Supervision of research students
Best practice guidelines

TRINITY
COLLEGE
DUBLIN

Contents

1. Introduction

The Trinity PhD is a 4-year[1] structured doctorate with regular monitoring of the student's progress by the supervisor(s) and/or by a supervisory panel. Supervision is considered to be a crucial part of doctoral training[2] and this handbook has been developed as a resource for supervisors and research students. This document outlines the key principles of best practice for supervising research students and also provides some practical advice and a list of links that will enable academic staff to best meet the training and support needs of their research students. The content of the handbook will be complemented by Supervisor Support Workshops that run during the academic year, supported by the Dean of Graduate Studies and the Centre for Academic Practice and e-Learning. Further details on the workshops are available at http://www.tcd.ie/CAPSL/staff/

[1] Some funding agencies only provide funding for 3 years although a Trinity PhD candidate is entitled to 4 years on the PhD register
[2] The guidelines outlined in this handbook would also generally apply to students undertaking the research component of a taught Masters or Professional Doctorate, or a Research Masters.

2. The Trinity PhD

The Trinity PhD candidate is expected to advance knowledge in a specific field through original research and demonstrate their capability to carry out independent research. The regulations governing the award of postgraduate research degrees are published in the Calendar, Part 2.

The Trinity PhD is awarded to those who have been able to demonstrate:

- a systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field
- that they have the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools or materials

- that that are capable of critical analysis, evaluation and synthesis of new and complex ideas
- that they have made a significant contribution through original research which extends the frontiers of knowledge by developing a body of work, some of which merits publication in national or international refereed publications
- that they can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner
- the ability to promote, with due regard to ethical considerations and within an academic context, scientific, technological, social or cultural advancement.

3. The structured PhD in Trinity

The Trinity PhD is a structured doctorate and all students, irrespective of how they are funded, are expected to take taught modules to support their research and assist in the development of transferable skills that are relevant to a career both within academia and beyond.

Advanced disciplinary modules may be developed locally and, in certain areas, may involve inter-institutional cooperation. Information on discipline-specific modules is available in the School handbook for PhD students or in the Structured PhD Programme handbook, where applicable. In addition, the Graduate Education Strand of the Dublin Region Higher Education Alliance offers discipline specific modules to PhD students in the areas of engineering, biomedical sciences, physics, chemistry, economics and politics. www.DRHEA.ie

Generic and transferable skills modules are available in themes such as communication, English language support, information literacy, research and career planning and statistics (see Appendix 1).

Workshops and accredited modules are available in Teaching and Supporting Learning for postgraduate students who assist with undergraduate teaching. (see Appendix 1). www.tcd.ie/CAPSL/staff/teaching-assistants/

The Innovation Academy offers a Certificate in Innovation & Entrepreneurship to all Trinity PhD students in order to foster creativity, interdisciplinary teamwork and the appropriate skills to enable the translation of research into a new product or policy, or a social or cultural innovation. The Innovation Academy provides Trinity PhD students with access to a network of entrepreneurs, enterprises (commercial, social, cultural, public bodies) and other PhD students. (see Appendix 1). www.innovationacademy.ie

The generic and transferable skills modules that are available to Trinity PhD students from across all disciplines are outlined in Appendix 1. These modules are provided free of charge[3] to PhD students registered in Trinity.

The supervisor should discuss the particular skills requirements of the student and support the student's participation in taught modules. Normally, students may undertake up to 30 ECTS of taught modules within the first 18 months of registration. The Graduate Certificate in Innovation & Entrepreneurship may be undertaken over the course of the PhD and provides the students with an additional qualification.

[3] a fee may be payable for English for Academic Purposes.

4. Maintaining a good student-supervisor relationship

The relationship between supervisor and research student is a defining feature of postgraduate education and training. In accordance with the Salzburg Principles[4] for doctoral training, arrangements for supervision should be based on a transparent contractual framework of shared responsibilities between the PhD student and the supervisor(s). The role of the PhD supervisor(s) should be to encourage, challenge and support the student in order that he/she may develop the skills and attributes outlined in Section 2. A positive and collaborative interaction between student and supervisor will enhance the student experience and increase the prospects for a successful outcome for the project. Both supervisor and student can contribute to this relationship through interactions based on mutual respect and confidentiality, courtesy, accessibility, clarity of communication and application of effort.

1. Communication: It is essential that supervisors and students should maintain clear and open lines of communication. Students should bring to the attention of their supervisors any difficulties or issues that potentially may interfere with their work.

2. Early intervention: If difficulties do arise then early intervention is always advisable. Supervisors and students should not simply wait and allow a problem to persist or get worse in the hope that the issue will resolve itself eventually.

3. Clarity: It is essential that both student and supervisor reach a clear and agreed understanding about the nature of any issue that might affect progress and of the steps necessary to the resolve this issue.

4. Avoid misunderstandings: It may be beneficial for supervisor and student to exchange written summaries of their respective views of the outcomes of their discussions on any difficulty so that they are clear where they both stand.

5. Constructive criticism: Such criticisms are part of the obligations of a supervisor and constitute a key feature of a research degree. They also have the potential to create conflicts between student and supervisor so a discussion about the nature and purpose of constructive criticism at the outset of the project may help reduce tensions that may arise later on.

6. Maintain records: Supervisors and students may find it helpful to keep a record of their meetings for future reference. Where a student or supervisor feels that the other party is unresponsive to requests for a meeting a record of their attempts to raise this issue with the other party should be kept. They should approach the director of postgraduate teaching and learning for advice in resolving the situation.

7. Notification: If following discussions and meetings the supervisor or student still feels that progress has been consistently unsatisfactory, the other party should be notified in writing the reasons for this view and be given an opportunity to respond. All progress should be reported in annual reports.

[4] www.eua.be

5. The roles & responsibilities of the supervisor

Supervisors of research students in TCD will:

1. Be familiar with the regulations and guidelines which operate within their School and within College.

2. Participate in the selection process for entry to the research register in conjunction with the Director of Teaching & Learning.

3. Guide the student in a choice of research topic; agree within a month of registration (or per School/Programme requirements) a suitable topic of research which can be completed as a research project and written up within the prescribed period of study (normally three-four years full-time or six years part-time).

4. Agree with the student no later than 3 months after registration (or per School/Programme requirements) the basic structure of the research project, an appropriate research method, a realistic plan of work, and any additional required study including Skills Development Training.

5. Encourage the students to attend relevant taught modules and participate in the Innovation Academy.

6. Ensure that, where applicable, risk assessment of laboratory and/or field-based activities has been carried out in accordance with TCD and departmental procedures and that the student receives the required safety training.

7. Ensure that the student in familiar with the College policy on plagiarism.

8. Ensure that ethical approval has been obtained in accordance with TCD procedures.

9. Ensure that the student is aware of the College policy on good research practice. https://www.tcd.ie/research/dean/ TCDGoodResearchPractice.pdf

10. Monitor progress according to agreed milestones (and revising same based on issues in the field).

11. Establish a practice of regular meetings with the student at which all matters relating to the research project can be discussed. Provide commentary, constructively and within a reasonable timeframe, on the student's oral and written work. Ensure that written evidence of the meeting is kept within the Department

12. Alert the student to what they may expect from the supervisor by way of a critique of work. (Some supervisors have a policy of only reading their student's work once; others are happy to read it more often)

13. Arrange (in consultation with the co-supervisor, where relevant and the Director of Teaching & Learning) for a replacement in the event of absence for a period exceeding 4 weeks.

14. Complete annual progress reports in conjunction with the student in order to

monitor the student's progress and highlight any unexpected problems which can then be addressed.

15. Inform the student about the procedures for transfer from the a Masters or confirmation on the PhD register. The supervisor should ensure that transfer/confirmation occurs within 18 months of registration for a full-time student (extended by a further year for part-time students) and provide guidance in the drafting of the Report. The supervisor may attend the transfer presentation and interview.

16. Encourage the student to present work in progress from time to time, as appropriate, attend relevant conferences, meetings and workshops.

17. Provide guidance on the preparation of the thesis and the viva voce examination and nominate examiners to the Director of Teaching & Learning Postgraduate.

18. Advise the student to maintain their records of research in a manner which can be accessed and understood by anyone with a legitimate right to enquire.

19. Engage in appropriate professional development for supervising research students.
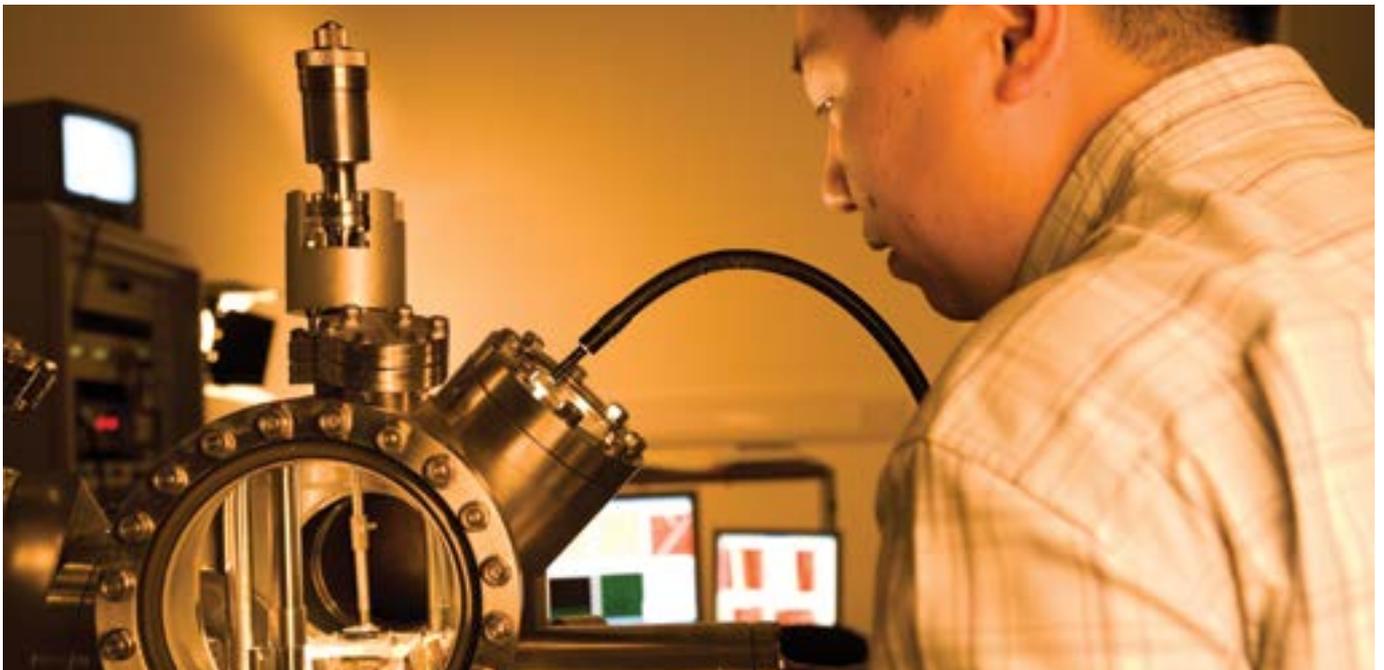
6. The roles & responsibilities of the research student

For a successful student-supervisor relationship the student must also play an active role in the relationship. Research students in TCD will:

1. Be familiar the regulations and guidelines pertaining to research degrees which operate within their School and within College.

2. Liaise with the supervisor in a choice of research topic; agree within a month of registration (or per School/Programme requirements) a suitable topic of research which can be completed as a research project and written up within the prescribed period of study (normally three-four years full-time or six years part-time).

3. Agree with the supervisor no later than 3 months after registration (or per School/Programme requirements) the basic structure of the research project, an appropriate research method, a realistic plan of work, and any additional required study including Skills Development Training.

4. Attend relevant taught modules and participate in the Innovation Academy, where possible.

5. Liaise with the supervisor to ensure that, where applicable, risk assessment of laboratory and/or field-based activities has been carried out in accordance with TCD and departmental procedures and that the required safety training is received.

6. Advise the supervisor of progress according to agreed milestones (and revising same based on issues in the field).

7. Establish a practice of regular meetings with the supervisor at which all matters relating to the research project can be discussed. Provide oral and written work in a timely manner.

8. Be familiar with the supervisor's approach to critiquing submitted work. (Some supervisors have a policy of only reading their student's work once; others are happy to read it more often)

9. In consultation with the supervisor, ensure that ethical approval has been obtained in accordance with TCD procedures.

10. Be familiar with the College policy on good research practice. https://www.tcd.ie/research/dean/TCDGoodResearchPractice.pdf

11. Be familiar with the College policy on plagiarism.

12. Complete annual progress report in conjunction with the supervisor in order to monitor progress and highlight any unexpected problems which can then be addressed.

13. Be familiar with procedures for transfer from the Masters register or confirmation on the PhD register. The transfer/confirmation occurs within 18 months of registration for a full-time student (extended by a further year for part-time students).

14. Present work in progress, as appropriate, and attend relevant conferences, meetings and workshops.

15. Liaise with the supervisor during preparation of the thesis and viva voce examination.

16. Maintain records of their research in a manner which can be accessed and understood by anyone with a legitimate right to enquire.

7. Joint supervision of research students

Joint supervision is strongly encouraged in TCD and is a necessity for interdisciplinary projects. There are two main models: the co-supervision model where supervisors contribute equally, even where one signs off as the principal supervisor; and the primary/secondary supervision model where a principal supervisor has responsibility for the student and oversees the research, and the co-supervisor contributes in the specific area of their expertise. This latter model in particular can act as a means of providing training and support to those academics newer to supervision. Generally, the responsibilities of a supervisory panel are aligned with those of a co-supervisor.

There are undoubtedly benefits to joint supervision, but there are also challenges to such collaborations, especially in the area of management of supervision activities. It is therefore essential to overcome these potential challenges at the start of the project. Through dialogue the optimal management of supervision and the allocation of specific areas of responsibility can be made clear to each supervisor and the student.

Benefits
- Students can benefit from a broader range of expertise and perspectives
- Students can benefit from a broader range of personalities
- Supervisors can broaden links and relationships with other faculty members
- Supervisors can learn from each other's supervision styles
- The process provides back-up for supervisors ill or on leave

Challenges
- It can be challenging for supervisors to agree on a path and process, especially where expectations or cultures differ in different departments/schools
- Supervisors may have different styles that don't complement each other
- Students may find it difficult to negotiate the different views of the supervisors
- It can be challenging to find times to all meet
- The process can become 'unmanaged'

Effective joint supervision practice depends on many good practices. Some suggestions for supervisors entering the joint supervision process include the following:

- The principal and co-supervisor should meet to discuss such things as respective supervision styles, expectations, and to agree on relative contributions expected. Questions that might be considered include: What can the student expect from each supervisor? Who is going to manage the process? Who will initiate or respond to emails? Who will call the meetings? What meetings will supervisors have separately and what meetings will supervisors have jointly with the student? How will supervisors give feedback?
- Early in the relationship supervisors should discuss and agree their needs, responsibilities and expectations with the student.
- The supervisors should establish up guidelines with the student so that each person knows what is expected of them, acknowledging that this may need to be renegotiated between all parties periodically.

8. How to support your research student and resolve issues

Supervisors should be aware that from time to time, personal or academic issues will arise for research students, and that students will require additional assistance and support. The research student body is diverse and includes mature students, part-time students and international students. This diversity can raise a variety of issues that may impact on student progress. In considering postgraduate student supports and the general well-being of a postgraduate student, there are number of steps that a supervisor should take:

Preparation:
- Supervisors will undertake to become aware of and remain informed of the nature of the activity of each support service in College and, as far as is practicable, make their students aware of this and how to access it. The support services available to postgraduates are listed in Appendix 2.
- The supervisor will also be more generally aware of the College policies which relate to student support including, but not limited to, College's Accessible Information Policy, College's Dignity and Respect Policy, the Student Charter and College's regulations pertaining to Graduate Studies and Higher Degrees (University of Dublin, Trinity College, Calendar Part 2) and those schedules to the 2010 Consolidated Statutes of the University of Dublin and Trinity College which relate to Student Mental Health, Fitness to Practice and Fitness to Study.

When an issue has arisen:
- Discussions around personal or academic issues should be treated confidentially and in a non-judgemental manner.
- The supervisor should be supportive and respectful of the student's feelings, maintain a professional demeanour and be mindful of the student's dignity.
- Similarly, they should not take on the role of a support service themselves, and be aware of their own limitations.
- They must actively suggest relevant support services, and should follow-up with the student two days after the initial discussion and encourage feedback and regular communication regarding the issue, and how it will affect the student personally and academically.
- They should further make a generic note that such an issue has arisen, and what steps they and the student have agreed to take ahead of the possibility that the student case will escalate, or in the event that the issue should be taken into account when assessing the student's academic progress, or if an application is made to go off-books, for an extension or in the case of an academic or disciplinary appeal.
- Supervisors can and should contact support services for advice on dealing with student issues in a general manner, but cannot divulge specifics of a case without their student's permission.
- However, should a supervisor have reason to suspect that a student has become a danger either to their own or another's safety the supervisor should contact a relevant support service immediately and seek guidance from them.

8. Avoiding the breakdown of the student-supervisor relationship

In most cases the student-supervisor relationship will proceed smoothly but if difficulties do arise there are a number of considerations and College supports that supervisors and students may find helpful. Occasionally the relationship between student and supervisor may breakdown and schools should have in place a mechanism to resolve the difficulties that may arise under these circumstances. The regulations governing complaints concerning supervision are outlined in the College calendar, Part 2.

- Supervisors should be aware that their students will often feel the supervisory relationship has a power-dimension and that raising issues, querying aspects of the relationship, or challenging the dynamics of their supervision is for many students, a daunting task.
- Supervisors should also note that the dynamic of the relationship and fear of its break down is a common postgraduate concern.
- Strained relationship is often retrievable. Should the supervisor feel that there is deterioration of communication, they should evaluate the feedback and written record of meetings with the student ahead of their next meeting, and should request frank feedback and exchange.
- It may be necessary following this, to realign the plan of work agreed with the student, provide more details in the record of meetings, or to ask the Director of Teaching and Learning (or another member of staff with the Director's approval) to attend some subsequent meetings as an observer. The student should also be directed to the informal advocacy supports offered by the Graduate Students' Union (GSU) and the Postgraduate Advisory Service (PAS).
- Should significant deterioration be apparent, the Director of Teaching and Learning should help to mediate a solution, where one is possible, and/or to offer alternative arrangements for the Supervisor and Student. The student should again be reminded of the advocacy supports of the GSU and the PAS. All parties are required to engage with the mediation process.

9. Timelines & targets
(see also appendix 3)

The variety of research approaches and disciplinary conventions make it impossible to prescribe in detail the nature and timeline of all doctoral research projects. Nevertheless, the University of Dublin Calendar specifies a number of activities that must or should be achieved by certain target times. Similarly, there are tasks that typically become relevant or even necessary and must be attended to at some stage during students' progression through their doctoral studies. Below is an list of tasks and timelines for those tasks that are general enough to be included in these guidelines (List A). List B specifies other tasks that should be attended to by students and supervisors at times appropriate for the specific doctoral research project. The appropriate times for the relevant activities (selected from this list by the supervisor and student) should be negotiated and explicitly agreed between students and their primary supervisor. Such agreements may be filed (and updated) by students and supervisors with the School's DPGTL. Those activities not deemed relevant by supervisor(s) and student should be marked as 'not relevant' and signed off by supervisor(s) and student.

Time	Task
Before commencement of doctoral study	• Statement of research subject • Assignment of supervisor and approval of supervisor by Dean of Graduate Studies • PG Students orientation events (GSO; School/department/programme as available)
During the first month of doctoral study	• Discussion and agreement of publication plans and authorship (in line with School/discipline/programme-based publication policies if available) • Development of/agreement on specific skill-building programme schedule(if appropriate) • Agreement of supervision modalities and timetable for supervisory meetings • Provision of necessary research equipment and facilities
During the first semester of doctoral study	• Specification of research question(s) and research design • Development of thesis research schedule (specified for first year, comprehensive outline for subsequent years)

Time	Task
During the first year of doctoral study	• Attendance of any formal modules or programme requirements as laid down by the DPGTL (or programme director) • Specification of research plan for second year • Preparation for confirmation process • Submission of progress report by student and supervisor
During the second year of study	• Completion of confirmation process (including submission of confirmation report and attendance at confirmation interview) (Note: FT [PT] student must complete the confirmation process within the first 18 [30] months of study) • Specification of detailed research plan for remaining year(s) • Submission of progress report by student and supervisor
During the third/fourth year of study	• Completion of research (data collection and analysis) • Final write-up of thesis • Submission of thesis • Nomination of examiners

List A (Checklist format)

Before commencement of doctoral study

- ☐ Statement of research subject
- ☐ Assignment of supervisor and approval of supervisor by Dean of Graduate Studies
- ☐ PG Students orientation events (GSU; School/department/programme as available)

During the first month of doctoral study

- ☐ Discussion and agreement of publication plans and authorship (in line with School/discipline/programme-based publication policies if available)
- ☐ Development of/agreement on specific skill-building programme schedule(if appropriate)
- ☐ Agreement of supervision modalities and timetable for supervisory meetings
- ☐ Provision of necessary research equipment and facilities

During the first semester of doctoral study

- ☐ Specification of research question(s) and research design
- ☐ Development of thesis research schedule (specified for first year, comprehensive outline for subsequent years)

During the first year of doctoral study

- ☐ Attendance of any formal modules or programme requirements as laid down by the DPGTL (or programme director)
- ☐ Specification of research plan for second year
- ☐ Preparation for confirmation process
- ☐ Submission of progress report by student and supervisor

During the second year of study

- ☐ Completion of confirmation process (including submission of confirmation report and attendance at confirmation interview) (Note: FT [PT] student must complete the confirmation process within the first 18 [30] months of study)
- ☐ Specification of detailed research plan for remaining year(s)
- ☐ Submission of progress report by student and supervisor

During the third/fourth year of study

- ☐ Completion of research (data collection and analysis)
- ☐ Final write-up of thesis
- ☐ Submission of thesis
- ☐ Nomination of examiners

List B (Checklist)

Note: Timelines for these activities may in part be discipline dependent. This list should be used to develop discipline-specific checklists. In some cases, student-specific checklists may be developed and agreed between student, supervisor(s) and programme director/DPGTL. Such customised checklists should be signed by all parties and filed by the course director/DPGTL.

☐ Agreement of schedule for and preparation of progress reports to funders

☐ Agreement on approaches for ensuring appropriate data security and record keeping

☐ Agreements of IP/Copyright issues (in line with College policies and requirements; note potential funder requirements)

☐ Career planning and job search activities

☐ Commencement of fieldwork

☐ Ethical review/Ethical approval (as and if required)

☐ Field trip planning

☐ Health & Safety instructions/certifications

☐ Negotiation of access to field sites/samples

☐ Pilot study

☐ Preparation of conference papers

☐ Preparation of journal submissions

☐ Pre-test of instruments/experimental manipulations etc.

☐ Professional registration and formal clearances (e.g., Garda clearance if research is planned with children or vulnerable adults; etc.)

☐ Supervision/Co-supervision arrangements

☐ _____

☐ _____

☐ _____

☐ _____

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Appendix 1

Modules that are available to research students

Title	ECTS	Area	Description	Entry Requirements	How to Apply
Teaching and Supporting Learning	5	Centre for Academic Practice and e-Learning (CAPSL)	Exposes postgraduates to the educational discourses on teaching at university level. Each participant develops an individual teaching philosophy and explores the praxis of their teaching: the link between their espoused theory and their classroom practice.	Participants are expected to have attended the Introduction to Teaching and Supporting Learning Module and be teaching concurrent to attendance on the module.	Students must seek School approval through their supervisor. Apply by contacting capsl@tcd.ie
Planning and Managing your Research and your Career	5	Student Learning Development; Careers Advisory Service; IIS Services	Provides participants with opportunities to become equipped with the skills necessary to successfully plan and manage their research and career, and thereby ensure full contribution of their knowledge and skills to the wider society	None	Students must seek School approval through their supervisor. Apply by contacting student.learning@tcd.ie Further information from Sarah.Ryan@tcd.ie or toconnor@tcd.ie
Information Literacy	5	Library	Guides and advised postgraduate students with information at all stages of their research: from the initial literature search, through to the analysis and interpretation of information found and the subsequent evaluation and publication of original information generated through their own research	None	david.macnaughton@tcd.ie http://www.itcd.ie/Library/support/skills-training.php
English for Academic Purposes		School of Linguistic, Speech and Communication Studies	http://www.tcd.ie/slscs/postgraduate/english/	Must be registered TCD international student (fee may apply)	clcsinfo@tcd.ie
EndNote training		Library	The EndNote training teams provide introductory classes on EndNote X5 for Windows. These classes cover: Setting up an EndNote Library ; Populating an EndNote Library with manual references, direct export references and imported references from databases and references from the Trinity College Library Dublin Online Catalogue; Managing your EndNote Library, changing reference styles and display features, editing references ; Cite While You Write - placing references from an EndNote Library into a Word document		Training schedule will be advertised vie e-mail or contact the relevant Subject Librarian directly for more information.

Title	ECTS	Area	Description	Entry Requirements	How to Apply
Statistics (Dip.Stat) (Diploma)	30	School of Computer Science & Statistics	The course provides a broad introduction to the statistical ideas and methods relevant to data gathering and analysis in a wide variety of research areas as well as business and administration.	None	Initial enquiry to Diploma.Stats@tcd.ie Applicants will also be processed via online PG application system
Creative Thinking and Innovation	10	Innovation Academy	Assist students in applying their evolving understanding of innovation to realisation of an opportunity in practice.	This module contributes to the Graduate Certificate in Innovation & Entrepreneurship.	Students must seek School approval through their supervisor. Apply by contacting innovation.academy@tcd.ie
Opportunity Generation and Recognition	5	Innovation Academy	Opportunity generation and recognition is the individual student's opportunity to bring the insights gained during the preceding module to bear on his/her PhD thesis work.	This module contributes to the Graduate Certificate in Innovation & Entrepreneurship.	Students must seek School approval through their supervisor. Apply by contacting innovation.academy@tcd.ie
Planning Your New Venture	5	Innovation Academy	Introduces students to five key elements which define a business model, to their use and to their limitations: the revenue model; the gross margin model; the operating model; the working capital model; and, the investment model. Feasibility analysis is also undertaken.	Must have completed the Modules Creative Thinking and Innovation, and Opportunity Generation and Recognition. This module contributes to the Graduate Certificate in Innovation & Entrepreneurship.	Students must seek School approval through their supervisor. Apply by contacting innovation.academy@tcd.ie
Creative Capital: Financing Your New Venture	5	Innovation Academy	Throughout the module, students will be exposed to alternative ways of thinking about the funding their prospective new ventures through the experiences of guest speakers.	Must have completed the Modules Creative Thinking and Innovation, and Opportunity Generation and Recognition.	Students must seek School approval through their supervisor. Apply by contacting innovation.academy@tcd.ie

Title	ECTS	Area	Description	Entry Requirements	How to Apply
Protecting Your Idea	5	Innovation Academy	Introduces students to the issues and actions associated with quality, early identification and protection of intellectual property. These include an exploration of copyright, patenting, trademarks, industrial design and know-how as well as ways of deriving value from the 'unprotectable'.	Must have completed the Modules Creative Thinking and Innovation, and Opportunity Generation and Recognition. This module contributes to the Graduate Certificate in Innovation & Entrepreneurship.	Students must seek School approval through their supervisor. Apply by contacting innovation. academy@tcd.ie
Linking Innovation and New Venture Creation (Module 1)	5	Trinity Research and Innovation	Enables students to think creatively and analytically about the potential of new knowledge, often from research, as a basis for innovation in existing products or services or in the creation of entirely new businesses.	None	Students must seek School approval through their supervisor. Apply by contacting bnoone@tcd.ie
Creating the Knowledge-driven Venture (Module 2)	5	Trinity Research and Innovation	Provides participants with an understanding of the new venture creation process, from identification of business development needs, knowing what to look for and how and where to look for necessary answers, effective management of stakeholder relationships, through to the planning and execution of the business plan from lab to marketplace.	Must have completed Module 1 (above)	Students must seek School approval through their supervisor. Apply by contacting bnoone@tcd.ie

Appendix 2

Support Services for Research Students

Student Support	Description	Contact
Graduate Students' Union	Represents postgraduate students throughout College. The Union offers assistance in academic and welfare issues and provides facilities such as lockers in the 1937 Reading Room, or a key to the Postgraduate Common Room.	www.tcdgsu.ie
Postgraduate Advisory Service	A confidential service available to registered postgraduate students. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing the student experience.	www.tcd.ie/Senior_Tutor/ postgraduate/ Ext 1417 Pgsupp@tcd.ie
College Health Service	Provides healthcare for all students	www.tcd.ie/college_health/
Student Counselling Service	Provide students with information on the support options available if experiencing either personal and/or academic/study concerns	www.tcd.ie/Student_ Counselling/
Disability Service	Provides appropriate advice, support and information to help students with disabilities	http://www.tcd.ie/disability/

Appendix 3

Research supervisor's checklist

This checklist below is listed on designed as an aid to those who would like to become Supervisors and as a guide for new Supervisors. It provides details of key issues to be discussed with the student at certain points during a students' academic career and is designed to help you provide the best supervision for your students.

On application:

- ☐ Have you time for supervision?
- ☐ Have you/your School the space and resources for another postgraduate student?
- ☐ Are the applicant's qualifications and/or experience sufficient?
- ☐ Are you competent to supervise the student?
- ☐ Is the research plan acceptable/feasible?
- ☐ If the application is marginal, would a probationary year on the M.Litt./M.Sc. register be appropriate or should the student be asked to register as a one year postgraduate student not reading for a higher degree and be asked to do appropriate courses? Discuss this option with your School's Director of Teaching and Learning (Postgraduate) or the Dean of Graduate Studies and, if appropriate, then set an adequate programme of assessments. Make sure that these are outlined in the recommendation for acceptance sent by the School to the Graduate Studies Office.
- ☐ Is there sufficient money available for the student and their project? Is the student clear on their financial responsibilities and liabilities?
- ☐ If the student is from overseas, has he/she got sufficient resources to survive?
- ☐ Has the student sufficient English for research purposes?
- ☐ Has the student applied for any awards?
- ☐ If the application is acceptable, which register is most appropriate? (M.Litt., M.Sc., Ph.D., M.D., M.A.I., M.Dent.Sc., M.Dent.Ch., M.Ch., D.Clin.Psych., LL.M., M.Ed., M.St.)
- ☐ If the application is acceptable, is part-time registration required (only for those in full-time teaching, research and administration)?

On registration:

- ☐ Have you discussed the research plan with the student?
- ☐ Have you set up a schedule of meetings with the student?
- ☐ Have you discussed auxiliary modules that the student might attend?

☐ Has a probationary student registered for the courses set?

☐ Have you stressed the importance of full and accurate notes on sources and references from the outset?

☐ Has the student attended the orientation meeting for postgraduate students and are they therefore informed about the services available from the Counselling Service, Student Health Service, the Accommodation Office, the Library, Information System Services and the Chaplains and do they know the name of the Director of Teaching and Learning (Postgraduate)?

☐ Have you shown the student around the School and introduced them to people?

After three months:

☐ Has the student submitted a research plan (& bibliography, if relevant)?

☐ Has the research plan been scrutinised by other members of staff, who may be co-supervisors or involved in informal supervision of specialised aspects of the project work?

☐ Are the resources of the College sufficient for the plan to be executed?

☐ If not, have funds/plans been made for use of resources elsewhere?

Things to check annually:

☐ Has the student paid fees and re-registered? Students must register and pay fees, every year, until their thesis is submitted.

☐ Has a first year progress report been submitted? (year 1 on the research register is probationary).

☐ Progress reports should be submitted prior to re-registration

☐ Are there sufficient funds for continuation of the project?

☐ Is statistical advice or other training likely to be necessary?

☐ Has a completion date been discussed and if appropriate set?

☐ Have you completed an annual progress report on your student(s)?

☐ Have you kept a local copy of the progress report?

☐ Has your student applied for funds for a conference or research visit?

After one year (with progress report):

☐ Is the project going according to the plan drawn up at three months?

☐ If not, has an alternative formal plan been adopted?

- [ ] If on the research Masters register, is the project worth transferring to the Ph.D register?
- [ ] If so have you discussed the upgrade with the student and with your Director of Teaching and Learning (Postgraduate) to make arrangements for the transfer?
- [ ] Has the student been confirmed on the PhD register by 18 months?

After two years (with progress report):
- [ ] Has a schedule for chapters, completion of first draft etc. been agreed?
- [ ] Have you seen further drafts of chapters/tangible evidence of progress in the second year?
- [ ] Have you considered that the time limit for an M.Litt./M.Sc. is two years?

After third and subsequent years (with progress report):
- [ ] Now that any award may have ceased, how is the student funding himself/herself?
- [ ] Have you considered that the time limit for a PhD is four years (six years for part-time)?
- [ ] Will Dean's Grace be required?

Writing up:
- [ ] Have you read the whole of the final draft?
- [ ] Have you thought about how much editing is proper, with relation to the declared originality of the final document and the fact that English may not be the candidate's first language?
- [ ] Has your student read, and does the thesis conform to, the 'Guidelines for theses' outlined in the Calendar Part 2?
- [ ] Have you discussed examiners' names with your Director of Teaching and Learning (Postgraduate) for him/her to nominate to the Dean of Graduate Studies?
- [ ] Have you approached a possible external examiner informally to find out when and, if, he/she can complete the examination within an acceptable time period?
- [ ] Is the student clear that the decision to submit their thesis is theirs and theirs alone? Have you clearly communicated your views on this topic to the student?
- [ ] Is the student currently registered? If not do they know that examination cannot proceed until they are on books?

Examination:

- ☐ Have you read the regulations governing examination of higher degrees in the University Calendar Part 2?
- ☐ Supervisors have no direct, formal role in the examination process.
- ☐ Is the candidate aware of the format of the examination process in College, and do they know what will happen to their thesis once it has been submitted?

Minor corrections or Re-examination:

- ☐ If a thesis is referred back for minor corrections or major revision have you made sure that the substance and detail of the examiners' comments are conveyed to the student?
- ☐ Does the student know that normally minor corrections must be completed within 2 months and major revisions within 6 months and in the latter case they are liable for fees?
- ☐ Does the student know that the same examiners are used for re-examination as for the original examination, but that a second viva voce is not permitted?
- ☐ Is the student clear that the decision to resubmit their thesis is theirs and theirs alone?

Appendix 4
Additional Resources for Academic Staff

Lee, A. (2008) Supervision Teams: making them work, London. SRHE.

Lee, A. (2012) Successful Research Supervision: Advising students doing research. Routledge.

Tinkler, P. and Jackson, C. (2009) The Doctoral Examination Process - A handbook for students, examiners and supervisors, Open University Press.

Wisker, G. (2005) The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations, Hampshire: Palgrave MacMillan.

National Academy for Integration of Research, Teaching & Learning (NAIRTL) Supervisor Support Working Group
http://www.nairtl.ie/SupervisorSupport

Appendix 5

College formsix 3)

UNIVERSITY OF DUBLIN
TRINITY COLLEGE

GRADUATE STUDIES OFFICE

A CO-SUPERVISOR REQUEST FORM

Please complete this form fully for approval by the Dean of Graduate Studies.
Completed forms to be returned to Graduate Studies Office, Arts Building, Trinity College, Dublin.

FULL NAME OF STUDENT:

STUDENT NUMBER:

Name of Director of Teaching and Learning (Postgraduate):

Signature of Director of Teaching and Learning (Postgraduate):

RESEARCH PROGRAMME: **YEAR:**

CURRENT PRINCIPAL SUPERVISOR:

NAME OF CO-SUPERVISOR (to be appointed) and institutional affiliation:

SIGNATURE OF PRINCIPAL SUPERVISOR:

COMMENTS (reasons for requesting co-supervision):

DATE:

SIGNATURE OF DEAN OF GRADUATE STUDIES:
DATE:

Forms available to download at www.tcd.ie/graduate_studies.

UNIVERSITY OF DUBLIN
Trinity College

PROGRESS REPORT
(Research Students)

September / March Registration (delete as appropriate)

Please complete this form and ask your supervisor to complete the section overleaf. This form should be returned to the Director of Teaching & Learning by 31st August for September registrants and 31st February for March registrants.

Name of Postgraduate Student:_____

_____

Student No:_____

Degree for which currently registered:_____

Name of structured/thematic PhD programme (if appropriate): _____

Provisional Title of Thesis:_____

_____

Name of Supervisor:_____ Signature of Supervisor: _____

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

_____

Candidate's Signature

P.T.O.

Forms available to download at www.tcd.ie/graduate_studies.

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

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

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

Do you recommend continuation on the higher degree register?

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

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

_____
Supervisor's Signature

Forms available to download at www.tcd.ie/graduate_studies.

Please Return to Graduate Studies Office Within 14 Days

NOMINATION FORM FOR EXTERNAL & INTERNAL EXAMINERS OF RESEARCH THESIS

Student Name:	Student Number:	Degree:

Title of PhD Programme, if appropriate:

Title of Thesis:

School:

Supervisor Name:

Date of *viva voce* (if scheduled):	Chair of *viva voce*:

Note: A viva voce must be held for all Ph.D. candidates. In the case of a Master's degree or an M.D. degree, either examiner may request a viva voce on academic grounds, having examined the thesis (Cal. Pt. II, Section 2).

Nominated External Examiner:	
Institution/Professional Address:	
Phone No.	Email:
Has informal consent to act been received? *(Please seek such assent before submitting form)* Yes ☐	Can Examiner attend *viva voce*? *(Please seek such assent before submitting form)* Yes ☐

Please attach a CV or description of the proposed examiner's academic credentials, detailing qualifications, present post and research interests.

Nominated Internal Examiner:	
College Address:	
Phone No.	Email:

Is the DTLPG satisfied that all taught elements of the PhD programme have been completed, if appropriate?   Yes ☐   No ☐

Signature: Director of Teaching and Learning (Postgraduate)
OR   Approved Nominee:
Date:

Forms available to download at www.tcd.ie/graduate_studies.