weekly basis and supported by three live tutorials, which all participants must attend. The module covers 7 key areas of practice relevant to students expanding their understanding of teaching and learning in higher education:

1. Role of the Graduate Teaching Assistant
2. Communications and Coping Strategies
3. How Students Learn
4. Session Planning
5. Designing an Online Activity
6. Assessment and Feedback
7. Reflecting on and Evaluating your Teaching

Tangent, Trinity's Ideas Workspace

Why not consider the possibility of fulfilling the taught components of your PhD within Tangent, Trinity's Ideas Workspace?

Tangent is an exciting intellectual space where PhD students interact in multi-disciplinary groups with faculty, entrepreneurs and industry mentors from public and private sector organisations. Tangent was established in 2010 to develop a new kind of PhD graduate, expert in their discipline, but with a thorough understanding of how innovation can convert knowledge into products, services and policies for economic, social and cultural benefit.

Graduate Certificate in Innovation and Entrepreneurship (30-ECTS), funded under the HEA's Human Capital Initiative, is offered to all PhD Students. Innovation is considered in the broadest sense of exploiting new ideas in a competitive world; it is not restricted to science, engineering, technology and business, but encompasses creativity, leadership, cultural and policy innovation in the arts and humanities. Such diversity in the student body sets this initiative apart as particularly innovative in its own right.

The Graduate Certificate aims to provide skills in innovation and entrepreneurship currently lacking in many Irish PhD programmes and will set graduates apart as having this uniquely transferrable skillset. In the course of the programme, students are encouraged to uncover and exploit potential within their thesis research. To achieve this, students collaborate with industry partners on a variety of projects, gaining invaluable experience. This experience enables students to explore and develop their research in new and innovative ways. The course is modular in structure, incorporating content on creative thinking and innovation, opportunity generation and recognition, intellectual property, venture planning and finance. Our PhD candidates can take modules to fulfil the taught components of their structured PhD or can take the whole Certificate in Innovation and Entrepreneurship as a separate qualification (in which case the modules taken do not count towards the structured PhD ECTS requirement).

Students must seek School approval through their supervisor before they apply; please visit to find out more and apply: <https://www.tcd.ie/tangent/education/postgraduate/>

For more information please contact tangentcourses@tcd.ie.



Targets and Timelines for the Structured PhD

All PhDs (and all PhD students) are different and therefore it is probably impossible to suggest a definitive timeline for work that applies to all students. The suggested timelines and targets below are, therefore, indicative.

These should normally be agreed between the supervisor (s) and the student and there will be certain things (e.g., seeking ethics approval, risk assessment of field-based activities and

even data collection) which may apply earlier in some discipline areas than in others. In other words, do not feel constrained by these timelines – they are intended merely for guidance. Time management is an important part of successful completion of a PhD. If you have any concerns about your overall progress, it is always better to seek advice and guidance as soon as possible, as there are many supports that can be put in place to ensure that the impact of any delays are minimized.

TIME

TASK

Before commencement of study

- Prepare a statement of research subject
- Assignment of supervisor(s) and approval of application by School and Dean of Graduate Studies
- Ensure that funding (where applicable) is in place
- Attend PG Students orientation events
- Relax and have fun

During the first months of doctoral study

- Work with supervisor(s) to ensure a clear understanding of your research question.
 - Familiarise yourself with what is expected of you in so far as the taught element of the structured PhD is concerned.
 - Familiarise yourself with available library and/or lab resources and avail of any opportunities to upskill in terms of bibliography management or other scientific literacy skills that will underpin your research.
 - Ensure that there is a clear agreement between you and your supervisors in terms of what is expected of you and how your supervision relationship will proceed.
 - Ensure that you are aware of the members of your PhD thesis committee and that you have familiarised yourself with the requirements of the annual progress report process.
 - Ensure that you have a suitable data management plan in place, and more generally, that you are aware of College rules pertaining to use, ownership and management of data.
 - Ensure that you are aware of any requirement to obtain ethical approval for any element of your work.
 - Relax and have fun and avail of opportunities to engage with students outside of your discipline area.
-

TIME	TASK
During the first semester of doctoral study	<ul style="list-style-type: none"> • Development of thesis research schedule (specified for first year, comprehensive outline for subsequent years) • Try to ensure that you have completed a sufficient body of work (whether in the form of data collection or writing) that you have confidence proceeding to the next semester • Consider whether to apply to be an exam invigilator • Relax and have fun
During the first year of doctoral study (first two years for part-time students)	<ul style="list-style-type: none"> • Attend any formal modules or programme requirements as laid down by the School in so far as the structured PhD is concerned • Specification of research plan for second year • Take stock to ensure that you are 'on track' in so far as your initial plans are concerned • Complete your annual progress report and submit to your supervisor(s) and thesis committee for their input • Prepare for confirmation process (if on the fulltime register). Familiarise yourself with the requirements of the process and make sure you are aware of deadlines • Relax and have fun
During the second year of study (3rd year for part-time students)	<ul style="list-style-type: none"> • Completion of confirmation process (including submission of confirmation report and attendance at confirmation interview) • Specification of detailed research plan for remaining year(s) • Ensure that your research has really started to take shape and that you are not falling behind in so far as the timelines that you and your supervisor have set are concerned. • Relax and have fun
During the third/ fourth year of study (fifth/sixth year for part time students)	<ul style="list-style-type: none"> • Completion of research • Final write-up of thesis • Submission of thesis • Nomination of examiners • <i>Viva Voce</i> exam

Note: Timelines for these activities may in part be discipline dependent.

Finally, there may be various other issues that will arise in the course of particular research projects. Amongst these, the following (in alphabetical order) tend to be prominent:

Agreement of schedule for and preparation of progress reports to funders

Agreement on approaches for ensuring appropriate data security and record keeping

Career planning and job search activities

Commencement of fieldwork

Ethical review/Ethical approval (as and if required)

Field trip planning

Health & Safety instructions/certifications

Negotiation of access to field sites/samples

Pilot study

Preparation of conference papers

Preparation of journal submissions

Pre-test of instruments/experimental manipulations etc.

Professional registration and formal clearances (e.g., Garda clearance if research is planned with children or vulnerable adults; etc.) if this has not been required as part of the registration process

Submission and Examination

The final piece of the jigsaw for research postgraduate students relates to submission and examination (and this may well seem a very long way off to those of you entering into your first year!). But it is a critical final piece and so it is worth focusing on in some detail.

All Theses (PhD or Research Masters) are submitted electronically, through the Academic Registry. Before you submit, students must complete and submit an Intention to Submit form to the Academic Registry (via gsothese@tcd.ie). This allows Academic Registry to set up and receive the electronic copy, and triggers all the subsequent steps in the examination process. The form should be submitted one month in advance of your intended date for submitting your thesis.

As you will read in the Calendar, there is a maximum word count (**100,000** for a PhD, **60,000** for a Masters **which includes appendices** but not footnotes). Theses that exceed this word count will be returned to the student for resubmission. Part III of the College Calendar includes details of what must be included with the thesis (e.g. declaration, abstract and so on) as well as details of requirements in terms of spacing, font size etc. Finally, in the 'library' section of this handbook, you will find details of our open access policy and the fact that students must now submit their final approved theses electronically (and also the rules on when a stay may be sought on the availability of theses in the library

– typically when there is a need for it to remain confidential for a period of time).

Theses must be submitted by the end of the month preceding that on which you registered (i.e., if your registration was in September then you must submit by end of August). On the other hand, there is a convention that students are entitled to **Dean's Grace** which is, in effect, an additional month to submit. In reality, this grace period means that someone who registers in September will, some years later, submit by end of September. In exceptional circumstances and on the application of his or her supervisor, a student may be granted an extended Dean's grace. Such requests will only be considered when submitted by a supervisor on behalf of a student, with clear and convincing evidence of the basis for the request.

Once you have submitted your thesis, your School will be sent an 'Examiner Nomination Form'. This form is returned by the School DTLP directly to the Academic Registry for approval by the Dean and you do not need to do anything about this part of the process. In many cases, supervisors discuss potential examiners with students, but it is important to note that this does not mean that a student has any right to be involved in the appointment of his or her examiners. The thesis is then sent out for examination, with the process, taking a minimum of eight weeks and sometimes taking much longer due to the availability of appropriate examiners!

For a research master's thesis, the examiners may award the degree as it stands, or with minor corrections, may return it for major revisions and re-examination (with no guarantee that the revised thesis will be awarded the degree) or may fail it. If either of the latter two options are possible, the examiners must schedule a **viva voce** (oral exam) giving the student an opportunity to defend the thesis.

For a PhD thesis, there is always a **viva voce** exam, a rigorous and robust oral defence of the thesis by its author. Thereafter the examiners may (i) award the degree as it stands, or (ii) with minor corrections, (iii) return it for major revisions and re-examination (with no guarantee that the revised thesis will be awarded the degree) or (iv) award a lower degree (that is, a masters) or may fail it. In the case of both a master's degree and a PhD, where the thesis is referred for major revisions and re-examination, there is no second viva voce exam. The revised work is re-examined by both examiners, and both must submit new examination reports.

Students are encouraged to work with supervisors in preparation for their viva exams and, should their thesis be referred for revision and re-examination, it is very important that they work with their supervisor/s in relation to the revision process.¹

Finally, you should receive a copy of our Viva Guide for Postgraduate Research Students from your supervisor or DTLP, but it is also available on our website (www.tcd.ie/graduatestudies/students/research/). Although for incoming students, the viva may seem a very long way off, I hope that this guide will be of some use to you when the time comes around.

In either case, when the degree is eventually awarded the student must submit the thesis electronically and may also submit a hard copy (see the section below in relation to open access). Thereafter, the award of the degree is approved by the Higher Degrees Sub Committee of University Board and Council and the student may proceed to graduation.



¹ Details in relation to the fee implications of a thesis being referred for revision and re-examination are available from the Academic Registry under 'What will my fees be?' at www.tcd.ie/academicregistry/fees-payments/

Supervision and the Student/Supervisor Relationship

At the heart of a really fulfilling PhD experience is the concept of quality supervision. In Trinity we are committed to ensuring that all PhD students are supervised effectively. On the other hand, it is recognised that there is no such thing as a ‘one size fits all’ approach to supervision.

Rather, the definition of quality supervision in any context depends on a range of factors, including the student, their needs, the supervisor, and the project. Many of you will be jointly supervised by two or even a panel of supervisors whereas others will have a single supervisor, with a thesis committee. Some of you will meet your supervisors every week whereas others will meet less frequently. Some supervisors will provide more detailed comments on thesis drafts than will others. The point is that it is not the case that one model is better than another. Rather what is important is that the model that applies in your case is one that works for you and your supervisor and one that ultimately leads to your final thesis, as well as your overall ‘PhD journey’ being as fulfilling as possible.

In the case of all PhD students who registered from September 2019 onwards, a **thesis committee** should be in place, comprising your principal and, where appropriate, secondary supervisor and two other people. Different schools may operate different variants of what this entails, but in most schools the thesis committee will be involved in the progression stages of the structured PhD (that is, in the completion of progress reports or the confirmation process). Finally, if you have concerns with the supervision that you are receiving (or any other real and pressing concerns with your supervisor) this is something that you can raise with non-supervisor

members of your thesis committee and of course with the DTLP in your School.

It is important, however, to remember that ultimate responsibility for your thesis rests with you. Supervisors are there to guide you, to help you to develop your ideas and to review your draft chapters so that their quality can be improved, but they are not there to write your thesis, to be the innovative force behind it or indeed to improve the standard of written English in it! Occasionally we have had situations where students whose thesis was referred for revision, or who failed the viva voce examination process, subsequently seek to blame their supervisors for this outcome. Inevitably the response is that it is the student and only the student who takes responsibility for the final submission of a thesis (thus under our rules, no complaints against supervisors can be entertained following submission of the thesis).

Having said that, and even though there is no singular prescriptive mode for ‘good supervision’ it is important that you do receive effective supervision (and this is a two-way street with input from both you and your supervisor). If you feel that the supervision you are receiving is of poor quality or that, for whatever reason, there is some breakdown in the supervision relationship between you and your supervisor (even if there is no breakdown in your personal relationship), it is vital that this is dealt with as soon as possible by communicating either with the other members of your thesis committee or with the DTLP in your school or, in unusual cases, with the Dean of Graduate Studies.

Thankfully, such breakdowns in relationship happen very, very rarely! For most of you, the focus will not be how to maintain a problematic relationship but instead how to get the most out of an already effective one. That being the case, what follows are the views of one experienced supervisor and three PhD students, with tips for how to get the most out of a supervision relationship.

Tips on developing and maintaining a constructive working relationship with your supervisor (from a supervisor's perspective)

Martin Fellenz,
Trinity Business School

Over the years I have been blessed with the opportunity to work with many talented and highly motivated doctoral students. In fact, when I think of my best experiences working with doctoral students, the task of writing down tips on how to develop and maintain good working relationships appears unnecessary. However, relationships don't always work out well, and there is both effort and goodwill required from both sides to avoid and/or overcome problems that may - and often do - arise.

For any doctoral student, your supervisor² will be the most important person in your progress through the Ph.D. programme. And while good interpersonal relationships are helpful and do often develop, supervisor-student relationships are first and foremost working relationships designed to support the students in their research as well as in their learning and development.

In my view these are two related but separate goals. The only good Ph.D. thesis is a completed one, so the focus on research progress in the relationship is paramount. However, if you come out of your doctoral studies with a successfully defended thesis and nothing else, you have missed a lot of important opportunities. Developing research skills and research-related knowledge is crucial, but developing yourself as a person and preparing for your further career by developing a broader skillset is also a priority. The quality of supervision, and the nature of the student-supervisor relationship is central for all these outcomes to be fully achieved.

And while it ultimately takes two to make this work, there are many ways in which you as the student can facilitate a good working relationships.

The short version of what I will talk about could be summarised with two points: To develop and maintain a constructive working relationship between research student and supervisor it is crucial to (a) make your mutual expectations clear to each other, and (b) base your interactions on mutual respect. I will discuss some relevant thoughts under these two general headings below.

Clarifying mutual expectations and responsibilities

To many the idea of clarifying mutual expectations will seem obvious, and to others it will appear unnecessary. However, I am often amazed with what remains unspoken and even unknown about the respective expectations and responsibilities of supervisor and research student. Many of the formal responsibilities for both are clarified in official rules and regulations (see for example the College Calendar and the published "Best Practice Guidelines on Research Supervision"), but in every student-supervisor relationship some aspects benefit from discussion and clarification. They include:

— **Research topic and approach**

In some disciplines students know exactly what their research topic, and possibly even what their research questions and methodology are when they register for their Ph.D. In other areas the initial topic choice is simply a point of departure that leads to often substantial change and development of the topic. It is imperative that both parties are clear about what level of commitment they have to the initial topic and proposal, and how they will work on the development of the topic (if any) and how unforeseen problems will be resolved (if they arise).

² For stylistic reasons I will talk about individual supervisors only but all points made also apply to students with co-supervisors.

— **Publications, Authorship, Collaborations With Others**

If you are just starting out as a research student, you may not be thinking about publications just yet, but there is no better time to discuss both your plans and potentially thorny issues such as authorship and potential collaborations with researchers other than your supervisor at the beginning of your work together. For most academics authorship and the personal and professional recognition that goes with it are very important. Decisions about such issues can quickly become emotional and even conflictual, and it is much easier to agree on a joint approach before there are actual decisions to be made. Explicit discussion and an agreement that is formally recorded (even if just in an email to confirm what was discussed and agreed in a meeting) can prevent such problems from arising later.

Different disciplines have different approaches to authorship, so whatever you agree should reflect values and customs in your discipline(s). In many areas in the social sciences, for example, it would be seen as unethical for anyone but the student to be first author on publications arising out of the thesis research (with some rare exceptions). Similarly, providing research funding, access for data collection, or any form of hierarchical relationship would not provide acceptable grounds for recognition through authorship. In any case, the respective roles and the resulting authorship arrangement of any collaborative research should be discussed as early as possible – this is the best way to avoid later difficulties.

Collaborative research with third parties should also be discussed with your supervisor. If they are compatible with your workload they may offer great learning, publication and networking opportunities, but it is something you should bring up, discuss and mutually agree.

— **Communication, meetings and documentation of agreements**

The formal College regulations and guidelines specify minimum requirements here, but it is useful to agree on how you want to work together. How often, where and when do you meet; how do you communicate with each other; when are drafts submitted; when, in what format, and how often is feedback provided; and similar aspects should be discussed and agreed. And any agreements (as well as other aspects of such meetings) should be documented to provide clarity for both parties. An easy way to do this is by keeping minutes of the meetings. That can be quite informal, and I often send a quick email with notes, agreements and next steps/expectations to my students (or ask them to prepare them and send them to me). This creates clarity and any misunderstandings can be clarified before they turn into something bigger.

— **Schedules, work progress, deadlines**

Some supervisors insist on specific and detailed plans with exact deadlines and deliverables, others are less concerned about this. But at any stage both student and supervisor should know what the next step(s) are, and have at the very least a rough idea and agreement on when these steps should be completed. This is useful for students because of the direction and structure such work plans provide, and for supervisors because they can best support the student's work and evaluate the progress made which helps to alert them to any potential problems early.



Given the multitude of demands and responsibilities most supervisors are dealing with, adherence to agreed deadlines and submission dates is crucial to enable them to provide timely feedback. In case of delays it is always useful to alert the supervisor as early as possible and to consider a renegotiation of the relevant deadlines. If this becomes a repeated or even regular occurrence, however, there may be an underlying problem that needs to be addressed. Both parties are better off if overly ambitious schedules, unforeseen problems with data collection or other research elements, or inefficient work approaches are identified and jointly resolved.

— **Mentoring, networking and career development**

Different supervisors will have different approaches to this, but for me an active interest in and support for the career plans of my students is an integral part of the working relationship. This includes discussions of what and how much teaching may be useful for developing a teaching portfolio and skills; which conferences may offer the best opportunities for professional networking; and similar aspects that help students prepare for their intended career. For students, having the chance to start building their own professional network, and for potentially leveraging the professional contacts of their supervisor is immensely valuable. This is a privilege that many supervisors will not necessarily extend automatically, so it is good to understand if and under what conditions supervisors will offer such opportunities.

Exercising mutual respect

Compared to many other institutions - especially foreign ones - the Trinity approach provides little formal authority to the supervisors. In other academic institutions and traditions supervisors often have a central part in the examination of the doctoral thesis, or must sign off on the thesis before it can be submitted for examination. The only similar power that supervisors here in Trinity have is their ability to comment on their students' progress in the annual progress report, or possibly to comment on their students' performance as part of the process of confirmation on the doctoral register. Nevertheless, by its very nature the supervisor-student relationship is unequal.

How this unequal relationship is enacted, however, depends very much on the people involved. To make this work, mutual respect between student and supervisor is crucial. This includes the recognition that, ultimately, students must be active and self-responsible decision makers - in fact, the Trinity approach to doctoral education requires that students must develop the ability to decide themselves if their work is of acceptable standard for a doctorate.

To facilitate mutual respect, some of the most important ingredients are courtesy and appropriate interpersonal conduct (including active listening; appropriate body language; etc.) which helps to elicit reciprocal behaviour from the supervisor. While this sounds easy in theory, the nature of the work often makes this harder. One of the central roles of supervisors is to evaluate and comment on student work and progress to provide both formative (aimed at identifying strengths and weakness in students' performance to aid their learning and development) and *summative* (aimed at comparative assessment of students' performance to enable them to develop relevant quality evaluation skills) feedback to students. And even the most constructive and learning-oriented students will find it often hard to receive feedback that paints their efforts in a less favourable light than they may expect (or hope). Many supervisors inadvertently or deliberately gloss over the

difficulty this creates for students, and many students find it difficult not to take negative feedback personally.

In a strong, respectful and explicitly developmental relationship such difficulties can usually be openly acknowledged and discussed, but due to the lack of awareness, lack of motivation, lack of skill, or for a variety of other reasons this is sometimes not the case. In such circumstances it is important for students to control their emotional reaction and remain focused on maintaining a positive and open mind and a courteous and appropriate interpersonal style of interaction (of course it is just as important for supervisors to maintain a supportive and respectful demeanour). One of the most useful approaches to achieve this is to adopt an explicit focus on learning and improvement. Negative summative feedback is most acceptable if it is offered as an improvement tool. If supervisors do not offer feedback in this format (“... here is how this could be further improved; ... here is what is missing to reach the required standard; ... here are some options for how this problem can be addressed ...”), students can ask deliberately for feedback in this format. Not all supervisors are willing or able to provide it, but even asking for feedback in this format can help students feel more in control and help buffer the negative impact of such feedback.

Balanced with courtesy and mutual respect an appropriate dose of assertiveness is also useful. Assertiveness is about recognising and addressing both one’s own and the other’s objectives, needs and interests in the relationship or interaction. If supervisors do not treat students with respect, if they do not adhere to mutual agreements, or if they do not deliver on their formal responsibilities, students should take note and consider how to address these issues. If they are rare or isolated instances it may be an option to tolerate them, but if they occur more often it is better to address them before such patterns become established and form the bedrock of the student-supervisor relationship.

I am sure that there are many other useful and important tips that could be of help to you. Talk to other experienced doctoral students and academic staff, to learn from their experiences and to explore how you may be able to further improve your relationship with your supervisor. Also, note the assistance and supports offered by College that you may be able to draw on to address any difficulties that you might experience. And lastly: Best of luck with your studies!

Tips for Maintaining the Student Supervisor Relationship – the Student’s Perspective

Annie C. Humphrey, PhD Candidate, Medieval History Research Centre, Trinity College Dublin

1. Even if you are fully funded, your supervisor is ultimately working for you. It is their job to direct you through your doctoral thesis project and help lay the groundwork for your future career. They are not a boss to look busy for. Be honest and forthcoming about your difficulties and setbacks.
2. That said, start formal: use titles until told otherwise and don’t socialise casually at first. Gradually let your student-supervisor relationship become more familiar to both of your comfort levels. Your supervisor will only be as such for a few years, and then you will be colleagues for the rest of your career.
3. It is a privilege to have the attention of a renowned scholar in your field for the years of your PhD, so make regular appointments, be on time, and enjoy the conversation!

Kevin Mercurio, PhD Candidate, Department of Microbiology, Trinity College Dublin

There is nothing more important than a positive student/supervisor relationship. Without one, producing a thesis and extracting knowledge from your studies at an institution will never be truly effective. I have been honoured with opportunities to develop several of these professional relationships throughout my academic career, and thus have three key pieces of advice for students wishing to develop their own:

1. Understand respectful and honest communication

The cliché for these discussions is that communication between the student and the supervisor are paramount to an effective working relationship. But what does that really mean? In my view, this embodies two important values: respect and honesty. Students need to respect the experience and goals of the supervisor, while supervisors need to respect the motivations and aspirations of the student. This respect goes hand-in-hand with being completely honest with one another from the beginning. Supervisors need to provide realistic constructive feedback to students' work in a timely manner, and students need to demonstrate their needs regarding mentorship and professional development. With these values of respect and honesty, strong communication will naturally flow.

2. Establish supervisor expectations and student boundaries

At the very start of a working relationship, it's essential that both parties define relevant formalities. The idea of this might scare anxious students away and may also be outright abandoned by the supervisor due to its air of finality. However, it is through this initial meeting that two important aspects of the student/supervisor relationship could be established: supervisor expectations and student boundaries. Supervisors need to properly convey their expectations to the students from the beginning, whether that be designated working hours, achievement of publications or other academic milestones, and work ethic. Students also need to express realistic boundaries for a professional setting, whether that be due to family matters, pay and other essential



workplace aspects. Without this formal all-encompassing discussion, it would be impossible to know what is required and how it will be acquired.

3. **Learning goes both ways**

Students may think that supervisors are exceptional beings and that knowledge extraction is unidirectional. I can assure you that this is not the case. Trinity College Dublin is rich with diversity, and these perspectives matter in all areas of study. Every student is different and has unique values that can support the supervisor and their team. Students come from various cultures, professional backgrounds, extracurricular hobbies, and just general life experiences that supervisors can learn from. Additionally, it is often the case that students define their worth based on the goals of their supervisors; if aspects of the project fail, it may seem to fall on the responsibility of the student. This is not always the case, and often it leads to a remarkable learning opportunity for both the student and the supervisor. Bottom line: students must embrace their unique characteristics, and both must acknowledge that students are learning how to become experts in their field, while supervisors are learning how to best accomplish this.

Katharine Schulmann, PhD Researcher, School of Social Work & Social Policy

So much depends on the relationship you develop with your supervisor. Your PhD colleagues can make the three or four years more enjoyable and more stimulating, as can the faculty and the wider community of your department and the university. But aside from you yourself, only your supervisor will have a direct influence on how your project develops and on your progress. Everyone will tell you that good communication is key to a successful supervisor-supervisee relationship, and everyone says it because it is true. All three of my 'tips' in some way relate back to the importance of good communication.

So, the first piece of advice I have is, during your first meeting with your supervisor, ask them candidly what their preferred style of

communicating is, and the frequency with which they expect to meet with you over the course of the PhD, whether in person or over the phone. Some people prefer to give feedback in written form, via email, while others may give their best input in conversing and discussing things with you during meetings. If you establish a routine that works for both of you from the very beginning, it will make both of your lives easier. And do not be afraid to be open about what your preferences are, and what you need. I think most supervisors have their supervisee's best interests at heart, and it is also in their interest that you successfully make it through the programme, but they will have little sense of how you work best unless you tell them.

My second piece of advice is to think as early on as possible about your plans for publication (if that is something you are interested in doing, or need to do for your prospective career) and to discuss this with your supervisor. While some level of standardisation does exist in terms of co-authorship, people have varying ideas and preferences about what constitutes a substantial contribution, and so on, and while some supervisors will expect to co-author with you, others may be happy for you to aim for single author publications. It very much depends, and again, it is useful to have a sense of your supervisor's views on this from the beginning.

Lastly, if you experience difficulties at any point during the PhD, whether professional or personal, that are affecting your work and your progress, do not keep it to yourself. Tell your supervisor as soon as possible. If the reasons are personal, you do not have to go into detail, but do be straightforward about the fact that something has come up, and if you need to take some time away from work, say so. This is to both your benefits, and in my experience and in colleagues' experiences that I've witnessed, people are understanding and supportive, not to mention helpful, in getting you through these challenges.

Plagiarism

The concept of research integrity is a multi-faceted one that will mean different things for different students as they work on different projects. Some of you may need to obtain ethical approval for your work.

In many cases it will be necessary for you to construct a detailed Data Management plan and to fulfil obligations in relation to data ownership and data curation. The critical nature of these obligations is the reason why we require all structured PhD students to undertake the taught module in Research Integrity and Impact in an Open Scholarship Era. For the purposes of this handbook, however, and while recognising that there is an obligation on all students as they conduct research and write their thesis, to behave ethically and with integrity in all that they do, it is appropriate to focus on one particular aspect of research integrity, namely the rules in relation to **plagiarism**.

Plagiarism

From the perspective of the University, plagiarism is one of the most serious of all disciplinary offences that can be committed by a postgraduate research student both because it very seriously strikes at the concept of research integrity and also because, in many cases, it implies that there are deficiencies in the research practice of the relevant student. Inevitably where plagiarism is suspected, the process that follows is a deeply unpleasant one for the relevant student – and not least because, in Trinity any plagiarism, however unintentional, when committed by a postgraduate research student is deemed to constitute ‘level four’ plagiarism, and hence cannot be dealt with locally within a School, but rather must be dealt with by the Junior Dean – the University Officer with designated responsibility for student discipline. For all these reasons, it is vital that students familiarise themselves with the college rules in relation to plagiarism and ensure that they do not commit the offence.

The rules for plagiarism insofar as Postgraduate Research Students are concerned, are laid down in [Part III of the College Calendar](#) and it is hugely important that you familiarise yourself with these rules. In addition, very helpful information about these rules and the mandatory plagiarism tutorial that all students are required to take (Ready, Steady, Write) is contained at <http://tcd-ie.libguides.com/plagiarism>. As a student, it is your responsibility to familiarise yourself with the plagiarism regulations and requirements and I urge you in the strongest possible terms to do so.

All of the rules in relation to plagiarism are very important, but the following points are especially worth noting.

(a) Plagiarism does not necessarily involve deliberate cheating. Very often it can occur as a result of sloppy research methodology where a student uses someone else's ideas without properly identifying the author of these ideas. It can also arise where a student directly quotes the words of an original author but does not make it clear that the author is being directly quoted. In other words, it is very important that your research methodology including your referencing style, is precise and effective.

(b) Plagiarism can arise not merely when a student uses the work of an established author but also, for example, when [s]he has been working as part of a project or in collaboration with his or her supervisor or a fellow student, includes the results of that study in his or her thesis but does not identify the part of the study for which [s]he is responsible or the fact that it represented a joint collaboration.

(c) Plagiarism can arise where a student submits work for a degree having already submitted the same work or any part thereof for an award in any academic institution. On the other hand, it is not plagiarism for a student to include, as part of his or her thesis, work that has previously been published.

(d) Plagiarism can also occur where students avail of any kind of professional copy-editing or proof-reading service for their work.

Finally, as with so many matters connected with the business of being a research student, if you have any doubts about whether there may be plagiarism issues connected with your research work, please link with your supervisor(s) for guidance.



The Trinity Library and Open Access Theses

Niamh Brennan from the Trinity Library describes the exciting developments in relation to the electronic submission of Theses and the consequent ‘open access’ nature of research theses, now that the Access All Areas: Trinity’s eThesis Submission System is live.

The traditional printed thesis has been described as the single most under-utilised research output. If that was ever true in Trinity, it is certainly no longer the case. College’s new Electronic Thesis (eThesis) Submission System is a system for all research students whose theses have been examined and approved for the award of a PhD or a Masters by research degree. Trinity’s eTheses will be available on Open Access by default, but can have restricted access if necessary. Eligible students will upload the electronic version of their theses which will be archived and made available via TARA (Trinity’s Access to Research Archive). The process integrates up to five College systems including the RSS, TARA and SITS and is the result of a collaborative effort between the Library and Enovation Solutions, the Office of the Dean of Graduate Studies, Academic Registry and IT Services.

The system is designed to benefit the student by automating, streamlining and accelerating many aspects of the thesis deposit process. It benefits the Library by eliminating duplication, improving data quality and saving time, and it benefits the student and the University by maximising the scholarly, reputational and societal impact of the student’s work. The initiative complements the Library’s recent highly successful theses digitisation programme which made over 3,000 TCD theses available online.

‘As open as possible, as restricted as necessary’.

Open Access to research theses ensures their increased visibility and recognition along with that of the thesis author. When theses’ are made available on open access, their use increases exponentially. Trinity’s eTheses will be automatically harvested by search engines, included in national and international portals (such as the [DART-Europe eTheses Portal](#) and the European Commission’s [Zenodo](#) portal), indexed by databases and listed at the top of Google search pages. The likelihood of other scholars citing these increases as a result of this visibility.

Thesis citations can be tracked in Google Scholar and the Web of Science plans to add thesis citations to its coverage. Open Access eTheses are available to everybody, including policy-makers, professional practitioners, cultural leaders and citizen scientists and can add to the societal and reputational impact of their authors and of the University. Of course, access to eTheses can also be restricted via the Application for a Stay process (with the approval of the Dean of Graduate Studies) and this option is built into the process.

How to submit your eThesis

Postgraduate students who have submitted their thesis for examination will receive a letter informing them of their results and of the next steps they must take. The letter will include information on the process and it will provide links and contact details for support. After all corrections have been approved, and as a 'last step' before the degree can be awarded, it is necessary to submit your eThesis for deposit in the library. You may also be required to submit a hard copy. You will be given information about exactly what is needed when you are informed that your thesis has been approved for the degree!

One important thing to remember is that the eThesis has to be deposited first before any hardbound copies (if needed) are printed, and these must be printed from that deposited eThesis. This is to ensure that all of the

additional information created by the system is printed along with the Thesis. Instructions and files for printing are sent directly to The Thesis Centre from the eThesis Submission System – or the files can be downloaded and/or emailed to the printer of choice. Full information on eThesis submission is available on the Library's webpages via this link: <https://www.tcd.ie/library/support/submitting-theses.php>

There you'll find a video describing the process from beginning to end along with a printable step-by-step guide and instructions on how to apply for a stay (should this be required).

For more information and support please contact Niamh Brennan (niamh.brennan@tcd.ie) or Ashling Hayes (hayesas@tcd.ie).

Thanks

The eThesis System would not have been possible without the support of Professor Neville Cox, former Dean of Graduate Studies and previous Deans of Graduate Studies, of Shane Collins and the TCD Graduate Students Union plus past GSU presidents and vice presidents, Helen Thornbury, previously of the Office of the Dean of Graduate Studies and the Graduate Studies Committee. The system and process were developed by the Library's Research Informatics team: Niamh Brennan, Ashling Hayes and Kevin Kiely, with Enovation Solutions, in liaison with Academic Registry and IT Services. Thanks also to TCD Library Collection Management and Trevor Peare, former Keeper of Reader Services.



Extra-Curricular Life and the Research Postgraduate Student

Trinity College is home to a very large number of student societies and other activities dedicated to ensuring that students have not merely an academically fulfilling time in College, but also enjoy themselves!

There is a tendency to regard these societies as the possession of undergraduates (such that when one operates at a postgraduate research level – especially, perhaps, at a PhD level – one should be ‘beyond’ such frivolities!).

In fact, nothing could be further from the case! In the first place these societies and facilities are fully available for graduate students. In the second, given the often very specific fields of study upon which many of you will be working, it is vitally important to maintain other interests! Finally, there is no context in which life within a university is not a ‘learning process’ and a journey of self-discovery, and your extra-curricular activities can be a vital component part of this process.

What follows is a brief introduction to three important contexts in which the ‘non-academic’ interests of Postgraduate Students are enhanced, namely through the work of the **Graduate Students Union, Student Societies** and **Trinity Sport**.



GRADUATE STUDENTS' UNION AONTAS NA N-IARCHÉIMITHE

Trinity's Graduate Students' Union (GSU) is the representative body for all postgraduate students in Trinity College Dublin. The two Sabbatical Officers of the GSU work full-time and represent postgraduate students on all major committees including Board, Council, Student Life, Graduate Studies Committee and Research Committee. The Union represents postgraduate students within the university, advocates on behalf of Union members on issues that impact your education internally and nationally; and protects the interests of our members during their studies.

The Union provides social and recreational facilities for postgraduate students, manages the facilities of the 1937 Postgraduate Reading Room in Parliament Square and provides a Graduate Common Room for postgraduate students in House 7. The Union also provides lockers for students in the 1937 Reading Room, with rental organised through the house 6 Front Office.

The GSU President and GSU Vice-president are elected to represent their respective areas separately from one another. Both report independently to the GSU Executive and to GSU Board and at GSU Council. The GSU President works primarily in the area of policy and at GSU strategic initiatives and directly oversees the implementation of the Union's fiscal and commercial development and annual growth.

The Vice-President is the Welfare and Academic Officer whose focus it is to help postgraduates realise their academic potential and provides confidential one-to-one advice, advocacy and support with issues like supervisor relationships, academic pressure and financial deprivation. The GSU sends a weekly email of information, postgrad events and updates from the university. This year's sabbatical team will work to ensure that postgraduate students are heard, valued and respected, and endeavour to create a progressive, inclusive, dynamic environment where everyone can participate fully.

The GSU works tirelessly on behalf of our members (you) who comprise of PhDs, Masters students, part-time, full-time, artists, academics, and other professionals drawn from across the world and spread across three faculties of Arts Humanities and Social Sciences (AHSS), Health Sciences (HS) and Engineering, Maths and Science (EMS), both on and off campus.

There are also many social ways for you to be involved with the GSU; from representing your class as a class rep to attending council meetings where you can improve policy. We host numerous social events throughout the year and we have something for everyone including Halloween Ball, Christmas Commons, pub quizzes, book salons, culture evenings with special quests, an international research conference and we publish two prestigious peer-reviewed journals.

You as postgraduates are our priority! We believe that you bring the brightest minds, vision, energy, enthusiasm, creativity and investment to College. We understand that coming to Trinity is a significant investment in your career and yourself, so we want to ensure that you are heard, valued and respected but we cannot do it alone. We endeavour to ensure that Trinity Graduate Students' Union develops as a progressive, inclusive, engaging, dynamic and democratic safe space for all our members. We need you! Look forward to welcoming you to your GSU family!

Contact info:

GSU Website: www.tcdgsu.ie

GSU President: president@tcdgsu.ie

GSU Vice-President: vicepresident@tcdgsu.ie

President's mobile:

Vice-President's mobile:

Text either of us to be added to the PG WhatsApp
GSU, 2nd Floor, House 6, Front Square,
Trinity College Dublin, Dublin 2

Social media:

Twitter: @TrinityGSU

Facebook: @TrinityGSU

Instagram: @tcdgsu

Student Societies in TCD

As you begin your studies or research at Trinity, your initial thoughts may be focussed around the practicalities of this work. However, aside from academics, the campus has a vibrant and diverse society culture, with over 120 active groups in which staff and students alike can participate. The variety of societies on offer means there is truly something for everyone.

If you are interested in pursuing your chosen discipline in a social setting, societies like Werner Chemical, DU History, or Joly Geographical are veritable melting pots. Staff, postgraduates and undergraduates alike, connected to the discipline academically or otherwise, engage in a wide range of discipline-specific talks, debates, quizzes and social events. These societies are numerous, covering almost all disciplines in the College.

If enjoying world class speakers from politics and popular culture, or developing your debating skills is more your thing, Trinity's oldest societies, the Hist and Phil have much to offer.

You can also learn or practice languages with our litany of language and cultural societies, help out at Vincent de Paul's 'Soup Run' or with the Voluntary Tuition Programme. If all of this leaves you in need of some down-time, you can try de-stressing at KnitSoc's celebrated 'Stitch and Bitch', or read a good book with the Literary Society. These are just some of the litany of events occurring across campus each week.

The Central Societies Committee (CSC) is the student-led governing body tasked with representing, supporting and funding student societies on campus.

How to get involved

Once you've paid your membership online, you'll receive weekly emails from your chosen societies outlining the events planned for the week ahead. You can also keep up with what other society events are on by clicking on 'events'.

Getting involved in societies not only allows you to experience another side of College, but can also teach you many useful skills which are sure to benefit you in your chosen field. What are you waiting for?

Trinity Sport

Everything we do at Trinity Sport is about helping you to perform better and participate more so that, together, we reach our potential. Whether you want to perform at a high level, be part of a team, learn a new sport or simply improve your fitness, Trinity Sport has a wide variety of sporting opportunities to enhance your college experience.

On campus, the central hub is the Sport Centre, which is located at Westland Row end of college. The sport centre facilities include a fitness theatre, 25m swimming pool, 11m climbing wall, wellness studio, spin studio, functional training area, and main hall which caters for 5-a-side, basketball, volleyball, handball, and badminton.

All fitness levels are catered for with more than 50 classes and fitness courses on offer per week. Over 10,000 students activate their access to the Sports Centre facilities on an annual basis. All registered postgrads are automatic members of the sport centre's facilities, to get access you just need to activate your student card on your first visit to the Sports Centre. As a student member, you can also avail of preferential rates for all classes, courses, and sport services.

Trinity has 49 sports clubs ranging from team sports, adventure sports, water sports to martial arts, there is something for everyone. Getting involved in a sports club is an ideal way to keep fit, learn a new skill, and build new friendships. Joining a Trinity Sport club also gives you an opportunity to represent Trinity and compete at a high level against other universities.

For those who like their sport to be a little more fun, there is a full programme of social sports and leagues on campus for students including 3 v 3 basketball, 5-a-side soccer, soccer league, social running, touch rugby and 'learn to play' programmes. The participation side of Trinity Sport activities include the Swim for a Mile training programme and event, the Reindeer Run and Campus 5K.

We offer a wide range of student leadership, coaching and volunteering opportunities to enable students to develop their skills and enhance the sporting experience for others. Coaching bursaries are available to students to gain qualifications in a range of sports.

The Trinity Sport team takes pride in providing you with the very best university sporting experience. Our dedicated, passionate, and friendly team look forward to welcoming you!

Contact details

Website: www.tcd.ie/sport

Email: sport@tcd.ie

Phone: 01 896 1812

Instagram: @tcdsport

Twitter: @tcdsports

Facebook: Trinity Sport Dublin

YouTube: Trinity College Dublin Sport

LinkedIn: Trinity College Dublin Sport

Sports Centre opening hours

Mon-Thurs: 7am-10.30pm

Mon-Fri: 7am-9.30pm

Sat-Sun: 9am-6pm

Additional on-campus facilities

Three Synthetic tennis courts

Futsal pitch

Natural grass floodlit rugby pitch

Natural grass croquet lawn

Cricket

Outdoor athletics track (April-October)

Additional off-campus facilities

Santry Sports Grounds

Iveagh Sports Grounds

Dartry Hall

Islandbridge Boat House



Support Services for Postgraduate Research Students

In some cases, students come on to the postgraduate research register and, a few years later, complete their research and graduate, with the whole process being a smooth one and the pressures that are faced being ‘normal’ and bearable!

In others, however, the process is a rocky one and students face very significant difficulties – academic, personal, health based, financial and so on. Trinity, rightly, has a reputation for being profoundly interested in the well-being of all students and for seeking to assist students in difficulties. There is, of course, a humanitarian underpinning to this (in that we are genuinely interested in the dignity of every single student who comes through our gates). But in addition we believe in you and in the work you are doing – and the more that we can help students to overcome difficulties the more likely it is that they will produce the quality scholarship of which they are capable and which will enhance the scholarship of our academic community.

That being the case there are a range of **supports** available to postgraduate research students. Most of which are free and all operate confidentially. Some are generic to all students whereas others, like the **Postgraduate Advisory Service** are specific to postgraduates. The **Disability Service** provides invaluable support for students with any kind of disability who might need some accommodation in order to ensure that their studies proceed effectively. **Student Learning Development** offer support and training on academic and research skills. **CAPSL** provides many courses which are of huge benefit to graduate students – and especially those working as teaching assistants and demonstrators. The Graduate Studies Office operates a **Travel Grant Scheme** for those students seeking to go abroad for research purposes. Finally, the **Careers Advisory Service** provides advice and training in relation to the ‘next step’ for students. These services, and others, are outlined now.

Student Counselling Services (SCS)

The Student Counselling Service aims to provide a free, compassionate, inclusive and student-centred mental health service, delivering high quality counselling, preventative supports, and online services in line with the University strategy.

The SCS offers workshops on coping with the challenges of university, online SilverCloud self-help programmes, solutions-focussed one-to-one counselling, and a range of regular group supports.

Student counselling services are available to all registered Trinity students. These services are free, professional, and confidential.

To book an appointment, students can email the service and request a SNAP (Support & Needs Assessment Planning) session, or an urgent appointment if required.

Note: the SCS front office is operational during work hours (Mon-Fri, 9am to 5pm); emails sent outside of this timeframe will be received the next working day.

Contact Details

Email: student-counselling@tcd.ie
(appointments cannot be booked by email).

Phone: (01) 896 1407

Website: www.tcd.ie/student-counselling

Location: 3rd floor of 7-9 South Leinster Street

Trinity Health Service

We take a holistic, multi-disciplinary approach to Student Health, working closely with the other Student Services, in the knowledge that Health matters can have a significant impact on the Academic progress of students.

All full-time registered students are eligible to use the Trinity Health Service throughout the year. The service offers on-campus primary health and psychiatric care. To arrange an appointment, either drop into reception or ring the office. As well as the free general practice (including sports medicine) and nurse-run clinics, there are specialised clinics in physiotherapy, psychiatry, travel health, sexual health, eating disorders and minor surgery.

For emergency visits, the Trinity Health Service sees patients on a first-come, first-served basis in the mornings beginning at 9:30 and after lunch, beginning

at 14:00. There are often queues for these emergency clinics, so students hoping to speak to a physician are advised to arrive early.

Contact Details

Phone: (01) 896 1591/1556

Website: <https://www.tcd.ie/collegehealth>

Or Pre- booked appointments are available from: 9.00 - 16.30 and an Emergency (Sit and Wait) clinic is provided twice a day, at 9.30 and 14.00

Location: Trinity Campus, House 47

Nursery

The TCD Day nursery provides full time care for children aged 3 months up to 4.5 years of age. Children who attend the nursery and meet the criteria as set out by Department of Children and Youth Affairs, are eligible to apply for the following childcare grants:

- The Early Childhood Care and Education programme (ECCE)
- The Community Childcare Subvention programme (CCS)
- The Community Childcare Subvention Plus programme (CCSP)
- The Training and Employment Childcare programme (TEC)
- The Affordable Childcare Scheme (ACS).

Further information on childcare funding can be found on <https://www.gov.ie/en/organisation-information/b5ae0d-department-of-children-and-youth-affairs-customer-service/>

The Day Nursery can be accessed by staff and students of Trinity College Dublin.





The application for the waiting list is available on the Day Nursery webpage. If one parent is a staff member and their partner is a student the application may be placed on the student waiting list but will be charged the staff member rate.

Contact Details

Phone: (01) 896 2277

Website: <https://www.tcd.ie/about/services/daynursery/>

Location: College Day Nursery, House No. 49/50, Trinity College Dublin

Student Learning Development (SLD)

SLD is available for all registered students. We offer a range of services to help you improve your learning and academic skills.

You can attend workshops on writing skills, time management, procrastination, study skills, critical thinking, thesis writing, presentation skills, viva practice and many more.

You can make one-to-one appointments with a learning advisor to discuss your individual academic concerns via our online booking system.

The Trinity Academic Writing Centre is run by Student Learning Development. The centre offers a variety of writing services to help you develop your academic writing skills. Supports include appointments, workshops, writing groups and online resources. Visit <https://student-learning.tcd.ie/services/awc/> for more details.

Visit our Blackboard module for extensive learning resources, recorded webinars and handouts.

Contact us at student.learning@tcd.ie or visit our website for more information on our services, upcoming workshops, how to make an appointment and how to enrol on the Blackboard module: student-learning.tcd.ie

Contact Details

Location: 7-9 South Leinster Street

Email: student.learning@tcd.ie

Phone: (01) 896 1407

Website: student-learning.tcd.ie

STUDENT 2 STUDENT (S2S)

If anything is on your mind and you'd like to share it with a good listener then a Peer Supporter would love to help. Peer Supporters are available for any student in the College and are there for anything you might want to talk through with them. You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with the larger problems as well as the smaller things. Our volunteers are highly trained, confidential and professional, but they're also fellow students who can offer some genuine empathy and a friendly ear. You can email us directly at student2student.tcd.ie or you can also call into the S2S Office on the 3rd Floor of 7-9 South Leinster Street any Tuesday lunchtime (1-2pm) during the first term to meet directly.

Phone: (01) 896 2438

Website: student2student.tcd.ie

(to request a one-to-one meet-up with a Peer Supporter)

Location: 3rd floor of 7-9 South Leinster Street, Dublin 2.

The Postgraduate Advisory Service

The Postgraduate Advisory Service, commonly referred to as PAS, is the frontline support for postgraduate students at Trinity. PAS is coordinated by the Postgraduate Student Support Officer, Martin McAndrew, who acts as a first point of contact for research students needing support or guidance.

How we can help

We are here to provide support on any matter that may impact upon your time as a postgraduate student at Trinity. Some of the most common issues students come to PAS to discuss include:

- study-related stress or worry;
- concerns about academic progress;
- supervisor-relationship concerns;
- extensions and going off-books queries, regarding regulations and academic appeals;
- bullying;
- plagiarism and disciplinary cases
- financial hardship.

We support students by:

- Providing frontline confidential and free support, information, and referral via the Postgraduate Student Support Officer
- Providing, on referral, named academics to provide advice, advocacy, and assistance via a panel of Postgraduate Advisors
- Providing complementary supports including workshops and training to postgraduates
- Administering the Postgraduate Student Assistance Fund and other financial assistance to postgraduate students.

PAS also provides representation for postgraduates in the event of disciplinary and/or academic appeals.

Appointments are available from 10am to 3pm Monday to Friday and can be arranged by emailing pgsupp@tcd.ie

If in doubt get in touch!

Financial Assistance

The Postgraduate Advisory Service administers the Postgraduate Student Assistance Fund.

This fund is intended to tackle disadvantage by providing small amounts of financial assistance to students requiring additional support to enable them to fully benefit from their third-level studies and to assist with unexpected additional costs. It is co-funded by the Irish Government. For more information visit the PAS website.

Contact info:

Phone: +353 896 1417

E-mail: postgrad.support@tcd.ie

Website: <https://www.tcd.ie/seniortutor/students/postgraduate/>

Disability Service

The Disability Service provides confidential, professional supports for postgraduate students with disabilities in Trinity and the university is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of College life as can reasonably be provided.

Disabilities can be visible or invisible, but regardless of the nature of yours, the Disability Service is here to help you identify and support your needs during your postgraduate study. These supports are tailored and may differ in form or scope from those at undergraduate level.

Working within the service are a team of professionals with expertise in the field of disability, including disability officers, occupational therapists and an assistive technology officer. As a student registered with the service, a number of resources and supports are available to you that will assist you throughout your research and study. Students requiring disability supports at PG research level are required to apply for reasonable accommodations with the Disability Service; to learn more please visit: <https://www.tcd.ie/disability/current/RAApplication.php>

After applying for disability support, students will be invited to meet with a member of the Disability Service team (Disability Officer/Occupational Therapist) on a one-to-one basis to discuss additional disability supports. The student decides on the level of support that they require. Disability supports available are linked here <http://www.tcd.ie/disability/current/services-supports.php>



Additionally, postgraduates can avail of individual sessions with an occupational therapist who will assist you to develop practical skills and strategies to help you manage your university student life (including balancing wellbeing, research load, and the supervisor-relationship).

If you have a disability and need additional support in Trinity, please contact the Disability Service by:

Contact info:

Email: askds@tcd.ie

Phone: 01-896 3111

Website: www.tcd.ie/disability

Trinity Trust Travel Grants

For many of you, the process of completing a PhD will not be simply a matter of working in a library or laboratory and producing a document that will only be reviewed by examiners! Rather it will involve travel abroad possibly for fieldwork, or to study in a venue that has particular resonance for your research and, in many cases, it will involve travel to participate in and ideally present at significant international conferences. It goes without saying that this can be a huge driver for and enhancement of your research and the university strongly encourages this.

That being the case, The Graduate Studies Office is able, thanks to the very significant generosity of the Trinity Trust, to operate a Travel Grant scheme for PhD students. Details of how to apply for a travel grant (as well as important regulations in relation to application dates and so on) are available at <https://www.tcd.ie/graduatestudies/students/research/>

Please note that, if you wish to apply for a grant, it is necessary both to obtain a recommendation from your Head of School, and also that the School agrees to fund 20% of the costs of the trip. Please note also, that, whereas the travel grant scheme covers costs such as transport/conference registration and attendance costs, it does not cover subsistence/food etc.

Careers Support For Postgraduate Students

During your time as a Trinity postgraduate research student, you'll get the chance to develop skills and attributes to enable you to succeed in your career and prepare you for the workplace of the future. The Careers Service is here to support your development and help prepare you for your career journey ahead. With employment opportunities continuing to grow both in Ireland and overseas, there is an increasing demand for graduates with high-level skills so we can help you to articulate your unique skillset and to proactively manage your career.

We can also help you to explore your career options and ambitions, both within and outside academia, and help you to plan how to achieve them by:

- working with you on CV and interview preparation
- providing one-to-one guidance with our experienced careers experts
- working with you through specialist careers workshops on the career planning process

- linking you with companies looking to hire Trinity graduates through our Careers Fairs and events which we hold throughout the year, and
- making sure you have the right careers information and resources available to you when you need them.

Our online careers system **MyCareer** lets you book appointments with us and keeps you up-to-date with careers events and job vacancies. We know what's going on in the labour market and can help you find the opportunities that are there for you. You can also meet and be inspired by our Trinity alumni, many of whom have gone on to do great things in their careers.

PhD students from across all disciplines can apply for our Careers, Employability and Work-based learning modules (5 and 10 ECTS options available). See p. 21 for further information.

Whether you are working towards a Masters or embarking on a PhD it is never too early to consider your future so find out more about your Careers Service at www.tcd.ie/careers.

And in Conclusion...

What then should one be seeking to achieve as a research student in a university like Trinity (apart from simply the degree for which you are registered)? No doubt there are as many answers to this question as there are research students! But some answers to this are contained in the reflection of Professor Richard Reilly, Professor of Neural Engineering in the School of Engineering and School of Medicine.

Carrying out a PhD is about passion, curiosity, and commitment. You need to have a passion for the theme of the PhD and be excited by the potential outcomes. This is fundamental. At the initial stages, a PhD can often involve considerable reading trying to understand but also review the research topic. This is why passion and curiosity are so important. Your supervisor may have a number of key articles or publications for you to start reading but then expect you to expand around the topic. As your critical analytical skills improve a series of research questions will emerge about an unexplored or underdeveloped area. These questions are the core of your PhD and around which a set of hypotheses and experiments can be developed. You will refine these questions many times throughout the years of dedicated research. A PhD is all about the research questions.

You need to make a commitment to these research questions in terms of time and energy. The depth of thinking requires a commitment to self-discipline. There will be times when all is clear and going at pace, but equally there will be times when nothing seems to make sense and progress slows. This is where the self-discipline is important: to review the questions again, refine the hypotheses, approach analysis of the experimental results in different ways etc. Also important in terms of commitment is reading of the scientific literature. If there is one universal piece of advice to offer: read more to stay on top of the subject matter! Read as many articles as you can and make notes. All the online reference systems allow you to do this. Reading without synthesising what you are reading is not going to result in making progress. Keep your notes ordered in a specific format, a format that works for you. Some use online notepads but I recommend hardback notebooks (I have filled 100's).

Besides reading and addressing your research questions, you will need to communicate your ideas to others. This will be in the form of weekly lab meetings, journal clubs or research seminars. It may also involve symposia and conferences here in Ireland but also internationally. Being able to articulate your ideas and your thoughts is just as important as defining and addressing the research questions. Being able to present clearly and concisely to a group of peers takes practice. Learn this skill. Similarly, being able to communicate clearly and concisely in written form is also crucial. Writing well still matters in an age of instant communication! There are numerous excellent style guides to scientific writing. Learn this skill also.

Attending symposia and conferences is an excellent way to network with other researchers in your area. They will have similar questions and may even have better answers! Building a network of colleagues working in your area is important not just to share ideas and concepts but also to provide critique on your work. Join the international society in your topic. The society will typically be hosting the annual international conference. Student membership is often at a reduced rate and sometime can be free. You will receive monthly news and it will keep you up to date on the wider field. Science tends to be a very open and sharing community. You will make friends, many of whom will be friends for life. All labs have webpages, many have blogs and also tweet regularly. Follow them, keep in touch and be part of the community.

As you progress with your research you will notice how quickly the time is passing. You need to keep in your mind some idea of where you are going in your career. What will do you afterwards? Will you be seeking a postdoctoral position in another university, a position in a company or starting your own? Your network of colleagues, and those who you have met at conferences, will be important here to help plan your next position. Follow also the large national and international funding agencies. Who is receiving grant funding? They will often be seeking to hire postdoctoral and other researchers.

Your supervisor is there to advise and provide mentorship. They will know your research interests, get to know your skills and talents, and help shape your future career thoughts. They will also be able to offer advice, support and restore confidence when things get confusing (which invariably happens at some time or another for most students).

Carrying out a PhD is about passion, curiosity, and commitment. Together with depth of thinking and excellent communication skills you will make an impact in your topic. Do the work and learn some lifelong skills.

Carrying out a PhD is also a luxury. You may not often have the time to dedicate to one defined topic in your career. So make this one count and enjoy it.

Professor Richard Reilly





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