



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

Annual Report 2020-21

Dean of Graduate Studies

Submitted to Council, June 2022



Contents

Executive Summary	5
Introduction	7
Section A: Commentary on the AR Annual Report	10
A.1. Postgraduate Student Body	10
A.1.i Course Type.....	10
A.1.ii Mode of Attendance	10
A.1.iii Gender	11
A.2. Postgraduate Taught (PGT) Admissions Data	11
A.2.i PGT Nationality.....	12
A.2.ii Recognition of Prior Learning	12
A.3. PGR Admissions Data.....	13
A.3.i PGR Nationality	15
A.3.ii PGR Examination Process	16
A.3.iii Research Examination Period.....	17
A.3.iv Higher Degrees by Faculty	19
A.4. Postgraduate Taught and Research Student Cases	21
A.5. Plagiarism and Academic Integrity	23
Section B: Developments and Activities in Graduate Studies, 2020-21	24
B.1. Staffing Updates and Changes	24
B.2. The Graduate Studies Committee	25
B.2.i Thesis Committees	28
B.2.ii Non-Resident PhD	28
B.3. Responding to Covid:	29
B.3.i The PGT environment.....	29
B.3.ii Responding to Covid: PGR Students	29
B.3.iii Responding to Covid: Virtual Open Day	30
B.3.iv Responding to Covid: Graduate Students' Union	30
B.3.v Learning from Covid: Students and Staff.....	30
B.4. Provost's PhD Project Award Scheme	31
B.5. Kinsella Interdisciplinary Challenge-Based Award Scheme	32
B.6. School Achievements.....	32
B.7. External Activities	37
B.7.i LERU	37



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

B.7.ii	LERU Summer Doctoral School	38
B.7.iii	Irish Universities Association	42
B.8.	Postgraduate Renewal	43
B.8.i	Structure and Governance	44
B.9.	Research Supervisor Development Programme	46
Section C: Looking to the Future		48
C.1.	The Graduate Studies Office	48
C.2.	Postgraduate Renewal	48
C.2.i	Postgraduate Research Students	49
C.2.ii	Taught Postgraduate Students	50
C.3.	Internationalisation	51
C.3.i	Implications of Internationalisation	51
C.4.	Conclusion	51
Appendices		52
Appendix 1: Tables from the Academic Registry Annual Report		52
Appendix 2: External Examiners List (Names and Home University)		71
Appendix 3: Breakdown of Provost Project Award by Faculty		84
Appendix 4: Provost Project Awards: Successful Applications		86
Appendix 5: Programme of the 2021 LERU Doctoral Summer School		90
Appendix 6: Postgraduate Renewal Programme, Work Packages Membership		95

List of Tables

Table 1: PGT Nationality	12
Table 2: PGR Nationality	16
Table 3: PGR Examination Process	17
Table 4: Exam Duration by Faculty and School	18
Table 5: Higher Degrees by Faculty	19
Table 6: Postgraduate Scholarships awarded by Faculty	20
Table 7: Provost's PhD Project Awards by Faculty / School 2020-21 - 2018-19	20
Table 8: Postgraduate Student Cases	22
Table 9: Directors of Postgraduate Teaching and Learning 2020-21	25
Table 10: LERU Summer Doctoral School Participants	39



Table 11: LERU Summer Doctoral School Participants per morning session.....41
Table 12: Workshops delivered as part of the 2020-21 Research Supervisor Development Programme.....46

Table of Figures

Figure 1: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020-21 - 2017-1814
Figure 2: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Science, Technology, Engineering and Mathematics, 2020-21 and 2017-1814
Figure 3: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020-21 - 2017-1815
Figure 4: Postgraduate Renewal Programme, Work Packages44
Figure 5: Postgraduate Renewal Programme Governance45



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Executive Summary

The academic year 2020-21 was fundamentally influenced by the pervasive impact of the pandemic on all aspects of functioning in the university. As this report highlights, despite this profound impact, through the collaboration and support of staff and students across the entire university, we succeeded not only in delivering ‘business as usual’ but were also able to progress some key initiatives.

Applications for taught programmes increased and for the first time in several years, both applications and registrations for research degrees also grew – a remarkable achievement given the context. Not surprisingly, the number of student cases also increased as efforts were made to mitigate the impact of the pandemic on research progress, teaching, learning and assessment.

The year saw further staff changes in the Office of the Dean of Graduate Studies, welcoming Ewa Adach into the role of Administrative Officer. The Graduate Studies Committee met nine times, introducing an extra meeting to deal with the volume of business for consideration. A total of 24 new programmes and 19 micro-credentials were recommended to Council, the latter requiring setting up a new sub-committee for oversight and support. The innovative CHARM-EU Masters programme was approved in time for their first student intake in 2021-22 and the implementation of the Human Capital Initiative programme began.

Responding to Covid, the Postgraduate Open Day was held online for the first time, with mixed success and some important learnings that will inform future iterations. Reflecting trends across the higher education sector, concerns related to plagiarism and academic integrity increased over the course of the year, although the data suggest that these concerns are often handled locally and are not consistently captured centrally. Work on enhancing the Structured PhD continued, with a focus on the roles and functions of thesis committees. Previously highlighted financial challenges faced by postgraduate students continued unabated, emphasising the importance of addressing the inequities in the current internal award schemes and the need to raise stipend levels. Challenges related to non-EU fee levies for PhD students also continued to be raised.

Despite all these challenges, many successes were also reported by Schools. Trinity successfully hosted the LERU Doctoral Summer School, an online event attended by over 100 students from across Europe. Building on the work that had already begun under the previous Dean of Graduate Studies, a proposal to progress to the next stage of the Postgraduate Renewal Programme was considered by the Graduate Studies Committee and approved by Council in June 2021, essentially launching a major programme of renewal that aims to address a wide range of areas in postgraduate education in the university.

It is therefore an exciting time in postgraduate activities in Trinity. It is clear that there is much work to be done if the university is to maintain its leadership position in both taught and research programmes and that a critical enabler will be



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

investment in digital infrastructure that will deliver the flexibility and agility that is needed and also the student and staff experience that is required. However, as this report details, there are good reasons to be optimistic about the future. Staff and students have shown remarkable resilience and determination over a very difficult year. The Directors of Postgraduate Teaching and Learning have remained motivated and committed to enhancing the postgraduate experience for students and for staff. They have been ably supported by professional staff across the university.

This reports details some of the achievements specifically related to postgraduate activities. As the implementation phase of the Postgraduate Renewal Programme looms, it is valuable to reflect on what has already been achieved, through the effective collaboration of so many dedicated colleagues and students.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Introduction

In this Introduction section last year, I wrote of 2019-20 as a year of two halves, the arrival of Covid-19 on our shores in March 2020 bringing unprecedented disruption. The academic year 2020-21 was expected to be quite different. In many ways those expectations were fulfilled, but as with the previous year, the defining influence was the capricious nature of the pandemic, the uncertainties it brought in its wake, and the demands it made of staff and students across the university, not only in terms of their work but also personally.

To some extent, the learnings from the sudden pivot to online teaching, learning and assessment in March 2020 meant we were better prepared to deal with the ongoing closure of the campus. On the other hand, the hopes and expectations that 2020-21 would enable a return to campus were constantly eroded. International postgraduate students who had made the commitment to travel to Dublin and assume the financial burden of accommodation and living in one of Europe's most expensive cities were faced with the unpalatable reality of having to engage with the university virtually. For very many students, teaching remained online for the duration of their year of study – something no one would have wished to see unfold.

Across the year, staff in every corner of the university made extraordinary efforts to support students in every way and to deliver the best possible teaching and learning experience. Directors of Postgraduate Teaching and Learning (DTLPs) assumed new responsibilities, linking closely with course directors to map assessment plans to the prevailing public health restrictions. Support services of all kinds supported students in offering safe and appropriate study spaces, additional mental health and wellbeing resources, ongoing library access and opportunities for social outlets.

Through all the challenges and disruption, the university succeeded in maintaining 'business as usual' in postgraduate teaching, learning, assessment and research. Applications increased and the rate of conversion to registrations also rose, resulting in over 5,500 postgraduate students enrolling in taught or research programmes – the highest number recorded to date. Sustained efforts to upskill staff in delivering the highest quality teaching in an online environment were taken up across the university. The Graduate Studies Committee (GSC) reviewed a record number of new course proposals as well as the first steps in what may turn out to be a significant innovation in our teaching and learning activities – the introduction of micro-credentials. By the end of the academic year, the first inklings of new hope on the horizon were evident as the campus gradually re-opened, but ongoing restrictions across the EU meant that the LERU Doctoral Summer School (postponed for a year in the hope of being able to host it in-person in Trinity) was delivered online.

This report provides further detail on these activities and achievements. It is structured in three parts. Section A is an interpretation of the data that has been supplied with the Annual Report of the Academic Registry. Section B summarises some of the key postgraduate activities and developments over the year 2020-21 and includes some of the highlights from individual Schools. In Section C, I highlight some



of the ongoing opportunities and challenges in graduate education in Trinity, many of which will be addressed as part of the Postgraduate Renewal Programme.

The extensive work on this renewal programme means that Section C is relatively short, compared to my previous annual report.

The length of this report highlights the extent of postgraduate activities in the university. The achievements documented have been possible only because of the commitment of every member of staff involved in anything to do with postgraduate students. It would be impossible to thank them all individually, but as a university, we are indebted to them all.

The work of the Office of the Dean of Graduate Studies would not have been possible without a team effort. Catherine Allen is a pillar of support for some of the GSO's most important projects, including the Trinity Travel Awards and the Provost PhD Project Awards. Her dedication and skills are reflected in the success of these endeavours. Cormac Doran's energy and endless good humour made it possible to continue to focus on the potential of the Postgraduate Renewal Programme, even at the height of the pandemic. His willingness to not only try to host an online Irish dancing event with 60 students from all over Europe, but to deliver an event that no one wanted to leave, speaks to his extraordinary resilience. Ewa Adach joined the team in December 2020 and quickly stepped into the ever-expanding shoes of her predecessors. Her ability to multi-task, to organise and to think creatively, despite the pressures of a new role, were critical in meeting the needs of staff and students across the university. Tom Hayes from IT Services was an invaluable addition to the team during the LERU Doctoral Summer School, eliminating any scepticism we may have had about the capacities of Microsoft Teams as a platform for such a complex event.

The GSC is the engine driving much of our postgraduate activities. The DTLPs are an exceptional group of individuals, who give selflessly of their time and energy to enhance the postgraduate student experience and the academic standards of our offerings. They are named individually later in this report – míle buíochas dóibh uile. The activities of the GSC are made possible by the legendary Ewa Sadowska, whose knowledge of and commitment to postgraduate education in Trinity is unparalleled. Without her generosity with her time and knowledge none of the 24 new courses that Council approved in 2020-21 would have been possible. Two other colleagues from Trinity Teaching and Learning provided critical support – Laoise Quinn and Linda Darbey.

Many of the unsung heroes of postgraduate activity work in the Academic Registry. In 2020-21, they included:

- Joe Faulkner and Iwona Brozynska in PG Cases. Joe in particular deals with an extraordinary volume of cases, with a clear, calm and student-centred approach
- Jacinta Ryan, Kathryn Walsh and Ciaran O'Brien, whose collective efforts to process ever-increasing volumes of applications are critical to ensuring that students register on the right programme at the right time



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

- Peter Hynes, Neil Brennan and Lee Annett, whose background work to provide data to me as Dean and to create system solutions has enabled us to navigate some of the many challenges encountered in 2020-21.

A critical resource for postgraduate students is the Postgraduate Advisory Support Service, and in particular the work of Martin McAndrew. Members of Council should be aware of the exceptional work he does on our behalf, supporting the postgraduate community in often invisible, but critically important ways.

The Graduate Students' Union has always worked extremely well with the Dean of Graduate Studies and this relationship was sustained in the academic year 2020-21. To all its officers and its members, a warm thank you.

There are many others whose contribution is considerable and whose names may not appear in this list, including colleagues in Global Relations, Student Services, the Office of the Dean of Research and the Dean of Students. To list them all would rival listings in the calendar, highlighting the profound extent to which we are all inter-dependent. It is indeed the case that in Graduate Studies, *"ar scáth a chéile a mhairimid"*.

Finally, I would like to express a heartfelt thanks to two leaders whose direction, support and guidance was critical to me in 2020-21, my first year as Dean of Graduate Studies: the endlessly wise, patient, and encouraging Professor Jürgen Barkhoff; and the former Provost, Professor Patrick Prendergast, whose vision for what we could achieve in postgraduate education constantly drove us forward, and whose commitment to maintaining a quality student experience made all the difference, in what turned out to be the most challenging year of the pandemic.



Section A: Commentary on the AR Annual Report

A.1. Postgraduate Student Body

In the academic year 2020-21 there were 18,871 students registered in the university, with 5,506 students¹ enrolled in postgraduate programmes (5,496 in 2019-20). Postgraduate students account for just over 29% of the overall student body.

Despite the disruption and uncertainty caused by the global pandemic, the number of postgraduate students remained stable, maintaining the steady increase in overall postgraduate numbers since 2016-17, as well as a consistent rise as a proportion of the student population.

A.1.i Course Type

Approximately 68% of postgraduate students were enrolled on taught programmes, which included taught Masters, Certificate and Diploma programmes (51.1%, 6.8% and 5.5% respectively), with the remaining 4.5% of taught postgraduate students registered for programmes including standalone modules and Higher Diplomas. Of the remaining 32% of students who registered for research degrees, most registered for a research doctorate (26.9%), with small numbers registered for a research masters (1%), or professional/clinical doctorate (2.6%). An additional 1.4% were registered for a performance doctorate or structured doctorate. A total of two students were enrolled in a Higher Doctorate programme, which is comparable with previous years ([Table C1\(c\), Appendix 1](#)).

A.1.ii Mode of Attendance

Overall, there were 3,828 postgraduate full-time and 1,475 part-time students enrolled in the university, representing a 69% to 27% ratio, with the remaining 4% comprising students validated by another institution, attending online or enrolled in a standalone module.

From 2016-17 to 2018-19, the number of full-time postgraduate students increased by about 200 registered students per year, and this rate of growth about doubled in 2019-20 with 396 new students registering for a full-time postgraduate degree. However, in 2020-21 a total of 3,828 new students registered for a full-time postgraduate programme, an increase of 65 from the 2019-20 data.

The number of part-time postgraduate students fell by 5% from the previous year, resulting in 72 fewer students enrolled in a postgraduate part-time programme.

¹ Inclusive of validated programmes



From 2019-20 to 2020-21, the number of postgraduate students validated by another institution decreased by nearly half, from 97 to 51, but online attendance increased by 30% from 86 to 112, ([Table C1\(d\), Appendix 1](#)).

A.1.iii Gender

The gender profile of the postgraduate student population at Trinity mirrors that of the undergraduate student body, with 61% of the postgraduate population who identify as female and 39% who identify as male ([Table C1\(b\), Appendix 1](#)).

A.2. Postgraduate Taught (PGT) Admissions Data

The arrival of Covid-19 in March 2020 had a significant impact on applications and subsequent registrations in September 2020. Despite the disruption caused, applications to Trinity's Postgraduate Taught (PGT) programmes increased by 3% in 2020-21 compared to the previous years (from 9,571 in 2019 to 9,815 in 2020).

The conversion rate from application to offer was 55% (compared to 53% in 2019, 41% in 2018, and 48% in 2017) and overall 48% of PGT students converted from offer to registration (compared to 52% conversion in 2019, 77% in 2018 and 2017).

The increase in applications was consistent across the Faculties of Arts, Humanities and Social Sciences (AHSS) and Science, Technology, Engineering and Mathematics (STEM); the Faculty of Health Sciences (HS) received 3% fewer applications from 2019-20 to 2020-21. It is likely that the pandemic influenced the availability and capacity of potential health sciences students to commit to programmes of study, given the extraordinary demands on health services nationally and internationally.

On average, Schools within the Faculty of AHSS saw a 3% increase in the number of applications received in 2020-21 compared to 2019-20 and a 67% cumulative increase in applications over the five years from 2016-17 to 2020-21 ([Figure B4\(a\), Appendix 1](#)).

In the STEM Faculty, there was a 5% increase in the number of applications received for admission to its programmes in 2020 (an extraordinary 138% cumulative increase in applications from 2016-17) ([Figure B4\(b\), Appendix 1](#)). This rise may be attributed to the increased student recruitment efforts for the E3 postgraduate taught programmes and a growing number of competitive and innovative programmes offered by the E3 Schools.

The Faculty of Health Sciences recorded a cumulative increase in applications of 26% from 2016-17 to 2020-21 ([Figure B4\(c\), Appendix 1](#)).

When comparing the conversion rates at the final stage in the conversion funnel, i.e., from offers of study to registered students, the conversion rate rose by 2% in the



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Faculty of Health Sciences from 2019-20 to 2020-21 (65% vs 67%), while AHSS and STEM recorded a drop of 6% and 5% respectively (AHSS – down from 50% to 44%; STEM – down from 53% to 48% relative to the 2019-20 results).

The growing number of applications to Trinity demonstrates that postgraduate programmes are effectively promoted by Schools and by the Global Office through the Global Relations strategy. The increased conversion of applications to offers implies that attempts to match potential students to programmes are also becoming more successful. External factors such as increased market choice, concerns about the cost of living in Dublin, or timing issues in terms of wait-time from application to unconditional offer, coupled with the uncertainty created by the Covid pandemic, could explain the drop in the proportion of applicants who eventually register in Trinity.

A.2.i PGT Nationality

EU students made up 77% of the entire postgraduate cohort, up from 72% reported in 2019-20 and 73% in 2018-19. The number of the registered postgraduate students from non-EU countries decreased by approximately 5% compared to the 2019-20 data, likely due at least in part to the impact of the pandemic. International students came from a consistently diverse set of countries (96 countries) with China (7.5%), the United States of America (6%) and India (5.5%) accounting for the largest international postgraduate student groups, as shown in Table 1 below.

Table 1: PGT Nationality

Nationality	% of PGT student body 2020-21
Ireland	61.23%
China	7.56%
United States of America	6.07%
India	5.54%
Great Britain	2.81%

Source: SITS

A.2.ii Recognition of Prior Learning

The purpose of the Recognition of Prior Learning Policy is to ensure that prior learning is assessed in a fair, transparent, and consistent manner, while also ensuring that choices on prior learning recognition uphold the ethos of a Trinity Education and the academic integrity of a programme of study. The Office of the Dean of Graduate Studies assessed nine cases in 2020-21 in which applicants to postgraduate taught programmes had undertaken ordinary degrees or did not hold a degree but had other



qualifications and significant work experience. The Dean of Graduate Studies approved all cases after careful examination.

A.3. PGR Admissions Data

Despite the challenges posed by the global pandemic, PGR admissions data suggests a stable recruitment year, with an encouraging 10% increase in applications on 2019-20. It is the first notable increase in the number of applications for admissions to PGR programmes since 2016-17, marking a welcome change from the steady reduction over the preceding years.

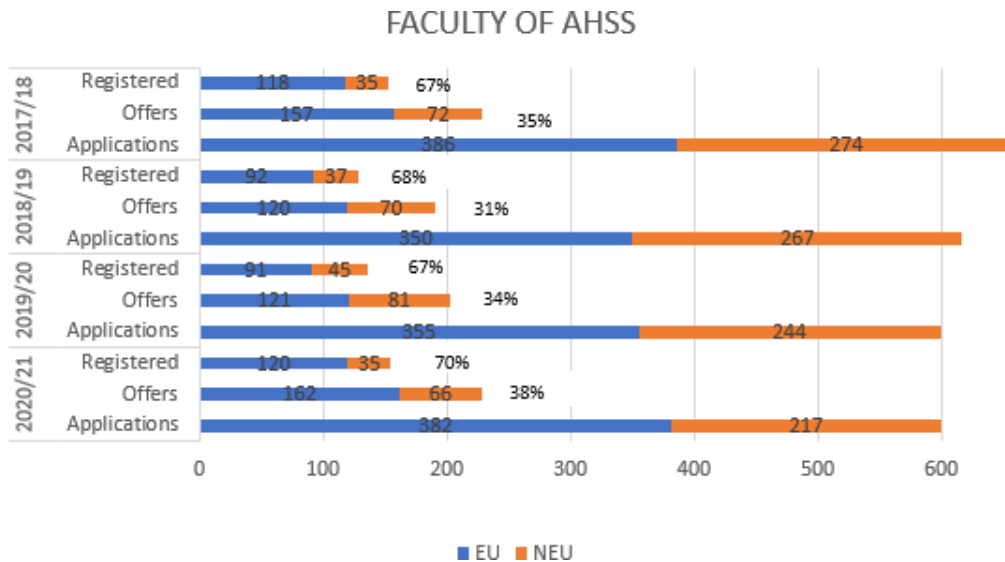
The uplift occurred across Faculties. In AHSS, the rise in registrations was modest (155 compared to 136 in 2019-20), in STEM registrations rose from 120 in 2019-20 to 175 in 2020-21, while in HS, registrations rose from a historic low of 44 in 2019-20 to a remarkable 113 in 2020-21. With only one year's data, it is not possible to gauge whether this rise reflects a change in trend, a one-year rise due to the pandemic or is the result of increased marketing efforts particularly in relation to the E3 initiative. Whatever the driver, the rise is welcome.

The upward shift was not confined to numbers registering. For PGR programmes, the conversion rate from application to offer was 54%, a marked improvement on previous years (46% in 2019, 44% in 2018 and 50% in 2017). Overall, 76% of postgraduate research applicants converted from offer to registration, a 9% increase over the 2019-20 data (82% in 2018-19, 75% in 2017-18). Consistent improvements in the conversion from applications to offers and from offers to registrations, are evident across the three faculties.

Figure 1 below shows that the Faculty of AHSS received 599 applications for admission in 2020-21 (the same as in 2019-20), with conversion rates of 38% (34% in 2019-20) of applications to offers, and 70% (67% in 2019-20) of offers to registrations.



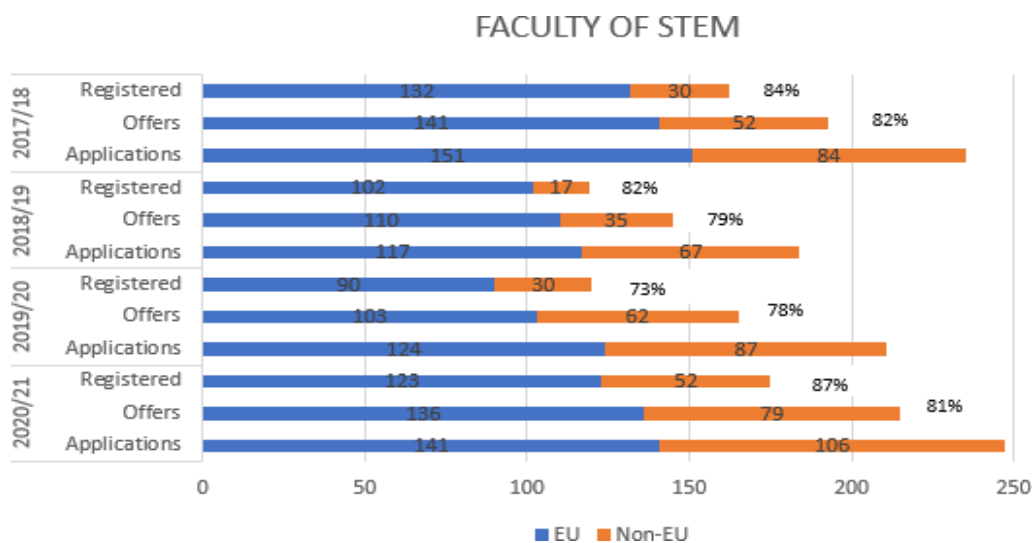
Figure 1: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020-21 - 2017-18.



Source: SITS

Figure 2 below shows that in the STEM Faculty, 247 applications were received (an increase of 17% on 2019-20, and a cumulative increase of 12% on 2016-17) with an 81% conversion of applications to offers (78% in 2019-20), and an 87% conversion rate of offers to registrations (73% in 2019-20).

Figure 2: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Science, Technology, Engineering and Mathematics, 2020-21 and 2017-18

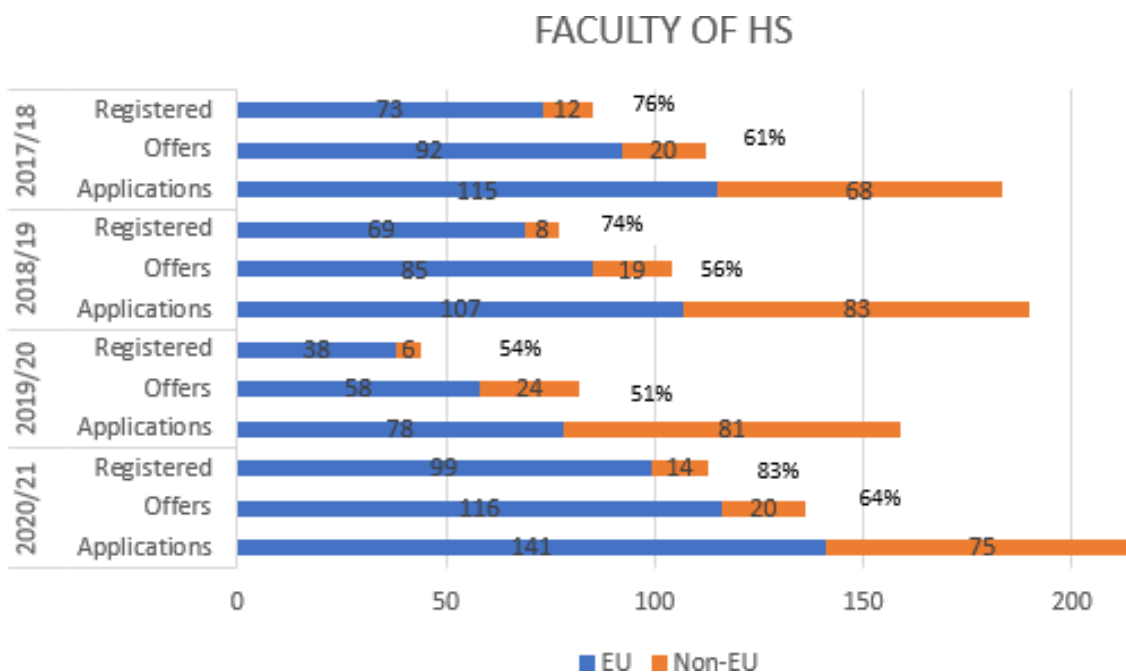


Source: SITS



Finally, 216 applications were received in the Faculty of Health Sciences in 2020-21 (vs. 159 the year before, an increase of 36% on 2019-20 and a cumulative increase of 24% on 2016-17), with a conversion rate of 64% (51% in 2019-20) from applications to offers and 83% (54% in 2019-20) from offers to registrations.

Figure 3: Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020-21 - 2017-18



Source: SITS

While over 86% of PGR students entered the register in September, a total of 243 students were March registrants (down from 260 in 2019-20) – a cohort often overlooked in terms of induction supports, and progression processes.

A.3.i PGR Nationality

Over a third (37.5%) of the 1,062 PGR applicants for admission in 2020-21 were from non-EU countries, while 23% of new PGR registrants were non-EU nationals and 77% were EU nationals, comparable to the PGT data.

In 2020-21, PGR students were from 86 countries, with Irish nationals accounting for 57.36% of the cohort, slightly lower than the 61.23% share in the PGT student body. The top five nationalities in percentage terms are shown in Table 2 below, and they account for 73.62% of all PGR applications in 2020-21.



Similar to the PGT cohort, students from China constitute the largest group of non-EU students enrolled in PGR programmes. Unlike the PGT cohort, Great Britain does not feature in the top five countries represented.

Table 2: PGR Nationality

Nationality	% of PGR student body 2020-21
Ireland	57.36%
China	4.71%
United States of America	4.43%
India	3.62%
Italy	3.51%

Source: SITS

A.3.ii PGR Examination Process

Due to Covid-related disruptions and the closure of the campus in March 2020, the procedures for the research degree examination had to be amended to dispense with the requirement for students to supply two hardbound copies of research theses to College prior to graduation and to allow the submission of electronic copies only. This amendment was retained throughout the entire academic year 2020-21.

The introduction of e-Thesis and the resulting move to paperless processes have streamlined the PGR examination process and improved its timeframes. The change in the examination documentation required, to a single shared post-*viva* report that is submitted within 24 hours by the internal examiner, has also improved efficiencies. Additionally, the move to virtual *viva voce* examinations reduced the time required to organise a *viva*, as well as the cost and the carbon footprint of examinations. The online format also widened the potential pool of expertise and examiners were sourced from across the globe.

These improvements had a positive impact on the number of theses examined in 2020-21, which increased from 296 to 318, an increase of 7% on the 2019-20 data. It is still short, however, of 357 theses examined in the academic year 2018-19. A total of 81% of theses examined were referred for minor correction, a figure consistent with that of 2019-20 (see Table 3 below). A higher proportion of theses examined in 2020-21 were approved for a degree award as a first outcome, continuing the upward trend since 2018-19, while the proportion of these referred for major revisions was 5%, down 2% from the 2019-20 figure. These patterns were consistent across nationality groups, suggesting that having English as an additional language does not significantly impact on performance at PhD level. No research thesis was failed in 2020-21, compared to one failed thesis in the preceding reporting



period and three failed theses in 2018-19. One student was awarded a lower degree, (2 in 2019-20).

Table 3: PGR Examination Process

Degree	2020-21						2019-20					
	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed
Sc.D	2	2										
Litt.D	1	1										
M.A.I.	3		2	1								
Ph.D	261	33	212	16			245	23	200	21	2	1
M.Sc.	29	2	27				30	6	23			
M.Litt.	2		1		1		6		4	1		
M.D.	11	5	6				8	3	5			
D.Ch.Dent	7		7				4		4			
D.Ed							1		1			
D.Music.Perf.	2		2				2		2			
Total:	318	43	257	17	1	0	296	34	239	22	2	1
Per Cent Totals		14%	81%	5%	0%	0.00%		11%	81%	7%	1%	0.30%

Source: SITS

A.3.iii Research Examination Period

The average duration of the research examination period was nine months across Schools. Table 4 provides the details of the duration of the examination period by School, and includes the average and median number of months for the duration of the research examination period.

Delays can arise for many reasons, some related to a student's personal circumstances, some to examiner factors and some related to administrative challenges. In the report for 2019-20, a concern was noted about the range of examination time for some students, with an average duration across the university of nine months, but a range of up to 22 months, reflecting considerable variation across students and some very protracted examination processes. The data for 2020-21 suggest less variability in the overall time taken from submission of a thesis for examination through to recommendation for the award of PhD. Almost half of students (45%) completed this process in six months or less, with another 38% completing within a year. However, a total of 54 students (17%) took two years or more to progress through all stages of the examination process.



Table 4: Exam Duration by Faculty and School

Faculty/School Name	No. of Months Under Examination							Total Student Count	Average No. of Months Under Examination	Median No. of Months Under Examination
	0-3 months	4-6 months	7-9 months	10-12 months	13-18 months	19-24 months	> 2 years			
AHSS, Business	1	1	1	1		1	1	6	14.3	8.5
AHSS, Creative Arts (Drama, Film and Music)		3		1		1		5	9.4	6.0
AHSS, Education	1	2	2	2	2	3		12	11.6	11.5
AHSS, English			3	1		1	1	6	13.5	10.5
AHSS, Histories and Humanities	1	3	2	2	1	1		10	9.7	8.5
AHSS, Languages, Literatures and Cultural Studies		2	1	3	1		1	8	13.3	11.5
AHSS, Law	1	2	2	3	1			9	8.4	8.0
AHSS, Linguistic, Speech and Communication Sciences		2		1	1		1	5	14.6	12.0
AHSS, Psychology	2	3	6			2	1	14	10.2	7.0
AHSS, Religion	3	6	1	1	2			13	6.3	5.0
AHSS, Social Sciences and Philosophy		3	6	3	2			14	8.6	7.5
AHSS, Social Work and Social Policy		4						4	4.8	5.0
EMS, Biochemistry and Immunology	1	9	3	2				15	6.4	6.0
EMS, Chemistry	2	8	9	4	1			24	7.3	7.5
EMS, Computer Science and Statistics	4	7	3	2	4	1	3	24	12.1	7.5
EMS, Engineering	2	9	6	5	2		1	25	8.6	7.0
EMS, Genetics and Microbiology		4	2	2	1			9	8.2	7.0
EMS, Mathematics	1	2						3	4.3	4.0
EMS, Natural Sciences	1	9	5	2	3			20	7.8	6.5
EMS, Physics		9	1	2	2			14	7.8	6.0
HS, Dental Science	3	6	1					10	4.2	4.0
HS, Medicine	6	15	14	9	8	3		55	9.2	8.0
HS, Nursing and Midwifery		3		2	1			6	8.2	7.5
HS, Pharmacy and Pharmaceutical Sciences			3	1				4	8.8	8.5
Grand Total	29	112	71	49	32	13	9	315	9.0	7.0

Source: SITS

Many Schools in the Faculty of Health Science, including Medicine, Nursing and Dental Science have dedicated administration staff who manage the research examination locally. Their average research examination period is about half of that in STEM and AHSS, which suggests that the additional administrative support at School level may improve the efficiency and reduce the average examination period.



Finally, AHSS theses tend to have a higher word count so this may impact the time it takes to examine a thesis, and for the student, it may take longer to complete minor corrections.

A.3.iv Higher Degrees by Faculty

Overall, the number of Higher degrees awarded increased by 7% from 296 in 2019-20 to 318 in 2020-21 (see Table 5 below). The increase was seen across the Faculties of AHSS and STEM, with the Faculty of AHSS reporting the largest increase (19%). The Faculty of Health Sciences saw a 6% drop in the same figure from 2019-20 to 2020-21, after previously reporting a 14% growth.

Table 5: Higher Degrees by Faculty

Higher Degree Award	2020-21			2019-20		
	AHSS	STEM	HS	AHSS	STEM	HS
Sc.D		1	1			
D.Litt.	1					
PhD	102	114	45	77	107	60
MSc		17	12	4	17	9
MLitt	2			6		
M.A.I.		3				
MD			11			8
D. Ed				1		
D. Ch. Dent			7			4
D. Music Perf	2			2		
Total	107	135	76	90	124	81

Source: SITS

A.3.v Postgraduate Scholarships awarded by Faculty

Each year, a limited number of postgraduate research studentships are available to highly qualified candidates interested in pursuing their PhD studies at Trinity. Traditionally, 65 postgraduate research studentships were available, however, in 2018-19 the awards model was restructured and each School was granted one award, with one award given to a student at the Dean of Graduate Studies' discretion. The value of these 25 awards remained unchanged.

The remaining 40 awards were renamed the Provost's PhD Project Award Scheme, which increased the financial support available to recipients by providing full-fee remission (EU / non-EU) for four academic years, as well as a stipend of €16,650 p/a.

Table 6 below presents the postgraduate research studentships awarded by Faculty from 2016-17 up to 2020-21.



Table 6: Postgraduate Scholarships awarded by Faculty

Faculty	2020-21			2019-20			2018-19			2017-18			2016-17		
	No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries	
		Avail.	Used		Avail.	Used		Avail.	Used		Avail.	Used		Avail.	Used
AHSS	12	12	12	12	12	12	12	10	10	12	24	24	12	25	23
STEM	8	8	8	8	8	7	8	10	7	8	25	23	8	29	28
HS	4	4	4	4	4	4	4	5	4	4	16	16	4	11	10
Total	24	24	24	24	24	23	24	25	21	24	65	63	24	65	61

Source: SITS

With regards to the Provost's PhD Project Award Scheme, forty-three students were recruited across the three faculties in 2020-21. The additional three students recruited in 2020-21 resulted from funds being transferred from previous years to 2020-21 due to personal circumstances of originally recruited students who withdrew late in the process, forcing Principal Investigators to re-advertise the positions at a later intake date.

Table 7 shows the number of students recruited through the Provost's PhD Project Award scheme by Faculty and School for the academic year 2019-20, with the successful candidates registering in the academic year 2020-21.

Table 7: Provost's PhD Project Awards by Faculty / School 2020-21 - 2018-19

Faculty / School	No. of Provost's PhD Project Awards		
	2020-21	2019-20	2018-19
AHSS	17	18	15
English	3*	2	
Histories & Humanities	3	4	3
Languages Literature and Culture		1	
Law	1		
Linguistic, Speech & Communication Sciences		1	2
Psychology	2	3	3
Religion	1		
Social Sciences & Philosophy	6	6	6
Trinity Business School	1	1	1
STEM	16	15	16
Biochemistry & Immunology	4*	2	1
Chemistry		1	2
Engineering	1	3	5



Genetics and Microbiology	2	2	
Mathematics	1		1
Natural Sciences	3	4	4
Physics	5*	3	3
HS	10	7	9
Dental Science			1
Medicine	7	4	6
Nursing and Midwifery	1	1	
Pharmacy & Pharmaceutical Sciences	2	1	2
Grand Total	43	40	40

Source: SITS

*1 Award deferred from 2019-20 to 2020-21 to facilitate recruitment of the best candidate. Permission granted by the Dean of Graduate Studies.

A.4. Postgraduate Taught and Research Student Cases

Student Cases experienced another year of peak activity, with a dramatic increase in the number of undergraduate cases (4,750), which spiked a 75% growth on the previous year due to automatic exam deferrals granted to students in Semester 1. In comparison, there were 2,459 postgraduate student cases logged, which represents a 6% increase on 2019-20, and a 26% increase on the 2018-19 pre-Covid-19 data. Postgraduate student cases accounted for 34% of the total number of student cases logged in 2020-21.

In line with undergraduate students, postgraduate students were granted special Covid-19 accommodations in 2020-21 to mitigate the impact of the pandemic and to offer greater flexibility to students. Students could also avail of the automatic deferrals in Semester 1 and 2.

Additionally, an extra examination session was created (after the regular Semester 2 examination session) to cater for all the students who deferred their Semester 1 examinations. Students were also offered the opportunity to study remotely. As a result, 617 Covid-linked extensions to submit requests were processed, nearly double the number recorded in 2018-19. Exam accommodations and exam deferrals were up 226 percent from the previous year. Research students who were on the register in March 2020 were guaranteed an automatic six-month extension free of fees on their submission date. This special accommodation continued to be processed across the academic year 2020-21 and will likely continue to impact completion dates for some time to come, as it works its way through the student groups whose research was disrupted by the restrictions associated with the pandemic.

The most significant difference between 2020-21 (and 2019-20) and 2018-19 is the increase in the number of cases of Withdrawal Pre-Registration: 248 in 2020-21, up 217% from 2018-19 (see [Appendix 1, Table E7a](#)). The busiest periods in 2020-21 were



September and October 2020 when 371 and 360 student cases were processed due to an increase in requests for extensions to submit and pre-registration withdrawals. August 2021 saw a high number of students requesting an admissions deferral or to take a year off-books.

Table 8: Postgraduate Student Cases

PG Cases Logged	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
2020-21	371	360	160	128	153	193	192	145	122	130	144	361	2,459
2019-20	379	277	131	81	129	166	160	132	123	163	211	360	2,312
2018-19	321	280	155	87	121	100	141	115	122	115	147	252	1,956
2017-18	88	77	83	17	92	101	65	63	87	72	66	171	982
2016-17	38	72	20	24	55	30	47	41	28	34	41	135	565
2015-16	-	-	-	-	-	-	97	25	37	2	16	68	245

Source: Extracted from AR Student Cases PG Daily Log

Out of 293 off-books requests (11% increase on 2019-20) the majority quoted ad misericordiam and medical reasons for seeking time off-register. Students returning on the register were required to provide a Letter of Certification to the Medical Assessment Group, a new requirement to confirm their fitness to study.

As in the previous reporting cycle, the PG Case team ensured excellent responsiveness and quick turnaround times for cases logged; 89% of all the cases logged in 2020-21 were responded to within 3 days and 72% of cases were processed within three days of opening. The complexity of postgraduate student cases is mirrored in the fact that if they were not immediately addressed, they tended to extend for longer periods of time, involving multiple stakeholders. In total, 10.6% of cases were resolved in more than 31 days (almost 5% improvement from the year before).

The Office of the Dean of Graduate Studies would like to highlight the invaluable contribution of the Postgraduate Advisory Support Service to student cases. Martin McAndrew's work in the Senior Tutor's Office is crucial to the resolution of the most complex student cases. Martin provides independent advice and confidential support to all postgraduate students, ensuring that each individual student's needs are looked after, and their interests are fairly represented.

With regards to emerging trends, the Graduate Studies Office anticipates that the requests for extensions should plateau in the next reporting period, with a declining trend in the number of pre-registration withdrawals and deferrals beginning to emerge in line with pre-pandemic data.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

A.5. Plagiarism and Academic Integrity

As evidenced by Table E22 (see [Appendix 1](#)), 124 instances of plagiarism were recorded across the entire student body in 2020-21, up from 73 instances reported in the previous year. The offences committed by postgraduate students, however, amounted to only seven instances of plagiarism, a drop from 21 instances reported in 2019-20. This data, however, speaks to the inconsistent approach to the recording of instances of plagiarism offences in Schools. In January 2020 an Academic Integrity Working Group was proposed to address the concern that the techniques and systems for ensuring policies are both explicit and fully executed across university. Formal approval and appointment of the Working Group was deferred to the following academic year in order to ensure that it could address issues across both the undergraduate and postgraduate student cohorts. The Group's Terms of Reference and Membership were approved by Council in February 2022, and the first meeting took place in March 2022.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Section B: Developments and Activities in Graduate Studies, 2020-21

B.1. Staffing Updates and Changes

The academic year 2020-21 marked the first year of my role as Dean of Graduate Studies, although I continued to lean heavily on former Deans for advice and support. Their generosity with their time and patience with my repeated requests for advice were greatly appreciated. In particular, the two most recent Deans, Prof Aileen Long and Prof Neville Cox tolerated endless emails and calls from me, speaks to their commitment to postgraduate students. The work programme for the year could not have been completed without the support of many others.

Dr Cormac Doran was appointed Assistant Academic Secretary: Graduate Education in June 2020, with responsibility for the development of strategy and the development and review of academic policies in respect of Trinity's graduate education. Although we were very disappointed to lose the services of Marie McPeak in August 2020, we were delighted to welcome **Ewa Adach**, who was appointed as the Administrative Officer for Graduate Studies in December 2020. Joining the Graduate Studies Office from the postgraduate Admissions team in Academic Registry, Ewa quickly developed a wealth of expertise related to postgraduate research and taught activities. We were fortunate also to have had the support of **Daniel Ferrick** and **Jemimah Bailey**, both of whom stepped in with extraordinary good grace to provide bridging supports over the first months of the academic year.

We were fortunate to retain the support of **Catherine Allen**, the Executive Officer/Dean's Secretary whose responsibilities include coordination of nominations and reports of external examiners for taught programmes, coordination of the Postgraduate Teaching Awards, Trinity Travel Grants for postgraduate research students, and processing of the Provost PhD Project Award scheme.

In May 2020 the Office of the Dean of Graduate Studies was also supported by a Visiting Staff member from Universitat Oberta de Catalunya, **Anna Ibañez Cantí**, who stepped into the role of Executive Officer supporting the promotional activities for the LERU Doctoral Summer School.

The LERU Doctoral Summer School was a major undertaking for the Graduate Studies team and would not have been possible without the support of **Tom Hayes**, from IT Services whose patience and practical support in guiding us through the potential of Microsoft Teams was invaluable to all those who participated.



B.2. The Graduate Studies Committee

Key Activities and Achievements

- ⇒ 24 new courses recommended to Council
- ⇒ Innovations to support roll-out of Micro-Credentials
- ⇒ 19 new Micro-Credentials recommended to Council
- ⇒ Approval from Council in June 2021 to proceed to further consultation and implementation design phase of postgraduate renewal programme in 2021-22
- ⇒ Overall structure and governance for the renewal programme approved by Council.

Each annual report has commented on the enormous contribution made by the GSC to supporting the activities and development of postgraduate education and research in the university. In 2020-21, their contribution was again extraordinary, navigating the relentlessly unpredictable and disruptive impact of Covid-19 on teaching and learning as well as the demands associated with roll-out of the Human Capital Initiative (HCI). As innovations in postgraduate education and research have grown, the workload of DTLPs has expanded significantly. Despite this challenge, Directors and other members of the GSC unfailingly contribute above and beyond the requirements of their roles, demonstrating willingness to volunteer to participate on working groups, to experiment with practice and to provide guidance to the Dean ‘from the coalface’. In 2020-21, the achievements of the GSC were enabled by the efforts of the following DTLPs:

Table 9: Directors of Postgraduate Teaching and Learning 2020-21

School	Director of Postgraduate Teaching and Learning
Arts, Humanities and Social Sciences	
Business	Prof. Sinead Roden Prof. Mary-Lee Rhodes (from 1 January 2021)
Creative Arts	Prof. Sarah Jane Scaife
Education	Prof. Keith Johnston
English	Prof. Bernice Murphy
Histories & Humanities	Prof. Ashley Clements
Languages, Literatures and Cultural Studies	Prof. James Hadley
Law	Prof. Deirdre Ahern
Linguistics, Speech and Communications Sciences	Prof. Kathleen McTiernan
Psychology	Prof. Ladislav Timulak
Social Sciences and Philosophy	Prof. Thomas Chadeaux



Social Work and Social Policy	Prof. Paula Mayock
Religion	Prof. Gillian Wylie
Science, Technology, Engineering and Mathematics	
Biochemistry and Immunology	Prof. Rachel McLoughlin
Chemistry	Prof. John Boland
Computer Science and Statistics	Prof. Owen Conlan
Engineering	Prof. Biswajit Basu
Genetics and Microbiology	Prof. Matthew Campbell
Mathematics	Prof. Manuela Kulaxizi
Natural Sciences	Prof. Cian O'Callaghan
Physics	Prof. Hongzhou Zhang
Health Sciences	
Dental Science	Prof. Ioannis Polyzois
Medicine	Prof. Kumlesh Dev
Nursing & Midwifery	Prof. Fiona Timmins
Pharmacy and Pharmaceutical Sciences	Prof. Cristin Ryan
Tangent	
Tangent	Prof. Jake Byrne

Source: Internal GSO data

The GSC is managed by Academic Affairs, Trinity Teaching & Learning with support from the Office of the Dean of Graduate Studies. None of the work of the Committee would have been possible without the extraordinary contribution of **Ewa Sadowska** from Academic Affairs. Her support in guiding academic staff through the process of developing and submitting course proposals for consideration by the GSC, as well as her legendary attention to detail and processes, ensured that the efforts of all involved ultimately enabled Council to make evidence-informed decisions on postgraduate developments. The GSC was fortunate in also having the support of **Laoise Quinn**, who was appointed in March 2021 and who masterfully assisted many of the activities of the committee.

Nine meetings of the GSC were held during the academic year 2020-21, including one additional meeting to process course proposals, all conducted via Zoom following the continuing advice from Government to work from home. The annual self-evaluation survey for the GSC was conducted by Academic Affairs, and members indicated a high level of satisfaction with the overall organisation and efficiency of committee meetings. Through the survey members requested opportunities to discuss School-specific issues in small groups of DTLPs in the subsequent academic year cycle (an action implemented in 2021-22).



The academic year 2020-21 was an extremely busy one for the GSC. Key activities and achievements included:

- Consideration and approval of a total of 24 new postgraduate course proposals (please see the details of the Council-approved postgraduate courses on [the Academic Affairs website](#)). This high volume was driven in part by the roll-out of the HCI. Delays in release of funds for this initiative greatly added to time pressures on staff involved in developing course proposals and on all members of the GSC, whose efforts were pivotal in ensuring that quality was maintained despite these pressures. In order to support these proposals, members of the GSC agreed to an additional meeting in March 2021 to ensure any outstanding proposals could still be processed in time for September 2021 recruitment.
- Establishment of a sub-committee specifically focused on HCI Pillar 3 Micro-Credentials, (a USC and GSC sub-committee), to start to put an architecture in place to support developments in this new area.
- Development of a pilot process for approving micro-credentials, and recommendation of 19 micro-credentials to Council. The list of the Council-approved micro-credential proposals are available [on the Academic Affairs website](#).
- Review and recommendation of the CHARM-EU Quality Assurance Process for course approval.
- Formalisation of the Terms of Reference for PGT course committees
- Development of an initial proposal for the Postgraduate Renewal Programme, setting out Terms of Reference and a proposed governance and workflow structure.
- Review and consideration of Covid-related accommodations and guidelines in relation to teaching, learning and assessment of taught and research students.



B.2.i Thesis Committees

Work continued on the implementation of the Thesis Committee (mandatory for all students registered from September 2019 onwards), as part of the Structured PhD across all Schools. Although some operational challenges in implementing the thesis committees were experienced in some schools, particularly where staff numbers were limited, these committees have been an important innovation in the overall improvement of the supervision process and are increasingly the norm in partner institutes in the LERU and Coimbra groups, as well as across the IUA institutes.

To better understand the impact as they were rolled out Trinity, the Office of the Dean of Graduate Studies issued a call in March, 2021 to the DTLPs to gain insight into how thesis committees operate in each School. A large quantity of data was gathered, and a preliminary report summarising current practice was drafted in June 2021, but it was not possible to complete the report for GSC's consideration in 2020-21. Work on an expanded version of this report is ongoing and it hoped that, when completed, it will (a) provide helpful guidance to colleagues in schools on the implementation of thesis committees and (b) highlight examples of best practice.

B.2.ii Non-Resident PhD

A new 'Non-Resident Ph.D.' option was approved by Council in March 2020 on a pilot basis, to give students who wish to undertake a structured Ph.D. at Trinity flexibility to do so without having to move to Dublin.

Non-Resident Ph.D. students are fully registered students with access to libraries and services whether they are on or off campus. With one exception, the Non-Resident Ph.D. programme mirrors the structured PhD model: The structured PhD requires 10-30 ECTS, but the Non-Resident model requires at least 20 ECTS. The module, Research Integrity in an Open Scholarship Era (CA7000), which all Ph.D. students must complete, accounts for 5 ECTS.

A total of seven students applied for a Non-Resident PhD in summer of 2020, four to the School of English, one to the School of Linguistic, Speech and Communication Studies and another two to the School of Religion. Out of the seven applicants, two students registered as non-EU fee paying students in the School of English and two non-EU students enrolled in the School of Religion. One candidate in the School of Religion enrolled in 2020, and the other Non-Resident PhD student deferred from 2020 and started their first year in September 2021, along the remaining Non-Resident candidates from the Schools of English and Linguistic, Speech and Communication Studies.

As this is a pilot scheme, my office closely monitors the supervision and development of all Non-Resident Ph.D. students. In March 2024, a comprehensive evaluation will be due to inform any decisions about the extension of this model.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

B.2.iii PGR Examination Processes

Two key innovations in the postgraduate research examination process, the e-thesis submission and pre-*viva voce* examination reports, first introduced in the academic year 2019-20, were maintained and mainstreamed in the academic year 2020-21. They allowed for a more streamlined and integrated examination process and proved particularly important in light of Covid-19 restrictions and the closure of the campus in March 2020.

An unanticipated accommodation arising from the challenges created by Covid-19 was the implementation of online *viva voce* examinations in 2019-20, which continued to operate relatively smoothly in 2020-21. Although it was hoped that in-person *viva voce* examinations might return as a possibility across the year, in fact restrictions remained in place and the online format remained the norm. Decisions on the appropriate format were devolved to DTLPs, taking account of the previously developed guidelines and ensuring that the preferences of all those involved were considered.

The suspension of the requirement to supply two hardbound copies of research theses to College was retained throughout the academic year 2020-21.

B.3. Responding to Covid:

B.3.i The PGT environment

A new working group entitled 'Continuation of Learning and Student Activities Group' (COLSAG) was established in November 2020, reporting into the Trinity Living with Covid Oversight Group (TLC), chaired by the Provost. The working group met weekly and considered activities relating to teaching and learning in an online environment, as impacted by Covid-19. The structure and frequency of meetings enabled quick decision making, a feature that proved vital as the course of the pandemic proved persistently unpredictable. Updates from COLSAG were presented at each meeting of the GSC and issues were brought from the Directors to COLSAG as they arose, ensuring ongoing lines of communication. One important deliverable of the working group was the development of guidelines on recording and captioning of lectures. Other key areas of focus were on monitoring and responding to accommodations related to teaching requirements and assessment plans for Semester 1 and 2.

B.3.ii Responding to Covid: PGR Students

The extraordinary efforts from the DTLPs and the Graduate Students' Union (GSU) President and Vice President to constructively navigate the challenges faced by research students due to the pandemic continued across the academic year. A significant volume of queries from PGR students whose research was impacted by the



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

crisis were processed through the Graduate Studies Office. Close links were established with the Office of the Dean of Research to ensure that students eligible for HEA funds for costed extensions to their research time frames were matched by appropriate extensions free of fees in terms of their registration status. As noted above, the online format of *viva voce* examinations continued across the academic year.

B.3.iii Responding to Covid: Virtual Open Day

The first ever virtual Postgraduate Open Day was hosted in March, 2021, through the support of the Office of Global Relations. The event was held on a Saturday, offering both pre-recorded promotional slots, as well as synchronous interactive question and answer sessions. Considerable learning was drawn from the experience, in relation to the timing, the structure and the marketing required to support good attendance.

B.3.iv Responding to Covid: Graduate Students' Union

It is important to acknowledge the Graduate Student Union's outstanding efforts to respond to the crisis that developed from March 2020 onwards. The GSU's officers served as a critical point of contact for postgraduate students and ensured their concerns were clearly presented at meetings of COLSAG and TLC. Their dedication to the postgraduate student community is commendable.

B.3.v Learning from Covid: Students and Staff

In May 2021, the TLC requested a review of the teaching, learning and assessment (TLA) experiences of academic staff and students during 2020-21 with the view to establishing the TLA digital practices that might be continued post-pandemic. The survey addressed two key questions - what aspects of digital TLA should be retained and how staff can be supported to develop effective digital TLA approaches.

In terms of preferences for future teaching and learning modalities, the majority of PhD students who responded to the survey, were keen to retain the blended teaching, learning and assessment digital strategies, that Trinity transitioned to in response to the Covid-19 pandemic. A recommendation from the summary report suggests that the TLA practices that Trinity wants to continue post-pandemic would be agreed and that existing TLA policies would be revised to include changes to practices and procedures.

Following Council approval, it was agreed that a work programme would be developed that prioritises elements of existing TLA practices that can be adapted to a digital context for implementation in 2022-23.

The full and summary report of the survey 'Student and Staff Experiences of Teaching, Learning and Assessment at Trinity College Dublin 2020- 2021', is available on the [Trinity Teaching and Learning](#) website.



B.4. Provost's PhD Project Award Scheme

Key Activities and Achievements

- ⇒ 156 applications received
- ⇒ 10 internal reviewers recruited, one external reviewer
- ⇒ Two-stage selection process
- ⇒ 50 Awards made, across 20 Schools in all three Faculties

The administration of the Provost's PhD Project Award Scheme was one of the 'Business as Usual' tasks completed in 2020-21. Under this competitive scheme, funding is granted to a PI at the Assistant or Associate Professor level for research projects to be completed over four years. The funding covers both EU and non-EU fees, as well as a stipend for a PhD student who works on the research, being supervised by the successful PI applicant. Catherine Allen deserves special mention for her exceptional contribution to the administration of this complex process. The impact of the Provost's PhD Project Awards has been career-changing for many PIs and students, thanks to generous donations from alumni and Trinity's Commercial Revenue Unit.

A total of 156 applications were received for an initially planned 40 awards, subsequently increased to 50 awards for 2020-21. Assistant Professors submitted 108 submissions, with Associate Professors submitting the remaining. Of the 50 awardees, 29 were female and 21 males (see [Appendix 3: Breakdown of Provost Project Award by Faculty](#)). Awardees were drawn from 20 Schools across all three Faculties.

Professor Barbara Dooley of University College Dublin served as an external assessor for the selection process in 2020-21. Internal assessors from each Faculty volunteered their time and expertise to review each application over the course of a two-phase process. We owe a debt of gratitude to the Trinity Assessors listed below, who generously contributed their time and expertise to this important initiative:

AHSS:

Paul Coughlan, Professor of Operations Management, Trinity Business School
Monica Gale, Professor of Classics, School of History and Humanities
Darryl Jones, Professor of Modern British Literature, School of English
Tomás O'Sullivan, Professor of Social Policy, School of Social Work and Social Policy

STEM:

Stephen Cannon, Professor of Synthetic Chemistry, School of Chemistry
Richard Reilly, Professor of Bioengineering, School of Engineering
Jane Stout, Professor of Botany, School of Natural Sciences

HS:

Maeve Lowery, Professor of Translational Cancer Medicine, School of Medicine



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Lorraine O’Driscoll, Professor of Pharmacology and Biomedicine, School of Pharmacy and Pharmaceutical Sciences

Michael O’Sullivan, Professor of Dental Science, School of Dental Science

B.5. Kinsella Interdisciplinary Challenge-Based Award Scheme

An innovative new award scheme to fund PhD students was made possible through the exceptional generosity of a donation from the Kinsella family. Although this award scheme was not coordinated through my office, it is worth highlighting the pioneering nature of this scheme, structured to recruit interdisciplinary groups of students to focus on important challenges facing the world. The learnings to be gained from both the structure and operation of the scheme itself, as well as the innovative approaches to supervision and student development that were features of the winning applications, have applicability to future developments in the overall structure of PhD training.

B.6. School Achievements

This section of the report describes the main achievements and activities reported by Schools during the academic year 2020-21.

Having risen from 60th place in 2019 to 56th in 2020 and 32nd in 2021, **Trinity Business School** was highlighted as ‘Highest Riser’ in the Financial Times Rankings of European Business Schools. Its Masters in Finance programme was ranked 1st in Ireland in 2020. The Executive MBA programme rose from 2nd to 1st place in Ireland over the two years to 2021. The MSc in International Management improved its ranking from 38th in the world in 2020 to 28th in the world – and 5th in the UK and Ireland – in 2021. In the Economist Magazine Rankings the Executive MBA remained at 1st place in Ireland and rose six places in the world rankings over the two years to 2020. EFMD, a globally-recognised accreditation body for business schools and business school programmes, conferred the School’s Executive Education programme with an Excellence in Practice SILVER Award in May 2020.

In the **School of Creative Arts**, Dr Salome Paul (Drama) IRC Postdoctoral Fellow, was awarded recipient of the French Government Medal and National University of Ireland Prize for Distinction in Collaborative Degrees, 2021 and is a recipient of the Publication Funds; FIR, CRCL and the Doctoral School of French and Comparative Literatures, Sorbonne University, 2021. Dr Evangelia Rigaki, Head of Music, was commissioned by ERT – State-owned public radio and television broadcaster of Greece, to compose and produce the music for the titles of the 16-episode documentary series entitled “Diaspora – Communities – Benefaction” on the occasion of the 200th anniversary of the Greek Revolution. Further information can be found on the following links:

- [1st episode commercial trailer \(Greek\);](#)
- [ERTFLIX link \(full episodes, Greek\);](#)



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

- [Press release from the ERT \(Greek\).](#)

In the QS World University Rankings by Subject 2021, the **School of Education** was ranked 69th in Education and Training. It embarked on a partnership with the City of Dublin Education and Training Board (CDET) leading to the development of a new Postgraduate Certificate in Diversity and Inclusion in Further Education and Training. The School attracted significant funding across a number of projects, from the European Commission Erasmus+ programme. The annual postgraduate research conference took place online as did a significant number of other events and seminars over the course of the year. The work of the School was reflected prominently in many media engagements by academics from the School.

In the QS World University Rankings by Subject 2021, the **School of English** was ranked 25th in English Language and Literature, and Classics in the **School of Histories and Humanities** ranked 29th. A total of twenty Histories and Humanities PhD students were in receipt of Irish Research Council scholarships, including five funded through the School's three IRC Laureate Awards. Three further PhD students were awarded Provost's PhD Scholarships and one an Ussher award. The new MPhil in Environmental History was launched successfully, based in the Trinity Centre for Environmental Humanities.

In May 2021, Dr Siobhan Airey from the **School of Law**, received a Government of Ireland Postdoctoral Research Fellowship from the Irish Research Council
The achievements from a number of doctoral students include:

- Alan Eustace was commissioned by FÓRSA trade union to produce a report on collective bargaining across Europe, situating Irish law in comparative context. He was awarded the Government of Ireland Postgraduate Research Scholarship from the Irish Research Council. Alan has been appointed Fellow by Special Election at Magdalen College, Oxford, teaching EU law and UK constitutional law.
- Awards were also made to Ursula Ní Choill (a Provost's award), Jessica Tully (a 1252 Scholarship) and Julika Hudson (a 1252 Scholarship).
- Juan Galaz Carvajal presented "Political Deliberation and Ecclesial Synodality: from Differences to Common Hope" at the International Congress of the European Society for Catholic Theology 2021 in Osnabrück, Germany; Alexandru Gociu published "The Norwegian Petroleum Regulatory Framework and the Transition to Green Energy" in the *Queen Mary Law Journal*.

Furthermore, postgraduate taught students in the School of Law enjoyed an equally rewarding year. Fatima Asgarova received a prestigious Government of Ireland (GOI-IES) Scholarship. Nadia Payachee and Devon Stuart Turner became Ireland Fellows Programme Scholars. Trinity College awards were received by Satvik Kapoor (Global Excellence Scholarship), Rachael Brady (European Excellence Award), James Redmond (European Excellence Award), Ruchira Kaur Bali (Global Excellence Scholarship) and Marie Cailleau and Keelan Paliani (Schools of Law and Business MSc Law and Finance



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Scholarships 2020-21). Students also published their research including: Ruchira Kaur Bali (the *International Journal of Law, Management & Humanities*); James Redmond (*King's Inns Law Review*); and Jesús Francisco Ramírez Bañuelo (*Asociación Colombiana de Estudiantes de Derecho Internacional, Revista Electrónica de Derecho Internacional Contemporáneo, Estudios sobre Derecho y Justicia* and *Ius et Praxis*).

Trinity College Dublin in Belfast (**School of Religion**²) delivers the MPhil in Conflict Resolution and Reconciliation and a PhD programme. TCD at Belfast successfully underwent a Quality Review by the UK Quality Assurance Agency. The report, based on a self-evaluation submission, site visit, and review of evidence, concluded that Trinity College Dublin at Belfast meets all expectations in relation to the quality of student learning opportunities and management of academic standards, and affirmed several points of good practice. Two senior officials from the South Korean Ministry of Unification are studying for PhDs in the School of Religion, Trinity College Dublin in Belfast. Eugene Lee and Donghyuk Kwon are researching different aspects of peacebuilding and reflect a growing interest in South Korea in the implications of the Northern Ireland peace process for peace efforts on the peninsula. The School also launched a new BA elective 'The Politics of Peace and Conflict in a Globalised World' which, as with our existing elective 'The Ethicslab: Responsible Action for the Real World', is strongly supported by a Teaching Assistant team from our PGR community.

The **School of Biochemistry and Immunology** welcomed 32 new MSc students (10 MSc Immunotherapeutics, 22 MSc Immunology) and 17 new PhD students. Two incoming PhD students were awarded prestigious IRC fellowships, three were funded through Provost PhD awards and one was awarded the Trinity Ussher fellowship. The remainder were funded through various principal investigator lead research awards (SFI, Wellcome Trust, ERC). The School awards a prize each year to a second year PhD student in honour of Prof Keith Tipton, one of the founding members of the School of Biochemistry and Immunology. All second-year students who have completed their confirmation process, present their projects at a special event for PhD students and the prize is awarded to the best presentation. In 2020-21, the Tipton prize for postgraduate research was awarded to Stephen Cunningham (Lynch Lab). A number of the School's PhD students were awarded prizes for presentation of their research findings at international meetings: Sinead O'Rourke (3rd Year PhD student), Best Speaker: British Society for Cardiovascular Research Meeting 2021; Janeen Laabei (3rd Year PhD student), Poster Award, Neuroscience Ireland Annual Meeting 2021.

The **School of Genetics and Microbiology** launched its new MSc in Genomic Medicine, shared with the School of Medicine. In its first year, the course welcomed eight students from a variety of backgrounds to undertake training in the data science, laboratory techniques and technological developments underpinning this new frontier in human health.

² Council approved the change of name of School of Religion to the School of Religion, Theology, and Peace Studies in October 2021.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Three new postdoctoral fellows of the Hamilton Mathematics institute joined the **School of Mathematics** in September 2020, Fabrizio Nieri, Davide Vadicchino and Jack Kelly.

The following lecture series and mini conferences took place in 2020-21:

- HMI Lecture Series "Derived Bornological and Analytic Geometry",
- HMI-Simons Workshop on "Quantum Gravity and Modularity" also supported by SFI and IRC
- HMI-Simons Workshop on "Integrability in Lower dimensional AdS/CFT", also supported by SFI, EPSRC, and The Royal Society, Dublin 2020 - EuroPLEx Progress Workshop.

PhD students Nikolaos Chatzarakis and Caelen Murphy Feller joined the School of Mathematics in September 2021. PhD students Paul Ryan, Anne Spiering, Petar Tadic and Pedro Tamaroff graduated and were all awarded postdoctoral positions respectively in King's College London, NBI Copenhagen, Yale University in US and Max-Planck Institute for Mathematics in Leipzig/Humboldt University. A joint IBM-TCD PhD Fellowship in High Performance Computing was secured by Prof. Sinead Ryan.

The strength of the research environment of the **School of Natural Science** is demonstrated by the award of the Researcher of the Year Award to Professor Yvonne Buckley in 2021. The Irish Research Council regularly funds postgraduate and postdoctoral awards in the School with one (postdoc) awarded in 2020-21.

[CHARM EU](#) was the only university alliance to successfully accredit and start running a Master's programme this academic year. It has also been shortlisted for an [Irish Education Award](#).

In the department of **Geology**:

- Dr. Juan Diego Rodriguez-Blanco was awarded with
 - the 2021 [Distinguished Lecturer Award](#) by the European Association of Geochemistry
 - an SFI-GI Frontiers for the Future award, SEleCTOR that will develop novel, clean and cheap protocols to separate rare earths from water via the design of functionally engineered nanoparticles with targeted structures
- Adrienn Szucs and Dr. Juan Diego Rodriguez-Blanco published a key paper in an international peer-reviewed journal Crystal Growth & Design on the mechanisms of formation of bastnasite, a rare earth mineral in huge demand across the globe. These findings were highlighted in the [Irish Times](#).
- Niamh Faulkner was awarded with Best Wastes & Resources Management Presentation (sponsored by Chartered Institution of Wastes Management, CIWM). Presentation: Tackling Sustainable Development Goal 13 via carbonate precipitation. Authors: Ms. Niamh Faulkner, Dr. Juan Diego Rodríguez-Blanco. Meeting: Environ 2021 - 31st Irish Environmental Researchers Colloquium.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

The M.Sc. in Energy Sciences (hosted across the **Schools of Physics, Chemistry, Geology and Engineering**) provides students with a wide range of knowledge and multidisciplinary skills related to the expanding subject of Energy Science. This programme has attracted students with diverse academic backgrounds from Ireland and abroad. To date, 94% of our graduates have been employed by a range of international agencies involved in the energy industry, as consultants, and in local governments. Graduates of the degree have also embarked on a doctoral degree to do further research in Energy-related disciplines.

Student achievements in the **School of Medicine** include:

- Medical Students Nazeefah Laher, Sara Bocchinfuso, Madeline, Chidiac, Claire Doherty, Alexandra Persson and Emma Warren published a review on the effects of the pandemic on the wellbeing of older adults. The study, was published in the journal **Gerontology and Geriatric Medicine**.
- PhD candidate Maria Davern is heading to the US to take up a post-doctoral research position at the prestigious Dana-Farber Cancer Institute, Harvard Medical School with Professor Anthony Letai. Further information on Maria's high-impact research and her impending move can be found in the School's **newsletter**.
- PhD candidate Dale Whelehan investigated sleep deprivation and surgical performance focusing on the effects of being 'on-call'. The study had multidisciplinary collaboration including Dr Michael Alexander, and Christine McEvoy (both Tallaght University Hospital), as well as Dr Tara Connelly (Cleveland Clinic). The study was published in the [Journal of Surgical Research](#).
- PhD candidate Rasha Shraim's published an article on 'How philosophy is making me a better scientist'. The article can be viewed in **Nature**.

The **School of Nursing and Midwifery** continues to be ranked No 1 School of Nursing and Midwifery in Ireland and 46th in the 2021 QS World University Rankings by Subject. 2021 saw a 7% rise in registered postgraduate students and the launch of the School's first three micro-credentials as part of the Human Capital Initiative project. A total of 33 students were welcomed onto the micro-credentials, the highest number of students attending micro-credential as part of the project. At the winter graduation ceremony, the Registrar acknowledged and thanked the Nursing and Midwifery students for their contribution in managing the Covid 19 pandemic.

The **School of Pharmacy and Pharmaceutical Sciences** secured funding and prepared the new digitised MSc/Diploma in Pharmaceutical Manufacturing Technology as part of the Human Capital Initiative project. Under this initiative, the School was also successful in securing funding for one Continuing Professional Development module on Pharmaceutical Innovation. Other new developments include the launch of the Panoz Pharmaceutical Innovation PhD Scholarships that aim to support outstanding young PGR students to study Pharmaceutical Sciences in our School and the Panoz



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Excellence in Pharmaceutical Sciences Prize which will be awarded annually to the best PGT student in the MSc Pharmaceutical Sciences.

It is evident from the highlights presented above that there were many significant achievements, and activities progressed by Schools during a very challenging time.

B.7. External Activities

B.7.i LERU

Key Activities and Achievements

⇒ 4 days' of meetings, addressing

Research student supervision
Open Scholarship
Managing through Covid
LERU Summer School

Two online meetings of the LERU Doctoral Studies Group took place during 2020-21, one from September 3rd-4th and a second in March (18th-19th). In addition, there were two meetings in June 2021 combining the CARE and the Doctoral Studies groups.

Key areas of focus were:

- Revision of the paper on best practice in supervision of research students
- Open Scholarship
- Managing through Covid: Mental health supports for PGR students
- LERU Summer School.

There is no doubt that of these activities, by far the most time-intensive for Graduate Studies at Trinity was the LERU Summer School.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

B.7.ii LERU Summer Doctoral School



In 2019, the LERU Doctoral Studies Group approved Trinity College Dublin as the host of the annual **Doctoral Summer School**, scheduled to take place in the summer of 2020. While plans were still being finalized, the global Covid-19 pandemic emerged, with immediate curtailments on travel across the EU.

Although initially it was hoped that delaying the Summer School to late summer 2020 would allow for an in-person event, it quickly became evident that this aspiration was unattainable. Consequently, it was decided that the event be postponed to the summer of 2021. By March 2021, it was clear that the reach of the pandemic was both extensive and enduring. It was finally agreed that the only viable option was to host an online Summer School. The decision to transfer to an online forum required some adjustments to the plan and schedule, to account for the different demands and opportunities afforded by the online environment. The agreed theme was **‘Re-Evaluating the Role of the Expert’** and it was decided that as an output from the School, participating students would draft a policy paper on ‘The Role of ECRs as Experts of the Future: Policy and Practice Implications for consideration by LERU’.

The Summer School took place from **August 9th to 13th 2021** and a record 114 students from 25 LERU partnered universities participated. Although there was widespread disappointment that it was not possible to physically meet on the historic campus in Trinity, the switch to the online format also created some opportunities that otherwise might not have been possible.

One of the advantages of the online format was the potential to permit larger numbers of students to engage with the Summer School. However, it was important to balance this possibility with the need to ensure that (a) the competitive process for selecting students was protected, and (b) the overall numbers could still enable effective group work, to support a sense of community and cohesion amongst participants. For these reasons, two categories of participants were defined: core and fringe participants. Core participants were students who were successful during the evaluation stage, and who were deemed eligible to participate in all aspects of the Summer School. They were drawn from the participating LERU universities, as well as six other university partnerships. Participation was prioritised for students in Years 3 or 4 of their PhD. Fringe participants were invited to participate in some sections of



each day, however they did not receive certificates of attendance at the Summer School.

Eighteen students from Trinity submitted applications that were assessed by a panel comprising two DTLPs - Professors Cristin Ryan and Matthew Campbell, - the Assistant Academic Secretary: Graduate Education and myself. The successful applicants included three students from AHSS: **Katharine Schulmann**, **Alexandru Gociu** and **Ann Humphrey**, two from STEM: **Arnas Perrauskas** and **Ellen Tuck**, and one student from the Faculty of Health Sciences: **Kevin Mercurio**. Additionally, 14 Trinity students participated in the morning activities as fringe participants.

IN SUM

- ⇒ **114 participating students, from**
- ⇒ **25 Universities, with**
- ⇒ **18 students from Trinity, plus**
- ⇒ **13 world experts, over**
- ⇒ **5 days, plus**
- ⇒ **Countless laughs over Irish dancing, traditional music, Irish coffee-making and quizzing, culminating in**
- ⇒ **1 extraordinary choral rendition of an unrecognisable *Molly Malone***
- = **One exceptional Summer School Experience!**

Table 10 details the number of core and fringe participants from each of the LERU partner universities. Approximately 55 core students dialed into the morning and afternoon sessions from across Europe, accompanied by 59 fringe students who attended the morning sessions only.

Table 10: LERU Summer Doctoral School Participants

Home Institution	Core participants	Fringe participants
Imperial College London	1	-
KU Leuven	3	4
Ludwig-Maximilians-Universität München	3	-
Lund University	2	-
Sorbonne University	2	18
Universität Heidelberg	2	-
Universidade Barcelona	2	-
Universiteit Leiden	1	-
University College London	4	1
University of Cambridge	4	11
University of Edinburgh	2	2
University of Freiburg	2	-



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

University of Helsinki	2	-
University of Milan	3	5
University of Oxford	2	2
University of Strasbourg	1	-
University of Zurich	2	-
Utrecht University	3	1
Trinity College Dublin	6	14
Eötvös Loránd (ELTE)	1	-
University of Ljubljana	2	-
University of Prague (Charles University)	2	-
University of Tartu	1	-
University of Warsaw	1	1
University of Zagreb	1	-
Total Number	55	59

Source: Internal GSO data

Each day started with a seminar session focused on a specific topic related to the overall theme of *Re-Evaluating the Role of the Expert*. Rather than having one keynote each day, the two-hour session was led by one short keynote presentation (30 minutes) followed by two respondent contributors, each allocated 20 minutes. (See [Appendix 5](#) for the full programme). A large debt of gratitude is owed to Trinity colleagues who contributed to these keynote and response presentations and resulting discussions. Their involvement in the programme provided considerable richness to the debate over the course of the week. In order of contribution, they included:

Provost: Prof Linda Doyle (9th August)

Prof. Marcus Collier

Mr Leonard Hobbs

Prof. Susan Murphy (10th August)

Prof. Neville Cox

Prof. Luke O'Neill (11th August)

Prof. Clare Kelly

Prof. Jacob Erickson

Prof. Lorraine Leeson (12th August)

Prof. Fred Sheedy

Prof. Larisa Florea

Prof. Juergen Barkhoff (13th August)

The discussion on the connections between Populism and Anti-Intellectualism was led by Prof. Darrin Durant, of the University of Melbourne.

The online format enabled a larger number of speakers, the time commitment from speakers was reduced, and it was also possible to invite contributions from outside Europe. The adapted session structure ensured students could shift focus as speakers



changed and could participate in discussions with a range of contributors. Morning seminar sessions were open to both core and fringe participants. Over the course of the week, participant numbers in these sessions ranged from 62 to 97 (see Table 11). Following a coffee break, core participants reconvened for a one-hour *Thoughts-In-3* session, where groups of up to four students presented to the larger group on the topic of the morning’s seminar, using no more than three PowerPoint slides.

Table 11: LERU Summer Doctoral School Participants per morning session

Date and theme	Number of participants
Monday, 9th August: <i>Are Experts Important?</i>	95
Tuesday, 10th August: <i>Are Populism and Anti-intellectualism connected?</i>	97
Wednesday, 11th August: <i>Anti-Intellectualism and Science: From vaccinations to Climate Change.</i>	90
Thursday, 12th August: <i>Early Career Researchers and the Experts of the Future: Potentials and Pitfalls.</i>	94
Friday, 13th August: <i>Final Remarks.</i>	62

Source: Internal GSO data

In the afternoon, participants worked in groups to draft content for the proposed policy paper and regrouped at the end of the day to share their work. Most days finished relatively early, recognizing the demands of working online and the different time zones in which students were based. Social events were scheduled for three evenings. Attendance was optional but each event was very well attended.

Over several weeks after the Summer School, a subgroup of participants further developed content from the workshops into a paper that was presented to the Rectors and Deans of LERU universities. The aim of the paper was to offer recommendations for LERU to improve support for early career researchers towards their social and/or academic career. Three key recommendations that emerged were:

- A call for the establishment of formal LERU chapters at member universities responsible for promoting awareness of LERU, organising research exchange events across disciplines, and providing ECR skill development courses centred on communication skills, modern-day research dissemination, and professional self-care practice.
- A recommendation to create a centralized alumni network further supported by the activity of such LERU chapters for ECR professional relationships and mentorship opportunities both within and outside of academia; and
- The generation of guidance documents for best practices as they relate to ECR supervision and professional development.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Hosting the LERU Doctoral Summer School proved to be an exciting and extremely rewarding opportunity for Trinity College. A small but dedicated team worked together to ensure students had an equally positive experience. World-class researchers and experts willingly gave of their time to share their knowledge and to challenge students and engage in rich discussions. The caliber of these speakers provided a solid foundation for engaging discussions that often exceeded the allocated time slots. Although our preference would have been to host students and colleagues here in Dublin, overall, the online format was remarkably successful. This success was due in no small part to exceptional technical support from Tom Hayes from IT Services.

The success of any such event rests on the contributions of a number of individuals. Special thanks are due to Cormac, Ewa, Tom and Anna, in Trinity, but also to our LERU colleagues. We were particularly appreciative that Prof Jürgen Barkhoff and Prof Kurt Deketelaere made themselves available to participate in the closing ceremony, adding to students' sense that they were valued and that their work was important.

B.7.iii Irish Universities Association

Trinity's membership of the Irish Universities Association (IUA) has brought significant advantages at a national level. I sit on the Deans of Graduate Studies Group and the 2020-21 year continued to be very active as Irish universities adapted to the ongoing Covid 19 situation. Having chaired the group for 2020, I was delighted to pass the mantle to NUI Galway's Dean of Graduate Studies, Prof Donal Leech in January 2021.

Over the course of the year, the group worked on a number of projects including the finalisation of the third edition of the IUA Doctoral Skills Statement [IUA-PhD-Graduate-Skills-Statement-2021-final.pdf](#). This document outlines the role of higher education institutions, Supervisors and the Doctoral Candidate in developing key skills on the journey of completing a Doctorate while aiming to facilitate dialogue across all those with a stake in societal success in research, development and innovation.

Using our combined voice, we lobbied Revenue to remove the requirement that PhD students in receipt of a stipend must pay PAYE while on maternity or adoptive leave. This is an ongoing issue that is still being pursued. The Deans also contributed to the National Research and Innovation Strategy that is being developed by the Department of Further and Higher Education, Research, Innovation and Science and shared ongoing learning in our efforts to support students through HEA funded Covid extensions.

In addition, some work was undertaken in exploring interest in expanding the existing partnership between UCD, RCSI and Trinity focused on enhancing supervision skills,



to include all IUA partner universities, with a view to developing and implementing a shared programme of events in 2021-22.

B.8. Postgraduate Renewal

Key Activities and Achievements

- ⇒ Initial consultation undertaken with a range of stakeholders to identify potential ambitions for the renewal programme
- ⇒ Approval from Council in June 2021 to proceed to further consultation and implementation design in 2021-22
- ⇒ Overall structure and governance for the renewal programme approved by Council.

Following a development period that involved desk-based reviews of current trends in graduate education in Europe, preliminary small focus group discussions, an internal documentation review and discussions with the Provost, Vice Provost/Chief Academic Officer, Executive Officers' Group, DTLPs and GSC, overarching deliverables (subject to full consultation) for the project were agreed. These included:

1. An integrated, enhanced student-centred experience for all postgraduate students from application to alumnus, with seamless system interfaces.
2. A flexible and agile framework for postgraduate education (across taught and research programmes), accommodating diverse structures and pathways.
3. A suite of new taught programmes linked to pioneering research activities, enabling an increase in postgraduate student recruitment to achieve the target set in the Strategic Plan, 2020-25 (i.e., 30% of the student body).
4. An enriched Structured PhD framework, facilitating mobility, intersectoral engagement and interdisciplinary collaboration, delivering highly employable world class researchers prepared to meet the demands of a knowledge-based society.
5. Flexible supports and processes to enable Schools to achieve their objectives in postgraduate teaching and research and deliver on the College Strategic Plan 2020-2025 and beyond.
6. An adaptive digital infrastructure delivering next-generation teaching and learning in all aspects of postgraduate education and responsive to the emerging opportunities of short courses, micro-credentials and continuing professional development.

In June 2021, Council granted approval for the Postgraduate Renewal Programme to move to an initial Consultation Stage. The rationale for the consultation was to develop a shared vision, ensuring all stakeholders have an opportunity to contribute to shaping the focus and the target outcomes of the renewal. This initial stage of the programme was planned for delivery in two stages:



Stage 1: Consultation to involve intensive consultation with all stakeholders involved in Graduate Education.

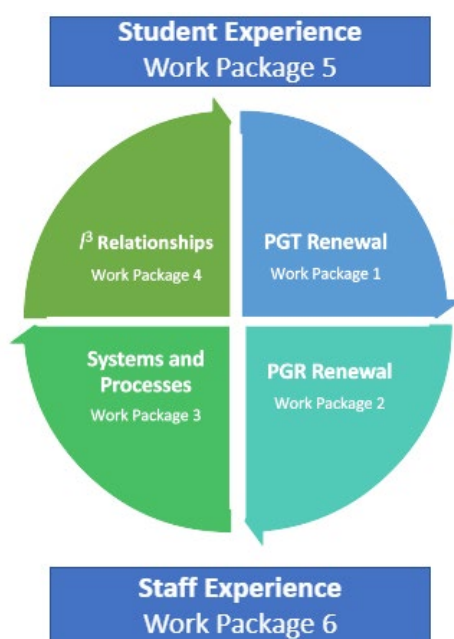
Stage 2A, 2B: Implementation Design structured in iterative phases where issues defined in Stage 1 were articulated within work packages. It was further approved that a plan to prioritise and realise the components of each work package should be submitted for approval by Council by March 2022.

B.8.i Structure and Governance

The Postgraduate Renewal Programme structure approved by Council comprised six domain-linked and two cross-cutting Work Packages, four domain-linked (**Postgraduate Taught Renewal, Postgraduate Research Renewal, Systems and Processes, and I³ Relationships**) and two cross-cutting: **Student Experience** and **Staff Experience**. The proposal detailed that the deliverables of each Work Package would be identified based on the consultation and detailed needs analysis during the consultation phase (September 2021 – February 2022).

The designated Chair and Lead of each Work Package, approved by Council in June 2021, intended to invite (academic and professional) staff and students to be members of their Sub-Committee, ensuring appropriate representation across the College, to drive the delivery of relevant renewal activities and inform recommendations brought forward to the Steering Committee. The Terms of Reference for the Postgraduate Renewal Programme were approved by Council in December 2021.

Figure 4: Postgraduate Renewal Programme, Work Packages



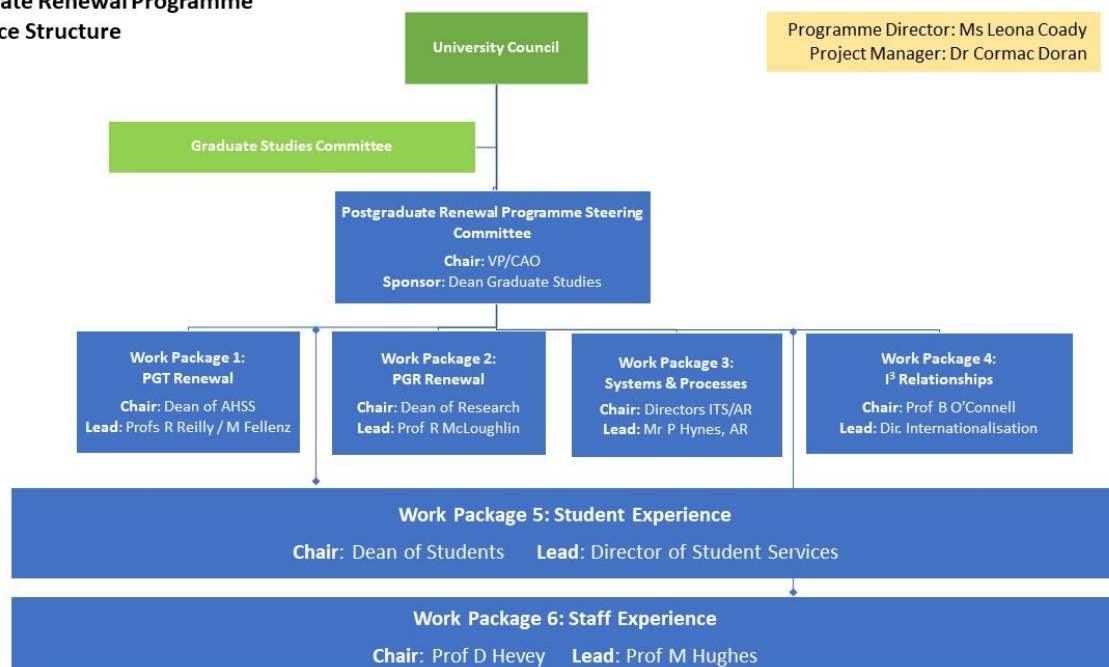


Under this approved structure, the six work packages report to a Steering Committee which is chaired by the VP/CAO and consists of the Chairs and Leads along with the Programme Sponsor, Director, Manager, and the Academic Secretary (see also Steering Committee membership list as approved in June 2021 in [Appendix 6](#)).

B.8.ii Postgraduate Renewal Programme Governance

Figure 5: Postgraduate Renewal Programme Governance

Postgraduate Renewal Programme Governance Structure





B.9. Research Supervisor Development Programme

Key Activities and Achievements

- ⇒ 5 research supervision development workshops offered online
- ⇒ 164 online participants
- ⇒ Recordings made available to those unable to attend synchronously

The Office of the Dean of Graduate Studies and Academic Practice co-hosted a series of workshops for research supervisors on best practices for effective supervision of research students. The workshops focused on the approaches to common challenges and current practices in research student supervision. The interactive programme hosted panel discussions with experienced research supervisors across multiple disciplines as well as industry experts and offered an opportunity for peer learning and exchange of best practice.

In 2020-21 five workshops were delivered, with three events open to participants from other universities in Ireland:

1. Introduction to Research Supervision at Trinity
2. Supervising Part-Time PhD Students
3. The Mental Health and Well-being for PG Students
4. Supporting Students with Disabilities through the Supervision Process
5. Beyond the PhD - Preparing Students across the Research Cycle

I offer my sincere thanks to the presenters who so generously contributed their time to these workshops and who shared their experiences and learning so generously.

Table 12: Workshops delivered as part of the 2020-21 Research Supervisor Development Programme

Workshop Title	Date	Presenters	Attended
Mental Health and Well-being for PG Students	25 th February, 2021	Martin McAndrew, Postgraduate Support Service and Dr Ciara Joyce, Student Counselling Service	32
Introduction to Research Supervision at Trinity (TCD only)	4 th March, 2021	Graduate Studies Office, Prof Martine Smith, Dr Cormac Doran, Ewa Adach	64
Supervising Part-Time PhD Students (TCD only)	8 th April, 2021	Prof Conor McGuckin, Prof Roman Romero-Ortuno, Prof Yvonne Buckley, Dr	28



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

		Robbie Goodhue, Dr Arthur White	
Supporting Students with Disabilities through the Supervision Process	29 th April, 2021	Dr Vivian Rath, Dr Patricia McCarthy, Prof Michael Shevlin, Declan Reilly	16
Beyond the PhD - Preparing Students across the Research Cycle	20 th May, 2021	Dr Orla Bannon, Bernie Capraro, INTEL, Sarah Sheridan, IHREC	24

Source: Internal GSO data

Feedback from the evaluation survey of the 2020-21 series was positive and informed the range of topics selected for the 2020-21 edition of the Programme (e.g., see below):

Thanks to everyone involved for organising this programme. It is a great support for supervisors and fosters a useful cross-disciplinary dialogue

Great to become aware of the resources that are available

I learned a lot about student supervision, but the Supporting Students with Disabilities was the most rewarding and interesting



Section C: Looking to the Future

C.1. The Graduate Studies Office

As noted in my last Annual Report, the volume of work channelled through the Office of the Dean of Graduate Studies is very high and, in many instances, it is also complex and extremely diverse. The operational demands often leave little capacity to focus on strategic initiatives. This problem is not unique to postgraduate activities; it highlights the critical inter-dependence of academic and professional staff in all activities and the importance of sufficient capacity at all levels to ensure that we deliver on the university's mission.

In my last annual report, I highlighted the increasing demands on DTLPs. While I believe it is entirely appropriate to delegate authority for many decisions to DTLPs, who know their students' and their Schools' needs and capacities, such delegation increases the workload of staff who are already juggling multiple demands. It is essential that these efforts are appropriately recognised in workload models and in promotion processes.

C.2. Postgraduate Renewal

At the time of writing, we are heading into an ambitious phase of implementation of a work plan to fundamentally renew all aspects of our postgraduate activities and the postgraduate experience for students and for staff. We are facing many questions that speak to the core of the university's identity and mission. The increasingly diverse range of taught postgraduate offerings, a diversity accelerated by the HCI, challenges us to reflect on what we, as an institution, mean, when we refer to 'a postgraduate student in Trinity', and whether we view all students as equally core to our mission, regardless of whether they register for a single micro-credential or for four years on a Structured PhD programme.

Do we see ourselves as a university that offers a diverse menu of programmes of differing size, or as a university that offers many different routes to a Masters degree, with the flexibility to step on and off at multiple points, to suit each learner's needs? Whichever of these we set as our ambition, we will require systems and digital infrastructure to enable those choices.



C.2.i Postgraduate Research Students

C.2.i.i Trends in Admissions

The academic year 2020-21 saw a welcome reversal of the steady decline in PGR student numbers over the preceding five years. As a research-intensive university, PGR students represent the life-blood of the research activities of the university. They also enable many of our taught programmes to be delivered and more recently, they have begun to play a key role in enabling the roll-out of capstone projects in the undergraduate programmes. It is too soon to determine the sustainability and the drivers of this positive change but it is vital that we continue our efforts to not only maintain numbers but understand the factors that motivate students to register in Trinity.

The rise in registrations was most marked in the STEM and Health Sciences Faculties. The majority of students in these Faculties are recruited into funded research projects that offer fees and stipend support. As a consequence, students who apply know in advance the focus of their study, and the conversion rate from application to registered students is high. By contrast, in AHSS, fewer students are funded, many are motivated by a particular academic interest and may be applying to several different universities seeking a supervisor whose interests align with that interest. As a consequence, applications are far less closely aligned to the research interests or capacity of staff, funding supports are less available and many more applications must be processed in order to finally recruit students.

The data highlight the diversity that must be considered in planning for future developments and the need to tailor solutions to discipline needs.

C.2.i.ii Enhancing and Recognising Excellence in Supervision

In the annual report for 2019-20, I highlighted the importance of recognising supervision of research students as a core activity of the university and one that merited the same level of appreciation as other kinds of teaching and mentoring. At the time of writing, we are in the middle of processing the inaugural award for excellence in research supervision and I look forward to reporting on the outcome in the next annual report. This award represents one small step in enhancing the supervision experience for staff and students alike. Further work is ongoing in formalising professional development opportunities for staff engaged in supervision and the postgraduate renewal programme will be an important vehicle for progressing this agenda.



C.2.i.iii Financial Pressures and Anomalies for Research Students

The financial pressures on research students continue to represent a significant challenge and were further exacerbated in 2020-21 by the loss of opportunities for paid part-time employment. One modest mitigation implemented by the university was an increase in the stipend associated with the Provost PhD Project Awards but the other internally funded schemes could not be increased. Combined with the difficulties associated with the non-EU fee differential and the disparity between what funders allocate for fees and the fee cost to students, pressures on students and staff due to significant financial strain, continue unabated. If the university is to deliver on its ambition to maintain and grow research student numbers, these issues will require urgent attention. For this reason, they have been prioritised in the work plan for the postgraduate renewal programme for 2022-23.

C.2.i.iv Space Needs

Concerns about lack of dedicated desk space and social space for research students, especially those in the Faculty of AHSS continued across the pandemic, despite the prevailing public health restrictions. Accommodation that could be afforded by research students on very low incomes was rarely conducive to effective study and it was critical that the university offered safe and accessible desks for students to continue their studies. This highlighted again the urgent need to ensure that all students who register for a research degree have guaranteed access to a dedicated desk space and that this facility is equally distributed across Faculties and Schools. Recognising that space is at a premium, creative solutions may be needed but if we are serious in our ambition to retain student numbers in an increasingly competitive environment, this is an issue that will need to be tackled.

C.2.ii Taught Postgraduate Students

It is a testament to the work of staff across all parts of the university that the rate of applications to taught programmes was maintained over the most severe year of the pandemic. In many ways, the return to campus in 2021-22 reminded us of what we consider a typical university experience should be. It also threw into sharp relief some of the challenges and opportunities for taught postgraduate programmes. For some taught students, the shift to online forced on us by the pandemic enabled a much more effective juggling of academic and personal life demands. Postgraduate students often have busy lives outside their studies; many are in employment and/or have caring responsibilities. Being able to access teaching and learning remotely enabled them to juggle these demands more effectively. This was evident in the requests from students and staff in several programmes to retain some flexibility about the format for programme delivery.

Ensuring we can respond to these demands in a way that is consistent, tailored to programme and student needs, and that quality assures the student learning experience will require further work and testing but it is clear that for some cohorts of students, being able to access learning from home in a schedule that can be accommodated into busy lives offers real advantages and opportunities.



A second feature that requires further exploration is the menu of programmes that best fits the university's vision, societal needs, and market demands. Based on the experience of the last five years, it is clear that the appetite for increasing diversity of programmes, of study format options, and of potential 'stepping on and stepping off points' is likely to grow. Recognition of Prior Learning (RPL) is increasingly seen as a lever to encourage workforce upskilling and the HCI-funded national RPL project is likely to result in a transformative approach to assessing and validating prior learning, with potentially profound implications for postgraduate taught programmes. Combined with the roll-out of micro-credentials, there is no doubt we are entering new territory in terms of programme structures. While the traditional one-year full-time Masters programme may continue to be a key postgraduate offering, many more learning opportunities and demands are likely to emerge. This shift offers opportunities for us to advance our mission to widen access to education not only in the undergraduate space, but as a core feature of postgraduate education in Trinity.

Delivering on these ambitions will require investment in digital infrastructure so that flexibility can be technologically supported rather than reliant on extensive, fragile, and costly manual interventions. In addition, a range of new or revised policies will be needed to ensure that our systems and processes align in a common mission to enhance the student and staff experience.

C.3. Internationalisation

C.3.i Implications of Internationalisation

The pandemic shone a spotlight on the experience of international students and their vulnerability in times of crisis. The university responded with many additional supports and the teams within Student Services, the Accommodation Office, Student Health, the Library, the Global Relations Office and indeed all across the university were exceptional in their determination to support every student in whatever way was possible. The experience reinforced the responsibility of the university for its international students as well as the specific needs of these students. As we plan for the future, the impact of these responsibilities must be an important consideration, especially in light of the already stretched services.

C.4. Conclusion

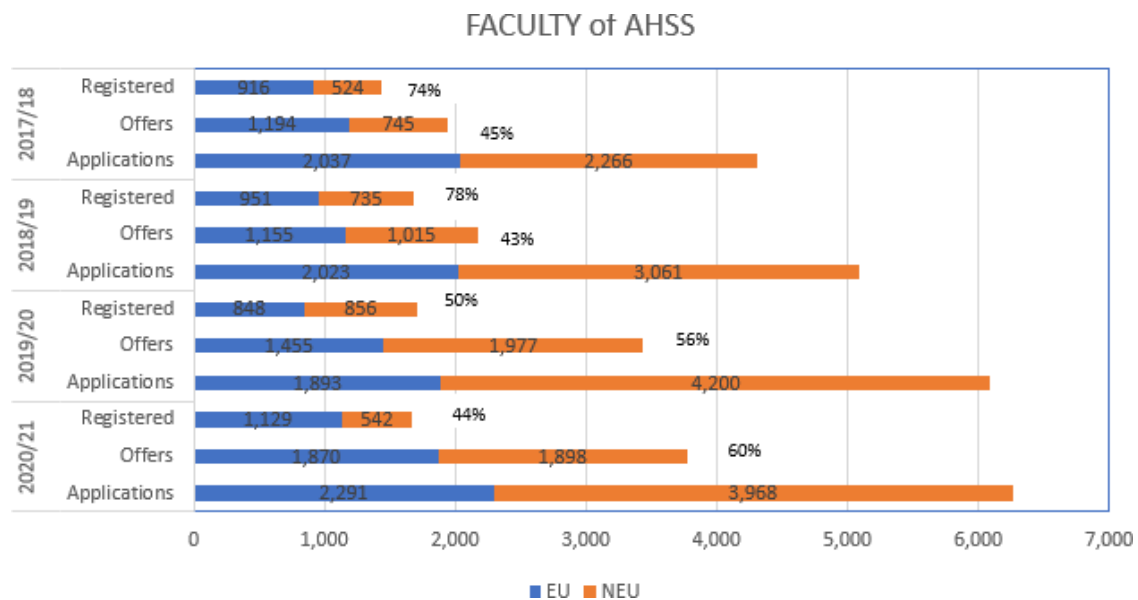
Graduate education in Trinity is at an exciting cross-roads. We face many challenges, some driven by global events, others by market shifts, government priorities and changing national demographics. We have risen to challenges in the past. My brief experience in the role of Dean of Graduate Studies gives me confidence that there is both a will and an ambition across all sections of the university to overcome difficulties together and to continue our work, nurturing generations of leaders who are well equipped to address the important global challenges we must all face together.



Appendices

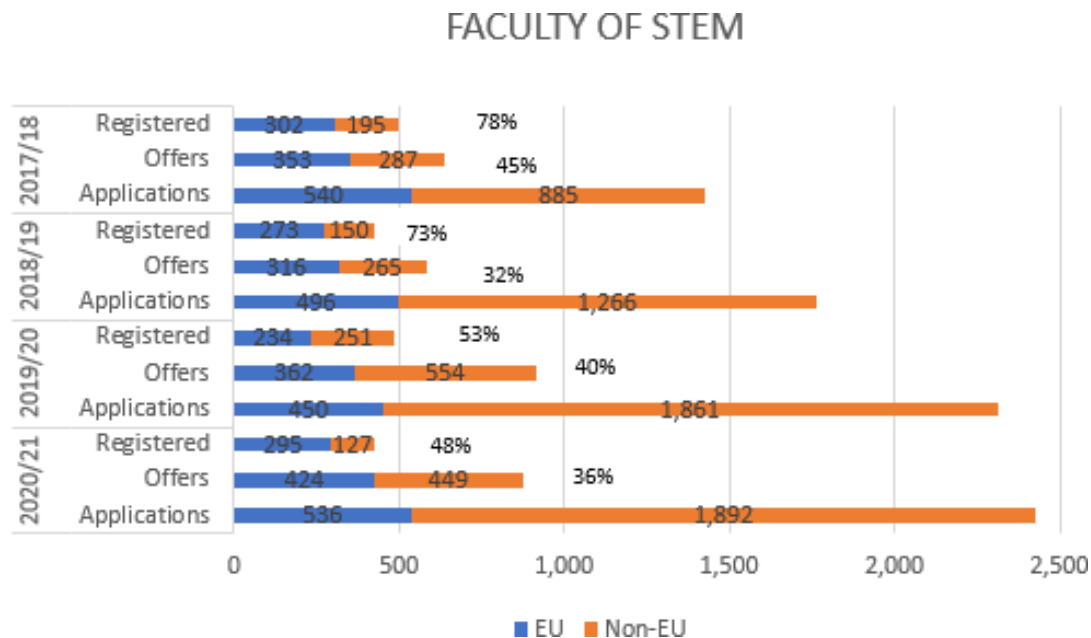
Appendix 1: Tables from the Academic Registry Annual Report

Figure B4(a): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020-21 - 2017-18



Source: SITS

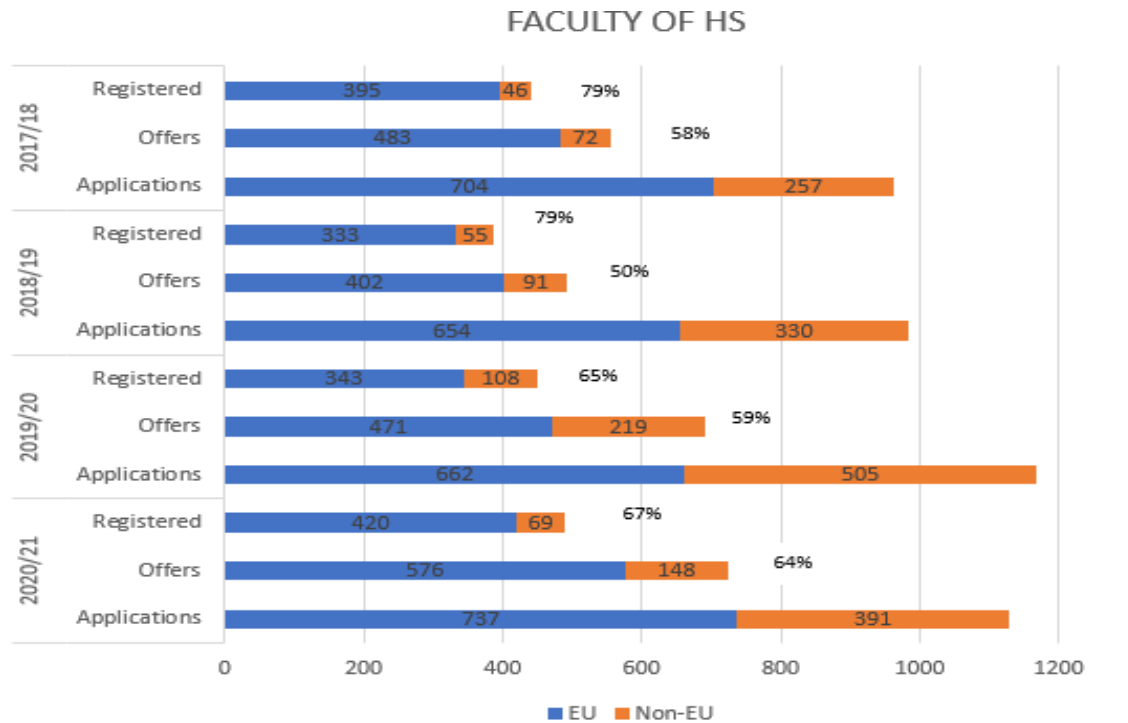
Figure B4(b): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Science, Technology, Engineering and Mathematics, 2020-21 - 2017-18



Source: SITS

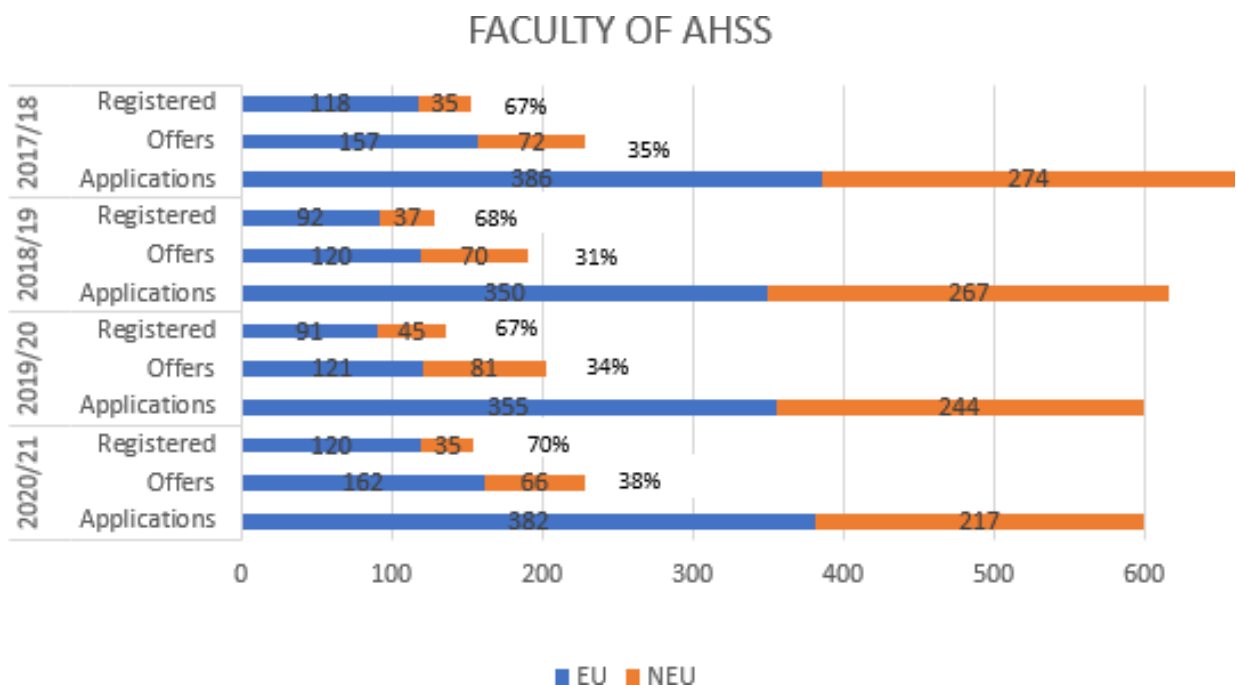


Figure B4(c): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020-21 - 2017-18



Source: SITS

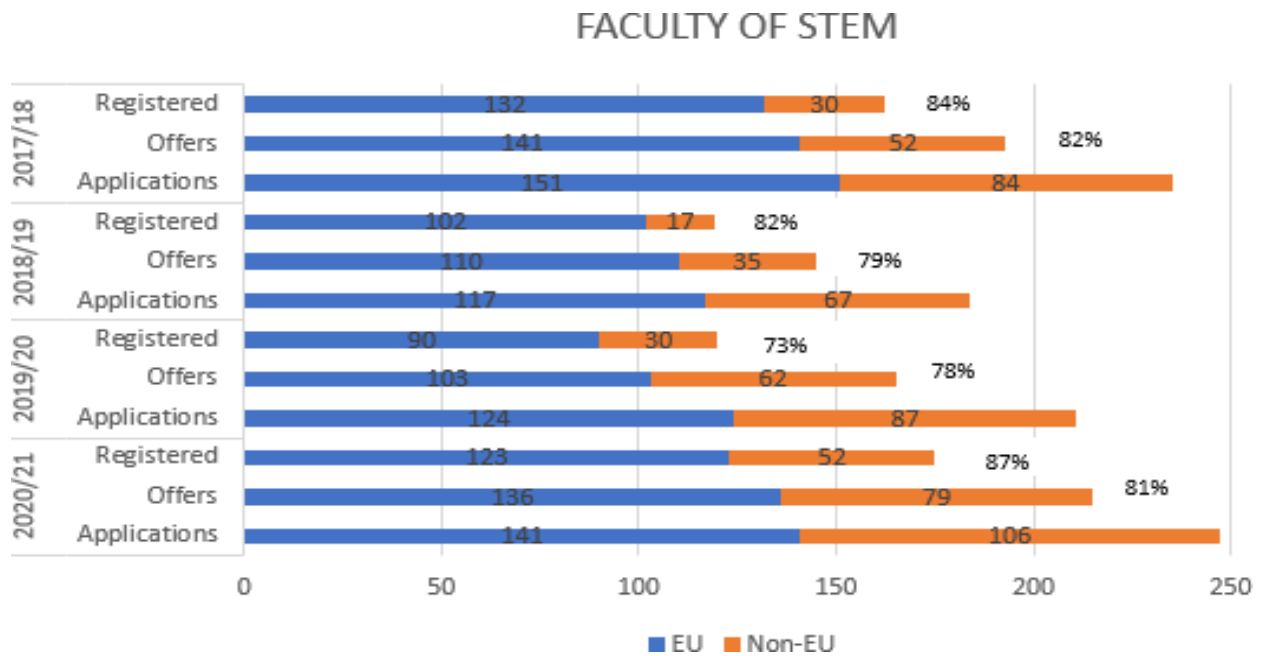
Figure B5(a): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020-21 - 2017-18



Source: SITS



Figure B5(b): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Science, Technology, Engineering and Mathematics, 2020-21 and 2017-18

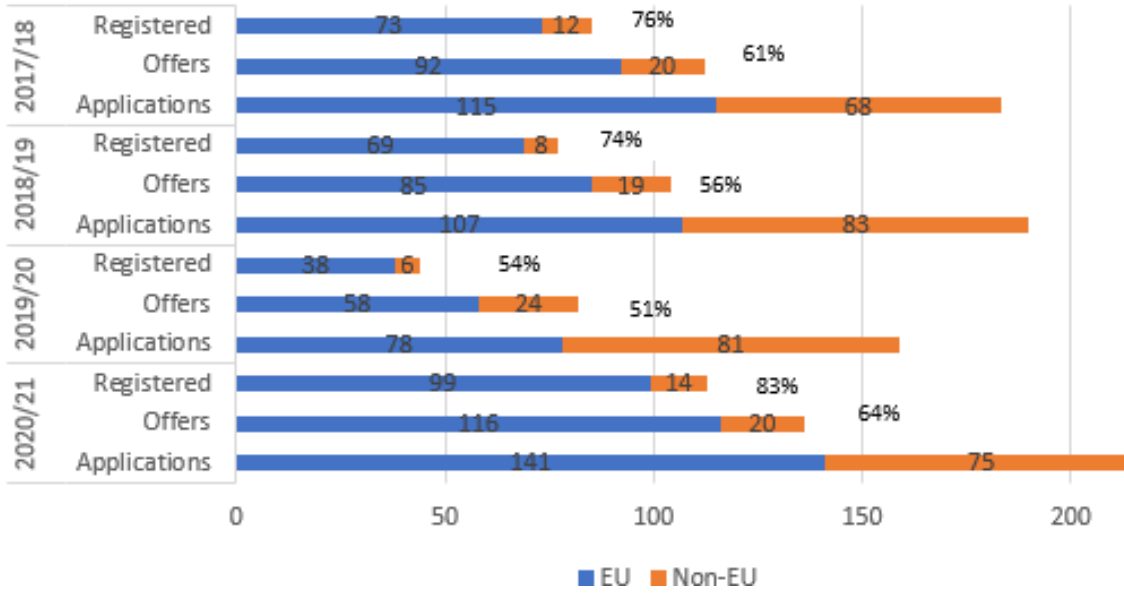


Source: SITS

Figure B5(c): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020-21 - 2017-18



FACULTY OF HS



Source: SITS



Table C1(a): Student Body by Fee Status 2020-21 - 2016-17

Student Group / Fee Status	2020-21			2019-20			2018-19			2017-18			2016-17		
	EU	Non-EU	Total	EU	Non-EU	Total	EU	Non-EU	Total	EU	Non-EU	Total	EU	Non-EU	Total
Undergraduate	11,994	1,266	13,260	11,678	1,706	13,384	11,544	1,677	13,221	11,487	1,538	13,025	11,361	1,324	12,685
Postgraduate	4,263	1,243	5,506	3,973	1,523	5,496	3,743	1,379	5,122	3,797	1,197	4,994	3,929	962	4,891
Foundation	105		105	56	5	61	64	0	64	61	1	62	54	0	54
Grand Total	16,362	2,509	18,871	15,707	3,234	18,941	15,351	3,056	18,407	15,345	2,736	18,081	15,344	2,286	17,630
% Increase			-0.4%			2.9%			1.8%			2.6%			

Source: SITS

Table C1(b): Student Body by Gender 2020-21 - 2016-17

Student Group / Gender	2020-21				2019-20			2018-19			2017-18			2016-17		
	Female	Male	Prefer not to say	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Undergraduate	7,925	5,325	10	13,260	7,986	5,398	13,384	7,839	5,382	13,221	7,624	5,401	13,025	7,438	5,247	12,685
Postgraduate	3,367	2,139		5,506	3,403	2,093	5,496	3,133	1,989	5,122	3,022	1,972	4,994	2,943	1,948	4,891
Foundation	51	54		105	36	25	61	37	27	64	42	20	62	31	23	54
Grand Total	11343	7518	10	18871	11425	7516	18,941	11009	7398	18,407	10,688	7,393	18,081	10,412	7,218	17,630

Source: SITS



Table C1(c): Student Body by Course Type 2020-21 - 2016-17

Student Group	Course Type	2020-21	2019-20	2018-19	2017-18	2016-17
Undergraduate	Visiting / for credit only	352	1094	1085	1,090	926
	Certificate	62	65	42	10	0
	Diploma	98	94	95	90	136
	Professional Diploma	8	8	7	10	35
	Bachelor	11242	10,701	10,617	10,497	10,370
	Integrated	1498	1,422	1,375	1,328	1,218
Total		13,260	13,384	13,221	13,025	12,685
Postgraduate	Visiting / for credit only	95	125	92	74	86
	Certificate	372	384	318	281	300
	Diploma	305	301	260	294	298
	Module - Standalone	40	3	57	46	117
	Higher Diploma	66	64	58	59	63
	Taught Masters	2815	2,887	2,735	2,596	2,436
	Integrated	57	54			
	Research Masters	57	63	74	69	75
	Research Doctorate	1479	1,390	1,333	1,365	1,338
	Professional/Clinical Doctorate	141	142	124	136	123
	Performance Doctorate	16	17	19	17	10
	Structured Doctorate	61	63	52	57	44
Higher Doctorate	2	3	0	0	1	
Total		5,506	5,496	5,122	4,994	4,891
Foundation	Certificate	105	61	64	62	54
Total		105	61	64	62	54
Grand Total		18,871	18,941	18,407	18,081	17,630

Source: SITS



C1(d) Table: Student Body by Mode of Attendance 2020-21 – 2016-17

Mode of Attendance / Student Group	2020-21				2019-20				2018-19				2017-18				2016-17			
	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total
Full-Time	63	13115	3828	17006	61	13,233	3,763	17,057	64	13,078	3,367	16,509	62	12,877	3,171	16,082	54	12,489	2,937	15,480
Part-Time	42	77	1475	1594		82	1,547	1,629	0	76	1520	1,596	0	64	1,613	1,705	0	87	1,677	1,764
Validated for Another Institution		68	51	119		69	97	166	0	67	81	148	0	84	65	149	0	109	58	167
On-line			112	112			86	86	0	0	97	97	0	0	99	99	0	0	102	102
Module Standalone			40	40			3	3	0	0	57	57	0	0	46	46	0	0	117	117
Grand Total	105	13,260	5,506	18,871	61	13,384	5,496	18,941	64	13,221	5,122	18,407	62	13,025	4,994	18,081	54	12,685	4,891	17,630

Source: SITS

Table C3: PGR and PGT by Country of Domicile

Country of Domicile Name	PGT					PGR	PGD					PGTF		PGV	PMOD	PVAL		Grand Total
	Cer t.	Dip .	Highe r Dip.	Integr ated	Taught Masters	Researc h Masters	Higher Doctorat e	Prof./Clinic al Doctorate	Research Doctorat e	Structure d Doctorat e	Diplom a	Taught Master s	Visiting / for credit only	Module - Standalon e	Perf. Doctorat e	Taught Master s		
Ireland (Inc. N.I.)	326	253	48	56	1495	40	1	120	804	33	8	7	29	36	10	31	3297	
China	3	11	1		254	1			81				1			1	353	
United States of America	3	3	1		209	3		5	66	3					4	1	298	
India	2	2			193			1	62			1		1			262	
Great Britain	3	7	3		87	2		4	47	5		2				1	161	



(Excluding N.I.)																	
France	2				64				34	1			24				125
Italy	3				48				60	1			7				119
Germany	1		1		64	1		1	33	3			13				117
Spain	1	1	6		19				23	1			1				52
Brazil	10	2			13	1			12	1							39
Saudi Arabia	1				3	1			26	3							34
Canada		1	1		17		1		13								33
Philippines	2		2		20	1			4								29
The Netherlands	1				15				12						1		29
Turkey	1				14				10	1			1				27
Belgium					9	2			2				12				25
Greece					8				13								21
Nigeria		2			11	1			7								21
South Africa		1			15				4	1							21
Hong Kong	1	2			13				4								20
Russian Federation		1			15				4								20
Malaysia				1	6			2	7	1							17
Austria					13				2	1							16
Pakistan					3				11				1				15
Poland	2				2			1	9	1							15
Singapore					8			1	1			2		1			13
Switzerland		2			5				4	1			1				13
Iran Islamic Republic Of					2				10								12
Portugal					7				4				1				12
Norway	1				7			1	2								11



Rep Of Korea		3			4				4									11
Sweden					3				6				1					10
Malta					5			1	1	1			1					9
Mexico	1				5				3									9
Australia					4				4									8
Vietnam		1			5				2									8
Croatia					3				3			1						7
Czech Republic					2	1			1	1				2				7
Egypt	1				3	1			2									7
Luxembourg					6			1										7
Romania	2	1			2				2									7
Taiwan Republic Of China					4				2								1	7
United Arab Emirates					3				4									7
Zimbabwe			2		2				1					2				7
Cyprus					6													6
Japan					4				2									6
Kazakhstan					1				5									6
Libyan Arab Jamahiriya					2				3	1								6
Trinidad & Tobago					1			1	4									6
Argentina	1				2				2									5
Chile		1			1				3									5
Iraq					4				1									5
Oman									5									5
Thailand			1						4									5
Kuwait					4													4



Lithuania				1			1	2									4
Malawi		2		2													4
Serbia				1				2	1								4
Sri Lanka				2				2									4
Tanzania				2				2									4
Azerbaijan				2				1									3
Bangladesh				1				2									3
Bulgaria				2				1									3
Costa Rica	1							2									3
Denmark				1				2									3
Hungary				1				2									3
Indonesia	1			1				1									3
Kenya				2				1									3
Lebanon				1				2									3
Mauritius								3									3
Palestine				2				1									3
Slovakia				1			1	1									3
Uganda				2				1									3
Belarus				1									1				2
Botswana				1				1									2
Estonia	1											1					2
Finland				2													2
Iceland				1				1									2
Israel				1				1									2
Jersey	1							1									2
Jordan				1				1									2
Latvia								1							1		2
Montenegro								2									2
Morocco				2													2



New Zealand									2									2
Qatar					1				1									2
Slovenia					1	1												2
Sudan					2													2
Syrian Arab Republic					2													2
Albania					1													1
Bosnia & Herzegovina					1													1
Colombia									1									1
Congo						1												1
Cuba									1									1
El Salvador					1													1
Ethiopia					1													1
Grenada					1													1
Guatemala					1													1
Lesotho					1													1
Liberia					1													1
Mozambique					1													1
Nepal									1									1
Peru					1													1
Rwanda					1													1
Ukraine					1													1
Uruguay									1									1
Venezuela									1									1
Grand Total	372	296	66	57	2766	57	2	141	1479	61	9	14	95	40	16	35	5506	

Source: SITS



Table E6: Postgraduate Student Cases - Logged between 2020-21 and 2016-17

UG Logged Cases	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 20/21	371	360	160	128	153	193	192	145	122	130	144	361	2459
PG 19/20	379	277	131	81	129	166	160	132	123	163	211	360	2312
PG 18/19	321	280	155	88	121	100	141	115	122	115	147	252	1956
PG 17/18	88	77	83	17	92	101	65	63	87	72	66	171	982
PG 16/17	38	72	20	24	55	30	47	41	28	34	41	135	565

Source: Extracted from AR Student Cases Daily PG Log

Table E7a: Postgraduate Student Cases – Closed by Case Type between 2020-21 and 2016-17

PG Case Type	Number of Cases 2020-21	Number of Cases 2019-20	Number of Cases 2018-19	Number of Cases 2017-18	Number of Cases 2016-17
Admissions - Change of Fee Status	28	36	34	0	1
Admissions - Course Transfer	38	32	44	7	0
Admissions - Deferral	264	184	203	59	44
Admissions - Withdrawal Pre-Registration	248	173	78	10	7
Exam Accommodation/deferral	129	90	57	5	1
Intermission of Scholarship	26	27	28	10	1
Other	56	92	132	114	22
Change of Supervisor	113	148	96	54	10
Continuation Year	10	27	59	27	26
Course Transfer (Full to Part)	3	15	10	3	1
Course Transfer (Master to PhD)	5	13	24	6	6
Course Transfer (PhD to Master)	8	13	19	13	5
Extension to Submit	617	585	347	258	121
Off books (OBN)	293	263	240	182	119
Readmission	91	68	92	28	42
Examination Request	3	7	8	64	25
Off Books Taking Assessment (OBA)	33	24	44	2	1
Withdrawal	170	137	184	130	47
Withdrawal with Exit Award	29	29	25	-	-
Open Progression	230	272	105	-	-
Retro-registration	7	5	33	-	-
Certificate of Fitness	39	55	47	-	-
Fee Query	0	0	11	-	-
Major Revision	19	17	20	-	-



Invitation to register	0	0	16	-	-
Total Cases	2459	2312	1956	972	479

Source: Extracted from Student Cases Daily PG Log

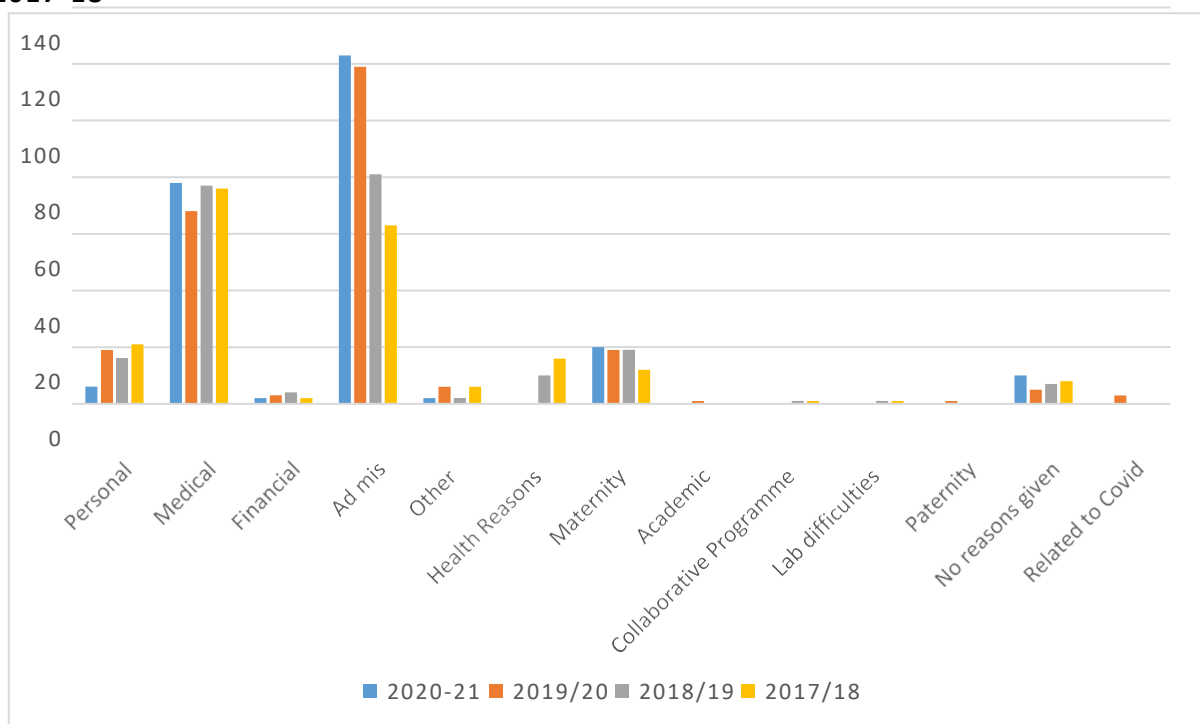
Table E7b: Reasons for Postgraduate Students going off-books (OBN) between 2020-21 and 2017-18

Reasons for Off-books (OBN)	2020-21	2019-20	2018-19	2017-18
Personal	6	19	16	21
Medical	78	68	77	76
Financial	2	3	4	2
Ad mis	123	119	81	63
Other	2	6	2	6
Health Reasons	0	0	10	16
Maternity	20	19	19	12
Academic	0	1	0	0
Collaborative Programme	0	0	1	1
Lab difficulties	0	0	1	1
Paternity	0	1	0	0
No reasons given	10	5	7	8
Related to COVID	0	3	0	0
Total OBN Cases	241	244	218	206
OBA (Off-books with assessment)	25	28	35	30
Total Cases (OBN+OBA)	266	272	253	236

Source: Extracted from SITS



Figure E7c: Reasons for Postgraduate Students going off-books (OBN) between 2020-21 and 2017-18



Source: Extracted from SITS

Table E8a: Postgraduate Student Cases - Length of time a case is processed in 2019-20 and 2020-21

2019-20	within 1 day	within 2 days	within 3 days	within 4-7 days	within 8-30 days	within 31+ days	TOTAL
Number of cases	1461	208	58	87	143	355	2312
2020-21	within 1 day	within 2 days	within 3 days	within 4-7 days	within 8-30 days	within 31+ days	TOTAL
Number of cases	1540	233	88	112	225	261	2459

Source: Extracted from Student Cases PG Daily Log 2019-20

Table E8b: Postgraduate Student Cases - Length of time a case is awaiting processing in 2019-20 and 2020-21:

2019-20	1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
Number of cases	1400	344	98	220	219	31	2312
2020-21	1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
Number of cases	1565	464	156	192	78	4	2459

Source: Extracted from Student Cases PG Daily Log 2019-20



Table E15: Analysis of outcomes of PGR examination process, 2020-21 - 2019-20

Degree	2020-21						2019-20					
	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed
Sc.D	2	2										
Litt.D	1	1										
M.A.I.	3		2	1								
Ph.D	261	33	212	16			245	23	200	21	2	1
M.Sc.	29	2	27				30	6	23			
M.Litt.	2		1		1		6		4	1		
M.D.	11	5	6				8	3	5			
D.Ch.Dent	7		7				4		4			
D.Ed							1		1			
D.Music.Perf.	2		2				2		2			
Total:	318	43	257	17	1	0	296	34	239	22	2	1
Per Cent Totals		14%	81%	5%	0%	0.00%		11%	81%	7%	1%	0.30%

Source: SITS



Extracted from Table E22: Plagiarism Recorded on a Student Record by Course 2020-21 - 2016-17

School	Discipline	Course	2020/21				2019/20			2018/19				2017/18			2016/17				Grand Total
			L1	L2	L3	L4	L1	L2	L3	L1	L2	L3	L4	L1	L2	L3	L1	L2	L3	L4	
Business	Business	PDBU-ACCO-1F-Accounting							28												28
		PTBU-IMAN-1F-International Management					1														1
		PTBU-BMAN-2F-Management		1																	1
Education	Education	PTED-EDPM-1F-Professional Masters Education (P.M.E.)										2						9		11	
Law	Law	PTLW-IEBL-1F-International and European Business Law		1						1										2	
		PTLW-IEIP-2F-Intellectual Property and Information Technology Law								1	1									2	
		PTLW-LAWS-1F-Laws										1								1	
Computer Science & Statistics	Computer Systems	PTCS-IDME-1F-Interactive Digital Media																		0	
Medicine	Clinical Medicine	PDMD-MEDI-1P-Medicine										2								2	
Nursing & Midwifery	General Nursing	PCNM-SPRA-1P-Specialist Practice (P.Grad.Cert.)																		0	
		PDNM-CHWE-1P-Nursing - Child Health and Wellbeing (1 year p/t)													1					1	



		PDNM-SPRA-1P-Specialist Practice (Top-up - P.Grad.Dip.)					1										1	
		PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand- Emergency Department) (M.Sc./P.Grad.Dip)							1									1
		PTNM-CHSE-1P-Clinical Health Sciences Education															1	1
		PTNM-NURS-1F-Nursing															1	1
		PTNM-NURS-1P-Nursing							1								1	2
		PTNM-SNUR-1P-Nursing (Specialist Nursing)				5												5



Table E16: Analysis of Higher Degrees awarded by Faculty, 2020-21 – 2019-20

Higher Degree Award	2020-21			2019-20		
	AHSS	STEM	HS	AHSS	STEM	HS
Sc.D		1	1			
D.Litt.	1					
PhD	102	114	45	77	107	60
MSc		17	12	4	17	9
MLitt	2			6		
M.A.I.		3				
MD			11			8
D. Ed				1		
D. Ch. Dent			7			4
D. Music Perf	2			2		
Total	107	135	76	90	124	81

Source: SITS

Table E17: Degrees Conferred 2020 – 2016

	2020	2019	2018	2017	2016
	Primary Degrees				
Moderatorships	423	1,288	1,320	1,334	1,326
Bachelor in Arts	277	416	425	377	366
Other Primary Degrees:					
TCD	700	1,569	1,528	1,489	1,482
Total Primary Degrees	1,400	3,273	3,273	3,200	3,174
	Higher Degrees				
Master in Arts	54	68	54	57	73
Master in Arts (jure officii)	10	23	41	22	19
Other Masters	1,342	2,162	1,884	1,790	1,614
Doctors	197	323	325	337	451
Honorary Degrees		12	8	10	10
Total Higher Degrees	1,603	2,588	2,312	2,216	2,167
Grand Total	3,003	5,861	5,585	5,416	5,341
Number of Ceremonies	37*	45	42	39	38

*Candidates conferred in-absentia at one sitting of senate for virtual ceremonies were then broken up into a number of smaller class groups for the video and posted to the Registrar's web page

Source: SITS



Table E18: Diplomas and Certificates Awarded in 2020 – 2016

Award Types	2020	2019	2018	2017	2016
Foundation Studies in Higher Education	0	45	0	0	1
Certificate	171	6	46	42	57
Special Purpose Certificate	0	23	15	3	5
Postgraduate Certificate	395	300	273	2	218
Foundation Diploma	17	15	12	0	0
Diploma	95	91	125	60	139
Higher Diploma	14	41	19	0	36
Postgraduate Diploma	561	478	454	48	453
Professional Diploma	8	39	28		37
Total	1261	1038	972	155*	946
Number of Ceremonies	9	8	8	2*	8

Source: AR Diploma Database



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Appendix 2: External Examiners List (Names and Home University)

Faculty of Arts, Humanities & Social Sciences

Dates	Programme	Examiner's Name and Home University
2018-21	M.Sc. in Digital Marketing Strategy	Dr Grzegorz Mazurek Kozminski University Warsaw Poland
2018-21	M.Sc. in Finance	Prof Ekaterini Panopoulou Kent Business School United Kingdom
2019-22	M.Sc. in Financial Risk Management	Prof Andreas Stephan Jönköping International Business School Sweden
2021-24	M.Sc. in Human Resource Management	Dr David Nash Cardiff University United Kingdom
2019-22	M.Sc. in International Management	Dr Ulf Andersson Malardalen University Vasteras Sweden
2018-21	M.Sc. in Management	Dr Jeremy Clegg University of Leeds United Kingdom
2017-21	M.Sc. in Marketing	Professor Alan Bradshaw Royal Holloway United Kingdom
2018-21	Master in Business Administration (MBA)	Prof Paul Lewis University of Birmingham United Kingdom
2019-22	Postgraduate Diploma in Accounting	Mr Patrick Mulcahy Dublin City University Ireland
2018-21	M.Sc. Operatons and Supply Chain Management	Prof Canan Kocabasoglu Hillmer University of London United Kingdom



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

2020-21	M.Sc. Entrepreneurship	Dr Jacopo Canello University of Groningen The Netherlands
2021-24	M.Phil. in Film Studies	Prof James Mavor Edinburgh Napier University United Kingdom
2021-24	M.Phil. in Theatre & Performance	Dr Aoife Monks University of London, Queen Mary United Kingdom
2018-21	Master in Fine Art (Playwriting) (M.F.A.)	Prof Nicola McCartney University of Edinburgh United Kingdom
2017-21	Master in Fine Art (Stage Design) (M.F.A.)	Prof Geraldine Harris University of Lancaster United Kingdom
2017-21	Master in Fine Art (Theatre Directing) (M.F.A.)	Prof Geraldine Harris University of Lancaster United Kingdom
2020-23	21st Century Teaching & Learning (P.Grad.Cert)	Dr Enda Donlon Dublin City University Ireland
2018-21	Master in Education (M.Ed.)	Dr. Deniz Örucü Baskent University Ankara Turkey
2019-22	Master in Education (M.Ed.)	Prof Cristina Devecchi University of Northampton United Kingdom
2019-22	As above	Prof Catriona O'Toole Maynooth University Ireland
2018-21	As above	Prof Emer Ring Mary Immaculate College, Limerick Ireland
2018-21	Professional Masters in Education (P.M.E.)	Dr Rose Dolan



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		Maynooth University Ireland
2018-21	Doctorate in Education	Dr Caitlin Donnelly Queen's University, Belfast Northern Ireland
2020-23	M.Phil. in Children's Literature	Dr Cheryl Cowdy York University, Toronto Canada
2020-23	M.Phil. in Creative Writing	Dr Una Mannion Institute of Technology, Sligo Ireland
2012-22	M.Phil. in Irish Writing	Dr Lucy Collins NUIG Galway Ireland
2018-21	M.Phil./P.Grad.Dip in Art History	Prof Elizabeth McKellar The Open University, Milton Keynes United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Classics	Dr Mark Bradley University of Manchester United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Early Modern History	Dr Clodagh Tait Mary Immaculate College, Limerick Ireland
2020-23	M.Phil./P.Grad.Dip.in Gender & Women's Studies	Dr Fiona Barber Manchester School of Art, Manchester University United Kingdom
2018-21	M.Phil. in Medieval History	Prof Joanna Story University of Leicester United Kingdom
2016-21	M.Phil. in Early Irish and Modern Irish	Prof Ailbhe Ó Corráin Ulster University, Coleraine Northern Ireland
2018-21	M.Phil. in Public History & Cultural Heritage	Dr Manon Parry University of Amsterdam Netherlands



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

2019-22	M.Phil in International History	Dr Róisín Healy National University of Ireland, Galway Ireland
2018-21	M.Phil. in Comparative Literature	Prof Justin Edwards University of Stirling United Kingdom
2020-23	M.Phil. in Digital Humanities and Culture	Dr Julianne Nyhan University College, London United Kingdom
2019-22	M.Phil. in Identities and Cultures of Europe	Prof Alex Drace-Francis University of Amsterdam Netherlands
2020-23	M.Phil. in Literary Translation	Dr Dorothy Kenny Dublin City University Ireland
2019-22	Master in Laws (LL.M.)	Dr Shane Darcy NUI Galway Ireland
2017-21	As above	Prof Brice Dickson Queen's University, Belfast Northern Ireland
2017-21	As above	Prof Philip Johnson Cardiff Law School United Kingdom
2018-21	As above	Dr Joasia Luzak Exeter University United Kingdom
2018-21	As above	Prof Michael Doughan University of Liverpool United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Applied Linguistics	Prof Françoise Blin



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		Dublin City University Ireland
2018-21	M.Phil./P.Grad.Dip. in Chinese Studies	Prof Robert Ash SOAS University of London United Kingdom
2019-22	M.Sc. in Clinical Speech & Language Studies	Dr Susan Buell University of Dundee United Kingdom
2018-21	M.Sc. in Clinical Speech & Language Studies	Dr Paul Carding Oxford Brookes University United Kingdom
2019-22	M.Phil./P.Grad.Dip.in English Language Teaching	Dr Vander Viana University of Stirling United Kingdom
2019-22	M.Phil./P.Grad.Dip.in Linguistics	Prof Delia Bentley The University of Manchester United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Speech & Language Processing	Prof Janet Beck Queen Margaret University, Edinburgh United Kingdom
2017-21	P.Grad.Dip. in Applied Behaviour Analysis	Dr Aimee Giles Pontypridd University United Kingdom
2018-21	M.Sc. in Applied Psychology	Dr John Bogue NUI (Galway) Ireland
2018-21	Doctorate in Clinical Psychology (D.Clin.Psych.)	Dr Anna Daiches Lancaster University United Kingdom
2018-21	As above	Dr Pauline Adair Queens University, Belfast Northern Ireland
2019-23	As above	Dr Helen Liebling Coventry University



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		United Kingdom
2020-23	As above	Dr Dominic Murphy King's College, London United Kingdom
2020-23	As above	Dr Maria Dempsey University College Cork Ireland
2019-22	M.Sc./P.Grad.Dip.in Clinical Supervision	Dr Aisling McMahon Dublin City University Ireland
2019-22	Doctorate in Counselling Psychology (D.Couns.Psych.)	Dr Maria Dempsey University College Cork Ireland
2018-21	As above	Dr Andreas Vossler The Open University, Milton Keynes United Kingdom
2018-21	As above	Dr Aisling McMahon Dublin City University Ireland
2018-21	As above	Dr David Murphy University of Nottingham United Kingdom
2019-22	M.Sc./Postgraduate Diploma in Managing Risk & System Change	Dr Melrona Kirran Dublin City University Ireland
2020-23	M.Phil./P.Grad.Dip.in Psychoanalytic Studies	Dr Angela Veale University College, Cork Ireland
2018-21	H.Dip in Psychology Conversion Course	Dr James Ainge University of St. Andrews United Kingdom
2018-21	M.Sc. Psychoanalytic Psychotherapy	Prof Oliver Turnbull Bangor University United Kingdom



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

2017-21	M. Phil. In Christian Theology	Prof Philip Endean Faculties Jesuites de Paris France
2020-23	M.Phil./P.Grad.Dip.in Conflict Resolution & Reconciliation	Prof Walt Kilroy Dublin City University Ireland
2020-23	P.Grad.Dip.in Conflict & Dispute Resolution Studies	Dr Maire Braniff University of Ulster Northern Ireland
2020-23	M.Phil./P.Grad.Dip.in Intercultural Theology & Interreligious Studies	Prof Judith Gruber Katholieke Universiteit Leuven Belgium
2018-21	M.Phil./P.Grad.Dip.in International Peace Studies	Dr Mary Murphy Department of the Government Ireland
2020-2023	M.Phil./P.Grad.Dip.in International Peace Studies	Prof Michael Kerr, Department of War Studies, University College London
2018-21	Master in Theology	Dr Elaine Graham University of Chester United Kingdom
2019-22	M.Sc. in Comparative Social Change	Dr Elisa Bellotti University of Manchester United Kingdom
2017-21	M.Sc. (M.Sc.Econ.)/P.Grad.Dip.in Economics	Prof Paul Devereux University College Dublin Ireland
2019-22	M.Phil./P.Grad. Dip. In Philosophy	Prof Maria Baghramian University College Dublin Ireland
2018-21	M.Sc./P.Grad.Dip.in International Politics	Prof Andrea Ruggeri University of Oxford United Kingdom
2018-21	Doctorate in Political Science	Prof Jason Reifler University of Exeter



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		United Kingdom
2020-23	Master in Social Work (M.S.W.)/P.Grad.Dip. in Social Work	Dr Ruth Emond Stirling University United Kingdom
2020-23	M.Sc. /P.Grad.Dip. in Social Policy and Practice	Prof Ben Baumberg Geiger University of Kent United Kingdom
2017-21	M.Sc. in Applied Social Research	Prof Andrew Yip The University of Nottingham United Kingdom
2018-21	M.Sc. /P.Grad.Dip in Child Protection & Welfare	Dr Aisling Parkes University College Cork Ireland

Faculty of Science, Technology, Engineering and Mathematics

Dates	Programme	Examiner's Name and Home University
2018-21	M.Sc. in Immunology	Dr Susan John King's College, London United Kingdom
2017-21	M.Sc./P.Grad.Dip.in Computer Science	Prof Jon Crowcroft Cambridge University United Kingdom
2016-21	As above	Prof Dirk Pesch Cork Institute of Technology Ireland
2016-21	As above	Prof Gordon Blair Lancaster University United Kingdom
2020-23	M.Sc. in Interactive Digital Media	Prof Drew Davidson Carnegie Mellon University, Pittsburgh United States of America
2017-21	P.Grad.Cert. in Statistics	Prof John Hinde NUI Galway



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		Ireland
2017-21	M.Sc./P.Grad. Dip.in Biomedical Engineering	Prof Stephen Ferguson Institute for Biomechanics, Zürich Switzerland
2019-22	M.Sc./P.Grad. Dip. In Electronic Information Engineering	Prof Anil Anthony Bharath Queens University, Belfast Northern Ireland
2019-22	M.Sc./P.Grad. Dip.in Engineering (Environmental /Structural & Geotechnics/Transport)	Prof Aoife Ahern University College, Dublin Ireland
2019-22	P.Grad.Dip.in Applied Building Repair Conservation	Mr Colm Murray The Heritage Council Ireland
2020-23	P.Grad.Dip.in Construction Law & Contract Administration	Dr Paul Tracey University of Salford United Kingdom
2020-23	P.Grad.Dip.in Fire Safety Practice (Buildings & Other Structures)	Prof Faris Ali University of Ulster Northern Ireland
2018-21	P.Grad.Dip.in Health & Safety in Construction	Dr Conor Buggy University College Dublin Ireland
2018-21	P.Grad.Dip. in Sustainable Energy	Prof Vivienne Brophy University College Dublin Ireland
2019-22	P.Grad.Dip. in Project Management	Mr Eoin Homan Institute of Technology, Carlow Ireland
2020-23	M.Phil. in Music & Media Technologies	Dr Franziska Schroeder Queens University, Belfast Northern Ireland
2016-21	M.Sc. in High Performance Computing	Prof Dirk Pleiter Jülich Research Centre Germany
2019-22	M.Sc./P.Grad.Dip.in Biodiversity & Conservation	Dr Markus Eichhorn University College Cork Ireland



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

2018-21	M.Sc./P.Grad.Dip.in Environmental Sciences	Dr Ben Surridge University of Lancaster United Kingdom
2018-21	M.Sc. In Development Practice	Dr Niamh Gaynor Dublin City University Ireland

Faculty of Health Sciences

Dates	Programme	Examiner's Name and Home University
2020-23	Professional Doctorate in Dental Surgery (Orthodontics)(D.Ch.Dent.)	Mr Nigel Taylor The Royal Surrey County Hospital United Kingdom
2017-21	Professional Doctorate in Dental Surgery (Periodontics) (D.Ch.Dent.)	Prof Ingemar Abrahamsson University of Gothenburg Sweden
2018-21	Professional Doctorate in Dental Surgery (Paediatric Dentistry)(D.Ch.Dent.)	Prof Kathleen Drummond University of Leeds United Kingdom
2019-22	Professional Doctorate in Dental Surgery (Prosthodontics)(D.Ch.Dent.)	Prof Carl Driscoll University of Maryland Dental School United States of America
2018-21	Professional Doctorate in Dental Surgery (Special Care Dentistry)(D.Ch.Dent.)	Prof Jacobo Limeres Posse University of Santiago di Compostela Spain
2020-23	P.Grad.Dip.in Conscious Sedation in Dentistry	Dr Katherine Wilson University of Newcastle upon Tyne United Kingdom
2016-21	Postgraduate Certificate in Clinical Exercise	Dr Fidelma Moran University of Ulster Northern Ireland
2017-21	Master in Medicine (M.M.)	Dr Margaret O'Connor University of Limerick Hospital Ireland
2018-21	M.Sc. in Cognitive Psychotherapy	Ms Freda McManus University of Stirling United Kingdom



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

2018-21	M.Sc./P.Grad.Dip.in Advanced Radiotherapy Practice	Kim Benstead Gloucestershire Hospitals NHS Trust United Kingdom
2019-22	M.Sc./P.Grad.Dip.in Biological Psychiatry	Prof Francis O'Neill Queens University Belfast Northern Ireland
2018-21	M.Sc./P.Grad.Dip.in Clinical Chemistry	Prof Joy Ardill Queens University, Belfast Northern Ireland
2018-21	M.Sc. in Healthcare Infection Management	Prof Fidelma Fitzpatrick Beaumont Hospital, Dublin Ireland
2020-23	M.Sc. in Global Health	Prof Carole Mitnick Harvard Medical School, Boston United States of America
2018-21	M.Sc. in Health Services Management	Dr Jennifer McGaughey Queen's University, Belfast Northern Ireland
2020-23	M.Sc./P.Grad.Dip.in Molecular Medicine	Prof Ruaidhrí John Carmody University of Glasgow United Kingdom
2019-22	M.Sc. in Neuroscience	Dr Anis Mir Novartis Pharma Ireland
2018-21	M.Sc./P.Grad.Dip.in Pharmaceutical Medicine	Prof Annette Mollet University of Basel Switzerland
2018-21	M.Sc./P.Grad.Dip.in Psychoanalytic Psychotherapy	Dr Oliver Turnbull University of Bangor United Kingdom
2016-21	M.Sc. in Sports & Exercise Medicine	Mr Enda Whyte Dublin City University Ireland
2018-21	M.Sc. in Medical Imaging	Prof Zainab Hussain University of Liverpool United Kingdom
2018-21	M.Sc. in Translational Oncology	Prof Helen McCarthy Queen's University, Belfast



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		Northern Ireland
2017-21	P.Grad.Dip./M.Sc in Community Pharmacy	Prof Paul Rutter University of Central Lancashire United Kingdom
2018-21	M.Sc. Hospital Pharmacy	Prof Derek Stuart Robert Gordon University, Aberdeen United Kingdom
2018-21	M.Sc/P.Grad Dip in Pharmaceutical Sciences	Dr Garry Laverty Queens University, Belfast Northern Ireland
2018-21	P.Grad.Dip/M.Sc in Pharmaceutical Manufacturing Technology	Dr Thurloch O'Criodain Novartis Pharma AG Switzerland
2020-23	Higher Diploma in Children's Nursing	Dr Joanna Smith University of Leeds United Kingdom
2020-23	M.Sc./P.Grad.Dip.in Nursing (Child Health & Wellbeing Strand)	Dr Joanna Smith University of Leeds United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Gerontological Nursing	Dr Teresa Wills University College Cork Ireland
2019-22	M.Sc./P.Grad.Dip.in Mental Health	Prof Fiona Nolan University of Essex United Kingdom
2016-21	M.Sc in Midwifery	Dr Patricia Larkin Dundalk Institute of Technology Ireland
2017-21	Higher Diploma in Midwifery	Dr Patricia Larkin Dundalk Institute of Technology Ireland
2018-21	Nursing (Nursing/Midwife Prescribing) Certificate	Ms Eileen Munson University of South Wales United Kingdom
2018-21	M.Sc. Nursing CHSE/PG Diploma CHSE - Clinical Health Sciences Education	Prof Jonathan Drennan University College Cork Ireland
2018-21	M.Sc. Community Health	Prof Jonathan Drennan



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

		University College Cork Ireland
2018-21	M.Sc. in Nursing	Prof Jonathan Drennan University College Cork Ireland
2018-21	M.Sc./P.Grad.Dip.in Advanced Nurse Practitioner - Emergency Department	Ms Eileen Munson University of South Wales United Kingdom
2020-23	M.Sc./P.Grad.Dip.in Palliative Care	Prof Michael Connolly University College Dublin Ireland
2018-21	M.Sc./P.Grad.Dip. in Ageing in Intellectual Disabilities	Prof Michael Brown Queen's University, Belfast Northern Ireland
Non-Faculty		
Dates	Programme	Examiner's Name and Home University
2019-22	Special Purpose Certificate in Academic Practice	Prof Martyn Kingsbury Imperial College London United Kingdom
2021-2	P.Grad.Cert. in Creative Thinking, Innovation and Entrepreneurship	Dr Gillian Barrett Cork University Business School Ireland
2020-23	P.Grad.Cert. in Creative and Cultural Entrepreneurship	Dr Michael Franklin Goldsmiths, University of London United Kingdom
2021-24	Postgraduate Certificate in Climate Entrepreneurship	Dr Peter McKeown National University of Ireland, Galway Ireland
2020-23	PG Certificate in Healthcare Innovation	Prof Martin McNamara School of Nursing, University College Dublin Ireland



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Appendix 3: Breakdown of Provost Project Award by Faculty

Faculty of Arts, Humanities and Social Sciences

Total applications	Total awardees	Gender breakdown of applications	Gender breakdown awardees
72	25	M: 42 F: 30	M:11 F: 14

AHSS	School Total	School Awardees
Business	10	1
Creative Arts	1	1
Education	3	0
English	3	1
History and Humanities	7	4
Languages, Literatures and Cultural Studies	7	2
Law	3	1
Linguistic, Speech and Communication Sciences	9	4
Psychology	2	1
Religions	2	0
Social Sciences	22	8
Social Work	3	2

Faculty of Science, Technology, Engineering and Mathematics

Total applications	Total awardees	Gender breakdown of applications	Gender breakdown awardees
47	13	M: 38 F: 9	M: 8 F: 5

STEM	School Total	School Awardees
Biochemistry and Immunology	4	1
Chemistry	6	2
Computer Sciences and Statistics	6	0
Engineering	11	1
Genetics and Microbiology	5	3
Mathematics	3	1
Natural Sciences	8	4
Physics	4	1



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Faculty of Health Sciences

Total applications	Total awardees	Gender breakdown of applications	Gender breakdown awardees
37	12	M: 13 F: 24	M: 2 F: 10

HS	School Total	School Awardees
Dental Sciences	2	1
Medicine	30	9
Nursing and Midwifery	2	1
Pharmacy and Pharmaceutical Sciences	3	1



Appendix 4: Provost Project Awards: Successful Applications

Principal Investigator	Project Title	School
Gizem Arikan	Religious Group Involvement and Endorsement of Democratic Norms	Social Sciences and Philosophy
Sharee Basdeo	Defining the role of Th17 lineage cells in human pulmonary health and disease	Medicine
Jan Berz	Prime-Ministerial Power and the Contextual Dynamics of Voters' Responsibility Attribution in Coalition Governments	Social Sciences and Philosophy
Tamara Boto	Contributions of discrete dopaminergic neurons to the modulation of memory strength	Medicine
Lara Cassidy	Selection on a sun-starved island: Untangling the evolutionary interplay between infectious disease and dietary deficiency	Genetics and Microbiology
Joseph Clarke	Writing the French Revolution: Experience and Identity in French Revolutionary Ego-Documents	History and Humanities
Valentina Colasanti	Gestural Grammar: Investigating Gestures in Southern Italy (GestuGram)	Linguistic, Speech and Communication Sciences
Catherine Conlon	Assembling Three Decades of Irish Abortion Narratives	Social Work and Social Policy
Emma Creagh	Does inhibition of inflammatory cell death represent a novel strategy to alleviate psoriasis symptoms	Biochemistry and Immunology
Camilla Devitt	How do states facilitate the employment of immigrants?	Social Sciences and Philosophy
Louise Doyle	Accessing Help for Self-Harm and Suicidal Behaviour in the Emergency Department	Nursing and Midwifery
Peter Dunne	Hydrothermal Injection Synthesis as a New Clean Route to Inorganic Nanomaterials	Chemistry
Jennifer Edmond	Language, Culture and the Empowerment Gap of Artificial Intelligence	English
Alison Fernandes	The Function of Scientific Relations	Social Sciences and Philosophy
Susan Flynn	Virtual Harm: Disability Associated Child Protection Risks and the Internet	Social Work and Social Policy



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Edurne	Garcia Iriarte	The Irish Disability and Migration Study	Social Sciences and Philosophy
Neale	Gibson	Atmospheres of Alien Worlds: Exploring New Methodology for Doppler-Resolved Spectroscopy of Exoplanets	Physics
Marie-Victoire	Guillot-Sestier	Harnessing the Immune System to resolve Alzheimers Disease	Medicine
Emer	Guinan	Developing and Feasibility Testing of a Pragmatic, Patient-Centred Exercise Intervention During Chemotherapy: A Mixed-Methods Approach	Medicine
Kristin	Hadfield	The impacts of war and displacement on refugee mother-child relationships	Psychology
Carla	Harpur	Early woody plant diversity and biology: An integrative evolutionary and palaeoenvironmental study	Natural Sciences
Elizabeth	Heron	PheGeClust: Joint Clustering of the Autism Spectrum Disorder Phenotype and Genotype	Medicine
Margaret	Jackson	Abrupt climate change in the North Atlantic: projecting Ireland's future through the lens of glacial geomorphology	Natural Sciences
Caroline	Jagoe	Disability Inclusion in Humanitarian and Development Contexts: Optimising Advisory Programmes for Mainstream Organisations	Linguistic, Speech & Communication Sciences
John	Kennedy	The application of Deep Learning methods for breakthrough noise and vibration control using metmaterials	Engineering
Ciaran	Kenny	Redefining "Success" in Transgender Communication Therapy	Linguistic, Speech & Communication Sciences
Joseph	Kopecy	Population Ageing and Macroeconomic Policy Analysis	Social Sciences and Philosophy
Carsten	Kroeger	Genetic Regulation of Antimicrobial Resistance in the WHO Priority Pathogen <i>Acinebobacter baumannii</i>	Genetics and Microbiology
Joanne	Lysaght	Immunophenotyping of pancreatic cystic lesions	Medicine
Eoin	Mac Carthaigh	BARDIC 1641	



Laure	Marignol	Tumours have a sex: impact on the response of bladder cancer to therapy	Languages, Literatures and Cultural Studies Medicine
Ignacio	Martin-Loeches	Characterising long-term Host Immune Response Trajectories and Differential Expansion of Circulating Human MDSC subsets in Septic critically ill patients with or without active Cancer	Medicine
Nicola	Mastrorocco	Who watches the Watchmen? Local media and Police Accountability in the United States of America	Social Sciences and Philosophy
Jane	McGrath	Understanding the mechanism of action of methylphenidate in ADHD: A computational psychiatry approach	Medicine
Russell	McLaughlin	The genomic legacy of interbreeding between humans and Neanderthals	Genetics and Microbiology
Elaine	Moriarty	Deskilling among 'new' EU migrants in Dublin	Social Sciences and Philosophy
Susan	Murphy	Climate (in)Justice in Practice? Examining the relationship between changing climates, community based adaptive responses and gender relations	Natural Sciences
Derek	Nolan	Buying time and saving switchers: a new twist on antigenic variation	Chemistry
Jennifer	O'Meara	Experiments in Digital Screen Culture: from Avant-Garde Film to Augmented Reality	Creative Arts
Kyle	Parfrey	Accelerating Relativistic Simulations of Neutron-Star Accretion with GPUs	Mathematics
Maria	Grazia Porcedda	Appraising the prevention and deterrence of cybercrime in Ireland through the law	Law
Molly	Pucci	The Radical Left, the Avant Garde, and the Rise of Dictatorship in Interwar Europe	History & Humanities
Maximilian	Schormair	Exploring the role of deliberative democracy for corporate sustainability	Business



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Michael	Stock	Determining the impact of mush dynamics on the style of volcanic eruptions at the active Campi Flegrei caldera, Italy	Natural Sciences
Timothy	Stott	A Visual History of Earth System Models from 1971 to present	History and Humanities
Lidia	Tajber	Solving the issue of poor drug solubility: green synthesis of ionic liquid based pharmaceutical materials	Pharmacy and Pharmaceutical Sciences
Shane	Wallace	Alexander the Great and the Language of Elite Power in the Hellenistic and Roman Worlds	History & Humanities
Margaret	Walshe	Improving Clinical Trials for Oropharyngeal Dysphagia in Parkinson's Disease - The COS-ODiPD Study	Linguistic, Speech & Communication Sciences
Lewis	Winning	Oral health and cognitive decline in older Irish adults	Dental Sciences
Martin	Worthington	Deciphering the Babylonian poetic line	Languages, Literatures and Cultural Studies

Source: Internal GSO data



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Appendix 5: Programme of the 2021 LERU Doctoral Summer School

The banner features a blue background with a white map of Europe in the top right corner. It includes three photographs: two people talking, a building with a dome, and three people at a table. Text elements include the Trinity College Dublin logo and name, the event title 'LERU Summer Doctoral School 2021 Programme', a Twitter icon, the dates '9-13 August 2021', the Trinity College Dublin name, and the LERU logo with the tagline 'PUSHING THE FRONTIERS OF INNOVATIVE RESEARCH'.

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

LERU
Summer Doctoral School 2021
Programme

9-13 August 2021
Trinity College Dublin

LE
RU

PUSHING
THE FRONTIERS
OF INNOVATIVE
RESEARCH



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin



Monday, 9th August 2021

Are Experts Important?



Time	Event
09:00 - 09:15	<p>Welcome session Facilitated by Professor Martine Smith</p> <p>This presentation will welcome participants and outline the proposed output from the Summer School.</p>
09:15 - 09:30	<p>Minister Simon Harris</p> <p>Minister for Further and Higher Education and Research to launch the 2021 LERU Doctoral Summer School and address participants and guests.</p>
09:30 - 11:30	<p>Theme: Are Experts Important?</p> <p>Provost of Trinity College Dublin, Prof Linda Doyle Respondents: Prof Marcus Collier Mr Leonard Hobbs Chaired Discussion</p>



Monday, 9th August 2021

Are Experts Important?



Time	Event
11:30 - 12:00	Coffee break
12:00 - 13:00	<p>Student session: Thoughts in 3</p> <p>Core participants will speak to one allocated theme in this session. Participants must present 3 PowerPoint slides and will have a maximum of 5 minutes to speak to the topic.</p>
14:00 - 16:00	<p>Small group session</p> <p>Participants will work on the development of the proposed policy paper in small groups.</p>
16:00 - 16.30	Large group discussion
16:30 - 17:30	Social event: Irish Dancing Class





 **Tuesday, 10th August 2021**
Are Populism and Anti-Intellectualism Connected?




Time	Event
09:30 - 11:30	Theme: Are Populism and Anti-Intellectualism Connected? Professor Darrin Durant, University of Melbourne Respondents: Prof Susan Murphy Prof Neville Cox Chaired Discussion
11:30 - 12:00	Coffee & comfort break
12:00 - 13:00	Student session: Thoughts in 3
13:00 - 14:00	Lunch break
14:00 - 15:30	Small group session Participants will work on the development of the proposed policy paper in small groups.
15:30	Group presentation
16:15	Online quiz: University Challenge



 **Wednesday, 11th August 2021**
Anti-Intellectualism and Science: From Vaccinations to Climate Change.




Time	Event
09:30 - 11:30	Theme: Anti-Intellectualism and Science: From Vaccinations to Climate Change. Professor Luke O'Neill, Trinity College Dublin Respondents: Prof Clare Kelly Prof Jacob Erickson Chaired Discussion
11:30 - 12:00	Coffee & comfort break
12:00 - 13:00	Student session: Thoughts in 3
13:00 - 14:00	Lunch break
14:00 - 15:30	Small group session Participants will work on the development of the proposed policy paper in small groups.
16:30	Social Event: Students' networking evening





Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin



Thursday, 12th August 2021

Early Career Researchers and the Experts of the Future: Potentials and Pitfalls



Time	Event
9:30 - 11:30	Theme: Early Career Researchers and the Experts of the Future: Potentials and Pitfalls. Professor Lorraine Leeson, Associate Dean of Research, Trinity College Dublin Respondents: Prof Fred Sheedy Prof Larisa Florea Chaired Discussion
11:30 - 12:00	Coffee & comfort break
12:00 - 13:00	Student session: Thoughts in 3
13:00 - 14:00	Lunch break
14:00 - 15:30	Small group session Participants will work on the development of the proposed policy paper in small groups.



Thursday, 12th August 2021

Early Career Researchers and the Experts of the Future: Potentials and Pitfalls



Time	Event
15.30 - 16:30	Workshop with Intel: Experts: Employer and Employee perspectives.
16:30	Social event – Irish Traditional Music Evening

Friday, 13th August 2021: Conclusions

09:00 - 11:00	Presentation of the collated Policy paper plan, including discussions on future actions
11:00 - 11:30	Coffee break
11:30 - 12:00	Final remarks and presentation of certificates Prof Kurt Deketelaere , Secretary-General of LERU Prof Juergen Barkhoff , Vice Provost, Trinity College Dublin





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



LERU Summer Doctoral School 2021 Programme

The LERU Doctoral Summer School will be hosted online

All times are in Irish Standard Time (IST)



Follow us on Twitter @GraduateTrinity
#LERUSummerSchool

9-13 August 2021
Trinity College Dublin

LE
RU

PUSHING
THE FRONTIERS
OF INNOVATIVE
RESEARCH



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Appendix 6: Postgraduate Renewal Programme, Work Packages Membership

Postgraduate Renewal Programme Steering Committee

Chair: VP/CAO

Sponsor: Dean of Graduate Studies

Work Package 1: PGT Renewal

Chair: Dean of AHSS

Lead: Prof Richard Reilly / Prof Martin Fellenz

Work Package 2: PGR Renewal

Chair: Dean of Research

Lead: Prof Rachel McLoughlin

Work Package 3: Systems & Processes

Chair: Directors ITS/AR

Lead: Mr. Peter Hynes, Academic Registry

Work Package 4: I³ Relationships

Chair: Prof Brian O'Connell

Lead: Director of Internationalisation

Work Package 5: Student Experience

Chair: Dean of Students

Lead: Director of Student Services

Work Package 6: Staff Experience

Chair: Prof David Hevey

Lead: Prof Mary Hughes