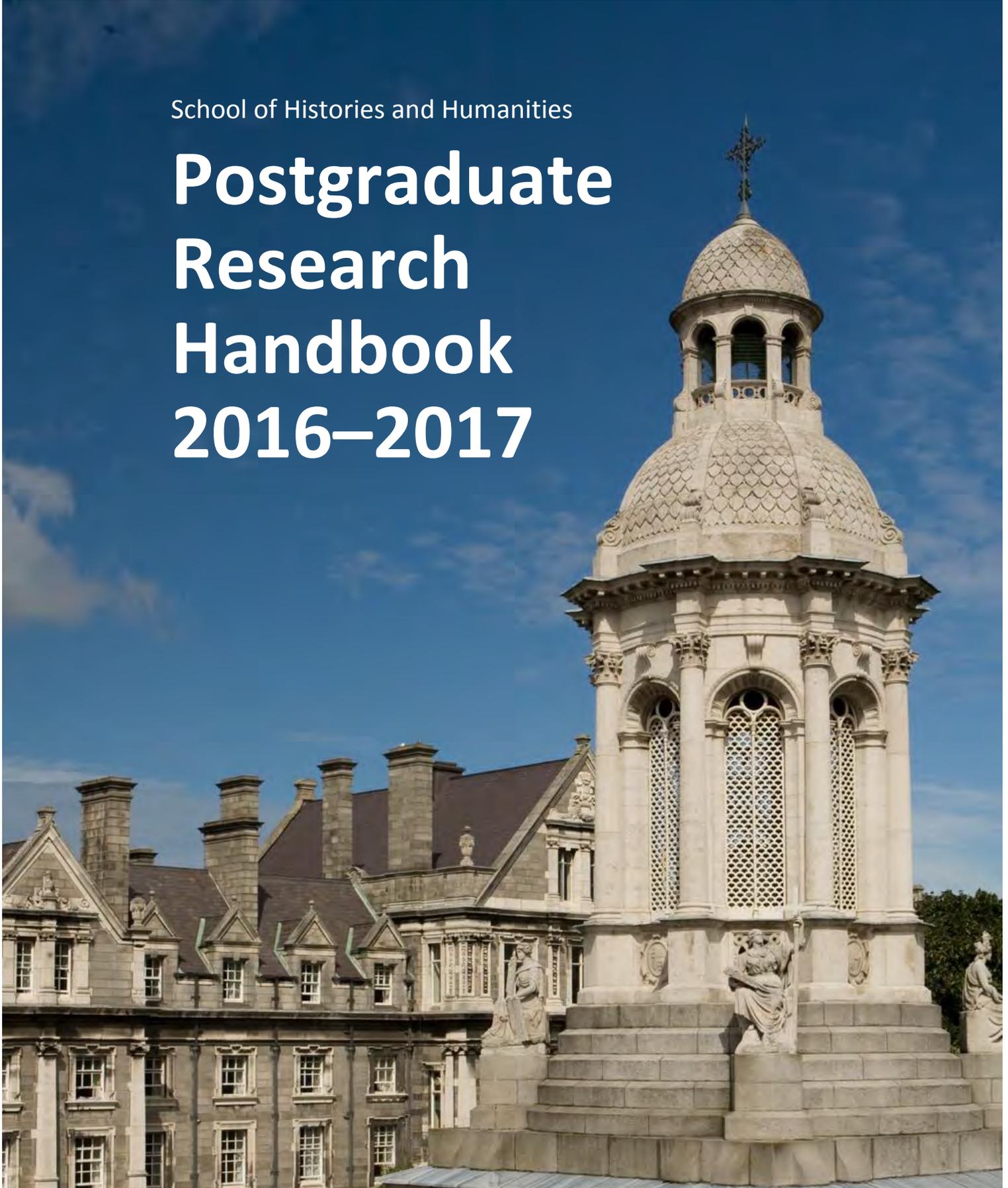**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities

Postgraduate Research Handbook 2016–2017

Contents

Introduction

Welcome to a new academic year in the School of Histories and Humanities, Trinity College Dublin. The School encompasses a community of scholars across a number of disciplines: History, History of Art and Architecture, Classics, and Gender and Women's Studies. You are now part of a School with a highly respected international research profile, and you join our 40 academic staff at the forefront of research in Histories and Humanities in the country.

The School is home to some of Ireland's leading research centres in the Humanities, and by undertaking a research degree in Trinity you will now play a vital part in the research culture of these centres. The School's research centres include: the Trinity Irish Art Research Centre (TRIARC), the Trinity Centre for Gender and Women's Studies, the Trinity Medieval History Research Centre, the Trinity Centre for Early Modern History, the Trinity Centre for Contemporary Irish History, the Trinity Centre for Irish, Scottish and Comparative Studies, the Trinity Centre for War Studies, the Trinity Centre for Mediterranean and Near Eastern Studies, and the Trinity Centre for the Study of the Platonic Tradition.

The School of Histories and Humanities aims to provide a supportive environment for all members of its postgraduate research community. Over 100 students are currently studying for research degrees (M.Litt. and Ph.D.) across all disciplines in the School and another 80 are registered on one of our seven taught Masters (M.Phil.) courses.

While the School and the various research centres are there to facilitate your studies, as a postgraduate research student, your primary relationship is with the member(s) of staff who supervise(s) your thesis research. Your supervisor(s) will advise and help you define your topic, set a schedule of work and meetings and provide feedback on your work and will serve as your first port of call for queries and problems. However, the School also provides a broader framework of academic support for research students.

Our research degrees are structured programmes, structured to provide you with the academic skills you will need to undertake your research, but structured also to provide you with the generic skills you will need to prepare you for life after the thesis. Throughout the academic year, you will have access to workshops, seminars and other events to help you acquire and strengthen skills, gain a broader academic perspective, and exchange research findings with staff members and fellow students. While you alone are responsible for the success of your thesis, doing a research degree should not be a solitary endeavour. The School staff are committed to helping you make the most of your time in Trinity.

This handbook summarizes and supplements the key provisions governing degrees by research in Part 3 of the University Calendar which covers matters such as admission, fees, thesis submission, examinations and graduation. In case of discrepancies between this handbook and the Calendar, the provisions of the Calendar apply. The Calendar can be consulted at www.tcd.ie/calendar/. An electronic version of this handbook is available at www.histories-humanities.tcd.ie/postgraduate/research-degrees.php.

Contacts

Address: School of Histories and Humanities, Trinity College, Dublin 2
Telephone: 01 896 1791
Web: http://histories-humanities.tcd.ie/
Email: pghishum@tcd.ie

Dr Christine Morris, the Director of Postgraduate Teaching & Learning for the School, has overall responsibility for all postgraduate matters in the School, including admissions, progression, examinations and appeals. Dr Morris is available by appointment in her office (Classics Department, B6012) or by email at cmorris@tcd.ie.

Your supervisor will be available for consultation about matters relating to your research by appointment. You are also welcome to consult any relevant member of staff by making an appointment or checking their office hours.

Staff contact information and roles

	Name	Room no.	Email address	Phone number
School of Histories and Humanities				
Head of School	Dr David Ditchburn	B6007/C3145	ditchbud@tcd.ie	+353 (0) 1 896 2399
Director of Postgraduate Teaching and Learning	Dr Christine Morris	B6012	cmorris@tcd.ie	+353 (0) 1 896 1424
Director of Research	Prof. Micheál Ó Siochrú	C3150	m.osiochru@tcd.ie	+353 (0) 1 896 2626
School Administrator	Dr Debra Birch	B6007	dbirch@tcd.ie	+353 (0) 1 896 2625
Senior Executive Officer	Ms Jo Mc Namara	C3143	pghishum@tcd.ie	+353 (0) 1 896 1791
IT Co-ordinator	Mr Pat Carty	B6013	pcarty@tcd.ie	+353 (0) 1 896 2525
Department of History				
Head of Department	Dr Anne Dolan	C3155	adolan@tcd.ie	+353 (0) 1 896 1577
Executive Officer	Ms Deborah Kennedy	C3118	histhum@tcd.ie	+353 (0) 1 896 1020
Department of Classics				
Head of Department	Prof. Monica Gale	B6016	mrgale@tcd.ie	+353 (0) 1 896 1425
Executive Officer	Ms Winifred Ryan	B6004	ryanw1@tcd.ie	+353 (0) 1 896 1208
Department of History of Art & Architecture				
Head of Department	Dr Rachel Moss	C5079	hoahead@tcd.ie	+353 (0) 1 896 2055
Executive Officer	Ms Clare Canavan	C5082	arthist@tcd.ie	+353 (0) 1 896 1995
Centre for Gender & Women's Studies				
Director	Dr Catherine Lawless	B6014	lawlessc@tcd.ie	+353 (0) 1 896 2225

Student services

Office of the Dean of Graduate Studies

The Dean of Graduate Studies, Dr Neville Cox, is responsible for the admission, progression and examination of all postgraduate students in Trinity.
- www.tcd.ie/Graduate_Studies
- Academic Registry, Watts Building
- https://www.tcd.ie/Graduate_Studies/students/current/
- T +353 (0)1 896 2722 / E academic.registry@tcd.ie
- Further contact details - https://www.tcd.ie/Graduate_Studies/contact/

Academic Registry

All key student administrative services are part of Academic Registry, based in the Watts Building (also called Biotechnology Building) at the Science end of the campus. Services include: Admissions, Registration, Study Abroad, Student Finance, Research/Taught Examinations, Student/Graduate Records.
- Information about services: www.tcd.ie/academicregistry
- Opening hours: Monday to Friday 09:30 – 17:00hrs
- T +353 (0)1 896 4500 / E academic.registry@tcd.ie

Graduate Students' Union

The Graduate Students' Union (GSU) www.tcdgsu.ie is an independent body representing all postgraduate students in Trinity, which can provide assistance and advice on a range of issues. All postgraduates are automatically members upon registration. The GSU is located on the second floor of House 6 and is run by two full-time officers.

Elected officers and representatives:
- President of the GSU
  - Responsible for strategy and policy formulation
  - Sits on a wide range of committees
  - president@tcdgsu.ie
- Vice-President of the GSU is the Union's Education and Welfare Officer
  - Advises students on matters such as academic appeals and supervision issues
  - Assists with more personal matters, such as financial concerns, illness and bereavement
  - vicepresident@tcdgsu.ie
  - All consultations are treated with the strictest confidentiality.

Disability Service

The team of the Disability Service consists of two Disability Officers, Occupational Therapists, and an Assistive Technology officer. The Disability Office is located in room 2054 in the Arts Building. After registration, for which medical documentation is required, a student's needs are assessed and a LENS report issued detailing recommended accommodations and supports.
- www.tcd.ie/disability

> T +353 (0)1 896 3111 / disab@tcd.ie / Text / SMS (for Deaf Students) +353 (0)86 3442322

Postgraduate Advisory Service

This is a confidential service available to all postgraduate students. PAS provides a comprehensive range of academic, pastoral and professional supports dedicated to enhancing the student experience. You can contact them for specific advice or if you would like to have a confidential meeting with the dedicated Student Support Officer.

> https://www.tcd.ie/Senior_Tutor/postgraduateadvisory /
> T +353 (0)1 896 1417 / E pgsupp@tcd.ie

Student Counselling Service

This service, available to all students in Trinity, provides a range of support mechanisms if you are experiencing either personal or academic concerns. If you require an appointment urgently, please do not hesitate to ask your supervisor or the Director of Teaching and Learning to liaise with Counselling on your behalf.

> www.tcd.ie/Student_Counselling
> T + 353 (0)1 896 1407 / E student-counselling@tcd.ie
> www.tcd.ie/Student_Counselling/contact/appointments.

Correspondence

Email is the primary means of correspondence within Trinity. It is critical that your supervisor, the School and Trinity are able to keep in touch with you. **Emails will only be sent to your TCD email account.** If you use a different email account as your primary account, please ensure that messages sent to your TCD account are forwarded to this account.

For assistance with email problems, please contact I.T. Services helpdesk in

> Áras an Phiarsaigh
> T +353 (0)1 896 2000 / itservicedesk@tcd.ie
> http://www.tcd.ie/itservices

Changes of address and other personal details must be communicated within one week, through SITS or in person in Academic Registry. A fine may be levied for failure to communicate changes.

Notice boards in each department provide information on lectures, conferences, conferences, courses and other matters of interest.

Mailboxes for receipt of postgraduate student mail are located in each Department. Please consult your Departmental Office for further information.

Student representation and feedback

Postgraduate Forum

In order to foster discussion of postgraduate issues and feedback within the School, a Postgraduate Forum will be convened at least once per term by the Director of Teaching and Learning and the School's Graduate Students' Union postgraduate representative. Issues can also be raised outside these meetings by contacting the Director of Teaching and Learning or the GSU representative.

School Graduate Students' Union Representative

A School representative for Histories and Humanities will be elected annually in September. The School rep is the GSU liaison for all postgraduate students in the School (research and taught). She/he sits on the School's Executive and Postgraduate Studies Committees and convenes open Postgraduate Forum meetings with the Director of Teaching and Learning.

Student Surveys

Research students will have the opportunity to provide feedback on their course at least twice within four years of registration.

Problems - who to contact?

If you experience difficulties relating to your studies, these should first be discussed with your supervisor(s). For further guidance or if the difficulties concern supervision, please contact the Director of Postgraduate Teaching and Learning. If the matter cannot be resolved within the School, you will be directed to Academic Registry, the Graduate Studies Office, Postgraduate Advisory Centre, Student Counselling or Graduate Students' Union. It is important that this procedure is followed, to ensure that difficulties are resolved quickly and at the right level.

It is the School's policy to deal with any problems promptly and in a mature and professional manner, and we expect the same from our students. Meetings with your supervisor or the Director of Teaching and Learning which relate to any difficulty will be confidential, and the content or nature of conversations will not be discussed with other parties without prior agreement.

The student-supervisor relationship

Each research student is assigned a supervisor or supervisors with expertise in the student's area of research who will offer advice and guidance on researching, organising and writing a thesis. It is important to understand the limits of the supervisor's role. Supervisors will help students to clarify their own ideas and offer advice on the research and writing process but they will not define a student's research for them. The supervisor is not an all-purpose teacher but someone who supports a student's independent efforts. Graduate students are expected to have the ability and enthusiasm to organize their own research, work largely on their own initiative and identify and avail of the many learning and professional development opportunities available to them in the School and College (see Academic Skills).

The following guidelines summarize and supplement the provisions in Part 3 of the College Calendar and best practice documents available in Trinity, especially Supervision of Research Students: Best Practice Guidelines (TCD 2012):
  - https://histories-humanities.tcd.ie/assets/pdf/research/SupervisionGuidelines.pdf
  - https://www.tcd.ie/Graduate_Studies/students/current/graduate-supervision/ (for students and staff)
  - https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/ (for students)
  - www.tcd.ie/CAPSL/TIC/guidelines/supervision (for staff)

Students' Expectations of Supervisors

The supervisor's role is to give advice, encouragement and constructive criticism to research students. The supervisor should normally:
  - Be familiar with, and ensure that the student is familiar with College and School regulations, in particular those pertaining to programme requirements, the annual progress review process, the timeframe for completion and examination, any ethical issues arising from their research and academic honesty (plagiarism).
  - Offer guidance in clarifying the student's research topic and research schedule.
  - Maintain regular contact with the student. College regulations recommend that supervisors and students should meet at least once a month during statutory term. This will not always be possible, especially when students are abroad for archival research or fieldwork, but in such cases students and supervisors should maintain regular contact by e-mail or other means.
  - Respond promptly and professionally to the submission of written work. Supervisors and students should work together to devise a reasonable timetable for the regular submission of written work and supervisors should normally aim to return comments and suggestions to students within a fortnight of receiving chapter length submissions. At certain times of the year, particularly during the examination period and outside of statutory term, returning comments within this timeframe will not always be possible and students should schedule the submission of their work accordingly.

- Discuss the student's research in person and offer clear, constructive written comments on the student's written work.
- Monitor the student's progress according to an agreed plan of work and milestones and complete required progress reports required by the School or funding bodies.
- Advise on specific research, language or IT skills that the student may require for their research and ensure that the student is aware of available training programmes.
- Ensure that the student is familiar with the scholarly conventions within their discipline.
- Ensure that the student is aware of the range of departmental and other seminars where relevant research issues are discussed.
- As the student moves towards completion, supervisors should discuss options for the presentation and publication of his or her research and other appropriate steps in engaging in academic discourse and in career development.
- Make arrangements for replacement in consultation with the relevant Head of Department and the Director of Teaching and Learning in the event of unavailability for a period exceeding 4 weeks during term-time (for example, illness).
- Provide guidance on preparation of the thesis for submission and the *viva voce* examination.

Supervisors' Expectations of Students

For a successful student-supervisor relationship, the student must play an active role in the relationship. Students are expected to:
- Be familiar with the content of this handbook, in particularly structured programme requirements (including compulsory modules and progress reviews), the timeframe for completion and examination, ethical issues arising from their research and academic honesty (plagiarism).
- Maintain regular contact with their supervisor(s) and be pro-active in scheduling supervision meetings. New students should contact their supervisor during Orientation to schedule a first supervision meeting. In this meeting, student and supervisor should agree a schedule for future meetings and discuss preferred modes of communication; how and when feedback will be provided on written work; when documents such as a project outline, Research and Professional Development Plan and review materials will be drafted and discussed; what written record will be kept of supervision meetings and arrangements.
- Be punctual in attending supervision meetings and seminars and observe set or agreed deadlines for submission of draft chapters, funding applications, progress review materials and other written work to the supervisor(s) and School.
- Complete their annual registration and pay their academic fees by the deadline set by Academic Registry and inform Trinity of changes of address, etc., in a timely fashion.

- Check their TCD email account regularly or ensure that messages sent to this account are forwarded to an account they check regularly.
- Present written work in an appropriate manner well in advance of a supervision meeting. Students and supervisors should agree a schedule for submitting materials that allows the supervisor adequate time to read and reflect on submitted work. A supervisor cannot offer meaningful comment on work that he or she has just received.
- Consult their supervisor(s) on the dissemination of research findings (presentations and publications), career development and teaching commitments.
- Promptly report problems which may affect the progress of their research: academic (missing sources or literature, problems with focus or organisation of chapters, training needs, etc.) or personal (illness, depression, family circumstances, financial difficulties, etc.).
- Be aware that the guidance provided by the supervisor(s) is of an advisory nature and that, ultimately, the responsibility for the form and content of their thesis and for meeting the degree requirements lies with them.

Joint Supervision

- If a student is jointly supervised by two members of staff, one member is registered as the student's Principal Supervisor. The Principal Supervisor carries final responsibility for all formal matters relating to the student, such as annual reporting, communication with the School, etc., even if some or all of these matters are de facto delegated to the co-supervisor.
- In the case of joint supervision clear arrangements should be made and recorded in writing regarding the de facto role of each supervisor: primary point of contact for academic and pastoral queries, who provides feedback on written work, who drafts annual reports, etc.
- Concerns about the functioning of a joint supervision arrangement or disagreements between joint supervisors should be presented to the Director of Teaching and Learning for mediation.

Funding

The information below is not exhaustive and mainly covers funding opportunities available to all research students in the School. Further details may be found in the Calendar Part III, at www.tcd.ie/Graduate_Studies/prospectivestudents/awards and on School web pages.

Government of Ireland Postgraduate Scholarships (Irish Research Council)

Application criteria and deadlines vary from year to year; the following is indicative only. Scholarships are valued at up to €16,000, fees at EU level, and research expenses up to €2,250 per annum. You can apply for an IRC Scholarship before you start your degree (4 years for a Structured Ph.D.) or in Years 1-3 of the Ph.D.

(duration of funding 3, 2 or 1 years). Note that the IRC have announced that the 2017 call opens on September 7th 2016 with a closing date of Wednesday November 2nd 2016. See further www.research.ie/funding/postgraduate-funding.

Students should liaise with their supervisor in planning and preparing an application. The School will send out an email notification when the call is issued and arrange an internal process for vetting applications. The Trinity Long Room Hub Arts and Humanities Research Institute will also organise an advisory session for potential applicants soon after the IRC call. Applications have to be signed by the Head of School and the Trinity Research Office. Procedures and internal deadlines will be communicated by email. Please bear in mind that the internal deadlines will be several weeks before the deadline advertised by the IRC.

Ussher Fellowships

A small number of highly competitive awards are open to new entrants on the Ph.D. register (not to continuing students). All new full-time Ph.D. students (EU and non-EU) who apply to the School by 1 May are automatically considered for these awards. The award is valued at €13,000 plus fees for three years. See further: www.tcd.ie/Graduate_Studies/prospectivestudents/awards/ussherfellowships.

Postgraduate Research (1252) Studentships

These awards are open to both new entrants and continuing full-time students on the Ph.D. register, both EU and non-EU. For new awardees the award will be valued at €6,500 plus fees for a maximum of three years. Awards cannot be held after Year 4. Holders are required to do a certain amount of work (e.g. teaching) for their Department. All new entrants who apply by 1 May are automatically considered for these awards. Applications from continuing students will be invited by the Director of Teaching and Learning in Hilary term. Decisions will be communicated to successful applicants before the end of Trinity term (ca. 1 July). See further: www.tcd.ie/Graduate_Studies/prospectivestudents/awards/studentships.

Awards in Individual Disciplines

A limited number of awards are available in individual Schools and Departments. See www.tcd.ie/Graduate_Studies/prospectivestudents/awards/scholarships, especially White Postgraduate Fellowship in Irish Art History, Cluff Memorial Studentship and Curtis Memorial Prize. Additional awards may be advertised from time to time - these are typically restricted to new entrants. For awards available in History, see www.tcd.ie/history/postgraduate/funding/. For non-EU entrants, see http://www.tcd.ie/study/non-eu/scholarships/postgraduate/.

Student Universal Support Ireland (SUSI)

Irish research students who meet the qualifying social welfare payment and (strict) income conditions may be eligible for a grant under the SUSI Student Grant Scheme.

Grants may cover up to the full cost of tuition. They do not include maintenance. For further information see https://susi.ie/eligibility/postgraduate-student/.

Trinity Trust Postgraduate Travel Grants

These travel grants are awarded to research students for attendance at conferences related to their research or to carry out research abroad to supplement research undertaken in Dublin. Application must be made in advance of the planned travel as follows:

Travelling between:	Applications must be received by:
15 September - 14 December	1 September
15 December - 14 March	1 December
15 March - 14 June	1 March
15 June - 14 September	1 June

Go to http://www.tcd.ie/Graduate_Studies/students/funding/travel-grants/ to download supporting documents and complete the online application form.

The following School regulations apply:
1. The approval form, budget and supporting statement from your supervisor must be submitted for approval to the relevant Head of Department at least a week before the submission deadline. The Head of School can only endorse applications which have been pre-approved by your Head of Department.
2. Because the School must vouch that you will receive 20% of the requested amount from School funds, applications for more than €700 will not be endorsed, regardless of the actual cost of travel. Endorsement is subject to availability of funds within the School.
3. No more than one application per student per year can be endorsed.
4. To claim awarded amounts from the Travel Grant Scheme and School, you must submit:
    a. A report specifying your name, student number and dates, destination and purpose of travel; and the benefit to your research derived from your travel.
    b. Receipts of your expenses, identifying their purpose and amount in Euro if in foreign currency. Clearly indicate the amount of funding allocated and the amount you are claiming, based on receipts submitted.

Re-imbursement claims for the amount awarded by the School must be submitted to your Departmental office.

Other Travel Grants

Some individual Departments in the School also have travel funds for which research students may apply, such as the Stanford Travelling Scholarship in Classics and the Grace Lawless Lee Fund, Leland Lyons Travelling Scholarship, and T.W. Moody Memorial Fund in History. For details and deadlines please consult your supervisor or Head of Department.

Emergency Financial Assistance Scheme

Application must be made on a form available from the [Postgraduate Advisory Service](). Only cases of extreme urgency are considered, on a case-by-case basis.

Government of Ireland Postdoctoral Fellowships (Irish Research Council)

The number and types of Fellowships available and the application criteria vary from year to year. Applicants must have a recent doctoral degree and should be, or expect to be affiliated with a recognised third-level institution, which must commit to providing a mentor and institutional support. For further details see www.research.ie/funding/postdoctoral-funding. The School sends out a notification when the call for applications comes out. Applicants must consult their intended mentor in preparing their application. Applications have to be signed by the Head of School as well as Trinity Research and Innovation - sign-off procedures and internal deadlines will be communicated by email. Please bear in mind that the internal deadlines fall several weeks before the IRC deadline.

Workspaces

All postgraduate students may apply for a carrel, an individual study desk with locker in the Berkeley/Ussher Library. Research students should apply for a carrel before the end of October, when remaining carrels will be allocated to M.Phil. students. For information and an application form see www.tcd.ie/Library/using-library/carrels.php.

All postgraduate students have swipe access to the 1937 Reading Room, a dedicated postgraduate workspace.

A limited number of workspaces are available for postgraduate students in departments and research centres affiliated with the School, such as TRIARC (Provost's Stables); Centre for Medieval History (Phoenix House); Centre for Contemporary Irish History (Arts 6th floor); Centre for the Study of the Platonic Tradition (1937 Reading Room basement). These are assigned at the start of each academic year at the discretion of the Directors of research centres and Heads of Department, using criteria such as students' project, funding, progress and need. Your supervisor can advise on options available to you.

A small number of workspaces are available in the Trinity Long Room Hub building for Histories and Humanities research students. Students are nominated for these workspaces on an annual basis in August by the Director of Teaching and Learning in consultation with Heads of Department, following the criteria issued by the Hub (prioritising students in Years 3-4 with external funding, e.g. an Irish Research Council award) and School (prioritising students who do not have access to workspaces in the School).

Academic skills

Doing a research degree in the Humanities is more than writing a thesis. By registering as a research student you gain access to a broad range of opportunities to acquire high-level skills, specialist and academic as well as generic and transferable. Your specific research project and career plans may require specialist skills in database management, archaeological fieldwork or architectural drawing. Your chosen academic field may require knowledge of foreign languages such as German, French, Italian or Latin. Transferable skills, useful for any career include presenting, writing, I.T., teaching, leadership, team working, networking, problem solving, information retrieval, career planning, negotiation, project management, time management, etc.

The School attaches great importance to skills development. Recognising that all research students have different learning needs, depending on their preparation, research area, project and career plans, we expect research students to explore their specific skills gaps and ambitions with their supervisor at the start of their postgraduate career and draw up a personal Research and Professional Development plan. Annual Progress Reviews present an opportunity not only to evaluate progress of the thesis but also to assess learning and revisit training needs and career plans. The sections below give an impression of the learning opportunities available to research students in the School and in Trinity. If your specific needs are not covered, please discuss them with your supervisor, search the Trinity website or ask the Director of Postgraduate Teaching and Learning.

The Structured Ph.D./M.Litt. and Compulsory Modules

All research degrees in Trinity are structured degrees as defined by the Irish Universities Association (see Appendix 1): they offer a structured programme of research and study including monitored progress and a formal learning element.

All new research students must successfully complete accredited modules carrying at least 10 credits (ECTS) and no more than 30 credits in the first two years of their degree. Students may take further accredited modules in Years 3 and 4 but the total number of credits accumulated during the degree should not normally exceed 60 credits.

New research students in the School of Histories and Humanities are enrolled automatically in two compulsory modules:
> ➤ HH7021 Research Training 1, to be completed in Year 1 (5 credits)
> ➤ HH7022 Research Training 2, to be completed in Year 2 (5 credits)

For the requirements and assessment of these modules, please see the appendices at the end of this handbook.

Students are encouraged to enrol in further accredited modules and unaccredited courses, to be selected from (or beyond) the offerings listed below. Course

selections should be discussed with your supervisor(s) and recorded in your Research and Professional Development Plan.

Research and Professional Development Plan

All new research students in the School are required to draw up a Research and Professional Development Plan (RPDP) on entry in consultation with their supervisor, to be evaluated at their Year 1 Review and updated and reviewed annually thereafter. Year 1 students must email a first version of this plan to the Director of Teaching and Learning as follows:

- September entrants: Friday 4th November 2016 (Michaelmas term week 6)
- March entrants: Friday 7th April 2017 (Hilary term week 12)

A template for the RPDP can be found at http://histories-humanities.tcd.ie/postgraduate/current-research-students.php

Key information to be recorded includes:

- Description of specialist knowledge required for your project (language skills, technical skills, specialist software, statistical expertise, etc.) and plans for acquiring this knowledge
- Record of accredited modules attended or to be attended, including both compulsory modules (in any case HH7021, HH7022; some students may be required to pass a language module for confirmation on the Ph.D. register) and optional accredited modules
- Record of research seminars, conferences and academic workshops attended
- Record of research presentations delivered
- Record of other relevant non-credit-bearing learning and professional development activities you have undertaken or plan to undertake, such as trainings and internships, teaching, research presentations and publications
- Record of supervision arrangements, if relevant (especially in case of co-supervision)
- Record of undergraduate teaching or other instruction delivered
- A detailed plan of work for the period until your next academic review and a general plan of work for the years ahead

Postgraduate Workshops

A number of academic skills workshops will be organised in the course of the year within the School. Research students are expected to attend these workshops as relevant to their needs and progression. Topics may include: preparing funding applications; presentation skills; thesis writing and editing; publishing; thesis submission and examination; the academic job market; non-academic careers. Dates and topics will be publicised at the start of the academic year.

Research Seminars

Throughout the academic year, seminars, workshops and conferences are organised by the departments and research centres in the School. Research students are

expected to attend these events in order to gain a broader academic perspective, strengthen academic skills, and participate in the daily academic life of the School.

For students in Year 1 and 2, attendance at research seminars in their area is mandatory within the context of the compulsory Research Training modules HH7021 and HH7022. The following list of seminars is indicative only. Event schedules will be communicated via email lists, notice boards, web pages and the central portal http://histories-humanities.tcd.ie/research/seminars.php

History

History runs research seminars in a number of different areas throughout the academic year, including Medieval History, Early Modern History, Contemporary Irish History, European History and War Studies.

- ➢ www.tcd.ie/history/research/medieval-history-seminars.php
- ➢ www.tcd.ie/history/research/early-modern-seminars.php
- ➢ www.tcd.ie/history/research/irish-history-seminars.php
- ➢ www.tcd.ie/history/research/european-history-seminars.php
- ➢ www.tcd.ie/warstudies/events

Dedicated Postgraduate Seminars currently meet in the areas of Modern History and Early Modern History. These seminars provide an opportunity to develop and exchange ideas with other students and hone presentation skills in an informal setting. Reading groups and Master classes are also occasionally organised (as publicised by email and on social media).

History of Art and Architecture

History of Art Seminars are organised throughout the academic year.

- ➢ www.tcd.ie/History_of_Art/research/seminars.php

Gender and Women's Studies

CGWS research seminars are scheduled throughout the academic year

- ➢ http://www.tcd.ie/cgws/research/seminars.php

Classics

The Classics Research Seminar meets 4-5 times per term during the academic year in the Classics Seminar Room, Arts B6.002.

- ➢ www.tcd.ie/Classics/research/seminars.php.

The Centre for the Study of the Platonic Tradition organises regular seminars, workshops and reading groups.

- ➢ http://www.tcd.ie/plato/seminars/

Outside the School

Many events of interest to students in Histories and Humanities are organised by departments and research centres outside the School, for example:

- ➢ Trinity Long Room Hub
  - o http://www.tcd.ie/trinitylongroomhub/events/lecture_series/researchseminarseries.php

- School of Languages, Literatures & Cultural Studies
  - www.tcd.ie/langs-lits-cultures/news
- Centre for Medieval and Renaissance Studies
  - http://www.tcd.ie/Medieval_Renaissance/news-events/
- Institute for International Integration Studies
  - http://www.tcd.ie/iiis/events/
- Centre for Literary Translation
  - http://www.tcd.ie/literary-translation/events/

Postgraduate Modules (Structured Ph.D. or auditing)

The following accredited M.Phil. modules may be taken by research students in the School (and in the Schools of English and Languages, Literatures and Cultural Studies) within the context of the Structured Ph.D. Please note that places are limited in some modules. Research students must complete the same assessment as M.Phil. students to be awarded credit for a module.

Auditing a module without assessment and award of credits may be possible in many cases but requires the explicit permission of the module co-ordinator. Auditing implies that you attend all sessions of the module and do the required reading/preparation.

The timetable and rooms for all modules can be found on SITS. To discuss attendance in a module, please first contact the module co-ordinator (email addresses on the website). If mediation is required, please contact the Director of Postgraduate Teaching and Learning.

School

HH7023	Teaching and Learning Strategies in Histories and Humanities (TA training – see Appendix)	Dr David Ditchburn	MT	5
HH7024	Advanced Palaeography, 1300-1700	Dr Bríd Mc Grath	MHT	5

Classics

CL7020	The Eternal City: the archaeology of the city of Rome	Dr Hazel Dodge	MT	10
CL7021	Curiosity and Crisis in the Late Fifth Century: Receptions of the Sophists	Dr Ashley Clements	HT	10
CL7023	Classics and European Identity	Prof. Anna Chahoud	HT	10
CL7030	Gender and genre in Augustan poetry	Prof. Monica Gale	MT	10
CL7034	Greeks and Barbarians	Dr Shane Wallace	MT	10
CL7041	The Usable Past: imagining and consuming the Aegean Bronze Age	Dr Christine Morris	HT	10
CL7042	The Argonautic Tradition: Mythography, Poetry, History and Art	Dr Martine Cuypers	HT	10
CL7050	Modern Greek for Beginners	Dr Christine Morris	M/HT	10

CL7051	PG Elementary Greek I	Dr Shane Wallace	MT	10
CL7052	PG Elementary Greek II	Dr Shane Wallace	HT	5
CL7053	PG Elementary Greek III	Dr Shane Wallace	HT	5
CL7071	PG Elementary Latin	Prof. Anna Chahoud	MT	10
CL7072	PG Reading Latin	Prof. Anna Chahoud	HT	5
CL7073	PG Latin Language	Prof. Anna Chahoud	HT	5

History of Art

HA7027	Medieval Manuscripts	Dr Laura Cleaver	MT	10
HA7030	Medieval monastic Ireland	Dr Rachel Moss	HT	10
HA7033	Ireland & France, 1800-2000	Dr Philip McEvansoneya	MT	10
HA7034	Themes and agendas in Modern and Contemporary Irish Art	Dr Yvonne Scott	HT	10
HA7035	The Art and Agency of the Printed Image in Ireland from the 1800s	Dr Angela Griffith	HT	10

History

EU7003	Cultures of memory and identity in Central Europe	Dr Clemens Ruthner	MT	10
FR7071	Old English	Prof. Alice Jorgenson	MT	10
FR7051	Old French	Tbc	MT	10
HI7165	The Golden Age: Ireland and Europe in the Seventh Century	Dr Immo Warnjes	MT	10
HI7007	Religious Tolerance and Intolerance in Early Modern Europe	Dr Graeme Murdock	MT	10
HI7013	Gender, Identity and Authority in 18th Century France	Dr Joseph Clarke	HT	10
HI7014	War and Society in Early Modern Ireland	Prof. Jane Ohlmeyer	HT	10
HI7016	Reform and Conquest: Politics and Society in Ireland 1540-1603	Prof. Ciarán Brady	MT	10
HI7060	History, memory and commemoration	Dr Joseph Clarke	MT	10
HI7062	Public archaeology in Ireland	Prof. Terry Barry	MT	10
HI7064	Environmental History	Prof. Poul Holm	HT	10
HI7067	Institutions in Ireland: history, memory and public representation	Dr Georgina Laragy	HT	10
HI7107	Palaeography	Dr Bríd McGrath	M/HT	10
HI7123	Exploring the Irish Civil War since 1922	Prof. Eunan O'Halpin	HT	10
HI7124	Society and culture in 20th Century Ireland: themes and debates	Dr Anne Dolan	HT	10
HI7164	Saints and sanctity in Medieval Ireland and Europe	Dr Laura Cleaver	MT	5

Gender and Women's Studies

EM7458	European Refuge(es) Sharing Perspectives	Dr Gillian Wylie	HT	10
EM7436	Gender, War and Peace	Dr Gillian Wylie	HT	10
WS7058	Gender, Feminism and Popular Culture	Dr Mary Bridgeman	HT	10

WS7043	Gender and Globalisation	Dr Ray O'Neill	MT	10
WS7042	Gendered Violence and the Social Imaginary: Politics, Myth and Religion	Dr Mary Condren	HT	10
WS7054	Gender, Art and Identity	Dr Catherine Lawless	MT	10
WS7057	Medieval Sexualities and the Body	Dr Catherine Lawless	HT	10

Postgraduate Modules in Affiliated Schools

Students may also opt to take modules offered outside the School which are relevant to their area of specialisation, subject to permission from the Module Co-ordinator. On the basis of an exchange agreement Histories and Humanities research students are welcome by default in selected postgraduate modules offered by the School of Languages, Literatures and Cultural Studies and the School of English where space is available to accommodate them, as follows:

School of English

For information, timetabling and to register, please contact the School's Director of Teaching and Learning, Dr David O'Shaughnessy, doshaugh@tcd.ie.

M.Phil. in Popular Literature – Dr Bernice Murphy				
EN7027	The Victorian Child (shared with Children's Literature)		MT	15
EN 7046	American Nightmare		MT	15
EN7022	Cyberculture/Popular Culture		MT	15
EN7053	Tolkien (shared with Children's Literature)		HT	15
EN7066	Young Adult Fiction (shared with Children's Literature)		HT	15
EN7108	Nineteenth-Century Detective Fiction: The Rivals of Sherlock Holmes		HT	15

M.Phil. in Children's Literature – Dr Amanda Piesse and Dr Pádraic Whyte				
EN7096	Be Merry and Wise: the rise of children's literature		MT	15
EN7027	The Victorian Child (shared with Popular Literature)		MT	15
EN7053	Tolkien (shared with Popular Literature)		HT	15
EN7076	Historical Novels		HT	15
EN7066	Young Adult Fiction (shared with Popular Literature)		HT	15

M.Phil. in Literature of Americas – Dr Philip Coleman				
EN7038	Creole Literatures		MT	10
EN7095	Seeing 'New Englandy'		HT	10
EN7094	Faulkner, Mississippi, Glissant		HT	10
EN7040	Diasporic Voices		MT	10

M.Phil. in Irish Writing – Prof. Chris Morash				
EN7057	Single Author (Swift, Yeats, Joyce, Beckett)		MHT	5
EN7089	Writing the Troubles		MT	10
EN7090	Big House Literature		MT	10
EN7098	Irish Poetry after Yeats		HT	10
EN7003	Ireland on Stage		HT	10

School of Languages, Literatures and Cultural Studies

For updates see www.tcd.ie/langs-lits-cultures/postgraduate/postgraduate_modules.php.
For further information and to register, please contact the School Executive Officer, Ms Caroline Murphy, sllcs@tcd.ie.

M.Phil. in Literary Translation/Comparative Literature				
CP7001	Moving between cultures			20
CP7009	Dissertation Seminar			
CP7014	Postmodernist literature in East and Central Europe			10

M.Phil. in Medieval Language, Literature & Culture				
FR7040	Research Methodology (chiefly a course in palaeography, of use to Ph.D. students with an interest in any area of medieval studies)		MT	10
FR7071	Old English		MT	10
FR7041	Medieval Culture and Society (core module, broad survey)		MT	10
FR7042	Medieval Thought (core module, broad survey)		HT	10

Postgraduate Diploma in Old Irish (running every second year)				
IR7001	Introduction to Old Irish			20
IR7002	Old Irish tutorials			20

M.Phil. in European Studies				
EU7000	Europe and its Other(s) (core module)			20
EU7002	Intellectuals and Commitment			10
EU7003	Cultures of Memory and Identity			10
EU7005	Representations of the Other Europe: Cinema in Eastern Europe			10
EU7008	EU Russia Relations			10
FR7095	Figurations of National Identity			10

M.Phil. in Textual and Visual Studies				
FR7090	Introduction to theory of text and image in			10

	graphics (core module, broad survey)				
FR7091	Introduction to theory of text and image in modern media – film, video, digital arts (core module, broad survey)				10
FR7093	The Russian Avant Garde				10

College-wide Courses

- ➢ Training in many languages is available in Trinity, including Irish, French, modern Greek, German, Spanish, Russian, ancient Greek, Latin, Hebrew, Turkish, Arabic, Chinese, Korean and Japanese. As these are mostly co-ordinated by individual departments, you may have to shop around or consult your supervisor or the Director of Teaching and Learning.
- ➢ IT Services offers a broad range of courses and training resources designed to meet the IT training needs of students and advise on software available for students
  - o http://www.tcd.ie/itservices/training/index.php
  - o http://www.tcd.ie/itservices/software/index.php
- ➢ Student Learning Development facilitates a range of workshops to support postgraduate students, covering topic such as research skills, writing skills, self-management, presenting papers and getting published. A sample of current and recent activities can be found on the Student Learning Development Website, www.tcd.ie/Student_Counselling/student-learning. For more details or to book an individual consultation, contact the Learning Support and Development team at student.learning@tcd.ie.
- ➢ Postgraduate teaching skills fall under the remit of the Academic Practice team, which offers trainings to support teaching assistants and postgraduate tutors in their teaching activities and professional development
  - o www.tcd.ie/CAPSL/staff/teaching-assistants.
- ➢ The Careers Advisory Service provides help with career planning and the job search process towards the end of your degree, providing advice on CV's and applications, interviews, intern-ships, and much more
  - o www.tcd.ie/Careers
- ➢ Two courses in English for Academic Purposes are available to all students who do not have English as their first language - an intensive pre-sessional course taking place from mid-August, and an in-sessional course consisting of weekly classes throughout the academic year
  - o https://www.tcd.ie/slscs/english/
- ➢ The Innovation Academy, a PRTLI-funded initiative to cultivate creativity and entrepreneurial thinking at postgraduate level, offers modules building up to a Graduate Certificate in Innovation and Entrepreneurship, available to all registered research students
  - o www.tcd.ie/Graduate_Studies/InnovationAcademy

Postgraduate Modules in Other Institutions

Under certain conditions it is possible to take postgraduate modules in other institutions with which Trinity has an inter-institutional agreement. Please consult with your supervisor or the Director of Teaching and Learning.

Enrolling in and Auditing Modules

- Students in years 1 and 2 are automatically enrolled in HH7021/7022 Research Training 1 and 2 (at present this cannot be recorded in SITS).
- Students who want to complete or audit any other modules should contact the module co-ordinator to ask whether it is possible to take or audit the module. The guidelines for enrolling in or auditing non-compulsory modules apply, as follows:
- The School welcomes interest from postgraduate taught and research students in the School and other Schools in M.Phil. modules which are not a compulsory element of their course, acknowledging the importance of high-level knowledge exchange and skills training at disciplinary and interdisciplinary level.
- Permission to enrol in or audit an M.Phil. module is always at the discretion of the module co-ordinator, who will decide from case to case whether enrolment or auditing is possible on practical or academic grounds. Practical grounds may include the availability of places in the module or teaching room; academic grounds may include the nature of the module and the overall composition of the student group.
- Enrolment in a module means that the student completes the set assessment or equivalent assessment and is awarded the credit attached to the module (to be recorded in SITS as soon as the system allows this).
- Auditing a module means that the student (is not enrolled in the module in SITS and) does not complete the required assessment and is not awarded credit but otherwise participates in the module in the same way as the students who are formally enrolled in the module. An auditor is expected to:
  - Attend all sessions of the module (not just when it suits them);
  - Do the preparatory reading; and
  - Contribute to the discussion (without hogging it).
- Normally auditing will not be allowed when the group size is larger than 12. The number of auditors in a module should not normally exceed 50% of the number of formally enrolled students.

Writing your thesis

Undertaking a research degree is quite unlike any other kind of challenge. In the Humanities, students work on individual projects and these generally undergo redefinition and reorientation as a result of reading, research and the writing process. This is a natural and exciting aspect of research; it is also one of the hardest to plan for. Experience has shown that students can run into considerable difficulties when attempting to finish their thesis because they have neglected basic aspects of the capturing and the presentation of their material. This can lead to a delay in submission and/or to a thesis being referred back for revision (or worse). The following are some hints to follow from the start of the research process.

Research ethics

The following are available on the School Research Page, www.histories-humanities.tcd.ie/research/:

- School Research Ethics Policy
- Research Ethics Checklist
- Certificate of Ethical Approval Application Form

While it is in the nature of the disciplines in the School that most Ph.D./M.Litt. projects will not require ethics approval, questions of propriety may arise, for example, in research involving vulnerable participants (e.g. children), documentary material not in the public domain, or sensitive material sources such as human remains. The ethical dimensions of a project should in first instance be discussed with your supervisor(s), who may refer you on to the School's Director of Research.

Other useful documentation:

- Guidelines of the UK Oral History Society
    - http://www.ohs.org.uk/advice/ethical-and-legal/
- TCD Policy on Good Research Practice
    - https://www.tcd.ie/research/dean/ethics/

Plagiarism

Students should familiarise themselves with the regulations regarding plagiarism in the Calendar Part III http://www.tcd.ie/calendar/. Plagiarism is interpreted by Trinity as the act of presenting the work of others as one's own work, without acknowledgement. TCD considers plagiarism to be a major academic offence, subject to disciplinary action. For detailed information on what is considered plagiarism and procedures to be followed if plagiarism is suspected, please see http://www.tcd.ie/calendar/ Part III: Graduate Studies.

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A central repository of information about Plagiarism and how to avoid it is hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism
It is a University requirement that all TCD students must complete the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write
The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar, Part III 1.32: http://tcd-ie.libguides.com/plagiarism/calendar

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. 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.

2. 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.

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. 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.

5. 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.

6.   If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) 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.

7.   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. 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).

8.   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.

9.   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 Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10.   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.

Notes and References

- In consultation with your supervisor, decide what conventions you will follow in preparing your work, and apply these from the start.
- The same applies to images, tables, recordings and other kinds of data which you may consult or generate.
- Always record the full bibliographical citation for each work consulted, including page or column numbers, publisher, year and place of first publication, edition cited, etc.
- Keep updating your bibliography as the project develops, organised under suitable headings. Add anything you have read and may end up referencing to your bibliography immediately.
- Always record original material in a recognised fashion for later reference.
- Organise your notes in a rational system which enables you to find and consult them easily. Discuss the practicalities of note-taking and record-keeping with your supervisor, who will have worked on similar projects and be aware of the challenges you are facing.
- Review the organisation of your notes from time to time: as your project develops you may develop new categories or reshuffle your material in different ways.
- Keep clearly labelled and dated electronic copies of everything that you write
- **Make sure you have back-ups of all your work on a different computer or data-carrier!**

Writing

- It is crucial to start writing early, no matter how speculative, vague or tentative your ideas may seem to you at that point.
- Always write to completion standard, with appropriate referencing and in appropriate academic language.
- Always keep a copy of anything which you submit to your supervisor and retain his or her comments on your work.
- Be conscious that a Ph.D. or M.Litt. is more than a series of essays such as you have been trained to write at undergraduate level. Do not be afraid to be exploratory in your discussion and conclusions in early drafts of sections and chapters. A research degree is necessarily heuristic in nature: if you knew all the answers starting out there would be no need for you to write a thesis on this topic.
- While writing, consider from time to time what examiners will be expecting of your thesis. The Calendar Part III, stipulates: "A thesis submitted for a Master's degree (M.Litt.) must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge, and make some contribution to knowledge/scholarship (but it is not

necessary that it be worthy of publication); it must be clear, concise, well written and orderly and must be a candidate's own work. A doctoral thesis (Ph.D.) 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."

In consultation with your supervisor set yourself sensible interim goals for research and writing. These should take into account matters such as travel. If you need to consult sources, conduct interviews or make field trips outside Dublin, the further ahead you plan such activities, the more likely it is that you will secure financial assistance if you need it, and where necessary the permission of institutions or individuals to explore sources under their control, reproduce texts and images, etc.

The Research and Professional Development Plan and annual progress reviews are designed to aid this process and in practice the context of the review often helps students and supervisors make key decisions about the focus, scope and organisation of the thesis.

Progress Reviews

The progress of all postgraduate research students in Trinity is reviewed on an annual basis. All students who are (principally) supervised by a member of staff based in the School of Histories and Humanities are required to comply with the requirements below. The School expects all parties – students, supervisors and readers – to approach progress reviews positively and constructively as an essential part of the student's learning experience and development.

Interview times communicated to students can only be changed in exceptional circumstances. Please note the week of your review, as specified below and in the Key Dates at the end of this handbook, in your diary at the start of the academic year. Conferences or holidays do not constitute an acceptable reason to reschedule a progress review.

Hard copies of all documentation must be submitted to Ms Jo Mc Namara in Arts 3133, office hours Mon-Thurs 09:00-13:00hrs/14:00-17:30hrs & Friday 09:00-13:00hrs/14:00-17:00hrs. Electronic submissions are normally not accepted. Students must consult with their supervisor in the preparation of submission materials.

Year 1

All first year research students are required to submit **3 hard copies** (or, if they have two supervisors, **4 hard copies**) of the following:

(1) Review essay	Introduce your subject of research, outline your central research questions, aims and objectives, discuss the principal conceptual issues your research

(8,000 words approx.)	raises
	Indicate the principal primary sources your research draws upon, critically assess the methodological questions your project poses and introduce investigative methods and theoretical frameworks you intend to use
	Place your project in the context of the existing scholarly literature and explain how it will make a significant and original contribution to knowledge in this field
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Progress Report	To be completed by both student and supervisor, on the School Progress Report form. This form is available at http://histories-humanities.tcd.ie/postgraduate/current-research-students.php
(4) Research and Professional Development Plan	An up-to-date Research and Professional Development Plan, containing all required elements, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 1, etc. This form is available at http://histories-humanities.tcd.ie/postgraduate/current-research-students.php

After submission of these materials students will be interviewed by a panel consisting of the Director of Teaching and Learning or her nominee, a reader appointed to assess their materials, and the supervisor(s).

After the interview the student and supervisor(s) receive:
1. A brief written report by the reader
2. A report by the Director of Teaching and Learning summarising the panel's findings, recommendations and progression decision

A copy of both reports is kept in the School office.

Type of student	Review timeframe
Full-time students starting September 2016	Spring 2017 (May-June)
Full-time students starting March 2017	Winter 2017 (December)
Part-time students starting September 2016	Autumn 2017 (September)
Part-time students starting March 2017	Spring 2018 (May-June)

Repeat reviews and reviews of students who, for one reason or other (for example, illness), have fallen 'out of cycle' may be conducted Autumn 2017 (September). For Spring, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 2

For most students, who will have been admitted on the probationary Ph.D. register, the Year 2 review is a confirmation review, used to decide continuation on the Ph.D. register or, alternatively, submission of the thesis for the M.Litt. degree. Students admitted on the M.Litt. register may use the Year 2 review to request transfer to the Ph.D. register. Such a request must be explicitly indicated and supported in the supervisor's progress report.

For more information on these procedures see the [College Calendar Part III](#); and https://www.tcd.ie/Graduate_Studies/education-policy/academic-standing/confirmation-Ph.D.-register/https://www.tcd.ie/Graduate_Studies/education-policy/academic-standing/transfer-Ph.D.-register/

All second year research students are required to submit **3 hard copies** (or, if they have two supervisors, **4 hard copies**) of the following:

(1) Draft chapter (8,000 - 10,000 words)	This should display the levels of research, critical analysis and originality commensurate with research at doctoral level. It should not be a general account or introduction, nor purely descriptive.
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Thesis outline	An introductory section (1-2 pages), outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
	A list of chapters (including introduction and conclusion) with chapter titles, projected word count and a paragraph for each chapter which outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate, and contribute to the overall aims of your thesis.
(4) Progress Report	To be completed by both student and supervisor, on the School Progress Report form. This form is available at http://histories-humanities.tcd.ie/postgraduate/current-research-students.php
(5) Research and Professional Development Plan	An up-to-date Research and Professional Development Plan, containing all required elements, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 2, etc.

After submission of these materials students will be interviewed by a panel consisting of the Director of Teaching and Learning or her nominee, a reader appointed to assess their materials, and the supervisor(s).

After the interview the student and supervisor(s) receive:
1. A brief written report by the reader
2. A report by the Director of Teaching and Learning summarising the panel's findings, recommendations and progression decision

In the case of confirmation reviews this decision shall be one of the following:
a) Continuation on the Ph.D. register
b) Continuation on the Ph.D. register after certain changes have been made to the confirmation materials
c) Continuation on the Ph.D. register not recommended at this time: revised materials to be submitted and a repeat confirmation interview to be held
d) Transfer to the Masters register to submit an M.Litt. thesis
e) Not to continue as a research student

A similar range of options applies to transfer recommendations, see Calendar Part 2. Where confirmation or transfer is decided, the appropriate form is completed and

signed by the supervisor and Director of Teaching and Learning and submitted to the Graduate Studies Office.

A copy of both reports and the signed form are kept on file in the School office.

Where confirmation or transfer is denied, students will be given one (and only one) further opportunity to seek confirmation or transfer in a repeat review.

Type of student	Review timeframe
Full-time students starting September 2016	Spring 2017 (May-June)
Full-time students starting March 2017	Winter 2017 (December)
Part-time students starting September 2016	Autumn 2017 (September)
Part-time students starting March 2017	Spring 2018 (May-June)

Repeat reviews and reviews of students who, for one reason or other (for example, illness), have fallen 'out of cycle' may be conducted Autumn 2017 (September). For Spring, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 3 (continuing students)

Third year research students who are not planning to submit their thesis at the end of the third year are required to submit **3 hard copies** (or, if they have two supervisors, **4 hard copies**) of the following:

(1) Draft chapter (8,000 - 10,000 words)	This should not be the chapter submitted for the Year 2 review.
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Thesis outline	An introductory section (1-2 pages), outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
	A list of chapters (including introduction and conclusion) with chapter titles, projected word count and a paragraph for each chapter which outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate, and contribute to the overall aims of your thesis.
(4) Progress Report	To be completed by both student and supervisor, on the School Progress Report form. This form is available at http://histories-humanities.tcd.ie/postgraduate/current-research-students.php
(5) Research and Professional Development Plan	An up-to-date Research and Professional Development Plan, containing all required elements. This document should include a detailed plan of work for the fourth year of registration. This should indicate, for each chapter of your thesis, how much you have written, how much remains to be written, what background research and revision remains to be carried out; and provide a detailed timetable for completion of outstanding work by the submission deadline. Please plan to complete a full draft of your thesis no later than 3 months before the deadline (earlier is better) to allow proper feedback and editing. This form is available at http://histories-

After submission of these materials students will be interviewed by the Director of Teaching and Learning and their supervisor(s); a reader may be added to the panel at the request of the supervisor(s), the student or the Director of Teaching and Learning.

After the interview the student and supervisor(s) receive:
1. A brief written report by the Director of Teaching and Learning with a progression decision and summary of findings, recommendations and progression decision

This report is kept on file in the School office.

Type of student	Review timeframe
Full-time students starting September 2016	Spring 2017 (May-June)
Full-time students starting March 2017	Winter 2017 (December)
Part-time students starting September 2016	Autumn 2017 (September)
Part-time students starting March 2017	Spring 2018 (May-June)

Repeat reviews and reviews of students who, for one reason or other (for example, illness), have fallen 'out of cycle' may be conducted Autumn 2017 (September). For Spring, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 3 (submitting), Year 4 (submitting) and part-time Years 4, 5 and 6

For part-time Ph.D. students, who have 6 years of registration, annual reviews continue in Years 4 and 5. Their Year 4 review will be scheduled 12 months after the Year 3 review and the same set of materials should be submitted.

Full-time students may submit their thesis by the end of Year 3 and **must** submit their thesis by the end of Year 4. Part-time students must submit their thesis by the end of year 6.

Final year students and their supervisors are required to complete a Submission Review Report 5-6 months before the end of registration. The relevant form can be downloaded from http://histories-humanities.tcd.ie/postgraduate/current-research-students.php. This form must be sent as an email attachment to the Director of Teaching and Learning as follows:

Thesis submission	Submission Review Report due date
31 March 2017	30 November 2016
30 September 2017	18 April 2017
31 March 2018	1 December 2017

If it emerges from the report that submission by the end of registration may not be realistic and that an extension or permission for overtime registration may have to

be sought (see [Progress issues and obstacles](#)), the supervisor(s) must discuss the student's situation with the Director of Teaching and Learning. In this case a review meeting will normally be scheduled to assess the progress of the thesis and the timetable for completion.

This procedure also applies, *mutatis mutandis*, to M.Litt. students in their final year (full-time Year 2, part-time Year 3).

Readers

Readers on progress review panels are appointed by the Director of Teaching and Learning in consultation with the relevant Head of Department. Readers may be drawn only from academic staff eligible to supervise. If necessary, an external expert may be appointed or an extra reader added to the panel to assess specific aspects of the student's project. See also [Calendar Part III](#).

Progress, issues and obstacles

Unsatisfactory Progress

The key moment and means to evaluate a research student's progress is the annual [progress review](#). If a review panel has serious concerns about progress, a student will normally be given the opportunity to revise and resubmit review materials and present for a repeat review at a later date. If skills gaps are identified, acquiring these skills may be formulated as a requirement to continue on the research register, to be fulfilled by a certain date. If after a repeat review the student's progress is still deemed unsatisfactory, the School may require submission of the thesis for a lower degree (M.Litt.) or, if qualifying external circumstances have a negative impact on academic performance, recommend that permission be sought to go off books. In exceptional cases the School may recommend to the Dean of Graduate Studies that a student's registration be terminated altogether.

Overtime Registration

An M.Litt. thesis should be completed in a maximum of 2 years (3 years if part-time) and a Ph.D. thesis in a maximum of 4 years (6 years if part-time); see [Calendar Part III](#). Overtime registration has financial implications not only for the student but also for the School. Permission to re-register overtime must sought by the supervisor(s) through the Director of Teaching and Learning and requires the support of the Head of School and the relevant Head of Department. If it becomes apparent that submission of the thesis at the end of regular registration is unfeasible, the supervisor(s) must discuss the student's situation with the Director of Teaching and Learning as a matter of urgency. If it is decided to seek overtime registration, a review will be scheduled to assess the state of the thesis and the timetable for completion. Overtime registration cannot be approved until this review has been completed.

Going Off Books

This section summarises the provisions in the [Calendar Part III](). See also: www.tcd.ie/Graduate_Studies/staff/academicstanding/offbooks.

Permission for a student to go off books should normally be sought by the supervisor(s) through the Director of Teaching and Learning, who is best placed to decide the parameters, motivation and wording of the request in light of the College and School regulations and the student's situation and prospects. Student case requests submitted directly by supervisors are referred back to the School for comment and approval.

Grounds for an off books request can be academic (e.g., internship), medical (serious illness) or *ad misericordiam* (compassionate). This last category is purposely broad but in practice its coverage is quite clearly defined by College policy. Family-related problems often qualify but financial difficulties normally do not, etc. The Director of Teaching and Learning can advise.

Going off books has practical consequences. The visas of non-EU students are usually dependent on being registered as a full-time student. Grants and awards are usually frozen or withdrawn when a student goes off books. Students who are off books will not have a student card during this period and will not have access to College facilities, including the library (bare access can be arranged but borrowing is impossible).

Students can be taken off books from 1 March and 1 September, and no other dates, for 6 or 12 months, depending on the circumstances and evidence. In some cases the off books period may be extended for a second year. If a student is unable to return after two years, s/he is normally made withdrawn, with the possibility of re-admission in the future.

In certain circumstances it may be possible to apply for permission to go off books retrospectively. Please consult with the Director of Teaching and Learning.
In order to go off books a student must be in good standing financially. Fees due must be paid even if a student will be off books for the rest of the academic year.
In planning [progress reviews]() time off books will be taken into account as far as the School's review schedule (with reviews in May, September and December) allows. Students cannot be reviewed while they are off books, or immediately after they return on the books.

It is the student's responsibility to inform their supervisor(s) and the Director of Teaching and Learning at least one month before the end of an off books period whether they are able to return or whether permission to remain off books should be sought. If a student has gone off books for medical reasons, a certificate of fitness is required to return, to be submitted through the Director of Teaching and Learning at least one month before the off books period. Students who fail to either register or get in touch at the end of an off books period will be made withdrawn. Re-admission may be possible but carries a fine of €358.

Extensions

In circumstances where a student loses a significant amount of productive time, for example due to illness, care duties or a bereavement, but not enough to warrant going off books, it may be possible to request compensation of lost time in the form of an extension, free of fees, at the end of regular registration. This extension (max. 6 months) is best requested at the time the problem occurs. Once approved, it can be activated at the end of regular registration if it becomes clear that extra time is required to complete the thesis.

Maternity Leave

Full-time female research students may request a maximum of 26 weeks maternity leave, starting not later than two weeks before and ending not earlier than four weeks after the expected date of birth. Requests should be submitted through the Director of Teaching and Learning at least four weeks in advance. Students on maternity leave are considered to be off books and adjustments are made to their review and completion dates accordingly.

For further provisions regarding maternity leave and provisions for paternity leave and adoptive leave see the Calendar Part III.

Student Parent and Carer Policy

Trinity has a policy on reasonable accommodations for students who are parents or carers. See: www.tcd.ie/about/policies/assets/pdf/student-parent-carer-and-pregnancy-policy.pdf. If certain requirements of the Ph.D. programme cause problems for you due to parental responsibilities or care duties, please discuss this with your supervisor(s) and the Director of Teaching and Learning.

Disability

Students with particular challenges due to disability are strongly advised to register with the Disability Service on entering the Ph.D. programme. The team of the Disability Service consists of two Disability Officers, , Occupational Therapists, and an Assistive Technology officer. After registration, for which medical documentation is required, a student's needs are assessed and a LENS report issued detailing recommended accommodations and supports. Contact info: www.tcd.ie/disability/contact.

Teaching and invigilation

Teaching

During the academic year there may be opportunities for postgraduate students to teach seminars or language classes or fulfil other tasks in their Department, such as assisting with research projects or the maintenance of collections. Work will be paid for at agreed School rates and should not exceed 6 hours per week on average. Interested students should discuss opportunities with their supervisor, taking into account implications for their research planning, and plan to complete the module HH7023 Teaching and Learning Strategies in Histories and Humanities (5 credits), designed to support teaching assistants in the School in their day-to-day teaching activities and professional development. More generic training is also available through Academic Practice: see www.tcd.ie/CAPSL/staff/teaching-assistants.

Invigilation

All postgraduate students may apply to work as invigilators during the undergraduate annual and supplemental examinations. A call for applications is usually sent out to all postgraduate students in Hilary term. A reference from your supervisor is required.

Postgraduate Teaching Awards

The Trinity College Postgraduate Teaching Awards, launched in 2012/13, recognize excellence in undergraduate teaching delivered by postgraduate students. Nominations are sought annually in Hilary term and each School is allowed to nominate up to 3 students. Nominated students will be asked to submit a 2-page outline of their approach to teaching and how they support undergraduate student learning; a substantive supporting statement, to be supplied by the supervisor or relevant module co-ordinator, is also required. Submissions will be assessed by a review panel chaired by the Dean of Graduate Studies, which normally invites shortlisted candidates for a teaching demonstration. Up to 5 prizes are awarded each year. See further www.tcd.ie/CAPSL/awards/other/.

Conflicts and disciplinary issues

Conflicts

In case of conflict, the School requests that you follow the procedure described in Who to Contact? section of this Handbook to allow difficulties to be resolved as swiftly as possible and at the right level. It is the School's policy to deal with any problems promptly and in a mature and professional manner, and we expect the same from our students. Meetings with your supervisor or the Director of Teaching and Learning which relate to any difficulty will be confidential, and the content or nature of conversations will not be discussed with others without prior agreement. College regulations regarding conflicts are set out in Calendar Part III. If you are considering formal action, such as an appeal or formal complaint, it is recommended that you seek prior advice and support of the Graduate Students' Union or the Postgraduate Advisory Service.

Appeals

Within strict limits it is possible to appeal the decision of examiners or a review panel, in cases amounting to a reasonable claim that the examination or review was unfair or irregular. For grounds and procedures see the Calendar Part III. Students are entitled to representation appropriate to the formality of the appeal hearing (e.g., a supervisor, Graduate Students' Union representative, Postgraduate Advisory Service, or Disability Service advisor). See also https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/. If you are considering an appeal, you should read the relevant Calendar sections carefully, observe the deadline for making the appeal and ensure that you have all the facts and documentation pertaining to your case. It is strongly recommended that you seek the advice of the Graduate Students' Union or Postgraduate Advisory Service before submitting the appeal.

Misconduct

All students are required to observe, in addition to the laws of the State, the regulations laid down by Board. The Calendar Part III, includes provisions regarding, for example, misconduct in relation to examinations, libraries and other facilities, services and accommodation, disruptions and noise, bullying and harassment, abuse of email facilities. Offences against Trinity regulations are investigated by the Junior Dean, who may impose penalties, including fines. Students are entitled to representation at hearings.

Freedom of Information

Trinity is subject to the terms of the Freedom of Information Act 1997, which established legal rights for each person to access information held by public bodies; to have official information relating to him/herself amended where it is incomplete, incorrect or misleading; and to obtain reasons for decisions affecting oneself. See further www.tcd.ie/info_compliance/foi.

Completing and submitting your thesis

In planning for completion, familiarise yourself with the thesis submission regulations at www.tcd.ie/itservices/assets/samples/Planning_Thesis/Thesis%20Submission%20Guidelines%20AUGUST11.pdf, which should be followed strictly. This document summarises the more detailed provisions regarding the submission of theses in the Calendar Part III. It covers matters such as language, length, formatting, referencing, illustrations, title, declaration, acknowledgements, summary, abstract, access, etc.

Bear in mind that the physical production of a thesis almost invariably takes longer and is far more stressful than expected. Helpers disappear, files get corrupted, images are missing, tables go awry, and references mysteriously disappear. When these substantive problems are addressed, the work still has to be printed out and bound. So give yourself time, because a badly presented thesis – whether the problem be inconsistent referencing, or poor editing, or missing pages, or fuzzy images – creates a bad impression which may influence the judgement of examiners about the substantive merits of the work.

➢ The submission of a thesis is at the discretion of the student, who is strongly advised, but not required, to seek the agreement of their supervisor(s).
➢ The submission deadline for research theses is **30 September/31 March**. This date already includes an automatic one-month extension of registration for thesis submission (registration normally ends on 31 August/28 February). Theses must be submitted to Academic Registry, who cannot accept your thesis if you overshoot the 30 September/31 March deadline, because you must be a registered student in order to submit.
➢ If a student is unable to submit by the (extended) deadline, the supervisor must contact the Director of Teaching and Learning before the deadline to discuss the student's progress and prospects. More information in Progress Reviews and Overtime Registration sections of this document.

Examination of Theses

The information below summarises and supplements the provisions for examination of research theses in the Calendar Part III.

Viva Voce Examination

The examination of a Ph.D. comprises the writing of a thesis and satisfactory performance in a *viva voce* ('live voice') examination. All students should be prepared to defend their thesis robustly in the viva. The examination of an M.Litt. thesis does not include a viva unless examiners propose either failure or referral of the thesis for major revision; in this case a viva is obligatory.

Examiners of a Ph.D. thesis can propose that:
a) The degree be awarded for the thesis as it stands
b) The degree be awarded for the thesis subject to minor corrections

c) The thesis be referred for major revision and subsequent re-examination

d) A lower degree be awarded, if necessary following minor corrections

e) The thesis be failed.

Examiners of an M.Litt. thesis can propose (a)-(c) and (e) but not (d).

No definitive indication of the outcome of an examination should ever be given until the end of the viva. It is, however, considered good practice that examiners express their general satisfaction or substantial concerns at the start of a viva to signal what is at stake in the following discussion about the thesis.

The supervisor should not be involved in the examination procedure, but he or she may, at the request of the student, attend the viva as an observer, without taking part in discussions or deliberations. Supervisors should carefully weigh attendance requests and, if they decide to attend, alert the Director of Teaching and Learning well before the viva.

Advice for students

➢ When you are given the date and time of your viva, please notify the internal examiner or Director of Teaching and Learning if special accommodations should be made (for example because of pregnancy, injury, illness or disability).

➢ Make sure that you do not have to rush to the viva and aim to arrive at least 10 minutes early.

➢ Bring a copy of your thesis with you, together with a notebook and pen.

➢ If you have spotted typos or other presentational flaws in the thesis after submitting it, bring along a properly organised list of these for your examiners.

➢ When you enter the room where the examination will take place, make sure that the arrangements suit you. Alert the Chair if you find the room too hot or too cold, too bright or too dark, you have trouble hearing the examiners, or there is some other practical problem.

➢ Remember that a *viva* is not a trial or inquisition. Rather, it provides an opportunity for an extended dialogue with people who, like you, have a specialised interest in the area of research, and it allows you to clarify your approach, argument and conclusions.

➢ Listen carefully to each question you are asked before you attempt to answer. Reply to the question asked, not to one which you expected.

➢ Examiners have a duty to be clear. If you are unsure whether you have understood a question or observation, ask for clarification.

➢ Do not feel that you have to respond at great length to each question. If in the course of discussion something occurs to you which you should have said earlier, say it.

➢ If you need a comfort break, please say so.

➢ At the conclusion of a *viva*, you will be asked to leave the room for a time to allow the examiners to deliberate. On returning you will be told the outcome of the examination and next steps.

Corrections and Revision

Hardly any thesis passes 'as it stands'. Nearly always the examiners request some changes or corrections. You will receive written notice of these in the examiners' reports but may expect to be given their general gist at the end of the viva. Revisions required by examiners are not for negotiation but must be carried out as stipulated and without exception.

If your thesis has been passed subject to 'minor corrections', you have 2 months from the date of the result letter issued by the Academic Registry (which you may not receive until 4-6 weeks after the viva) to make the corrections required by the examiners, as described in their reports. This stage is overseen by the internal examiner, who can answer queries about the required changes and offer guidance on how to approach them. However, you should not expect the internal examiner to provide detailed feedback on revisions and redrafts, or to go into discussion about the necessity of certain changes; they are not negotiable. Please plan to submit a complete version of your corrected thesis to the internal examiner for inspection well before your deadline (2 months from the date of the letter). If the internal examiner is satisfied, s/he will send an email to Academic Registry through gsothese@tcd.ie indicating that all required corrections have been made to the examiners' satisfaction. On receipt of confirmation from Registry, s/he will inform you that you may now produce the final hardbound copies of your thesis, submit them to Registry, and register for Commencements.

If your thesis is referred for major revision, re-examination is required (without a second viva) and you must re-register and pay a fee for a revision period of, normally, 6 months. A thesis can only be referred once. If your thesis has been referred, the internal examiner (who will in due course be asked to re-examine your thesis) cannot play a role in the revision process beyond clarifying the examiners' requirements. You may expect limited guidance from your supervisor while revising. This guidance would include advice on how to approach the task and feedback on completed revisions but not detailed engagement with rough, partial or repeated redrafts.

Commencements

If the examiners recommend to award the degree, the University Sub-Committee of Council and Board receives a statement from the Dean of Graduate Studies that the student has fulfilled all the requirements for the award of the degree, whereupon the committee gives its approval for the award and allows the student to be commenced.

The student, after receiving notice of approval for the award, must give notice on the relevant form obtainable from Academic Registry to have the degree conferred on them at a particular Commencements ceremony. The form, with a commencement fee, should be submitted at least a month in advance of the ceremony. See: http://www.tcd.ie/academicregistry/graduation/application/

Appendix 1 The Structured Ph.D. in the School of Histories and Humanities

The School of Histories and Humanities provides doctoral training through provision of a structured programme of research and study. The core component of a structured Ph.D. programme is the advancement of knowledge through original research. Through conducting research, engaging in associated research-related activities and attending courses our Ph.D. students are supported in their development of a range of skills that meet the needs of an employment market that is wider than academia. The high quality research experience, training and outputs are consistent with international norms and best practice

The structured Ph.D. programme in support of the original research activity includes:
1. **A formalised integrated programme of education, training and personal and professional development activities**

Ph.D. students undertake original research via a structured Ph.D. which promotes the development of in-depth knowledge of their field of study, research skills, critical analysis and communication skills. Any identified skills gaps are addressed by formal training. Professional development is facilitated through the student's participation in seminars, workshops and conferences at university, national and international level. Ph.D. students are expected to undertake taught modules during their Ph.D., to a minimum of 10 ECTS and a maximum 30 ECTS within the first 18 months of enrolment.

In order to be confirmed on the Ph.D. register after 18 months, students must have successfully completed compulsory Research Training modules. In the first 6 months of enrolment they draw up a personal Research and Professional Development Plan (RPDP) in consultation with their supervisor(s), assessing specialist and generic skills required for their research and ambitions and a workplan for research, professional development and for filling skills gaps. The agreed RPDP includes a record of modules, courses, workshops, seminars and conferences (to be) attended; other professional development activities (to be) undertaken, such as internships, teaching, research presentations and publications; a record of supervision arrangements and meetings; and a research and writing plan. The RPDP is evaluated annually by the student's review panel.

A number of the School's Ph.D. students are enrolled in the interdisciplinary Digital Arts and Humanities Ph.D. programme.

2. **Development of discipline-specific knowledge, research skills, generic / transferable skills**

Research students in the School complete Research Training modules, whose elements include participation in the research seminar relevant to their area of study. Specialised research seminars exist in many areas of history (Medieval, Early Modern History, Contemporary Irish, War Studies) and in Classics, History of Art and Architecture, and Gender and Women's Studies.

In addition students have access to a plethora of training options. These include ca. 40 approved postgraduate modules in the School and ca. 40 additional modules in the affiliated Schools of English and Languages, Literatures and Cultural Studies. The School also convenes an annual series of Postgraduate Workshops tailored to the specific needs of Histories and Humanities students, covering topics such as the student–supervisor relationship, academic presentation skills, thesis writing and editing, preparing grant applications, thesis submission and examination, publishing, academic and non-academic careers.

Finally, students can access a broad range of College-wide modules, trainings and programmes to develop generic and transferable skills. These include training in foreign languages; courses in English for Academic Purposes; IT courses offered by Information Systems Services; the Centre for Academic Practice's teaching and supporting learning module (training for teaching assistants) and other workshops for postgraduate students, covering topics such as research skills, writing and presentation skills, self-management; the Careers Advisory Service, which advises on career planning, CV's, applications, interviews, internships; and the Innovation Academy, a PRTLI-funded initiative to cultivate creativity and entrepreneurial thinking at postgraduate level, which offers modules building up to a Graduate Certificate in Innovation and Entrepreneurship.

3. **Declared outcomes and graduate attributes in line with national and international best practice**

The School offers a doctoral training programme in accordance with the learning outcomes expected of a research doctorate (Level 10, National Framework of Qualifications), as specified in the Calendar Part III and the IUQB guide Good Practice in the Organisation of Ph.D. Programmes in Irish Higher Education (2009) and the Irish Universities Association Ph.D. Graduate Skills document (2nd edition 2014), which has set high-level learning outcomes in the following areas for a successful doctoral education: research skills and awareness; ethics and social understanding; communication skills; personal effectiveness and personal development; teamworking and leadership; career management; entrepreneurship and innovation.

4. **Supervision by a principal supervisor, normally with an approved supporting panel.**

Trinity has a strict policy for eligibility to supervise research students, set out in the Calendar Part III. All academic staff members in the School who supervise doctoral students are research-active. In addition to appointing a principal supervisor the School encourages co-supervision where this is academically desirable and encourages informal engagement of other staff members with students' research to provide expert advice on specific areas of knowledge and skills. A panel review is conducted with all students annually.

5. **Progress to completion is formally monitored against published criteria and supported by formal institutional arrangements in line with national and international best practice.**

Ph.D. students annually undergo a formal progress review, conducted by a panel including a reader not involved in the student's supervision and the School's Director

of Postgraduate Teaching and Learning. In addition to the student's Research and Professional Development Plan – tracking research, thesis & career planning and learning & professional development – and a formal progress report, which are submitted annually, the panel assesses:

- ➢ In Year 1, a 8,000-word research document introducing the student's thesis subject, central research questions, aims and objectives, conceptual and methodological frameworks, sources, and academic context and originality of the project; and a bibliography.
- ➢ In Year 2, a thesis outline; a draft chapter of ca. 10,000 words, displaying the levels of research, critical analysis and originality commensurate with research at doctoral level; and the project bibliography. The Year 2 review decides whether students continue on the Ph.D. register or submit their thesis for the M.Litt. degree.
- ➢ In Year 3 (and Year 4, 5 for p/t), an updated thesis outline; an additional chapter.
- ➢ 45-minute panel interviews are conducted with all students annually and formal reports on the review produced by the reader and Director of Teaching and Learning, outlining the panel's recommendations and indicating a progression decision.
- ➢ In Year 4 (and year 6 for p/t) students undergo a submission review 6 months before the end of registration to assess the state of their thesis and schedule for completion. If this review reveals problems, students are called for interview.

Submitted Ph.D. theses are assessed by 2 examiners, at least one of whom is external to Trinity and an internationally recognised expert in the research area of the thesis. Ph.D. examiners are approved by the Dean of Graduate Studies. Students are questioned about their thesis by the examiners in a *viva voce* examination, which usually lasts ca. 2 hours and is chaired by the Director of Postgraduate Teaching and Learning or another senior academic in the School.

6. **Appropriate placements, rotations and assignments across wide sectors of the economy are encouraged for inclusion as part of the structured Ph.D. programme.**

The School promotes civic engagement and actively encourages students to make their expertise and skills productive beyond the academic environment, for example, in public history, cultural heritage and outreach projects such as the 1641 Depositions projects or the Classics Activity Workshop for secondary schools. A significant number of students complete internships of some sort during their Ph.D.; recent examples include placements in the Dáil, the information technology sector, museums, archaeological digs or conservation projects. For students enrolled in the interdisciplinary Digital Arts and Humanities Ph.D., a 3-month internship is compulsory. All Ph.D. students in Trinity encouraged to participate in the [Innovation Academy](), which provides access to industry-mentored projects as part of the Opportunity Recognition module. Most of our students spend some time abroad during their Ph.D., to access sources and archives, attend workshops, trainings and conferences, and discuss their research with international experts.

Appendix 2 HH77021 Research Training 1

Module code	**HH7021**
Module name	**Research Training 1**
Status	Compulsory
Credit weighting	5
Semester/term	all year
Contact hours	15-20
Module staff	Co-ordinator: Director of Teaching and Learning (Postgraduate)
Learning outcomes	On successful completion of this module students are able to demonstrate the competences expected at the end of the first Ph.D. year, namely to: • Devise and develop a substantial, challenging and original (for Ph.D.) / intellectually independent (M.Litt.) research project relating to their field of study. • Identify, access and critically appraise the relevant primary sources and scholarly literature relevant to their research project and present these in an appropriately formatted bibliography. • Outline central research questions, aims and objectives. • Identify the principal conceptual issues their research raises. • Select suitable investigative methods, theoretical and practical approaches, concepts and terminology. • Situate their project within the context of existing scholarship and explain how it will make a meaningful (M.Litt.) / original and significant (Ph.D.) contribution to knowledge in the field. • Critically evaluate academic research presentations and assess the relevance of the methodologies and/or theoretical approaches encountered for their own research agenda. • Confidently participate in subject-specific academic discussions in seminars, workshops and conferences. • Analyse and plan the development of their own academic and advanced generic skills. • Demonstrate basic project and time management skills.
Learning Aims	The aim of this module is to support first year research students in their academic and professional development and research and career planning, and help them develop their initial research idea into a fully-fledged research project suitable for a Ph.D. or M.Litt. thesis. Students are prepared not only for successful completion of a Ph.D. or M.Litt. in Histories and Humanities but also for entry into working environments requiring advanced analytical, research, writing and presentation skills. Students develop academic knowledge and skills specific to their research project; awareness of the wider academic context and debate in their discipline; ability to critically assess contributions to scholarship and modes of presentation; discussion skills; academic writing skills; organisational skills; proficiency in oral presentation and discussion.
Module content	a) Throughout the first year of the Ph.D./M.Litt. programme: attendance at research seminars in the student's area of research (e.g. Classics Research Seminar, Medieval History Research Centre Seminar, Early Modern History Research Seminar: see Research Seminars). If this is impossible, e.g. due to work commitments, the student must ensure

	equivalent exposure to high level academic discourse through other activities, to be specified in their Research and Professional Development Plan and approved by their supervisor(s) and the Director of Teaching and Learning.
	b) 6 weeks into the programme: submission of a draft Research and Professional Development Plan, following the School template.
	c) 8.5 months into the programme: submission of Year 1 progress review materials as follows:
	1. A review essay of approximately 8,000 words. This essay should:
	• introduce your subject of research, outline your central research questions, aims and objectives, discuss the principal conceptual issues your research raises;
	• indicate the principal primary sources your research draws upon, critically assess the methodological questions your project poses and introduce investigative methods and theoretical frameworks you intend to use;
	• Place your project in the context of the existing scholarly literature and explain how it will make a significant and (for Ph.D.) original contribution to knowledge in this field. References in this document should follow a format approved by your supervisor(s).
	2. A complete bibliography of all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s).
	3. A progress report, completed by both student and supervisor, on the School Progress Report form.
	4. An up to date Research and Professional Development Plan, containing all elements specified in the School template, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 1, etc. (see Appendix 6).
	d) 9 months into the programme: attendance at a progress review meeting (45 mins.) with a panel consisting of the Director of Teaching and Learning or nominee, a reader appointed to assess the submitted materials, and the student's supervisor(s).
Pre-requisite / Target audience	Students in year 1 of the Ph.D./M.Litt. programme
Assessment details	• This module is assessed pass/fail in a review meeting (d) by a panel consisting of the student's supervisor(s), a reader and the School's Director of Teaching and Learning, assessing attendance and submitted materials as outlined under Module Content (A, C), in an oral discussion and written reports. • Re-assessment: repeat review meeting after submission of revised materials; in case of unsatisfactory attendance: agreed equivalent academic engagement. • Students must pass this module to progress to Year 2.

Appendix 3 HH77021 Research Training 2

Module code	**HH7022**
Module name	**Research Training 2**
Status	Compulsory
Credit weighting	5
Semester/term	all year
Contact hours	15-20
Module staff	Co-ordinator: Director of Teaching and Learning (Postgraduate)
Learning outcomes	On successful completion of this module students are able to demonstrate the competences required for confirmation on, or transfer to, the Ph.D. register; or submission, at the end of Year 2, of a satisfactory M.Litt. thesis; namely to: • Present a carefully considered and viable Ph.D./M.Litt. thesis plan, with appropriate focus, scope, depth and originality, based on the student's emerging research results. • Produce academic writing displaying the type and quality of research, critical analysis, originality, coherence, clarity and referencing expected at Ph.D. level (or M.Litt. level, if applicable) in the student's academic field. • Demonstrate advanced project management and time management skills by producing and maintaining a feasible schedule for completion of the research of project and on-time submission of the thesis. • Confidently engage with issues and debates in the student's academic discipline and adjacent disciplines which do not directly relate to their own research. • Effectively communicate research knowledge in oral presentations. • Demonstrate the specialist and generic skills required for successful completion of their research project and thesis. • Reflect on their own professional ambitions, career prospects, transferable skills and personal strengths and weaknesses.
Learning Aims	The aim of this module is to support second year Ph.D./M.Litt. students in their academic and professional development and research and career planning; and to help them shape their emerging research results into a viable Ph.D./M.Litt. thesis, with an appropriate focus, scope, depth, originality, coherence and clarity, and a feasible schedule for completion within the time-frame set for a Ph.D. or M.Litt..
Module content	a) Throughout the second year of the Ph.D./M.Litt. programme: attendance at research seminars in the student's area of research (e.g. Classics Research Seminar, Medieval History Research Centre Seminar, Early Modern History Research Seminar: see Research Seminars). If this is impossible, e.g. due to work commitments, the student must ensure equivalent exposure to high level academic discourse through other activities, to be specified in their Research and Professional Development Plan and approved by their supervisor(s) and the Director of Teaching and Learning. b) Delivery of at least one academic presentation on the student's research project, or an aspect thereof, to an appropriate audience. c) Ca. 19.5 months into the programme: submission of Year 2 confirmation/transfer/progress review materials as follows: 1. A draft chapter (or part thereof) of 8,000–10,000 words, displaying the levels of research, critical analysis and originality commensurate with

	research at Ph.D. level (or M.Litt. level). It should not be a general account or introduction, nor purely descriptive.
	
	2. A complete bibliography of all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s).
	
	3. An outline of the thesis, consisting of:
	    • An introductory section (1-2 pages), outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
	    • A list of chapters (including introduction and conclusion) with chapter titles, projected word count and a paragraph for each chapter which outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate and contribute to the overall aims of your thesis.
	
	4. A progress report, completed by both student and supervisor, on the School Progress Report form.
	
	5. An up to date Research and Professional Development Plan, containing all elements specified in the School template, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 2, etc. (see Appendix 6).
	
	d) 20 months into the programme: attendance at a progress review meeting (45 mins.) with a panel consisting of the Director of Teaching and Learning or nominee, a reader appointed to assess the submitted materials, and the student's supervisor(s).

Pre-requisite / Target audience	Students in year 2 of the Ph.D. programme who have completed HH7021 Research Training 1
Assessment details	• This module is assessed pass/fail in a review meeting (d) by a panel consisting of the student's supervisor(s), a reader and the School's Director of Teaching and Learning, assessing fulfilment of requirements (a, b) and submitted materials (c) as outlined under Module Content in an oral discussion and written reports. • Re-assessment: repeat review meeting after submission of revised materials; in case of unsatisfactory attendance: agreed equivalent academic engagement; in case of failure to deliver a presentation: scheduling of a presentation. • Ph.D. students and M.Litt. students seeking transfer to the Ph.D. register must pass this module to progress to Year 3 of the Ph.D. programme. Students planning to submit an M.Litt. thesis must pass this module for sign-off on the taught elements of the M.Litt. by the Director of Postgraduate Teaching and Learning required for examination of the M.Litt. thesis.

Appendix 4 HH7023 Teaching and Learning Strategies in Histories and Humanities

Module code	**HH7023**
Module name	**Teaching and Learning Strategies in Histories and Humanities**
Status	Elective
Credit weighting	5
Semester/term	MT (three morning sesssions: Oct 1, 8, 15th, 2016)
Contact hours	8.5
Module staff	Co-ordinator: Dr David Ditchburn
Registration	By September 23rd (register with Jo Mc Namara - pghishum@tcd.ie)
Learning outcomes	On successful completion of this module students should be able to: ➢ Discuss key approaches to the delivery of lectures and tutorials ➢ Structure a plan for the teaching of a tutorial ➢ Assess student work ➢ Consider appropriate strategies for dealing with student problems ➢ Evaluate and reflect upon student feedback
Learning Aims	The aim of this module is introduce postgraduate students to different aspects of teaching and presentation in the context of a third level institution and to support teaching assistants in the School of Histories and Humanities in their day-to-day teaching activities and professional development.
Module content	The contact hours of this module are offered in the form of three half-day workshops which will include the following content: SATURDAY 1 OCTOBER 2016, 10AM-1.15PM, ROOM 3124 **10.00 am Conducting Tutorials** The first session of the module invites participants to consider curriculum design and the conduct of small group teaching. How much preparation should a teacher undertake – and what sort of preparation should be undertaken? Is it necessary to devise a structure for discussion? Should students be asked to deliver presentations? How do you encourage students to contribute to discussion if they are reticent? How do you prevent an overbearing student from dominating the discussion – if, indeed, you should? **12 noon Supporting Students** The second session of the day invites participants to consider strategies for dealing with student problems. What problems are likely to be encountered by tutors? At what stage, if any, should you inform someone else of a student's academic or personal problems? Whose advice should you seek and to whom should you inform? How 'involved' should you become? **12.45 pm Student Feedback** The third session will focus on collecting and using student feedback – its purpose; mechanisms for obtaining feedback; and reactions to feedback.

	SATURDAY 8 OCTOBER 2016, 10AM-12 NOON, ROOM 3124 **10.00 am** **Using Visual Material in Teaching** The fourth session is designed to demonstrate and discuss how visual materials can be most effectively used in tutorials and seminars. SATURDAY 15 OCTOBER 2016, 10AM-1.15PM, ROOM 3124 **10.00 am** **Presenting Lectures and Seminar Papers** This session invites participants to consider effective strategies for delivering lectures and seminar papers in a teaching environment. Students are invited to analyse and discuss three recorded lectures delivered to a real student audience. Among the topics covered are level of content; modes of delivery (with and without notes); tone; pitch; pace; timing; dress; audience interaction; and the use of visual aids, including PowerPoint. **12 noon** **Marking Student Work** The second session of the day involves a discussion of how student work is marked. We will consider the extent of feedback, the nature of appropriate comment and how to establish what mark the work should be given. Issues relating to plagiarism will also be discussed. This session also involves a practical exercise, in which participants are invited to mark an anonymous piece of student work.
Pre-requisite / Target audience	Students in years 2-4 of the Ph.D. programme who have completed HH7021 Research Training 1
Bibliography	*In at the Deep End: Teaching in Higher Education*, available in pdf at www.tcd.ie/CAPSL/staff/teaching-assistants/
Assessment details	1. Submission of a portfolio of work, to include (a) a teaching philosophy statement and (b) a tutorial lesson plan on maximum 2 sides of A4 (to be assessed by teaching staff on this module). Each item worth 30% of total mark. 2. Marking of student essays, as part of a Teaching Assistantship (to be assessed by coordinator of the module on which you teach). Worth 40% of final mark.

Appendix 5 Postgraduate Workshop Schedule 2016-17

Postgraduate workshops and other events are provided by Student Learning Development (SLD) and the Careers Advisory Service (CAS). The School of Histories and Humanities also organises workshops on a variety of topics during the year, as well as a Postgraduate Forum once a term.

See below for details of the CAS/SLD module: Planning and Managing your Research and your Career 2016-17 Generic Skills Module for Ph.D. students and for other SLD workshops during the year.

SLD Postgraduate online resources and events:

https://www.tcd.ie/Student_Counselling/student-learning/postgraduate/

SLD also organises a PG Summer School (tba) with a series of workshops held over two days. In 2016 the workshops covered the following areas: the development of academic and transferrable graduate skills as well as practical aspects of managing PG studies and covered the following topics: managing the student-supervisor relationship, literature review, thesis writing strategies, time management, viva and oral defence preparation, presentation skills, using Endnote, producing a thesis in Microsoft Word, funding your studies, getting published and maximising the impact of research projects.

Planning and Managing your Research and your Career 2016-17 Generic Skills Module for Ph.D. students (5 ECTS credits)

Module Co-ordinators: Dr. Tamara O' Connor, Student Learning Development & Fiona Hayes, Careers Advisory Service

Learning Outcomes

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

- Identify and apply strategies and tools to help them manage the research process and successfully complete their degree (e.g. creating thesis template, starting and maintaining thesis writing process).
- Plan and manage their time and resources including dealing with procrastination, balancing demands and managing stress.
- Effectively communicate their research knowledge and transferable skills through posters, oral presentations, their curriculum vitae, and at interview.
- Develop a career action plan which includes reflection on the skills they have to offer employers, sources of relevant opportunities and strategies for taking the creative approach to job-seeking including networking.
- Identify and understand factors that impact on teams; identify the strengths and weaknesses of their own personal team working style.

Michaelmas Term 2016 Programme

Part I: Student Learning Development and Careers Advisory Service Sessions

This part of the module includes attendance at experiential workshops, self-study, and practical assessments directly related to planning and managing the individual student's research and career. Workshops take place in 7-9 South Leinster Street and include:

Workshop topic	Date (all workshops are Thursdays 11am – 1 pm)
Planning & Time Management	October 6
Career Planning	October 13
Effective Teamwork	October 27
CV Preparation	October 30
Developing Critical Writing Skills	November 3
Effective Presentation Skills	November 10
Thesis Writing Process	November 17
Interview Skills	November 24
Networking	December 1
Viva & Oral Defence Preparation	December 8
Stress Management	December 15

Please see www.tcd.ie/careers/events and http://student-learning.tcd.ie/postgraduate/events/workshops/ for details of workshop dates/times and to register to attend.

Part II: IT Services Training Courses
This part of the module consists of attending IT Services training courses on:
- Planning Thesis Production
- Effective Presentations Using PowerPoint
- Photoshop (for Conference Posters)

Please see http://www.tcd.ie/itservices/training/index.php for details.
Note: IT courses/SLD workshops (e.g. literature review) may be substituted based on individual requirements.

Assessment and Role of Supervisor
The module is assessed through attending all of the face to face workshops and providing evidence of the practical application of the employability, self-management and research skills gained:
- Personal plan for individual research and career building strategies submitted to, and discussed with research supervisor;
- Conference poster and/or delivery of a presentation in consultation with research supervisor;
- CV and cover letter tailored to a particular academic or non-academic position submitted to CAS for feedback.

Students must have permission of their research supervisor to register and will receive a certificate of module completion. Students record their workshop attendance and assessments with the ECTS Monitoring Form which is kept on file.

Student Evaluation

Student comments in recent years included:
"believe it should be a compulsory module for all Ph.D. students"
"helpful for Ph.D. students in different fields learning generic skills to promote their academic achievements"
"Gave me effective tools and advice for presenting (and translating) my research in viable commercial directions"
"Found it a very encouraging environment. Felt people were all in the same boat"
"I enjoyed the course because it was very practical and it gave me concrete advice on how to get through my Ph.D."
"Gave me an environment in which I could think properly about the steps in my career path"
"Informative and thought provoking"
"Helped me to get more conscious of the importance of first impact ways to approach employers – academic or non-academic"
"Good advice on preparing a CV from both academic and non-academic perspectives"
"Great workshop, it really helped to give me strategies to cope with the stress of going to interviews"
"Practical advice on how to network in person"
"It was very helpful, I really appreciated her help."
"We had a session on Planning and Managing Your Ph.D. that gave a lot of practical tips and guidelines about time management and the importance of writing early. I found it helpful to be reminded that writing can help to clarify your thinking so it's important to write down your ideas, even if it's only in draft form."
"Thesis writing and Viva preparation were the most immediately useful. It was also a good opportunity to meet with other Ph.D. students. CV preparation and career planning were also good."

For more information/to express interest in participating in this module please contact:
Dr Tamara O'Connor, Student Learning Development email: toconnor@tcd.ie

For information on all of the services that SLD and CAS have to offer, please see https://student-learning.tcd.ie, www.tcd.ie/careers and SLD Postgraduate Workshop programme https://www.tcd.ie/Student_Counselling/student-learning/postgraduate/events/workshops/. SLD will also email all PGs at the start of term with the full brochure of workshops and then every week with the upcoming workshop for that week so they will get notification of every workshop in advance.

Appendix 6 Key dates 2016-2017

KEY DATES 2016/17

12-16 Sept. 2016	Postgraduate Orientation www.tcd.ie/orientation
19-23 Sept. 2016	Freshers' Week / General Orientation
19-23 Sept. 2016	Autumn Progress Reviews (all years)
22 Sept 2016	School Orientation meeting for new postgraduates, 4-5 pm, followed by a welcome reception. Classics seminar room (B6002), Arts Building, 6th floor.
26 Sept. 2016	Michaelmas Term (Semester 1) begins
4 Nov. 2016	Year 1 Research and Professional Development Plan due (September entry)
1, 8, 15 Oct. 2016	HH 7023 Teaching & Learning Strategies in Histories and Humanities Workshops (for Years 2-4)
7-11 Nov. 2016	Reading Week
30 Nov. 2016	Deadline for submission of materials for Winter Progress Reviews
	Deadline for Submission Review Reports for thesis submission 31 Mar. 2017
12-16 Dec. 2016	Winter Progress Reviews (all years)
16 Dec. 2016	Michaelmas Term (Semester 1) ends
16 Jan. 2017	Hilary Term (Semester 2) begins
27 Feb. – 3 Mar. 2017	Reading Week
7 Apr. 2017	Year 1 Research and Professional Development Plan due (March entrants)
	Hilary Term (Semester 2) ends
10 Apr. 2017	Trinity Term begins
	Trinity Monday
18 Apr. 2017	Deadline for submission of materials for Year 2 Progress Reviews (Spring)
	Deadline for Submission Review reports for thesis submission 30 Sept. 2017
2 May 2017	Deadline for Postgraduate Research Studentship applications
2 May 2017	Deadline for submission of materials for Year 3 Progress Reviews (Spring)
2-5 May 2017	Spring Year 2 Progress Reviews
15 May 2017	Deadline for submission of materials for Year 1 Progress Reviews (Spring)
15-19 May 2017	Spring Year 3 Progress Reviews
29 May – 2 June 2017	Spring Year 1 Progress Reviews
2 July 2017	End of Statutory Term
3 July-21 Aug. 2017	Summer Recess
4 Sept. 2017	Deadline for submission of materials for Autumn Progress Reviews
18-22 Sept. 2017	Autumn Progress Reviews (all years)
25 Sept. 2017	Michaelmas Term (Semester 1) begins
3 Nov. 2017	Year 1 Research and Professional Development Plan due (Sept. entrants)
6-10 Nov. 2017	Reading Week
1 Dec. 2017	Deadline for submission of materials for Winter Progress Reviews
	Deadline for Submission Review reports for thesis submission 31 March 2018
11-15 Dec. 2017	Winter Progress Reviews (all years)
Note that College is closed on the following dates 2016–17:	
31 Oct. 2016	Public Holiday
23 Dec. 2016 – 3 Jan. 2017	Christmas Period
17 Mar. 2017	St Patrick's Day
14 Apr. 2017	Good Friday
17 Apr. 2017	Easter Monday
1 May 2017	Public Holiday
5 June 2017	Public Holiday