Dean Of Graduate Studies Annual Report

2018-19

Introduction

This is the third year in which the Annual College Officer's Reports represent commentary on Data emerging from Academic Registry (and discussion of other relevant matters) rather than simple presentation of that Data. The Academic Registry report for 2018-19 report has not, as yet, been presented to University Council, though it has been presented to the Graduate Studies Committee. The report did not contain data in relation to application figures for 2019 and hence, regrettably this information cannot be analysed in my report.

As in previous years, my report is structured in three sections. In the first, I comment on significant data in relation to the admission, progression and examination of both postgraduate taught (PGT) and postgraduate research (PGR) students. In the second, I consider some of the other important developments in relation to postgraduate (PG) education in Trinity over the 2018-19 academic year that are not covered by the data analysed in Part A. In the third I make observations on what I am terming 'future and ongoing issues' – that is to say those aspects of PG education in Trinity that I believe are important or challenging going forward. My report last year contained a very strident critique of aspects of the university's approach to postgraduate education. I stand by the comments that I made in that report (though regret some of the manner by which they were expressed). To the extent that these concerns have not been addressed, I believe that they remain significant problems.

As I write this I am coming to the end of the fourth year of my three year term as Dean. That being the case, it is particularly appropriate that I thank some of the huge number of people in the academic community who have been of assistance to me, especially during the last year.

As will emerge from section three, I believe that there are significant problems and reputational threats arising out of our SITS system and the processes by which students apply, are registered, have cases dealt with and graduate. None of this should be taken as any kind of criticism of the staff of Academic Registry who work at a quite unbelievable level, who are expert and who are phenomenally collegiate. For

their work especially in the summer of 2018 in processing PGT applications I would especially acknowledge Kathryn Walsh, Ella Halfacree (now working in the palatial splendour of the business school), Ewa Adach, Naomi Baldwin and Rebecca Brady. Ciaran O'Brien is the oracle in charge of PGR applications whose experience, knowledge and commitment is so invaluable to the University. Sue Power is a wonderful admissions officer. I am also very grateful indeed to Gillian Fitzpatrick, Lee Annette and Peter Hynes for being so responsive and so helpful when faced with the multiple 'systems requests' that I have had. Joe Faulkner looks after PG cases and deals with all sorts of complex issues effectively and promptly. Michelle Greally has the herculean task of dealing with the totality of the PGR exam space. Lorraine Norton is truly marvellous in her work in relation to graduations and the hours that she puts in in the lead up to graduations is incredible – how she manages to be so pleasant on the days of graduation given her workloads at the time is a mystery. Finally, Jennifer Pepper has been a superb 'go-to' person whenever I have had more general requests of AR. Above all, I am grateful to Breda Walls the Director of Student Services who has been a quite remarkable support to me.

At the 'other end' of college, I would like to thank the very many people who have made my life easier and more pleasant. Key among these I would mention the Academic Secretary, Patricia Callaghan, Shumane Cleary, Niamh Brennan and Vickey Butler. I would also like to put on record my thanks to the Provost, the two Vice Provosts who served in 2018-19, the Dean of Research, the Senior Lecturer, the Dean of Students, the Registrar, the VP for Global Relations and the Senior Tutor. Finally, I am *still* relying on advice from my wonderful predecessor Professor Aideen Long.

I would like to thank all those colleagues who, in 2018-19, generously agreed to be members of working groups, panels or sub-committees. There are so many of these that it is impossible to name all of them. In particular, though, I would like to express my gratitude to the members of the review panel for the Provost's PhD Project Awards – Professors Louise Gallagher, John Gilmer, Cecily Begley, Paul Coughlan, Monica Gale, Eoin O'Sullivan, Sinead Ryan, Stephen Connon and Celia Holland. They willingly took on a task that involved a lot of work and I am so grateful to them.

The whole business of the provision of quality postgraduate education takes place, of course, primarily in schools. The university is indebted, first, to those who supervise and internally examine PGR theses, who sit on confirmation panels and who direct doctoral programmes. It is further and enormously indebted to those who act as course directors and co-ordinators of PGT programmes – and I sometimes wonder if it is fully appreciated how much work this can entail. I want to pay a special tribute to the wonderful Directors of Postgraduate Teaching and Learning (DTLP) in the 24 schools and the Academic Director of TANGENT. Finally, I would like to thank Dr Ciara O'Farrell, Jade Concannon and all the staff co-ordinated through CAPSL who provide the invaluable Special Purpose Certificate in Academic Practice – an invaluable resource for college. Indeed Jade and Ciara are also incredibly helpful in relation to multiple other matters connected to PG education – for example the Postgraduate Student Teaching Awards and the Research Supervisors Workshop series.

The Graduate Students' Union continues to be an important focal point for our PG students and I am very grateful to the two presidents, vice presidents and executives of the GSC that served in 2019.

College services are, of course enormously important to our postgraduate students (something that I touch on in Part C). I would like to express my sincere thanks to the College Health service, the disability service, the counselling service (and especially to Ciara Joyce and Mark Robinson) and the careers service. I am especially grateful to Tamara O'Connor and Fiona Hayes from Student Learning and Development who provide a wonderful structured PhD module in 'Planning and Managing your Research and Career'. In particular I am very grateful to Martin McAndrew from the Postgraduate Advisory Service. His prudent judgment is something on which I constantly rely, but especially his care of students in difficulty is something of which we should all feel proud.

Lastly, I want to put on record my debt to four people whose work has been most critical to the Office of the Dean in 2019. Catherine Allen the Dean's executive officer ensures the smooth management of my day to day workload. Ewa Sadowska works brilliantly as secretary to the Graduate Studies Committee and is also responsible for

working with proposers to get new PGT courses 'into shape' – the 'Ewa-fication' process. For 15 years, Helen Thornbury was the heart and soul of the office of the Dean. I pay tribute to her later in this report. Our loss is the school of Pharmacy's gain.   Finally, Marie McPeak faced the very difficult task of taking over Helen's role from October 2019 and has done so brilliantly. I am enormously grateful to all of them.

Neville Cox, Dean of Graduate Studies
February 2020

Summary of Recommendations

1. Significant contribution to PG education should receive greater weight in promotion processes, and this fact should be made demonstrably clear to members of the college community.

2. The University should consider the option of rewarding PGT course directors and DTLPs who have given demonstrably strong service to the university over a three year period with a fully funded PhD student at the end of their term of office.

3. The University should not charge international fees for PGR students. Rather all PGR students should be charged EU fees or, in some other way, the non-EU portion of the fees should either be waived or afforded to students as scholarships

4. For funded students, and where the contribution paid by funders towards fees is less than the fee charged by Trinity, Trinity should waive the difference.

5. There should be a very significant enhanced resourcing of the Academic Registry, with a focus on ensuring that resources are sufficient to ensure that the operations of both PGT and PGR admissions, progressions and examinations are professional, agile and effective.

6. The SITS system should be significantly enhanced in order that the needs of the PG educational model be properly met. This should happen after full and meaningful consultation with all stakeholders including students, DTLPs, PGT course directors and administrative staff and PGR supervisors.

7. All of the above is without prejudice to the broader need for a wholesale enhancement of the university's approach to PG education, as envisaged in the 2020-2025 strategic plan.

Part A: Commentary on the Academic Registry Annual Report

A1-A3. PGT Admissions Data:

Commentary on the 2018-19 Admissions process was provided in the Annual Report for 2017-18 and there is no change to the data since that time.

Overall there was an increase to the number of PGT applications, however this only resulted in a 10% increase in the number of new entrants. Conversions of applications to offer of a place are approximately 1 in 3. Of note, is that in spite of overall increases there had been a 6.5% decrease in the number of EU applicants to PGT courses.

Commentary on the implementation of the Global Relations Strategy GRS3 will start to become available when information relating to the 2019-20 Admissions cycle is available. As things stand this information is unavailable.

A4. PGT Nationality

PGT students came from 91 countries in 2018-19 with Irish nationals accounting for 55% of the postgraduate student population. The table below illustrates the top 5 nationalities in percentage terms and these nationalities account for 83.1% of the total PGT application in 2018/19.

Nationality	% of PGT student body 2018/19
Ireland	55%
India	10.8%
China	7.4%
United States	7.4%
Germany	2.5%

A5. PGT Retention: Withdrawals and fails

Information regarding PGT Retention was not made available in the AR Annual Report for 2018-19.

A6-A7. PGR Admissions Data:

Commentary on the 2018-19 Admissions process was also provided in the Annual Report for 2017/18 and there is no change to the data since that time.

To summarise on PGR Admissions for 2018/19, there was an approximately 19% decrease in the number of registrations when compared with 2017-18 data. As is discussed later in this report, it is my view that, unless serious steps are taken to increase funding opportunities for PhD students and to offset existing problems, this trend must invariably continue.

Commentary on the implementation of the Global Relations Strategy GRS3 will start to become available when information relating to the 2019/20 Admissions cycle is available.

A8. PGR Nationality

PGR students came from 88 countries in 2018-19 with Irish nationals accounting for 60% of the postgraduate student population. The table below illustrates the top 5 nationalities in percentage terms and these nationalities account for 74.4% of the total PGR application in 2018-19.

Nationality	% of PGR student body 2018/19
Ireland	60%
United States	4.4%
Italy	4%
Great Britain	3%
India	3%

A9. PGR Examination Process

Outcomes of PGR Examination Process

The tables below compare research examination details for 2018-19 and 2017-18. There was a 20.8% increase in the number of research examinations in 2018-19 as compared to 2017-18.

The majority of research examinations 82% resulted in a 'pass, subject to minor corrections' – in these instances students are required to submit these corrections to the internal examiner within two months of officially receiving their result. There was a 2% increase in the number of students who were referred for major revision. Three students have been indicated as a fail, however one of these students successfully appealed their outcome and is now registered for major revisions.   The data in the below table requires correction to reflect that fact.

Degree	2018/19						2017/18					
	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 revisions	Lower degree awarded	Failed
Ph.D	313	30	253	27	0	3	259	25	214	20	0	0
M.Sc.	21		19	2			28	2	26	0	0	0
M.Litt.	5		5				5	0	2	1	2	0
M.D.	8	2	6				5	0	5	0	0	0
D.Ch.Dent	7		7				7	0	7	0	0	0
D.Ed.	2		2				1	0	1	0	0	0
D.Music.Perf.	1		1									
Total:	357	32	293	29	0	3	305	27	255	21	2	0
%		9.0%	82.1%	8.1%	0.0%	0.8%		8.9%	83.6%	6.9%	0.7%	0.0%

Higher Degrees awarded by Faculty

In 2018-19, there was a 16% increase in the number of Higher degrees awarded overall (when compared to equivalent figures for 2017-18) as outlined in the table below. A majority of these come from the Faculty of Arts, Humanities and Social Sciences which saw 34 more students achieve a higher degree than in 2017-18. The Faculty of Engineering, Maths and Sciences increased their awards by 18 in the same period and the Faculty of Health Sciences awards increased by 3.

Higher Degree Award	2018/19				2017/18			
	AHSS	EMS	HS	Total	AHSS	EMS	HS	Total
PhD	114	148	48	**310**	83	127	49	**259**
MSc	2	11	8	**21**	1	14	13	**28**
Mlitt	5			**5**	5			**5**
MD			8	**8**			5	**5**
Ded	2			**2**	1			**1**
D.Ch.Dent			7	**7**			7	**7**
D.Music.Perf	1			**1**				
Total	124	159	71	354	90	141	74	305

A10. Length of the Average Research Examination Period/Mean Variations

This information was not made available in the 2018-19 AR Annual Report and is not available within SITS.

A11. Postgraduate Population

Gender

Approximately 60% of the postgraduate population is female a figure which has been steady since 2015-16 and mirrors the overall student population.

Course Type

The overall postgraduate student population increased by 128 students. Students on taught masters programmes account for 53% of the PG population with research doctoral candidates making up 26% of the population and research masters students equating to ~1.5%.

Some 12% of students are studying for qualifications such as diplomas and certificates. Visiting students or individuals taking a standalone module make up 3%. Finally 3.8% of PG student are studying for a Professional/clinical doctorate or performance doctorate.

While the total number of students has increased since 2015/16, the percentage of student type has remained relatively consistent.

Mode of Attendance

The number of full-time PG students has increased by approximately 200 students per year from 2016-17, during that time the number of part-time PG students has decreased by ~10% since 2015-16.

The number of PG students that are Validated by another institution has gone up 30% since 2015/16 (though as a percentage of the overall PG population there is little change) and online attendance is relatively static.

A12. Postgraduate Student Cases:

Postgraduate students represent 28% of the university's student population, but represent 43% of the student cases processed in the university 2018/19. These cases are often complex and one student may be subject to multiple processes for the same issue (off books application, retrospective registration and re-admittance). At the end of this report I suggest that there is a strong case for matters of this kind to be devolved to schools.

The volume of cases and processing times show that there is a need to simplify processes, to devolve matters of this kind to schools or to hire more staff to work on these issues in Academic Registry. For a student who wishes to go off books for health reasons an average processing time of 16 or 17 working days can exacerbate their condition, particularly where mental health is a concern.

A13. Plagiarism Cases

In 2018/19, a total of 11 Plagiarism cases on a student record arose in postgraduate programmes. Of these 4 were Level 3, 2 were at Level 2 and 5 at Level 1.

A.14 Recognition of Prior Learning

The AR Annual Report indicates 57 postgraduate applications were escalated to the Admissions Officer for consideration under the [Recognition for Prior Learning Policy](#). Of these 34 were cases where the applicant had achieved a high 2.2 rather than a 2.1 and their relevant experience was taken into account in order to approve them for admission.

A further 11 cases, also reviewed by the Admissions Officer, were deemed to have qualifications equivalent to a 2.1.

The remaining 12 cases were reviewed by myself. In these cases the applicants had not met minimum requirements or did not hold an honors degree, and 11 of these were approved for admission. This is another area where, in order to reduce applicant wait

times, consideration should be given to devolving responsibility to Schools or to appropriate staff in the Academic Registry.

Part B: Other Developments In The 2019 Year

In this second part of my report, then, I move beyond student data and discuss other postgraduate related issues that have occurred and arisen in the 2019 year. Some of these developments reflect what I believe are important changes to the way in which we, as a university do business in so far as postgraduate students are concerned. Others relate to other events or issues that have occurred during the year.

As I write this section of the report, the thought strikes me that the postgraduate space in Trinity is a very busy one. Thousands of PG students apply to and are accepted to study in Trinity annually. This is wonderful for the university not so much in financial terms (although this is important obviously) but because the scholastic pedigree of Trinity is so wonderfully enhanced by our magnificent students. But of course their admission, education, progression, examination and graduation does not happen by accident. Rather there are multiple colleagues whose commitment to their students or to the course that they are directing, is what keeps us afloat. I would like now to acknowledge some of them for their remarkable work.

(a) The university owes a huge debt of thanks to all those people who act as course directors and co-ordinators of PGT programmes. The workload, in this regard, is enormous – and especially where a school or a discipline is seeking to be agile, innovative and progressive in its PGT offerings. It is always so reassuring to hear our course directors talking about how courses might be changed to reflect market needs. In many cases, course directors are also the primary assessors of applications and the workload is truly enormous. Equally, as I mentioned in my report this time last year, there is a genuine concern, repeatedly expressed to me, that the quality of such work is not measured when it comes to promotion applications. In other words, because someone who does a *bad* job as a PG course director (and spends his or her time researching) will be in a better position viz a viz promotion applications then someone who does a *good* job (and hence whose research time is compromised), therefore there is, in effect, an incentive *not* to provide outstanding service in this regard. I believe, as I did last year, that this urgently needs to be remedied.

First, I would urge the university to allow, in its promotion processes for a situation where measurably outstanding contribution to college (for example as a PG course director or a DTLP) could be seen as justifying a lower than otherwise research output.

Secondly, my strong suggestion is that, where a colleague has shown exceptional leadership and commitment in the postgraduate space (through a three year role as either DTLP or course director) they should be rewarded. The most appropriate such award – one that would also deal with concerns related to falling PGR numbers – would be for the university to fully fund a PhD student to work with them.

(b) I again repeat what I said in the introduction to this report about the significance of the work being done in AR – and again pay tribute to all the staff there who work so hard and so valiantly – often against insuperable systems and resources related difficulties.

(c) Over my nearly four years as Dean, I have been constantly struck by how wonderful the DTLPs are. They are, again, hugely innovative and committed and bring such diverse knowledge and experience to the table. I have asked many of them to assist on working groups or sub-committees (or have simply asked for advice). On not one occasion has *any* DTLP ever said no. It has been such a pleasure to meet with and work with them.

(d) DTLPS, of course, comprise the bulk of the membership of the Graduate Studies Committee. The GSC got through a great deal of work in 2019 and, I believe, its meetings have been characterised by the good humour, mutual respect and collegiality of its members – now housed in the beautiful board room of TBS. Once again I must pay tribute to Ewa Sadowska who (a) acts as secretary to the committee in a highly efficient way and (b) has been responsible for ensuring that all of the 13 new PGT courses that came before GSC in this year were compliant with the labyrinthine regulations that Trinity

operates, and were, in all other ways, fit for purpose (or 'Ewa-fied'). It is a tribute to Ewa that not a single course that went through her hands was not approved by GSC, endorsed by the external reviewer and, ultimately, approved by Council. More generally, the work of GSC is recorded in its publicly available minutes.

I now turn to consider the important developments in the Postgraduate Space that arose in the 2019 academic year.

B1. Thesis Committees

In what I think is a major development for the university, University Council, in May 2019 approved the proposal of the graduate studies committee that, for all incoming PhD candidates from September 2019 onwards, Trinity would move to a thesis committee model of supervision. I am very grateful in this regard to the working group on thesis committees that I convened, whose work formed the basis of the proposal being made to Council. There were two reasons (at least) why this move was, I believe a very important one. First, all available research suggests that this is a best practice model and one that greatly enhances the work of students. Secondly, in many disciplines the power dynamic in the student supervisor relationship is such that it can be abused with students being (potentially) overworked as lab rats or under-supervised. Thankfully this does not happen much in Trinity, but it can happen, and thus having more than one eye on a student's progress is vital.

The thesis committee model approved by Council necessarily needed to take into account the resource constraints in schools where staff may be significantly burdened by workload (or where the school may be significantly understaffed). The compromise was that the thesis committee for these students is, in effect, their confirmation committee plus their supervisor(s). The thesis committee, however, as well as taking part in the confirmation process in the student's second year also reviews progress in the student's first and third year. What has really pleased me has been the approach in a number of schools whereby, welcoming this development, they have put in place a more elaborate and far reaching committee model. I am absolutely clear that this *is* best practice for research supervision – and I so strongly wish that Trinity's resources

were such that a full model could be implemented. There is, I believe, a strong case that, as well as the thesis committee model, all incoming students should be co-supervised or panel supervised.

B2. Thesis by Publication

In February 2019, Council approved a proposal from GSC to recognise the concept of theses by publication in so far as doctoral degrees were concerned. I am again grateful to the members of the working group that I convened on this issue whose work was the basis of this proposal.

The 'changes' suggested were not particularly far reaching in that, on one reading, the calendar may have already, albeit obliquely, permitted such a thing. But this was not widely known and the provisions of the calendar were internally inconsistent. Under the new calendar provisions approved by council, it is provided that whereas a student is judged on a thesis *qua* thesis, this does not prevent him or her from submitting a thesis comprising a series of published (or indeed unpublished) papers, bookended by an introduction and conclusion. The thesis is still judged on its holistic merits (thus a series of disconnected publications could not constitute a thesis proper). Furthermore, it *is* possible for a student to submit some papers that are jointly authored, provided (a) that the final work can still, in the context of the discipline, be regarded as the student's own work and (b) that it is clear from the thesis as to what the student's contribution to the paper was.

Finally, for the avoidance of doubt, it remains the case that the work that is submitted must be work done on register. It is not, in other words, the case that someone might come on register simply for the purpose of submitting their corpus of published work for the degree. We permit this in the case of *higher* doctorates (Sc.D, LL.D, etc.) but not for PhDs.

B3: Electronic Submission of PhD Theses

Another very significant development was the approval, by Council, in June 2019 of a GSC proposal that all PGR theses would be submitted, for examination, electronically rather than in hard copy. There are multiple reasons for this: examiners seem to prefer

it, it is cheaper for students (and college) and it is environmentally friendly. Under the new system (to take effect in March 2020), students will submit to a secure platform electronically. If students prefer to print out a hard copy they are fully at liberty to do so and may submit in the old form. If *examiners* wish a hard copy, the university will arrange for this to be provided at no cost to the student.

My view is that this development will significantly streamline the process for thesis submission and examination and will help to reduce the timescale for research thesis examinations. Speaking of which…

B4. Changes to PGR examination processes

In the autumn of 2019, and following a good deal of discussion, GSC proposed changes to the examination processes for PGR students. As members will know, all Ph.D. students *must* have a viva voce examination, whereas research masters students *may* have one, and *must* when the examiners suggest that the thesis will not pass as it stands or subject to minor corrections. Exam reports are submitted by examiners, in their own time, after the *viva voce* examination.

There are three issues of concern that have arisen in relation to this examination process over the last few years

(a) There can be huge delays in the process often caused by examiners not submitting reports for a considerable time after the *viva voce* exam
(b) Examiners are often unclear on the question of what constitutes 'minor corrections' subject to which a thesis may be deemed to have passed
(c) Examiner reports can be either excessively laconic or, less usually, excessively long and can be unclear as to what changes/revisions are being required.

The concept proposed by GSC suggests that Trinity move to a new model whereby examiners exchange reports *a week before the viva* summarising their views on the thesis and then (save in unusual circumstances) complete a joint 'post-*viva* form' immediately following the viva (that is, on the same day), outlining the agreed result and compiling an agreed list of changes. The internal examiner would then send this

to the Academic Registry on the same day as the *viva*. The same process will apply in the unusual circumstances of a *viva voce* exam being scheduled for Research Masters students. This will very considerably speed up the examination time for our research students. It is also in line with standard practice in many top UK and EU universities.

In addition it was further proposed that the guidelines sent to all PGR examiners would be amended to give greater clarity on what constitutes 'minor' corrections.

Finally, it was proposed that the default approach, for examinations would be that all PGR students should submit a notice of intention to submit at least one month before their realistic submission date so that examiners of PGR theses would, save in unusual circumstances, be appointed *prior to* submission of a student's thesis

All of these changes were approved by Council in February 2020 and will be operational by March 2020.

The net result of all of these changes will, hopefully, be a considerably more streamlined approach to research examination to the benefit of our research students.

B5. Supervision Workshops

In conjunction with CAPSL, the Office of the Dean of Graduate Studies, in 2019, once again operated a series of supervision workshops in conjunction with our colleagues in UCD. Three were held in Trinity.

The first, open only to Trinity staff had the aim of familiarising our PhD supervisors with the regulatory structures in Trinity that impact on the business of research supervision. It began with an exceptionally helpful presentation by the wonderful Helen Thornbury (about these rules. We then had a panel discussion with three experienced and excellent supervisors (Profs Valeria Nicolosi, John O'Hagan and Charles Normand) in which they gave very useful tips drawn from their experience of supervising PhD students.

The second seminar was hugely well attended and dealt with the critical issue of mental health concerns for PG students. This issue had been discussed at the October 2018 meeting of the Graduate Studies Committee, and it was felt that it was so important that it merited discussion at a supervisor workshop. It was brilliantly facilitated by Martin McAndrew from the Postgraduate Advisory Service and Mark Robinson and Ciara Joyce from the student counselling services. We were also very lucky that Professor Barbara Dooley the wonderful Dean of Graduate Studies in UCD was present, in that this issue is a major area of her research expertise and so she became, in effect, a 'fourth facilitator'. This was a remarkably empowering event and as a direct result, it was agreed that student counselling in conjunction with the office of the Dean would run a series of training workshops for supervisors in the next academic year. I am delighted that this series is, at the time of writing, very much up and running, and very well attended.

I have already expressed my thanks to Student Counselling for all their work, but it is worth reiterating that I, and we, stand in an enormous debt to their commitment and their expertise. It has been a very humbling privilege for me, in my time as dean, to have witnessed the work that Ciara and Mark do in helping students who are in dreadful pain. They (and all the staff in the service – and I really would also like to mention Chuck Rashleigh and Deirdre Flynn who have been incredibly supportive to me) are quite simply magnificent.

The final seminar focused on 'emerging trends in research supervision'. We were very fortunate that the seminar tied in with the fact that the LERU doctoral studies group would be meeting in Dublin (or more accurately we tied the seminar in with this meeting). Thus we were able to have a really engaging discussion with the Deans of Graduate Studies (or equivalent) from Leiden, Edinburgh, Zurich, Munich, Heidelburg and UCL as they discussed what they saw as the key issues in relation to best practice in research supervision. Probably the key take home message was that the concept of a single supervisor being the only person that reviewed student progress represented manifestly *worst* practice. It was as a direct result that I set up a working group to look at the development of thesis committees (discussed above).

It is clear that these workshops serve a very useful purpose. In particular, it is helpful to use them as vehicles for dealing with the 'hot topics' of the day in so far as supervision is concerned. Thus in 2020 it is planned to run a seminar dealing with the very significant issue of the challenges and opportunities of 'open scholarship' in so far as research supervision. It is also hoped that the *last* of the 2020 seminars will focus on the concept of supervision training – should, for example, it be mandatory for all new supervisors to undertake some sort of training before they are permitted to supervise research students? Should the university award some kind of 'qualification to supervise' before new colleagues are allowed to do so? (a practice that is common in many European universities). Should repeated bad supervision or abuse of the supervision relationship result in someone being *disqualified* from supervising? These are all important and controversial issues and it is hoped that the workshop will be facilitated by Prof David Bogle, the Head of the Graduate School in UCL and perhaps the major European thought leader in this area.

B.6 Development of the Structured PhD

There has been a good deal of work, throughout 2019 in relation to the 'structured PhD'. As was mentioned in my report this time last year,

(A) The requirement that students, along with supervisors (and for post September 2019 entrants, the members of their thesis committees) complete annual progress reports and, in their second year (or fourth year for part time students) complete a confirmation process, is now embedded into SITS such that a student will not be allowed to register for a subsequent year unless Academic Registry has confirmation that she has completed the requirements of the previous year.

(B) Students are now registered for all the taught elements of their structured PhD so that they, and we, have visibility of what they are doing. We are currently linking in with AR to enhance this visibility – and in particular to make it easier for schools to see what their students are doing. As is discussed in Part C of this report, this is of critical importance.

I am emphatically of the view that the structured PhD is a good thing. But I am also emphatically of the view that the taught elements thereof should be *useful* to students. In other words, if they are perceived as imposed, mandatory add-ons to the *real* business of the PhD (the thesis), then they are counter-productive and can rightly be seen as irritating box ticking exercises. They must, therefore, be seen as opportunities for students to gain skills that will be critical either to their research or to their wider development. For this to happen (a) we need to ensure that our taught structured PhD offerings are cutting edge and useful (b) we need to ensure that they are well advertised so that students can know what opportunities are available to them and (c) we need to 'brand' (sorry) the Trinity PhD as this kind of holistic learning experience.

The third of these things – the branding and marketing of the 'Trinity PhD' – while critical, is for the future. The second (the advertising) will be undertaken by my office in 2020. But there has been work done in relation to the first issue during 2019. In particular, it was recognised by the Graduate Studies Committee towards the end of 2019, that (A) there would be really useful opportunities for skills acquisition on the part of PhD students *outside* the confines of Trinity and (B) because the reality is that in most disciplines the majority of PhD students will not have academic careers, the concept of 'career readiness' is itself a critical generic skill that students could profitably acquire. On this basis, the following developments in relation to the taught elements of the structured PhD have occurred in 2019.

(a) As was mentioned in my report last year, we now have a mandatory 5 ECTS module that *all* incoming PhD students must take on 'Research Integrity and Impact in an Open Scholarship Era'. It is a fully online module that covers things like research ethics (and works off a national pilot programme supported by funders in this regard), intellectual property and GDPR law, the successful operation of data management plans and the best way to ensure that research has impact in the context of open scholarship. I am hugely grateful to Niamh Brennan from the Library who has been the driving force behind the module and also to Jenny Daly from the research office who has been so effective in the distribution of licences from Epigeum covering the research ethics elements of the module. The great news, however, is that in the autumn of 2019, we secured major funding from the National Teaching and Learning Forum so that

we can fundamentally revamp this module and position it as a European leader in this important field. It is hoped that the revamped version of this module will be rolled out by September 2020. I am really grateful to all who helped secure funding for this – especially the Academic Secretary, Stephanie Reilly, Giséle Scanlon and, once again, Niamh Brennan who has been inspirational in this regard.

(b) Career readiness is such a hot topic across Europe in so far as doctoral education is concerned. It is a matter of celebration, therefore, that the Careers service also secured National Teaching and Learning Forum funding to develop a structured PhD module focusing on careers readiness. This is a wonderful piece of news, and I am so grateful to Orla Bannon Director of Careers and Fiona Hayes for all their work on this.

(c) At Graduate Studies Committee it was agreed that schools should have the option of setting up a broad structured PhD module called 'external' (i.e Physics (external); Law (external) and so on) or specifying specific external opportunities for students. If endorsed by the student's supervisor and the school DTLP, where a student would like to gain credit for participation in an external event (training in a lab abroad for example), she could be registered to this module as part of her structured PhD.

(d) Finally and also at GSC it was decided that, in 2020, the Dean would propose a university wide structured PhD module called 'work placement' or 'internship'. The idea would be that where a student engaged in any kind of work placement that was relevant to his or her research then, with the agreement of his or her supervisor and the school DTLP, she could gain academic credit for this towards the structured PhD.

B.7 PG student Communications

I mentioned in my report last year that an issue that emerged from the 2018 ISSE survey of PGR students, but which has been of concern to me for some time, is the fact that many PGR students feel unsure both of their status as students *within the university* (as distinct from students within a particular lab, or working on a particular project) and also of the various regulations that cover their programme of studies – for

example in respect of how the structured elements of the structured PhD work. I had taken the view that a short term fix for this would be that I would enhance communications with students.

First the Office of the Dean produced and distributed a detailed PGR student handbook in the autumn of 2019. This document deals with everything from student services, to advice and tips on student/supervisor relations, to a full description of all the generic skills structured PhD modules available to students, to the various timelines and significant dates within the structured PhD timeframe. The purpose is to give students something that may, possibly, inspire them, that will familiarise them with what Trinity has to offer them *as students* and which they can consult as they move through the PhD process. I am hugely grateful to Helen Thornbury and Marie McPeak for all their work on this.

Secondly, in the autumn of 2019 we produced and distributed a 'Viva Guide' for all PhD students. This sought to provide practical advice for all students who will be undergoing viva voce examinations as to what they can reasonably expect and on tips for preparation. I am very grateful to all the DTLPs who contributed to this and, again, to Marie for her superb work on this. In the spring of 2020 it is hoped that we will produce an equivalent guide on the process of writing up one's thesis.

More generally, I seek to communicate, by email, regularly with all PG students, both to highlight important issues that are arising at that time of year for them (whether this be a particular thing that must be done within the structured Ph.D. timeframe, or to wish PGT students good luck in upcoming examinations). I do this not merely so that this information can be conveyed, but also to give students who may be the most isolated within the entire university a sense of belonging to a community.

Throughout 2019 we have also organised a number of social events for PG students. This is both to demonstrate our institutional solidarity with them and also to give students who may be most isolated a sense of community. These have involved a table quiz (where, in response to a question asked, a majority of students thought that, before he took up the role, the current Provost had been a Professor of Law) and a walk on Bray Head. We also had a wonderful Christmas Party in the Global Room in

December 2019 and, as is discussed below, a very well attended 'opening of year' party following the Trinity on the Move cycle in September 2019.

Perhaps most notable, however, was our 'Postgrads Got Talent' night in May 2019 in the Sugar Club, where in front of a large crowd of their peers, and a judging panel of remarkable charisma and professionalism, roughly 15 students sang, or danced, or played instruments or did all of these three things simultaneously. It was a very affirming evening and there was a wonderful sense of community. I am deeply grateful to the members of the judging Panel – Ewa Sadowska, Professor Aoife McLysaght, Professor Nigel Stevenson and Professor Paula Quigley for being so fun in the way in which they approached this. The (probably self-appointed) chair of the judging panel was the Dean of Students who looked, sounded and acted like Simon Cowell. Especially I am hugely grateful to Ashleigh Gorman (PhD student in the school of Pharmacy) who took the lead in organising the event and did so magnificently.

B.8 LERU

Membership of LERU continues to pay huge dividends for us in terms of our approach to doctoral education. I am a member of the doctoral studies group within LERU and am constantly inspired and challenged by the discussions and meetings within this very dynamic group. Indeed virtually all of the developments mentioned in this section of my report had their genesis in LERU discussions In 2018 the group met in Dublin (March) and Lund (September). Various issues were discussed ranging from concerns with

(a) mental health and well being of PhD students,
(b) Concepts of creativity and originality in doctoral research
(c) Open science and scholarship
(d) Procedures for dealing with potential bullying within supervision relationships

I think the most important work within this group relates to the development of a paper in relation to PhD supervision, that will likely be published in 2020. The next meeting of the Group, being planned at the time of writing, will be hosted by Heidelburg in the first week of March, 2020.

In addition, it was a matter of celebration that *four* Trinity students Jamie Sugrue, Emily Neenan, Gary Hannon and Gemma O'Sullivan, were selected on the basis of a competitive process in both Trinity and LERU to attend the LERU doctoral summer school in Edinburgh in July 2019 where the school had the theme of 'collaboration in research'. I would especially like to thank Professors Rachel McLoughlin, Jean Quigely and Michael O'Sulllivan for their work in evaluating applications for this school within Trinity.

The final big piece of news arising out of LERU membership is that Trinity successfully applied to host the 2020 version of the summer school (28 June-3 July). The theme of the school will focus on the concept of the role of the expert in countering trends towards anti-intellectualism. We have a really interesting line up of speakers for the event and I am really excited that we are getting to host this. This is the 10th anniversary of the school and so it promises to be a really inspiring event

B.9 IUA

The Dean, as well as the administrative officer for the Office of the Dean of Graduate Studies are members of the Dean of Graduate Studies Group within the IUA. This group which is comprised of the Deans of the seven Irish Universities meets regularly throughout the year and engages at a sectoral level to drive Graduate Education Policy nationally and internationally through the EUA and EUA-CDE. From January 2020, Trinity will act as the chair of this group.

Some of the issues that the group engaged with in 2018-19 are detailed below:

• Implementation of SFI Centres for Research Training (CRTs): The group continues to partner with SFI on the creation and management of CRTS.

• ISSE (Irish Survey of Student Engagement) Survey for PG Research Students: The Dean's Group continues to collaborate with ISSE on the PGR survey and consideration was given to the reporting parameters. The Dean's Group recommended that questions on well-being be included in the survey and these were implemented in 2019. The group continues to engage with ISSE to further streamline and amend the PGR survey.

• Guidelines for Establishing Collaborative Joint Research Programmes: Based on institutional experiences, the Group drafted best practice guidelines for the establishment of joint programmes. These will be published sometime in 2020.

• [Ireland's Framework of Good Practice for Research Degree Programmes](): The IUA Deans of Graduate Studies Group collaborated extensively with Prof Lisa Looney, DCU on this document which was published in 2019.

• International Issues: The Deans' group continues to work closely with the IUA on issues of significance to international PGT and PGR students and to advise IUA delegations abroad on current and upcoming initiatives in the postgraduate space. During 2018/19 this included discussions on lobbying for more satisfactory immigration visas for PhD candidates; further promotion of Ireland as the European destination of choice for undertaking a PhD and initial discussions on sectoral partnerships and agreements with particular non-EU countries.

• Postgraduate Student Welfare: In 2018/19, the Dean's Group collaborated with the SFI on the development of a draft Policy on Maternity, Adoption and Paternity Leave for Research Students.

B.10 Provost's PhD Project Award Scheme

2019 was the third year of the Provost's PhD Project Award Scheme – and this scheme has now, I believe, become embedded within Trinity. As will be remembered, awards are made on the basis of a competitive application process for assistant and associate professors, who submit proposals for research projects. The 40 successful applicants receive funding for a PhD student to work on the project covering either EU or Non-EU fees and in excess of €16,000 p/a stipend for four years.

The 2019 process, like its predecessors was remarkable for the quality of the applications from all disciplines within the university. For myself it was a humbling and stimulating experience reading the c160 applications that were received. It is truly the case that the vast majority of projects were fundable and the narrowest of margins separated the successful and the unsuccessful applicants. Thus whereas obviously the 40 colleagues listed below merit the highest congratulations, I genuinely celebrate and was mesmerised by the work, the innovation and the commitment to the training of PhD students exhibited in all the applications.

After a hugely difficult process of deliberation, the list of recipients of these awards in 2019 is as follows:

1. Andrew Jackson: Time is in the Eye of the Beholder"

2. Jane Carroll: "Collecting Childhood: Exploring Narratives of Ownership in The Pollard Collection of Children's Books

3. David O'Regan: Self-correcting quantum materials prediction

4. Sarah Doyle: Harnessing the immune system to fight blindness

5. David Hoey: Microphysiological models of human bone: A new platform for investigation and drug screening."

6. Kate Maguire: "Constraining the origin of gold: heavy element production in neutron star collisions"

7. Marta Martins: "Waking up the sleepy beauty"– Macrophage modulation as a strategy to fight multidrug resistant tuberculosis

8. Bahman Nasseroleslami: "Non-invasive Electrical Imaging of the Spinal Cord for Neurological Diagnosis"

9. David Shepherd "Illuminating Moses in Stained Glass in Ireland (IMSI)

10. Sinead Corr: "Unravelling the relationship between host miRNAs and the gut microbiome in IBD"

11. Jesse Dillon Savage: Colonial Armies and their Legacies

12. Rachael Walsh: Citizen-Led Constitutional Reform: Assessing the Promise of Deliberative Democracy'

13. Clare Clarke "Situating Sherlock: mapping space and place in Arthur Conan Doyle's Sherlock Holmes stories"

14. John Goold 'Complex Quantum Thermal Machines'

15. Niamh Lynam-Lennon: Investigating the role of microRNA in the resistance of oesophago-gastric cancer to chemoradiation therapy

16. Eva Jiminez Mateos "Understanding the contribution of neuroinflammation to neonatal brain damage "

17. James Levine '"Can we know reality as it is in itself? The status of metaphysics in the analytic tradition"

18. Andrew Harkin "Old drugs, new tricks. Beta2-adrenoceptor agonists for Parkinson's disease."

19. Tasamine Grimes 'Household Medication Safety - The HOMES Study: Household Medication Practices that Support Safety

20. Stephen Smith Development of an anti-bacterial virus delivery system.

21. Paul Eastham Quantum thermodynamics in flows of light

22. Daniel Faas 'Multi-Ethnic Communities and Religion: How Accommodating are Irish Primary Schools?

23. Christine Morris 'The Many Lives of the Minoan Snake Goddess'

24. Charlotte Wilson '"Exploring experiential and attentional processes in children's worry"

25. Yekaterina Chzhen Child well-being in rich countries: role of parenting, poverty and policy

26. Marvin Suesse '"Trade and Gender: Female labour market outcomes in a globalising world"'

27. Tansuree Jain Unpacking Transnational Governance and Corporate Political Strategies

28. Frederick Sheedy 'Fat of the LAM; Lipid uptake in Lung-Alveolar Macrophages (during TB infection)'

29. Lorraine Swords 'Experiencing Domestic Violence in Childhood: Identifying and Evaluating Supports for Resiliency & Recovery'

30. Tomás Ryan: Representations of Temperature in the Brain

31. Emanuel Coman: The Synergetic Relationship between National and Local Elections.

32. Katja Bruisch: Peat mining as an unwritten chapter in the fossil fuel age

33. Ciaran O'Neill: Saviours and Slavers: the Irish in the Catholic Atlantic 1763-1860

34. Frederico Cugurullo: Ride the autonomous city: an analysis of cycling in the age of self-driving cars

35. Aisling Dunne: Engineering an anti-inflammatory environment in the OA joint.

36. Vivienne Brady: Understanding and responding to the need for spiritual safety in parenthood when new-borns are hospitalised in intensive care

37. Nollaig Bourke: Investigating the role of the innate immune system in ageing-associated pathophysiology

38. Lina Zgaga: 'Hair And Vitamin D: Health Archaeology and Commercial'

39. Kirk Soodhalter 'Mathematical Solutions for Inferring Brain Neurophysiology from EEG measurements'

40. Emma Tomlinson: Testing volcanic - climatic linkages: a case study from Campi Felgrei

I believe that this list highlights the diversity of the work being done in Trinity on a daily basis.

There are a large number of people to thank in relation to the administration of the scheme. Catherine Allen, Helen Thornbury and Marie McPeak were instrumental to the logistics of the scheme. I am hugely grateful to the review panel who so generously took on a very onerous burden and whose preceptive evaluation of applications was critical to the scheme. They were Professors Stephen Connon, Monica Gale, Louise Gallagher, Cecily Begley, Sinead Ryan, Eoin O'Sullivan, Paul Coughlan, John Gilmer and Celia Holland. Our external evaluator, was Professor Antony Maciocia, from University of Edinburgh - an outstanding colleague on LERU's doctoral studies group. He was enormously impressed by the applications which he regarded as a wonderful showcase of the breadth of Trinity's research. The monies funding this important scheme come from Alumni unrestricted donations and from revenues raised through the work of the Commercial Revenue Unit and we are really grateful to both of these sources. Finally, I would like to thank the Provost for inspiring and supporting the scheme.

B.11 Postgraduate Student Teaching Awards
It is one of the most pleasant aspects of the annual calendar of the Dean of Graduate Studies that we operate an award scheme for those PG students who have shown

outstanding quality in their role as TAs and Demonstrators in their schools. I write this in the aftermath of a controversy surrounding the pay of such teachers; it would be inappropriate for me in this context to comment on the issue, save to say that the pedagogical offerings of *all* schools are dependent on their work. In this scheme, we get to celebrate those students whose work is particularly outstanding.

The operation of the scheme is as follows. Schools are asked to nominate up to three students for awards. Thereafter, a review panel considers all applications and shortlists a number for interview. Finally shortlisted applicants are invited to give a presentation showcasing their teaching and, on this basis, and having regard to both the quality of the application and the quality of the presentation, up to four awards are made.

The standard of all applicants in 2019 was simply outstanding and it was an enormously difficult task for the panel to select the four winners. Eventually, however, it was decided to make awards to four absolutely brilliant teachers namely:

Shelley Stafford (Chemistry)
Samantha Fazekas (Social Sciences and Philosophy)
Declan Cahill (Business)
Maedhbh Ni Lochlainn (Natural Sciences)

The awards were presented by the Dean of Research at a ceremony in the Global Room (and I am very grateful to her for her generosity in agreeing to do so). I am also hugely grateful to Catherine Allen and Jade Concannon for all their work in relation to the logistics of the scheme and also to the review panel who so generously gave of their time namely the Education Officer of the Student's Union, the Vice-President of the Graduate Students Union, Dr Ciara O'Farrell of CAPSL and Professors Sarah O'Brien, Lina Zgaga and Brendan Tangney.

B.12 Student Hardship and Cycling (#Trinityonthemove)

Much of what I discuss in Part III of this report focuses on money. The simple reality is that the vast majority of our Ph.D. students are unfunded or underfunded, and a huge number of our PG students face horrible financial difficulties as they struggle with unethically high rents. As I said in my report last year, this is hugely problematic for three reasons. First the obvious humanitarian one, that one does not like to see a student suffering; secondly, however, there is a demonstrable link between financial need and student progress. Thus, quite apart from the fact that the *stress* of financial need can mean that students are unable to concentrate on their studies (or may simply be unable to sustain themselves) we know that some students are required to take on 'part-time' work to support themselves in their studies (whether at PGT or PGR level) and I am personally aware of cases where students have failed their exams (and thus the PGT course) or have fallen so far behind in their Ph.D. studies that they cannot complete the degree because they have had to spend so much of their time working to earn money. (and I am buttressed in my views by the fact that representatives of our student counselling services have repeatedly raised this issue with me). Finally, this lack of funding clearly compromises our ability to attract top students onto our Ph.D. register.

More generally, I am really worried that the cost of living in Dublin ends up putting many PG students – both PGR and PGT students – in situations of horrific difficulty. I have read shocking testimonies from students speaking of the dreadful accommodation in which they must live because it is all that they can afford. I have also heard other stories of deep seated financial need (and, again, of students who have to take on one or more part time jobs and whose academic progress is stymied as a result). This is, I believe something that, ethically, Trinity simply cannot be a party to. Our drive to bring in PG students *must* be tempered by a moral responsibility to our students and by the need to be absolutely explicit to aspirant students (and to require this of agents and others) that the cost of living in Dublin is high, and that they should not come to study here if their financial circumstances are such that they will need to work to earn money at a level that compromises their ability to complete their course of study. I focus on this in Part 3.

We do have a PG student hardship fund operated through the Senior Tutor's office. Allocations are decided by a committee, but (certainly from a 2019 perspective), the real work in this regard was handled by Martin McAndrew of the Postgraduate Advisory Service – without whose incredible work I simply don't know where we would be. On the other hand, the PG student hardship fund is very limited and the needs of our PG students are enormous.

That being the case, in September 2019 we organised what turned out to be a major event – the 'Trinity on the Move' cycle to raise money for the PG student hardship fund. This involve doing the 60 or 100k Great Dublin bike ride on a sponsored basis. The driving or possibly cycling forces behind the event were Professors Mary McCarron and Gerard McHugh, Michelle Tanner from Trinity Sport and Sally-Anne Fisher from Trinity Communications, but in reality so many people got involved that it would be impossible to thank them all. For me it was a wonderfully affirming event as people prioritised and emphasised the importance of postgraduate student welfare. I am so grateful to all the participants in the 'Trinity team' that included a Senator, a faculty dean, the dean of development, the senior tutor, a number of heads of schools, colleagues, postdocs, students and the Provost. The event raised roughly €16,000 for the fund. Following the cycle we had a wonderful party for all PG students (and cyclists) in the Pav featuring the walkulele band (who were, frankly, epic).

I believe that this event is worthy not merely in substantive terms, (in the sense that the money raised goes to a good cause) but also because, symbolically, it involves the university centrally acknowledging the reality that many of our PG students are in difficulties and expressing solidarity with them.

B.13 Changes in the Office of the Dean of Graduate Studies

Finally, in this section, it may be appropriate to mention two changes that have occurred within the Office of the Dean.

In my report last year I raised concern with the location of the office of the Dean. This was not because I wanted a better office! – indeed at the time of writing that report I

assumed my time as Dean would end in the summer of 2019. Rather it seemed to me that, given that the central business of college tends to be done in and around Front Square, there were both symbolic and substantive concerns with the fact that the office of the Dean, located beside Academic Registry, was at the very other end of college. In October 2019 these concerns were met as the Office of the Dean moved to West Theatre. I am very grateful to Vice Provosts Morash and Barkhoff for making this happen. I am also grateful and very apologetic to those who were disrupted or moved in consequence – and in particular the Dean of Students who was characteristically generous (and stoical) about this.

The second and yet more seismic change was the departure after 15 years from the office of Helen Thornbury who moved to take up the role of school manager in the (lucky) school of Pharmacy and Pharmaceutical Science. As all members of the university community who deal with the postgraduate space will know, Helen's commitment to postgraduate education coupled with her breath-taking institutional knowledge and her remarkable prudential vision made her a priceless asset to successive Deans. I simply do not have enough room in this report to do justice to her contribution and her value over 15 years. It is fitting tribute that, at the end of her final Graduate Studies Committee meeting, my three immediate predecessors as Dean attended to help express the thanks of the academic community to Helen for all that she did. We miss her.

Part C – Looking Forward

In this final part of my report, as I have done in previous years, I seek to look to the future and to assess what I see as the major concerns in relation to the postgraduate space going forward. This issue was stridently (arguably too stridently) traversed in my report last year. This year, the issue takes on a new importance given that the new strategic plan makes a commitment to a fundamental review of all aspects of Postgraduate Education. Equally, this review will not start until TEP is fully operational (September 2020) by which time I will not be the Dean, and so whereas I will reflect on what I believe are the stand out concerns for graduate education in Trinity, I do so without in any sense seeking to bind my successor or the university. These are personal reflections, albeit that nothing that I say here is not something that has been mentioned to me by multiple colleagues and students.

In this regard, and with the agreement of the Vice Provost, I have committed to producing a report, by the spring of 2020, and endeavouring to set out potential starting points that might inform discussions of what the reforms mooted in the strategic plan might entail. Naturally this does not bind the university in any way – and its contents may well be ignored! Rather it is intended potentially to be of assistance when the reform process is launched. In preparing this report, I will be holding meetings with DTLPs and focus groups with students and have set up three working groups to look at the broad themes of PGT, PGR and Career Readiness for PG students.

This is for the future, however. For now I want, briefly, to comment on what I believe are three critical issues and points of concern for the future that reflect matters that have arisen in the 2019 year.

C1. Financing and the PGR space

This is possibly the stand-out issue that arises. In an era of escalating rents, the simple reality is that our Ph.D. (and research masters) students face huge financial pressures. Many students in FAHSS are unfunded, and, throughout the university, there is deep concern that those students that *are* funded, receive stipends that are

well below a living wage. This significantly reduces our ability to attract students, it generates huge hardship for many students along the way, and because students are facing such pressures, it also invariably can impoverish the quality of the work that is being done. As rents continue to increase, it is my real concern that this position is simply unsustainable and the result must necessarily be a continued reduction in the number of people applying and registering to study at Ph.D. level in the university.

Of course there is little that Trinity can do about this. Government policy – both in terms of the diminution in the core grant given to the university and in the extent of and direction of funding to external bodies like IRC an SFI – is such that it really is hugely difficult for any university to make huge inroads into the situation. We must as a sector continue to stand up for Irish research and hope that government hears the message. On the other hand there are, I believe two aspects of the funding crisis where Trinity *could* profitably take helpful steps.

First, one of the big financial concerns faced by schools (one that I mentioned in last year's report) relates not to the stipends paid by external funders but rather the contribution for fees. In the first place, many funders only fund at an EU fee level – thus where the best candidate or indeed the only suitable candidate for a project is Non-EU, then the grant holder must either choose a less good applicant or, alternatively, somehow make up the fee shortfall. Secondly, funders such as IRC contribute to fees at a level that is less than the actual fee charged by Trinity. Again this difference must either be made up by a PI, or a school, or somehow imposed on the student (by reduction in stipend, mandatory free teaching or whatever). This is a huge problem in that it renders us uncompetitive when compared to other universities both in Ireland and abroad. All the other Irish universities have some mechanism for dealing with this situation – either because their fees are pitched at the level provided by the funders, or though fee waiver situations. To the extent that Trinity is the outlier, it must necessarily render itself uncompetitive in terms both of attracting students at all and of attracting the very top students.

More generally, it is also the case that a number of Irish universities do not charge Non-EU fees for PhD students (or have some mechanism for waiving non-EU portions of fees). This, I believe, is a model that Trinity should adopt. In many cases, where a

PI has received a grant, by far the best applicant(s) is or are from outside of the EU but because we charge high Non-EU fees and the grant might only pay EU fees, they are unable to take on this student (or, if they do, the grant is undermined because the remaining portion of the fees must come from overheads or, worse, the student stipend). Naturally this significantly impoverishes our research.

In this regard, I believe that the concept of 'our research' is a critical one. I am aware that financial models for schools, faculties and so on may have incorporated projected income from PhD students. I would respectfully submit that this is a flawed approach for two reasons. First, the experience of the last six years, with sharply declining PhD numbers and a change in the funding approach of, for example, SFI, indicates that we simply cannot predict PhD fee income – and thus a model that is based on such predictions is an exposed one. Secondly, however, unlike PGT students for whom the relationship with Trinity may be a mutually transactional one, our PhD 'students' are our research partners – critical to the research aspect of the mission of this university. As a colleague put it to me, 'we should never ever try to 'make money' out of our PhD students, because in doing so, we are undermining what our university should be about'.   It is, in other words 'our research' and it should be enabled rather than impeded.

Secondly, given that the primary living cost for students in Trinity relates to rent, I believe that the time has come for us to consider the possibility of opening up the concept of distance based PhDs. In many disciplines (for example where the work is lab based) this is patently a non-runner. In others – for example many within AHSS – however, it is entirely conceivable that a distanced based arrangement could work effectively. After all, many necessary materials are online, and video technology is now so good, that a professor and student may well be able to have an effective supervisory relationship electronically. Obviously this is not ideal – if the university sector was properly funded it would be unnecessary – but the point is that it may be a reasonable second best for students who, for economic reasons, would simply be unable to study in Trinity at all. It is notable indeed that this model is common amongst top UK universities. I will, in the spring of 2020 be proposing to GSC (and, if approved, to Council) that such a model be adopted in Trinity. If accepted, I would propose that the terms of any such 'distance PhD arrangement' would be conditioned by the

university and then determined by the relevant school, in consultation with the student and the supervisor (thus it may be for example, that a school would require the student to spend a period or periods of time in Trinity). It is, however, my view that this could deal with the rents issue for at least some students, and would also attract Ph.D. students to Trinity who would otherwise not come.

These are, however, relatively cosmetic suggestions. The broader issue remains the failure of successive governments to fund research students adequately as costs of living spiral. If this is not addressed, the simple reality is that Irish universities will simply not be able to attract top talent in large numbers.   Research will be impoverished and students will suffer.

More generally, and particularly where PGT students are concerned, there is an additional reality namely that these are the cohort of students who pay the most for their education – and in particular in comparison with undergraduate students. It is a not unreasonable expectation that, in consequence, they should expect higher standards - in terms of education, the application, admission and registration process, facilities, and quality of 'student life' than any other group in the university. If this is *not* the case (and for reasons discussed below I believe that it is not), then they have a right to question the university's attitude to them and to their role and purpose within the university community. This links to the next two points of concern.

C2. Systems, Processes and Resourcing

Our PGT students pay a considerable amount of money for the privilege of studying at Trinity. It is clear that they expect (and quite reasonably expect) that not merely will they benefit from outstanding teaching or research supervision, and excellent facilities (of which more below), but also that their journey from the point of application to the point of graduation is smooth and professional. This involves the work of primary assessors and supervisors and DTLPs in school, the work of staff in academic registry and also requires that our technological systems be sufficiently cutting edge that their operation can guarantee the quality of service that is expected.

Regrettably the emphatic view of both students and colleagues (that I have heard repeatedly) is that this level of quality service is not what many experience. Absolutely nobody blames the staff in registry – rather the experience of colleagues working in the area is that they are defined by their hard work and their talent. Equally there are real concerns that there are huge *systemic flaws*; and especially that AR is simply under-resourced, so that, at critical times of the year (and this means virtually all times), there simply is not enough staff to ensure that matters can be dealt with effectively and promptly.

Linked with this, there is a view that the functionality within SITS is simply not adequate to cater for the bespoke needs of graduate education. To take three examples

(a) the application system for postgraduate students as well as the triggers for staff in school when applications are not complete is not as intuitive as that in comparable universities and thus, from the perspective of colleagues and especially students, the result looks amateur and is unsatisfactory. Furthermore, students tell me that they simply do not receive sufficient information in the period between accepting an offer and coming to Dublin to study.

(b) schools are not able to track the progress of PGR students on SITS, both generally, and specifically in the context of the examination process (for example, whether reports are in, whether the internal examiner has reviewed minor corrections and so on). Again this impoverishes their ability properly to deal with student cases and to ensure that students are progressing properly through the structured Ph.D..

(c) as things stand, where graduation is concerned, our increasing number of certificate and diploma courses are, for some reason, not processed automatically through SITS. Thus results have to be manually uploaded and, in consequence, invitations to graduate do not go out in anything like sufficient time for students to make plans.

The reputational damage that Trinity is suffering as a result of inadequacy of service in these regards is simply enormous – and this reputational damage will necessarily impact on our ability to attract graduate students going forward. At worst, Trinity's

image will be that of a Neanderthal non-business that is resting on its laurels and that cannot be expected to provide a cutting edge postgraduate education.

Once again, this is no kind of criticism of the staff in AR. It is, however, a plea for resourcing. It is my emphatic view (one that is widely shared), that new functionality needs to be added to SITS as a matter of urgency, and that, in doing so, the college needs to listen to the views of PG students and colleagues working in this area to learn what, from their experience, is needed. There is a strong sense from colleagues to whom I have spoken, that the specifications for SITS were arranged without a focus on graduate education (and I return later to ongoing concerns that the PG space, in many contexts, represents a workaround to 'normal processes' constructed for its UG equivalent). Whether this is true, there have been times beyond number in the last four years where reaction to appropriate initiatives to enhance PG education has been that 'we can't do that because SITS couldn't handle it'. For example the January start date for PGR students, approved by Council over a year ago, has yet to be implemented and it is unclear when this will actually happen. Every time this happens it reflects a systemic failure within the university. It is simply unacceptable that our college systems represent an impediment to rather than a facilitator of important academic and procedural reform.

It is also my view that AR is utterly understaffed and that, again as a matter of urgency, the money must be found to ensure that it is properly staffed. Our numbers of PG applications have escalated out of all proportion in the last five years and the systems that were already creaking are now at breaking point (and it must be remembered that unlike the UG applications which tend, in the main, to come through CAO, the PG application system is complex and labour intensive. In my report last year I urged that Trinity focus not no PG growth *per se* but rather on ethical growth – that is, a growth in numbers only if the quality of what is on offer (academically, professionally and in terms of access to student services) is kept at the highest level. If Trinity does not have the resources to ensure that there are quality systems in place for increasing numbers of PG students so that they have a top class experience, then it should not take in as many students. The alternative is unethical, inimical to reputation and will cause irreparable long term damage. This is particularly critical at this precise moment

because of the new (and excellent) Global Relations plan significantly to increase the number of PG students in the university.

In this regard, it is, finally, and perhaps controversially, my view that there is a very significant amount of work both within the Office of the Dean and Academic Registry that should, properly, be devolved to schools. As I write this, I have just approved a three week extension to submit corrections to a PhD thesis for someone who has spent much of the last two months undergoing chemotherapy. I have also approved in the last couple of hours, ten nominations of external examiners for PhD theses from various schools in the FEMS faculty. In the former case, there was never any question that this extension should be granted, and any university that refused to do so would be a disgrace. In the latter, I have absolutely no knowledge of the areas covered in the theses and find it difficult to know whether the proposed examiners are suitable. My strong view is that these are matters that should, properly, be resolved at school level. My suggestion is that we should formally recognise the concept of graduate schools within each school, reporting to graduate colleges within faculties, and these should determine (as part of PG reform) what matters should properly be devolved to such schools and should ensure that directors of such schools have appropriate access to college systems that they can effectively exercise discretionary judgments where this is appropriate. This would reduce the pressure on AR and would free the Dean up to engage more effectively in policy reform and in driving ongoing graduate education reform (and again, I will not be Dean come September, so I am not simply trying to reduce my workload!!).

C3: The Vision of the 'Trinity Student' and her or his needs

This relates back to a point made in last year's report. Our educational model, historically, is based on undergraduate education. Our timetable, our classrooms, our examinations, our student life and more broadly our pedagogical mission is based on the needs and appropriate focuses of an undergraduate model. This is understandable historically. The difficulty, it seems to me, however, is that where PGT courses came into existence and we first started to welcome taught masters students to Trinity, the university assumed that these courses could proceed by analogy with the undergraduate model; that PG education and PG students had the same priorities as their UG counterparts. Thus PG timetables were based on the UG model; it was assumed that PG courses could reasonably be taught in classrooms designed with UG students in mind; the non-academic lifestyle of the PG student was regarded as the same as or directly analogous to the UG. Moreover, as was pointed out earlier, there may have been a tendency to construct systems (such as application systems) having regard to the nature, exclusively, of UG processes.

The problem is that, in many cases, the PG space and the UG space are not even remotely analogous. Let us consider just a few examples of such differences.

(a) The PG application process is completely distinct from the UG.

(b) There may be pedagogical pre-requisites for top masters teaching that cannot be accommodated in classrooms for UG students.

(c) PGT classes tend to be far more diverse, in terms of the nationality of students, than UG classes and this presents bespoke challenges and opportunities.

(d) PG students will often be looking for very different things from their education than will UG students. PGT students generally study on masters courses largely if not exclusively for career enhancement. PGR students are our research partners. This must play into the students' approach to their education and *should* play into the way in which the university approaches postgraduate education.

(e) The ideal calendar for much PG teaching may be block based and thus not easily accommodated within any kind of fixed timetable designed to meet the priorities of UG education.

(f) And of course, being older, PG students may not be able easily to slide into the society life of Trinity that is designed for UG students – and they may have children, or families or all sorts of other claims on their attention.

In these and in multiple other contexts, therefore, PG education simply cannot operate by analogy with its UG counterpart. In particular, provision for PG education cannot and should not be seen as something that will generally be the tail waved by the UG dog, with workarounds to the UG norm being created as and when necessary. Rather it needs to be conceptualised as a stand-alone thing for which bespoke provision should be made. Indeed, to return to a point made earlier, because they pay more money, the PG students can legitimately expect to have some kind of priority over their UG counterparts should a clash arise. It should, in other words, be the dog rather than the tail – or, (and the noise you hear is the stretching of an analogy beyond breaking point) UG and PG education should be seen for what they are – two entirely distinct animals.

If Trinity is to take seriously its commitment to reform of the PG space, then I believe that this need involve a TEP like behemoth – indeed given that colleagues are somewhat TEP-fatigued, such an approach would be ill-advised. But it *must* involve a wholesale shift in focus for the university – to the point of realising that it cannot characterise PG students as the same as UG (but just a bit older), and, in all of its plans, policies and missions that involve *students*, it must be fully cognisant that the PG constituency *is* different, and that its needs must feed into and be accommodated within that mission. As I suggested in my report last year, it must meaningfully *equalise* between PG and UG education in a way that involves a fundamental reappraisal of all aspects of its work that involves students, to see if it genuinely allows the bespoke concerns of postgraduate students to be one of the two cornerstones of that work. It must look to the 'real-life' concerns of PGT and PGR students and let them become one of the twin prongs of the college's approach to student life. It must look at the question of what constitutes top drawer *PG* teaching and what classroom facilities and year structure changes are necessary to achieve this. It must take seriously the inequity that is inherent in a situation where the students who pay the most money for their education have their needs met either by analogy with or through workarounds to a model designed for those whose education is nominally free. It must

ensure that its systems and procedures are agile and generally suited to the market needs of PG students. All of the necessary reforms that will make our PG education world leading and attractive to aspirant students will follow (and can only follow) when this reconceptualization happens. Without it, we cannot seek to grow as a university committed to graduate education.

C4. But….

All of the above may sound negative - though it is not intended to be, rather it is a non-sugar-coated statement of the way things are, and of the challenges that we face. But there is one further reality that has been brought home emphatically to me in the nearly four years that I have been Dean, namely that Trinity is a truly remarkable university. I have spent the last four years encountering astounding researchers, teachers, supervisors, professional staff, counsellors, nurses and doctors, executive officers and school managers whose work is unfailingly brilliant and whose kindness to me has been undeserved and overwhelming. These are colleagues in other words, who are committed to the very best for Trinity – for its students and its research outputs – and who are an asset beyond price. And I have encountered hundreds upon hundreds of students whose work is inspiring and such a source of hope for the future.

The problems I have referenced above are real and compelling, but I have no doubt that Trinity can and will overcome them.   I first entered this university as an undergraduate 30 years ago and was immediately enraptured by the magnificence of the place and all it stood for. I still am.

 Neville Cox.

Figure B4(a): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2018/19 - 2016/17

PGT FACULTY OF AHSS

	EU	NEU	%
2016/17			
Registered	960	442	70%
Offers	1,297	720	54%
Applications	2,140	1,594	
2017/18			
Registered	916	524	74%
Offers	1,194	745	45%
Applications	2,037	2,266	
2018/19			
Registered	951	735	78%
Offers	1,155	1,015	43%
Applications	2,023	3,061	

■ EU ■ NEU   Source: SITS
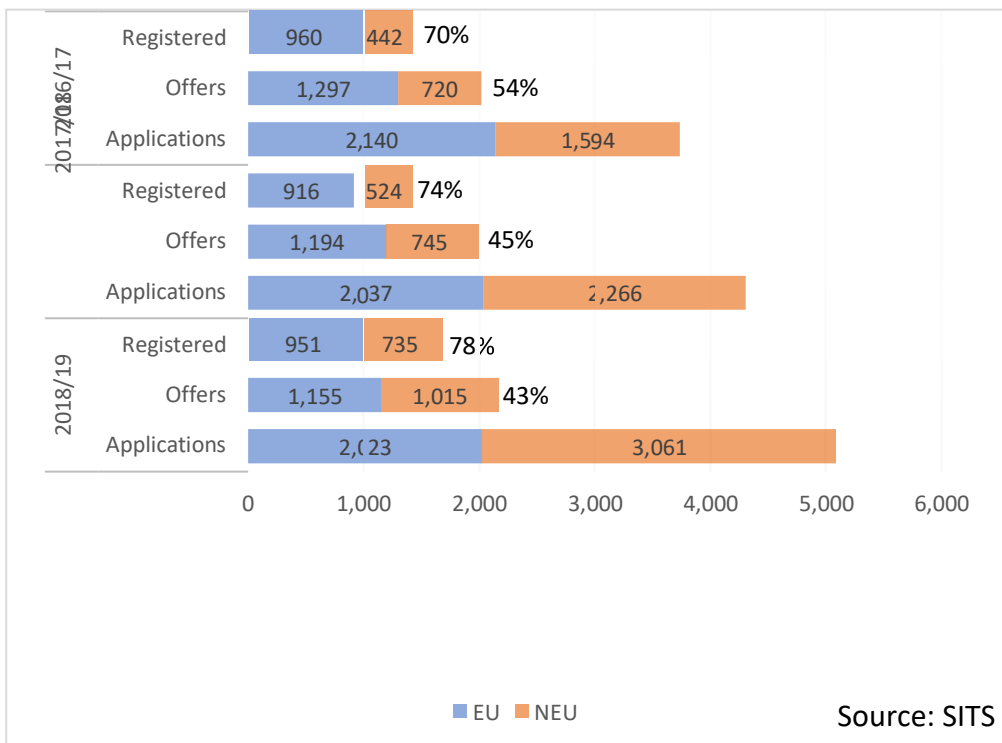
Figure B4(b): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics, & Science, 2018/19 - 2016/17

PGT FACULTY OF EMS

		EU	Non-EU	%
2016/17	Registered	351	85	74%
	Offers	443	143	57%
	Applications	617	404	
2017/18	Registered	302	195	78%
	Offers	353	287	45%
	Applications	540	885	
2018/19	Registered	273	150	7?%
	Offers	316	265	32%
	Applications	496	1,266	
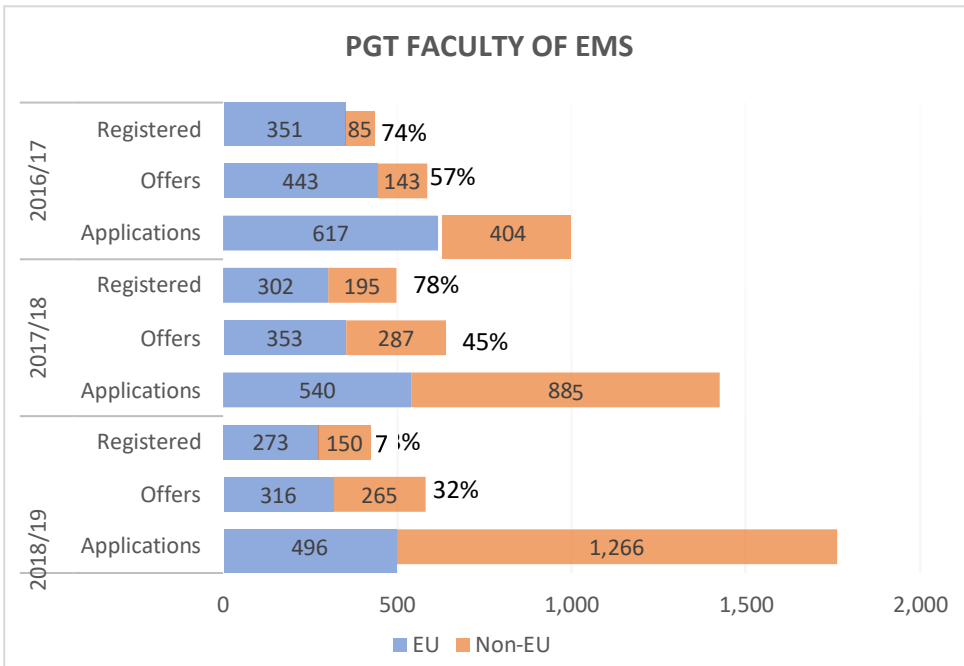
Source: SITS

Figure B45c): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2018/19 - 2016/17

PGT FACULTY OF HS

		EU	Non-EU	%
2016/17	Registered	375	54	80%
	Offers	457	81	60%
	Applications	647	247	
2017/18	Registered	395	46	79%
	Offers	483	72	58%
	Applications	704	257	
2018/19	Registered	333	55	79%
	Offers	402	91	50%
	Applications	654	330	
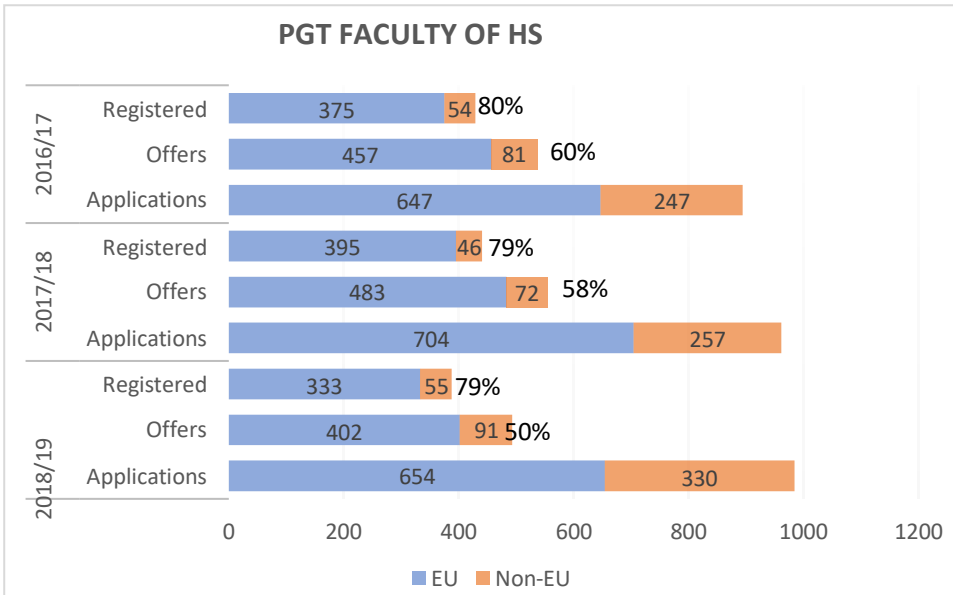
Source: SITS

Figure B5(a): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2018/19 - 2016/17

PGR FACULTY OF AHSS

Year	Category	EU	NEU	%
2016/17	Registered	124	33	68%
2016/17	Offers	173	57	38%
2016/17	Applications	387	219	
2017/18	Registered	118	35	67%
2017/18	Offers	157	72	35%
2017/18	Applications	386	274	
2018/19	Registered	92	37	68%
2018/19	Offers	120	70	31%
2018/19	Applications	350	267	

■ EU ■ NEU
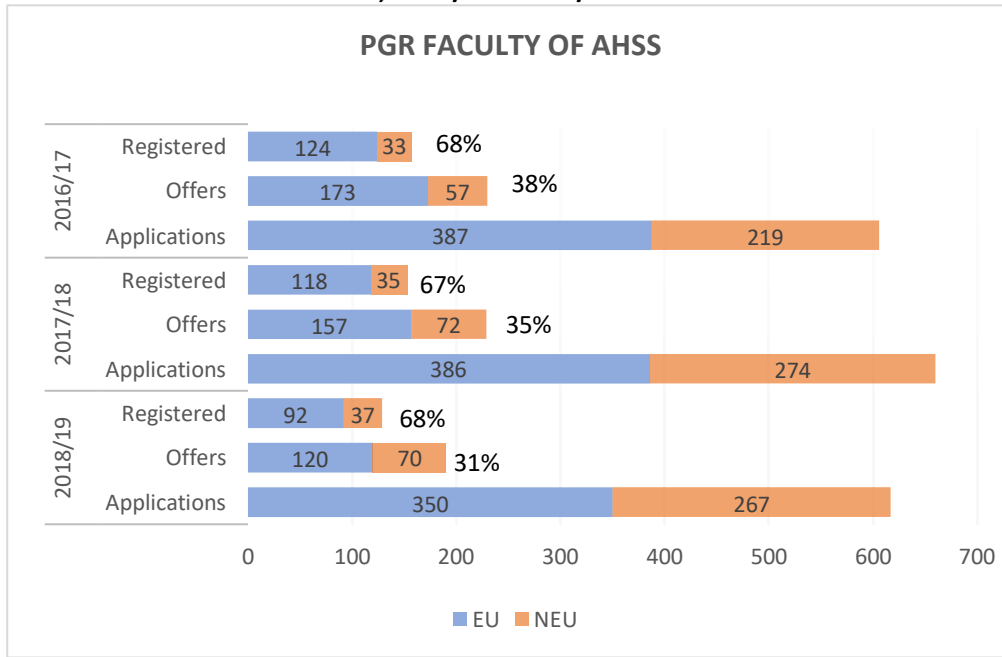
Source: SITS

Figure B5(b): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics & Science, 2018/19 and 2016/17

PGR FACULTY OF EMS

Year	Category	EU	Non-EU	%
2016/17	Registered	111	40	87%
2016/17	Offers	123	51	79%
2016/17	Applications	137	83	
2017/18	Registered	132	30	84%
2017/18	Offers	141	52	82%
2017/18	Applications	151	84	
2018/19	Registered	102	17	82%
2018/19	Offers	110	35	79%
2018/19	Applications	117	67	

■ EU ■ Non-EU
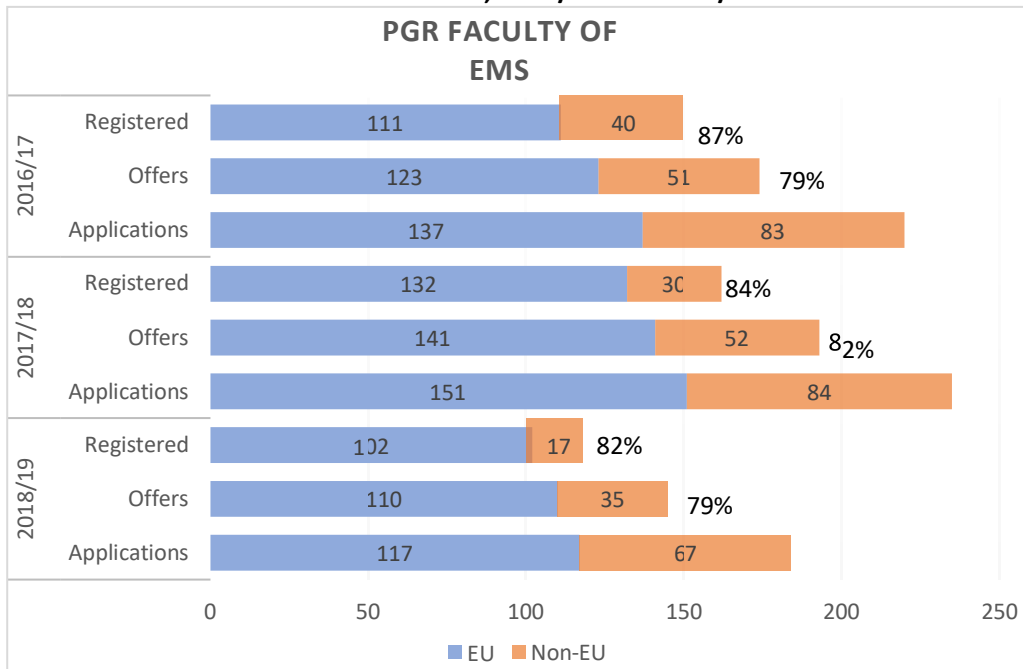
Source: SITS

Figure B5(c): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2018/19 - 2016/17

PGR FACULTY OF HS

		EU	Non-EU	
2016/17	Registered	73	9	80%
	Offers	90	12	59
	Applications	109	65	
2017/18	Registered	73	12	
	Offers	92	20	61%
	Applications	115	68	76
2018/19	Registered	69	8	74%
	Offers	85	19	56%
	Applications	107	83	
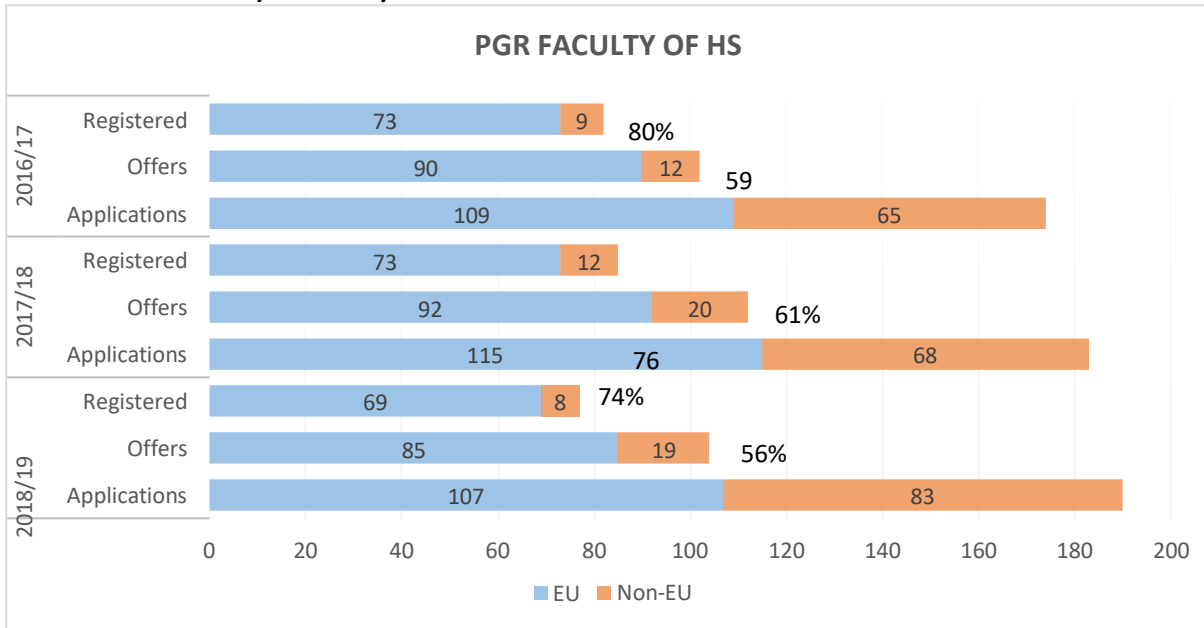
Table C1(a): Student Body by Fee Status 2018/19 - 2015/16

Table C1(a): Student Body by Fee Status 2018/19 - 2015/16

Student Group / Fee Status	2018/19			2017/18			2016/17			2015/16		
	EU	NonEU	Grand Total	EU	NonEU	Grand Total	EU	NonEU	Grand Total	EU	NonEU	Grand Total
Undergraduate	11,544	1,677	**13,221**	11,487	1,538	**13,025**	11,361	1,324	**12,685**	11,422	1,261	**12,683**
Postgraduate	3,743	1,379	**5,122**	3,797	1,197	**4,994**	3,929	962	**4,891**	4,030	739	**4,769**
Foundation	64	0	**64**	61	1	**62**	54	0	**54**	59	0	**59**
Grand Total	**15,351**	**3,056**	**18,407**	**15,345**	**2,736**	**18,081**	**15,344**	**2,286**	**17,630**	**15,511**	**2,000**	**17,511**
Year on Year Increase		2%			3%			1%				
Accumulative Increase		5%										

Source: SITS

Table C1(b): Student Body by Gender 2018/19 - 2015/16

Student Group	2018/19			2017/18			2016/17			2015/16		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Undergraduate	7,839	5,382	**13,221**	7,624	5,401	**13,025**	7,438	5,247	**12,685**	7,342	5,341	**12,683**
Postgraduate	3,133	1,989	**5,122**	3,022	1,972	**4,994**	2,943	1,948	**4,891**	2,816	1,953	**4,769**
Foundation	37	27	**64**	42	20	**62**	31	23	**54**	41	18	**59**
Grand Total	**11009**	**7398**	**18,407**	**10,688**	**7,393**	**18,081**	**10,412**	**7,218**	**17,630**	**10,199**	**7,312**	**17,511**

Source: SITS

Table C1(c): Student Body by Course Type 2018/19 - 2015/16

Student Group	Course Type	2018/19	2017/18	2016/17	2015/16
Undergraduate	Visiting / for credit only	1085	1,090	926	985
	Certificate	42	10	0	0
	Diploma	95	90	136	159
	Professional Diploma	7	10	35	40
	Bachelor	10,617	10,497	10,370	10,352
	Integrated	1,375	1,328	1,218	1,147
Total		**13,221**	**13,025**	**12,685**	**12,683**
Postgraduate	Visiting / for credit only	92	74	86	64
	Certificate	318	281	300	251
	Diploma	260	294	298	278
	Module - Standalone	57	46	117	0
	Higher Diploma	58	59	63	62
	Taught Masters	2,735	2,596	2,436	2,385
	Research Masters	74	69	75	85
	Research Doctorate	1,333	1,365	1,338	1,464
	Professional/Clinical Doctorate	124	136	123	124
	Performance Doctorate	19	17	10	8
	Structured Doctorate	52	57	44	48
	Higher Doctorate	0	0	1	0
Total		**5,122**	**4,994**	**4,891**	**4,769**
Foundation	Certificate	64	62	54	59
Total		**64**	**62**	**54**	**59**
Grand Total		**18,407**	**18,081**	**17,630**	**17,511**

Source: SITS

C1(d) Table: Student Body by Mode of Attendance 2018/19 - 2015/16

Mode of Attendance / Student Group	2018/19				2017/18				2016/17				2015/16			
	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total
Full-Time	64	13,078	3,367	**16,509**	62	12,877	3,171	**16,082**	54	12,489	2,937	**15,480**	59	12,440	2,934	**15,433**
Part-Time	0	76	1520	**1,596**	0	64	1,613	**1,705**	0	87	1,677	**1,764**	0	116	1,684	**1,800**
Validated for Another Institution	0	67	81	**148**	0	84	65	**149**	0	109	58	**167**	0	127	63	**190**
On-line	0	0	97	**97**	0	0	99	**99**	0	0	102	**102**	0	0	88	**88**
Module Standalone	0	0	57	**57**	0	0	46	**46**	0	0	117	**117**	0	0	0	**0**
Grand Total	64	13,221	5,122	18,407	62	13,025	4,994	18,081	54	12,685	4,891	17,630	59	12,683	4,769	17,511

Source: SITS

Table C3: PGR and PGT by Country of Domicile

Country of Domicile Name	PGT				PGR				Grand Total
	Postgraduate Taught	Postgraduate Validated	Postgraduate Module	Postgraduate Visiting	Postgraduate Research	Postgraduate Doctorate	Postgraduate Visiting Research Masters	Postgraduate Visiting Doctorate	
ANTIGUA & BARBUDA	1								1
ARGENTINA						1			1
ARMENIA	1					1			2
AUSTRALIA	10			1		3			14
AUSTRIA	5			3		4			12
AZERBAIJAN						1			1
BANGLADESH						3			3
BELARUS	1				1				2
BELGIUM	8			9		7			24
BOLIVIA	1								1
BOSNIA & HERZEGOVINA						1			1
BRAZIL	20				2	16			38
BRUNEI DARASSALAM						1			1
BULGARIA	1								1
BURUNDI	1								1
CAMEROON	2								2
CANADA	30			7	2	12			51
CHILE	1					4			5
CHINA	245				2	36			283
COLOMBIA						2			2
CONGO	1				1				2
COSTA RICA						2			2
CROATIA	3					1			4
CYPRUS						1			1
CZECH REPUBLIC	5			1		1			7
DENMARK	3			2		3			8
ECUADOR	2								2
EGYPT	2					4			6
ESTONIA	2								2
ETHIOPIA	1								1
FINLAND	1			2					3
FRANCE	52			10		23		1	86
GEORGIA	1								1
GERMANY	85			7		39			131
GHANA						2			2
GREAT BRITAIN	70	3			1	48			122
GREECE	12					8			20
HONG KONG	7					3			10
HUNGARY	6								6
INDIA	360		1			44			405
INDONESIA	1					2			3
IRAN ISLAMIC REPUBLIC OF						10			10
IRAQ						1			1
IRELAND	1822	63	48	31	55	902			2921
ISRAEL	1					1			2
ITALY	42	1		5		60			108
JAPAN	5					1			6
JORDAN	1	1				2			4
KAZAKHSTAN	2					5			7
KENYA	1					1			2
KUWAIT	1				1	1			3
LATVIA		1				1			2
LEBANON	1					1			2
LESOTHO	1								1
LIBERIA	1								1
LIBYAN ARAB JAMAHIRIYA						7			7
LITHUANIA	1					3			4
LUXEMBOURG	4					1			5
MALAWI	1								1
MALAYSIA	7	1				9			17
MALTA	8					3			11
MAURITIUS	2					2			4
MEXICO	7					5			12
MONTENEGRO						2			2
MOROCCO	2						1		3
NEPAL	2								2
NEW ZEALAND	1				1				2
NIGERIA	13					3			16
NORWAY	3			2		1			6
OMAN	3					3			6
PAKISTAN	5		1	1		6			13
PERU	6					1			7
PHILIPPINES	5		2						7
POLAND	5	1	1		1	10			18
PORTUGAL	5		1			2			8
QATAR	2					1			3
REP OF KOREA	7					5			12
REPUBLIC OF KOSOVO	1								1
ROMANIA	3	1	1			6			11
RUSSIAN FEDERATION	15					5			20
SAUDI ARABIA	8				1	25			34
SERBIA	1					1			2
SIERRA LEONE	1								1
SINGAPORE	7				1	3			11
SLOVAKIA						2			2
SLOVENIA	1					2			3
SOUTH AFRICA	15					2			17
SPAIN	22		2		1	19			44
SRI LANKA	1					2			3
SUDAN	1					1			2
SWAZILAND	1								1
SWEDEN	1			4		5			10
SWITZERLAND	13			1		6			20
SYRIAN ARAB REPUBLIC						1			1
TAIWAN REPUBLIC OF CHINA	10					3			13
TANZANIA	1					1			2
THAILAND	3					5			8
THE NETHERLANDS	11	2				11			24
TRINIDAD & TOBAGO	3					2			5
TURKEY	24			1		7			32
UGANDA						1			1
UKRAINE	1	1							2
UNITED ARAB EMIRATES	5					3			8
UNITED STATES OF AMERICA	244	6		3	3	67			323
URUGUAY						1			1
VENEZUELA	1					1			2
VIETNAM	4					2			6
ZIMBABWE	3				1	2			6
Grand Total	3,309	81	57	90	74	1,509	1	1	5,122

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Table E6: Postgraduate Student Cases - Logged: 2018/19 - 2015/16

PG Cases Logged	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 2018/19	321	280	155	87	121	100	141	115	122	115	147	252	**1,956**
PG 2017/18	88	77	83	17	92	101	65	63	87	72	66	171	**982**
PG 2016/17	38	72	20	24	55	30	47	41	28	34	41	135	**565**
PG 2015/16*	-	-	-	-	-	-	97	25	37	2	16	68	**245**

*Transfer of responsibility for postgraduate student cases began to transfer to the AR in March 2016

Source: Extracted from AR Student Cases Daily PG Log

Table E7: Postgraduate Student Cases –Closed by Case Type 2018/19 - 2016/17

PG Case Type	2018/19		2017/18		2016/17	
	No. of Cases	Average No. of Days	No. of Cases	Average No. of Days	No. of Cases	Average No. of Days
Admissions - Change of Fee Status	34	13	0	-	1	6
Admissions - Course Transfer	44	6	7	7	0	-
Admissions - Deferral	203	2	59	6	44	6
Admissions - Withdrawal Pre-Registration	78	4	10	4	7	14
Exam Accommodation/deferral	57	2	5	1	1	3
Intermission of Scholarship	28	53	10	207	1	81
Other	132	9	114	6	22	17
Change of Supervisor	96	5	54	16	10	19
Continuation Year	59	13	27	5	26	17
Course Transfer (Full to Part)	10	21	3	10	1	134
Course Transfer (Master to PhD)	24	16	6	6	6	28
Course Transfer (PhD to Master)	19	31	13	14	5	9
Extension to Submit	347	11	258	6	121	11
Off books (OBN)	240	16	182	10	119	23
Readmission	92	10	28	6	42	11
Examination Request	8	4	64	7	25	15
Off Books Taking Assessment (OBA)	44	24	2	4	1	15
Withdrawal	184	3	130	4	47	10
Withdrawal with Exit Award	25	9	-	-	-	-
Open Progression	105	2	-	-	-	-
Retro-registration	33	42	-	-	-	-
Certificate of Fitness	47	4	-	-	-	-
Fee Query	11	2	-	-	-	-
Major Revision	20	5	-	-	-	-
Invitation to register	16	8	-	-	-	-
Total Cases	**1,956**		**972**		**479**	

Source: Extracted from Student Cases Daily PG Log

Table E8(a): Postgraduate Student Cases - Length of time a case is processed to completion in 2018/19:

1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
1173	231	46	114	216	176	1,956

Table E8(b): Postgraduate Student Cases - Length of time a case is awaiting processing in 2018/19:

1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
952	294	142	217	316	35	1,956

Extracted from Student Cases PG Daily Log

Table E15: Analysis of outcomes of PGR examination process, 2018/19, 2017/18

Degree	2018/19						2017/18					
	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 revisions	Lower degree awarded	Failed
Ph.D	313	30	253	27	0	3	259	25	214	20	0	0
M.Sc.	21		19	2			28	2	26	0	0	0
M.Litt.	5		5				5	0	2	1	2	0
M.D.	8	2	6				5	0	5	0	0	0
D.Ch.Dent	7		7				7	0	7	0	0	0
D.Ed.	2		2				1	0	1	0	0	0
D.Music.Perf.	1		1									
Total:	357	32	293	29	0	3	305	27	255	21	2	0
%		9.0%	82.1%	8.1%	0.0%	0.8%		8.9%	83.6%	6.9%	0.7%	0.0%

Source: SITS

Table E16: Analysis of Higher Degrees awarded by Faculty, 2018/19, 2017/18

Higher Degree Award	AHSS	EMS	HS	Total	AHSS	EMS	HS	Total
PhD	114	148	48	310	83	127	49	259
MSc	2	11	8	21	1	14	13	28
Mlitt	5			5	5			5
MD			8	8			5	5
Ded	2			2	1			1
D.Ch.Dent			7	7			7	7
D.Music.Perf	1			1				
Total	124	159	71	354	90	141	74	305

Source: SITS

Table E17: Degrees Conferred 2018 - 2015

	2018	2017	2016	2015
Primary Degrees				
Moderatorships	1,320	1,334	1,326	1,270
Bachelor in Arts	425	377	366	336
Other Primary Degrees	1,528	1,489	1,482	1,373
Total Primary Degrees	**3,273**	**3,200**	**3,174**	**2,979**
Higher Degrees				
Master in Arts	54	57	73	101
Master in Arts (jure officii)	41	22	19	56
Other Masters	1,884	1,790	1,614	1,367
Doctors	325	337	451	366
Honorary Degrees	8	10	10	9
Total Higher Degrees	**2,312**	**2,216**	**2,167**	**1,899**
Grand Total	**5,585**	**5,416**	**5,341**	**4,878**
Number of Ceremonies	**42**	**39**	**38**	**34**

Source: SITS

Diplomas and Certificates
Table E18: Diplomas and Certificates Awarded in 2018 – 2015

Award Types	2018	2017	2016	2015
Foundation Studies in Higher Education	0	0	1	0
Certificate	46	42	57	0
Special Purpose Certificate	15	3	5	0
Postgraduate Certificate	273	2	218	175
Foundation Diploma	12	0	0	0
Diploma	125	60	139	66
Higher Diploma	19	0	36	114
Postgraduate Diploma	454	48	453	404
Professional Diploma	28		37	15
Total	**972**	**155***	**946**	**774**
Number of Ceremonies	**8**	**2***	**8**	**6**

Source: AR Diploma Database

Extracted from Table E22: Plagiarism Recorded on a Student Record by Course 2018/19 -2015/16

School	Discipline	Course	2018/19					2017/18					2016/17				2015/16				Grand Total
			Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Total	
AHSS, Education	Education	PTED-EDPM-1F-Professional Masters Education (P.M.E.)			2		2					9				9					11
AHSS, Law	Law	PTLW-ICLA-1F-International and Comparative Law	1				1														1
		PTLW-IEBL-1F-International and European Business Law	1	1			2														2
		PTLW-IEIP-2F-Intellectual Property and Information Technology Law			1		1														1
		PTLW-LAWS-1F-Laws		1	1		2														2
EMS, Computer Science and Statistics	Computer Systems	PTCS-IDME-1F-Interactive DigitalMedia							2			2									2
HS, Medicine	Clinical Medicine	PDMD-MEDI-1P-Medicine							1			1									1
HS, Nursing and Midwifery	General Nursing	PCNM-SPRA-1P-Specialist Practice (P.Grad.Cert.)						1				1									1
		PDNM-SPRA-1P-Specialist Practice (Top-up - P.Grad.Dip.)	1				1														1
		PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand-Emergency Department) (M.Sc./P.Grad.Dip)											1			1					1
		PTNM-CHSE-1P-Clinical Health Sciences Education										1				1					1
		PTNM-NURS-1F-Nursing	1				1						1			1					2
		PTNM-NURS-1P-Nursing																1		1	1
		PTNM-SNUR-1P-Nursing (Specialist Nursing)	1				1		1			1									2
Grand Total			5	2	4	0	11	1	4	0	5	10	2	0	0	12	0	1	0	1	29

Appendix 2: Tables from the Dean of Graduate Studies Annual Report 2017-18

PGT 3 Year Analaysis		2018/19									2017/18									2016/17								
		Applications			Offers			Registrations			Applications			Offers			Registrations			Applications			Offers			Registrations		
		Fee Status			Fee Status			Fee Status			Fee Status			Fee Status			Fee Status			Fee Status			Fee Status			Fee Status		
Faculty	School	EU	Non-EU	Grand Total	EU	Non-EU	Grand Total	EU	Non-EU	Grand Total	EU	Non EU	Grand Total	EU	Non EU	Grand Total	EU	Non EU	Grand Total	EU	Non EU	Grand Total	EU	Non EU	Grand Total	EU	Non EU	Grand Total
AHSS	AHS-BU (AHSS, Business)	641	1933	2574	391	618	1009	320	456	776	603	1257	1860	367	394	761	300	301	601	455	695	1150	292	338	630	215	227	442
	AHS-DM (AHSS, Creative Arts (Drama, Film and	62	70	132	27	27	54	27	17	44	64	43	107	29	17	46	21	15	36	56	42	98	31	17	48	25	13	38
	AHS-ED (AHSS, Education)	337	107	444	235	38	273	205	32	237	369	76	445	266	25	291	209	15	224	514	80	594	359	21	380	281	16	297
	AHS-EN (AHSS, English)	71	129	200	29	26	55	23	17	40	89	150	239	47	49	96	34	25	59	76	108	184	29	40	69	23	18	41
	AHS-HH (AHSS, Histories and Humanities)	101	102	203	62	47	109	48	36	84	76	104	180	52	47	99	37	30	67	84	83	167	60	45	105	43	28	71
	AHS-LL (AHSS, Languages, Literatures and	26	46	72	13	15	28	8	10	18	40	73	113	18	26	44	14	18	32	34	57	91	20	39	59	15	27	42
	AHS-LS (AHSS, Linguistic, Speech and	58	135	193	41	68	109	33	49	82	67	100	167	39	45	84	19	31	50	59	84	143	39	34	73	23	19	42
	AHS-LW (AHSS, Law)	202	142	344	94	49	143	74	29	103	175	95	270	97	27	124	63	13	76	178	101	279	92	47	139	65	19	84
	AHS-PS (AHSS, Psychology)	171	103	274	75	30	105	63	23	86	197	91	288	86	22	108	71	15	86	261	80	341	117	31	148	83	20	103
	AHS-RE (AHSS, Confederal School of Religions, Peace Studies and Theology)	85	85	170	68	38	106	55	25	80	70	84	154	52	40	92	42	30	72	78	72	150	66	42	108	52	26	78
	AHS-SP (AHSS, Social Sciences and Philosophy)	110	160	270	40	44	84	32	28	60	113	147	260	42	40	82	26	22	48	159	157	316	72	62	134	46	21	67
	AHS-SW (AHSS, Social Work and Social Policy)	159	49	208	80	15	95	63	13	76	174	46	220	99	13	112	80	9	89	186	35	221	120	14	134	89	8	97
AHSS Total	AHSS Total	2023	3061	5084	1155	1015	2170	951	735	1686	2037	2266	4303	1194	745	1939	916	524	1440	2140	1594	3734	1297	730	2027	960	442	1402
FEMS	EMS-BI (EMS, Biochemistry and Immunology)	31	38	69	14	12	26	11	8	19	36	30	66	17	12	29	11	9	20	38	30	68	24	9	33	20	5	25
	EMS-CS (EMS, Computer Science and Statistics)	144	902	1046	99	153	252	82	97	179	156	598	754	115	182	297	96	118	214	196	223	419	142	75	217	121	48	169
	EMS-EG (EMS, Engineering)	236	184	420	157	42	199	145	16	161	286	154	440	187	44	231	169	35	204	299	75	374	222	20	242	174	11	185
	EMS-MA (EMS, Mathematics)	15	16	31	9	6	15	7	4	11	15	14	29	8	5	13	6	2	8	20	12	32	11	5	16	6	1	7
	EMS-NS (EMS, Natural Sciences)	65	108	173	34	46	80	25	21	46	47	89	136	26	44	70	20	31	51	64	64	128	44	34	78	30	20	50
	EMS-PY (EMS, Physics)	5	18	23	3	6	9	3	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FEMS Total	EMS Total	496	1266	1762	316	265	581	273	150	423	540	885	1425	353	287	640	302	195	497	617	404	1021	443	143	586	351	85	436
HS	HSC-DE (HS, Dental Science)	42	7	49	9		9			5	40	10	50	18		18	18		18	5	1	6	0	0	0	0	0	0
	HSC-MD (HS, Medicine)	282	184	466	169	59	228	147	33	180	301	160	461	196	51	247	151	32	183	292	168	460	177	58	235	140	34	174
	HSC-NM (HS, Nursing and Midwifery)	288	57	345	208	11	219	181	8	189	297	30	327	229	7	236	189	4	193	296	28	324	238	9	247	202	8	210
	HSC-PH (HS, Pharmacy and Pharmaceutical	42	82	124	16	21	37		14	14	66	57	123	40	14	54	37	10	47	54	50	104	42	14	56	33	12	45
HS Total	HS Total	654	330	984	402	91	493	333	55	388	704	257	961	483	72	555	395	46	441	647	247	894	457	81	538	375	54	429
Multi Faculty	TCD-IA (TCD, Innovation Academy)	43	1	44	42		42	40		40	134		134	134		134	120		120	35		35	35		35	35		35
MF Total		43	1	44	42		42	40		40	134		134	134		134	120		120	35		35	35		35	35		35
Grand Total	Grand Totals	3216	4658	7874	1915	1371	3286	1597	940	2537	3415	3408	6823	2164	1104	3268	1733	765	2498	3439	2245	5684	2232	954	3186	1721	581	2302

Note: These figures represent New Entrants only

Appendix 3: PGR - External Examiners List (Names and Home University)

Arts, Humanities and Social Sciences

School	Name	Academic Address
Business	Prof. S. Toms	University of Leeds, UK
Business	Prof. J. Cotter	University College Dublin
Business	Prof. O. Lorenzo	Universidad de Deusto, Bilbao, Spain
Business	Dr. Chi Keung Lau	University of Huddersfield, UK
Business	Prof. M. Morley	University of Limerick
Business	Prof. L. Barbopoulous	University of Glasgow, UK
Business	Prof. L. Murray	University College Dublin
Business	Prof. E. Ambrose	Unversity College Dublin
Business	Prof. L. Anderson	University of Liverpool, UK
Business	Prof. A. Kakabadse	Cranfield University, UK
Business	Dr. P. Harrington	The University of Western Australia
Business	Prof. D. Cassells	Dublin Institute of Technology
Creative Arts	Dr. R. Clarke	Dublin City University
Creative Arts	Dr. K.O'Connell	Royal Irish Academy of Music, Dublin
Creative Arts	Dr. S. Clayton	Goldsmiths, University of London, UK
Creative Arts	Dr. C. Leeney	University College Dublin
Creative Arts	Prof. P. Lonergan	National University of Ireland, Galway
Creative Arts	Dr. K. Houston	Dublin Institute of Technology, Conservatory of Music & Drama
Creative Arts	Dr.H. Tessler	University of the West of Scotland, Ayr, UK
Creative Arts	Prof. G. Greengross	Aberystwyth University, UK
Creative Arts	Prof. J. Dibble	Durham University, UK
Creative Arts	Dr. J. Croft	Brunel University London, UK
Creative Arts	Dr. R. Mosse	Freie Universität Berling, Germany
Creative Arts	Dr. J. Cunningham	Bangor University, UK
Education	Prof. M. Slowey	Dublin City University
Education	Prof. J. Ireland	University of Central Lancashire, Preston, UK
Education	Prof. T. Prentki	University of Winchester, UK
Education	Prof. G. Ambrose	University of Notre Dame, Indiana, USA
Education	Prof. S. Soan	Canterbury Christ Church University, UK
Education	Prof. D. Dallaire	The College of William & Mary,Williamsburg, USA
Education	Prof. D. Olivier	University of Louisiana at Lafayette, USA
Education	Dr. A. Schippers	Amsterdam University Medical Center, The Netherlands
Education	Dr. W. McClune	Queen's University Belfast, UK

Education	Dr. V. Crosbie	Dublin City University
Education	Prof. S. Swaffield	The University of Cambridge, UK
Education	Prof. Dr. B. Creemers	University of Groningen, The Netherlands
Education	Prof. M. Reiss	University Collge London, UK
Education	Dr. D. Garside	Bath Spa University, UK
Education	Prof. J. Devaney	Queen's University Belfast, UK
Education	Dr. C. Murphy	Dublin City University
Education	Prof. K. Mjaaland Heggstad	Western Norway University of Applied Science, Bergen, Norway
English	Dr. E. Walshe	University College Cork
English	Prof. L. Jenkins	University College Cork
English	Dr. A. Taylor	The University of Edinburgh, UK
English	Prof. I. Copestake	University of Hamburg, Germany
English	Prof.M. Harper	University of Limerick
English	Dr. R. Kiggett	University of Kent, UK
English	Prof. M. Salisbury	Anglia Rusking University, Cambridge, UK
English	Prof. M. Hills	University of Huddersfield, UK
English	Prof. P. Sardin	Université Bordeaux Montaigne, Pessac, France
English	Prof. D. Purkiss	University of Oxford, UK
English	Prof. R. Canning	University of Northampton, UK
English	Dr. C. Butler	Cardiff University, UK
English	Prof. M. Kelleher	University College Dublin
English	Dr. E. McWilliams	University of Exeter, UK
English	Prof. Gill Plain	University of St. Andrews, UK
English	Prof. A. Snaith	Kings College London, UK
English	Prof. M. Griffin	University of Limerick
English	Prof. E. Tilley	National University of Ireland, Galway
Histories and Humanities	Prof. S. Tor	Kings College London, UK
Histories and Humanities	Dr.V. Alexander	Goldsmiths, University of London, UK
Histories and Humanities	Prof. E. Delaney	University of Edinburgh, UK
Histories and Humanities	Prof. R. Gillespie	National University of Ireland, Maynooth
Histories and Humanities	Prof. M. Gardiner	University of Lincoln, UK
Histories and Humanities	Prof. C. Wills	Princeton University, New Jersey, USA
Histories and Humanities	Prof. T. O'Donoghue	The University of Western Australia
Histories and Humanities	Dr. L. Goodson	University College London, UK
Histories and Humanities	Dr. A. Bentkowska-Kafel	Kings College London, UK
Histories and Humanities	Prof. D. Hayton	Queen's University Belfast, UK
Histories and Humanities	Dr. N. Whelehan	University of Strathclyde,Glasgow, UK
Histories and Humanities	Dr. P. Lenihan	National University of Ireland, Galway
Histories and Humanities	Prof. N. Canny	National University of Ireland, Galway

Histories and Humanities	Prof. D. Jackson	University of Leeds, UK
Histories and Humanities	Dr. C. Machado	University of St. Andrews, UK
Histories and Humanities	Prof. T. O'Donoghue	University of Western Australia
Languages, Literatures and Cultural Studies	Prof. U. Mac Gearailt	Dublin City University
Languages, Literatures and Cultural Studies	Prof. A. Giammei	Bryn Mawr College, Pennsylvania, USA
Languages, Literatures and Cultural Studies	Prof. J. Moreno-Luzon	Universidad Complutense Madrid, Spain
Languages, Literatures and Cultural Studies	Prof. D. Heylen	University of Twente, Enschede, The Netherlands
Languages, Literatures and Cultural Studies	Prof. S. Dobson	University of St. Andrews, UK
Languages, Literatures and Cultural Studies	Dr. O. Scharbrodt	University of Birmingham, UK
Languages, Literatures and Cultural Studies	Prof. H. Pyper	Sheffield University, UK
Law	Prof. R. Wilson	Durham University, UK
Law	Prof. C. Hackett	Queen's University Belfast, UK
Law	Prof. F. de Londras	University of Birmingham, UK
Law	Prof. C. HJI Panayi	Queen Mary University of London, UK
Law	Prof. F. Zarbiyev	The Graduate Institute Geneva, Switzerland
Law	Dr. G. Hogan	Court of Justice of The European Union, Luxembourg
Linguistics, Speech and Communication Sciences	Prof. L. Baijens	Maastricht University Medical Center, The Netherlands
Linguistics, Speech and Communication Sciences	Prof. K. Ackerley	The University of Padova, Italy
Linguistics, Speech and Communication Sciences	Dr. S. Luz	University of Edinburgh, UK
Linguistics, Speech and Communication Sciences	Prof. S. Tsiplakou	The Open University of Cyprus, Cyprus
Linguistics, Speech and Communication Sciences	Prof. V. Joffe	City University London, UK
Linguistics, Speech and Communication Sciences	Dr. E. Ushioda	University of Warwick, Coventry, UK
Linguistics, Speech and Communication Sciences	Prof. T. Andrews	University College Cork
Linguistics, Speech and Communication Sciences	Prof. E. van den Bogaerde	University of Amsterdam, The Netherlands
Linguistics, Speech and Communication Sciences	Dr. H. Stringer	Newcastle University, Newcastle upon Tyne, UK
Linguistics, Speech and Communication Sciences	Dr. R. Ross	Dublin Institute of Technology
Psychology	Prof. M. Graber	State University of New York at Stony Brook, New York, USA
Psychology	Prof. B. Stenfert Kroese	University of Birmingham, UK
Psychology	Dr. A. Boutot	Texas State University, USA
Psychology	Porf. J. Lundbye-Jensen	University of Copenhagen, Denmark
Psychology	Dr. R. Baños Rivera	University of Valencia, Spain
Psychology	Dr. M. Luijten	Radboud University, Nijimegen, The Netherlands
Psychology	Prof. C. Bundy	Cardiff University, UK
Psychology	Dr. L. Lades	University College Dublin
Psychology	Dr. M. Dieleman	Free University , Amsterdam, The Netherlands
Psychology	Prof. P. Sturmey	Queens College, City Univesity of New York, USA
Psychology	Prof. C. Houghton	University of Bristol, UK
Psychology	Dr. L. Nestor	Imperial College London, UK
Psychology	Prof. C. Bundy	Cardiff University, UK

Psychology	Prof. C. McDowell	Ulster University, Coleraine, UK
Psychology	Prof. K. Dounavi	Queen's University Belfast, UK
Psychology	Prof. J. Evans	University of Glasgow, UK
Religion	Prof. B. Morrill	Vanderbilt University, Nashville, Tennessee, USA
Religion	Prof. G. Macaskill	University of Aberdeen, UK
Religion	Prof. A. Pandit	National University of Ireland, Galway
Religion	Prof. W. Mulligan	University College Dublin
Religion	Prof. K. Cavanaugh	National University of Ireland, Galway
Social Sciences and Philosophy	Prof. D. Tziovas	University of Birmingham, UK
Social Sciences and Philosophy	Prof. S. Proksch	University of Cologne, Germany
Social Sciences and Philosophy	Prof. A. Sangiacmomo	University of Groningen, The Netherlands
Social Sciences and Philosophy	Prof. P. Cheshire	The London School of Economics and Political Science, UK
Social Sciences and Philosophy	Prof. C. O'Grada	University College Dublin
Social Sciences and Philosophy	Dr. P. Share	Institute of Technology, Sligo
Social Sciences and Philosophy	Prof. E. Undterhalter	University College London, UK
Social Sciences and Philosophy	Prof. G. Connor	National University of Ireland, Maynooth
Social Sciences and Philosophy	Prof. M. Anner	The Pennsylvania State University, USA
Social Sciences and Philosophy	Prof. S. Proksch	University of Cologne, Germany
Social Sciences and Philosophy	Prof. E. Tilley	National University of Ireland, Galway
Social Sciences and Philosophy	Prof. L. Mason	
Social Sciences and Philosophy	Prof. E. Malesky	Duke University, Durham, North Carolina, USA
Social Sciences and Philosophy	Dr. P. Lane	University of Clermont Augergne, Clermont-Ferrand, France
Social Sciences and Philosophy	Prof. S. Nyholm	University of Technology, Eindhoven, The Netherlands
Social Sciences and Philosophy	Prof.K. Bjorvatn	NHH Norwegian School of Economics, Bergen, Norway
Social Work and Social Policy	Prof. P. Salander	Umea University, Sweden
Social Work and Social Policy	Prof. P. Higgs	University College London, UK
Social Work and Social Policy	Prof. E.Avgouleas	London School of Economics, UK
Social Work and Social Policy	Dr. M. Corbally	Dublin City University
Social Work and Social Policy	Prof. L. Camfield	University of East Anglia, Norwich, UK

Engineering, Mathematics and Sciences

Biochemistry and Immunology	Prof. C. Loscher	Dublin City University
Biochemistry and Immunology	Prof. A. Cerwenka	University of Heidelberg, Germany
Biochemistry and Immunology	Prof Maziar Divanghai	McGill University, Montreal, Canada
Biochemistry and Immunology	Prof. W. Jarmuszkiewicz	Adam Mickiewicz University, Poznan, Poland
Biochemistry and Immunology	Prof. J. Naismith	University of Oxford, UK
Biochemistry and Immunology	Prof. H. Schuberth	University of Veterinary Medicine Hannover Foundation, Germany
Biochemistry and Immunology	Prof. D. Veale	University College Dublin
Biochemistry and Immunology	Prof. M. Rubni	University College Dublin

Biochemistry and Immunology	Prof. M. Yazdanbakhsh	Leiden University Medical Center, The Netherlands
Biochemistry and Immunology	Prof. J. Simpson	University College Dublin
Biochemistry and Immunology	Dr. B. Murphy	Royal College of Surgeons in Ireland, Dublin
Biochemistry and Immunology	Dr. S. Raghavan	University of Gothenburg, Sweden
Biochemistry and Immunology	Prof. L. Smith	University of Oxford, UK
Biochemistry and Immunology	Prof. M. Freeley	Dublin City University
Biochemistry and Immunology	Prof. B. Green	Queen's University Belfast, UK
Biochemistry and Immunology	Prof. V. Pekovic-Vaughan	University of Liverpool, UK
Biochemistry and Immunology	Prof. C. Watzl	Leibniz Research Centre for Working Environment and Human Factors,
Biochemistry and Immunology	Prof. C. Bryant	University of Cambridge, UK
Biochemistry and Immunology	Prof. W. Bottje	University of Arkansas, USA
Biochemistry and Immunology	Prof. C. Lawrence	University of Manchester, UK
Biochemistry and Immunology	Prof. L. Smith	University of Oxford, UK
Biochemistry and Immunology	Prof. M. Freeley	Dublin City University
Biochemistry and Immunology	Prof. A. Coogan	National University of Ireland, Maynooth
Chemistry	Prof. J. Steed	Durham University, UK
Chemistry	Prof. S. Goldup	University of Southampton, UK
Chemistry	Prof. C. Duboc	University of Grenoble Alpes, France
Chemistry	Prof. A. Philips	University College Dublin
Chemistry	Prof. M. Casey	University College Dublin
Chemistry	Prof. R. Dryfe	University of Manchester, UK
Chemistry	Prof. D. Bellet	Laboratoire des Matériaux et du Génie Physique, Grenoble, France
Chemistry	Dr. N. Kerrigan	Dublin City University
Chemistry	Dr. F. Kelleher	Institute of Technology, Tallaght, Dublin
Chemistry	Prof. M. Smith	University of Oxford, UK
Chemistry	Prof. D. Scanlon	University College London, UK
Chemistry	Dr. D. Devine	Institute of Technology, Athlone
Chemistry	Dr. P. Evans	University College Dublin
Chemistry	Dr. Y. Rakovich	Centro de Físicade Materiales, San Sebastián, Spain
Chemistry	Prof. R. Jackson	Keele University, Staffordshire, UK
Chemistry	Dr. G. Griffini	Politecnico de Milano, Milan, Italy
Chemistry	Dr. D. Lewis	University College London, UK
Chemistry	Prof. T. Cafolla	Dublin City University
Chemistry	Dr. A. Squires	University of Bath, UK
Chemistry	Prof. N. Jagerovic	Intituto e Química Médica, Madrid, Spain
Chemistry	Prof. V. Sol	University of Limoges, France
Chemistry	Prof. J. Callan	Ulster University Coleraine, UK
Chemistry	Dr. R. Fagan	University of Glasgow, UK
Chemistry	Prof. A. Maguire	University College Cork

Chemistry	Prof. G. Gasser	Chemie Paris Tech, Université PSL, Paris, France
Chemistry	Prof. S. Bell	Queen's University Belfast, UK
Chemistry	Dr. G. Davies	University College London, UK
Chemistry	Prof. M. Devocelle	Royal College of Surgeons in Ireland, Dublin
Chemistry	Prof. C. Lagrost	University of Rennes 1, France
Chemistry	Prof. P. Arnold	The Univesity of Edinburgh, UK
Chemistry	Prof. K. Heinze	Johannes Gutenberg University Mainz, Germany
Chemistry	Dr. S. Cockroft	The University of Edinburgh, UK
Computer Science and Statistics	Dr. Z. Wang	Lancaster University, UK
Computer Science and Statistics	Prof. D. Bell	Queen's University Belfast, UK
Computer Science and Statistics	Prof. A. Cajander	Uppsala University, Sweden
Computer Science and Statistics	Porf. J. Kelleher	Dublin Institute of Technology
Computer Science and Statistics	Prof. T. Ward	National University of Ireland, Maynooth
Computer Science and Statistics	Dr. H. van Halteren	Radboud University Nimegen, The Netherlands
Computer Science and Statistics	Prof. I. Criado Grande	Universidad Autónoma de Madrid, Spain
Computer Science and Statistics	Prof. L. Hargreaves	University of Cambridge, UK
Computer Science and Statistics	Prof. B. Dwyer	Dublin City University
Computer Science and Statistics	Dr. O. McGarr	University of Limerick
Computer Science and Statistics	Dr. D. Sinclair	Dublin City University
Computer Science and Statistics	Prof. A. O'Hagan	University College Dublin
Computer Science and Statistics	Prof. G. Heyer	University of Leipzig, Germany
Computer Science and Statistics	Prof. D. Millard	University of Southampton, UK
Computer Science and Statistics	Prof. D. Jackson	University of Leeds, UK
Computer Science and Statistics	Prof. M. Gaudel	Universite de Paris - Sud, France
Computer Science and Statistics	Prof. N. Welton	University of Bristol, UK
Computer Science and Statistics	Prof. Peter Lucas	Radboud University Nimegen, The Netherlands
Computer Science and Statistics	Prof. C. Faron Zucker	University of Nice, France
Computer Science and Statistics	Dr. N. Vallina - Rodriguez	International Computer Science Institute, Berkeley, California, USA
Computer Science and Statistics	Dr. A. Antonucci	Dalle Molle Institue for Artificial Intelligence, Lugano, Switzerland
Computer Science and Statistics	Dr. C. Gurrin	Dublin City University
Computer Science and Statistics	Prof. J. Burke	University of California, Los Angeles, USA
Computer Science and Statistics	Dr. D. Heylen	University of Twente, Enschede, The Netherlands
Computer Science and Statistics	Dr. C. Navarreta	University of Copenhagen, Denmark
Engineering	Dr. L. Ferreira	University of Coimbre, Portugal
Engineering	Prof. G. Sutton	University of Bristol, UK
Engineering	Dr. D. Lapworth	University College London, UK
Engineering	Prof. K. Schenke-Layland	Eberhard Karls University, Tübingen, Germany
Engineering	Prof. M. Osipov	University of Strathclyde, Glasgow, UK
Engineering	Dr. E. Preatoni	University of Bath, UK

Engineering	Dr. T. Vaughan	National University of Ireland, Galway
Engineering	Prof. J. Nelson	University of Aberdeen, UK
Engineering	Prof. J. Timoney	National University of Ireland, Maynooth
Engineering	Prof. J. Ginsborg	Royal Northern College of Music, Manchester, UK
Engineering	Prof. Á. Aparicio Mourelo	Universidad Politécnica de Madrid, Spain
Engineering	Prof. C. Kuo	University of Rochester, New York, USA
Engineering	Prof. J. Rothwell	University College London, UK
Engineering	Prof. J. Ringwood	National University of Ireland, Maynooth
Engineering	Prof. R. Jane	Univeritat Politècnica de Catalunya, Barcelona, Spain
Engineering	Dr. H. de Meer	University of Passau, Germany
Engineering	Prof. M. Alcorn	Queen's University Belfast, UK
Engineering	Prof. C. Casiraghi	The University of Manchester
Engineering	Dr. P. De Vries	University of Coloradao, USA
Engineering	Prof. P. Dalton	University of Würzberg, Germany
Engineering	Prof. D. Gesbert	Campus Sophia Tech, France
Engineering	Prof. E. Pena	University of Zaragoza, Spain
Engineering	Prof. G. Niebur	University of Notre Dame, Indiana, USA
Engineering	Prof. N. Roulet	McGill University, Montreal, Canada
Engineering	Prof. A.Wadee	Imperial College London, UK
Engineering	Prof. J. Amador	The University of Rhode Island, USA
Engineering	Prof. K. Pericleous	University of Grenwich, London, UK
Genetics and Microbiology	Prof. A. Enright	University of Cambridge, UK
Genetics and Microbiology	Dr. R. Jenner	University College London, UK
Genetics and Microbiology	Prof. R. Klose	University of Oxford, UK
Genetics and Microbiology	Prof.M. Votruba	Cardiff University, UK
Genetics and Microbiology	Prof. C. Lewis	King's College London, UK
Genetics and Microbiology	Dr. J. Ricci	Université Côte d'Azur, Nice, France
Genetics and Microbiology	Prof. M. Chen	Queen's University Belfast, UK
Genetics and Microbiology	Prof. L. Orlando	University of Copenhagen, Denmark
Genetics and Microbiology	Dr. L. Hall	Quadram Institute Biscience, Norwich, UIK
Genetics and Microbiology	Prof. C. Inglenhearne	University of Leeds, UK
Genetics and Microbiology	Dr. J. Rossman	University of Kent, Canterbury, UK
Mathematics	Prof. G. Bali	Universität Regensburg, Germany
Mathematics	Dr. V. Forini	City, University of London, UK
Mathematics	Prof. G. Policastro	École Normale Supérieure, Paris, France
Mathematics	Prof. C. Davies	University of Glasgow, UK
Mathematics	Prof. L. Mason	University of Oxford, UK
Natural Sciences	Dr. R. Cave	National University of Ireland, Galway
Natural Sciences	Prof. N. Adger	University of Exeter, Penryn, UK

Natural Sciences	Prof. H. von Eynatten	University of Göttingen, Germany
Natural Sciences	Prof. S. Daly	University College Dublin
Natural Sciences	Prof. M. Maher	Golden Associates, Whitby, Ontario, Canada
Natural Sciences	Prof. A. Phillimore	University of Edinburgh, UK
Natural Sciences	Dr. H. Asmus	Alfred Wegener Institute, Helmholtz Centre for olar and Marine Research, Sylt, Germany
Natural Sciences	Prof. L. Harrington	University of Oxford, UK
Natural Sciences	Prof. K. Hiscock	University of East Anglia, UK
Natural Sciences	Prof. K. Hudson Edwards	University of Exeter, Penryn, UK
Natural Sciences	Prof. J. Gaillardet	Institut de Physique du Global de Paris, France
Natural Sciences	Dr. C. Hassall	University of Leeds, UK
Natural Sciences	Prof. D. Jackson	Ulster University Coleraine, UK
Physics	Prof. J. McLaughlin	Ulster University, Newtown Abbey, Co Antrim, UK
Physics	Prof. M. Viret	Atomic Energy and Alternative Energies Commission (CEA), Paris, France
Physics	Prof. G. Malliaras	University of Cambridge, UK
Physics	Prof. K. Williams	Eindhoven University of Technolog, The Netherlands
Physics	Prof. M. Schmidt	Tyndall National Institute, Cork
Physics	Prof. W. Sampson	University of Manchester, UK
Physics	Dr. J. Ndieyira	University College London, UK
Physics	Prof. S. Silva	University of Surrey, UK
Physics	Dr. U. Huber	Friedrich-Alexander University, Erlangen-Nuremberg, Bamberg, Germany
Physics	Prof. M.Chergui	École Polytechnique Fédérale de Lausanne, Switzerland
Physics	Prof. S. Schmid	TU Vienna University of Technology, Austria
Physics	Prof. S. Conulescu	DTU, Technical University of Denmark, Roskilde, Denmark
Physics	Prof. J.Vilcot	Universitée de Lille, France
Physics	Prof. D. Menard	Campus of The University of Montréal, Canada
Physics	Prof. A. Floris	University of Lincoln, UK
Physics	Prof. S. Gonnenwein	Technische Universität Dresden, Germany
Physics	Prof. A. Chantal	École Normale Supérieure de Lyon, France
Physics	Prof. N. Liu	University of Limerick
Physics	Prof. H. Zhang	Queen's University Belfast, UK
Physics	Prof. G. Komatus	Univerità degli Studi "G. d'Annunzio" Cheti-Pescara, Italy
Physics	Prof. I. de Moortel	University of St. Andrews, UK
Physics	Dr. J. Loano	University of Oxford, UK
Physics	Prof. C. Casiraghi	The University of Manchester, UK
Physics	Prof. P. Schaaf	Technical University Ilemau, Germany
Physics	Dr. S. Hudson	University of Limerick
Physics	Prof. B. Bowman	Cardiff University, UK

Health Sciences

Dental Science	Prof.I. Abrahamsson	University of Gothenburg, Sweden
Dental Science	Prof. D. Williams	University of Cardiff, UK
Dental Science	Prof. A. Ayoub	University of Glasgow, UK
Dental Science	Prof. R. van Merkesteyn	Leiden Univerity Medical Center, The Netherlands
Dental Science	Prof. C. McGrath	The University of Hong Kong, China
Dental Science	Prof. J. Woodside	Queen's University Belfast, UK
Dental Science	Prof. R.E. Freeman	University of Dundee, UK
Dental Science	Dr. M. Damkjaer Bartels	University of Copenhagen, Denmark
Dental Science	Prof. D. Fisher Faulks	University Hospital of Clermont-Ferrand, France
Medicine	Prof. S. Chotirmall	Nanyang Technological University, Singpore
Medicine	Prof. J. Murray	Mayo Clinic College of Medicine and Science, Rochester, Minnesota, USA
Medicine	Dr. R. McShane	University of Oxford, UK
Medicine	Prof. Y. Bozzi	University of Trento, Italy
Medicine	Dr. G. Kearns	Beaumont Hospital, Dublin
Medicine	Dr. A. Toulouse	Unviersity College Cork
Medicine	Prof. M. Horgan	University College Cork
Medicine	Dr. P. Thokala	University of Sheffield, UK
Medicine	Prof. D. O'Shea	University College Dublin
Medicine	Prof. S. Mackey	Stanford University, California, USA
Medicine	Dr.L. Gitlow	Ithaca College, New York, USA
Medicine	Prof. A. Sirwardena	University of Manchester, UK
Medicine	Prof. N. Pearce	London School of Hygiene & Tropical Medicine, UK
Medicine	Prof. P. Gallagher	Dublin City University
Medicine	Ms. J. Fox	National University of Ireland, Galway
Medicine	Dr. C. Donnelly	National Cancer Registry Ireland, Cork
Medicine	Dr. J. Roe	Imperial College London, UK
Medicine	Dr. L. Sampson	University College London, UK
Medicine	Prof. B. Laird	The University of Edinburgh, UK
Medicine	Dr. S. Jain	Queen's University Belfast, UK
Medicine	Prof. D. Burger	Radboud University Medical Center, Nijmegen, The Netherlands
Medicine	Dr. E. Noctor	Health Services Executive and University Hospital Limerick
Medicine	Dr .K. Ramnarine	University of Leicester, UK
Medicine	Prof. R. van Hillegersberg	University Medical Center Utrecht, The Netherlands
Medicine	Prof. O. O'Leary	University College Cork
Medicine	Prof. S. Moss	University College London, UK
Medicine	Prof. J. Gracey	Ulster University, UK
Medicine	Prof. I. Keogh	National University of Ireland, Galway
Medicine	Dr.K. Templeton	The University of Edinburgh, UK

Medicine	Dr. J. Gavard	University of Nantes, France
Medicine	Dr. T. Bushell	University of Strathclyde, UK
Medicine	Dr. B. Gomez Perez-Nievas	King's College London, UK
Medicine	Dr. M. Connolly	University College Dublin
Medicine	Prof. C. Sweeney	Harvard Medical School, Massachusetts, USA
Medicine	Dr. J. Hutchings	Bangor University, Gwynedd, UK
Medicine	Prof. M. Cork	The University of Sheffield, UK
Medicine	Dr. O. Crosbie	Cork University Hospital, Cork
Medicine	Prof. S. O'Reilly	Cork University Hospital, Cork
Medicine	Prof. B. Margetts	University of Southampton, UK
Medicine	Dr. I. Laurenson	The University of Edinburgh, UK
Medicine	Dr. L. Sampson	University College London, UK
Medicine	Prof. B. Laird	The University of Edinburgh, UK
Medicine	Prof. P. Musoke	Makerere University, Kampala, Uganda
Nursing and Midwifery	Dr. D. Cawley	Athlone Institute of Technology
Nursing and Midwifery	Prof.M. Demichela	Politecnico di Torino, Italy
Nursing and Midwifery	Prof. D. Fenlon	Swansea University, UK
Nursing and Midwifery	Prof. E. Murtagh	Mary Immaculate College, Limerick
Nursing and Midwifery	Prof. P. Leiba	London South Bank University, UK
Nursing and Midwifery	Prof. H. Spiby	University of Nottingham, UK
Nursing and Midwifery	Dr. M. Glacken	St. Angelas College, Sligo
Nursing and Midwifery	Dr. P. Larkin	Dundalk Institute of Technology
Nursing and Midwifery	Dr. B. O'Brien	University of Limerick
Nursing and Midwifery	Prof. M. Maguire	Dundalk Institute of Technology
Nursing and Midwifery	Prof. K. Wall	University of Strathclyde, Glasgow, UK
Pharmacy and Pharmaceutical Sciences	Dr. P. Gallagher	Cork University Hospital, Cork
Pharmacy and Pharmaceutical Sciences	Dr. J. Stephens	National University of Ireland, Maynooth
Pharmacy and Pharmaceutical Sciences	Prof. D. Carter	Oxford Brookes University, UK
Pharmacy and Pharmaceutical Sciences	Prof. L. Dailey	Martin-Luther University, Halle-Wittenberg, Germany
Pharmacy and Pharmaceutical Sciences	Prof. J. Piatek	Poznan University, Poland
Pharmacy and Pharmaceutical Sciences	Prof. D. McKiernan	National University of Ireland, Galway
Pharmacy and Pharmaceutical Sciences	Dr. T. O'Sullivan	University College Cork
Pharmacy and Pharmaceutical Sciences	Prof. H. Heijink	University Medical Center Groningen, The Nethelands
Pharmacy and Pharmaceutical Sciences	Prof. R. Kayyali	Kingston University London, UK
Pharmacy and Pharmaceutical Sciences	Prof. D. Laukens	Ghent University, Belgium
Pharmacy and Pharmaceutical Sciences	Dr. J. Barlow	Royal College of Surgeons in Ireland, Dublin
Pharmacy and Pharmaceutical Sciences	Dr. S. Hudson	University of Limerick
Pharmacy and Pharmaceutical Sciences	Prof. A. Juppo	University of Helsinki, Finland

Faculty of Arts, Humanities & Social Sciences

2016-19	Postgraduate Diploma in Accounting	Dr Elaine Doyle Kemmy Business School University of Limerick Ireland
2018-21	Master in Business Administration (MBA)	Prof Stuart Robinson University of Exeter United Kingdom
2018-21	M.Sc. in Management	Dr Jeremy Clegg University of Leeds United Kingdom
2018-21	M.Sc. in Finance	Prof Ekaterini Panopoulou Kent Business School United Kingdom
2016-19	M.Sc. in International Management	Prof Alan Muller University of Groningen Duisenberg Germany
2016-19	M.Sc. in Digital Marketing Strategy	Prof Michael Haenlein ESCP Europe Paris France
2016-19	M.Sc. in Financial Risk Management	Prof Taufiq Choudhry University of Southhampton United Kingdom
2016-19	M.Sc. in Marketing	Prof Alan Bradshaw Royal Holloway, University of London United Kingdom
2017-20	M.Sc. in Human Resources	Prof Timothy Morris University of Oxford United Kingdom
2016-19	M.Phil. in Music Composition	Prof Robert Fokkens University of Cardiff United Kingdom

2016-19	M.Phil./P.Grad.Dip. in Film Theory, History & Practice	Prof Rob Stone University of Belfast Northern Ireland
2016-19	M.Phil. in Theatre & Performance	Dr Lisa Fitzpatrick Ulster University, Derry Ireland
2016-19	Master in Fine Art (Playwriting) (M.F.A.)	Prof Colin Teevan Birkbeck, University of London United Kingdom
2017-20	Master in Fine Art (Stage Design) (M.F.A.)	Prof Geraldine Harris University of Lancaster United Kingdom
2017-20	Master in Fine Art (Theatre Directing) (M.F.A.)	Prof Geraldine Harris University of Lancaster United Kingdom
2017-20	21st Century Teaching & Learning (P.Grad.Cert)	Dr Tony Hall NUIG Galway Ireland
2018-21	Master in Education (M.Ed.)	Dr. Deniz Örücü Baskent University, Ankara Turkey
2016-19	Master in Education (M.Ed.)	Dr Elaine Keane NUIG Galway Ireland
2018-21	Professional Masters in Education (PME)	Dr Rose Dolan Maynooth University Ireland
2017-20	M.Phil. in Children's Literature	Dr Lisa Sainsbury Roehampton University, London United Kingdom
2017-20	M.Phil. in Creative Writing	Prof Giles Foden Norwich United Kingdom
2018-21	M.Phil. in Irish Writing	Dr Lucy Collins NUIG Galway Ireland
2016-19	M.Phil. in Digital Humanities and Culture	Dr Anouk Lang University of Edinburgh 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
2015-19	M.Phil./P.Grad.Dip.in Gender & Women's Studies	Prof Patricia Skinner Swansea University United Kingdom
2018-21	M.Phil./P.Grad.Dip in History of Art	Prof Elizabeth McKellar The Open University, Milton Keynes United Kingdom
2018-21	M.Phil. in Medieval History	Prof Joanna Story University of Leicester United Kingdom
2018-21	M.Phil./P.Grad.Dip. in Chinese Studies	Prof Robert Ash SOAS University of London United Kingdom
2016-19	M.Phil. in Public History & Cultural Heritage	Dr Jerome De Groot The University of Manchester United Kingdom
2016-19	M.Phil. in Comparative Literature	Prof Tabish Khair Aarhus University Denmark
2016-19	M.Phil. in European Studies	Dr Judith Devlin University College Dublin Ireland
2016-19	M.Phil. in Textual & Visual Studies	Prof Shirley Jordan Queen Mary University of London United Kingdom
2016-20	M.Phils. in Early Irish and Modern Irish	Prof Ailbhe Ó Corráin Ulster University, Coleraine Northern Ireland
2017-20	M.Phil. in Literary Translation	Dr Alain Wolf University of East Anglia United Kingdom
2017-20	M.Phil. in Medieval Language, Literature & Culture	Prof Margaret Connolly University of St. Andrews United Kingdom

2017-20	M.Phil.in Popular Literature	Prof Christine Ferguson University of Stirling United Kingdom
2016-19	Master in Laws (LL.M.)	Prof Charlotte Villiers University of Bristol United Kingdom
2017-20	As above	Prof Brice Dickson Queen's University, Belfast Northern Ireland
2017-20	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 Dublin City University Ireland
2017-20	M.Phil./P.Grad.Dip.in Linguistics	Prof Karen Corrigan Newcastle University United Kingdom
2016-19	M.Sc. in Clinical Speech & Language Studies	Dr Janice Murray Manchester Metropolitan University United Kingdom
2017-20	M.Sc./P.Grad.Dip.in Clinical Speech & Language Studies (Dysphagia)	Dr Emilia Michou Salford Royal NHS United Kingdom
2016-19	M.Phil./P.Grad.Dip.in English Language Teaching	Prof Ray Satchell University of Sussex, Sussex United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Speech & Language Processing	Prof Janet Beck Queen Margaret University, Edinburgh United Kingdom

2016-19	M.Sc./Postgraduate Diploma in Managing Risk & System Change	Dr Caroline McMullan Dublin City University Ireland
2018-21	Doctorate in Clinical Psychology (D.Clin.Psych.)	Dr Anna Daiches Lancaster University United Kingdom
2018-21	As above	Dr Maria Loades University of Bath United Kingdom
2016-19	As above	Dr Helen Liebling Coventry University United Kingdom
2017-20	As above	Prof Rosaleen McElvaney Dublin City University Ireland
2017-20	As above	Prof Danny Taggart University of Essex United Kingdom
2016-19	Doctorate in Counselling Psychology (D.Couns.Psych.)	Prof Heidi Levitt University of Massachusetts, Boston USA
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
2014-19	As above	Dr Gemma Kiernan Dublin City University Ireland
2018-21	As above	Dr David Murphy University of Nottingham United Kingdom
2017-20	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

2016-19	M.Sc./P.Grad.Dip.in Clinical Supervision	Prof Janine M. Bernard Syracuse University, New York USA
2017-19	M.Phil./P.Grad.Dip.in Psychoanalytic Studies	Dr Barry O'Donnell UCD, School of Medicine Ireland
2018-21	Psychology Conversion Course	Dr James Ainge University of St. Andrews United Kingdom
2016-19	H.Dip. in Psychology	Prof Alexander Easton Durham University United Kingdom
2018-21	M.Sc. Psychoanalytic Psychotherapy	Prof Oliver Turnbill Bangor University United Kingdom
2016-19	Master in Theology	Dr Cathy Ross Ripon College United Kingdom
2017-20	M. Phil. In Christian Theology	Prof Philip Endean Faculties Jesuites de Paris France
2017-20	M.Phil./P.Grad.Dip.in Conflict Resolution & Reconciliation	Dr Niall O Dochartaigh NUIG Galway Ireland
2017-20	M.Phil./P.Grad.Dip.in Intercultural Theology & Interreligious Studies	Prof Anne Hege Grung University of Oslo Norway
2018-21	M.Phil./P.Grad.Dip.in International Peace Studies	Ms Mary Murphy Department of the Government Ireland
2017-20	P.Grad.Dip.in Conflict & Dispute Resolution Studies	Dr Rachel Julian Leeds Beckett University United Kingdom
2016-19	M.Sc. in Comparative Social Change	Prof Mike Savage London School of Economics United Kingdom
2016-19	M.Phil./P.Grad. Dip. In Philosophy	Prof Robin Le Poidevin University of Leeds United Kingdom

2017-20	M.Sc. (M.Sc.Econ.)/P.Grad.Dip.in Economics	Prof Paul Devereux UCD Ireland
2018-2021	Doctorate in Political Science	Prof Jason Reifler University of Exeter United Kingdom
2016-19	M.Sc./P.Grad.Dip.in International Politics	Prof David Doyle University of Oxford United Kingdom
2016-19	M.Phil. in Race, Ethnicity & Conflict	Dr Rebecca King-O'Riain NUI Maynooth Ireland
2017-20	Applied Social Studies (P.Grad Dip)	Dr Caroline Bradbury-Jones University of Birmingham United Kingdom
2017-20	Master in Social Work (M.S.W.)/P.Grad.Dip.in Social Work	Dr Anne Gupta Royal Holloway University of London United Kingdom
2017-20	M.Sc. /P.Grad.Dip. in Social Policy and Practice	Prof Fred Powell University College Cork Ireland
2017-20	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 Engineering, Mathematics & Science

2017-20	M.Phil. in Music & Media Technologies	Dr Brian Bridges Ulster University, Derry Northern Ireland
2016-19	M.Sc./P.Grad.Dip.in Technology and Learning	Prof Gráinne Conole Bath Spa University United Kingdom
2017-20	M.Sc./P.Grad.Dip.in Computer Science (Interactive Entertainment Technology)	Prof Jon Crowcroft Cambridge University

		United Kingdom
2016-19	M.Sc./P.Grad.Dip.in Computer Science (Mobile & Ubiquitous Computing)	Prof Dirk Pesch Cork Institute of Technology Ireland
2016-19	M.Sc./P.Grad.Dip.in Computer Science (Networks & Distributed Systems)	Prof Gordon Blair Lancaster University United Kingdom
2016-19	M.Sc. in Health Informatics	Prof Pieter Toussaint Norwegian University of Science & Technology Norway
2017-20	M.Sc. in Interactive Digital Media	Prof Richard Smith Simon Fraser University, Vancouver Canada
2017-20	M.Phil in Creative & Cultural Entrepreneurship	Prof Mukti Khaire Harvard Business School USA
2016-19	M.Sc./P.Grad.Dip.in Management of Information Systems	Prof Ciaran Murphy University College Cork Ireland
2017-19	P.Grad.Cert.in Statistics	Prof John Hinde NUI Galway Ireland
2016-19	M.Sc. in Engineering by Module	Prof Alojz Ivankovic University College Dublin Ireland
2017-20	M.Sc./P.Grad. Dip.in Bioengineering	Prof Stephen Ferguson Institute for Biomechanics, Zürich Switzerland
2016-19	M.Sc./P.Grad.Dip.in Engineering (Environmental /Structural & Geotechnics/Transport)	Prof Susan Taylor Queens University, Belfast Northern Ireland
2016-19	P.Grad.Dip.in Applied Building Repair Conservation	Mr Grellan Rourke Dublin Ireland
2016-19	P.Grad.Dip.in Construction Law & Contract Administration	Mr Martin Green Leeds Beckett University United Kingdom

2016-19	P.Grad.Dip.in Environmental Engineering	Dr Mark Healy NUI Galway Ireland
2016-19	P.Grad.Dip.in Fire Safety Practice (Buildings & Other Structures)	Dr Patrick Lennon Letterkenny Institute of Technology, Donegal 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
2016-19	P.Grad.Dip.in Project Management	Mr Brian Clare Technological University Dublin Ireland
2016-19	M.Sc. in High Performance Computing	Prof Dirk Pleiter Jülich Research Centre, Jülich Germany
2016-19	M.Sc./P.Grad.Dip.in Biodiversity & Conservation	Prof Richard Bradshaw University of Liverpool United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Environmental Sciences	Dr Ben Surridge University of Lancaster United Kingdom
2016-19	M.Sc. In Development Practice	Prof Jane Harrigan University of London United Kingdom
2016-19	M.Sc. in Immunology	Dr Liam O'Mahony University of Zurich Davos Switzerland

Faculty of Health Sciences

2016-19	Professional Doctorate in Dental Surgery (Oral Surgery)(D.Ch.Dent.)	Dr Colette Balmer Liverpool University Dental Hospital United Kingdom
2017-19	Professional Doctorate in Dental Surgery (Periodontics) (D.Ch.Dent.)	Prof Ingemar Abrahamsson University of Gothenburg Sweden

2016-19	Professional Doctorate in Dental Surgery (Orthodontics) (D.Ch.Dent.)	Mr Joseph Noar Eastman Dental Hospital/Institute London United Kingdom
2018-21	Professional Doctorate in Dental Surgery (Paediatric Dentistry)(D.Ch.Dent.)	Prof Kathleen Drummond University of Leeds United Kingdom
2018-21	Professional Doctorate in Dental Surgery (Prosthodontics)(D.Ch.Dent.)	Dr Matthew Garnett University of Bristol United Kingdom
2015-18	Professional Doctorate in Dental Surgery (Special Care Dentistry)(D.Ch.Dent.)	Prof Jacobo Limeres Posse University of Santiago di Compostela Spain
2016-19	P.Grad.Dip.in Conscious Sedation in Dentistry	Dr David Craig Kings College, London United Kingdom
2016-19	Postgraduate Certificate in Clinical Exercise	Dr Fidelma Moran University of Ulster Northern Ireland
2016-19	Implementation Science (P.Grad Cert)	Prof Per Nilsen Linköping University Sweden
2017-20	Master in Medicine (M.M.)	Dr Margaret O'Connor University of Limerick Hospital Ireland
2016-19	M.Sc. in Cognitive Psychotherapy	Ms Suzanne Byrne Kings College London United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Advanced Radiotherapy Practice	Kim Benstead Gloucestershire Hospitals NHS Trust United Kingdom
2016-19	M.Sc./P.Grad.Dip.in Biological Psychiatry	Prof David Cotter Royal College of Surgeons in Ireland Ireland
2016-19	M.Sc.in Cardiology	Dr. Alison Duncan Royal Brompton Hospital London United Kingdom
2015-18	M.Sc./P.Grad.Dip.in Clinical Chemistry	Prof Joy Ardill

		Queens University, Belfast Northern Ireland
2016-19	M.Sc. in Healthcare Infection Management	Prof John Moore Belfast City Hospital Northern Ireland
2016-19	M.Sc. in Global Health	Mr Joseph Rhatigan Weston, Massachusetts USA
2016-19	M.Sc. in Health Services Management	Prof Rosanna Tarricone University of Milan Italy
2016-19	M.Sc./P.Grad.Dip.in Molecular Medicine	Prof Albert Tauler Girona Universitat de Barcelona Spain
2016-19	M.Sc. in Neuroscience	Dr Hugh Pearson University of Leeds United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Pharmaceutical Medicine	Prof Annette Mollet University of Basle Switzerland
2016-19	M.Sc./P.Grad.Dip.in Psychoanalytic Psychotherapy	Dr Oliver Turnbull University of Bangor United Kingdom
2016-19	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 Oncologyu	Prof Helen McCarthy Queen's University, Belfast Northern Ireland
2017-20	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
2016-19	Higher Diploma in Children's Nursing	Dr Carol Anne Chamley Coventry University United Kingdom
2016-19	M.Sc./P.Grad.Dip.in Nursing (Child Health & Wellbeing Strand)	Dr Carol Anne Chamley Coventry University United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Gerontological Nursing	Dr Teresa Wills University College Cork Ireland
2017-20	M.Sc./P.Grad.Dip.in Mental Health	Dr Karen M. Wright University of Central Lancashire United Kingdom
2016-19	M.Sc in Midwifery	Dr Patricia Larkin Dundalk Institute of Technology Ireland
2017-20	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 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 Practioner - Emergency Department	Ms Eileen Munson University of South Wales United Kingdom

2017-20	M.Sc./P.Grad.Dip.in Palliative Care	Prof George Kernohan University of Ulster Northern Ireland
2018-21	M.Sc./P.Grad.Dip. in Ageing in Intellectual Disabilities	Prof Michael Brown Queen's University, Belfast Northern Ireland
2016-19	Special Purpose Certificate in Academic Practice	Dr Dilly Fung University College London United Kingdom
2016-19	P.Grad.Cert. in Creative Thinking, Innovation and Entrepreneurship	Prof Alan Stitt Queens University Belfast Northern Ireland