



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**The School of Languages, Literatures and Cultural Studies**

# **Postgraduate Programme in Applied Intercultural Communications**

**2024–2025**

**MPhil | Diploma | Certificate**



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## General Information

The MPhil, PGDip and PGCert in Applied Intercultural Communications are designed as both stand-alone and linked courses through the top-up progression route. They are delivered by the Trinity Centre for Intercultural Communications at Trinity College Dublin and are part of the postgraduate suite of courses in the School of Languages, Literatures and Cultural Studies.

Our applied mode is supported by case studies to illustrate how intercultural communication works on the ground in global contexts. The programmes combine international case studies, student-led case studies and practical activities, based on the participants' own experiences.

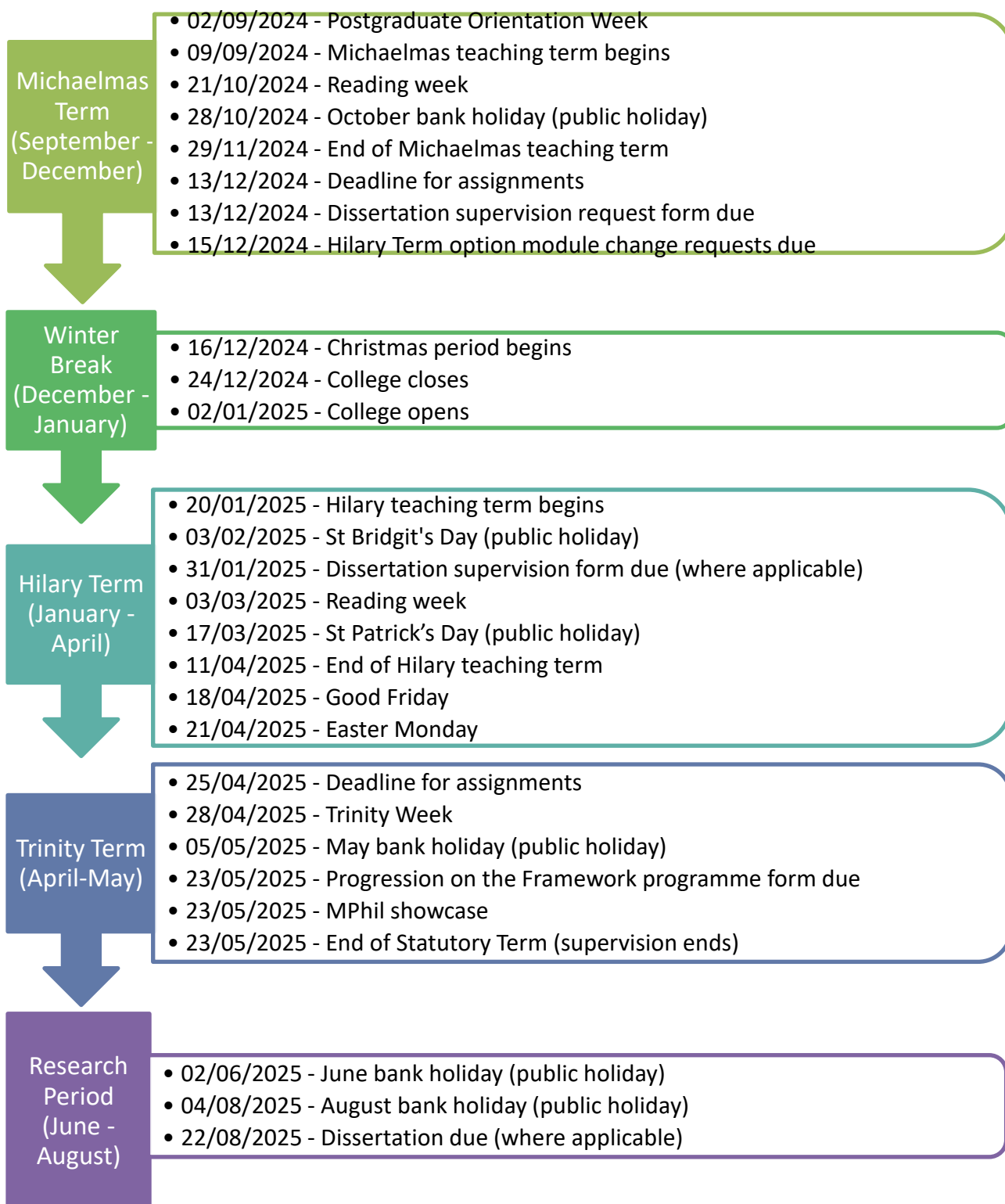
The applied focus is complemented by research and practice-driven components, potentially linking African, Asian, Latin American and Caribbean, and Middle Eastern case studies to European cultures and contexts. Students gain an understanding of the concepts and models related to intercultural communication and learn how to apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives and digital literacy to develop equitable collaborations and partnerships with people from different backgrounds.

We welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse [Trinity's Dignity and Respect Policy](#), [Accessible Information Policy](#) and other [disability-specific policies and procedures](#), and the [aims and objectives](#) of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated, please contact the Programme Director Dr Théophile Munyangayo at [MUNYANGT@tcd.ie](mailto:MUNYANGT@tcd.ie).

Upon successful completion of this course, participants will be able to:

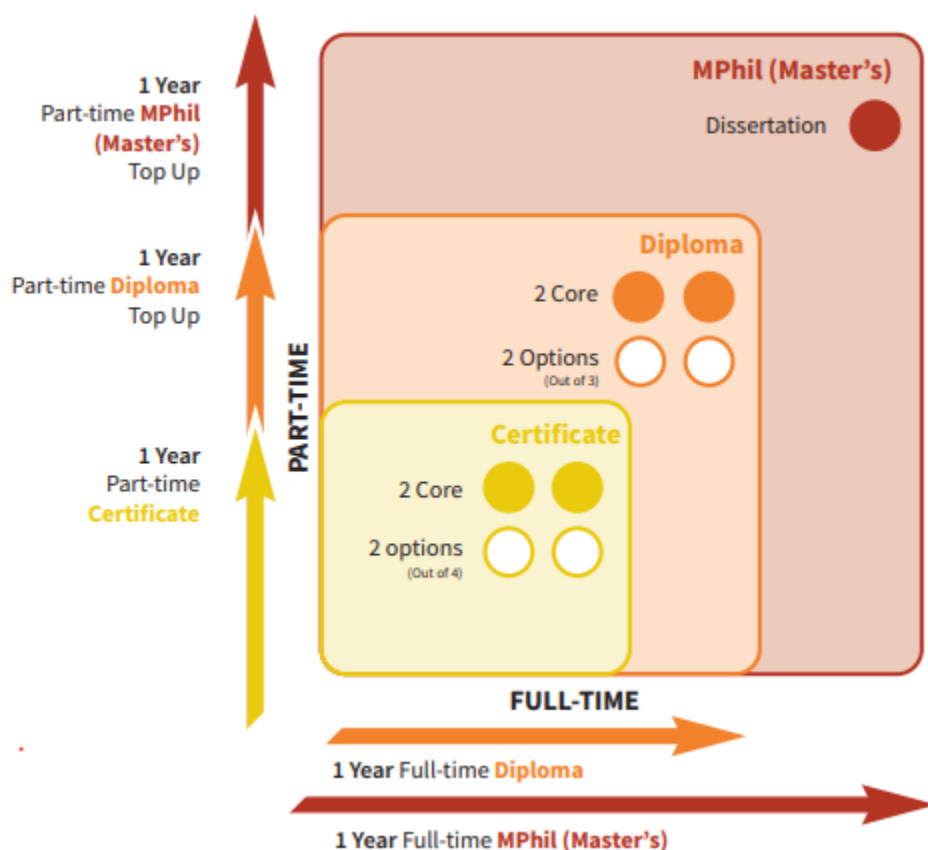
- Communicate effectively within multicultural teams, showing an appreciation of different cultural perspectives and values
- Engage in collaborative learning and apply digital literacy and communicative features to produce a critical reflective account underpinned by a global outlook
- Relate the analysis of cultural diversity to different cultural perspectives and attributes in a variety of social and professional contexts
- Design, write, carry out and discuss research reflecting an understanding of the state of the art, appropriate research methods to support professional practices
- Design, analyse, reflect and present a project to diverse audiences using multiple media and platforms
- Identify research topics, formulate hypotheses and questions, conduct literature review that highlights the gaps and carry out a study that contributes to the body of knowledge, including the understanding and the improvement of intercultural and professional practices
- Use the knowledge and skills gained for further research and programmes of studies in intercultural communications and related areas.

## Key dates 2024-2025



Please also see Trinity's [Academic Year Calendar 2024-2025](#).

## Course Structure



The Certificate, Diploma and Master's entry routes can be stacked, this allows students to complete one stage and add another level in the following years. This means that if students take the certificate one year, they can build on this by completing the additional work required for the Diploma and finish with that higher qualification. They may then choose to trade in their Diploma, complete the dissertation, and finish with the Master's. Effectively, this route allows to complete the degree part-time, over the course of two or three years (within a maximum span of 5 years).

### The programme's full and part-time options

1. One-year full-time Master's (90 ECTS) which also offers an exit award of Postgraduate Diploma upon completion of 60 ECTS, without the MPhil (Master's) dissertation.
2. One-year full-time Postgraduate Diploma (60 ECTS). This option also enables progression to the MPhil (Master's) degree via the Top up route of 30 credits in year 2.
3. Part-time option over three years – progressing from Postgraduate Certificate (year 1) to Postgraduate Diploma (year 2) and then Master's degree (year 3). Students can stop and resume studies according to their availability within a maximum overall span of 5 years.

### The 3-year part time option explained

	PART-TIME routes	Course ECTS	Total ECTS
1	Part-time Postgraduate Certificate	1 year, 30 ECTS	Total 30 ECTS
2	Part-time Postgraduate Diploma	1 year Top up, equivalent to 30 ECTS	Total 60 ECTS

			(30 ECTS PG Cert + 30 ECTS PG Dip Top up)
3	Part-time MPhil (Master's)	1 year Top up, equivalent to 30 ECTS	Total 90 ECTS (30 ECTS PG Cert + 30 ECTS PG Dip Top up + 30 ECTS MPhil Dissertation)

### Progression from Certificate to Diploma and from Diploma to MPhil

Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master’s (M.Phil) degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master’s (M.Phil) degree. In May, the framework students are sent a [‘Postgraduate Progression on the Framework Programme Form’](#) where they indicate their intention to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression Form or otherwise inform the Course Administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

After being finalised with their current award, Framework Students are permitted to return within five years to continue to the next stage (Postgraduate Diploma or MPhil). In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to return must reach out to the [Course Administrator](#) before 1<sup>st</sup> April. They will then be sent the [‘Postgraduate Progression on the Framework Programme Form’](#) which must be returned by the due date for the student to be readmitted to the course from the next September.

### Core Modules

- **M1: (ICP11001)** Introduction to Intercultural Communication
- **M2: (ICP11011)** Communicating in a Culturally Diverse Workplace: A Practical Toolkit
- **M7: (ICP11031)** Language, Culture and Communication
- **M8: (ICP11042)** Multimodal Communication

### Optional Modules\*

- **M3: (ICP11051)** Reflective Learning Project on Intercultural Communication Practices (online)
- **M4 (DHP11012):** Cultural Technical Systems
- **M5 (NMP11032):** East and West (online)
- **M6 (CP7014):** Postmodernist Literature in East and Central Europe

- **M9: (ICP11022)** Research Methods and Design (online)
- **M10 (IT7016):** Translation Studies Methodologies
- **M11 (DHP11001):** Theory and Practice of Digital Humanities

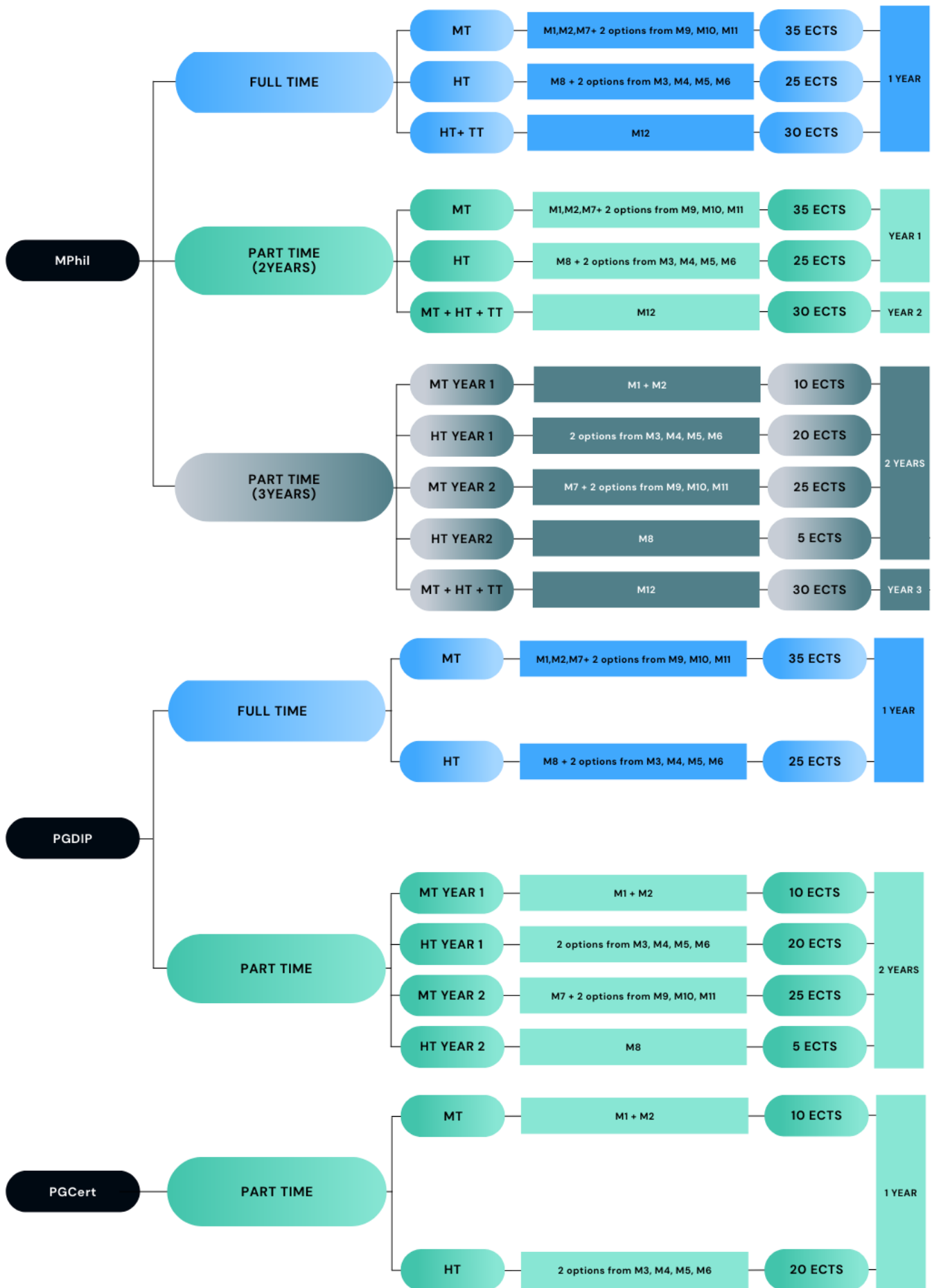
\* This list may vary year by year and some options may not be available every year

### **Dissertation module**

- **M12:** Dissertation. This is a core non-taught module offering personal supervision arrangements. It is delivered during Hilary Term (HT) + Trinity Term (TT) on Full time MPhil and Michaelmas Term (MT) + Hilary Term (HT) + Trinity Term (TT) on part time MPhil Top up (Year 2 & Year 3)



# Module delivery per term (Michaelmas Term [MT], Hilary Term [HT] & Trinity Term [TT])



## Core Module Descriptors



## Centre Optional Module Descriptors

### M3: Reflective Learning Project on Intercultural Communication Practices (online)

**10 ECTS**

**HT**

- This module provides students with the opportunity to explore the theory behind the reflective account as part of the learning process. Through the reflective practice, students evaluate the organisational culture and how it influences behaviour in relation to social dynamics and communicative encounters. By using evidence through examples of personal experiences and thoughts, as well as theoretical literature, students use the reflection to get a deep understanding of specific intercultural communication encounters in their own specific professional and social contexts.

### M9: Research Methods and Design (online)

**10 ECTS**

**MT**

- This module explains the differences between qualitative, quantitative and mixed-methods research. Participants reflect on the ethical, legal and safety issues of research. They develop the understanding of the critical literature review approach in relation to specific research questions. They apply referencing systems and reference management tools. In terms of delivery, Participants watch videos and read the material prepared by the lecturers. Engagement with the lecturers takes place through two online seminars and one review workshop.

## School Optional Modules: Michaelmas Term (Autumn)

Module Name	Course Description
<b>M10. IT7016:</b> Translation Studies Methodologies <b>(10 ECTS)</b>	This module introduces students to the process of doing research in translation studies. Each week, we analyse an article published in a translation studies journal, looking for specific aspects, from structure to use of evidence, from the formulation of the research question to the methodology applied. In class, we discuss how the article could be made better, and in doing so, work out how we can make our own research not only as academically rigorous as possible, but also as accessible as possible to our readers. In addition, each week we discuss one or more logical fallacies, what they mean for our thinking and analysis, and how they might appear in translation studies research.
<b>M11. DHP11001:</b> Theory and Practice of Digital Humanities <b>(10 ECTS)</b>	This module will survey the field of digital humanities – how computational methods are being used to further humanities research and teaching. It will explore how advanced and experimental computational techniques are being used to challenge and change the very nature of humanities research as well as its system of academic rewards. Areas to be covered include: key debates in the field; thematic research collections; digital imaging; digital preservation; natural language processing and topic modelling; big data; humanities visualisation; and user-centred design.
<b>M6. CP7014:</b> Postmodernist Literature in East and Central Europe <b>(10 ECTS)</b>	This module sets out to explore the notion of postmodernity across a range of literatures and language cultures from among the former communist states of East and Central Europe. The principal zones of exploration will be the former <i>Union of Soviet Socialist Republics</i> (USSR) (Russia and Ukraine); Poland; East Germany; the Czech and Slovak Republics/former Czechoslovakia; Bosnia, Croatia and Serbia/former Yugoslavia; Bulgaria and other Balkan literatures. Most texts studied on the module are works published after the pivotal date of 1989 (1991 in the case of the former USSR), and thus the end of Communism. All texts are read and studied in English translation.

## School optional modules: Hilary Term (Spring)

Module Name	Course Description
<b>M4. DHP11012:</b> Cultural Technical Systems <b>(10 ECTS)</b>	<p>The module will present a set of cases for discussion and exploration from theoretical and forensic perspectives. These cases will be organised into three sections. In the first, the focus will be on the process of modelling, what we mean by this, how models are constructed and the advantages and disadvantages that they bring (in particular in big data contexts). The second section of the module will focus on memory identity practices, including storytelling, and how interactions mediated by information and communication technologies can disrupt these significant processes. The third section will look at the issues of autonomy, agency and authority, specifically in the context of the rise of artificial intelligence.</p>
<b>M5. NMP11032:</b> East and West (online) <b>(10 ECTS)</b>	<p>This module surveys the interconnecting histories of Europe, America and the Middle East and North Africa from the nineteenth century to the present day. It is designed to provide a nuanced historical understanding of the political, intellectual and cultural changes that have taken place in the area since Napoleon's invasion of Egypt. The module is divided into two interrelated parts. First it analyses the European encroachment and how this experience has shaped the Middle East and North Africa as we understand today. The effect of the Western expansion upon socio-cultural development of the region is examined through a variety of materials: historical documents, essays, travelogues, literature and film.</p> <p>In the second part, the focus shifts to the rising interest of the US in the Middle East and North Africa since the end of the Cold War. The military, economic, and political power that the US exercises in the area is unprecedented. Yet sixty years ago, America's might was irrelevant for the people of the region. What happened? What made the Middle East a priority for the US politics? How has American involvement in the region developed over time? What forces, influences, and interests shape American and European foreign policy toward the Middle East and North Africa today? The greater understanding of the cultural and political.</p>



## Optional Module Choices

Students are invited to make their optional module choices in August, in advance of the first teaching term (Michaelmas Term). Once students have chosen their option modules, those choices are final for the first term (Michaelmas Term), but some changes will be allowed for the second term (Hilary Term) (please see conditions below).

If a student notices an error in their option module enrolment, they must inform the [Course Administrator](#) immediately and before the classes have begun. Every effort will be made to correct these errors in the first week of Michaelmas Term.

Any other changes to the Michaelmas Term module choices can only be requested during the first week of classes and only if there is a compelling case to make, normally borne out of necessity (such as work responsibilities, caring duties, commuting, or other hardship), but not simply out of desire. For a change of any kind, the student needs to make a case to the Director of Postgraduate Teaching and Learning (DPGTL) [Dr Jennifer Edmond](#), laying out their need.

After week 1 of classes, changes to module choices cannot be made in any but the most extreme circumstances, such as if there is something preventing a student from attending or completing the module they chose.

Students will be allowed to petition to change their optional module choices for the Hilary Term (originally made in August). The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change before 15 December 2024, indicating the module they would like to leave and the one they would like to join.
- Before making the request, the student must have obtained written permission from the module convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.
- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

## Auditing Modules

Students are welcome to request module coordinators let them audit modules. In this case, they do not get credit and do not have to complete assessment, unless the instructor feels this is essential to module delivery.

First preference for the allocation of places on postgraduate taught (PGT) modules goes to postgraduates on one of the School's taught courses (PGTs), who are taking modules for credit. Space allowing, second preference goes to postgraduate research students (PGRs) wanting to take modules for credit, followed by students (PGT and PGR) wanting to sit-in on a non-credit bearing basis (audit). Participation in this last category is, however, subject to the module convenor's agreement, based on their assessment of any potential negative pedagogical effect of admitting additional participants, and the student's willingness to participate actively, as defined by the module convenor.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) are not allowed to audit core modules they may be required to take for credit in subsequent parts of the Framework programme. Students are recommended not to audit more than one module per term.

Students who are auditing modules and who would like to receive formal confirmation of their participation are required to ensure the module convenor signs off on their attendance after each module meeting. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrator](#).

## **Dissertation Module**

The dissertation is a substantial body of academic work of between 15,000 and 20,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist. Given the size and importance of the dissertation, it is strongly advised that students devote plenty of time to planning and producing the dissertation from an early stage in the course.

### **Choosing and Refining a Topic**

Students are encouraged to choose a thesis topic that suits their interests, and which builds upon any of the many facets of the intercultural communications that will be introduced throughout the course. Students should be thinking about possible topics already from the very start of the programme and are encouraged to speak with the course Director about possible topic ideas from an early phase. Often students can be tempted to de-prioritise the dissertation below the other assignments, in particular during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure, and it is strongly recommended to start working on it early.

### **Research Involving Human Subjects**

If your research involves human participants, advance permission should be obtained for this research from the appropriate College Ethics Committee. See School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#) for further details.

## M12 DISSERTATION

• The aim of this module is to give students of the Masters level the opportunity to research a topic in the field that is agreed with the dissertation supervisor. Hence, this module further develops the learner autonomy and enables students to put into practice theories, strategies, methods and techniques already studied in the relevant preparatory taught modules. The research project will be undertaken independently under the supervision of a lecturer with relevant expertise. At the end of this module, students will be able to develop their own views and insights from an understanding of theories and relate to practical intercultural communication encounters.

• The supervision sessions provide general guidance on research methods and paradigms as well as providing information on the specific aspects of the dissertation that students would need to pay attention to. Supervisions and research support are specifically tailored to the students' needs. The module provides an opportunity for students to contribute to the ongoing development of their profession, the career plans, the service provided and the existing evidence base in their chosen project field. Students may link their dissertation to a work-placement or work-based project, in which case the dissertation approach may be more practice-oriented, drawing on theories. The research project also provides a basis for **further academic developments, including PhD.**

• **Part-time MPhil Top up (year 2/year 3)** – student needs to complete the **Dissertation** only (**MT+HT+TT**) in accordance with the following timeline:

• Topic definition and getting approval from the supervisor within the first 6 weeks of the teaching period in **MT**

• Writing and submitting the research proposal at the end of **MT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)

• Research and writing the dissertation in **HT + TT**

• **MPhil 1-year full-time** – student needs to take all taught modules of 60 credits in year 1 + **Dissertation (HT+TT)** as follows in accordance with the following timeline:

1. Topic definition and getting approval from the supervisor within the first 4 weeks of the teaching period in **HT**

2. Writing and submitting the research proposal at the end of **HT** (the research plan will include research questions, preliminary literature review, methodology section and a detailed timeline for the project)

3. Research and writing the dissertation in **HT + TT**

### Supervisors

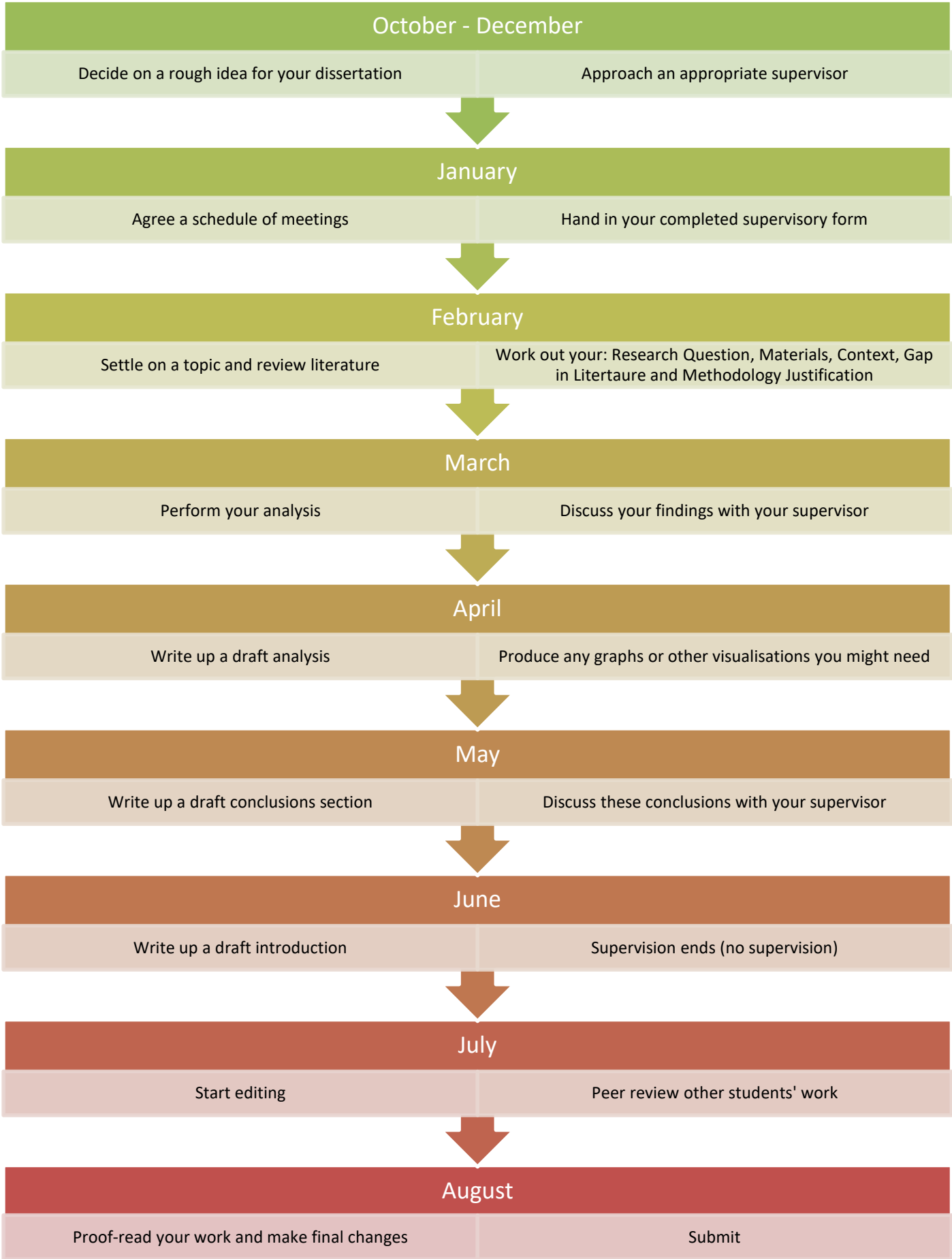
Each dissertation is supervised by at least one member of academic staff. The selection of a supervisor is the responsibility of the student involved. A list of the main supervisors can be found in this handbook. In order to start the selection process, the [Dissertation Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake the supervision. The Dissertation Supervision Request Form must be completed and submitted by the end of Week 2 of Hilary Term. Once it has been completed, students will be contacted about their supervisors. After being contacted, it is students' responsibility to reach out to supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#). This form must be submitted by the end of Week 2 of Hilary Term.

A student may choose to split their supervision between two supervisors. This generally occurs most in the case of a topic intersecting two different areas of study or using a comparative perspective. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are organised with the supervisor(s) is left to the discretion of the student and the supervisor(s). Normally, only supervisors from the School of Languages, Literatures and Cultural Studies will be accepted.

It is strongly recommended to start working on the dissertation early, and to work steadily on it to make the best use of the supervision sessions. Regardless the work pattern used (1-hour or 30-minute sessions), it is strongly recommended that supervision starts early in Hillary Term. The Dissertation Supervision Form includes a preliminary schedule open to minor changes for justifiable reasons. It is not acceptable to write 'TBC' in the form. Specific dates and times must be indicated. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, **any forms that are not filled out in full are returned to the student for completion.**

Supervision is expected to take place during the supervisor's office hours. In planning for a supervision, you should write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision session is used most efficiently on talking through the results, rather than with the supervisor reading your work.

The specific timeline will depend on the entry route and pathway. The student and the supervisor could work out an individualised approach. However, below is a suggested structure for how the dissertation work might progress on a full-time option:





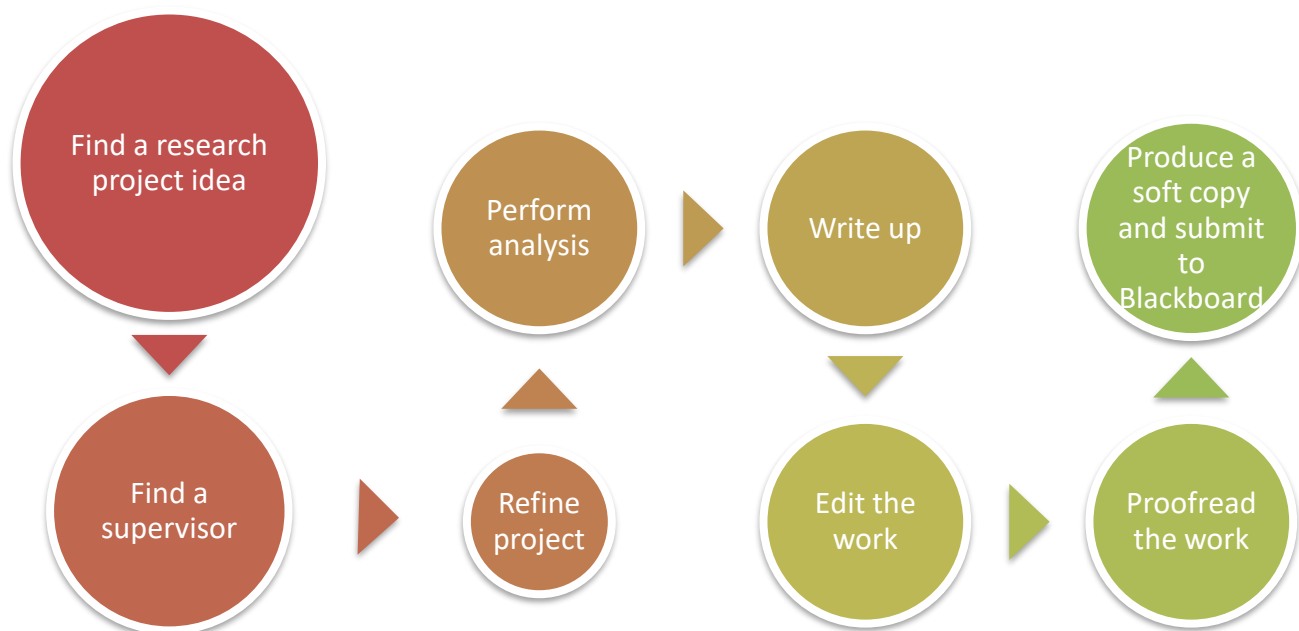
## Submission

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style below). You may choose to use [this template](#) to help you in this process.

The abstract, acknowledgements, bibliography, and any appendices *do not* count towards a dissertation's word count. However, all other parts of the dissertation, including quotations, introduction, development, conclusion, and any footnotes are *included* in the word count.

The finished product should be submitted electronically to Blackboard. No hard copies are required. We also encourage students to submit a copy of their dissertation on Trinity's Access to Research Archive (TARA) (a link is provided for this on Blackboard in the same place as the dissertation is submitted).

The dissertation by the deadline (see the 'Key Dates' section of this handbook). Please note that deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the 'Regulations & Guidelines' section below).



## Course Learning Outcomes

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

- **CLO1:** Explain orally and in writing concepts, models, and theories related to intercultural communication
  - **CLO2:** Apply Equality, Equity, Diversity and Inclusion (EEDI) perspectives to participate in collaborative learning and analyse the challenges and opportunities of communicating across cultures involving people from different racial, gender, ethnic and cultural backgrounds in both national and international settings
  - **CLO3:** Apply digital literacy and engage in independent learning to produce a critical reflective account informed by global intercultural communication encounters
  - **CLO4:** Exemplify orally and in writing how the knowledge and skills gained can facilitate intercultural communication and lead to further learning opportunities
  - **CLO5:** Explain the role of culture in intralingual, interlingual and multilingual communications and relate it to the dimensions of language rights in relation to social and educational policies
  - **CLO6:** Use diverse media to communicate through reflexive praxis how contexts, concepts, ethics and methods of multimodal communication contribute to the understanding of characteristics of effective intercultural communication
  - **CLO7:** Identify research topics, critically review academic literature and theories, design and evaluate research, using appropriate methods and ethical research practices
  - **CLO8:** Evidence through the written dissertation the understanding of the importance of all key research areas, from the rationale to the contribution
- -----
- Programme Learning Outcomes **CLO1 to CLO4** will be achieved for completion of **Postgraduate Certificate** (attainment award).
  - Programme Learning Outcomes **CLO5 to CLO6** will be achieved for completion of **Postgraduate Diploma** (both exit and attainment award).
  - Programme Learning Outcomes **CLO7 to CLO8** are required to be achieved for the **Master's** course attainment award.

## Assessment and progression

The following regulations refer to Part III of the [2024-2025 Calendar for Graduate Studies and Higher Degrees](#).

Candidates are assessed throughout the programme by coursework and dissertation.

1) The final mark is based on a credit-weighted average of the mark awarded in each module. A Pass mark on this course is **40%** and above.

2) To be eligible for the award of the MPhil, students must pass all taught modules to the value of 60 ECTS and must submit a research project (dissertation) by the prescribed date, and also achieve at least a pass mark of **40%** in the research project (dissertation).

3) Each taught module must be passed independently, however one failed taught module (up to 10 ECTS) may, at the discretion of the module convenor and course director be compensated, provided that

a) the student's overall average mark for all taught modules is at least **40%**, and

b) the mark in the failed module is at least **30%**.

4) Students who fail more than one module (up to 10 ECTS) may, at the discretion of the module convenor and course director, be offered to undertake supplemental assignments as specified by the module convenor and course director.

5) Supplemental assignments must be submitted by the end of August (in the customary supplemental session). The mark for the supplemental assignment, will be capped at the pass mark for the module (**40%**).

6) Compensation is not possible for the dissertation, neither can the dissertation be used to compensate for any of the taught modules.

## Distinction

Students who achieve an overall average mark of 70% or greater for their dissertation and at least 70% overall without having failed any assessment component are eligible for the award of the MPhil degree with Distinction.

## Exit Award

Students who fail or choose not to undertake the Dissertation module but have passed all the other modules totalling 60 ECTS are eligible for consideration for an exit Postgraduate Diploma only. Such students will not be permitted at a later stage to return to the course to retake the MPhil dissertation, but they may apply to repeat the whole course.

## Postgraduate Diploma exit award with Distinction

Students who have achieved an average of at least 70% of the available marks in all taught modules without having failed any assessment component will be eligible for consideration for the award of Postgraduate Diploma with Distinction.

## The Online Learning Experience

The course includes three modules (M3 [New Centre option], M5 [Existing School option] and M9 [New Centre option]) which are delivered fully online.

The online learning experience will be different to that of face-to-face teaching. It will afford flexibility to students as to when and where to engage with the module material. To encourage continued effective engagement with the online module, a combination of synchronous and asynchronous learning, open office hours, and awarding marks for engagement with module material and class discussions in the online environment will be provided. As the course is at a postgraduate level, it is expected that much of the learning will be self-directed, however guidance and support will be offered by the course team in the form of open office hours, feedback on assignments and moderation of online discussions.

Teaching staff will be available online to answer questions, discuss material and address any issues that may arise for **2 hours a week** at a predetermined time throughout the duration of the module. These open hours will take place via the Blackboard Collaborate platform, or other platforms offering virtual communications (ZOOM or MS TEAMS) and the scheduled times will be discussed and posted online at the early stage of that module running.

Students will be actively encouraged to make use of the open office hours provided. Blackboard Collaborate or ZOOM will be used to facilitate live communication during these times. Some option modules offer social spaces (chat rooms) where students can meet to discuss the material amongst themselves. The purpose of this chat room will be to supplement online learning through students being able to continue discussions after the online materials experience to enhance the sense of community within the class.

## Regulations and Guidelines

### Assignment Submission

Students are required to submit their assignments by the deadline indicated for each individual module.

The assignments for each module are submitted online, using the blackboard site for that module. Individual module convenors may require a specific format for your assessments. If this is not specified in your syllabus, please ask your module convenor to confirm.

Assignments for each module must be accompanied by a completed [submission coversheet](#).

Students are reminded of [Trinity's Accessible Information Policy](#). All written material (e.g. theses, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 11/12. More information on accessible materials is available on the [Trinity Inclusive Curriculum webpages](#).

### Plagiarism

When writing or presenting your work, it is important always to avoid using other people's ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You have always to credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else's text (essay, translation, etc.) without specifying (usually in an appropriate footnote) your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence, and you may be technically guilty of plagiarism leading - at worst - to your expulsion from the College. The reasons for this and Trinity's policy on plagiarism are explained in [an online repository](#), hosted by the Library:

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (<https://libguides.tcd.ie/academic-integrity/ready-steady-write>), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

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 at: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

### AI tools (chatGPT and similar) and Assessed Coursework

We do not encourage you to use chatGPT (or similar) in your assessed work, but – providing you do so in conformity with the present document – we do not forbid it.

If you use it, chatGPT (or similar) must be acknowledged like any other source: if you take information and/or ideas from it, you should indicate this just as if you were taking them from a published article. If you take wording from chatGPT, this should be acknowledged and in quotation marks. As with any other source, long strings of quoted matter are not advisable. Failure to provide such acknowledgments constitutes a breach of the College plagiarism policy.

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of



generative AI. Incorrect and/or fabricated information will be penalized, while thorough and competent referencing will be rewarded.

Citations of ChatGPT, or any equivalent, should follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "Text of prompt entered."

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: <https://openai.com/blog/chatgpt/>. Prompt: "How reliable are the sources for Enheduanna's poetry?"

If you gave it multiple prompts, there should be multiple citations.

While properly referencing chatGPT will protect you from plagiarism, it will not protect you from the errors which it generates. You would be well advised to independently verify information provided by chatGPT. If you do this, it is fine to quote directly from the sources you use for verification – you no longer need to quote chatGPT itself.

With immediate effect, all assessed-work cover-sheets in the School will ask you to state whether you have used 'artificial intelligence' or not in producing the work. This question must be answered over and above the provision of any references to such a source. Answering this question incorrectly will be counted as a breach of academic integrity.

If you answer 'yes', you should include the full text provided by chatGPT in an appendix to your work, so that the marker can see the full context (as they would be able to if you quoted a normal publication).

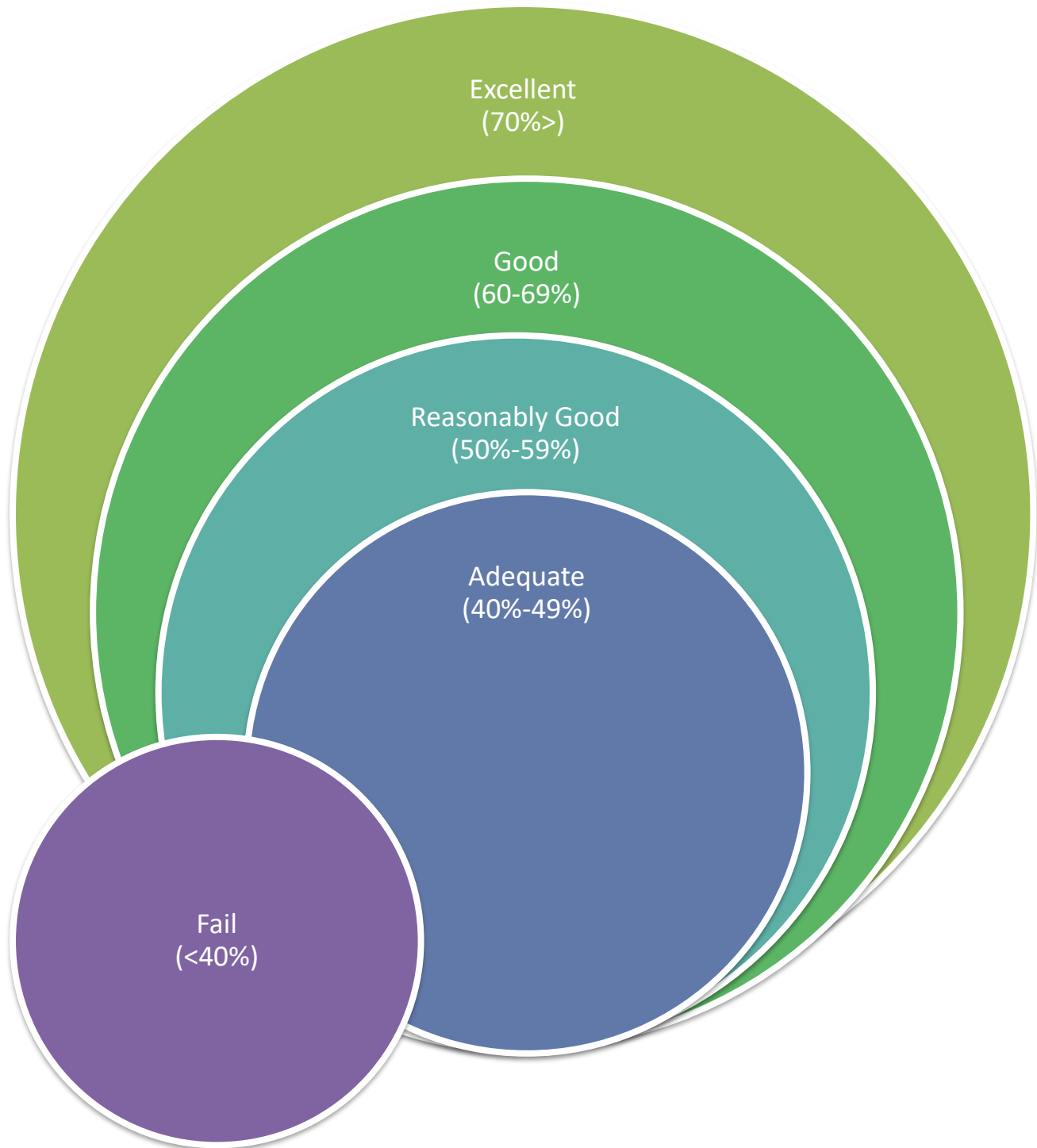
In the event that markers suspect unacknowledged/improper use of chatGPT, you may be called to an investigative meeting, where you will be examined on both the form and content of the work in question, and on the general topic. In the event the markers still have concerns, these will be referred to the Junior Dean as a suspected breach of academic integrity.

Just as AI tools are evolving, so too are AI-detection tools. Turnitin has announced new capabilities to appear by the end of this year. Improper use of chatGPT now could come back to haunt you later.

A final point is that, precisely because a certain kind of (fairly low-level) writing can now be done by chatGPT, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools. All the more reason, then, to properly hone these skills. 'Artificial intelligence' may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College.

## Grading

The final degree only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university's general scale. The pass mark is 40%.



In general, the four pass bands above are to be interpreted as follows:

I	(70+)	Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought
II.1	(60-69)	Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights
II.2	(50-59)	Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding
III	(40-49)	Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

## Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called “ad misericordiam appeals” (please see below).

Normally the maximum extension that can be granted is two weeks in length. If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year. Whether requesting an extension or an off-books application, the first port of call is the Course Director.

## Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director *before* the deadline has passed (see “Extensions and Ad Misericordiam Appeals” section above). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

## Ad Misericordiam Appeals

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director before the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there

is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.

- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.
- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See [Disability Office website](#)).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.
- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues
- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines
- English is the second language
- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student
- Failure to plan study schedule
- Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments
- Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)
- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by 'retrospective' medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor's certificate which states that the student was seen after the illness occurred and declared that they had been ill previously
- Medical circumstances outside the relevant assessment period
- Long term health condition for which student is already receiving reasonable or appropriate accommodations
- Late disclosure of circumstances on the basis that the student 'felt unable – did not feel comfortable' confiding in a staff member about their exceptional circumstances
- Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here:

[https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/assets/appeals/Evidence\\_Support\\_ad\\_mis\\_Appeal\\_19-04-2017.pdf](https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/assets/appeals/Evidence_Support_ad_mis_Appeal_19-04-2017.pdf)

## Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. Trinity recognises that in the context

of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found [here](#).

### **Going Off-Books**

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the course director in the first instance. The course director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above). Therefore, students are well advised to seek medical certificates or other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week.

Please see this webpage for more information: <https://www.tcd.ie/graduatestudies/fag/>.

## Resources and Facilities for Students

### Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card and gives you access to the Library and other facilities.

### Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): <https://myzone.tcd.ie/>

### VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: <https://tcd.blackboard.com>

You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

### Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see this page:

<https://www.tcd.ie/itservices/our-services/student-wi-fi/>.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

### Specialist software

During the course, you will be introduced to a range of specialist software including Trados. A limited number of free licences is available to students. These licences allow you to analyse data.

### Showcase

The showcase event falls after the end of the teaching term, after the portfolios have been submitted. It is a chance for students to show off their finest piece of work from their portfolios to special guests and friends of the centre.

### Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: <https://student-learning.tcd.ie/international/>, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as

soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: <https://student-learning.tcd.ie/services/>

### **Postgraduate Advisory Service**

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail [postgrad.support@tcd.ie](mailto:postgrad.support@tcd.ie).

Website: [https://www.tcd.ie/Senior\\_Tutor/postgraduateadvisory/](https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/).

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

### **Postgraduate Supports for Students with Disabilities**

Postgraduate students who have a disability are encouraged to apply to the Trinity disAbility Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

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 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 Trinity [disAbility Service Contact page](#).

You can find out more information here: <https://www.tcd.ie/disability/support-and-resources/>.

### **Medical Issues**

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. <https://www.tcd.ie/collegehealth/>.



## Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie) to request an appointment. For more information, please visit [https://www.tcd.ie/Student\\_Counselling/about/](https://www.tcd.ie/Student_Counselling/about/).

## Careers Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice are available at [www.tcd.ie/Careers](http://www.tcd.ie/Careers) and in the Careers Library, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide.

In addition, you can access both the Prospects Planner and Pathfinder on the College PC network and in the Careers Library. There is also a new alumni contact database in the Careers Library, and staff are available to answer queries and to provide career counselling.

Graduates from M.Phil. degrees offered by the School of Languages, Literatures and Cultural Studies often go on to do further research. If you are interested in doing further research in an area related to your M.Phil. studies, you should talk to the Course Director; you may also wish to discuss your options with the School's Director of Postgraduate Teaching.

## Representatives

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole class. If you would like to act as a representative, you should approach the course Director early in the academic year.

## Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6. Contact [frontoffice@tcdsu.org](mailto:frontoffice@tcdsu.org) or visit <https://www.tcdsu.org/> for more information.

## Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on my.tcd.ie portal in advance of each term.

## Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the taught postgraduate level, classroom time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays, into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

## Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on campus, around 5 minutes' walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: <https://www.tcd.ie/academicregistry/>.

Please note that some issues are only managed in consultation with the course director.

## Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;
- Proof of fees paid;
- Visa Letter.

Graduate Letter and Translation and Duplicate of Degree Parchments can be issued by the Academic Registry. More information and guidelines can be found on the Academic Registry website: <https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/letters-and-documentation/>.

For other letters and transcripts, please email the [Course Administrator](#). Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

## School of Languages, Literatures and Cultural Studies

The school is the body that runs the course, and that manages it day to day. Any emails to the school can be directed to [postgraduate.slcs@tcd.ie](mailto:postgraduate.slcs@tcd.ie). The school is also your first port of call for academic transcripts and issues pertaining to your option modules. Generally, issues handled by the school are done so in consultation with the course director.

## Course Director

Dr Théophile Munyangayo is the course director of the MPhil in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns. The course Director is the individual responsible for the smooth running of the course, as well as for the academic and research integrity and quality assurance of the programme. The current Director is located in Arts Building, Room 4109. He can also be reached by emailing [MUNYANGT@tcd.ie](mailto:MUNYANGT@tcd.ie). The Director is available for meetings to discuss issues. These should be organised in advance by sending an email that briefly outlines the nature of the issue to the address above.

## Course Coordinator

The Course Coordinator is Dr Maria Medina ([mmedina@tcd.ie](mailto:mmedina@tcd.ie)). The Course Coordinator will be responsible for the day-to-day running of the course in collaboration with the course administrator. She will be overseeing the delivery of academic modules and liaising with students, academics, course committee and the Course Director on matters related to module assessment to support the smooth delivery of the course.

## **Centre Administrator**

The Administrator of the Trinity Centre for Global Intercultural Communications, Mary Clark, is located in the Arts Building, office 5038. For general queries, the Centre Administrator can also be reached by emailing [cgic@tcd.ie](mailto:cgic@tcd.ie). The function of the Administrator is to look after the smooth running of the Centre's activities, including running industry engagement events, organising meetings, and facilitating working between the various parties that make up the centre, the students being one of these.

## **Trinity Centre for Global Intercultural Communications**

Students on the MPhil in Applied Intercultural Communications are automatically members of the Trinity Centre for Global Intercultural Communications, part of the School of Languages, Literatures and Cultural Studies, located in Arts Building 3 College Green, Dublin 2, D02 XH97. Students have open spaces in this building which they can use for study.

## Teaching Staff

Dr Théophile Munyangeyo is the current course director of the MPhil in Applied Intercultural Communications. He is your first and most frequent point of contact for any questions or concerns. If you wish to organise a meeting with him, you should email him at [MUNYANGT@tcd.ie](mailto:MUNYANGT@tcd.ie).

Dr Maria Medina is the course coordinator of the MPhil in Applied Intercultural Communications.

## Supervisors

Each student is required to find a supervisor for both the portfolio and the dissertation. Students choose one or supervisor from the School of Languages, Literatures, and Cultural Studies. They can also choose two supervisors if they want to engage most fully with the expertise of the individuals involved. You are encouraged to start identifying and approaching potential supervisors early in Michaelmas Term (MT). Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to:

### Centre for Global Intercultural Communications

Professor Omar García

Dr Théophile Munyangeyo

Dr Maria Medina

### Trinity Centre for Literary and Cultural Translation

Dr James Hadley

Dr Natália Carolina Resende

### Department of Russian and Slavonic Studies

Dr Justin Doherty

Dr Kasia Szymanska

Dr Balázs Apor

### Department of French

Professor Michael Cronin (on leave MT 2024)

Dr Sarah Alyn Stacey

Dr Alexandra Lukes

Dr James Hanrahan (on leave HT 2025)

Dr Hannes Opelz

### Department of Hispanic Studies

Dr Catherine Barbour

Dr Brian Brewer

Dr Katerina García

Dr Catherine Leen

### Department of Italian

Professor Clodagh Brook

Dr Igor Candido

### Department of Germanic Studies

Professor Mary Cosgrove

Dr Peter Arnds

Dr Caitríona Leahy

Dr Gillian Martin

Dr Clemens Ruthner

### Department of Irish and Celtic Languages

Professor Damian McManus

Dr Pádraig de Paor

Dr Edward Arnold

Dr Rachel Hoare

**Near and Middle Eastern Studies**

Dr Anne Fitzpatrick

Dr Zuleika Rodgers

Dr Tylor Brand

Dr Martin Worthington (on leave HT 2025)

Dr Idriss Jebari (on leave MT 2024)

Dr Eoin Mac Cárthaigh

Dr Jürgen Uhlich

Dr. Mícheál Hoyne

**Digital Humanities/ The Long Room Hub**

Dr Jennifer Edmond

## Progressing to a PhD

Many of our master's students go on to do a [PhD with us](#) after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the interdisciplines which straddle these. The interdisciplines include Intercultural Communication, Languages, Translation Studies, European Identities, Digital Humanities and Comparative literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's dissertation into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's dissertation. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's dissertation when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research question
- The methodology you will use to answer this research question
- The materials you will analyse with your methodology to reach the answer to your research question
- The justification for why this research question is an important contribution to knowledge
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research [potential supervisors](#) who might be able to support your work. You can start by looking at the list of supervisors on the last page of this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the interdisciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into [a full proposal](#), which is the most important part of your application.

## Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support. There is a range of grants and [studentships available to research candidates in the school](#). However, these are highly

competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is “will this research affect anybody’s life, apart from mine?” Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributes something to the world.

The main funders for research in the school are the Irish Research Council, which funds a certain number of [PhD scholarships](#) each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is highly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching. However, it is also important to bear in mind that there is a much higher success rate for these schemes from researchers who have already begun their PhD. Candidates who apply for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: It is much easier to describe what you will do when you are already doing it, than if you simply have to imagine the future.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to potential supervisors and/or Dr Théophile Munyangeyo ([MUNYANGT@tcd.ie](mailto:MUNYANGT@tcd.ie)).



## Appendix I: House Style for the Submission of Written Work

This description is the default for core modules and dissertations in the MPhil in Applied Intercultural Communications. Some option modules may have different requirements. Please be sure to check the requirements for your modules.

All submitted work should be word-processed.

### Layout

Font: Calibri

Font size: 12pt

Line Spacing: 1.5

Page size: A4

Dates:

- Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000)
- Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000)
- For decades, do not include an apostrophe (e.g. 1990s (not 1990's))
- For centuries, spell out the name (e.g. 'nineteenth century' (not '19th century')).

Punctuation: Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.

Spelling: Any English spelling convention is acceptable, as long as it is used consistently.

Title: Use bold for your assignment title, with an initial capital letter for any proper nouns.

Please indicate the level of the section headings in your assignment:

Headings:

- First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.
- Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.

Tables and figures: Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.

Quotations:

- Fewer than 40 words: in the body of the text, in single quotation marks ( '...' ).
- 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.
- If a quotation contains a quote, this is marked with double quotation marks ( '... "..."...' ).

Bold: Bold text should only be used to identify section or chapter titles.

Italics: Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.

Underlining: Underlining should not be used.

Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	<p>When using abbreviations, the following conventions should be followed:</p> <ul style="list-style-type: none"> <li>• When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St)</li> <li>• Other abbreviations take a full stop (e.g. Esq., vol., p., no.)</li> <li>• Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS)</li> <li>• Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.</li> </ul>
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)').
Pagination:	Pages should be numbered consecutively, centred in the footer. No blank pages should be included.
Student Number:	The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

## Referencing, Citation and Bibliographies

### References

- An alphabetical list describing each source that you have used.

### Citing/Citation

- The way you, as a writer, refer to texts that you include in your work.
- All of the information retrieved from a bibliographical database search.

### Bibliography

- A list of material you have used for information or inspiration, including sources you mentioned but have not quoted directly in the text.

### Why Referencing?

- **Makes the traceability of the sources easier**
  - Enabling the reader(s) to locate your sources.
- **Enhances the credibility of your work**
  - Demonstrating the body of knowledge upon which your work is based.
- **Displays academic honesty**
  - Acknowledging debts to other writers.

There is no universally adopted referencing system for academic writing. Referencing is about conventions. Institutions and disciplines choose their most appropriate ones among many systems.

### The most commonly used referencing styles

- **American Psychological Association (APA) - [APA Style](#)**
- **Chicago System - [The Chicago Manual of Style Online: Chicago-Style Citation](#)**
- **The [Harvard Styles](#) (often called the 'Author Date System')**. Inline styles are sometimes called the "Harvard" style as they were first used at Harvard in the 1880s. They are also called "Parenthetical" styles as they enclose the partial information in brackets. Two of the most popular Harvard-type styles are the APA 6th Edition, and the MLA 8th Edition.
- **Modern Humanities Research Association (MHRA) - [MHRA Style Guide - Modern Humanities Research Association](#)**
- **Modern Language Association of America (MLA) - [Modern Language Association \(MLA\): Format, Bibliography, Style](#)**

**APA** and **Chicago** are two of the most commonly used referencing styles in humanities and social sciences. We recommend them; but your optional modules taken outside the Trinity Centre for Global Intercultural Communications may require a different referencing style. Please check with the hosts before submitting your work.

You can access the referencing information via the Trinity Library [Citing & Referencing](#) guide and read more about how to avoid plagiarism in the [Avoiding Plagiarism](#) guide.

**Note:** Whatever the referencing style you use, please be consistent throughout the work.

## Dissertation

Title page:	The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Applied Intercultural Communications); the module to which it is attached (where applicable); the term and year in which it is submitted.
Declaration:	Immediately following the title page, every dissertation must contain the following declaration, signed and dated:  Declaration  “I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work. I agree that the Library may lend or copy this dissertation on request. Signed:            Date:
Abstract:	Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author’s full name (in that order), and must not exceed one page of single-spaced typescript.
Acknowledgements:	The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.
Table of contents:	Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.
Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.
Chapters:	Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings, and listed in the Table of Contents.
Conclusion:	The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.
Bibliography:	List all primary and secondary sources consulted using the APA, Harvard or another style recommended by your optional module host.



