



Postgraduate Taught Programmes

Guide to completing the Postgraduate Overview Form & the Proof of Concept Template

The aim of this guide is to provide information to support you with completion of the templates. Where a question is self-explanatory, it has not been included in this guide.

SECTION A: OVERVIEW

To be completed in consultation with Academic Affairs following initial discussion with the DTLP and Head of School.

School owning (leading) the programme	Select from the drop-down menu. The Lead School owns the proposed programme/course.
Other School(s) proposing (co-delivering/providing significant shared teaching) the programme (if applicable):	If the programme is proposed with other School(s), select whether this through co-delivery or significant shared teaching. Contact Academic Affairs to discuss further.
Name of Programme Director*	State the name (and title) of the Programme Director (this is usually the proposer). *NB: the Programme Director will be the main point of contact with Academic Affairs. The Programme Director is an academic member of staff and an employee of the School with the authority to make decisions on the programme on behalf of the School.
Name of Programme Coordinator (if appropriate)	Some programmes have a programme coordinator as well as a director (but this is not a requirement). State the name (and title) of the programme coordinator if appropriate. Note: the programme coordinator is required to have an academic contract in the School. If the programme is co-delivered with another School(s), a programme coordinator is required.
Name of Progression Manager	The progression manager is usually the person who provides administrative support for the programme.



SECTION B: PROGRAMME OVERVIEW

To be completed in consultation with Academic Affairs following initial discussion with the DTLP and Head of School.

There are two sub-sections: (i) Stand-alone Postgraduate Programmes and (ii) Framework Programmes

If a combination of programme structures applies, both (i) and (ii) must be completed.

[link to Academic Affairs resource on Structures](#)

[link to Academic Affairs resource on Award Title](#)

(i) Stand-alone Postgraduate Programmes

Award: An academic qualification on the NFQ.	Select from the drop-down menu. Information on the Trinity Awards Structure and postgraduate taught course structures is available from https://www.tcd.ie/teaching-learning/academic-affairs/graduate-education/graduate-resources/ Selection of an award will result in the completion of some of the fields that follow.
Award Title	Specify the title of the award. Discuss with Academic Affairs.
Programme Title (discuss with Associate Director: Student Recruitment, Global Office)	The title should be clear and succinct and relate to the aims, learning outcomes and content of the programme, and be understood by the target student audience. It will be used to advertise the programme to prospective students.
Award Class	Indicate if it is a Major, Minor or Special Purpose Award. The Trinity Awards Structure is available from https://www.tcd.ie/teaching-learning/academic-affairs/graduate-education/graduate-resources/
NFQ Level	Specify the NFQ level of the award (usually Level 9 for postgraduate programmes).
ECTS Total	Postgraduate Certificate - is awarded for the attainment of a minimum of 30 ECTS credits at level 9. Postgraduate Diploma - is awarded for the attainment of a minimum of 60 ECTS credits at level 9. Taught Masters Degree - is awarded for the attainment of a minimum of 90 ECTS credits at level 9.
Delivery Mode	Specify the delivery format – whether it is taught face-to-face or online.
Exit Award (if applicable)	Exit awards usually apply for Masters programmes, where following successful completion of 60 ECTS an exit award of a Postgraduate Diploma applies.



(i) Framework Programmes	
Award	Select from the drop-down menu. Information on the Trinity Awards Structure and postgraduate taught course structures is available from https://www.tcd.ie/teaching-learning/academic-affairs/graduate-education/graduate-resources/ Selection of an award will result in the completion of some of the fields that follow.
Award Title (for each programme)	Specify the title of the award (discuss with Academic Affairs).
Programme Title (and Strand Titles if appropriate for each Award Title)	The title should be clear and succinct and relate to the aims, learning outcomes, and content of the programme, and be understood by the target student audience. It will be used to advertise the programme to prospective students. Global Student Recruitment should be consulted.
Award Class:	Indicate if it is a Major, Minor or Special Purpose Award. The Trinity Awards Structure is available from https://www.tcd.ie/teaching-learning/academic-affairs/graduate-education/graduate-resources/
ECTS Total	Postgraduate Certificate - is awarded for the attainment of a minimum of 30 ECTS credits at level 9. Postgraduate Diploma - is awarded for the attainment of a minimum of 60 ECTS credits at level 9. Taught Masters Degree - is awarded for the attainment of a minimum of 90 ECTS credits at level 9.
SECTION C: PROGRAMME ADMINISTRATION	
Complete by Combined Proposal Stage prior to presentation to SEC. Complete for all programme structures.	
Names of primary & secondary assessor for admission	Ordinarily, secondary assessors review applications and make an internal recommendation to the primary assessor, who is normally the programme director, who in turn makes the recommendation to the academic registry.



PROOF OF CONCEPT PROPOSAL

Programme Overview

Programme Aims (purpose of the programme): <i>3 max</i>	Consult Academic Practice website for information on Programme Aims. https://www.tcd.ie/academicpractice/resources/programme_and_module_design/writing_aims_and_learning_outcome/
Proposed Programme Learning Outcomes: <i>6–8 max</i>	Consult Academic Practice website for information on Programme Learning Outcomes https://www.tcd.ie/academicpractice/resources/programme_and_module_design/writing_aims_and_learning_outcome/ These may be updated during development of the Curriculum Plan. If there are different Strands/disciplines within the proposal, the Programme Learning Outcomes should be grouped accordingly.
State other School(s) and/or external institution involvement in the development and delivery of the programme (if applicable). Please explain the level of involvement.	Level of involvement may consist of co-delivery or significant shared teaching. Contact Academic Affairs to discuss.

Target Recruitment Audience and Evidence of Demand

To be completed in consultation with Global Student Recruitment.

Indicate the target student cohort/profession being recruited. <i>500 words max</i>	Select all that apply. If “Specialist profession” or “Other”, specify.
Highlight how you have established that there is a demand for the programme. <i>500 words max</i>	Outline all consultation (including surveys) that has taken place to establish demand and how this has informed your target minimum and maximum student intake.



Consultations/research to demonstrate evidence of demand could include the following:

- Current students in related programmes in the school who can provide testimonials on outcomes
- Industry reports
- Reports related to skills/employment needs in target international markets
- Professional bodies related to the programme who can confirm employability demand domestically
- Educational organisation reports/data on student demand trends e.g. IDP, StudyPortals, Education Ireland (Global Student Recruitment can guide on these sources)
- Alumni
- Competitor programmes e.g include reference to key words used to promote similar programmes
- Rationale for programme title related to above research

State how your consultation with the target student cohort/profession has informed the mode of delivery and structure of the programme.

500 words max.

Indicate how feedback from alumni, current students, the relevant industry, and the proposed student profile has influenced the structure of the programme and provided evidence for the proposed mode of delivery (i.e., i.e., full-time/part-time, online/in-person).

Evidence of market need

To be completed in consultation with Global Student Recruitment.

Will the programme require recognition/accreditation by an external body/profession or other party?

If applicable, state the body that will recognise/accredit the programme.

How is the programme of strategic importance for the target student cohort/profession concerned? Please explain.

300 words max.

Provide evidence from reports (e.g., government/industry reports) and/or feedback from industries to showcase the demand for this programme in relation to proposed student profile and how the proposed programme will contribute positively towards the profession.



Does the programme address a national/European priority/policy? If yes, explain. <i>250 words max.</i>	Refer specifically to the national, European priority/policy. Outline how the proposed programme meets the requirements of the relevant policy/priority.
Is there an emerging sectorial need for the programme as evidenced by employers/in response to a tender call (e.g., Department of Education, the Health Services Executive, IBEC, industry)? If yes, explain. <i>300 words max.</i>	Refer specifically to the employer group and outline how the proposed programme addresses this sectorial need.
Other (provide detail if not captured in the above). <i>200 words max.</i>	Any other information that is relevant and has not been captured previously.
Relationship of proposed programme to the School(s) and College Strategic Plans. <i>300 words max.</i>	Refer to the current Trinity Strategic Plan https://www.tcd.ie/strategy/ and detail any alignment between the goals of the plan and the goals of the programme. Refer to current School/Faculty strategic plans and outline how the course supports the goals of the strategies.
Are there other similar programmes in the Schools and/or in Trinity?	Name the programme(s) that are currently offered in Trinity that may be similar to the proposed programme.
If yes, why is existing programme consolidation not an option?	Highlight the reasons why programme consolidation is not an option.
Explain what differentiates your programme from other competing programmes nationally/internationally and provide evidence that sufficient demand	The response to this question should highlight how your programme stands out from other programmes. How will your programme be more attractive to students and will there be sufficient demand alongside competing programmes.



exists for your programme alongside competing programmes.	
Expected student cohort and numbers – tick all that apply.	Note: programmes intending to recruit non-EU students in year 1 will need to be approved 16 months ahead of the proposed start date. Note: Non-EU student visa requirements Discuss with Global Student Recruitment.
Careers	
To be completed in consultation with Careers.	
What will the student gain from participating in the programme? <i>300 words max</i>	e.g. new/better employment prospects, the ability to pivot to a new type of role/sector, progression within their current career/sector, professional development in line with role/sectoral needs. Describe how the knowledge and skills that the student will gain by taking this programme will enhance their employment prospects. You may wish to refer to labour market intelligence to identify the scale of opportunity in relevant employment sectors and/or occupational roles. Useful sources of labour market intelligence include: Expert Group on Future Skills Needs IDA Labour Market Pulse Reports National Skills Bulletins Ireland's National Skills Strategy 2025 CSO Labour Market Insights Reports
How will you be collaborating with employers/industry partners in the development of this programme? Are there placements planned? If yes, please elaborate, providing details of how placements will be sourced/managed.	Provide details of any planned collaboration or engagement with employers on the design, development, and/or delivery of the programme. How will this collaboration/engagement be of benefit to students, particularly in relation to their future employability/employment prospects? If the programme includes a placement, please provide details of how placements will be sourced/managed. Please review the Trinity Internships and Placements Policy if you intend including an internship/placement in your programme.



<i>300 words max.</i>	
What are the identified career pathways you will be promoting for graduates of this programme? <i>300 words max.</i>	<p>Are there any barriers to graduates of the programme pursuing these identified career paths in the Irish employment market? (e.g., lack of opportunities, potential jobs not aligned to national critical skills, requirements etc.), and/or disruptive developments that might impact upon these pathways? (e.g., Artificial Intelligence etc.). Your response should be informed by discussions with the Trinity Careers Service).</p> <p>Referring to labour market intelligence, describe the career paths that are likely to be open to graduates of your programme.</p> <p>In your response consider whether there are any barriers to graduates of the programme pursuing these identified career paths in the Irish employment market, for example lack of current opportunities or potential jobs not being aligned to national critical skills requirements (potentially making it challenging for non-EU graduates of the programme to gain employment in Ireland).</p> <p>Are there any potential disruptive developments that might impact upon these pathways in the short to medium term? (e.g., Artificial Intelligence etc).</p> <p>If you need assistance preparing an answer to this question, please contact Trinity Careers Service- careers@tcd.ie</p>
Resources	
To be completed in consultation with Finance Partners.	
How is the programme financed?	Select the field which is appropriate (self-financed through student fees, external funding, combination of student fees and grant allocation). Student fees may be paid by the student or through external funding.
Complete if there is a funding contribution to student fees (wholly or partly).	Total contribution to student fees (per student) each year. Note this can be a % towards the fees or a € total per year. Duration (indicate years/months in response).
Complete if the programme is funded (wholly or partly) by external funding.	Funding Provider: select as appropriate. Initiative (e.g., HCI). Duration of funding.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

	Annual funding total – note subsidised fee information should not be included here.
State the staffing resources required	Applies to all programmes, whether self-funded or externally funded. Explain whether these are new hires or existing staff, and how they will be resourced. (Note: further details will be provided in Section D1 on the Finance Sheet.)
How will the proposed programme be sustained if there is a shortfall in student fees or external funding? If not appropriate, indicate 'not relevant'.	Consult the Finance Partner, the School Manager. There should be sufficient resources available in the School to ensure the sustainability of the programme.
Are there opportunities for sharing of resources between this programme and any of the School's (or other School's) existing PG taught programmes. <i>300 words max.</i>	e.g., sharing of module content, lab. Practical demonstrations, bulk buying of consumables. State the programmes concerned and confirm that preliminary discussions have taken place with the programme directors.
Admissions	
Recognition of Prior Learning: how will prior learning be taken into consideration? <i>300 words max.</i>	Refer to Academic Policy on RPL. Note: where it is anticipated that a significant number of applicants will present evidence for RPL a clear framework for assessing such evidence should be submitted in the appendices.