



**Trinity College Dublin**

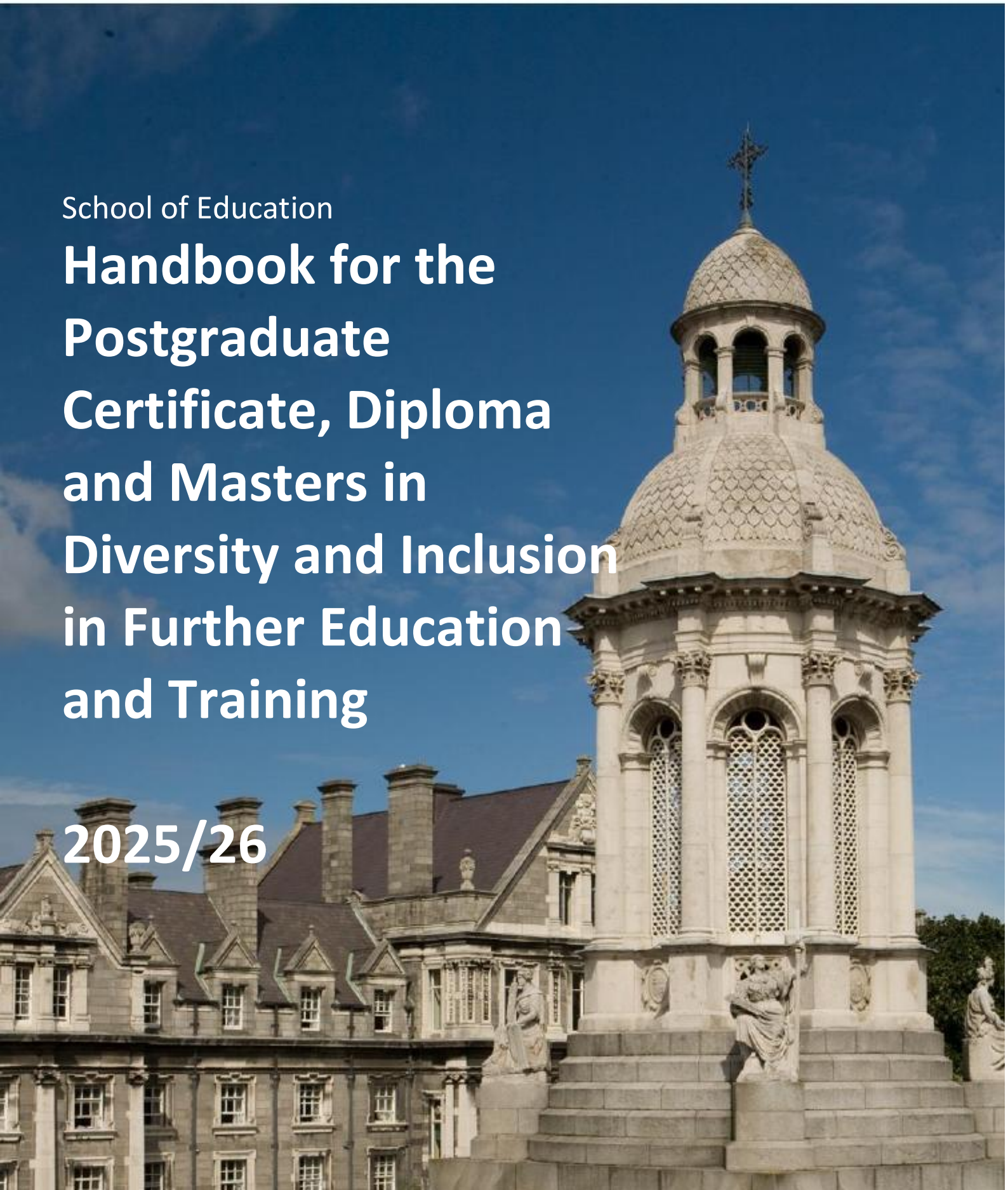
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Education

# **Handbook for the Postgraduate Certificate, Diploma and Masters in Diversity and Inclusion in Further Education and Training**

**2025/26**



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## 2 A Note on this Handbook

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This handbook applies to all students taking the Postgraduate Certificate, Diploma and Masters in Diversity and Inclusion in Further Education and Training 2025-2026. It provides a guide to what is expected of you on these programmes, and the academic and personal support available to you. Please retain for future reference. This handbook is available in alternative format upon request.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via e-mail. Please note that in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the handbook does not supersede the University regulations in the College Calendar and the provisions of the General Regulations will prevail.



**Graduation of Postgraduate Certificate students from the 2021-2022 cohort.**

## 3 Introduction

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### 3.1 Welcome Message from the Head of School

Dear Students,

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland and the School of Education is the top ranked School of Education in Ireland and 62<sup>nd</sup> in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier qualification, highly valued by staff working in both teaching and educational support roles across Further Education and Training.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centred and based on innovation, collaboration and critical thinking. In our teaching and research, we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation.

Collectively, we work to bridge the gap between research, practice and policy in order to effect positive change. By modelling best practice in teaching learning and assessment, we prepare you, our student teachers, to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

**Professor Ann Devitt**

### 3.2 Welcome Message from the Programme Director

Welcome to the Postgraduate Certificate, Diploma and Masters in Diversity and Inclusion in Further Education and Training in the School of Education in Trinity College Dublin. These programmes were conceptualised and developed in 2021 and are a collaboration between the City of Dublin Education and Training Board (CDETb) and the School of Education. The initiative has been created in response to national priorities in relation to addressing professional development needs of staff in the Further Education and Training sector. It began as a one-year Postgraduate Certificate in Diversity and Inclusion in Further Education and Training and has expanded more recently to Diploma and a Masters in Diversity and Inclusion in Further Education and Training.

The aim of these courses is to provide opportunities for students to develop professional understanding and knowledge through study, practice, and critical reflection on their teaching experiences and work practices in Further Education and Training (FET). It is designed to help students develop innovative professional ideas and practice to support students with diverse educational needs in a range of settings. It allows students to explore the theoretical factors underpinning policy and practice in the areas of diversity and inclusion and apply course knowledge and skills to their professional practice. It enables students to reflect critically on their professional role, practice, and context to evaluate and improve future teaching and learning.

These courses are aligned with the FET Strategy 2020-2024 (SOLAS, 2020) through providing continuous professional development to a wide range of disciplines, in this case the FET sector, which has to date been under-supported in terms of the provision of professional learning opportunities for employees working within this sector.

I wish you the very best as you begin your studies with us in the School of Education and look forward to working with you throughout the year.

**Dr Joanne Banks**

Programme Director

### 3.3 School of Education

The School of Education is one of the largest professional schools in the University. It addresses educational issues at a number of levels: in initial teacher education, postgraduate teacher education, continuing professional development, and through engagement in high quality research. There is a long tradition in the School of Education of educating high quality teachers to cover the full range of educational provision in the State, and of further supporting them during their career through the provision of targeted and specialised in-career and postgraduate programmes ranging from diploma to doctoral level.

It is the mission of the School of Education:

- to contribute to the advancement of education in Ireland and beyond through excellence in research and teaching;
- to combine a concern for high academic standards with a high degree of personal care for our students;
- to meet the growing demand for access to higher education through the development of new models of participation and new modes of teaching and learning;
- to explore the impact of new technologies and globalisation in the national and international environment through collaborative and constructive critique with students, educators and external stakeholders;
- to secure additional sources of funding for research and to disseminate the results of innovative projects to national and international audiences.

The School currently has over eighty students studying at doctoral level (Structured PhD and D.Ed.), over two hundred and seventy M.Ed. students, in addition to 130 PME students and over forty B. Mus. Ed. students. It also offers a Certificate in Arts, Science and Inclusive Applied Practice for learners with intellectual disabilities. Within this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both undergraduate and postgraduate levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of

education. The School has strong links to many of the educational stakeholders in Ireland such as the DES, the NCCA, NCSE, PDST, the subject area teacher associations, teacher unions, teacher education centres, the ESRI, the Arts Council, and contributes at policy-level to issues in Irish education and further afield. The staff of the School are also involved at various levels in national and international bodies dealing with various aspects of education and are actively engaged in high quality educational research. Details of the School research groups and centres are available on the School website:

<http://www.tcd.ie/Education>

## 4 General Information

### 4.1 Education Office

If you wish to visit the Education office in person, you must email Tara Kearns at [kearnsta@tcd.ie](mailto:kearnsta@tcd.ie) in advance to arrange a visit. Please see details below for contacting the office.

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Opening hours: 9.00am-5.00pm, except for 1.00pm-2.00pm.

Telephone number: +353-1-8961290

Email: [fetsoe@tcd.ie](mailto:fetsoe@tcd.ie)

Website: [www.tcd.ie/Education](http://www.tcd.ie/Education)

### 4.2 Staff Contacts

#### 4.2.1 School of Education

The School of Education will communicate with you by email. This will be done using your University email address (i.e., your name@tcd.ie student email account) which you will receive when you register. You are advised to check your email account regularly, or to set up a forwarding facility on your TCD account. Instructions on forwarding mail can be found at: <http://www.tcd.ie/itservices/>

Please note that, in the first instance, all enquiries regarding modules, assignments, feedback, supervision, and course submissions should be directed to the programme administrator, Tara Kearns, in the Education Office by email: [kearnsta@tcd.ie](mailto:kearnsta@tcd.ie).

Role	Name
Head of School	Prof. Ann Devitt <a href="mailto:DEVITTAN@tcd.ie">DEVITTAN@tcd.ie</a>
Programme Director	Dr Joanne Banks <a href="mailto:banksjo@tcd.ie">banksjo@tcd.ie</a>
Programme Coordinator	Dr Chelsea Whittaker <a href="mailto:whittach@tcd.ie">whittach@tcd.ie</a>
Director of Research	Prof. Joseph Roche <a href="mailto:Joseph.Roche@tcd.ie">Joseph.Roche@tcd.ie</a>

Director of Global Relations	Dr Aibhin Bray <a href="mailto:Aibhin.Bray@tcd.ie">Aibhin.Bray@tcd.ie</a>
Subject Librarian	Ms Geraldine Fitzgerald <a href="mailto:FITZGEY@tcd.ie">FITZGEY@tcd.ie</a>
School Manager	Mr Conn McCluskey <a href="mailto:CMCCLUSK@tcd.ie">CMCCLUSK@tcd.ie</a>
Executive Officer	Ms Tara Kearns <a href="mailto:kearnsta@tcd.ie">kearnsta@tcd.ie</a>
Director of Inclusion	Prof. Andrew Loxley <a href="mailto:loxleya@tcd.ie">loxleya@tcd.ie</a>
External Examiner	Dr Trevor O'Brien

#### 4.2.2 IT Services

Students are provided with full IT support via College's IT Service Desk. A wide range of IT training is also available - either online or face-to-face.

- Address: Watts Building, Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8962000.
- Email: [itservicedesk@tcd.ie](mailto:itservicedesk@tcd.ie)
- Website: <https://www.tcd.ie/itservices/>

#### 4.2.3 Academic Registry

Academic Registry provides services that support the complete student lifecycle – from application to graduation.

- Address: Áras An Phiarsaigh (AAP ground floor), Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8964500.
- Email: [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)
- Website: <https://www.tcd.ie/academicregistry/>

#### 4.2.4 Class Representatives- 2025/2026

Postgraduate Certificate: TBC

Postgraduate Diploma: TBC

Masters: TBC

#### 4.2.5 Student Clubs and Supports

Subject Librarian for Education: ([geraldine.fitzgerald@tcd.ie](mailto:geraldine.fitzgerald@tcd.ie))

Library HITS: (<https://www.tcd.ie/library/support/skills-training.php>)

Student Learning Development: <https://student-learning.tcd.ie/>

Academic Writing Centre: <https://student-learning.tcd.ie/services/awc/index.php>

[Graduate Student Union Clubs and Societies](#)

[Student Support Services](#)

## 5 Aims and Learning Outcomes

The Postgraduate Certificate, Diploma and Masters courses have been developed to ensure you reach the Learning Outcomes listed in the table below. Please note that the Learning Outcomes CLO9 to CLO12 relate to the Masters course.

Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)
CLO1: Evaluate key theory and knowledge in relation to students with diverse educational needs in a range of FET settings.	ML01.1, ML01.3, ML01.4, MLO2.1, MLO3.1
CLO2: Analyse the principles of Universal Design for Learning (UDL) and evaluate its potential to create a more inclusive environment for all students.	ML01.2, MLO2.1, MLO2.2, MLO2.3, MLO2.4
CLO3: Apply principles of inclusion and diversity to teaching, learning and assessment practice that meets the professional standards of FET practitioners.	ML01.1, ML01.4, MLO2.3, MLO3.2, MLO3.3, MLO3.4
CLO4: Engage in a professional dialogue with peers in the areas of diversity and inclusion that cultivates a continuous professional learning culture within the FET sector.	ML01.1, ML02.2, MLO2.4, ML04.1, ML04.2, MLO4.3, ML04.4
CLO5: Conceptualise and reflect on current challenges and new developments in specialised and general FET provision and evaluate how this guides inclusive practice across different FET settings.	ML04.1, ML04.2, MLO4.3, ML04.4
CLO6: Critically examine processes and structures at setting and system level within the context of special and inclusive education and disabled and marginalised students more generally.	ML04.1, ML04.2, ML04.3, ML04.4
CLO7: Analyse and critique educational theory relative to Universal Design for Learning in a local, national and global context.	ML05.1, ML05.2
CLO8: Apply principles of equality, diversity and inclusion to leadership management within FET.	MLO6.1, MLO6.2, MLO6.3
CLO9: By undertaking their Dissertation, gain expertise in original empirical and/or non-empirical research which contributes to practice and/or knowledge in the FET sector;	ML07.1, ML07.2, ML07.3, ML07.4
CL10: Through their Dissertation, develop critical reflection on professional, social, and ethical	ML07.1, ML07.2, ML07.3, ML07.4

responsibilities linked to the research process and application of their knowledge and judgments to practice in their own practice;	
CL11: Develop effective communication of their Dissertation findings to specialist and non-specialist audiences in their sector;	ML07.1, ML07.2, ML07.3, ML07.4
CL12: Complete the Dissertation through self-directed or independent research relevant to their practice.	ML07.1, ML07.2, ML07.3, ML07.4

## 6 Course Structure

### 6.1 Course Outline

The Postgraduate Certificate, Diploma and Masters have been designed in response to the professional learning and development needs of staff in the Further Educator and Training (FET) Sector.

The Masters enables FET staff (in education roles and support roles) to enhance and develop their practice by increasing their own professional knowledge in areas such as inclusion and UDL, enabling professional networking and sharing (Communities of Practice), and in turn this will contribute to a more consistent, informed and quality educational experiences for FET students.

1	Postgraduate Certificate	1 year	30 ECTS
2	Postgraduate Diploma	1 year 30 ECTS	60 ECTS
3	Masters	1 year 30 ECTS	90 ECTS

**In terms of progression**, a direct entry point to part-time Postgraduate Certificate of 30 ECTS (leading to an attainment award) can be followed by (i) progression to a one year part-time Postgraduate Diploma of 30 ECTS in year 2 (with an attainment award) for holders of the Postgraduate Certificate (ii) with a possible further progression to MEd of 30 ECTS part time year 3 (with an attainment award). The Masters course is three year duration and taken part-time.

Stages 1 and 2 can be completed consecutively without any interruption to the student's study or may be completed with interruptions as students may collect their awards at each intermediate stage and return to the Masters programme rescinding their previous award/s within the lifetime of the programme.

### 6.2 Course Structure

#### 6.2.1 Postgraduate Certificate 30 ECTS

Module Title/ Code/ 30 ECTS/ Core or Optional	Module Coordinator	Assessment components and weightings
1. Equality, Diversity and Inclusion/EDPT7041/10 ECTS/Core Semester 1	Chelsea Whittaker	Individual essay or video (100%)
2. Inclusive Practices using Universal Design for Learning / EDPT7042/10 ECTS/Core Semester 1 and 2	Joanne Banks	Individual essay or video (100%)

3. Speaking to Diversity/ EDPT7043/10 ECTS/Core  Semester 2	Joanne Banks	Individual essay or video (100%)
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### 6.2.2 Postgraduate Diploma 30 ECTS

Module Title/ Code/ 30 ECTS/ Core or Optional	Module Coordinator	Assessment components and weightings
4. Developing Relational Expertise/10 ECTS/Core  Semester 1	Mark Kearns	Individual essay or video (100%)
5. Theorising Universal Design for Learning/10 ECTS/Core  Semester 1 and 2	Trevor Boland	Individual essay or video (100%)
6. Transformative Leadership/10 ECTS/Core  Semester 2	Caroline Clarke	Individual essay or video (100%)

### 6.2.3 Masters 30 ECTS

Module Title/ Code/ 30 ECTS/ Core or Optional	Module Coordinator	Assessment components and weightings
7. Research Dissertation  Semester 1 and 2	Joanne Banks	Masters Dissertation (100%)

## 6.3 Programme Format

The Postgraduate Certificate, Diploma and Masters have face-to-face and online components.

### 6.3.1 Face-to-face

Face-to-face lectures will be held in the first and final weeks of each of the taught module components in the Postgraduate Certificate with the same format for the taught modules of the Postgraduate Diploma.

**Week 1- Introductory Lecture:** The first lecture introduces the module content and assessment, allowing learners to meet one another and create a sense of community in the class (3hrs).

**Week 7- Final Lecture:** This lecture provides learners with a summary of the module content and allows learners to participate in in-class presentations to the group as part of their assessment (5hrs).

**Dissertation Supervision:** The Masters involves face-to-face supervision meetings throughout the Dissertation year.

### 6.3.2 Online elements

Weeks 2 to 6 of each module in the Postgraduate Certificate and the Diploma form the online elements of each course respectively. These lectures include a combination of synchronous and asynchronous learning and class discussions in the online environment:

- i. **Asynchronous:** Uploaded content (through Blackboard) will be made available to students at the beginning of each week.
- ii. **Synchronous:** A live lecture and workshop series is scheduled and delivered online through Blackboard Collaborate. These lectures are 2 hours each week. These lectures consolidate the learning objectives for that session. In the second half of each lecture, learners are asked to undertake individual or group tasks which focus on an issue raised in the lecture. Subject to the agreement of the module lecturers, selected parts of the live lecture may be recorded for 'playback' by the learners. This is not intended to be in lieu of 'live' attendance and participation in the related activities.
- iii. **Open hours:** Lecturers and tutors will also be available for specific time slots to answer questions, discuss material and address any issues that may arise throughout the duration of the module. These open hours will take place via the Blackboard Collaborate platform and the scheduled times will be posted online at the start of the module.
- iv. **Student online space:** It is also proposed to provide a social space (chat room) where learners can meet to discuss the material amongst themselves. The purpose of this chat room will be to supplement online learning through learners being able to continue discussions after webinar have ended and to enhance the sense of community within the class.

It is expected that each of the lectures that take place online will contain the following elements to ensure student engagement and maintain full participation:

The Masters will involve online supervision meetings where face-to-face meetings are not possible.

## 6.4 Timetables 2025-2026

<b>Module 1 Equality, Diversity and Inclusion/EDPT7041</b>	<b>Date</b>	<b>Mode</b>
Saturday 10am-3pm	20-Sep	Arts Building 3051
Wednesday 5:30pm-7:30pm	24-Sep	Online
Wednesday 5:30pm-7:30pm	01-Oct	Online
Wednesday 5:30pm-7:30pm	08-Oct	Online
Wednesday 5:30pm-7:30pm	15-Oct	Online
Wednesday 5:30pm-7:30pm	22-Oct	Online
Saturday 10am-3pm	08-Nov	Arts Building 3051
<b>Assignment Tutorial</b>	18th of October	Online

<b>Module 2 Inclusive Practices using Universal Design for Learning / EDPT7042</b>	<b>Date</b>	<b>Mode</b>
Saturday 10am-3pm	15-Nov	Arts Building 3051
Wednesday 5:30pm-7:30pm	19-Nov	Online
Wednesday 5:30pm-7:30pm	26-Nov	Online
Wednesday 5:30pm-7:30pm	03-Dec	Online
Wednesday 5:30pm-7:30pm	21-Jan	Online
Wednesday 5:30pm-7:30pm	28-Jan	Online
Saturday 10am-3pm	07-Feb	Arts Building 3051
<b>Assignment Tutorial</b>	31st of Jan	Online

<b>Module 3 Speaking to Diversity/ EDPT7043</b>	<b>Date</b>	<b>Mode</b>
Saturday 10am-3pm	14-Feb	Arts Building 3051
Wednesday 5:30pm-7:30pm	18-Feb	Online
Wednesday 5:30pm-7:30pm	25-Feb	Online
Wednesday 5:30pm-7:30pm	11-Mar	Online
Wednesday 5:30pm-7:30pm	18-Mar	Online
Wednesday 5:30pm-7:30pm	25-Mar	Online
Saturday 10am-3pm	28-Mar	Arts Building 3051
<b>Assignment Tutorial</b>	28th of March	Online

<b>Module 4 Developing Relational Expertise EDPT7044</b>	<b>Date</b>	<b>Mode</b>
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Saturday 10am-3pm	20 <sup>th</sup> of September	F2F- Room 5025 Arts Building
Tuesday 5:30pm-7:30pm	23-Sep	Online
Tuesday 5:30pm-7:30pm	30-Sept	Online
Tuesday 5:30pm-7:30pm	07-Oct	Online
Tuesday 5:30pm-7:30pm	14-Oct	Online
Tuesday 5:30pm-7:30pm	21-Oct	Online
Saturday 10am-3pm	08-Nov	F2F- Room 5025 Arts Building

<b>Module 5 Theorising Universal Design for Learning EDPT7045</b>	<b>Date</b>	<b>Mode</b>
Saturday 10am-3pm	15-Nov	F2F- Room 5025 Arts Building
Tuesday 5:30pm-7:30pm	18-Nov	Online
Tuesday 5:30pm-7:30pm	25-Nov	Online
Tuesday 5:30pm-7:30pm	02-Dec	Online
Tuesday 5:30pm-7:30pm	20-Jan	Online
Tuesday 5:30pm-7:30pm	27-Jan	Online
Saturday 10am-3pm	07-Feb	F2F- Room 5025 Arts Building

<b>Module 6 Transformative Leadership EDPT7046</b>	<b>Date</b>	<b>Mode</b>
Saturday 10am-3pm	14-Feb	F2F- Room 5025 Arts Building
Tuesday 5:30pm-7:30pm	17-Feb	Online
Tuesday 5:30pm-7:30pm	24-Feb	Online
Tuesday 5:30pm-7:30pm	10-Mar	Online
Wednesday 5:30pm-7:30pm	18-Mar	Online
Tuesday 5:30pm-7:30pm	24-Mar	Online
Saturday 10am-3pm	28-Mar	F2F- Room 5025 Arts Building

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

## 7 Academic Credit Ratings

### 7.1 Distribution of Credits

The European Credit Transfer System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a programme of study. 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 (e.g., lectures, seminars, workshops, supervision), the number and length of written or verbally presented assessment exercises, class preparation and private study time, and examinations. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

### 7.2 Total Student Efforts (Hours)

Each unit of academic credit (ECT) is equivalent to 10 hours of total student effort, which includes class contact hours, private study time on directed and non-directed reading tasks and activities, and on the preparation of assignments. An assessment is required for each module, and details regarding the module assessment will be provided by the module lecturer.

#### Student Workload Across the Module Spectrum

Module	1 PG Cert retained module: Equality, Diversity and Inclusion EDPT7041	2 PG Cert retained module: Inclusive Practices using Universal Design for Learning EDPT7042	3 PG Cert retained module: Speaking to Diversity EDPT7043	4 PG Dip new module: Developing Relational Expertise	5 PG Dip new module: Theorising Universal Design for Learning	6 PG Dip new module: Transformative Leadership	7 Masters new module: Research Dissertation
ECTS	10	10	10	10	10	10	30
Workload	Total student effort hours: 90ECTS x 25 = 2,250						
Activities:							
Lectures and workshops	20	20	20	20	20	20	
Tutorials	2	2	2	2	2	2	
Study/Self study	108	108	108	108	108	108	250

Assignment preparation including video creation and publishing	70	70	70	70	70	70	
Group Work	30	30	30	30	30	30	
Total Hours	250	250	250	250	250	250	250

## 8 Student Attendance

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It is expected that students will attend and participate fully in all five taught modules. A student who attends for less than 70% of a taught module may be returned at the Annual Court of Examiners as “non-satisfactory” for that module. A student must obtain credit for the academic year by satisfactory attendance at lectures and by successfully completing the required coursework or other designated assignments (i.e., at least a “Pass” grade).

A student who is absent from prescribed course events due to illness may be required to submit a medical certificate to the Education office within one week of the absence occurring.

## 9 Assessment

### 9.1 Assessment Regulations

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The following regulations refer to Part III of the 2024-2025 Calendar for Graduate Studies and Higher Degrees at <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>.

- 1) In order to achieve a Postgraduate Certificate award, students are required to pass the assessments in all taught modules amounting to 30 ECTS. The final mark is based on a credit-weighted average of the mark awarded in each module.
- 2) Postgraduate Diploma students are required to pass the assessments in all taught modules amounting to 60 ECTS to complete the course with Postgraduate Diploma award. The final mark is based on a credit-weighted average of the mark awarded in each module.
- 3) A Pass mark for these courses is **50%** and above.
- 4) Students must obtain credit for the academic year of their course by satisfactory attendance (70%) and completion of all course requirements.
- 5) Provisional module marks are considered by the Court of Examiners at the end of each academic year, with the External Examiner present. Final and ratified results will be communicated to the Academic Registry at the end of this process.
- 6) Students failing to pass a taught module may present for supplemental examination in the reassessment period. Students who, following the supplemental examination of represented module work, have failed to attain a pass grade may be deemed to have failed the course, and may apply to the School for permission to repeat the programme.
- 7) To be eligible for the award of the M.Ed., students must pass all taught modules to the value of 60 ECTS and must submit a research project (dissertation 30 ECTS) by the prescribed date, and also achieve at least a pass mark of 50% in the research project (dissertation).
- 8) Compensation is not possible for the dissertation, neither can the dissertation be used to compensate for any of the taught modules.
- 9) Students on a Masters course who do not achieve a pass mark in the dissertation will be deemed to have failed the course and may apply to the School for permission to repeat the whole course.
- 10) In order to qualify for the award of **Postgraduate Certificate with Distinction** students must not have failed any assessment component during the period of study and must as a minimum achieve an overall credit-weighted average mark of at least 70% across the taught modules of 30 ECTS.
- 11) In order to qualify for the award of **Postgraduate Diploma with Distinction** students must not have failed any assessment component during the period of study and must as a minimum achieve an overall credit-weighted average mark of at least 70% across all taught modules of 60 ECTS.
- 12) In order to qualify for the award of **Masters with Distinction** students must not have failed any assessment component during the period of study and must as a minimum achieve a final overall average mark for the course of at least 70% and a mark of at least 70% in the dissertation or research element.
- 13) Postgraduate Certificate and Postgraduate Diploma Awards can be rescinded in line with regulations provided in Section III.3 and 4 in Calendar part III.
- 14) All postgraduate examination results are published anonymously under a student's registered number.
- 15) Students who successfully complete their programme will have the award, where appropriate, awarded under their registered name.

**Additional requirements for this course:**

- 1) There is no compensation permitted across modules.
- 2) Students who fail to achieve a minimum of 50% in a module assessment may resubmit the failed assessment in the college reassessment period.
- 3) Only one resubmission will be allowed per module, and the maximum mark awarded for the resubmitted assignment is 50%.
- 4) Students who, following re-submission, have failed to pass a module will be deemed to have failed overall, and may apply to repeat the course.

For module assignments, guidance on academic writing is provided in Appendix 4 and details of the required form of referencing are given in Appendix 6. For Dissertation students, advice on structuring and writing the Dissertation is provided in Appendix 7.

## 9.2 Assessment Criteria

Module assignments are assessed according to the following criteria:

- Presentation and Structure;
- Organisation;
- Content;
- Evidence of Reading;
- Relevance to Practice and
- Critique.

The rubric used for the assessment of assignments can be viewed in Appendix 2.

In judging the merit of a Dissertation submitted in candidature for the degree of M.Ed., the candidate should note the following criteria:

- The candidate must show evidence that they are able to conduct investigation with rigour and discrimination;
- The candidate must show that they appreciate the relationship of the subject to a wider field of knowledge (including scholarly literature);
- The Dissertation should include a contribution to knowledge, but it is not necessary that it be worthy of publication;
- The Dissertation must be clear, concise, well written, and orderly. Presentation, general arrangement, and style should be satisfactory;
- A Dissertation must be a candidate's own work;
- The Dissertation should not exceed 15,000 words (including appendices, but exclusive of references and preliminary pages).

### 9.3 Submission of Coursework

Coursework, assignments, and applications for ethical approval are submitted via Blackboard on, or before, the due date specified. Dissertations are submitted via Blackboard. An originality report will be generated by Turnitin when you submit any coursework.

All written work should be word processed (see guidelines in Appendix 4) and all supplementary materials need to be clearly labelled with the student's name and student number.

Where appropriate, students can use relevant examples from professional practice or experience in order to provide illustration for their argument and to demonstrate their ability to link theory with practice. However, any identifiable or personal details must not be reported (e.g., name of a school, organisation, work setting, name of a pupil, parent, or professional). Statements made in an assignment should be supported by references to an appropriate source so as to avoid plagiarism (see section 9.12).

Feedback on assignments and guidance on how academic performance may be improved is provided in the form of written comments. The School aims to achieve a turnaround time of six weeks (thirty working days) from the initial submission of an assignment to receiving written feedback and a provisional grade, unless an alternative date for feedback is given to students when assignments are submitted. Any grade is provisional and is subject to final approval at the Court of Examiners.

### 9.4 Deadlines for Submissions 2025/26

#### Submission of Postgraduate Certificate Assignments 2024-2025

Date	Assignment
14 <sup>th</sup> November 2025	Module 1 EDPT7041 Assignment
13 <sup>th</sup> February 2026	Module 2 EDPT7042 Assignment
10 <sup>th</sup> April 2026	Module 3 EDPT7043 Assignment

### Submission of Postgraduate Diploma Assignments 2024-2025

Date	Assignment
14 <sup>th</sup> November 2025	Module 4 EDPT7044 Assignment
13 <sup>th</sup> February 2026	Module 5 EDPT7045 Assignment
10 <sup>th</sup> April 2026	Module 6 EDPT7046 Assignment

Submission of the MEd Dissertation is the **31<sup>st</sup> August 2026.**

### 9.5 Request for Extension to Submit Coursework

Where there are prescribed dates for submission of coursework, a student must meet these dates, unless prior approval has been granted for an extension. An extension may be given for up to ten days at the discretion of the Programme Director. Requests for an extension must be made in writing (email) and may be granted on medical grounds (with medical certificate required), or in respect of *ad misericordiam* circumstances. A record of the extension will be logged with the Education Office.

### 9.6 Late Submission and Word Limits

Work submitted outside the prescribed deadline may not be accepted unless prior permission has been sought and granted from the Programme Director. A tolerance of 10% is permitted in respect of the word count for assignments and Dissertations. A piece of work which exceeds the permitted tolerance may not be accepted.

### 9.7 Dean's Grace

Dean's Grace, involving an extension for one month only (free of fees) to submit a Dissertation, may be requested in writing to the Programme Director. Dean's Grace is normally granted by the Programme Director on request by the student without any requirement for additional documentation (subject to permission of the Dean of Graduate Studies). The normal deadline for Dissertation submission is **31<sup>st</sup> August**. If granted Dean's Grace, the Dissertation must be submitted on, or before, the last working day of **September**.

## 9.8 Request to go Off-Books

Graduate students must normally pursue their course continuously. In exceptional circumstances, the Dean of Graduate Studies, after consultation with the graduate student's supervisor and / or the Programme Director, may permit a graduate student to go 'off-books', where to do so is in the best interest of the student. Applications to go off-books should be made to the Dean of Graduate Studies through the Programme Director. During the period of interruption, graduate students are not required to pay fees. Consequently, they will not have a student card during this period and will not have access rights to the College library or to other College facilities.

Off-books permission is given for a definite period, usually a period of one year. A re-admission request from the student to the Dean of Graduate Studies is required prior to re-registration, if permission has been granted for medical reasons. The student will be requested to furnish a medical certificate to confirm that they are fit to return to their studies.

Students who, for reasons of ill-health or other grave cause, have been allowed to go off-books can only be re-admitted, even in the current academic year, at the discretion of the Dean of Graduate Studies. The Dean of Graduate Studies may require a satisfactory certificate from a medical referee nominated by the College. Permission for an off-books period is given for a definite duration and the onus is on the student to ensure that they resume their studies at the designated time, as otherwise they will be considered 'withdrawn' from the course (College Calendar Part III).

## 9.9 Examination of the Dissertation

### 9.9.1 Examination Process

Each submitted Dissertation will be examined by an Internal Examiner according to approved criteria. This allows for an independent and critical evaluation of the Dissertation. The research supervisor is invited to comment on the Internal Examiner's report. The External Examiners review a sample of Dissertations to ensure comparability within programme. The External Examiners also seek to ensure that the course work is at the standards required for comparable courses of study in Ireland and internationally.

The Dissertation is accepted by the Department of Education and Skills as an honours level qualification, in keeping with College's understanding of Masters' programmes.

The External Examiners for the programme attend the University in May and December each year to review student work and to attend a meeting of the Court of Examiners following the submission of the Dissertation for the Court of Examiners. Membership of the Court of Examiners ordinarily comprises lecturers who have been involved in teaching and assessing students' work, the Director of Postgraduate Teaching and Learning, the Head of School, the External Examiners and the Masters in Diversity and Inclusion in Further Education and Training administrative team. The Court is chaired by the Programme Director.

The functions of the Court of Examiners are to:

- Consider the marking of the submitted work;
- Compare the quality of assessed work across different markers and modules;
- Ensure comparability of grading;
- Ensure fairness to the students.

Provisional grades are formalised at the Court of Examiners. Students are advised that assessment grades disclosed during the year are subject to moderation by internal and, where appropriate, External Examiners, and as such are considered to be provisional until the end of year when results are confirmed by the Court of Examiners. Thus, provisional grades may be either approved or amended via the External Examination and Court of Examiners process.

### 9.9.2 Basis for Marking (Dissertation)

The Dissertation will normally be assessed from the following perspectives:

- Knowledge of relevant literature: theory and research;
- Knowledge of relevant professional practice and research methods;
- Informed critical judgement of theoretical, professional, and research issues;
- Ability to demonstrate a clear understanding of the problem;
- Ability to evaluate the significance of research or other pertinent material (e.g., policy documents, historical records);
- Ability to assess the plausibility and importance of different lines of argument, competing or complimentary;
- Recognition of the implications of evidence;
- Ability to develop a clear line of argument;

- Use of appropriate concepts and language;
- Material is logically organised, demonstrates clarity of expression, and is accurately referenced;
- Shows evidence that the student is able to conduct an investigation with rigour and discrimination.

The student must demonstrate that they appreciate the relationship of the subject to a wider field of knowledge (including scholarship). The Dissertation should include some contribution to knowledge, but it is not necessary that it be worthy of publication. The Dissertation must be clear, concise, well written, and orderly. The presentation, general arrangement, and style should be to a high standard. A Dissertation must be a student's own work. Where appropriate, the Dissertation should show reflection on professional biography.

#### Rubric for Masters Dissertation:

	Distinction	Pass	Fail
<b>Presentation</b>	Excellent presentation; few or no typographical errors; length conventions are observed; excellent use of headings and signposting; adheres to prescribed referencing conventions.	Good, clean presentation; some typographical errors noted; length conventions are observed; good use of headings and signposting; mostly adheres to the prescribed referencing conventions.	Poor presentation; many typographical errors throughout; length conventions are not observed; poor or no use of headings and signposting; referencing conventions are not adhered to.
<b>Clarity of Expression</b>	Extremely clear structure and a concise style; very fluid and logical narrative; clear and coherent presentation of ideas with little or no repetition or lacunae.	Clear structure and style; fluid and logical narrative; the presentation of ideas is mostly clear and coherent although there may be some repetition and/or lacunae.	Structure and style don't allow for clear expression; narrative is neither fluid nor logical and does not allow for the clear and coherent presentation of ideas; significant repetition and/or lacunae.
<b>Engagement with the Literature</b>	Thorough and critical coverage of all relevant sources in the existing literature; sources are systematically and appropriately integrated into the argument; a robust theoretical framework is constructed	Good coverage of relevant sources in the existing literature; there may be some minor gaps; the sources that are included are used in a systematic way; the theoretical framework is mostly robust.	Little evidence provided of acquaintance with the relevant sources in the existing literature; large gaps evident throughout the work; there is no theoretical framework or, where it is present, it is weak.
<b>Methods &amp; Methodology</b>	Perceptive identification of research questions; critical appreciation of underlying theory and rationale; appropriate research design that is	Research questions are clearly stated and are appropriate for the most part; good rationale provided for the research and some relation to the	Research questions are unclear and/or inappropriate; the rationale is weak; the relationship to underlying theory is absent or weak; research

	carefully and critically applied; analytical methods are appropriate and allow for insightful and critical engagement with the data; critical interpretation of results.	underlying theory is established; analytical methods are appropriate and there is some critical engagement with the data.	instruments are poorly selected or misapplied; the methods for analysis are not appropriate and don't allow for critical engagement with the data.
<b>Analysis</b>	Systematic and critical engagement with ideas and suggestion of alternative perspectives; well-supported analysis; Insightful evaluation.	Ideas organised and grouped into a coherent argument; some critical analysis and critical engagement with relevant sources; descriptive in areas and ideas accepted uncritically in some instances.	Descriptive and without critical analysis.
<b>Conclusions</b>	Perceptive consideration of the implications of the research; the relationship to educational theory and practice is clearly articulated.	Appropriate implications are drawn from the study; there is some engagement with the relationship to educational theory and practice.	The implications drawn from the study are weak or are not tenable; there is little or no relevance to educational theory and practice or the relationship is not clearly presented.

Internal Examiners are required to recommend the placing of students' Dissertations into one of the following categories:

- That the Dissertation should be awarded a Distinction;
- That a Pass grade should be awarded for the Dissertation as it stands;
- That a Pass grade should be awarded, subject to minor corrections being made to the Dissertation before final submission;
- That the Dissertation be referred to a viva voce examination.

The following recommendations may only be made after the holding of a viva voce examination:

- That the Dissertation be awarded a Pass grade;
- That the Dissertation be awarded a Pass grade subject to the satisfactory completion of minor amendments;
- That the Dissertation should be failed.

## 9.10 Masters with Distinction

Where a student's Dissertation meets all of the criteria specified for a Distinction grade, and where Distinctions have been attained in modules accounting for at least 30 ECTs, the student may be awarded the Masters with Distinction.

## 9.11 Dissertation Referral

Where a Dissertation is being considered for referral for revision or a Fail grade, the student will be invited to attend a viva voce examination. This is normally scheduled before the Court of Examiners and in accordance with the College Calendar regulations.

The viva voce examination panel is constituted as follows:

- Programme Co-ordinator (or their nominee) as Chairperson;
- Programme Executive Officer (as note taker);
- Internal Examiner;
- Supervisor;
- Student.

The outcome of the viva voce examination will be reported to the Court of Examiners. Where a Dissertation is referred back for major amendments, the student will be required to re-register for a further year on payment of the full annual fee. The appeal procedure is the same as that described in [Section 11.5 below](#).

## 9.12 Plagiarism

Students should be aware of the University's policy regarding plagiarism. The College Calendar policy on plagiarism is included below.

### Calendar Statement on Plagiarism for Postgraduates - Part III

#### 49 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, form of words, 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.

## 50 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:

- a. fail to distinguish between their own ideas and those of others;
  - b. fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
  - c. 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;
  - d. come across a distinctive methodology or idea and fail to record its source.
- f) using another person's form of words without quotation marks (this constitutes plagiarism even if you provide a reference to that person or their work);

All the above serve only as examples and are not exhaustive. The use of Google Translate is not permitted.

## 51 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 collaboration 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. In order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

## **52 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.

## **53 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>

- 54** If plagiarism as referred to in paragraph 49 above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor, and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or Post Graduate Advisor to accompany them to the meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are

inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 of the College Calendar (Part III)-*Other General Regulations*.

**55 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. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and module mark will be capped at the pass mark. Discretion lies with the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Provided that the appropriate procedure has been followed and all parties in **54** 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 Programme Director and, where appropriate, the Programme 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 may approve or reject the recommended penalty or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under Section 5 (Other General Regulations). Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

**56** 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.

- Information on Plagiarism and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Parts II and III at <http://www.tcd.ie/calendar/>
- Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See <http://tcd-ie.libguides.com/plagiarism/levels-and-consequences>

### 9.13 Use of Generative Artificial Intelligence

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 *College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research* (2024) can be found by following this link: <https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>.

### 9.14 Academic and Language Writing Support Sessions

In addition to the Academic Literacy and Research Methods (ALRM) module, The School of Education also provides non-credit support sessions for any students who would like further opportunities to improve their academic writing. These sessions usually take place once a week, for a period of two hours, with limited places available. The topics covered include;

- Building vocabulary for academic discourse
- Academic Language and Phrasing
- How writing is different from speaking
- Preparing to write; preparation strategies and essay/assignment structure
- Researching topics, sources, resources and referencing (academic integrity)
- Beginning to write: Part 1 The thesis statement (argument)
- Beginning to write: Part 2 sentence structure
- Beginning to write: Part 3 paragraph structure

- Building the essay/assignment: Introduction structure
- Building the essay: Body paragraphs structure and flow
- Concluding the essay: Conclusion structure
- Polishing the work: editing and proofreading

## 10 Masters Dissertation Year

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### 10.1 Course Structure

The Dissertation year is a research year and students are involved in researching and writing a Dissertation under the guidance of an appointed supervisor. Students are required to submit their Dissertation by the 31<sup>st</sup> August in the year following registration for the Dissertation year. Regular research methods and support sessions are organised throughout the year.

### 10.2 The Dissertation

The Dissertation provides students with an opportunity to consider an area of interest in depth. It should illustrate a student's ability to analyse and synthesise relevant literature, present arguments supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information. The Dissertation should be the product of the student's own experience, reading, and reflection. Although original work is always welcome, students are not expected to engage in substantial original research. The Dissertation should not exceed 15,000 words (excluding preliminary pages, appendices and references). The required academic conventions and submission guidelines are set out in Appendix 7 and must be followed.

### 10.3 Supervision

Dissertation students are assigned to a research supervisor and are required to maintain regular contact with their supervisor during the academic year. It is the responsibility of the student and supervisor together to find an appropriate level of contact during the preparation and writing of the Dissertation. As a general guideline, this is typically once a month for part-time students, and more frequently for full-time students. Meetings can take place either face-to-face or online. However, much work can be done through the exchange of emails and attachments. The supervisor is normally assigned by the Programme Director. The choice of Dissertation topic must be related

to the modules covered in the Certificate and Diploma and within the competence of the supervisory team. Not every supervisor will be available in any one year.

## 10.4 Working with your Supervisor

The relationship with your supervisor is a crucial one during the Dissertation year. Your supervisor will give you advice on all aspects of your research and on structuring your Dissertation. Your supervisor will advise you on, for example;

- Finding relevant literature;
- Focusing the research question(s) or hypothesis(es);
- Being realistic about scope and timing;
- Choosing appropriate research methodology and methods;
- Planning data collection and data analysis;
- Writing and presenting the Dissertation.

If you experience any problems with your supervision, you should contact the Programme Director in the first instance. If you are still not satisfied with your supervision arrangements, you may contact the Director of Postgraduate Teaching and Learning.

The following is a set of guidelines as to what is normally expected of students:

- To make contact with the supervisor;
- To prepare, with guidance from the supervisor, an appropriate schedule of meetings for the academic year. This is particularly important for part-time students;
- To provide an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- To present and discuss regularly, and in agreement with the supervisor, work relating to the research;
- To prepare, with guidance from the supervisor, an appropriate schedule of work for the academic year;
- To abide by ethical guidelines in the carrying out of all aspects of their research work;
- To bring to the attention of the supervisor as a matter of urgency any aspect of the research work that has, or could potentially run counter to, the aforementioned ethical guidelines (e.g., problematic relations with gatekeepers or key informants);

- To contact the supervisor regarding issues that may affect any aspects of the research work (e.g., illness, change of job);
- To write a summary of the supervisory session covering both the content of the session and consequent plan of action, a copy of which is to be emailed to the supervisor after every tutorial.

The student (not the supervisor) is responsible for producing and writing the Dissertation. Students are advised to proof-read their Dissertation carefully before final submission.

### 10.5 Masters Dissertation Progress Report Form

Students are required to complete a mid-point Dissertation progress report form (see Appendix 11). Part A of the progress report form should be completed by the student and submitted to their supervisor before the end of January. Students should indicate the frequency of contact with their supervisor and progress made on their review of relevant literature, research design, and data collection. Students should also mention problems or setbacks experienced, and future work to be conducted, with an indicative time frame.

The supervisor will complete Part B of the form and will discuss their comments with the student before submitting the form. The submission should be an agreed, signed, and the completed should be submitted via Blackboard by the end of January.

### 10.6 Research Ethics

The School of Education guidelines on ethical research practice for students and the relevant application form are available on the research ethics page on the School website: <https://www.tcd.ie/education/research/research-ethics/>

### 10.7 Your Dissertation in TARA

Dissertations can be archived in TARA, Trinity's Access to Research Archive. We would recommend that you do this, as it makes your research available to others who may have an interest in the same research area and provides you with a permanent web link that you can then share more widely to increase the dissemination and influence of your research. If you wish to archive your Dissertation in TARA, you are allowing Trinity College Dublin

to archive and disseminate your research. Your Dissertation will be made available to staff and students of Trinity College Dublin only. More information about TARA can be found at this link: <https://libguides.tcd.ie/TARA>

### 10.7.1 About TARA

TARA is Trinity's Access to Research Archive. Its aim is to capture and preserve the intellectual outputs of the University. Currently TARA has over 30,000 to 47, 000 full text items, including Research articles, Ph.D. theses, and digital images. The vast majority of these items are available on Open Access via the internet. Making scholarly publications available on "Open Access" allows them to be freely accessed by anyone in the world using an internet connection.

### 10.7.2 Instructions for adding your Dissertation to TARA

If you wish to place your Dissertation in TARA please follow the following steps:

1. Before submitting your Dissertation to Blackboard, save the Dissertation in PDF format using the following naming convention for the PDF file: Author's surname, SchEdu, Year. For example, a Dissertation authored by Mary Smith should have the following file title: SmithSchEdu2021. The file once named as above will automatically save as SmithSchEdu2021.pdf
2. At the following link, fill in the form with your author and Dissertation details.  
<https://forms.office.com/r/cFpPhWxxH5>
3. There are a number of free PDF converters available online which will convert a word document into a PDF document (such as the Neevia convertor: <http://convert.neevia.com/pdfconvert/>)

## 11 9. The Student Experience

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### 11.1 Teaching and Learning

Commenced in October 2020, the mandate of the Trinity Inclusive Curriculum (Trinity-INC) Project (<https://www.tcd.ie/equality/projects/inclusive-curriculum/>) is to embed principles of diversity, equality and inclusion across all curricula at Trinity College Dublin. A project of the Office of the Associate Vice Provost for Equality, Diversity and Equality, Trinity-INC works collaboratively across the College community, with staff and students, across academic and support spaces, to achieve its goals.

Students enter Trinity from many diverse backgrounds and the College has a commitment to support this increasingly diverse student population through the development of an inclusive curriculum. The central principle of Trinity-INC is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body.

Key to the project is the voice of Trinity students from all walks of life and communities from across the nine grounds of equality and others who are commonly underrepresented or face barriers within Higher Education. Forming the Trinity-INC Student Partner Committee, they work with the Trinity-INC team to raise awareness of current experiences of inclusion and exclusion within teaching and learning at Trinity and inform the direction of Project including training for academic and other staff.

#### **Definition of an Inclusive Curriculum:**

An inclusive curriculum is one in which all students, regardless of personal circumstances, or learning backgrounds, abilities or strategies, have equitable opportunity to engage fully in their studies and achieve their learning goals.

#### **According to Trinity-INC Student Partners, an inclusive educator is one who:**

- Assumes diversity among their students;
- Calls out inappropriate language in content;
- Affirms people's gender identity;
- Understands the complexity of students' cultural identities;
- Sees and values students challenges and efforts;
- Respects students' individual access needs and accommodations.

### 11.2 Student Representation

The Postgraduate Certificate, Diploma and Masters in Diversity and Inclusion in Further Education and Training programmes have a student representative process. Students may nominate themselves to act as a representative

who is able to express the views of the group to the Programme Director and the Programme Course Board, at which general matters relating to their course are discussed. This role does not in any way preclude individual students discussing any matters regarding the programme with the Programme Director.

### 11.3 Programme Evaluation and Development

One of the cornerstones of any academic programme is the need for ongoing evaluation and review. Student comments, opinions, and reflections are highly valued as they can be a rich source of feedback concerning the future delivery and development of the programme. Each module is evaluated on a standard anonymous Student Evaluation Form (or equivalent) (see Appendix 8).

### 11.4 Postgraduate Advisory Service (PAS)

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

The PAS is led by the Postgraduate Support Officer who provides frontline support for all postgraduate students in Trinity. The Postgraduate Support Officer will act as your first point of contact and a source of support and guidance, regardless of what stage of your course you are at. In addition, each Faculty has three members of academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgraduate Support Officer for extra assistance if needed. Contact details of the Postgraduate Support Officer and the Advisory Panel are available at <https://www.tcd.ie/seniortutor/students/postgraduate/>

The PAS exists to ensure that all postgraduate students have a contact point where they can turn to for support and information on College services and academic issues that may arise for them. Representation assistance to postgraduate students is offered in the area of discipline and / or academic appeals arising out of examinations or Dissertation submissions, supervisory issues, general information on postgraduate student life, and many other topics. If in doubt, get in touch with the PAS. All queries will be treated with confidentiality. For more information on what PAS offer, please check their website. If you have any queries regarding your experiences as a postgraduate student in Trinity, do not hesitate to get in touch with the PAS.

## 11.5 Request for Rechecks and Appeals

All students have the right to discuss their assignment performance or Dissertation performance with the appropriate member(s) of staff as arranged by the Programme Director. Final assignment grades cannot be discussed with students until after the publication of the results, as ratified by the Court of Examiners. The regulations for seeking a **re-check** of results are set out in the College Calendar (Part III).

Students who wish to **appeal** decisions arising out of examined coursework should, in the first instance, do so in writing to the Programme Director. The grounds for an academic appeal should be clearly stated and supported where necessary by documentary evidence. The Programme Director will discuss the request with the relevant parties and attempt to find a resolution. If the matter is not resolved, a student may refer the issue to the School's Postgraduate Appeals Committee. Students have the right to appeal decisions of the School's Postgraduate Appeals Committee to the Dean of Graduate Studies, and subsequently to the Academic Appeals Committee for Graduate Students (Taught). Such an appeal will only be considered by this Committee where the student's case:

1. Is not adequately covered by the ordinary regulations of the College;
2. Is based on a claim that the regulations of the College were not properly applied in the applicant's case;
3. Represents an *ad misericordiam* appeal.

The student cannot make an appeal other than on *ad misericordiam* grounds against the normal application of College academic regulations approved by the University Council. It should be noted that no appeals committee can overturn the examiners' academic verdict on the work as presented: only changes of a procedural nature may be recommended (Calendar Part III).

## 11.6 Award Ceremonies

"Commencements" is the degree conferring ceremony that is held in the Examination Hall in College. Two guests are permitted, and an informal University reception is held after the ceremony. Students may select the date of their commencements (dates are provided by the University), although the University expects commencements to occur within two years of completion of Dissertations. The majority of students choose to be commenced at the Spring Commencements, usually held in April. It is possible to be conferred "in absentia".

## 11.7 Library Access

The library provides a range of services for students. Students have full borrowing rights and access to the online resources of the University. A tour of the Lecky and Berkley libraries is available to all new users. Full details about

the opening hours and location of collections in the library can be found in Appendix 9. There is a dedicated Education [Subject Librarian](#) who can assist students.

## 11.8 Support Services

TCD provides a range of services to support students. The best place to explore these in more detail is via the TCD website <http://www.tcd.ie/students>


### **Student Counselling**

The [Student Counselling Service](#) is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the University and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

### **NiteLine**

NiteLine is an anonymous and confidential student listening service. Supporting you if you are experiencing mental health problems. NiteLine is a non-profit service provided free of charge to students which has been in operation for 25 years. Run by a team of dedicated student volunteers who have undergone rigorous training with the intention of supporting our peers.

Open every single night of term from 9pm - 2.30am, supporting students through instant messaging and over the phone, some who are at risk of dropping out of university and others who are contemplating taking their own lives.



# NiteLine

**Free**  
**Anonymous**  
**No problem too big or too small**

**Freephone: 1800 793 793**  
**Instant messaging: [niteline.ie](https://niteline.ie)**  
**9pm - 2:30 am every night of term**

Watch this 3 YouTube minute video to learn more about NiteLine: <https://youtu.be/ccmj-CjzZcU>

### **Student Learning Development Services**

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Their role is to help students to improve their learning and study skills via one-to-one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking, and thesis writing. For further information and contact details see their website:

<http://www.tcd.ie/Student-Counselling/student-learning/index.php>

**The Centre for Academic Practice and eLearning** offers useful advice to postgraduate students, and details of their activities are available at:

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

### **IT Services**

It is important that students familiarise themselves with TCD's IT Services (<http://www.tcd.ie/itservices>). For those students who have a suitable laptop, the wireless network service is an excellent service while on campus. Details on how to connect to this can be found on the IT Services website. Alternatively, there are student access computer rooms spread around the campus.

## Trinity Disability Services

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

Supports for Postgraduate Students includes:

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

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

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

## 11.9 Graduate Students' Union (GSU)

It is well worth getting in contact with the Graduate Students' Union (GSU) (<http://www.tcdgsu.ie>). The GSU is the representative student body for all postgraduate students in TCD and all registered graduate students are automatically members. The GSU provides a graduates' Common Room where tea, coffee, and newspapers are available free of charge. The GSU office is located on the second floor of House 6, Front Square.

The 1937 Postgraduate Reading Room, located in Front Square beside the Examination Hall, is open from Monday to Fridays: 24hrs, Saturday and Sundays: 24hrs all year-round, and offers a quiet place to study where postgraduate students can avail of computer and internet access, photocopying, and low-cost printing.

## 11.10 Further Professional Development: Postgraduate Research Degrees

The School of Education offers students the opportunity to pursue advanced research leading to the award of a M.Litt., D.Ed., or Ph.D. Please contact the Director of Teaching and Learning Postgraduate for further information.

## 12 Course Calendar

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Link to College Calendar: <https://www.tcd.ie/calendar/>

### Semester 1

- Teaching begins on Saturday 20<sup>th</sup> September 2025 and ends on December 3rd 2025.
- Week 10 is Reading Week (27<sup>th</sup> of October).

### Semester 2

- Teaching begins on 20<sup>th</sup> of January 2026 and ends on the 4<sup>th</sup> of April 2026
- Week 28 is Reading Week (2<sup>nd</sup> March 2026).

### Induction Session

The induction session is on Saturday the 20<sup>th</sup> of September 2025, from 10am to 3pm.

### 12.1 Dissertation

Masters students are required to submit their Dissertation by the last working day of August in the year following registration for the Dissertation year, unless they have been granted Dean's Grace to submit by the last working day of September.

## Appendix 1: Module Descriptors

<b>Module 1 EDPT7041</b>	<b>Equality, Diversity and Inclusion</b>
<b>Mode of delivery</b>	Blended
<b>ECTS Weighting</b>	10 ECTS
<b>Semester of delivery</b>	1
<b>Module Contact Hours</b>	20 hrs of f2f and online synchronous lectures and tutorials
<b>Module Coordinator</b>	Dr Chelsea Whittaker, Assistant Professor
<b>Teaching staff</b>	Dr Joanne Banks, Dr Chelsea Whittaker
<b>Module description</b>	This module introduces students to issues of educational equality, diversity and inclusion in Ireland and internationally. The module provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. The module provides students with an understanding of how we, as a society, define and view difference by focusing on how systems of education are structured. It highlights the increased diversity in our student population and provides insights into the educational experiences of students with additional learning needs (due to disability, educational disadvantage, ethnicity, sexuality).
<b>Module learning aims/objectives</b>	<ul style="list-style-type: none"> <li>• The aim of this module is to stimulate debate and discussion around educational inequality, educational disadvantage and how systems can be structured to both include and exclude students from school.</li> <li>• The module also seeks to challenge assumptions held around how society 'treats' or 'responds' to difference with a focus on students who experience barriers to learning or exclusion from school due to disability, ethnicity, socio-economic background and sexuality.</li> <li>• The module aims to provide students with a strong policy and legislative understanding of inclusion within the context of ongoing theoretical debates on inclusion and exclusion.</li> <li>• Students will be encouraged to situate their own experiences as educators within these contentious debates.</li> </ul>
<b>Module learning outcomes</b>	On successful completion of the module students should be able to:
	<ul style="list-style-type: none"> <li>• MLO1.1 Assess the range of theories, concepts and principles in special education, inclusive education and student diversity in education at both national and international levels;</li> <li>• MLO1.2 Critically reflect on educational setting and system level factors which influence student disengagement and school exclusion (including student outcomes);</li> <li>• MLO1.3 Analyse national and international empirical research and literature on inclusive education and practice across different education sectors;</li> <li>• MLO1.4 Critically engage with national and international education policies which seek to address barriers to learning (such as</li> </ul>

	educational disadvantage due to disability, socio- economic status, ethnicity etc).
<b>Module assessment</b>	<p>The assignment can focus one or more topics covered in the module within the context of equality, diversity and inclusion in (further) education.</p> <p><b>Theory:</b> it should set out the key elements, concepts and theories in relation to areas of special education, and/or inclusive education and/or student diversity in (further) education.</p> <p><b>Evidence:</b> It should provide a synthesis of empirical research (national and international) in this area that has contributed to an understanding of the factors influencing student disengagement and exclusion. It should identify and critique alternative viewpoints on the issue.</p> <p><b>Policy:</b> It should critically engage with national and international education policies which seek to address barriers to learning (such as educational disadvantage due to disability, socio-economic status, ethnicity etc).</p>
<b>Core Readings</b>	<p><b>Key works</b></p> <p>Ainscow, M., Booth, T., &amp; Dyson, A. (2006). Improving schools, developing inclusion. Routledge.</p> <p>Florian, L. (Ed.). (2013). The SAGE handbook of special education (2nd ed.). SAGE Publications.</p> <p>Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Routledge.</p> <p>Moore, S. (2016). One without the other: Stories of unity through diversity and inclusion. Portage &amp; Main Press.</p> <p><b>Reading:</b></p> <p>Banks, J. (2025). <a href="#">Conversations and Key Debates on Inclusive and Special Education, Global Insights from 'The Inclusion Dialogue'</a>, London: Routledge Education.</p> <p>Banks, J. (2023). <a href="#">The Inclusion Dialogue: Debating issues, challenges and tensions with global experts</a>, London: Routledge Education.</p> <p>Graham, L. J. (Ed.). (2023). Inclusive education for the 21st century: Theory, policy and practice (2nd ed.). Routledge.</p> <p>Rosenberg, R., De Bruin, K., &amp; Ludecke, M. (2024). Beginning teacher preparation and readiness for the profession as inclusive educators. Australian Journal of Education, 68(1), 5–20. <a href="https://doi.org/10.1177/00049441231218724">https://doi.org/10.1177/00049441231218724</a></p> <p>Davis, J. P., Adams, S., Challen, C., &amp; Bourke, T. (Eds.). (2025). Designing inclusive assessment in schools: A guide to disciplinary and interdisciplinary practice. Routledge.</p> <p><b>Podcasts:</b></p> <p>Inclusion Dialogue Hosted by Dr. Joanne Banks from Trinity College Dublin, this podcast features conversations with international experts on implementing inclusive education and teaching to diversity in schools. Listen on <a href="#">Spotify</a> or <a href="#">Apple Podcasts</a>.</p> <p>Talking About All Things Inclusion Hosted by Dr Margaret Flood, this podcast discusses equity, diversity, and inclusion in education and society, featuring interviews with advocates and experts. Available on <a href="#">Spotify</a> and <a href="#">Apple Podcasts</a>.</p>

	<p>Think Inclusive This podcast features conversations about inclusive education and what inclusion looks like in practice. Listen via <a href="#">Spotify</a> or <a href="#">Apple Podcasts</a>.</p> <p>Teaching For All Learners with Dr Shelley Moore Educational inclusion specialist Shelley Moore discusses inclusive education strategies and how to adapt lessons for all learners.</p> <p><b>YouTube:</b></p> <p><a href="https://www.youtube.com/@FiveMooreMinutes">https://www.youtube.com/@FiveMooreMinutes</a> Dr. Shelley Moore</p> <p><a href="https://www.youtube.com/@TRINITYCOLLEGEDUBLIN/search?query=inclusion%20dialogue">https://www.youtube.com/@TRINITYCOLLEGEDUBLIN/search?query=inclusion%20dialogue</a> Inclusion Dialogue</p>
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<b>Module 2 EDPT7042</b>	<b>Inclusive Practices using Universal Design</b>
<b>Mode</b>	Blended
<b>ECTS Weighting</b>	10 ECTS
<b>Semester of delivery</b>	1 and 2
<b>Contact Hours</b>	20 hrs of f2f and online synchronous lectures and tutorials
<b>Module Coordinator</b>	Dr Joanne Banks, Associate Professor
<b>Module teaching staff</b>	Dr Joanne Banks, Carrie Archer, Dr Claire O'Neill
<b>Module description</b>	This module aims to enhance the student's knowledge of Universal Design (UD), Universal Design for Learning (UDL), inclusive pedagogy and andragogy within their planning and practices holistically. It focuses on developing the FET practitioner's toolkit to critically appraise and embed more inclusive practices to respond to the diversity of their learners through a UDL lens. Continual reflection in context, both individually and with learners, will be integral to the module.
<b>Module learning aims/objectives</b>	<p>This module aims:</p> <ul style="list-style-type: none"> <li>• To examine key literature pertaining to, and generate awareness and understanding of, the principles of UD and UDL in the FET environment;</li> <li>• To provide opportunities for students to review, reflect upon and critically evaluate planning, teaching, learning and assessment practices in FET through a UDL lens, and in partnership with their learners;</li> <li>• To support students in designing, implementing, and embedding quality assured inclusive practices and assessments which respond flexibly to the diversity of learners in their context.</li> </ul>
<b>Module learning outcomes</b>	<p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> <li>• MLO2.1 Critically appraise, summarise and present an analysis and critique of inclusive practices in their context;</li> <li>• MLO2.2 Devise and develop a responsive plan to address gaps in the provision of inclusive practices in their context by employing the principles of UDL;</li> <li>• MLO2.3 Apply UD/UDL principles to the planning, design and provision of materials, lessons and/or assessments by demonstrating awareness and understanding of multiple means of engagement, multiple means of representation, and multiple means of action and expression;</li> <li>• MLO2.4 Create and employ opportunities to facilitate the input of learner voice, engagement, and partnership in the development of an inclusive environment.</li> </ul>
<b>Module assessment</b>	The rubric for this assessment will be available on Blackboard (See Appendix 3). The assessment for this module will involve an individual essay or video and will make up 100 per cent of the overall module grade. Students will be asked to undertake a redesign activity and the assignment offers the opportunity to present learning and practice in supporting diversity and variability in their role (teaching and non-teaching role). The redesign should be used as an opportunity to highlight key areas for change and apply the changes and gather feedback from learners/participants

	<p>where possible.</p> <p>Submission of this assignment will take place following an <b>in-class presentation (workshop)</b> where students make a presentation of your redesign activity to a small group (ungraded).</p>
<b>Core Readings</b>	<p>Quirke, M., et al. (2023). <i>Adopting a UDL Attitude within Academia: Understanding and Practicing Inclusion Across Higher Education</i>. London, Routledge.</p> <p>Torkildsby, A. B. (2018). Critical design in universal design settings: Pedagogy turned upside down. <i>Design and Technology Education: An International Journal</i>, 23(2), 6-23. <a href="https://ojs.lboro.ac.uk/DATE/article/view/2432">https://ojs.lboro.ac.uk/DATE/article/view/2432</a></p> <p>Ní Bheoláin, R., Lowney, R., &amp; O’Riordan, F. (2020). <i>Students as Partners in Assessment: A Literature Scoping Review</i>. Dublin City University.</p> <p>Kieran, L., &amp; Anderson, C. (2018). Connecting Universal Design for Learning with Culturally Responsive Teaching. <i>Education and Urban Society</i>, 51. <a href="https://doi.org/001312451878501">https://doi.org/001312451878501</a></p> <p>Herzog-Punzenberger, B., Altrichter, H., &amp; Brown, M. (2020). Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. <i>Educ Asse Eval Acc</i> 32, 395– 424.</p>

<b>Module 3 EDPT7043</b>	<b>Speaking to Diversity</b>
<b>Mode of delivery</b>	Blended
<b>ECTS Weighting</b>	10 ECTS
<b>Semester of delivery</b>	2
<b>Module Contact Hours</b>	20 hrs of f2f and online synchronous lectures and tutorials
<b>Module Coordinator</b>	Dr Joanne Banks
<b>Module teaching staff</b>	Dr Norah Sweetman and Dr Joanne Banks
<b>Module description—content</b>	This module has been designed to enable students to continue to develop their explicit reflections on educational discourses, values and professional practice. It will draw on critical pedagogy as a conceptual framework to build on understanding of the key concepts of equality and diversity as explored in earlier modules. Enabling voice from marginalised communities, and from practitioners, will be key to gaining insight into how student and practitioner agency, resistance and engagement is understood, enabled and impacts inclusive practices.
<b>Module learning aims/objective s</b>	The aim of this module is to allow practitioners to examine, question, evaluate and challenge taken-for-granted assumptions about inclusion and inclusive practices in response to inputs from a range of 'traditionally-excluded' learners and/or their teachers. This will allow students reflect critically on and analyse perspectives regarding inclusion for personal and community empowerment. The emphasis will be placed on evaluating how strengths-based approaches to learning, trauma informed approaches and transformational leadership can contribute to the agency of the practitioner and the learner.
<b>Module learning outcomes</b>	On successful completion of the module students should be able to: <ul style="list-style-type: none"> <li>• MLO3.1 Articulate a coherent rationale for educational interventions designed to support members of traditionally marginalised groups;</li> <li>• MLO3.2 Appraise how a strengths-based approach to learning can shape and inform delivery of the curriculum;</li> <li>• MLO3.3 Assess how a trauma informed approach can strengthen engagement between practitioners and learners;</li> <li>• MLO3.4 Examine how engaging with the principles underpinning transformational leadership can contribute to inclusive educational settings.</li> </ul>
<b>Module assessment</b>	The assessment for this module involves an individual essay or video and makes up 100% of the overall module grade. Students will be expected to articulate a rationale for the type of education they are engaged in and demonstrate how strengths-based teaching, trauma informed teaching and transformational leadership can inform their practice.
<b>Core Readings</b>	Dweck, C. S. (2000). <i>Self-theories: Their Role in Motivation, Personality and Development</i> . Psychology Press. Seaton, F. (2017). Empowering teachers to implement a growth mindset. <i>Educational Psychology in Practice: theory, research and practice in educational psychology</i> , 34(1), 41-57. Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence. <i>Educational Psychologist</i> , 54(3), 162-184. <a href="https://doi.org/10.1080/00461520.2019.1623032">https://doi.org/10.1080/00461520.2019.1623032</a> Minahan, J. (2019). Trauma-informed teaching strategies. <i>Educational Leadership</i> , 77(2), 30-35. <a href="https://elib.tcd.ie/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=139039751">https://elib.tcd.ie/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=139039751</a>

<b>PG Diploma Module 4 EDPT7044</b>	
<b>Module code and mode of delivery</b>	Blended (50/50 face-to-face/online)
<b>Module ECTS Weighting</b>	10 ECTS
<b>Semester/term of delivery</b>	1
<b>Module Contact Hours</b>	20 hours of synchronous and asynchronous lectures
<b>Module Coordinator</b>	Dr Mark Kearns
<b>Module description— content</b>	This module builds on the knowledge base of students regarding issues of educational equality, diversity and inclusion nationally and internationally covered in the Postgraduate Certificate in Diversity and Inclusion in Further Education and Training. With a specific focus on learner belonging in FET, the module explores variability and heterogeneity within both the staff and learner population and seeks to map, understand, and reflect on the diverse contexts across FET (both specialised and general provision). Students in this module will be challenged to critically examine current approaches to teaching and learning within the context of inclusion, in addition to learner transitions, placements and workplace learning, as well as system and setting processes, structures and provision more generally.
<b>Module learning aims/objectives</b>	This module builds upon the learning aims and objectives in the Postgraduate Certificate in Diversity and Inclusion in Further Education and Training. It allows students the opportunity to further explore and critically examine equality, diversity, and in both specialised and general FET provision as well as among FET staff and students. The module places emphasis on learner belonging in different FET settings where students are encouraged to reflect on responsive and sustaining approaches and practices to inclusion across diverse (including marginalised) education settings. Within the context of inclusion, the module encourages students to examine and reflect current approaches to teaching and learning, learner transitions, learner advocacy, placements, work experience and workplace learning. These practices are examined in the context of setting and system level processes, structures and provision.
<b>Module learning outcomes</b>	On successful completion of the module students should be able to: MLO4.1 Analyse, critically evaluate, reflect on, and respond to variability, heterogeneity, diversity, inclusion, equality and belonging in the FET sector; MLO4.2 Apply knowledge and understanding of relevant theory and policies to develop local, contextualised approaches and practices that will impact positively on the learning experiences and outcomes for those engaged in FET; MLO4.3 Engage in problem-solving activities and dialogue that will contribute to the increased participation and engagement of typically marginalised groups learning and/or working in the FET sector and associated work placements; MLO4.4 Demonstrate reflexivity, flexibility, adaptability and independence in approaching and addressing challenges related to diversity, inclusion, equality and belonging in FET.
<b>Module Assessment Components</b>	The rubrics and templates for each assessment element will be available on Blackboard (See Appendix 3).  The assessment will include a reflective essay/video based on a writing prompt related to personal or professional experiences of diversity, equality, inclusion and belonging in FET. This component makes up 100% of the overall module grade.

<b>PG Diploma Module 5 EDPT7045</b>	<b>Theorising Universal Design for Learning</b>
<b>Module code and mode of delivery</b>	Blended (50/50 face-to-face/online)
<b>Module ECTS Weighting</b>	10 ECTS
<b>Semester/term of delivery</b>	Semester 1 and 2
<b>Module Contact Hours</b>	20 hrs of f2f and online synchronous lectures and tutorials
<b>Module Coordinator</b>	Dr Trevor Boland
<b>Module description— content</b>	Stemming from Module 2 of the PG Certificate in Diversity and Inclusion, students in this module expand their understanding by critically examining and critiquing key literature and educational theory relative to Universal Design for Learning. The module further develops students' awareness and understanding of the Principles of UD and UDL with a specific focus on the Further Education and Training environment in the local, national, and global context. The module specifically focuses on specific elements of UDL including assessment and online/blended learning environments including the exploration and use of educational and assistive technologies.
<b>Module learning aims/objectives</b>	This module aims to build on and expand students' understanding and knowledge of Universally Designed Learning. To give them the skills to critically analysis inclusive practice in their own teaching and learning environments. Students will reflect on their own positionality and contexts and critically analyse the implications of applying the UDL framework in the context of diversity (including neurodiversity) in the FET sector. Students will identify the roles of students, educators, and FET management in developing a UDL culture. Student will analyse the broader impact of UDL practice at both national and international level. Students will explore the quality enhancement of assessment, using UDL.
<b>Module learning outcomes</b>	On successful completion of the module students should be able to: MLO5.1 Identify and evaluate key literature and educational theory relative to UDL; MLO5.2 Demonstrate an understanding of the wider UD and UDL educational landscape as it relates to FET practices; MLO5.3 Design a UDL implementation plan that supports students and staff; MLO5.4 Design a range of assessments based on the Principles of UDL; MLO5.5 Demonstrate how educational and assistive technologies are integrated into the learning environment to support all students.
<b>Module Assessment Components</b>	<p>The rubrics and templates for each assessment element will be available on Blackboard (See Appendix 2).</p> <p>The assessment for this module will involve an individual essay or video and will make up 100 per cent of the overall module grade. Students will be asked to use their essay/video to communicate, in an engaging way, the key elements, concepts and theories in relation to the chosen issue within the module. Using the grading rubric, the assignment will require students to source relevant literature, set out the key theories, and highlight empirical evidence and examples of practice (from the literature and their own practice) in relation to themes including equality, diversity and inclusion in education. Where relevant, reference to a specific policy area should be made.</p>

<b>PG Diploma Module 6 EDPT7046</b>	<b>Transformative Leadership</b>
<b>Module code and mode of delivery</b>	Blended (50/50 face-to-face/online)
<b>Module ECTS Weighting</b>	10 ECTS
<b>Semester/term of delivery</b>	Semester 1 and 2
<b>Module Contact Hours</b>	20 hrs of f2f and online synchronous lectures and tutorials
<b>Module Coordinator</b>	Caroline Clarke
<b>Module description— content</b>	This module builds on the learning and experiences in module 3 of the Postgraduate Certificate in Diversity and Inclusion in Further Education and Training with an in-depth focus on considering the application of research to collaborative transformative leadership practice, primarily through an evaluation of one's learning organization's needs. The module will present the evolution of the research base of educational leadership, encouraging students to be aware of the potential and problems in practice associated with this trajectory for educational leaders. Students will be prompted to reflect through the course of the module on the structural, cultural, developmental and relational needs they must collaboratively develop – within and beyond the immediate context of their learning organization, including both pedagogy and policy – as transformative leaders.
<b>Module learning aims/objectives</b>	This module builds upon module 3 of the Postgraduate Certificate in Diversity and Inclusion by allowing students to delve deeper into the policy, theory, research and practice of educational leadership. It introduced students to transformative leadership practice and explores leadership development and capacity building including professional learning and development. The module will examine the role of evaluation within the context of inclusive leadership with a focus on data measurement and evaluative leadership action planning, all the while focused on the question of transformative planning and impact.
<b>Module learning outcomes</b>	On successful completion of the module students should be able to: MLO6.1: Interrogate the evolution of the research-base and language of educational leadership through a sustained focus on applied practice; MLO6.2: Critically explore the theoretical evolution of transformative leadership and its implications for practice; MLO6.3: Distinguish between professional development and learning, community of practice, professional learning community, and professional learning networks; MLO6.4: Examine the process of formal evaluation within their learning organization focusing on the collection and interpretation of data with a view to informing future actions and planning.
<b>Module Assessment Components</b>	<p>The rubrics and templates for each assessment element will be available on Blackboard (See Appendix 2).</p> <p>This assessment involves a reflective essay/video on educational and transformative leadership and positionality. It will include an evaluation and analysis of the student's learning organisation's transformative stance and needs with an emphasis on diversity, inclusion, and equality. It will identify solutions to challenges in addition to planning for the implementation of collective and collaborative ongoing and sustainable professional learning and development. This component makes up 100% of the overall module grade.</p>

<b>Masters Module 7 EDPT7047</b>	<b>Masters Dissertation</b>
<b>Module code and mode of delivery</b>	Blended (50/50 face-to-face/online)
<b>Module ECTS Weighting</b>	30 ECTS
<b>Semester/term of delivery</b>	Semester 1 and 2
<b>Module Contact Hours</b>	f2f and online supervision meetings through the academic year
<b>Module Coordinator</b>	Joanne Banks
<b>Module description— content</b>	<p>The Dissertation module entails the submission of a supervised 15,000-word Dissertation that is graded on the basis of being either a Distinction, a Pass, or a Fail. It builds on the learning and experiences in the Postgraduate Certificate and Postgraduate Diploma in Diversity and Inclusion in Further Education and Training. The Dissertation is designed to enable students to undertake a more in-depth study of an aspect of their chosen area of study than is possible through their taught modular studies.</p> <p>Students are assigned to a research supervisor from the Trinity-based full time academic staff delivering the taught modules and will be required to maintain regular contact with their supervisor during the academic year. It is the responsibility of the student and supervisor together to find an appropriate level of contact during the preparation and writing of the Dissertation. As a general guideline, this is typically once a month. Meetings can take place either face-to-face or online. However, much work can be done through the exchange of emails and attachments.</p> <p>The choice of Dissertation topic must be related to Diversity and Inclusion in Further Education and Training and within the competence of the supervisory team. Availability of supervisors may change annually.</p> <p>Supervisors will be responsible for providing guidance to students on research methodology and this will be specific to students' subject area and methodological approach. Students will be assigned supervisors that have the appropriate research expertise and experience.</p> <p>The content of this module helps students to navigate the research process. The content explores the nature of educational research and provides support regarding a range of strategies and approaches for data gathering (e.g., questionnaires, interviews, focus groups, systematic literature reviews, action research, case studies, evaluation, historiography, image-based). Critical issues regarding academic writing, trustworthiness and transferability, data analysis, ethics, and modes of representation are also explored.</p>
<b>Module learning aims/objectives</b>	<p>The aim of this module is to enable students to develop a critical awareness of contemporary issues within their own research area. By undertaking their Dissertation, this module allows students to develop expertise in original research which can contribute to educational practice and or academic knowledge. The module builds upon module 3 of the Postgraduate Certificate in Diversity and Inclusion in Further Education and Training by allowing students to delve deeper into the policy, theory, research, and practice of educational forms of research and provide students with the</p>

	<p>opportunity to critically reflect on the professional, social and ethical responsibilities linked to the application of their knowledge.</p>
<b>Module learning outcomes</b>	<p>On successful completion of the module students should be able to:</p> <p>MLO7.1: Develop expertise in original research which contributes to practice and/or knowledge;</p> <p>MLO7.2: Critically explore the interpretation of, and application of, knowledge;</p> <p>MLO7.3: Distinguish between empirical and non-empirical forms of research related to their chosen research area;</p> <p>MLO7.4: Develop skills to effectively communicate their conclusions (and the rationale and processes underpinning these) to specialist and non-specialist audiences.</p>
<b>Module Assessment Components</b>	<p>The rubrics and templates for each assessment element will be available on Blackboard.</p> <p>The Dissertation module consists of a 15,000-word supervised Dissertation graded on the basis of Distinction, Pass, or Fail. The maximum word-count of 15,000 includes any appendices, whether in MS Word format or appendices that are in scanned/ PDF format. References and preliminary pages are not included in the word-count). Preliminary pages include pages such as, Title Page, Declaration, Abstract, Summary, Acknowledgments, Table of Contents, List of Tables and Figures, Lists of Abbreviations, and Lists of Appendices. A student who achieves a Distinction in the Dissertation module and Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded the Masters with Distinction.</p>

## Appendix 2: Grading rubric

Levels of Achievement	Poor	Fair	Good	Very Good	Excellent	Outstanding
Criteria	0.00 to 39.00 %	40.00 to 49.00%	50.00 to 59.00%	60.00 to 69.00%	70.00 to 79.00%	80.00 to 100.00%
<b>Presentation and structure</b>	Lacks sufficient organization, unity and fluidity.	Fair structure and formatting. Referencing conventions may not be fully adhere to. Does not fully meet the set guidelines.	Reasonably structured/ formatted. Conforming to guidelines. reasonable style of referencing. Some discrepancies in language. Assertions may be unsupported	Well-structured and organised. Conforming to set requirements with appropriate use of grammar and language.	Clear, logical and coherent structure, clear flow between all elements. Assertions supported. Appropriate language/ grammar.	Exceptionally well structured and presented.
<b>Structure/Organisation</b>	Disorganised; no clear structure identified or identifiable. Length requirements not observed.	Poorly organised; poor structure identified. Length requirements not observed.	Text/wording and argument structured in a sustained way; majority of structural elements present. Length requirements observed.	Text/wording and argument clearly structured in a sustained way; structural elements present. Length requirements observed.	Systematically organised. Effectively structured, within the length allowed.	Systematically and explicitly organised; without any lacunae or repetition. Concise and effectively structured, within the length allowed.
<b>Content</b>	Does not demonstrate an understanding of the topic in question or the relevant elements, concepts and theories.	Demonstrates little understanding of the topic in question and the relevant elements, concepts and theories.	Demonstrate a good understanding of the topic in question.	Demonstrate an understanding of the topic in question and of how the relevant elements, concepts and theories are integrated within this.	Demonstrate an in-depth and critical understanding of the topic in question and of how the relevant elements, concepts and theories are integrated within this.	Demonstrate an in-depth and critical understanding of the topic in question and of how the relevant elements, concepts and theories are integrated within this.
<b>Evidence of Reading</b>	Little acquaintance with sources in the literature; little or no understanding evident.	Evidence of some reading in the field but largely descriptive.	Evidence of reading in the field, some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support; some implications examined.	Use of a range of sources in the literature, ideas organised and grouped into a coherent argument; some critical analysis and use of supporting sources; appropriate implications drawn.	Critical review and synthesis of major sources and ideas; coherent, realistic, and well-supported argument; perceptive appraisal of implications.	Critical review and synthesis of all major sources and ideas; coherent, realistic, and well-supported argument; perceptive appraisal of implications.
<b>Relevance to Practice</b>	No, or spurious, links to practice are drawn.	Main implications for practice are discussed.	Demonstrates some understanding of theory and practice.	Demonstrates a good understanding of the implications of the theory and evidence for practice.	Demonstrates an in-depth understanding of the implications of the theory and evidence for practice.	Demonstrates an in-depth critical understanding of the implications of the theory and evidence for practice.
<b>Critique</b>	Descriptive and unjustified or non-critical analysis. No implications asserted.	Little critical analysis and use of supporting sources; little implications drawn from the study.	Some critical analysis and use of supporting sources; appropriate implications drawn from the study.	Some critical analysis and good use of supporting sources; clear implications drawn from the study.	Critical questioning of ideas and suggestion of alternative perspectives; well-supported analysis; insightful evaluation and discussion of implications.	Systematic critical questioning of ideas and suggestion of alternative perspectives; well-supported analysis; insightful evaluation and discussion of implications.

## Appendix 3: Assignment Cover Sheet

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**Assignment Cover Sheet**  
**TRINITY COLLEGE**  
**SCHOOL OF EDUCATION**

**COVER PAGE FOR ASSIGNMENT SUBMISSION**

Please ensure that this completed form accompanies your assignment. A copy will be returned to you with the assessor's comments and suggested grade (subject to the agreement of the Court of Examiners).

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SURNAME: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_

STUDENT NO: \_\_\_\_\_

MODULE TITLE: \_\_\_\_\_

TITLE OF ASSIGNMENT: \_\_\_\_\_

MODULE TUTOR: \_\_\_\_\_

DATE SUBMITTED: \_\_\_\_\_

WORD COUNT: \_\_\_\_\_

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This is the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> (please highlight) assignment submitted as part of the Postgraduate Certificate or Diploma (please highlight) in Diversity and Inclusion in Further Education and Training studies.

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially, or is concurrently, being used to meet the requirements for another module on this programme or for the award of another academic qualification. It includes the published and unpublished work of others, which is duly acknowledged in the text wherever relevant.

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>

I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write, located at <https://libguides.tcd.ie/friendly.php?s=plagiarism/ready-steady-write>

SIGNED:

## Appendix 4: Guidelines for Planning and Writing Assignments

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These guidelines are intended to help you plan and write an assignment. They are not intended as a set of prescribed rules.

### Preliminary Stages

- 1) Invest some time in defining a theme and clear focus for your paper. The theme may be pre-selected by the module leader or may arise out of some area included in the course lectures and should relate to your own professional and academic interests. Make sure that the topic / area selected is not too broad for the task in hand.
- 2) Identify a range of literature appropriate to the theme you have selected. Literature sources should include any combination of the following: theoretical and research literature (books and journal articles), official reports, and other pertinent documents. Additional sources may also include original material in the form of reports developed in your organisation or institution for a specific purpose, data collected in your school / area, interview data, etc. Ensure that the literature selected is recent and that its range is not too broad, as otherwise you will not be able to do justice to the material within the time constraints and length of the exercise to be undertaken. A small number of well-chosen sources, which can be carefully analysed, are preferable to a lengthy description of a broad range of literature. The title, aims, and scope of your paper should dictate the range of literature required.
- 3) At this stage you should be ready to start drafting your paper. Typically, two to three drafts are required before an acceptable end-product is reached.

### Structure of the Paper

- 1) Title Page: the title should be short and should indicate as clearly as possible the precise nature of the topic you have selected. The module for which the paper is being submitted and the date of submission should also be included on the title page. Also include your name and student number.
- 2) A table of contents with some or all the following: the main sections of the paper, reference section and/or bibliography, appendices. For some assignments, other sections may be required (e.g., methodology, results).
- 3) The main text of the paper containing an introduction, main sections, and a conclusion.

## Typing and Layout

The main text should be word processed on A4 paper using 1.5 line spacing and a sans serif 12 point font - such as Arial, Verdana, Helvetica, or Trebuchet MS. Single spacing should be used for indented quotations of more than 3 lines long, and for appended material. Page numbers should be located at the bottom of the page, approximately 2.5cm above the edge. Margins should be 2.54cm on all four sides, and the text should be left justified for ease of reading in an inclusive learning environment.

## The Title Page

The title page should contain the following:

- a) The title of the paper;
- b) The author's name in full and student number;
- c) The course for which the paper is being submitted;
- d) The month and year of submission.

## Quotations and Punctuation

A quotation should correspond with the original in terms of wording, spelling, capitalisation, and punctuation. Short quotations, not more than three lines long, should be incorporated into the text of the paper and enclosed in quotation marks. Longer quotations should be indented in the text on both sides, with no quotation marks. For further details, see the referencing section of this Handbook. Periods and commas should always be placed outside quotation marks; likewise with semi-colons and colons. Question marks and exclamation marks should be placed outside the quotation marks.

## Checklist for Reviewing your Paper

It may be helpful to address the following questions at the final draft stage of writing:

- 1) Does the content reflect the title of the paper? It is important to review the content when you have completed the paper.
- 2) Does the introduction clearly set out the context, aims, and scope of the paper? Does it provide a brief guide to the various sections which follow? The introduction should be drafted at the start of the exercise and revised for coherence and consistency when the main body of the work has been completed.
- 3) Is there evidence in the paper that you have identified a relevant and adequate range of literature which will support the main thrust and focus of the paper?
- 4) Has this literature been presented in a clear and concise manner, while at the same time keeping a balance between description, interpretation, and analysis?

- 5) Has the evidence presented been related to, and interpreted against, your own professional and academic background (where appropriate)? What conclusions have you reached?
- 6) Have all quotations and references been accurately and consistently recorded according to the agreed format?
- 7) Has the final draft been checked for logical consistency? Edit the text very carefully. Do not stray from the main thrust of your argument as this will interrupt the flow of ideas. So as to maintain focus, assign additional comments or material to appendices (if allowed for the assignment).
- 8) Is the language clear, concise, and unambiguous? Avoid long sentences where the meaning is likely to get lost.
- 9) Has the text been checked for spelling, syntax, grammatical, and typographical errors? Remember to proofread the final draft.

### Things to Avoid

- 1) In the interests of objectivity, avoid excessive use of the first person in the text.
- 2) Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author's words and reference the source accurately.
- 3) Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias, or unsupported statements such as "Research has shown . . . , It is a well-known fact . . . , Everyone agrees that . . . .".
- 4) Avoid long and protracted sentences where the reader is likely to get confused and stray from the main argument of the passage.
- 5) Avoid excessive use of technical jargon.
- 6) Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic and supporting literature. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the reference section and / or bibliography, or appendices.

### Referencing

The referencing conventions outlined in Appendix 6 should be used in respect of all coursework.

It is important that whenever you use the ideas of other writers, or quote directly from their works, that you acknowledge them in the text and in a list of references at the end of the assignment. As others who read your work may wish to follow up on a particular author or cited work, it is important that references are complete and accurate. Failure to acknowledge sources may be regarded as

plagiarism. The University has established regulations in relation to plagiarism (outlined in full at section 9.12 above). It is important to understand what constitutes plagiarism as it is the action and not the intention that constitutes this offence. Students are required to complete the Library's online tutorial on avoiding plagiarism, available at the following link:  
<https://www.tcd.ie/library/support/plagiarism/story.html>

## Appendix 5: Assignment Grading Criteria

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### Assignment Grading Criteria

#### University of Dublin

#### Trinity College

#### Assignment Report Criteria for Modules

Assignment feedback on modules will include reference to attainment using the following indicative headings:

- Assignment length (e.g., adequate / inadequate).
- Presentation of work (e.g., excellent / satisfactory / few errors / many errors).
- Structure / organisation of work.
- Content.
- Analysis (e.g., descriptive / critical).
- Support (e.g., evidence of independent reading, especially journal papers).
- Illustration / incorporation of examples related to practice.
- Areas for improvement.
- Provisional grade **(Subject to the agreement of the Court of Examiners):**
  - Distinction;
  - Pass;
  - Fail.

## Appendix 6: Referencing

### Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 7<sup>th</sup> Edition. The full APA 7<sup>th</sup> Edition guide can be found through the Trinity Library:

[https://stella.catalogue.tcd.ie/iii/encore/record/C\\_Rb20328570\\_Smanual%20of%20the%20american%20psychological%20association\\_Orightresult\\_U\\_X6?lang=eng&suite=cobalt](https://stella.catalogue.tcd.ie/iii/encore/record/C_Rb20328570_Smanual%20of%20the%20american%20psychological%20association_Orightresult_U_X6?lang=eng&suite=cobalt)

If using citation software, you should format all entries as APA (7<sup>th</sup> Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7<sup>th</sup> Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

### IN-TEXT CITATIONS:

When you reference another source, use an **IN-TEXT** citation in the main body of your submission.

The APA citation style uses two types of in-text citations, **parenthetical**, and **narrative**.

**Parenthetical:** includes the author(s) and the date of publication within parentheses.

**Narrative:** links the author as part of the sentence with the date of publication (in parentheses).

Type of Author	Parenthetical:	Narrative:
1 Author	(Bruen, 2013)	According to Bruen (2013) ...
2 Authors	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that...
3-20 Authors	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that...
21+ Authors	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that...

Group/ Corporate Author	First time with an abbreviation: (Organisation for Economic Co-operation and Development [OECD], 2019) Then all subsequent citations: (OECD, 2019)	According to the Organisation for Economic Cooperation and Development (OECD, 2019)...
Unknown Author	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks: ( <i>How to Reference Correctly</i> , 2003)	In the book, <i>How to Reference Correctly</i> (2003) it is highlighted that...

### Direct Quotations:

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

#### 1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers' Organisation (INTO, 2022): "Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial" (p. 4).

#### 2. Direct Short Quotation with Parenthetical Reference:

Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).

**NOTE:** For quotes spanning multiple pages, use the abbreviation "pp." and separate the page range with an en dash (e.g., pp. 47–48).

#### 3. Quoting References that Cite Other Works:

It is preferable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.

**In text Citation:** Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler's (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

**Reference List:** provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

### **REFERENCE LIST CITATIONS:**

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

### **Basic Format:**

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

### **Reference list general rules:**

1. Begin your list of references on a new page, headed with the word "References" in bold at the top and centred;
2. References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left-hand margin, with subsequent lines indented 0.5 in.;
3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;

4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;
5. If there is no author given, start with the first significant word in the title;
6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);
7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;
8. Periodical titles should be written in full with both capital and lower case letters, and in italics;
9. Double space the entire list.

### What is a DOI / URL?

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7<sup>th</sup> edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

<https://doi.org/xxxxx>.....

### Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51.

<https://doi.org/10.1037/rev0000126>

### Single Vs. Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. <i>European Journal of Language Policy</i> , 5(1), 99–114. <a href="https://doi.org/10.3828/ejlp.2013.5">https://doi.org/10.3828/ejlp.2013.5</a>

2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i> , 3(2), 77–101. <a href="https://doi.org/10.1191/1478088706qp063oa">https://doi.org/10.1191/1478088706qp063oa</a>
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racisms in Irish primary schools. <i>Race, Ethnicity and Education</i> , 11(4), 369–385. <a href="https://doi.org/10.1080/13613320802478879">https://doi.org/10.1080/13613320802478879</a>
21+ Authors	List by last names and initials; include the first 19 authors' names, insert an ellipsis (three dots) but no ampersand, and then add the final author's name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., ...Murray, C. J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204–1222. <a href="https://doi.org/10.1016/S0140-6736(20)30925-9">https://doi.org/10.1016/S0140-6736(20)30925-9</a>
Group/ Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list.	Organisation for Economic Co-operation and Development. (2019). <i>Education at a glance 2019: OECD indicators</i> . OECD Publishing. <a href="https://doi.org/10.1787/f8d7880d-en">https://doi.org/10.1787/f8d7880d-en</a> .
Unknown Author:	Move the title of the work to the beginning of the references; follow with the date of publication.	<i>How to Reference Correctly</i> . (2003). Merriam-Webster.

### **EXAMPLES OF REFERENCES FROM DIFFERENT SOURCES:**

#### **1. Textual Works:**

##### **1.1. Periodicals:**

##### **Article without DOI:**

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

**Article with DOI/URL:**

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, 5(2), 131–144. <https://doi.org/10.1080/14708470508668889>

**Magazine Article without DOI:**

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86–93.

**Magazine Article with DOI/URL:**

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*.  
[http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single\\_page=true](http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true)

**Newspaper Article without DOI:**

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

**News Article with DOI/URL:**

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*.  
<https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html>

**Special Issue of a Journal**

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 24(10).  
<https://doi.org/10.1080/13670050.2021.1909452>

## 1.2. Books and Reference Works:

### Book without DOI:

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative Dissertation: A road map from beginning to end*. Sage.

### Book with DOI/URL:

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism*. Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788929899>

### Edited Book without DOI:

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge.

### Edited Book with DOI/URL:

Triandafyllidou, A. (Ed.). (2018). *Handbook of migration and globalisation*. Edward Elgar. <https://doi.org/10.4337/9781785367519>

### Chapter in a Book without DOI:

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global perspective* (pp. 228–245). McGraw-Hill Higher Education.

### Chapter in a Book with DOI/URL:

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic frame. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 272–288). Routledge. <https://doi.org/10.4324/9781315669816>

### Electronic/ Kindle/ Audio Books without a DOI or database URL:

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

### 1.3. Reports

#### ERIC Document

Asio, J. M. R., & Gadia, E. D. (2019). *Awareness and understanding of college students towards teacher bullying: Basis for policy inclusion in the student handbook* (ED595107). ERIC.

<https://eric.ed.gov/?id=ED595107>

#### Government Report (Group Author)

United States Government Accountability Office. (2019). *Performance and accountability report: Fiscal year 2019*. <https://www.gao.gov/assets/710/702715.pdf>

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

#### Government Report (Individual Author)

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Health Canada, Statistics Canada, Canadian Institute for Health Information. <https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf>

Pearson, C. (2015). *The impact of mental health problems on family members*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf>

## 2. Reviews

#### Book Review without DOI:

King, N. (2009). The psychology of personal constructs [Review of the book *George Kelly: The psychology of personal constructs*, by T. Butt]. *History & Philosophy of Psychology*, 11(1), 44–47.

#### Book Review with DOI/URL:

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book *Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly*

*Conversations Across a Range of Genres*, by Healy, M., Matthews, K., & Cook-Sather, A.]. *Frontiers in Education*, 6 (6), 58–59. <https://doi.org/10.3389/feduc.2021.649647>

### 3. Reference Sources:

#### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author)

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10<sup>th</sup> ed., pp. 499-500). Merriam-Webster, Incorporated.

#### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. [https://doi.org/10.1007/978-3-319-32001-4\\_7-1](https://doi.org/10.1007/978-3-319-32001-4_7-1)

### 4. Dissertations:

#### Unpublished Dissertation:

O'Regan, M. (2022). *Networked in or networked out? Learners' experiences of completing a PhD on a part-time basis* [Unpublished doctoral Dissertation]. University of Dublin.

### 5. Other Electronic Sources

#### Webpage on a website:

National Institute of Mental Health. (2018, July). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

#### Film or Movie:

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

#### TV Series:

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). *Game of thrones* [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

**TV Series Episode:**

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). Cooking the books (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), *Black books*. Big Talk.

**Data-set:**

Grantmakers in the Arts. (2019). *Arts funding trends, United States, 1994-present* (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. <https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337>

**PowerPoint Slides:**

Jones, J. (2016, March 23). *Guided reading: Making the most of it* [PowerPoint slides]. SlideShare. <https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it>

**Online Forum Post:**

Lowry, L. [Lois-Lowry]. (2015, June 18). *Hi reddit! I am Lois Lowry, author of The Giver - AMA!* [Online forum post]. Reddit. <https://bit.ly/2CoiOTq>

**X/twitter:**

National Geographic [@NatGeo]. (2020, January 12). *Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers* [Tweet]. Twitter. <https://twitter.com/NatGeo/status/1216346352063537154>

**Blog Post:**

Flores, N. (2020, August 26). *Nice white parents and dual language education* [Blog post]. The Educational Linguist. <https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/>

**Podcast:**

Meraji, S. M., & Demby, G. (Hosts). (2016–present). *Code switch* [Audio podcast]. National Public Radio. <https://www.npr.org/podcasts/510312/codeswitch>

**Podcast Episode:**

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425)  
[Audio podcast episode]. In *Inside Education*. Spotify.

<https://open.spotify.com/episode/2rh0P2YRNOpFRrtPaqjF2H>

## Appendix 7: Dissertation Submission Guidelines

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The guidelines below will help you prepare your Dissertation for submission. Many of the points below draw on guidelines specified by the University for the submission of postgraduate Dissertations. These broader University guidelines are contained in the University Calendar (Part III- Graduate Studies and Higher Degree). Please be aware that the text in the Calendar relates mainly to Dissertations for research degrees such as Ph.D. and do not necessarily all apply to Masters Dissertations. When in doubt about what to do, consult this Appendix, along with advice provided elsewhere in this Handbook. This information pertains most directly to your degree.

### Presentation and Format

The Dissertation should be based on A4 size pages, using a black typescript of not less than 10 points, though 12 point is recommended for the Dissertation. Line-spacing should be one and a half or double spacing. The page margins must be not less than 35 mm on the left and not less than 20 mm on the other edges.

Preliminary pages should be numbered consecutively, using Roman numerals: i, ii, iii, iv, etc. Numbering should begin on the Declaration page (as page ii). Do not number the title page. The main text of the Dissertation, references and appendices should be numbered consecutively, using the numerals 1, 2, 3, 4 etc. All page numbers should be centrally positioned at the bottom of pages. Appendices should be named alphabetically (Appendix A, Appendix B etc.)

### Length

The Dissertation should be 15,000 words in length, with an acceptable range of plus or minus 10%, i.e., between 13,000 and 16,500 words. The maximum word count excludes any appendices.

References and preliminary pages are not included in the wordcount. Preliminary pages include pages such as Title page, Declaration, Abstract, Summary, Acknowledgements, Table of Contents, List of Tables and Figures, List of Abbreviations and List of Appendices.

### Preliminary pages

Several 'preliminary pages' should be included before Chapter 1. These include:

1. Title page
2. Declaration
3. Abstract
4. Summary

5. Acknowledgements
6. Table of Contents
7. List of Appendices
8. List of Tables
9. List of Figures
10. List of Abbreviations/Acronyms

### **Title Page**

The title page should include the following information, centred on the page:

- Title of the Dissertation
- Candidate name
- The degree for which the thesis has been submitted & Strand (Master in Education: Strand Name)
- Supervisor: Name of Supervisor
- Submitted to the University of Dublin, Trinity College, August 2023

### **Declaration**

The University requires inclusion of a Declaration by postgraduate candidates submitting Dissertations and this should be inserted as a new page directly after the title page. The text of the Declaration is:

*I declare that this Dissertation has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work. I agree to deposit this Dissertation in the University's open access institutional repository or allow the library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.*

The declaration should be signed and dated.

### **Submission Date**

All Dissertations should be submitted on or before 31<sup>st</sup> August, 2025.

### **Method of Submission**

All Dissertations should be submitted electronically as one file (PDF) via the Dissertation submission link in the relevant Blackboard module. Further detail about this process will be provided by the programme administrative team closer to the time for submission.

## Appendix 8: Student Module Review Form

### Student Module Review Form

School of Education

Trinity College Dublin

School of Education

STUDENT MODULE REVIEW FORM

Title of course: \_\_\_\_\_

Module code: \_\_\_\_\_

Lecturer(s): \_\_\_\_\_

Please rate your experience of the module in relation to each statement below:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The Lecturer communicated the learning outcomes of this module to me.				
I was clear about the assessment requirements.				
The workload was comparable with other modules of a similar size.				
The lecturer(s) presented the material in an effective manner.				
The teaching methods encouraged me to participate.				
I found the content of this module intellectually challenging and stimulating.				
The reading list provided was helpful.				
The main readings were available from the College library or in class.				
I received helpful feedback during this module.				
The venue provided a satisfactory teaching and learning environment.				
Overall, I am satisfied with the quality of my learning experience in this module.				

- Additional comments relating to your learning experience.
- Please list 3 things which you enjoyed about this module.
- Please list 3 possible improvements which would enhance and further develop this module.
- Please note any other comments or suggestions that you may have (continue overleaf if necessary).

***Thank you for your feedback.***

## Appendix 9: Library Resources

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The Library is an important factor in students' success and enjoyment at TCD and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through its web pages. The Library aims to provide high quality facilities and continuing support to students, and this range of services is based on close liaison with students' representatives and academic staff. It should be noted that the School of Education has a dedicated subject librarian, Ms. Geraldine Fitzgerald, who can be contacted at: [fitzgey@tcd.ie](mailto:fitzgey@tcd.ie) for information and advice. Her customised page for Education is available at <https://libguides.tcd.ie/education/guide>.

One of the things which we would strongly encourage you to become familiar with is the very extensive array of materials (e.g., journals, database, web portals) which are held electronically by the library (<http://www.tcd.ie/Library/>). There are a very large number of journals from which you can directly download the articles you require. It should be noted that whilst the library has a large stock of journals, not all the print collection are on the shelves and may have to be ordered from the "stacks" (storage). Delivery times to the desk depend on storage locations (on/off campus) and you will need to fill out a paper request slip.

As one of the great university libraries of the world, the Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first (Michaelmas) term. These are designed to provide a basic induction to the library and to focus on the information needs of different groups of students.

### **The Library Buildings**

Students should soon become familiar with the physical layout of the Library's buildings – both on- and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Berkeley / Lecky / Ussher complex (referred to as "The BLU") provides access to collections and services to Arts (Humanities), Arts (Letters), and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying, and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition, and Long Room. Members of College may visit these public areas with their guests.

The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduate students. Off-campus, the Stearne Medical Library in the St James' Hospital Teaching Centre delivers services to health science students on clinical attachment, and students working at Tallaght Hospital may use the AMiNCH Hospital Library.

### **The Library Collections**

TCD's Library has the status of being a Legal Deposit Library - meaning that well over 100,000 print items are acquired each year. About 25% of the collections are available in open collections in the reading rooms; the rest are available promptly through the Book Stacks Service. The Library's resources range from over 150,000 electronic periodicals and databases, to textbooks, literary papers, manuscripts, maps, and microfilm. The Library has a stock of over 7m items. Your first point of access to many of these resources is the Library's web page at <http://www.tcd.ie/Library/>

### **Ask for help!**

The Library's staff members are keen to help in advising on use of the services, so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and there are regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

### **Admission**

Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Berkeley Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements. Opening hours are available via the following link: <https://www.tcd.ie/library/opening-hours/>

### **Catalogues**

The Library's catalogues record what is available and where items are located. The different catalogues cover different periods of the Library's past. The catalogue record will give you the shelf mark of material which acts like the item's address within the Library. All are searchable under SEARCH COLLECTIONS at [www.tcd.ie/library](http://www.tcd.ie/library).

### Online catalogues (in all reading rooms and on the web).

Includes almost 90% of the Library's collections; all periodicals, a very large proportion of early printed material, and all electronic items.

### Accessions catalogue

Lists all items received 1873 to the 1960s – some overlap with the online catalogue - by author.

### Printed catalogue

Lists all items acquired up to 1872 – by author.

Location of collections.

Closed access = held in storage.

### STELLA search

Main searchbox on Library website. Allows online stacks/storage requests.

The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. As a result, material on similar topics is shelved as close together as possible. The letters in the shelf mark are prefixes to help identify and locate material. Always check the Library catalogue to be sure of the location of any text.

You can send for material on closed access online or in some cases on paper "call slips" which are colour coded for delivery - e.g., blue for the Berkeley / Lecky / Ussher, and pink for the Hamilton. If you request materials online, you will receive an email to your TCD email when it is available for collection (you should also check your library account for the latest status). Items from Book Stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30p.m. and 5.30p.m. External storage items are delivered twice weekly.

## **Borrowing**

A current TCD ID card is essential to borrow books. Research and Higher Degree Postgraduate Students may borrow up to 50 books for three months from the open shelves and closed access areas. This can include up to ten books from the undergraduate lending collection if no other copies are available.

## **Reserve Collection**

The Reserve Collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic staff often request that course material (e.g., lecture notes, journal articles) be placed "In Reserve". The Reserve collection is generally kept behind (or near) the counter and can also be known as the "Behind Counter" or "Counter Reserve Collection". The Berkeley collection has been temporarily moved to the first floor of the Berkeley library (in the official publications section).

## **Inter-Library Loans**

Forms for obtaining items not available in the Library are available online at <https://www.tcd.ie/library/using-library/inter-library.php>. This service continues to be free. Only articles or copies of book chapters can currently be supplied.

## **Renewals and Consulting your own Record**

Renewals and reservations are possible through 'myLibrary account' on the library webpage. You can use this feature to renew your loans and make reservations for Stacks items.

## **Carrels**

Study carrels for Masters and Doctorate students are available in the Berkeley, Lecky, Ussher, and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made on the Library website <https://www.tcd.ie/library/using-library/carrels.php>. Masters student applications are reviewed at the end of October when PhD allocations are finalised.

## **Photocopying / Printing**

The central printing, scanning, and photocopying facilities are managed by IT Services and the College Library and provided by Datapac. There are multi-function devices (MFDs) in the Libraries and IT Services Computer Rooms located throughout the campus, and in some off-campus locations.

It is possible to print from any computer in the computer rooms to any of the Datapac MFDs, whether on or off campus, as printing from these computers works on a 'follow-me' system. This means that

after you have sent a job to be printed, it will print out on whatever Datapac MFD you choose to release the job from.

In order to be able to use this service you must first credit your print account. You will also need your PIN code for the service. This is emailed to your @tcd.ie account when you register in Trinity. Full instructions on how to use the service are available on the Datapac website at [www.tcdprint.ie](http://www.tcdprint.ie) For technical support please contact the Datapac technicians.

You are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers.

### **Student with Disabilities**

Students with disabilities may avail of support through the Disability Service by completing an application for Reasonable Accommodations online through their my.tcd.ie student portal. Once students have applied, they will be met by a Disability Officer, who will conduct a needs assessment with them and recommend supports based on each student's individual needs. Information on the full range of supports provided by the Disability Service is available here: <https://www.tcd.ie/disability/services/>

The Disability Service Office is located in the Arts Building, Room 2054. Students can contact the Disability Service via email [askds@tcd.ie](mailto:askds@tcd.ie) or by phone 01 896 3111 / 087 113 3185.

### **DS Solutions Drop-in Online**

The Disability Service will operate an online drop-in service during the 2021/22 academic year. A Disability Officer will be on hand between 11am and 3pm daily to answer any disability related queries you may have. Drop-in is by appointment only. To book your 15-minute Drop-in appointment, select a time that suits you on the [Drop-in calendar](#)

### **Electronic Resources**

The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from the library webpage (<http://www.tcd.ie/Library/>) and the online catalogue.

Access is also possible from College PAC rooms and home computers.

### **Information Skills Training**

The Library staff run a programme of training sessions at lunch times during the first (Michaelmas) term on how to get the best from the Library and its resources. Look out for details on notice boards and on the web. Full details (as well as recordings from previous sessions) available under Support and Training at [www.tcd.ie/library](http://www.tcd.ie/library)

### **Contacts and Further Information**

Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library's web site at: <http://www.tcd.ie/Library/>

### **Some Rules and Regulations**

Mobile phones must be switched off before you enter the Library.

No eating, drinking, talking loudly or personal stereos permitted.

Internet use within the Library is strictly for research. No email or word processing is allowed. Do not re-shelve books. Please leave them on the trolleys provided.

The library regulations are for the benefit of all library users and future users.

### **Need Help?**

The Library's staff members are keen to help in advising on use of the services so please ask if you are having any difficulty in using the Library. Type your question into our Chat with us service on the website to get real time answers to your questions (10am – 4pm, Monday to Friday).

## Appendix 10: Internal Examiner Dissertation Report Form

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### Internal Examiner Dissertation Report Form

University of Dublin

School of Education

Master in Education

Internal Examiner Report Form

STUDENT'S NAME: \_\_\_\_\_

DISSERTATION TITLE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

- 
1. **PRESENTATION (use of presentation conventions, referencing):**
  2. **CLARITY OF EXPRESSION (style, flow, coherence):**
  3. **LITERATURE REVIEW (theoretical background to research, critical analysis):**
  4. **METHODS & METHODOLOGY (clarity of research focus and rationale, suitability and application of research methods and data collection):**
  5. **ANALYSIS & DISCUSSION OF FINDINGS (critical analysis, interpretation of implications):**
  6. **CONCLUSIONS (adequacy, relevance to practice, emerging from research undertaken):**
  7. **SUMMARY OF STRENGTHS AND WEAKNESSES:**
  8. **OVERALL RECOMMENDATION:**

1) The Dissertation is passed with Distinction

☐

2) The Dissertation is passed as it stands

☐

3) The Dissertation is passed subject to minor corrections being made

☐

4) The Dissertation is not of a sufficient standard to warrant the award of either 1), 2) or 3) and a viva voce examination should be held.

One of the following recommendations may be made only after the holding of a viva voce examination: 1) The Dissertation should be referred back for revision, or 2) The Dissertation should be failed. A student whose Dissertation is referred back for revisions will be required to register for a full academic year and pay the associated fee for that academic year.

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**EXAMINER:**

---

**DATE:****SUPERVISOR COMMENTS:**  

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**DATE:**

## Appendix 11: Dissertation Progress Report Form

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### Dissertation Progress Report Form

Part A of the form is completed by the student and submitted to the supervisor. The supervisor completes Part B and discusses it with the student. The student then submits the completed and signed form on Blackboard by February 28th.

**Name of student:**

**Student number:**

**Dissertation working title:**

**Name of supervisor:**

**Which of the following are included in your research?** (Delete as appropriate)

- Desk study (e.g. systematic literature review, policy review, historic review)
- Field data: Questionnaires
- Field data: Interviews or focus groups
- Field data: Other (please elaborate)

All projects must abide by [Trinity's policy on good research practice](#). Data collection, storage and analysis must also adhere to [public health guidelines](#) and to [Trinity's guidelines on collecting and storing data when working remotely](#).

Some projects may require amendments to ethical approval e.g. if changing from face-to-face to online data collection. A document describing this process is available on the Dissertation and ethics modules on Blackboard.

**Do you require an amendment to your ethical approval?** (Delete as appropriate)

Yes/No

**Platforms:** MS Forms is available through College for online questionnaires. MS Teams is the College-recommended platform for online interviews/focus groups. Advice on Teams for data collection is available [here](#). Students intending to use TCD Teams need to be added to a Team by a member of staff. Please email [kearnsta@tcd.ie](mailto:kearnsta@tcd.ie) if you are using TCD Teams for your data collection and need to be added to a Team.

**PART A****1. Student's self-assessment of work done since registration**

*This is to be submitted to the supervisor for comments and later transmission to the Programme Co-ordinator. Students should indicate the frequency of contact with their supervisor and progress made on their review of relevant literature, research design and data collection. Students should also mention problems or setbacks experienced, since these matters are important to the Programme Co-ordinator in monitoring progress. Please indicate future work to be conducted and an indicative timeframe.*

**Student's signature:****Date:****PART B****2. Supervisor's comments**

The substance of these comments should be discussed with your student. If they do not submit Part A, please complete and return Part B to the Education Office by the due date.

Has the student maintained regular contact with you this year as specified in the Programme Handbook (via face to face meetings, online tutorials, and/or email)?

Yes/No

Do you foresee any problems which might prevent submission of the Dissertation on or

before the deadline?

Yes/No

Have you discussed the substance of these comments with the student?

Yes/No

If no, please indicate why?

**Supervisor's signature**

**Date**

## PART C

To be completed by the Programme Co-ordinator.

At this mid-point review stage, please indicate if the student's progress is deemed satisfactory or non- satisfactory.

Satisfactory

Non-satisfactory

Where a student's progress is deemed non-satisfactory, they will be invited to meet with the Programme Co-ordinator and their supervisor to discuss the issues identified in their progress report form. Where discrepancies arise, the matter will be raised with the School's Director of Postgraduate Teaching and Learning.



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The University of Dublin

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Master in Education- Handbook 2025/2026

