



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

School of Histories and Humanities

Ancient and Medieval History and Culture

Freshman Handbook 2025 - 2026





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ANCIENT & MEDIEVAL HISTORY AND CULTURE

Welcome! This Handbook covers the first (Junior Fresh) and second (Senior Fresh) years of study and provide you with essential information about your course in Ancient & Medieval History and Culture. More detailed information on each individual module is provided in the relevant module guide. If you are in any doubt about how regulations affect you, please consult the Programme Co-ordinator or your College Tutor.

We wish you all the best in your studies in what will be a challenging but, we hope, thoroughly rewarding year in your studies.

Programme Co-ordinator, Dr David Ditchburn, ditchbud@tcd.ie

Keeping in Touch

It is important to keep in contact with the teaching and support staff. There are several ways in which information is circulated by staff to students and by which students can contact staff:

- **Email** – Information from the Programme Co-ordinator and from individual lecturers and tutors will often be sent to your college email address. It is also the quickest way to contact a member of staff. You should check your college email daily. Please note that you should only use your TCD email address when corresponding with us. Get into the habit of checking this account regularly, even if you also use a different email address for personal use.
- **Blackboard** – this is where individual module details are posted. Details will be given for individual modules as appropriate.
- **Contact Details** Changes in contact details should be reported to the Programme Co-ordinator as well as to Academic Registry. Please keep your record up to date via the 'my.tcd.ie' portal (<https://my.tcd.ie>). The three Departments which provide modules to the programme are: Classics (Floor 6, Rm B6004); History of Art (Floor 5, Rm 5082); and History (Floor 3, Rm 3113). Please note that the Departmental offices may not be open all the time, so it is better to check before coming into College or going to offices; email staff and make an appointment and then you know there is someone to talk to. Both in person and Zoom meetings will be the normal way of communicating, depending on circumstances.
- **Website** - www.histories-humanities.tcd.ie/undergraduate/ancient-medieval



Trinity Graduate Attributes

Throughout an undergraduate degree programme students are provided with opportunities to develop and achieve the Trinity Graduate Attributes supporting their academic growth and shaping the contribution they will make to their field of study, profession and to society. The Trinity Graduate Attributes may be achieved through academic and co- and extra-curricular activities. The Trinity Graduate Attributes are:

- To think independently
- To act responsibly
- To communicate effectively
- To develop continuously

All moderatorship degree courses entail a broad base of knowledge of both a general and particular nature, and the intellectual skills that must be mastered are broadly similar in all areas.

For further and more detailed information see the College Calendar:

www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Programme Learning Outcomes

On successful completion of this course students will be able to:

- Demonstrate an awareness of what art history, archaeology and history are and what historians, cultural historians, art historians and archaeologists do.
- Demonstrate an assured and critical appreciation of processes, peoples and places during the ancient and medieval centuries.
- Order and analyse critically the main artistic and architectural styles and movements of the ancient and medieval worlds.
- Contextualise works of art, architecture, material culture and written evidence in terms of historical and cultural processes.
- Apply appropriate methodological frameworks, including comparison and assessment of existing historical interpretations.
- Engage at first hand with primary evidence (texts in translation, visual evidence and material remains) and assess them as historical, art historical or archaeological evidence.
- Evaluate historical texts, visual evidence and material remains in the light of their historical, cultural and archaeological contexts and in light of important modern theoretical approaches.
- Demonstrate an appreciation of, and assess the significance of, literary, historical, artistic and archaeological interconnections.
- Deploy skills of oral, written and visual communication
- Apply skills of summary, synthesis and generalization in an appropriate manner
- Identify a research topic, collect and analyse the evidence for it, articulate and apply the relevant modern scholarship on the subject and produce a clearly planned, independently prepared and accurately written report on the topic.



Contacts and Teaching Staff

Programme Administrators (3rd Floor Room 3133)		
Dr David Ditchburn	AHMC Coordinator & Associate Professor in Medieval History	ditchbud@tcd.ie
Ms Fionna Kane	Executive Officer of AMHC	amhc@tcd.ie
Department of Classics (6th Floor Room B6004)		
Ms Winifred Ryan	Executive Officer, Department of Classics	ryanw1@tcd.ie
Dr Anna Chahoud	Professor of Latin	chahouda@tcd.ie
Dr Ashley Clements	Assistant Professor in Greek Literature and Philosophy, Head of Department of Classics	clementa@tcd.ie
Dr Martine Cuypers	Assistant Professor in Greek	cuypersm@tcd.ie
Dr Monica Gale	Professor in Classics	mrgale@tcd.ie
Dr Ahuvia Kahane	Regius Professor of Greek & A.G. Leventis Professor of Greek Culture	kahanea@tcd.ie
Dr Charlie Kerrigan	Assistant Professor in Latin	ckerriga@tcd.ie
Dr Hannah Mitchell	Assistant Professor in Roman History & Culture	mitcheha@tcd.ie
Dr Christine Morris	Andrew David Professor in Greek Archaeology	cmorris@tcd.ie
Dr Sue O'Neill	Adjunct Assistant Professor in Classics	oneillsu@tcd.ie
Dr Giorgos Papantoniou	Assistant Professor in Ancient Visual and Material Culture	papantg@tcd.ie
Dr Rebecca Usherwood	Assistant Professor in Late Antique and Early Byzantine Studies	usherwor@tcd.ie
Dr Shane Wallace	Walsh Family Lecturer in Classics & Ancient History	swallace@tcd.ie
Department of History (3rd Floor Room 3133)		
Ms Joanne Lynch	Executive Officer, Department of History	histhum@tcd.ie
Dr Sparky Booker	Assistant Professor in Medieval History	bookeran@tcd.ie
Dr Philippa Byrne	Assistant Professor in Medieval History	phbyrne@tcd.ie
Dr Peter Crooks	Associate Professor in Medieval History	pcrooks@tcd.ie
Dr Ruth Mazzo Karras	Lecky Professor of History	rkarras@tcd.ie
Dr Francis Ludlow	Assistant Professor in Environmental History	ludlowf@tcd.ie
Dr Immo Warntjes	Ussher Assistant Professor in Medieval History	iwarntjes@tcd.ie
Department of History of Art & Architecture (5th Floor Room 5082)		
Ms Aoife Jennings	Executive Officer, Department of History of Art & Architecture	arthist@tcd.ie
Dr Catherine Lawless	Assistant Professor in Gender Studies	lawlessc@tcd.ie
Dr Anna McSweeney	Assistant Professor in the History of Architecture	anna.mcsweeney@tcd.ie
Dr Rachel Moss	Professor in History of Art & Architecture	rmoss@tcd.ie
Dr Maria Elisa Navarro Morales	Assistant Professor in the History of Architecture	navarrme@tcd.ie
Dr Vanessa Portugal	Assistant Professor in Global Art History	vanessa.portugal@tcd.ie
Dr Timothy Stott	Head of Department, Associate Professor in Modern and Contemporary Art History	stott@tcd.ie
Dr Ben Thomas	Associate Professor in Renaissance Art	bethomas@tcd.ie



College Tutors

Your College Tutor is your main advisor on both general academic issues and perhaps more importantly, personal matters. He or she is appointed by the College and should not be confused with your module tutors in Ancient and Medieval History and Culture who may be able to help on module-specific matters. You can also get help with problems specifically relating to the programme from the Programme Co-ordinator other members of the team listed above. Staff are here to help – so please feel free to approach us.

Looking Ahead

There are a couple of opportunities that you need to keep in mind. SF students have the opportunity to take the Foundation Scholarship exams. **See below for further information.** In JS, there is the opportunity to spend a semester or full year abroad, but you will need to be thinking about this from Semester 1 in your SF year. **See below for further information.** **For both of these, it is really important to contact Dr David Ditchburn initially and to keep AMHC informed of your plans (amhc@tcd.ie).**

Trinity Careers Service

As a Trinity student you have access to information, support and guidance from the professional team of Careers Consultants throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit <https://www.tcd.ie/Careers/> for career, further study and job search advice.

Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Follow the service on Instagram for career news and advice [@trinity.careers.service](https://www.instagram.com/trinity.careers.service)

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior (JF) & Senior Fresh (SF)

What can I do with my degree? Start with Trinity Careers Service website. Then book an appointment with your careers consultant through MyCareer.

Pathway Choices: Book an appointment with your careers consultant through MyCareer to tease out the career implications of minor, major subject choice as well as Electives and Open Modules.

Get work experience: Apply for work experience and internships to get an insight into different sectors. Opportunities are increasingly available remotely. Personalise your MyCareer profile to receive email alerts tailored to your preferences.

Trinity Employability Bursary: Apply for the bursary, in place to support students finding it financially difficult to take up a career-related opportunity e.g. internship, job shadowing.



Laidlaw Undergraduate Research and Leadership Programme (SF): Apply for a scholarship designed to invest in talented and motivated undergraduate students from all disciplines and walks of life. The Programme aims to develop your potential, equip you with strong leadership and research skills and give you the experience to become active global citizens and future leaders.

Spring Week Bursary (SF): Apply for this bursary that supports costs for students of any discipline who secure Spring Week internships with leading professional services firms.

Polish your CV: Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer

MyCareer: Login to the Trinity careers portal to keep abreast of awards, scholarships, jobs, events, mentoring and lots more

Need to chat about your future? Book an appointment with your careers consultant, Orlaith Tunney on MyCareer. No career query or concern too small!

More information on the above and lots more at Trinity Careers Service website

www.tcd.ie/careers

MyCareer

An online service that you can use to:





- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities
- View and book onto employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book an appointment with your careers consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Trinity Careers Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through careers@tcd.ie or MyCareer

 MyCareer: mycareerconnect.tcd.ie		 Trinity.Careers.Service
 www.tcd.ie/careers	 @TCDCareers	 trinity.careers.service/



Teaching, Attendance & Credit

European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

The Academic Year

The College Academic Year is divided into two semesters, Michaelmas Term (September-December) and Hilary Term or Second Semester (January-April). The full calendar can be found online here [Academic Year Calendar 2025 - 2026](#). The Academic Calendar is at the end of this handbook. Both are twelve weeks long and in both there is a study week in Week 7, when no classes are held. You should use the study work to prepare for assessed work which are to be submitted in the following weeks, as well as catch up on any reading. Examinations for some modules will be held at the end of each semester in December and April. Teaching is in the form of lectures for larger groups, and tutorials/seminars and language classes for smaller groups.

Lectures

Classes are face-to-face. Lectures usually last 50 minutes, starting on the hour. Lectures are intended to provide analysis of selected topics, and an introduction to the issues raised in the reading set for each module. However, there is a wide variation between modules in the format of these sessions and amount of information conveyed, the depth of attempted analysis, and the style of presentation. While most students find it useful to take notes at lectures, particularly in the first year, many make the mistake of trying to take no notes, or too many notes. Those who take very few notes think they will remember what was said: you almost certainly won't! As for taking too many notes, a lecture is not an exercise in dictation! Rather, listen for the main points made by the lecturer – and if you do not understand any particular points, feel free to ask the lecturer after the class or in seminars. To get the most out of a lecture, however, it should be followed up by reading and discussion. Module handouts (usually posted on Blackboard)



should be consulted in conjunction with this work, and these sometimes include suggestions for further reading on particular topics. Also, why not go for coffee with some fellow students after the lecture and have an informal discussion amongst yourselves? This, too, is an important learning experience as it is often surprising that some students will pick up on points which others don't and *vice versa*.

Seminars/Tutorials

Not all modules include seminars or tutorials. Some of the tutorials/seminars are taught by members of the full-time academic teaching staff, some of them by teaching assistants who are most often advanced research students with special expertise in the taught area. Just as you will find that lecturers have different styles, so you will discover that the format of tutorials/seminars can vary. Don't, however, expect to come away from a tutorial/seminar with 'the answer': tutorials/seminars are as much about asking questions as providing answers. Details of what you are required to do for tutorials/seminars are provided in the individual module guidelines. Information on rooms and times will be available in your timetable and/or in individual module handbooks.

Attendance

Students are required to attend all classes; lectures in particular are designed to provide an introduction to key themes and topics. All tutorials/seminars are also compulsory. Individual instructors may choose to track attendance during each class (this can be done in online classes as well as in a classroom).

If you have problems with the timetable, please contact the Programme Co-ordinator, Dr David Ditchburn (ditchbud@tcd.ie) or the Course Administrator, Fionna Kane (amhc@tcd.ie).

Obtaining credit

In order to complete the year successfully and gain your degree, you must obtain credit for the academic year by satisfactory attendance at lectures and tutorials/seminars, by carrying out the required module assessed work and by successful completion of any required examinations. You will take modules amounting to 60 credits over one academic year where one credit represents 20-25 hours estimated student input. Credits are assigned to course components/ modules in multiple units of 5. Credits accrue over the four-year cycle. The TCD four-year honours Bachelor degree is 240 ECTS. The pass mark is 40% (see [Marking System](#) for the Marking Scheme followed).



Junior Fresh Year (JF)

In the JF year, students must take compulsory modules (20 ECTS in MT + 20 ECTS in HT) for a total of 40 ECTS. In addition, you take a further 10 credits of modules per term, amounting to 20 ECTS, to achieve a total of **60 credits** for the year.

Michaelmas Term	ECTS	Hilary Term	ECTS
Compulsory:		Compulsory:	
HAU11005 Introduction to the History of Art & Architecture I	10	HAU11000 Introduction to the Practice of Medieval Art	10
HIU12035 Saints and Sinners in Medieval Europe	5	HIU11003 Sources & Approaches to Medieval History	5
HIU11004 The Middle Ages NOW!	5	HIU12039 Medieval Ireland	5
You must take a further 10 ECTS in MT:		You must take a further 10 ECTS in HT:	
CLU111000 Greek & Roman History: Introduction			10
CLU11104 Greek & Roman Art and Architecture			10
CLU11413 Elementary Latin I Requires leaving certificate in a modern language	10	CLU11414 Elementary Latin II Requires leaving certificate in a modern language; can only be taken if CLU11413 was taken in MT	10
CLU11411 Latin in Context I Requires leaving certificate in Latin	10		
CLU12313 Elementary Greek I Requires leaving certificate in a modern language	10	CLU12314 Elementary Greek II Requires leaving certificate in a modern language; can only be taken if CLU12313 was taken in MT	10
CLU11311 Greek in Context I Requires leaving certificate in ancient Greek	10		



Senior Fresh Year (SF)

In the second year you take three compulsory modules per term, consisting of 5 credits in each area (Classics, History and History of Art), for which you will be automatically registered. In addition, you take a further 30 credits of modules, to achieve a total of **60 credits** for the year.

Michaelmas Term	ECTS	Hilary Term	ECTS
Compulsory for all students:		Compulsory for all students:	
CLU22111 Greek History	5	CLU22124 Roman History	5
HIU22002 The Making of Medieval Towns	5	HIU202324 The Hundred Years War, c. 1337-1453	5
HAU22003 Approaches to Art History	5	HAU22004 The Display of Art	5
You must take a further 15 ECTS in Michaelmas Term from the list below, including no more than 10 ECTS from any one letter code: CLU, HAU, HIU, HHU		You must take a further 15 ECTS in Hilary Term from the list below, including no more than 10 ECTS from any one letter code: CLU, HAU, HHU	
CLU22115 Greek Archaeology	10	CLU22200 Writing the [Classical] Past	10
CLU22201 Heroism, Identity and Authority	10	CLU22122 Archaeology of Minoan Crete	5
CLU22203 Gender and Sexuality in the Ancient World	5	CLU22126 Living on the Bay at Naples	5
CLU34485 Informal Latin Prerequisite: pass in year JF Latin	5	CLU22342 Herodotus <i>Intermediate Greek</i> Prerequisite: pass in year JF Latin	10
HAU22005 Themes in Irish Art I	5	HAU22005 Themes in Irish Art II	5
HAU22011 Cultural Intersections in Art History I	5	HAU22011 Cultural Intersections in Art History II	5
HIU12045 Across the Sea: Ireland and its Neighbours in the Early Middle Ages	5	HIU22030 Medievalism on Screen	10
HHU22301 SF Field Trip (AMHC): to Northern Italy for 3 to 4 days in the week before the start of Hilary term (i.e. the week after the Schol exams).	5	HHU22302 SF Field Trip (AMHC): to Northern Italy for 3 to 4 days in the week before the start of Hilary term (i.e. the week after the Schol exams).	5
HHU22303 SF Field Trip (AMHC): to Northern Italy for 3 to 4 days in the week before the start of Hilary term (i.e. the week after the Schol exams).	10	HHU22304 SF Field Trip (AMHC): to Northern Italy for 3 to 4 days in the week before the start of Hilary term (i.e. the week after the Schol exams).	10
		HHU13002: Gender, History and Culture	5



Assessed Coursework, Classwork, Examinations and Study Guidelines

During the course of the year, you will be required to complete a number of written exercises for each module; some of your modules will be examined solely by continuous assessment, some may include an examination at the end of the semester. These exercises will take a variety of different forms: formal essays, critical commentaries and exercises, slide tests etc. Most of these will count towards your final grade for each module. Full details are given in individual module guidelines, and you will be given further guidance by individual lecturers. It is your responsibility to ensure that you are familiar with the requirements and deadlines of each of your modules. Students may be asked to make oral presentations or hand in short pieces of written work in addition to their assessed work. Though these are not formally assessed, they are part of the expected exercises of the module.

PLEASE NOTE: All such written work and exercises are **COMPULSORY**. Failure to complete them without adequate explanation will be penalised and may result in a mark of zero and you will risk failing the module. **Deadlines will be made available in Departmental Handbooks, Module Handbooks and in Blackboard.**

NB There are different regulations in each Department, but please note too that in order to pass any History module, students at all levels must also complete all the prescribed exercises. It is your responsibility to organise your time and manage your workload. This can be a challenge and you should not be afraid to seek help from your lecturers, from David Ditchburn (the AMHC Co-ordinator) or from your tutor.

Formatting your written work

- All written work must be word-processed and printed out on A4 paper.
- All written work must be accompanied by a completed cover sheet (these can be downloaded from module pages in Blackboard and/or will be sent to you by email to download)
- Please make sure you include your student number, but not your name, on the actual piece of work.
- A word count must be given. Careful attention should be paid to the requirements of each exercise.
- To allow room for comments, all essays must be double spaced and must have a wide margin.
- Usually, you should provide a bibliography of works consulted at the end of your work (documentary sources, books, and articles used and referred to in your footnotes). Any quotations and substantive information taken from other works must be acknowledged by means of footnotes/references, formatted in a consistent way (see below). If unsure about anything, students should follow the advice of the module co-ordinator.



Presentation

Presentation is only one aspect of good essay writing. Poor or inconsistent presentation is, however, a distraction to whoever is marking your work and can result in a lack of clarity and loss of marks. What follows are simple guidelines about presentation. You should keep them in mind when you are preparing your work. Always ask for advice if you are unsure.

Use of Quotations

Always think carefully when using quotations. If you use them, remember that they do not speak for themselves – you will need to make them relevant. Try not to quote excessively unless you think it is appropriate. And they must be referenced properly.

The proper acknowledgment of sources for quotations is a vital aspect of good academic writing. Failure to acknowledge a source, amounts to more than mere laziness. It could open you to a charge of plagiarism which is a serious academic offence. Further information about plagiarism is provided in the [Plagiarism](#) section of this handbook.

Referencing Styles

There are several different ways of annotating sources, and a number of style guides are available for you to follow. Some Departments may recommend/require particular styles to follow – consult the individual module and/or Department Handbooks. Whichever style you choose you must be consistent and clear in your use. Handbooks for each department can be found at the following links:

<https://www.tcd.ie/history/undergraduate/handbooks.php>

<https://www.tcd.ie/classics/>

https://www.tcd.ie/History_of_Art/undergraduate/tsm/programme.php

Footnotes & Endnotes

Notes should be reasonably brief. You should use either footnotes or endnotes to provide supporting references for your argument; to refer to ancient or modern sources; to include additional evidence in support of your discussion (e.g. fuller list of passages or of references to scholarly views); to show awareness of studies that you have been unable to track down or you consider not directly relevant to your discussion. These details will vary, depending on the style guide you are following, but you should always include the page number for the particular information or argument. Further details about the book, including the full name of the author, the full title of the text, place and year of publication, should appear in the bibliography at the end of your work.

Footnotes are placed at the foot of a page. Endnotes appear at the end of your submission, before the bibliography. Notes should be reasonably brief. They may include more than one citation. There should normally be no more than one note in each sentence. Both footnotes and endnotes should take the following form:

the first time you mention a source, book or article in a footnote, it is cited in complete form, with author's full name, title of work, publication details (place and date of publication) or journal volume number and date, and page number(s). In later citations of the same work these may be given in abbreviated form (even if the pages of citation change), but always remember to include the specific



page references and be consistent. For full citations, see below, in the section on bibliography. An abbreviated article reference will look like this:

Ditchburn, 'The pirate, the policeman and the pantomime star', 56

or for a book like this

Usherwood, *Political memory*, 248-50

Most importantly of all: be consistent in the style you use.

Bibliography

A bibliography should include all of the publications that you have used and cited in your work. You can also include all of the texts that you have consulted in the preparation of your essay, but this requirement may vary from one module to another. (You may want to distinguish in your bibliography between 'Works Cited' and 'Other Works Consulted'.) You should list all of these texts, by author's surname, in alphabetical order. There are several ways of presenting a bibliography, but you must be consistent.

Citation of books should take the following form: surname of author, first name, *Title of Book* [NB italicised] (place of publication, year),

Example: McSweeney, Anna, *From Granada to Berlin: The Alhambra Cupola* (Dortmund, 2020)

If you are citing an individually authored chapter from an edited volume you should include the following information: surname of author, first name. 'Title of essay', in editor's name, ed. [or eds if more than one editor] *Title of Book* [NB italicised] (place of publication, year), page run of whole article/chapter.

Example: Wallace, Shane, 'Alexander the Great and Democracy in the Hellenistic World', in Mirko Canevaro and Benjamin Gray (eds), *The Hellenistic Reception of Classical Athenian Democracy and Political Thought* (Oxford, 2018), 46–72

For an individually authored article in a journal: include: surname of author, first name, 'title of essay', *Title of Journal* [NB italicised], volume number (year), page run of whole article.

Example: Lawless, Catherine, 'The Virgin's grandmother', *Journal of Medieval History*, 36 (2010), 359–73.

If you are citing material from a website, you should give the full URL of that website in the bibliography so that the marker can locate the same material. You should also give the date that you accessed the website.

Submitting your written work

Follow the guidelines in module handbooks, but most work will be submitted as a digital copy through Turnitin in Blackboard. If possible, include an AMHC coversheet as well as your student number. Deadlines will be in programme and module handbooks; you must familiarise yourself with them and make sure that you submit your work by the assigned date. The onus lies on each student to establish the format of assessment for each module



and the submission dates for assessed work. If there are any difficulties, you should contact the course co-ordinator and/or your tutor for help and advice. Written work should **NEVER** be handed/sent to lecturing staff or tutorial/seminar teachers or left in staff offices or put under any office door. Non-submission of work for assessment runs the risk of a mark of zero.

Junior Fresh (JF) & Senior Fresh (SF) Important Dates

All deadlines for Classics, History and History of Art modules can be found in individual module handbooks as well as schedules for lectures and tutorials.

IMPORTANT DATES		
WEEK	DATE	MICHAELMAS TERM
4	Mon 15	Lectures Begin (SF)
5	Mon 22	Lectures Begin (JF)
10	Mon 27 Oct	Reading Week
15	Fri 5 Dec	Teaching Ends
WEEK	DATE	HILARY TERM 2026
22	Mon 19 Jan	Lectures Begin
28	Mon 02	Reading Week
33	Fri 10 Apr	Teaching Ends

Requesting a Revised Deadline

If revised deadlines are required, you should contact the relative fresh coordinator in the department you are taking your module. As a student of three Departments within the School it is your responsibility to make yourself aware of who these are. Supporting evidence (e.g., medical certificate or a tutor's communication) will be necessary and for revised deadline to be considered. Contact your College Tutor if you need further help and advice in these situations. Late submission of work without prior permission carries with it varying degrees of penalties depending on the department, again, it is up to you to make yourself aware of these penalties.

In case of difficulties, personal or family crisis or illness you should contact the **Programme Co-Ordinator, Dr David Ditchburn** (ditchbud@tcd.ie).

Academic Integrity

Upholding the principles of academic Integrity should be central to all of your work at Trinity College. Plagiarism is an extremely serious matter which carries severe penalties for students. The College has drafted a definition of plagiarism and some rules and guidelines which must be followed, which can be accessed here, [Academic Integrity Homepage](#)

College now requires **all** students to complete an online tutorial on maintaining academic integrity and avoiding plagiarism, the 'Ready, Steady, Write' tutorial, at [Ready Steady Write](#)



All essay cover sheets now include a statement confirming that students have read the College regulations and taken the online tutorial. You can find the text of this declaration at [Coversheet Declaration](#)

Failure to comply with these regulations will result in serious penalties and/or disciplinary steps in accordance with College Regulations. The consequences may be found here [Levels and Consequences](#)

If you are unsure of what the plagiarism regulations require, please contact your tutorial teacher, your module coordinator, your College Tutor, the Junior Fresh Coordinator or the Head of Department.

Please note that aligned with the **College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024)**, the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#).

The official College position is set out in the [Calendar](#) and the principal points are as follows:

96. General

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

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- (i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;
- (ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;
- (iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;
- (iv) falsification/fabrication;
- (v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;
- (vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;
- (vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part)



any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

- (viii) Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

97. Academic misconduct in the context of group work

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

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

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

98. Avoiding academic misconduct

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

99. Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which will provide an indicative score and level, as below.

- (i) Level 1: (0 - 200) poor academic practice/conduct
- (ii) Level 2: (201 - 350) academic misconduct (minor)
- (iii) Level 3: (351 - 500) academic misconduct (major)
- (iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.



If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100. Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

- (i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via www.tcd.ie/teaching-learning/academic-integrity) within an appropriate timeline determined by the School;
- (ii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date. If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned.

The academic integrity response form will be the student's submission to the meeting. The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to 50 Calendar 2023-24 under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101. Consequences in cases of suspected academic misconduct

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

- (i) Level 1: (0 - 200): poor academic practice/conduct
 - Mandatory academic integrity training is required
 - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
 - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work



must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;

(ii) Level 2: (201 - 350): academic misconduct (minor infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

(iii) Level 3: (351 - 500): academic misconduct (major infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;

(iv) Level 4: (501 - 615): severe academic misconduct

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

102. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 [Consolidated Statutes](#).

Return of Written Work

Written work and feedback will be returned by individual class teachers. Please consult the relevant Departments.

Requirements for successful completion of the JF and SF year

Examinations and Assessment

Assessment in the JF and SF years will take the form of a combination of examinations, submitted coursework, and other exercises which are part of continuous assessment.



Details are given in individual module handbooks. You should be registered for 60 credits, 30 in each semester. If you are not, you should contact the Programme Co-ordinator, David Ditchburn (ditchbud@tcd.ie) as soon as possible.

The pass mark for all written work and examinations is 40%. An average of 40% must be attained for a pass to be awarded in a module. Please note too that in order to pass any History module, students at all levels must also complete all the prescribed exercises. In order to gain a degree, students must achieve an overall pass in the annual examinations. 10 ECTS may be accumulated at 'Qualified Pass' (i.e., marks between 35-39% where the pass mark is 40%).

If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in **all failed components in all modules** for which they obtained either a fail grade or Qualified Pass. The reassessment session usually occurs at the end of August to coincide with the start of Semester 1 of the next academic year.

Marking System

The marking scheme for College continuous assessment and examinations is as follows:

- First class: 70%+
- Upper Second class: 60-69%
- Lower Second class: 50-59%
- Third class: 40-49%
- Pass mark: 40%
- Compensatable range: 35-39%
- Failure (F1 category): 30-39%
- Failure (F2 category): 0-29%

A more detailed breakdown of the marking system in operation for the Moderatorship in Ancient and Medieval History and Culture can be found on [pages 24 - 25](#). This gives brief descriptions of the criteria used for assessing your work.

(Non-) Foundation Scholarship (Schol)

This is a College institution with a long history and high prestige and is a distinctive feature of student life at Trinity. It involves a searching examination, set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Freshman year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; rigorous and informed critical thought; and, in appropriate disciplines, a highly developed ability to solve problems and apply knowledge. The award is based solely on the performance in the scholarship examination, and past performance in other examinations is not taken into account, nor is there any attempt to identify through any subjective means students who may be appropriate candidates for scholarship. A scholarship at Trinity College remains the



most prestigious undergraduate award in the country, an award that has undoubtedly helped to foster long-lasting links between many outstanding graduates and College. A principal objective of College is the pursuit of excellence: one of the most tangible demonstrations of this is the institution of scholarship.

Scholars are elected annually on the result of an examination held in the week before the start of Hilary term. In AMHC Schol is sat only in SF. Candidates are required to sit three examination papers:

Paper 1 covers work from all modules taken in JF.

Paper 2 covers work from compulsory modules in MT of your SF year.

Paper 3 is a General Paper.

An AMHC meeting will be held for any SF students interested in sitting the Schol exams when further information will be provided. Watch out for the email in early October! But please note that other Departments will be holding them for students on different programme which will not be relevant to you.

Studying Abroad

It is possible to study abroad for a semester or full year in your 3rd (JS) year. This can be done through Erasmus, ELAN (European Liberal Arts Network) and Non-EU exchanges (eg the US). See the information on the College website here on:

<https://www.tcd.ie/study/study-abroad/outbound/>

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/erasmus>

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/college-exchanges/>

AMHC Students may take advantage of any of the exchange programmes concluded by the Departments of Classics, History and History of Art. The ELAN Exchange (administered by Dr David Ditchburn) is especially appropriate for AMHC students. But PLEASE keep the AMHC office informed of your plans. The AMHC office must sign off on module choices.

Departmental Study Abroad Co-ordinators:

Classics	Dr Martine Cuypers	cuypers@tcd.ie
https://www.tcd.ie/classics/undergraduate/abroad.php		
History	Dr Ramazan Hakki Oztan	Ramazan.Oztan@tcd.ie
https://www.tcd.ie/history/international/outgoing-erasmus.php		
History of Art	Dr Vanessa Portugal	vanessa.portugal@tcd.ie
https://www.tcd.ie/History_of_Art/undergraduate/tsm/study.php		

Please consult the Programme Co-ordinator, Dr David Ditchburn (ditchbud@tcd.ie), in the first instance if you are interested. Please make sure that you copy any applications you make for Study Abroad to Fionna Kane (amhc@tcd.ie).



Marking System

Class		Description
I	Above 80%	This is an exceptional grade. Written work in this range demonstrates all of the strengths of I (75- 80%) but to a greater extent
	75 – 80%	<ul style="list-style-type: none">▪ Outstanding evidence throughout of independent thought and ability to ‘see beyond the question’▪ Critical, analytical and sophisticated argument making effective use of primary and secondary material▪ Constructive engagement with relevant scholarly debates▪ Exemplary structure & organisation▪ Evidence of exceptionally wide reading▪ Full command of technical vocabulary where appropriate▪ Fluent and engaging written style▪ Professional presentation▪ Exemplary referencing and bibliographical formatting
	70 - 75%	<ul style="list-style-type: none">▪ Excellent focus on question▪ Excellent knowledge based on independent reading▪ Exemplary structure & organisation▪ Excellent analysis and argument▪ Critical use of relevant primary and secondary material▪ Independence of mind/imagination▪ Consistent performance▪ Excellent written style▪ Skilful use of supporting references and bibliography correctly used and formatted▪ Consistently accurate presentation
II.1	60 - 69%	<ul style="list-style-type: none">▪ Aware of full implications of question▪ Very good structure and presentation▪ Very good analytical ability▪ Thorough knowledge of subject/text▪ Competent use of primary and secondary sources▪ Very good written style▪ Appropriate use of supporting references and bibliography▪ Accurate presentation
II.2	50 - 59%	<ul style="list-style-type: none">▪ Adequate focus on question▪ Aware of implications of question▪ Good knowledge of subject/text▪ Good structure and presentation▪ Evidence of some relevant secondary reading▪ Inclusion of some relevant primary material▪ Limited analysis▪ Written style could be improved▪ Limited/inaccurate use of supporting references and bibliography▪ Evidence of careless presentation



III	40 - 49%	<ul style="list-style-type: none">▪ Basic understanding of the question▪ Modest level of engagement with question▪ Evidence of some relevant knowledge▪ Lack of analysis▪ Poor relevant secondary reading▪ Poor use of relevant primary material▪ Lacking in style and clarity▪ Inadequate use of supporting references and bibliography▪ Careless/inaccurate presentation
F.1	30 - 39%	<p>A student may fail because of:</p> <ul style="list-style-type: none">▪ Serious misunderstanding of question▪ Failure to answer the question▪ Minimal knowledge of subject/text▪ Lack of structured argument▪ Lack of relevant secondary reading▪ Little/no use of relevant primary material▪ Incoherence▪ Lack of supporting references and bibliography▪ Careless/inaccurate presentation
F.2	0 – 29%	<p>Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.</p>

Help When You Need It

We hope that things will go well for you whilst you are studying in College. However, if you do need help, there are a number of people you can contact.

Programme Co-ordinator, Dr. David Ditchburn, ditchbud@tcd.ie

You can get help with problems specifically relating to the course from the Programme Co-ordinator or other members of the team listed on [page 5](#). The Course Administrators (amhc@tcd.ie) located in Room 5082 are also an invaluable point of contact. Staff are here to help – so please feel free to approach us!

College Tutors

You will have been assigned a College Tutor. She/he is your main advisor on both general academic issues and personal matters. He or she is appointed by the College, and should not be confused with your module tutors in Ancient and Medieval History and Culture who may be able to help on module specific matters.

Library

Assistance on matters relating to the Library is available from the counter staff in the main library, and from the duty librarian, whose desk is to the left of the main counter. You can also contact the subject librarian for the School of Histories & Humanities, Sean Hughes, hughesse@tcd.ie



Student Services

There are a number of supports for students in College. Student Counselling services offers important supports – check out their page at https://www.tcd.ie/Student_Counselling/

Student 2 Student

This is a specific service run by Student Counselling and provides support in all matters to do with life in College for 1st year students. The two student mentors will keep in regular touch with you throughout your first year and invite you to events on and off campus. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you. But remember to check with us on any academic matters as things might have changed!

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

<http://student2student.tcd.ie>

E-mail: student2student@tcd.ie

Phone: + 353 1 896 2438

Security

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

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

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



Ancient and Medieval History and Culture Coursework Submission Form

Student number: _____

Module code: _____

Module title: _____

Module co-ordinator: _____

Assignment/essay title: _____

Word count: _____

N.B. Failure to submit coursework on time will attract penalties (these vary depending on the Department) and may result in a mark of zero. ALL requests for revised deadlines must be submitted to Dr David Ditchburn (ditchbud@tcd.ie) in the first instance no matter what Department the module is for.

Formatting guidelines:

- Use a clear font (e.g. Arial/Calibri) in a legible size (minimum 12 point)
- Line spacing should be 1.5 (not single spaced)
- Refer to your essay guidelines for information on bibliography and referencing

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year - <http://www.tcd.ie/calendar>. (See also the AMHC Handbook). I have also completed the 'Ready, Steady, Write' online tutorial on avoiding plagiarism - <https://libguides.tcd.ie/academic-integrity/ready-steady-write>.

I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment. I have submitted an electronic copy to TurnItIn.

Signed: _____

Date: _____



NITELINE IS A LISTENING SERVICE, FOR STUDENTS, RUN BY STUDENTS

Free to contact via phone or instant messaging, we are open from 9 pm-2:30 am every night of term

There is no problem too big or too small - we just give our callers space to talk

We are also an information service, meaning we can direct callers to more specific services - including services specific to their college

Niteline Dublin is founded on four key pillars:

Anonymous
Confidential
Non-Directive
Non-Judgemental



11

Calls averaged per night in the 2019/20 academic year

The most common call topics were college, mental health, and loneliness - but we are here to listen to whatever is on your mind

103

Volunteers in NiteLine in the 2020/21 academic year

Aside from our Public Faces (pictured above) all of our volunteers are anonymous. Volunteers go through 24 hours of rigorous training in active listening and much more. Apply to be a volunteer at niteline.ie

103,000

Students covered by NiteLine, supported by 150 Staff Ambassadors

NiteLine relies on the help of affiliate Student Unions, counselling services and other staff to reach and support students. To become a staff ambassador, or to register interest in affiliating with NiteLine, visit niteline.ie

Our Affiliate Colleges:



INSTANT MESSAGE

PHONE US: 1800 793 793

**Academic Year Calendar
2025/26**

Academic Calendar Week	Week beginning	2025/26 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	25-Aug-25	Reassessment 2024/25- Semesters 1 & 2		← Michaelmas Term begins/Semester 1 begins
2	01-Sep-25	Marking/Results		
3	08-Sep-25	Marking/Results and Orientation (PG, Visiting, Erasmus)		
4	15-Sep-25	Teaching and Learning	Orientation (JF UG)	← Michaelmas teaching term begins
5	22-Sep-25	Teaching and Learning	Teaching and Learning	
6	29-Sep-25	Teaching and Learning	Teaching and Learning	
7	06-Oct-25	Teaching and Learning	Teaching and Learning	
8	13-Oct-25	Teaching and Learning	Teaching and Learning	
9	20-Oct-25	Teaching and Learning	Teaching and Learning	
10	27-Oct-25	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
11	03-Nov-25	Teaching and Learning	Teaching and Learning	
12	10-Nov-25	Teaching and Learning	Teaching and Learning	
13	17-Nov-25	Teaching and Learning	Teaching and Learning	
14	24-Nov-25	Teaching and Learning	Teaching and Learning	
15	01-Dec-25	Teaching and Learning	Teaching and Learning	
16	08-Dec-25	Revision / Assessment*	Revision / Assessment*	← Michaelmas Term ends Sunday 14 December 2025/Semester 1 ends
17	15-Dec-25	Assessment*	Assessment*	
18	22-Dec-25	Assessment* / Christmas	Assessment*/ Christmas	
19	29-Dec-25	Christmas Period - College closed 24 December 2025 to 1 January 2026 inclusive	Christmas Period - College closed 24 December 2025 to 1 January 2026 inclusive	
20	05-Jan-26	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
21	12-Jan-26	Marking***	Marking***	← Hilary Term begins/Semester 2 begins
22	19-Jan-26	Teaching and Learning	Teaching and Learning	← Hilary teaching term begins
23	26-Jan-26	Teaching and Learning	Teaching and Learning	
24	02-Feb-26	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	09-Feb-26	Teaching and Learning	Teaching and Learning	
26	16-Feb-26	Teaching and Learning	Teaching and Learning	
27	23-Feb-26	Teaching and Learning	Teaching and Learning	
28	02-Mar-26	Study/Review	Study/Review	
29	09-Mar-26	Teaching and Learning	Teaching and Learning	
30	16-Mar-26	Teaching and Learning (Tuesday, Public Holiday)	Teaching and Learning (Tuesday, Public Holiday)	
31	23-Mar-26	Teaching and Learning	Teaching and Learning	
32	30-Mar-26	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
33	06-Apr-26	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
34	13-Apr-26	Revision	Revision	← Hilary Term ends Sunday 19 April 2026
35	20-Apr-26	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	← Trinity Term begins
36	27-Apr-26	Assessment**	Assessment**	
37	04-May-26	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	11-May-26	Marking/Results	Marking/Results	
39	18-May-26	Marking/Results	Marking/Results	
40	25-May-26	Research	Research	← Trinity Term ends Sunday 31 May 2026/Semester 2 ends
41	01-Jun-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	08-Jun-26	Research	Research	
43	15-Jun-26	Research	Research	
44	22-Jun-26	Research	Research	
45	29-Jun-26	Research	Research	
46	06-Jul-26	Research	Research	
47	13-Jul-26	Research	Research	
48	20-Jul-26	Research	Research	
49	27-Jul-26	Research	Research	
50	03-Aug-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	10-Aug-26	Research	Research	
52	17-Aug-26	Research	Research	
53	24-Aug-26	Reassessment 2025/26 - Semesters 1 & 2	Reassessment 2025/26 - Semesters 1 & 2	

* Semester 1 assessment session: December 11 to 22, 2025 inclusive (No assessment after Dec 22nd)

** Semester 2 assessment session: April 21 to May 1, 2026 inclusive

*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 9, 2026