



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

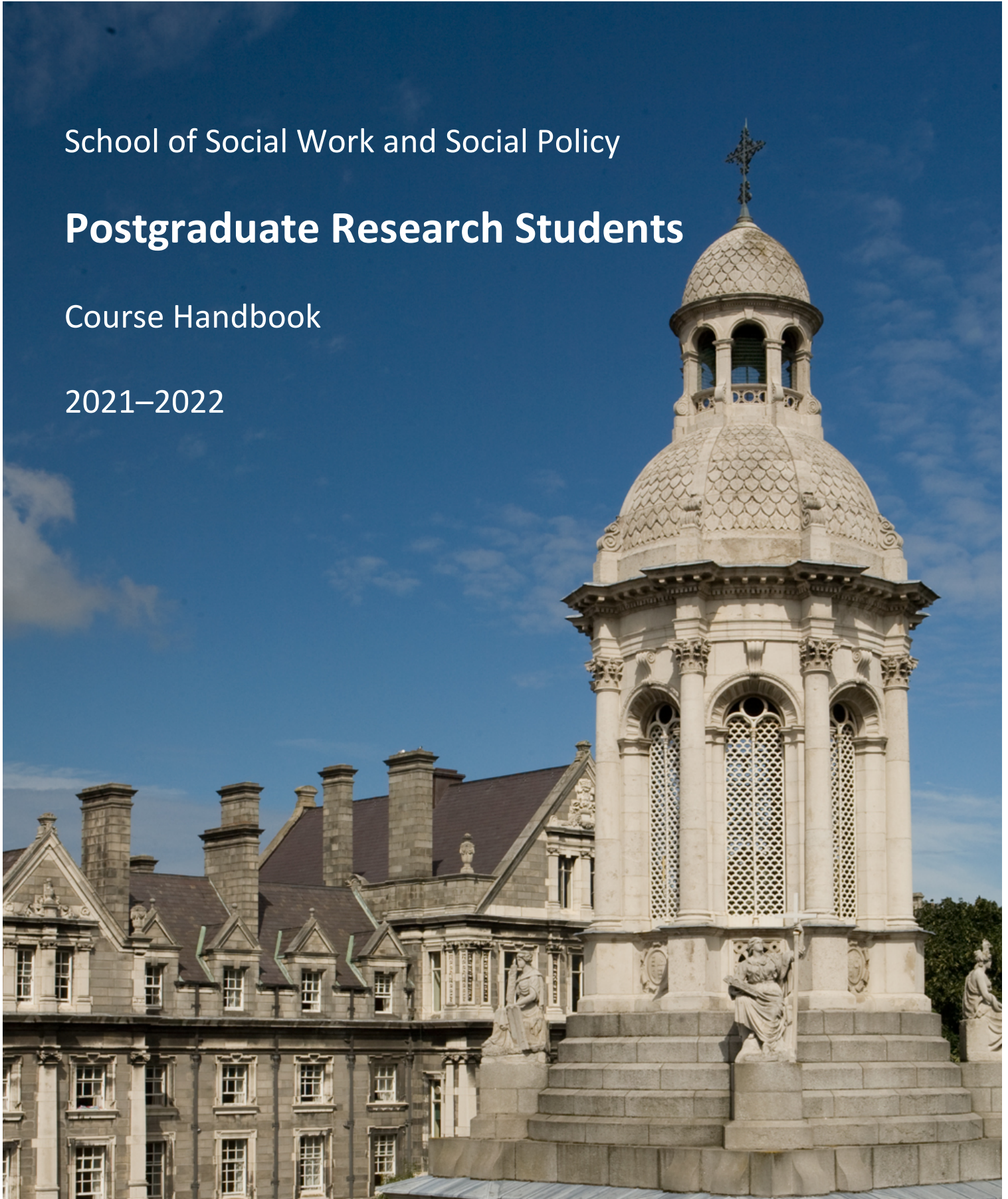
The University of Dublin

School of Social Work and Social Policy

Postgraduate Research Students

Course Handbook

2021–2022



Welcome

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

This Handbook along with information from the [Graduate Studies Office](#) and [the College Calendar Part III](#) should provide you with the answers to most of your questions.

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

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

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

Good luck,

Stephanie Holt

Prof Stephanie Holt

Head of School

Paula Mayock

Dr Paula Mayock

Director of Teaching and Learning (Postgraduate)

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GENERAL INFORMATION

Statement on General Regulations

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

Academic Policies

Information about the Universities Academic Policies can be found [here](#).

Student Complaints Procedure

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

Dignity and Respect Policy

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity. Information about the Dignity and Respect Policy can be found at <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

Emergency Procedure

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

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

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

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

Data Protection for Student Data

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and have prepared a short guide at https://www.tcd.ie/info_compliance/data-protection/student-data/ to help you understand how we obtain, use and disclose student data in the course of performing University functions and services. This guidance note is intended to supplement the University's Data Protection Policy which can be found at https://www.tcd.ie/info_compliance/data-protection/student-data/.

INTRODUCTION TO TCD AND THE SCHOOL

Overview of Trinity College Dublin

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

Universities are fundamentally about creating opportunities, and in today's world those opportunities are global. Trinity has formed global minds for generations, and will continue to do so as faculty members and students are drawn from around the world to work and study here. Trinity College Dublin is recognised internationally as Ireland's premier university and is ranked in 71st position in the top 100 world universities by the QS World University Rankings 2014. In the Times Higher Education World University Rankings for 2014, Trinity is ranked 138th in the top 200 world universities.

Overview of the School of Social Work and Social Policy

The School of Social Work and Social Policy offers professional education and training in social work and wider human services (drug and alcohol policies and services, disability policies and services, [child protection and welfare](#) policies and services), courses at undergraduate and postgraduate level in general and specialist aspects of social policy, postgraduate training in [applied social research](#), as well as a range of opportunities for [postgraduate research](#) students.

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

Staff and postgraduate members of the School undertake research in diverse fields that include ageing and human development across the lifecourse, bereavement, child welfare, homelessness and housing exclusion, drug use and drug treatment, crime and penal regimes, immigration, intellectual disability, mental health and social security.

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

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

History and Current Programmes

The School of Social Work and Social Policy was formed by the previous Department of Social Studies, and the M.Sc. in Applied Social Research (previously part of the Department of Sociology). The new School also continued to co-sponsor the Children's Research Centre with the School of

Psychology. The School inherits a strong legacy based on over 70 years work in the Department of Social Studies and its focus on social work and social policy. The School has a long and continuing tradition of widely recognised excellence in social work education, and also has a growing record of involvement in teaching and research in social policy stretching back to the 1960s.

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

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

School Activities and Ethos

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

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

The School is characterised by an active research culture, and interdisciplinary work is a strong feature of research both within the School and with external collaborators, locally and internationally. The School's strategy emphasises the role of research and commits the School to continuing its tradition of research-led teaching.

Quality in research is judged by publication and by the impact it has on teaching and curricula, its professional impact and its effect in attracting more researchers and funding. The School (through the Children's Research Centre) is crucial to Trinity College's partnership with the Economic and Social Research Institute in the conduct of the National Longitudinal Study on Children in Ireland (with a value of €24M, this is by far the largest social science contract ever awarded by the Irish government). The School also has a role in the Irish Longitudinal Study on Ageing (TILDA) - the first major longitudinal study on ageing in Ireland.

Degree programmes currently offered

Undergraduate degree programmes

At the undergraduate level, the School offers a degree in Sociology and Social Policy, and a degree in Social Studies (Social Work).

The Degree in Sociology and Social Policy aims to give students a thorough training in the systematic study of society and its social problems and is particularly relevant to those wishing to pursue a career in management, planning and evaluation within the social services field, as well as to those with a general interest in society and social policy. This degree is managed jointly by the School of Social Work & Social Policy and School of Social Sciences & Philosophy.

The four-year full-time degree in Social Studies is a professional degree designed for students who wish to become social workers and who believe they have the personal attributes and motivation for social work. The programme is committed to inclusiveness and diversity in its student group. Overseas, mature and non-traditional students are particularly welcomed.

Postgraduate taught degree programmes

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

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

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

The Postgraduate Diploma / M.Sc. in Child Protection and Welfare aims to enhance the skills and knowledge base of experienced practitioners working with children and young people.

Higher degrees by research

The generic structured Ph.D. programme has a sustained enrolment of students of high capability, exceptional success in winning scholarships, and a structured approach to advanced research. Over the past five years some 40 students have graduated. The quality of these theses can be gauged by the significant number of high quality publications stemming from these theses, and by the career trajectories of our PhD graduates. The table below illustrates both the kinds of topics that PhD students in our School have addressed, the kinds of professional roles they have entered into immediately upon completing their PhD studies.

Thesis title	Current position
Sentencing in Ireland: An Exploration of the Views, Rationales and Sentencing Practices of District and	Lecturer in Criminology, Waterford Institute of Technology

Circuit Court Judges	
Designing a Child-Centred, Quantitative Measure of Inter-Ethnic Relations: A Mixed Methods Approach	Postdoctoral Research Fellow at Tobacco Free Research Institute. Teaching Assistant on the M.Sc. in Applied Social Research, TCD
Child Abuse Reporting in Ireland and the Socio-legal Implications of Introducing a Mandatory Reporting Law	Legal Researcher at the Office of the Attorney General
Marginal Figures? - Child Detention in the Republic of Ireland. A History of the Present	Lecturer and Programme Director for Criminology and Co-Director of the MSc in Youth Justice, Queen's University Belfast
Widening the lens: A biographical analysis of young people's offending careers	Lecturer in Criminology, School of Social Sciences, Education and Social Work, Queens University Belfast
Children's voices, adult's choices: The voice of the child through the guardian Ad Litem in child care proceedings in the Irish district courts	Lecturer on social work and social policy in TCD. Member of the Panel of Investigators in the Ombudsman for Children's Office.
All Strings Attached: Migrant Poverty, Legal Status and the Welfare State	Research Consultant based in London
An evaluation of the implementation of the community reinforcement approach into Coolmine Therapeutic Community	Postdoctoral Research Fellow at the School of Epidemiology and Public Health, University College Cork
Heroin initiation and risk: an Ethno-epidemiological approach	Postdoctoral Researcher at Brookfield Health Sciences Complex, University College Cork
Quality of Life and Anti-dementia drugs: An exploration of the experiences of people living with dementia and their care-partners	Project Officer, Alzheimer Europe, Luxembourg
Family meeting or Care Planning Meeting?: A Multidisciplinary Team action research study in a hospital setting	Lecturer in Social Work in the School of Applied Social Science, UCD (University College Dublin)
The politics of old age : Older people's interest organisations in the Irish context	Scientific Co-ordinator of the Irish Network for Research in Dementia and Neurodegeneration (INRDND)
A case study of Person-Centred-Planning for people with intellectual disabilities following their transfer from institutional care	Manager of the Disability Services at the Health Services Executive
Coming to terms with loss: Explaining how people with amyotrophic lateral sclerosis engage with healthcare services	Assistant Professor in Occupational Therapy, TCD

The Body, Masculinities and Racism - Social Relations between migrant and dominant group boys in three inner city primary schools in Dublin	Research Associate at University of Manchester
Variations in Incarceration: Welfare, Immigration and Punishment	Senior Research Analyst, New York City Criminal Justice Agency
The contact conundrum: Exploring children's experiences of post-separation contact with domestically abusive fathers	Lecturer and Director of Teaching and Learning (Postgraduate) and Director of Postgraduate Diploma in Applied Social Studies, TCD
The impact of life story telling for storytellers with intellectual disabilities, their support staff and service agencies	Policy & Research Officer at Care Alliance Ireland
Renegotiating family practices post separation: An Irish case study	Lecturer in the Department of Sociology, University of Capetown, South Africa
Work-related decision-making among older workers in the Irish civil service	3-year Marie Skodolski Curie fellowship (from 1 Feb., 2015). The first two years will be spent at Case Western Reserve University in Cleveland, Ohio and the final year will be spent at NUI Galway
<i>Cui bono?</i> The development of the Irish National Quality Standards for Residential Care Standards for Older People	Post-Doctoral Researcher at Collegio Carlo Alberto, Italy
New Boundaries of Justice in a World in Motion: Assessing the Impact of Global Citizens in the Irish District Court	Post-doctoral Researcher on a European Commission Daphne project, School of Applied Social Science, University College Dublin
Reminiscence Work in Four Dementia Care Settings in Ireland	Dementia Navigator for the Alzheimer's Society UK
Drug Policy, Harm Reduction and Research in Ireland 1996-2008	Drug Policy Analyst at the European Monitoring Centre for Drugs and Drug Addiction, Lisbon
Gender and career progression in the financial services	Research Lead, in the Applied Research for Connected Health (ARCH), University College Dublin
A History of Youth Justice in Ireland: Opening up the Space of Government	Garda (Police) Inspector, Dublin
The Housing Paths and Residential Experiences of Polish Newcomers to Dublin, Ireland	Housing Professional, New York
Exploring the Predictors of Socio-economic Variation in Child Overweight and Obesity in Ireland: A Sociological Analysis	Post-doctoral researcher in the Department of Sociology and Adjunct Teaching Fellow in the School of Social Work and Social Policy, Trinity College Dublin
Abuse and poor care practices in Irish nursing homes. An exploratory study of staff perceptions of abuse and their experiences of reporting	Manager of Services for Older People, Health Services Executive, South Dublin
Children in Special Care and Detention: Someone Else's Problem	Head of Mental Health, Irish Youth Justice Service, Department of Children and Youth Affairs

Contact Information

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

Address:

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

Tel: +353 1 896 3593

Head of School Prof Stephanie Holt	Email: sholt@tcd.ie Tel: +353 1 896 3908
Director of Teaching and Learning (Postgraduate) Dr Paula Mayock	Email: pmayock@tcd.ie Tel: +353 1 896 2636
School Administrator Ms. Jennifer O'Toole	Email jennifer.otoole@tcd.ie Tel: +353 1 896 1904
Executive Officer (Postgraduate Research Students) DETAILS TO FOLLOW	

Student Contact Details

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

Academic Registry

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

SECTION 1. REGISTRATION AND FEES

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

Registration

Each research student must register and re-register on an annual basis. Students who register in September are required to re-register at the same time for each year of study. Students who wish to register in March are required to register with the Student Records Office. Please see the [Academic Registry website](#) for full details on dates, times and venues for registration.

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

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

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

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

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

Fees

New entrants pay their fees using the epay system. The Fees Office invoice students every year of their studies thereafter. If you need information on how to pay your fees, please see [here](#) or contact the Fees Office on +353 1 896 4500.

Student Assistance Fund

The [Student Assistance Fund](#) is intended to tackle disadvantage by providing financial support to students who require additional financial support to enable them to fully benefit from their third-level studies, especially those students who experience emergencies such as unexpected medical bills etc. The fund cannot be used for tuition fees, loans, bursaries, REACH grants or funding for students participating on Access Courses / Foundation Courses. This fund is open to all registered students, on both taught and research courses of not less than one-year duration leading to a postgraduate qualification. It is provided for under the National Development Plan and the European Social Fund (ESF). The Postgraduate Advisory Service will email all postgraduate students to inform them when the fund is open, so it is important to check your Trinity College Dublin emails regularly.

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

This section draws on the *College Calendar Part III* and *Supervision of Research Students: Best Practice Guidelines* available at <https://www.tcd.ie/graduatestudies/assets/pdf/TCD-good-research-practice.pdf>

Structured Ph.D. Study

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

- Workshops and seminars available through the [Innovation Academy](#), the educational centrepiece of the TCD - UCD Innovation Alliance. The Innovation Academy encourages Ph.D. students to recognise the innovation potential of their research and to exploit their ideas in a competitive world. Innovation is conceptualised in its broadest sense, compassing the creative arts, social entrepreneurship, engineering, technology and business. The Academy has an active schedule of seminars with entrepreneurs and academics, who give valuable insight into the process of making the leap beyond research.
- Modules offered on the School's taught Masters programmes which include courses in qualitative and quantitative research methods and accessing resources offered on the M.Sc. in Applied Social Research. There are also several online modules offered to PhD students.
- Please note that a new compulsory module (weighted 5 ECTS) - titled *Research Integrity and Impact in an Open Scholarship Era* – had been introduced by College and must be completed by all students who have not completed the Confirmation Review. It covers the basics of research ethics, intellectual property, data protection and data management.
- Also from this autumn, CAPSL are making available a module titled *Teaching and Supporting Learning as a Graduate Teaching Assistant*. This module carries 5 ECTS if done on a 'for credit' basis (where some assignments need to be completed, and number of places available is limited) OR on a not-for-credit basis, simply by studying the online content independently.
- Please see page 43-45 for the current list of modules available for PhD students.

In discussion with their supervisors, students may propose to earn credits by participating in these and other learning opportunities. The rationale for attendance, learning outcomes to be reached and outline of the assessment to be completed should be agreed between the postgraduate student

and supervisor and submitted for approval at least one month in advance of the module/learning opportunity start date (see Appendix A for the *Structured Ph.D. ECTS Approval Form*).

Approval for attendance will be considered by the Director of Teaching and Learning (Postgraduate) in consultation with the relevant lecturer/facilitator. The number of credits awarded for attendance will also be decided by the Director of Teaching and Learning (Postgraduate) based on the information provided in the *Approval Form*. Evidence of modular uptake and credit accumulation should be documented on the student's yearly progression report (see Appendix B for the *Progress Report Form*).

Learning Outcomes

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

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

Study Duration

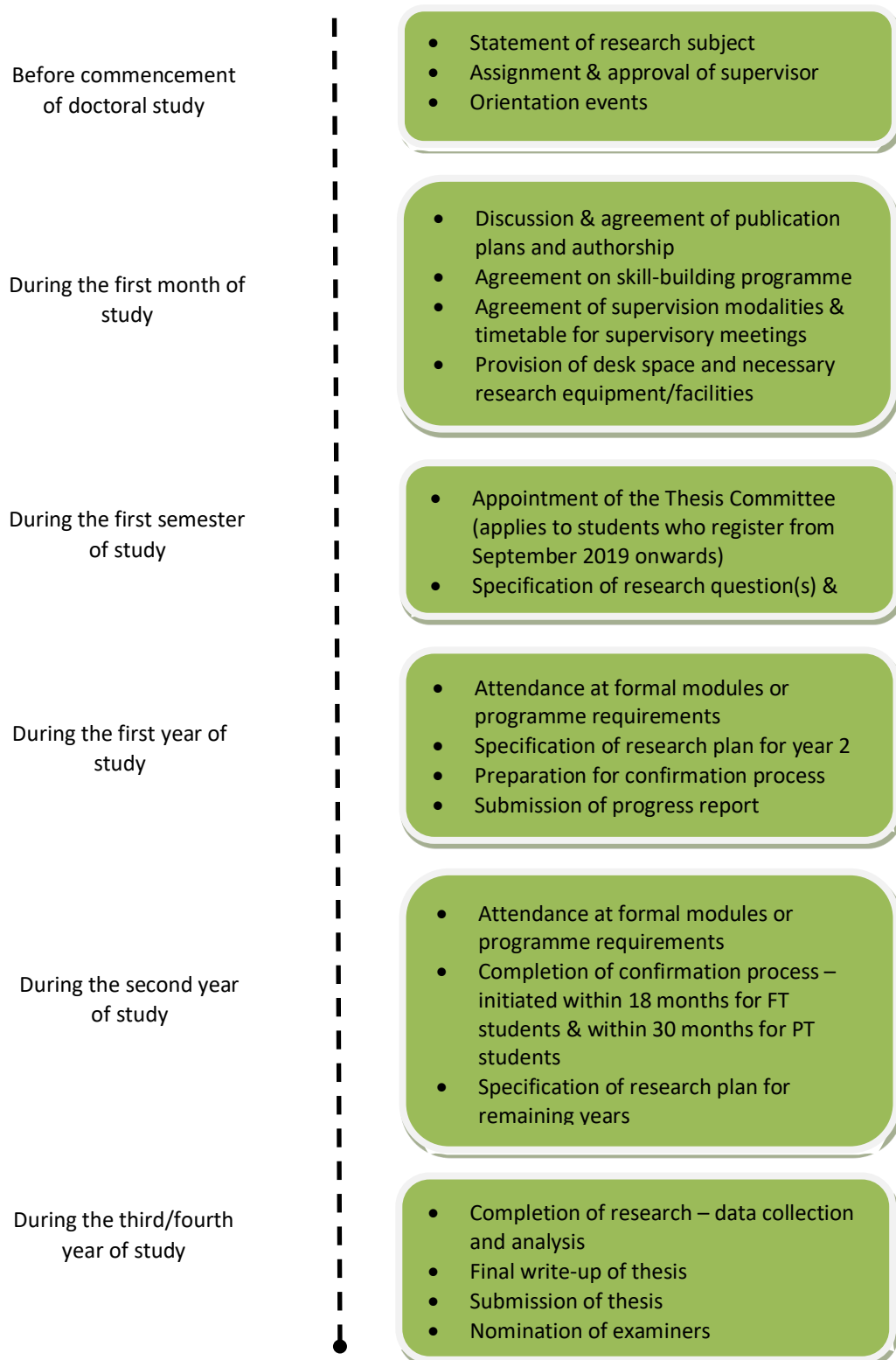
The maximum duration of study for a Ph.D. is four years full-time and six years part-time.

Thesis length

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

Ph.D. Timeline and Milestones

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



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

Within two months of registration, a Thesis Committee must be nominated for each student.

Appointment and Composition of the Thesis Committee

1. The thesis committee should consist of the principal supervisor (and any co-supervisor) and two other people. Where appropriate, Schools and Departments may decide to ask the relevant students for their involvement in the selection of persons to be on his or her thesis committee. *The committee should be appointed no later than two months after the student's initial registration and the student should be informed as to who is on his or her thesis committee. The identity of the members of each student's thesis committee should be conveyed to the Office of the Dean of Graduate Studies.*
2. The School has discretion as to who is appropriate to serve on the committee and having regard to what is in the student's best interests. Thus the normal college rules on eligibility for supervision do not apply here. Staff on part-time contracts, senior post-docs, staff from cognate disciplines and appropriate external representatives, would all be appropriate to be appointed should the School recommend this.
3. Existing members of staff in Trinity who serve on a student's thesis committee are not precluded from acting as internal examiners for that thesis on that basis. On the other hand, it could not be possible for an external appointee to the committee to act as the external examiner.

The Role of the Thesis Committee

1. Before the end of the student's **first and third year** on register¹, the non-supervisor members of the Committee should meet with the student in the absence of the supervisor. At the request of the student or the committee members, this meeting might be chaired by the school's DTLPG/his or her nominee but this would not normally be necessary. In advance of the meeting, the student should submit his or her completed annual progress report to the members of the committee outlining both her or his academic progress during the year, and also any academic concerns that [s]he might have. The report should also be filled out by the Principal Supervisor prior to being sent to the thesis committee. The report will form the basis of the discussions at the meeting, the purpose of which is to discuss academic progress made during the year and, where appropriate, to advise the student. On the other hand, the function of the committee is *not* to act as a surrogate supervisor for the student.
2. Following this meeting, the entire committee (that is, including the supervisor(s)) should meet to discuss any issues arising. Where appropriate, the entire committee should also seek to meet with the student. Once again, the purpose of these meetings is to review and discuss progress that has been made and, if appropriate, to discuss proposed plans for the following academic year. **Thesis Committee members do not have a pastoral role.**

¹ The timeline herein suggested is for *full-time* students. In the case of part-time students, the committee should, again, meet when it is necessary for the student to submit annual progress reports *and* at the confirmation hearing.

3. Thereafter, the 'non-supervisor members' of the committee should sign this progress report, should indicate the date of their meeting with the student and any concerns that arise and also should recommend whether the student should progress to the next year.
4. If there is any disagreement between the principal supervisor/remainder of the committee as to whether or not the student should be allowed to progress, then this should be mediated in the first instance by the DTLP or, where appropriate, the head of the doctoral school, and, failing this, by the Dean of Graduate Studies.
5. In the **second** year of the student's registration, the committee should act, in the normal way, as the student's confirmation panel.
6. In the **fourth year**, on the request of the student, the committee should meet with the student once per semester to discuss and advise on academic progress. Depending on the student's wishes this might be either in the presence or the absence of the principal supervisor.
7. The thesis committee has no defined role during the 'revision period' in circumstances where a thesis is referred for major revisions and re-examination.
8. More generally, if at any stage the student or supervisor has real and substantial concerns with academic progress, [s]he should seek a meeting with the thesis committee (either in the presence or the absence of the principal supervisor/co-supervisor). This would only be appropriate in exceptional circumstances.
9. Finally, if the thesis committee has concerns about quality of supervision or any related concerns with the principal supervisor then this should be raised either with the supervisor or, if this is felt not to be possible or appropriate, then with the DTLP who should approach the issue as [s]he would any other complaint in relation to supervision.

The Confirmation Procedure

A stringent process of academic assessment for all Ph.D. students to confirm their continuation on the Ph.D. register shall normally be initiated within the first 18 months of registration for full-time Ph.D. students and within 30 months for part-time Ph.D. students. The process should be approached positively and constructively by all parties as an essential part in the student's learning experience. The Ph.D. confirmation process requires the student to prepare a Ph.D. confirmation report no more than 7,000 words in length. The format of the report will vary according to the nature of the research project and will be agreed between the Supervisor and the Director of Teaching and Learning (Postgraduate). As a general guideline confirmation reports may include:

- (a) an introductory section stating the research aims, critically reviewing existing literature to inform the formulation and specification of the research question(s)
- (b) a theoretical and/or conceptual section which includes a discussion of how theoretical or conceptual aspects informed the project
- (c) a section on methodology which discusses the design, access and sampling, data collection tools, data analysis technique(s) as well as ethical issues
- (d) a timetable/timeline for the completion of the research
- (e) a list of references

The student must ensure that a draft of the confirmation report is made available to the Supervisor with sufficient time for the Supervisor to read it and provide comments – normally, this means at least three weeks before the student intends to submit the final report. The final report should be submitted in electronic format, via email, to the Director of Postgraduate Teaching and Learning, and copied (in email) to the Executive Officer supporting the Director. For students registered in September, this submission would normally take place before the end of the following summer term. For students registered in March, this submission would normally take place before the end of the following November. The report must be submitted at least three weeks before the agreed review date. The student shall be invited to attend a Ph.D. confirmation interview.

For students who registered prior to September 2019, it is the responsibility of the academic supervisor(s) – in consultation with the student – to select two reviewers and to gain the agreement of those individuals to act as reviewers. Selected reviewers should have acknowledged expertise in the subject area of the student’s research (or in a cognate field). The DTLPG (or her/his nominee) will Chair the confirmation interview. The DTLPG *may* act as a reviewer but, normally, only if s/he has expertise in the subject area of the student’s research. The Supervisor shall not be a member of the Ph.D. confirmation panel.

For students who register from September 2019 onwards, Thesis Committee members act as the student’s confirmation panel.

It is expected that the Supervisor (and Co-Supervisors) should be present at the interview. When necessary, an external discipline expert may be appointed. The Supervisor’s attendance at the interview ensures that he or she is aware of the panel’s critique of the student’s work. The recommendation of the panel shall be one of the following:

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

For further information on The Confirmation Review Process, see *Guidelines for Students, Academic Supervisors and Reviewers* [here](#).

Following the Ph.D. confirmation interview a Confirmation Form (see Appendix C) is submitted to the Dean of Graduate Studies.

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

A student may appeal the result of a Ph.D. confirmation interview. See Section 1, Paragraph 1.24 of the *College Calendar Part III* for further details.

Progress Reports

The student and supervisor(s) must complete and return a Progress Report at intervals. This form must also be completed by Thesis Committee members in the case of students who register from September 2019 (see appendix B for Progress Report Forms). Full-time students must complete a Progress Report in Years 1 and 3 and part-time students must do so in Years 1, 2, 4 and 5. The report should be submitted by mid-August for students who registered in September and the mid-February for those who registered in March. These reports typically:

- (a) summarise the progress and research-related activities for the relevant period
- (b) evaluate the actual progress made with view to the projected progress
- (c) assess the contribution of the structured element to learning in the relevant period
- (d) highlight any difficulties experienced
- (e) outline the proposed structured elements and overall programme for the next period

Students should discuss the progress report with their supervisors.

Postgraduate Support Fund

In 2021-22 the School has a small fund, arising from the recent Alumni Appeal, which is used to support postgraduate student research in the following ways:

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

A student who has scholarship funding may claim up to a maximum of €300 in any academic year while a student who is self-funded may claim up to a maximum of €500 in any academic year.

Please note that all expenses must be approved in advance.

Please note that the award of funding is subject to the availability of funds in the School's Postgraduate Support Fund.

Applications for reimbursements will only be processed within 6 months of the costs incurred. Eligibility to avail of the reimbursement becomes invalid after this time. Applications are reviewed by a sub-committee of the School's Postgraduate Teaching and Learning Committee. The student must submit proof of travel or conference registration fee or workshop fee. Students receiving funding to support their attendance at training events or workshops may be asked to give a short presentation to other students in the School. See the [website](#) for further details and an application form.

SECTION 3. WORKING WITH YOUR SUPERVISOR

This section draws on the College Calendar Part III and *Supervision of Research Students: Best Practice Guideline* available [here](#).

Students are allocated a principal supervisor prior to registration. Joint supervision is permitted, if prior approval has been sought and obtained from the Dean of Graduate Studies. In all cases of joint supervision one individual shall be the Principal Supervisor and that person should be in the School in which the student is registered. The Co-Supervisor, if appointed, must be willing and qualified to assume the role of the Principal Supervisor if the latter becomes indisposed. If no Co-Supervisor has been appointed and a Principal Supervisor takes a temporary leave of absence or sabbatical of longer than 3 months' duration, a temporary Acting Supervisor must be appointed by the Director of Teaching and Learning (Postgraduate). Adjunct and Assistant Supervisors may also be appointed to contribute additional advice and guidance of a purely academic nature, the extent and parameters of which may vary and should be negotiated with the student and supervisor(s).

Student/Supervisor Contact

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

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

Supervisor Feedback

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

All research students and their supervisors complete an annual progress report which is an essential element in monitoring the progress of a research student and often highlighting unexpected

problems which can then be addressed. Whilst it is the supervisor's prerogative to say if a thesis/dissertation is (un)suitable for submission, it is the student's responsibility to take the decision as to whether to submit it or not.

Complaints

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

Key Responsibilities of the Supervisor

- Guide the student in choice of research topic and agree within one month of registration, a research project which can be completed and written up within the prescribed period of study (normally three/four years full-time or six years part-time)
- Agree within three months of registration the structure of the research project, appropriate research methods, realistic plan of work and any additional required study
- Encourage the student to attend relevant taught modules and participate in the Innovation Academy where possible
- Give the student all possible assistance identifying the material, equipment and other resources essential to their research
- Ensure student is aware of College policy on Good Research Practice
- Ensure that the student is aware of the School's Ethical Guidelines and that their work is in compliance with such guidelines
- Ensure student is familiar with policy on plagiarism
- Establish a practice of regular meetings with the student where all matters relating to the research project can be discussed and ensure that written evidence of the meetings (summary sent via email or similar) are kept
- Alert the student to what they may expect from the supervisor by way of critique of work i.e. frequency, timing and format of critique

- Monitor progress according to agreed milestones and revising same based on issues in the field
- Complete annual progress reports in conjunction with the student
- Encourage the student to present work in progress from time to time, as appropriate and attend relevant conferences, meetings and workshops
- Provide guidance on the preparation of the thesis and the viva voce examination and nominate examiners to the Director of Teaching and Learning (Postgraduate)
- Advise the student to maintain their records of research in a manner which can be accessed and understood by anyone with a legitimate right to enquire
- Be familiar with regulations and guidelines within the School and College
- Inform the student about the procedures for confirmation on the Ph.D. register
- Arrange a replacement in the event of absence for a period exceeding four weeks
- Ensure that where applicable, risk assessment of field based activities has been carried out in accordance with TCD and departmental procedure and that the student received the required safety training

Key Responsibilities of the Student

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

- In consultation with the supervisor, ensure that ethical approval has been obtained in accordance with TCD procedures
- Be familiar with College policy on Good Research Practice
- Be familiar with College policy on plagiarism
- Complete annual progress reports in conjunction with the supervisor
- Present work in progress from time to time, as appropriate and attend relevant conferences, meetings and workshops
- Be familiar with the procedures for confirmation on the Ph.D. register
- Liaise with the supervisor during preparation of the thesis and viva voce examination
- Maintain records of the research in a manner which can be accessed and understood by anyone with a legitimate right to enquire

Co-authoring and publishing with your supervisor(s)

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

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

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

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

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

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

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

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

It should also be noted that beyond the importance of being the first author (which should always be the student), the order of authorship or number of co-authors in co-authored articles/chapters does not carry much significance, and as such the best practice might be to list additional authors in alphabetical order so that, for instance, an article co-authored by a PhD student named Thomas and supervised by Professors Alba and Joyce lists the authorship as Thomas, Alba and Joyce. However, if it is felt that Joyce's contributions were *substantially* greater than those of Alba, the co-authors might decide to list authorship as Thomas, Joyce and Alba. Also, the authors might decide to write one piece under Thomas, Alba and Joyce, and another under Thomas, Joyce, and Alba, and plan their work accordingly. If a 'gate-keeper' to research participants was heavily involved in the research process and made important inputs into the research design, they might merit authorship. Supervisors will be in a position to advise where authorship is not merited, e.g. a 'gate-keeper' who merely agreed to distribute information about a study and referred participants does not merit authorship.

The research student and supervisor(s) should put in place a publications plan and protocol at the earliest possible stage in the research process. Again, it should be noted that starting to publish *after* the PhD has been approved and degree granted is an out-of-date model, as recruiters increasingly expect evidence of publications output from year 2 of higher degree studies. A reasonable guideline

might be that a PhD student and supervisors should aim to have co-authored at least two pieces by the time the thesis is submitted (e.g. one 'literature review'/conceptual/methodological piece and one substantive piece). These pieces can then be integrated into the appropriate chapters of the thesis, which in most cases takes the form of a 'traditional' monograph. The monograph in turn might be turned into a full-length book (following approval of the PhD and any modifications requested by the publisher), and in this case the book is typically sole-authored by the student. However, each student-supervisor(s) team should agree their own plan that is consensually arrived at, put in place early on in the process, and that serves the purposes of maximising the number and quality of publications output from the research.

Plagiarism

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information in [this library guide](#).

We ask you to take the following steps:

- i. Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it in [the library guide](#). You should also familiarize yourself with the 2018-19 Calendar entry on plagiarism and the sanctions which are applied which is located at: <http://www.tcd.ie/calendar/graduate-studies-higher-degrees/> (also set out below).
- ii. **Complete the 'Ready, Steady, Write' online tutorial on plagiarism. Completing the tutorial is compulsory for all students.**
- iii. Familiarise yourself with the School's PG Plagiarism Declaration Form that you submitted at the start of the year (see Appendix)
- iv. Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

Avoiding Plagiarism

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

If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the

student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- (c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Dean on Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary

procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

See [here](#) for more information on avoiding plagiarism.

SECTION 4. THESIS SUBMISSION AND EXAMINATION

This section is drawn from the *College Calendar Part III* and the *Thesis Submission Guidelines* available in appendix D. For full details of the technical specification of the thesis presentation, please review these Guidelines and visit the [Graduate Studies Office](#) website for details of guidelines in place at the time of submission.

Submission Guidelines

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

One copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. Should an author of a thesis wish to withhold permission for the use of her/his work a written application for 'a stay' must be made to the Dean of Graduate Studies at the time of submission of the thesis for examination. Such applications must have the written support of the graduate student's Supervisor or Director of Teaching and Learning (Postgraduate), must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission the thesis may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all inquiries within a reasonable time.

The Examination Process

A doctoral thesis must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/scholarship, and make an appreciable, original contribution to knowledge; it should show originality in the methods used and/or conclusions drawn, and must be clear, concise, well written and orderly and must be a candidate's own work. The use of paid professional copy editing services for the preparation of a Masters or doctoral thesis is not permitted and will be considered a breach of the examination regulations. In certain exceptional cases, students registered with the College disability service may, following consultation with the Dean, be permitted to avail of paid professional copy editing services.

The submission of a thesis is at the discretion of the candidate. A candidate is advised, but not required, to seek the agreement of his/her Supervisor prior to submission. Postgraduate students whose thesis is under examination are considered as registered students of the university for the duration of the examination. Such students may be afforded different rights and privileges to students who fully register for an academic year.

Nomination of Examiners

The Director of Teaching and Learning (Postgraduate) in consultation with the Supervisor nominates an external examiner and an internal examiner to the Dean of Graduate Studies. Two external examiners must be nominated in the case of candidates who are members of staff of the University. In other exceptional circumstances where it is not possible to nominate an internal examiner, a case may be made to the Dean of Graduate Studies for two external examiners to be appointed. The external examiner should be a recognised independent expert in the candidate's field of study. The external examiner should not be a collaborator in the candidate's research, nor be a recent graduate of the College. The internal examiner must be a member of the academic staff, and cannot be the

candidate's supervisor. The internal examiner should not be a collaborator in the student's research. Should the Director of Teaching and Learning (Postgraduate) be an internal examiner or the Supervisor, a pro-Director of Teaching and Learning (Postgraduate) should be appointed by the Head of School. The Dean of Graduate Studies is the final arbiter regarding the suitability of examiners. Each examiner must independently submit a signed written report and completed decision form to the Dean of Graduate Studies at the end of the examination process. Examiners' names are presented to Council in consolidated form once a year for formal approval.

Viva Voce Examination

The *viva voce* is an oral examination which provides an opportunity for the Examiners to question the candidate in order to examine key issues such as the rationale and justification for thesis structure, research design and conceptual framework. It also allows the examiners to clarify any points of ambiguity and to verify that the thesis is the candidate's own work.

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

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

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

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

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

Categories of Outcomes

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

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

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

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

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

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

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

Appeals

A student may appeal the decisions of the examiners. See Section 1, Paragraph 1.24 of the *College Calendar Part III* for further details. Appeals will be entertained only on the grounds stated above in the Calendar. In cases where re-examination is recommended it should be the work as originally submitted (or of the most recent examined version if revisions were carried out). If the student wishes to decide if the original or revised version should be examined this will be taken into account, but the Dean of Graduate Studies or the relevant appeals committee (depending on the level of the appeal) will make the final decision.

SECTION 5. ETHICAL GUIDELINES

This section is drawn from the information published on the School website by the [Research Ethics Committee](#) which is based on the *TCD Policy on Good Research Practice* (2009) available [here](#).

Good Research Practice

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

- Respect for the individual subject or population
- Research should have the maximum benefit with minimal harm
- Justice (all research subjects should be treated fairly and equally).

All individuals involved in research have a role to play in facilitating and making sure that research is conducted ethically. Ethical duties and legal obligations may intersect but are not necessarily the same.

Ethical approval is required before any studies involving human subjects can commence. Studies which do not involve human subjects may be given a notification of exemption once the initial application is reviewed. Fieldwork cannot commence until such approval has been gained.

In the case of collaborative projects involving researchers from outside the School, ethical approval obtained from an external research ethics body may suffice – evidence of same must be submitted to the committee prior to the commencement of the study. In the absence of such external approval, approval must be obtained as per this document. Additional ethical approvals may be required if the project involves or is funded by an external body.

Please ensure that your study conforms to acceptable standards of anonymity preservation and data retention as directed by the Supervisor and outlined in the *TCD Policy on Good Research Practice* (2009). A study which requires either digital or photographic recordings of participants must include in the research ethics approval application a justification and documentation of the methods by which the statutory provisions and research practice guidelines will be met.

Informed consent is a critical component of ethical research practice. This applies both to agencies and individual research subjects and requires the provision of detailed information sheets, adequate time to consider participation, and signed consent forms. In the case of repeat interviewing or data collection, consents need to be renewed at each stage.

Sensitive topics and vulnerable populations warrant particular attention. Sensitive topics include those which might be considered personally intrusive. This includes such topics as illegal activities, sexual behaviours or experiences of abuse. The justification standard for studies involving such topics is higher, and the applicant must demonstrate that the potential and actual benefits of conducting such a study outweigh the possible harm to participants. It is also important that potential participants are fully aware of the possible implications of sharing information, including the risk that formal notifications of suspected abuse or criminal acts may be necessary.

‘WHERE RESEARCH INVOLVES THOSE WITH LITERACY DIFFICULTIES, CHILDREN OR OTHER POTENTIALLY VULNERABLE GROUPS OF PARTICIPANTS, RIGOROUS ADHERENCE TO THE APPROPRIATE PROFESSIONAL CODES OF ETHICAL PRACTICE IS REQUIRED AND PARTICULAR

ATTENTION MUST BE PAID TO ISSUE SUCH AS ACCESS, INFORMED CONSENT BY BOTH PARTICIPANTS AND CARERS...AND THE DUTY OF CARE AND CONDUCT ADOPTED IN COLLEGE SHALL CONFORM TO THAT DETAILED IN THE GUIDELINES PUBLISHED BY THE TCD CHILDREN'S RESEARCH CENTRE... ADDITIONAL FORMAL AUTHORIZATION FOR THE RESEARCH OR CLEARANCE OF RESEARCH STAFF BY AN GARDA SIOCHANA MAY BE REQUIRED IN CERTAIN CASES.'

(TCD Policy on Good Research Practice, 2009)

Your commitment as a student carrying out research under the auspices of Trinity College Dublin is to comply with the policies as set out in the [TCD Policy on Good Research Practice \(2009\)](#) and additional compliance with the policies of the relevant body of the organization wherein any external research is conducted. This is your responsibility.

The Research Ethics Committee

The School of Social Work and Social Policy has a Research Ethics Committee (REC) which considers applications for ethical approval for research being undertaken in the School.

Before seeking ethical approval researchers should:

- identify actual and potential ethical issues that might arise
- reflect on how these will be addressed
- formulate procedures to deal with all such issues to the approval of their supervisor

To apply for ethical approval from the REC, completed application forms (see [here](#)) together with supporting documentation should be submitted in hardcopy to the School Administrator and an electronic copy e-mailed to the School Administrator. The ethical approval form must be submitted no later than 14 days prior to a meeting of the REC. Timetabled meetings take place from September to June each academic year.

All applications must be reviewed and signed by the Supervisor. Forms which are not signed or presented to an acceptable standard (e.g.: incomplete; excessive typographical or grammatical errors) will be returned and may therefore incur delays for the researcher/student involved.

Please note that in signing the approval form as applicant, you are giving an undertaking that you have reviewed the provisions of the Data Protection Act, *TCD Policy on Good Research Practice (2009)* and any other legislation relevant to your particular study.

The Committee will normally provide a response within 2-3 weeks. One record of each application and decision will be kept by the School Administrator. All other copies of applications are destroyed once decisions are made.

When approval has been obtained from an external research ethics committee a copy of the external ethical approval must be submitted to the School Administrator, prior to commencement of study, for review and noting by the REC.

Should the School Research Ethics Committee fail to grant approval then the research cannot proceed. The Committee in some instances may require further information or advice before reaching a final decision. Decisions are made by majority vote with the Chair having the casting vote. Members of the REC will withdraw from the meeting when their applications are discussed

and will not take part in any decision on the application. Decisions following meetings will be returned to individual students and their supervisors.

Once approval has been secured and the project is underway, researchers should:

- implement the ethical procedures
- obtain continuous feedback from participants about ethical issues
- periodically review the ethical strategy in the light of feedback received
- if required, update their ethical procedures to the approval of their supervisor

SECTION 6. THE LIBRARY

The Library's history dates back to the establishment of the College in 1592 and it is the largest library in Ireland. Today it has 5 million printed volumes with extensive collections of journals, manuscripts, maps and music reflecting over 400 years of academic development. The Library was endowed with legal deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom and Ireland. Although an institution of great antiquity, the Library pioneers modern methods of resource discovery and developments in the teaching, learning and research processes. The best source of up to date information about using the Library, including its opening hours, is the [Library website](#).

Using the Library

The Library is an important part of a research student's experience and success at Trinity. Getting to grips with the Library's services and layout should be an early priority. The Library frequently runs induction events and training on the use of its services.

The School is fortunate to have access to the services of a **Subject Librarian** for Social Work and Social Policy – Siobhan Dunne who can be contacted at Tel: +353 1 896 1807. The Library also offers a **Duty Librarian** service operated by a team of librarians. Its main functions are:

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

Catalogue

The Library Catalogue is online can be accessed on any Internet-capable device. The size and range of Trinity College Library Dublin means that only a small proportion of its stock is on the open shelves to be browsed. The bulk of the collection is in Closed Access, held in storage areas either on campus or the Santry Book Depository near Dublin Airport. The Online Catalogue will tell the user if the item is in storage by listing one of the following locations:

- Berkeley, Stacks
- Early Printed Books, Stacks
- Manuscripts, Stacks
- Ussher, Stacks
- Santry, Stacks
- External Storage, Journals

Unless specifically stated otherwise, material from Stacks locations can be delivered to the Berkeley, Early Printed Books, Hamilton, or John Stearne Medical Library Service Counters by using the Automated Stack Requests (ASR) procedure and selecting the appropriate location during the process. However, some books - mainly older material - cannot be delivered via ASR and must be requested using a call slip - the catalogue will indicate this. Journals must also be requested by call slip.

Whether the material can be borrowed depends on the category of reader requesting it and the category of material. For example, no-one may borrow material from the Early Printed Books or Manuscripts and Archives Stacks.

Accessing Materials

Postgraduate research students are admitted to Trinity College Library Dublin reading rooms on production of their Trinity College Dublin ID card.

Postgraduate research students may borrow:

- Ten items in total, normally from the [Open Access](#) or [Closed Access](#) (excepting [Reference](#)) Collections. Items from these collections normally have a four week loan period for postgraduates and may be renewed once [in certain circumstances](#)
- Borrowed Inter-Library Loan books count as part of this ten item allowance
- Four items from the [Undergraduate Lending Collection](#) as part of their ten books, if all other Open Access or Closed Access copies are borrowed. These items will have either a one or four week loan period
- Four items with the prefix P-MUS LEN (Printed Music)
- Four items from the [Counter Reserve \(Short Loan\) Collection](#)

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

College members linking to an electronic resource from outside Trinity College Dublin campus locations will be directed to a secure login page to authenticate with their College username and network login password

Users experiencing difficulties with their College username and network login password should contact the IS Services Helpdesk.

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

Internet PCs

The Library provides PCs for online research in the Berkeley, Ussher, Hamilton and John Stearne Medical Libraries. Students and staff must use their Trinity College Dublin [network username and password](#). These are primarily for accessing Trinity College Library Dublin's academic electronic resources. Not for:

- personal e-mail
- social networking sites
- word processing (Word not installed)
- downloading games or other programs

During busy periods users may be asked to vacate PC if using for non-academic purposes. Users are subject to the College's Web policies <https://www.tcd.ie/webdesign/policies/> when accessing the Web.

[Many additional PCs](#) (including in rooms in the Ussher Library and the 1937 Reading Room) are made available by IS Services.

Connecting to the TCD Network

All Library reading rooms have a wireless network (Wi-Fi) for use by registered members of Trinity College Dublin. Connection is via the self-service TCDconnect system. See [here](#) for full details on how to register on the network.

Some areas of the Library have wired network points available. Connection is again made via the TCDconnect system.

Printing, Scanning and Photocopying

The printing, scanning and photocopying service in the College Computer Rooms and Library is managed by IS Services and the Library and provided by Datapac.

Before being able to use the service you must first credit your print/scan/copy account. You can top up [online](#) or at any of the Datapac Kiosks located around College. You'll need to touch your student ID card, or enter the first 8 digits of your College ID number, and then enter your Datapac PIN. This PIN is sent to your College email address after you complete online registration.

Carrels

These are individual study desks with lockers in the Library, allocated to registered postgraduate students on application to give priority to them for their use. Carrels are located in each of the Berkeley, Lecky, Ussher and Hamilton Libraries. Interested students should complete the [application form](#).

FACILITIES AND SUPPORTS FOR RESEARCH STUDENTS

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

Facilities

Information and Communications Technology (ICT)

ICT is central to your life as a postgraduate student so it essential that you familiarise yourself with TCD's [Information Systems Services](#). This department covers the vast majority of your ICT needs including the connection of your laptop to the ISS wireless network service.

1937 Postgraduate Reading Room

In addition to the reading, printing and photocopying facilities available in the library including the Ussher 24 hour Reading Room, the 1937 Postgraduate Reading Room is available 24 hours per day by swipe card access for postgraduate students. This facility located in Front Square beside the Exam Hall. The 1937 Reading Room is equipped with study space, a computer room in the basement and lockers for storage. The lockers are administered by the Graduate Students' Union, and students wishing to procure a locker must do so through them at the beginning of each academic year.

Support Services

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

Further details of support services can be found [here](#). Some key support services are outlined below:

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

Tel: 01-896-1407

Email: student.learning@tcd.ie

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

The *Postgraduate Advisory Service* is a unique and confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

Tel: 01 896 1417

E-mail: pgsupp@tcd.ie

Web: http://www.tcd.ie/Senior_Tutor/postgraduate/

The *Student Counselling Service* offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. It offers online, one to one and group counselling services.

Tel: 01 896 1407

E-mail: student-counselling@tcd.ie

Web: http://www.tcd.ie/Student_Counselling/

The *Disability Service* is the support service for student with disabilities or special learning difficulties. Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation as early as possible in their studies.

Supports for Postgraduate Students includes:

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

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

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

<https://www.tcd.ie/disability/contact/>

<https://www.tcd.ie/disability/current/Postgrad.php>

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

Tel: 01 8961591 or 01 8961556

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

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

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

Appendix A: Structured Ph.D. ECTS Approval Form

UNIVERSITY OF DUBLIN, TRINITY COLLEGE
School of Social Work and Social Policy
STRUCTURED PHD STUDY PLAN

STUDENT NAME: _____

STUDENT NO: _____

SUPERVISOR: _____

As per local School regulations, research students must accumulate a minimum of 10 ECTS during the first 3 years of study. A list of approved modules is shown on page 2. If taking other modules in the School or College, please specify below. These may be taken but only with the permission of the Structured PhD programme director. The composition of the 10 ECTS that constitute the student's study plan must be approved by the Supervisor in agreement with the Director of Teaching and Learning Postgraduate.

Modules from another School within the University or from another University

Title of module:

Location:

Lecturer:

ECTS:

Dates:

Learning outcomes:

Topics to be covered:

Assessment method:

Module Code	Module Name	ECTS	Term	Lecturer	Assignment	Please tick ✓
CA7000	COMPULSORY MODULE (Online) Research Integrity and Impact in the Open Scholarship Era	5	Anytime before Confirmation Review	Niamh Brennan (Library), Geoff Bradley (IT Services) Professor Eoin O'Dell Law School	Various online quizzes	
SS8007	PhD Qualitative Research Methods & Research Ethics	5	MT & HT	Dr Paula Mayock	3,000 word research proposal (submit to Academic Supervisor within agreed time frame)	
LI7899	English for Postgraduate Academic Purposes	10		Sarah O'Brien	Presentation and 3,000 word essay	
VP1017_PD	Online Module for Graduate Teaching Assistants: Teaching and Supporting Learning as a Graduate Teaching Assistant	5		Dr Ciara O'Farrell, Academic Practice, Trinity Teaching & Learning.	Maintain and submit a Learning Journal – Can be completed for Credit (5 ECTS) or Not for Credit	
SS8008	Literature Searches and Reviews	5	MT	Dr Lynne Cahill	Written Assignment	
SS8017	Quantitative Research: Survey Design	5	MT	Dr Philip Curry	3,000 word research proposal	
SS8018	Quantitative Research: Samples and Populations	5	HT	Dr Philip Curry	2 MCQ's	
SS8019	Quantitative Research: The General Linear Model	5	HT	Dr Philip Curry	1 MCQ	
SS8020	Quantitative Research: SPSS	5	Mt & HT	Dr Philip Curry	2 SPSS Assignments (Permission to enrol to be agreed with Dr Curry)	

*** DETAILS WILL FOLLOW ON A NEW ONLINE MODULE ENTITLED 'CAREERS, EMPLOYABILITY AND WORK-BASED LEARNING' ***

Notes:

- a. Assignments may be subject to change.
- b. Any student who completed the Masters in Applied Social Research within 5 years of beginning the structured PhD can attend SS8007, SS8008, SS8017, SS8018, SS8019 but will not receive the ECTS value.
- c. A review of ECTS accumulated will be discussed at your confirmation review.
- d. Student may apply to study a module not included in the above list if they secure written permission from the Lecturer delivering the module, their Supervisor and the Director of Teaching and Learning Postgraduate.

Signed: (Student) _____

Date: _____

Signed: (Supervisor) _____

Date: _____

Signed: (Programme Director) _____

Date: _____

Once signed by student and supervisor, please submit a scanned copy by email to Dr. Paula Mayock, Director of Teaching and Learning Postgraduate (pmayock@tcd.ie) for signing. This form should be submitted by Thursday, September 30th, 2021 at the latest.

Appendix B: Progress Report Forms

UNIVERSITY OF DUBLIN
Trinity College

**PROGRESS REPORT
(Research Students Pre-2019)**

September / March Registration (delete as appropriate)

Please complete this form and ask your supervisor to complete the section overleaf. This form should be returned to the Head of School by 31st August for September registrants and 28th February for March registrants.

Name of Postgraduate Student: _____

Student No: _____

Degree for which currently registered: _____

Name of structured/thematic Ph.D. programme (if appropriate): _____

Provisional Title of Thesis: _____

Name of Supervisor: _____ Signature of Supervisor: _____

1. **Candidate's self-assessment of work done since September / March 201...** (delete as appropriate) This is to be submitted to the supervisor for comments and transmission to the Director of Teaching and Learning and Head of School. Candidates should not hesitate to mention problems, set-backs etc., since these matters are important to the Head of School in monitoring progress and permitting extensions etc. Please provide details of the plan of research that has been agreed for the next 12 months. (continue on a separate sheet, if necessary).

P.T.O.

2. **Supervisor's Comments.** The substance of these observations should be discussed with the candidate and should include information on the agreed plan of research for the next 12 months.

Has the candidate been working in TCD this year? Yes/No (If the answer is no, please state reasons for absence, place of study and supervisory arrangements).

Has the candidate engaged with the structured components/modules as outlined in the School/Ph.D. programme handbook? Yes/No (If the answer is no, please states reasons for not engaging with the taught components)

Do you recommend continuation on the higher degree register?

Where applicable: Has transfer to the Ph.D. register been recommended? **(Please note that the Director of Teaching and Learning (Postgraduate) needs to notify the Dean of Graduate Studies separately).** If so, what transfer procedures were followed?

If the candidate is in her/his final year of registration: Do you foresee any problems which might prevent submission of the thesis on or before the cessation date?

Trinity College Dublin
The University of Dublin

PROGRESS REPORT

For Research Students registering from 2019-20

Please complete this form and ask your supervisor to complete the section overleaf. This form should be returned to the Head of School by 30 July for September registrants and 28th February for March registrants.

Name of Postgraduate Student			
Student Number		Month of registration	Choose an item.
Degree registered for	Choose an item.		
Name of structured/thematic PhD programme (if appropriate)			
Provisional title of Thesis			
Name of Supervisor			
Thesis Committee Member			
Thesis Committee Member			

1. To be completed by Candidate

1a. Candidate's self-assessment of work done since September / March 201... (delete as appropriate) This is to be submitted to the supervisor for comments and transmission to the Director of Teaching and Learning and Head of School. Candidates should not hesitate to mention problems, set-backs etc., since these matters are important to the Head of School in monitoring progress and permitting extensions etc. Please provide details of the plan of research that has been agreed for the next 12 months. (Please continue on a separate sheet, if necessary).

Signature of Candidate	

2. To be completed by Supervisor

2a. Supervisor's comments. The substance of these observations should be discussed with the candidate and should include information on the agreed plan of research for the next 12 months.

2b. Has the candidate been working in TCD this year?

Choose an item.

If the answer to 2b is no, please state reasons for absence, place of study and supervisory arrangements.

2c. Has the candidate engaged with the structured components/modules as outlined in the School/PhD programme handbook?

Choose an item.

If the answer to 2c is no, please states reasons for not engaging with the taught components

2d. Do you recommend continuation on the higher degree register?	Choose an item.
<p>2e. <u>Where applicable:</u> Has transfer to the Ph.D. register been recommended? If so, what transfer procedures were followed?</p> <p><i>Please note that the Director of Teaching and Learning (Postgraduate) needs to notify the Dean of Graduate Studies separately of all transfers to the Ph.D. register.</i></p>	
<p>2f. Where the candidate is in her/his final year of registration, do you foresee any problems which might prevent submission of the thesis on or before the cessation date?</p>	
Signature Supervisor	of

3. To be completed by non-supervisor Thesis Committee members following a meeting between the student and the non-supervisor members of their thesis committee

Thesis Committee Member comments	
Do you recommend continuation on the higher degree register?	Choose an item.
Signature of Thesis Committee Member	
Signature of Thesis Committee Member	

Appendix C: Confirmation Form

CONFIRMATION ON THE Ph.D. REGISTER

This **Confirmation Form** must be submitted to the Dean of Graduate Studies Office, Arts Building, Trinity College, Dublin 2 for every student accepted directly to the Ph.D. register, normally within the first 18 months of the student's registration.

I seek the Dean's approval for confirming the following student on the Ph.D. register:

Name (in CAPITALS): _____

I.D. Number: _____

Date when entered College on the Ph.D. register year 1: _____

Date when Ph.D. *Confirmation Process* has been completed: _____

State month and year of the student's intended Ph.D. thesis submission 2019date:

Supervisor's name: _____

Supervisor's signature: _____

I would like to confirm that the **Confirmation Process** has been completed as a result of an academic assessment carried out in the School with respect to the student.

School: _____

Director of Teaching & Learning (Postgraduate) (Signature): _____

Director of Teaching & Learning (Postgraduate) (Name): _____

Date of submission to the Graduate Studies Office: _____

Date of Approval: _____ Dean of Graduate Studies _____

(please retain a copy for your records)

Appendix D: Thesis Submission Guidelines

**UNIVERSITY OF DUBLIN
TRINITY COLLEGE
GRADUATE STUDIES OFFICE
MARCH 2010
'NEW' THESIS SUBMISSION GUIDELINES FOR STUDENTS
REGISTERED FROM SEPTEMBER 2009**

1.32.1 General. Candidates and Supervisors should note that these requirements are mandatory and they are asked to familiarise themselves with the information below. Theses' must meet all the requirements set out below. Please note: from time to time the Dean of Graduate Studies may approve other formats on an individual basis. **1.32.2 Language.** A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Coordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning (Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate), but may refer the matter to the Graduate Studies Committee if s/he deems it necessary.

1.32.3 Published Work. A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

1.32.4 Length. A thesis must be written concisely. There is no minimum length for a Ph.D. or Masters (M.Litt. or M.Sc. by research) thesis. Dissertations submitted in part-fulfilment of the requirements of a postgraduate taught course are limited to the length prescribed in the individual course regulations. Normally a Ph.D. thesis should not exceed 100,000 words of text and an M.Litt. or an M.Sc. (by research) thesis, 60,000 words of text, and for scientific or technical subjects will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes.

1.32.5 Typescript and illustrations. The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound and printed on one side of the page only. It is expected that the hard-bound copy of a thesis will be printed on both sides of the

page on paper of a weight of at least 90 gsm. A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

1.32.6 Cover. A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

1.32.7 Title. The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

1.32.8 Declaration. The thesis must contain immediately after the title page a signed declaration that

- a) it has not been submitted as an exercise for a degree at this or any other University,
- b) it is entirely the candidate's own work (in the case of a thesis for which the work has been carried out jointly; there must be a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included) and
- c) the candidate agrees that the Library may lend or copy the thesis upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. (See below for withheld access (a "stay") for such permission).

1.32.9 Summary. A succinct summary of the methods used and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

1.32.10 Acknowledgements. A formal statement of acknowledgements must be included in the thesis.

1.32.11 References. Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

1.32.12 Abstract. One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author's full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

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