



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

Annual Report GSO

Annual Report 2019-20
Dean of Graduate Studies

Submitted to Council, April 2021



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Introduction

The academic year 2019-20 was a year of two halves: the second six months brought disruption and challenges on a scale no one could have anticipated. The impact of Covid 19 has changed the way we operate as an academic community, affecting every facet of our taught and research postgraduate activities. The growing trend towards more online learning, research and teaching accelerated exponentially in March 2020, forcing changes in a matter of weeks that might otherwise have taken several years. The speed with which staff and students pivoted to the online environment is a testament to their commitment and expertise. While we remain committed to a speedy return to physical presence on the campus, the significant adaptations that became necessary have also yielded some benefits and new insights that will continue to influence our approach to postgraduate teaching and learning long after we have learned as a community to live with Covid-19.

At the time of writing, we have just passed the one-year anniversary of the first national lockdown. Trinity has successfully delivered teaching, exams, viva voces, graduations and some outstanding research activities online. The learning from the sudden switch to remote teaching, learning and assessment in March 2020 helped inform our decisions for 2020-21. As our approaches evolve with a return to campus by students and staff in the future, I am confident that we will continue to rise to the challenge of change. The experience of how we responded to the emergence of Covid 19 has reinforced for me the value of the people that make up Trinity. What was clearly evident was that when pressure came on our systems (whether academic, administrative, or support services), the people that make up our services to students rose to the challenge. As a new Dean, I have been continually buoyed by the extraordinary efforts of individual members of staff, all focused on ensuring that our students receive an excellent experience.

As with previous reports from the Graduate Studies Office, I have chosen to structure this report in three parts. Part A is an interpretation of data that has been supplied within the Annual Report of Academic Registry narrated in some sections to highlight trends which I think are of importance to the university.

Section B outlines important developments and activities that have taken place within the 19/20 academic year. While some of these are reactions to the position that we found ourselves in as a result of the public health crisis, others are ongoing improvements that have been made to our business operations and interactions with national and international bodies. Finally, in Section C, I offer some thoughts on future developments that I would like to bring to the attention of the College community as we move to a period of renewal within graduate education in Trinity.

I write this report as a new Dean who commenced in the role in July 2020. The observations and reflections throughout this report refer to a period when my predecessor, Prof Neville Cox, provided critical leadership in a time of upheaval and rapid change and continually championed the needs of our wonderful students and staff. I am indebted and deeply grateful for the legacy with which I have been entrusted.



On his behalf (as well as my own), I would like to thank a number of individuals, without whom this report would be much shorter and the work much less impactful.

My first thanks go to the inestimable Neville Cox, whose leadership, good humour, cycling prowess and tweets remain legendary. The postgraduate community was indeed fortunate to have had his energy and intellectual contribution over the four years that culminated in 2019/20.

The work of the Graduate Studies Office would not have been possible without the support, guidance and organisation of Marie McPeak, who stepped into a new and challenging role with great good grace and a dollop of good humour. She quickly became expert in all matters PG and I am forever grateful for her patience and guidance in supporting my transition into the role of Dean. Catherine Allen is the pillar of support for some key activities within the GSO, including the Trinity Travel Awards and the Provost PhD Project Awards, in addition to processing the external examiner evaluations of PGT programmes. The success of these initiatives reflects her commitment and skills.

In each of the previous annual reports, Neville has highlighted the exceptional contribution of Ewa Sadowska to the running of the GSC. The academic year 2019/20 added yet another layer of work to this role. To no one's surprise, Ewa rose immediately to the challenge. Her outstanding contribution made it possible for both-business-as usual and rapid response adaptations could both proceed smoothly through the GSC. In Neville's own words: "*legend*"!

The Graduate Studies Committee is the backbone of activity within the postgraduate space. The Directors of Teaching and Learning are an exceptional group of individuals who give freely of their time and energy with the sole purpose of enhancing the postgraduate experience for students and the academic standards of our offerings. Their names appear later in this report –the debt of gratitude due to them is difficult to over-state.

Many of the unsung heroes of postgraduate activity work in the Academic Registry. These colleagues put in herculean efforts to support students and staff. They include (in no particular order):

- Joe Faulkner and Iwona Brozynska in PG Cases. Joe in particular deals with an extraordinary volume of cases with a clear and calm student-centred approach, always willing to suggest options and identify solutions.
- Jacinta Ryan and Kathryn Walsh in Admissions, whose guidance and efficiency is critical to ensuring students land where they are supposed to be registered
- Peter Hynes, Neil Brennan and Lee Annett, whose background work to create system solutions is pivotal to resolving many of the challenges encountered

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



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The Graduate Students' Union has always worked extremely well with the Dean of Graduate Studies and this relationship showed its true strength in the academic year 2019/20. To all its officer and its members, a huge thank you.

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

The activities, achievements and challenges documented in this report occurred before I stepped into the role as Dean. I take no credit for these achievements, but acknowledge full responsibility for any omissions or errors in reporting on the exceptional efforts of colleagues.

Níl ionamsa ach an t-iriseoir



EXECUTIVE SUMMARY

Over the four years of the previous Dean, the number of postgraduate students has increased by over 600 and they now account for 29.5% of the student community. There is growing demand for engagement with industry, with society and with international mobility across both postgraduate taught and research programmes. An emerging pressure is the move to flexible pathways of learning, supporting a life-long journey of engaging with education. These changes are happening against a backdrop of significant advances in learning technologies, growing awareness of the existential challenge of global climate change, and more recently, fundamental questions about accommodation, city planning, space utilisation and financial supports. All of these changes have important implications for how as a university we plan for the future of postgraduate education and research.

Below are some recommendations based on a review of activities in the academic year 2019/20. These are a starting point; a key recommendation is that the process of postgraduate renewal be formally initiated before the end of the current academic year, starting with a phase of extensive consultation with all relevant stakeholders. Some of the recommendations below have far-reaching implications and associated costs, and will inevitably take time to come to fruition. Other recommendations stand out as requiring immediate attention. It is anticipated that the consultation phase of the renewal project will highlight many other priorities and areas requiring attention and so the list below presents only a snap shot of some of the important issues.

Overarching recommendations:

- Proceed to request formal approval from Council for the consultation phase of the renewal project. This renewal will be critical in ensuring that the unique role of postgraduate students is recognised and acknowledged in all the activities of the university.
- Contribute to a fundamental review of the digital systems that support processing of postgraduate student information, with a priority of ensuring flexibility and transparency and reducing inefficiencies

Postgraduate Research Activities:

- Formalise a programme of supervision enhancement
- Implement an Excellence in Research Supervision Award
- Review the internal research award schemes to ensure parity of fee allowance and stipend payment across the schemes
- Remove the current restriction on earnings of €18,000 and devolve responsibility for management of tax liabilities to students and Revenue
- Review the financial impact of eliminating non-EU fees for postgraduate students
- Review the access to dedicated study space for postgraduate students, aiming for equity and transparency across the student body



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Postgraduate Taught Programmes:

- Review current strategies and supports for recruitment to PGT programmes, including the online Open Day model and the potential for additional supports for market research and promotion of programmes

Pastoral needs

- Build capacity in terms of pastoral supports for postgraduate students, with particular reference to international students. This will be a critical lever for long-term success in growing international student numbers particularly in taught programmes.



Section A: Commentary on the AR Annual Report

A.1. Postgraduate Student Body

The number of postgraduate students has continued to show a steady increase over the past five years. In 2019-20, there were 18,941 students registered in the university. Of these, 5,496 (29.01%) were registered on postgraduate programmes, an increase of 374 on 2018/19. Indeed over the past five years, the growth in postgraduate numbers has exceeded that of the undergraduate student body both in real terms (increases of 727 vs 701 students) and in terms of percentage growth – approximately 5% growth in undergraduate students, with over 13% increase in the postgraduate student body (Table C1(c)).

A.1.i Course Type

Approximately 70% of postgraduate students were registered on taught programmes, distributed largely across taught Masters, Certificate and Diploma programmes (52.5%, 6.9% and 5.5% respectively). Of the 30% of students who registered for research degrees, most were registered for a research doctorate (25%), or masters (1.2%), or a professional/clinical doctorate (2.5%). A further 1.5% were registered for a performance doctorate or structured doctorate. In total, 3 students were registered on a Higher Doctorate programme, an overall profile that is consistent with previous years.

A.1.ii Mode of Attendance

The number of full-time PG students has increased by approximately 200 students per year from 2016-17; the rate of growth in 2019/20 in full-time PG students accelerated, with 396 additional students (approx. 11% increase). The part-time postgraduate student body, traditionally recording a year-on-year 10% decrease, saw a small increase of 2% ($n=27$) for the first time since 2015/16. The number of PG students validated by another institution went up from 81 to 97 from 2018/19 to 2019/20 while online attendance decreased by 22%, a steady decrease since 2016/17 (Table C1(d)). EU students accounted for just over 72% of the total postgraduate cohort, comparable to the 73% reported in 2018/19, but down from the 84% reported in 2015/16, reflecting the increasingly international community of students.

A.1.iii Gender

In line with previous years, and with the profile across the overall student population in Trinity, approximately 62% of the postgraduate population identify as female.



A.2. PGT Admissions Data

As noted above, strong growth was recorded across all categories of Postgraduate Taught (PGT) programmes. In 2019/20 the number of applications rose by 22% on the previous year (from 7,830 applications in 2018 to 9,571 in 2019). The conversion rate from application to offer for 2019/20 reached 53% (41% in 2018, 48% in 2017). Conversely, the overall conversion rate from offer to registration dropped to 52% for PGT programmes, (77% in 2018 and 2017). The increase in applications was consistent across all Faculties: from 2016/17 to 2019/20, the accumulative increase in applications to AHSS was 63%; in EMS it was 126% and in HS the accumulative increase over the same period was 30%. These figures indicate the very significant increase in workload within Schools and within the Academic Registry, in promoting and processing applications. The steady rise in conversion from application to offer was also consistent across all Faculties, as was the decline in conversion from offers to registrations, with the highest conversion rate (65%) in the Faculty of Health Sciences.

The steady increase in applications is evidence of the effective promotion of PGT opportunities both by Schools and through the Global Relations strategy. The rise in conversion from applications to offers further suggests that efforts at matching potential students to programmes are increasingly effective. The drop in the proportion of applicants who ultimately register in Trinity (though actual numbers have increased) may reflect external factors such as increased choice in the market place, or concerns about the cost of living in Dublin, or may be linked to timing issues in terms of wait-time from application to unconditional offer.

A.2.i PGT Nationality

PGT Students came from 95 countries in 2019/20 with Irish nationals accounting for just over half (54.8%) of the postgraduate student population. The table below illustrates the top 5 nationalities in percentage terms and these nationalities accounted for 83% of the total PGT application in 2019/20.

Table 1: PGT Nationality

Nationality	% of PGT student body 2019/20
Ireland	54.83%
India	11.46%
China	8.93%
United States of America	5.48%
Germany	2.3%

Source: SITS

The Non-EU market continued to expand, recording 12% growth in 2019/20, predominately in Postgraduate Taught programmes.



A.2.ii Recognition of Prior Learning

The Recognition of Prior Learning Policy ensures that the assessment of prior learning is facilitated and approached in an equitable, transparent and consistent manner, whilst ensuring that decisions on recognition of prior learning uphold the ethos of a Trinity education and the academic integrity of a programme of study.

In 2019/20 the Graduate Studies Office reviewed 16 cases. Of these, 9 applicants had undertaken ordinary degrees, and 7 did not have degrees but had other qualifications and a lot of relevant work experience. Of the 16 cases considered, one applicant was approved for admission into a postgraduate course.

A.2.iii PGT Retention: Withdrawals and fails

Information on PGT Retention was not reported in the AR Annual Report for 2019/20.

A.3. PGR Admissions Data

Overall, PGR Admissions in 2019/20 saw a decrease in applications of 3%, a consistent trend since 2016/17. Applications decreased on 2018/19 data in the Faculties of AHSS (3%) and HS (16%), but increased by 15% in the FEMS (Figures B5a-c). The downward trend in applications from 2016/17 was further exacerbated by a 15% decrease in the conversion rate from offer to registration (67%) relative to the 2018/19 data (82% in 2018, 75% in 2017) – a decrease that was consistent across all Faculties. Overall, since 2016/17 the number of new research students registering in FAHSS has dropped from 157 to 136 (approx. 10%), in FEMS from 151 to 120 (approx. 20%) and in FHS from 82 to 34 (approx. 59%). Clearly, these data suggest a worrying trend in terms of future research planning and they highlight the need to carefully consider the supports and resources that are available to students and staff in order to deliver on our mission to ensure that we continue as the leading university in terms of attracting research students.

While over 84% of PGR students entered the register in September, a total of 260 students were March registrants – a cohort often over-looked in terms of induction supports, and progression processes.

A. 3.i PGR Nationality

PGR students came from 89 countries in 2019/20 with Irish nationals accounting for 58.4% of this cohort, marginally above the proportion in the PGT student body. The table below illustrates the top 5 nationalities in percentage terms and these nationalities account for 73.2% of the total PGR application in 2019/20. Notably, India does not feature in the top 5, unlike for PGT programmes, whereas the UK continues to be an important source for research students. The implications of Brexit on this profile remains to be seen.



Table 2: PGR Nationality

Nationality	% of PGR student body 2019/20
Ireland	58.46%
United States of America	4.38%
Italy	3.96%
China	3.24%
Great Britain	3.18%

Source: SITS

A.3.ii PGR Examination Process

The total number of research theses examined in 2019/20 fell by 17% when compared to 2018/19 figures. A slightly higher proportion of theses examined in 2019/20 were approved for degree award as a first outcome (11% vs 9% in 2018/19).

Table 3: PGR Examination Process

Degree	2019/20						2018/19					
	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed
Ph.D	245	23	200	21	2	1	313	30	253	27		3
M.Sc.	30	6	23				21		19	2		
M.Litt.	6		4	1			5		5			
M.D.	8	3	5				8	2	6			
D.Ch.Dent	4		4				7		7			
D.Ed.	1		1				2		2			
D.Music.Perf.	2	2	2				1		1			
Total:	296	34	239	22	2	1	357	32	293	29	0	3
Per Cent of Total		11.0%	81.0%	7.0%	1.0%	0.3%		9.0%	82.1%	8.1%	0.0%	0.8%

Source: SITS

Most research examinations (81%) resulted in an outcome of ‘pass, subject to minor corrections’, while the cases where the examination resulted in students being referred for major revisions accounted for 7% of all research examinations. Finally, only one student was indicated as ‘fail’ (3 in the previous year). For Irish/EU students, the most likely outcome was pass with minor corrections (80%), or award without corrections (12%), with almost 7% referred for major revisions and re-examination. The profile was broadly similar for non-EU students (including students from the US), with a slightly lower proportion awarded the degree as a first outcome (approx. 8%), or referred for major revisions (approx. 5%).



A.3.iii Examination Result by Nationality

Table 4: Examination Result by Nationality

Examination Result	Award Degree as is	Award Lower Degree	Award Lower Degree with Minor Corrections	Major Revisions	Minor Corrections	Grand Total
EU	7			2	43	52
Irish	19	1		13	130	163
Non-EU	4		1	2	60	67
US	2			2	4	8
Grand Total	32	1	1	19	237	290

Source: SITS

A.3.iv Research Examination Period

The time taken from submission of a thesis to completion of the entire assessment process varied considerably, with an average duration of just over 9 months, but a range from 3 to 22 months. This wide range likely reflects a number of factors, including a diversity of students, the range of outcomes, as well as additional factors including response times from examiners, particularly in light of the arrival of the pandemic mid-way through the academic year.

Table 5: Exam Duration by Faculty and School

Faculty & School	Student Count	Exam duration in Months
AHSS, Business	5	16
AHSS, Creative Arts (Drama, Film and Music)	2	8
AHSS, Education	7	11
AHSS, English	4	13
AHSS, Histories and Humanities	18	11
AHSS, Languages, Literatures and Cultural Studies	3	6
AHSS, Law	4	22
AHSS, Linguistic, Speech and Communication Sciences	11	12
AHSS, Psychology	13	10
AHSS, Religion	2	22
AHSS, Social Sciences and Philosophy	13	10
AHSS, Social Work and Social Policy	5	14
EMS, Biochemistry and Immunology	12	5
EMS, Chemistry	16	7
EMS, Computer Science and Statistics	20	10
EMS, Engineering	33	8



EMS, Genetics and Microbiology	8	7
EMS, Mathematics	3	5
EMS, Natural Sciences	20	12
EMS, Physics	12	6
HS, Dental Science	7	3
HS, Medicine	54	10
HS, Nursing and Midwifery	12	10
HS, Pharmacy and Pharmaceutical Sciences	8	7
Grand Total	292	9.5

Source: SITS

A.3.v Higher Degrees by Faculty

In 2019/20 a total of 295 Higher degrees were awarded, a decrease of 17% overall relative to the previous year (354). The Faculty of Health Sciences was the only one that demonstrated an increase in awards (from 71 in 2018/19 to 81 in 2019/20).

Table 6: Higher Degrees by Faculty

Higher Degree Award	2019/20			2018/19		
	AHSS	EMS	HS	AHSS	EMS	HS
PhD	77	107	60	114	148	48
MSc	4	17	9	2	11	8
MLitt	6			5		
MD			8			8
D. Ed	1			2		
D. Ch. Dent			4			7
D. Music Perf	2			1		
Total	90	124	81	124	159	71

Source: SITS

A.3.vi Postgraduate Scholarships awarded by Faculty

Following a review of postgraduate research studentships awards in 2018/19, the number of awards was reduced from 65 to 25, with one award allocated to each School and one remaining award to be issued at the discretion of the Dean of Graduate Studies.

Table 7: Postgraduate Scholarships awarded by Faculty



Faculty	2019/20			2018/19			2017/18			2016/17			2015/16		
	No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries		No. of Schools	Bursaries	
		Avail.	Used		Avail.	Used		Avail.	Used		Avail.	Used		Avail.	Used
AHSS	12	12	12	12	10	10	12	24	24	12	25	23	12	20	20
EMS	8	8	7	9	10	7	9	25	23	9	29	28	9	31	28
HS	4	4	4	4	5	4	4	16	16	4	11	10	4	14	14
Total	24	24	23	25	25	21	25	65	63	25	65	61	25	65	62

Source: SITS

The remaining 40 awards were rebranded into a new Provost’s Project Award Scheme with a significant increase in the financial support offered to the recipients. Funding is awarded to a PI for research projects to be undertaken over the subsequent four years. In 2019/20, funding covered fees (EU/non-EU) plus a €16,650 p/a stipend for a PhD student to work on the project and for whom the successful PI applicant acted as primary PhD supervisor.

As in the previous year, a total of 40 awards were made, across all three faculties, with 18 to AHSS, 15 to FEMS and 7 to FHS (see Table 8).

Table 8: Provost’s PhD Project Awards by Faculty / School 2019/20 - 2018/19

Faculty / School	No. of Provost’s PhD Project Awards	
	2019/20	2018/19
AHSS	18	15
English	2	
Histories & Humanities	4	3
Languages Literature and Culture	1	
Linguistic, Speech & Communication Sciences	1	2
Psychology	3	3
Social Sciences & Philosophy	6	6
Trinity Business School	1	1
EMS	15	16
Biochemistry & Immunology	2	1
Chemistry	1	2
Engineering	3	5
Genetics and Microbiology	2	
Mathematics		1
Natural Sciences	4	4
Physics	3	3
HS	7	9
Dental Science		1
Medicine	4	6
Nursing and Midwifery	1	
Pharmacy & Pharmaceutical Sciences	1	2
Grand Total	40	40

Source: SITS

Further details on the specific awards for 2019/20 is provided in Section B.



A.4. Postgraduate Student Cases

Postgraduate Student Cases note a continuous year-on-year growth. There were 2,312 requests logged in 2019/20 academic year, compared to 1,956 in the previous reporting cycle. This represents an 18% increase in the number of Postgraduate student cases compared to 2018/19. The biggest growth coincided with the last months of the year: June, July and August mainly due to increase in requests for extension to submit (264) as well as pre-registration withdrawals (127) on grounds of COVID- 19.

Table 9: Postgraduate Student Cases

PG Cases Logged	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 2019/20	379	277	131	81	129	166	160	132	123	163	211	360	2,312
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

Source: Extracted from AR Student Cases PG Daily Log

The biggest difference between 2019/20 and 2018/19 is the increased number of:

- Withdrawal Pre-Registration cases: 173 applications in 2019/20, a rise of 122% compared to 2018/19.
- Extension to Submit cases: 585 requests in 2019/20, a rise of 69% compared to 2018/19
- Open Progression: 272 cases, an increase of almost 160%.

Academic Registry took over Postgraduate Cases in September 2018 and Joe Faulkner who deals single-handedly with almost all PG cases (with the support of Iwona Brozynska) has been meticulous in recording all requests. Prior to the transfer of student cases to the AR, at times of peak activity PG cases tended to be processed on an ad hoc basis. The dramatic increase in student cases (from 565 in 2016/17 to 2,312 in 2019/20) may in part reflect this increased organisational support for documenting and tracking cases from 2018/19 onwards. However, it is worth noting that the total number of PG cases, at 2,312 is close to that in the undergraduate student body (2,722), despite the far higher number of undergraduate students.

Obviously Covid, which impacted from March 2020, played a significant part in the 2019/20 numbers, particularly in the rise from 347 to 585 in requests for extensions on deadlines for submission of course work or theses. The increase in requests for extensions from taught cohorts was unprecedented. More than half of all pre-registration withdrawal requests cited Covid-19 as the reason, and almost all extension



requests submitted from late July related to the disruption of the pandemic on research completion. Nonetheless, without the impact of Covid-19, it is worth noting that in 2018/19, the number of student cases was still very high, at 1,956.

Despite this high volume, 78% of cases were processed within one week, with almost two-thirds being processed within one day of being opened. However, the complexity of cases in the postgraduate space is reflected in the fact that if cases were not quickly resolved, they tended to extend for significant periods of time, often involving multiple stakeholders. In total, 15.35% of cases took longer than 31 days to resolve (compared to 5% in undergraduate students).

Often invisible in this activity is the input of the Postgraduate Advisory Support Service. Many of the most complex student cases rely extensively on the work of Martin McAndrew in the Senior Tutor's Office. He ensures that each individual student is supported and that the requests brought to Student Cases reflect their real and personal priorities.

In terms of emerging trends, the Graduate Studies Office is expecting (and indeed already experiencing) a further increase in requests for extensions, pre-registration withdrawals and deferral, as well as requests to go Off Books as the impact of the pandemic continues into the 2021/22 year. Currently, the aim is to facilitate such requests as best we can, finding a balance between compassion for students, consideration of their academic needs and best interests, and calendar regulations.

The year 2019/20 was a very challenging year for student cases and the GSO, not only because of the volume of work, but also because of the shared desire to help students as best we could without any real timeline certainty, with no precedents to serve as a reference, or regulations to fall back on. It remains to be seen whether our best efforts to support students will ultimately prove to have guided appropriate decisions.

A.5. Plagiarism and Academic Integrity

In 2019/20, 65 instances of plagiarism were recorded, 21 of which related to Postgraduate students. This represents a 44% increase on the previous reporting period 2018/19, when 45 instances of plagiarism were recorded and 11 cases were related to Postgraduate students.

The increased reliance on online assessment, the proliferation of external essay mills and options for accessing academic content, and the current constraints on engaging directly with students has both increased the risk of plagiarism and made such instances more difficult to identify. It has become apparent over the past year that practices in managing incidents of plagiarism vary across Schools and that the system for ensuring that processes are both clear and fully implemented needs attention. At the time of writing, a working group on academic integrity is being established to address this challenge and to ensure that a robust system is in place to support students and ensure that they do not fall foul of plagiarism regulations.



Section B: Ongoing Developments

In this section, I comment on the general activities undertaken in the Graduate Studies Office over the period of 2019/20.

B.1 Staffing Updates and Changes

At the start of the academic year, 2019/20, the work of the GSO was under the stewardship of Prof Neville Cox, with the support of Catherine Allen, Executive Office, and Marie McPeak, Administrative Officer. Many others of course were involved in supporting postgraduate activities, as noted at the outset of this report. The academic year ended with a 'changing of the guard'. Neville Cox's term as Dean came to an end after four years. Over that time, he successfully guided Trinity's graduate education through many significant changes. Developments such as the introduction of Thesis Committees, mandatory training in for PhD students in research ethics, digital submission of research theses and implementation of significant changes to the PGR examination process are just a small selection of the many enhancements he introduced. I am indebted to him for his smooth handover and ongoing generosity with his time and his wisdom as I navigate my first year as a new Dean.

The end of the academic year 2019/20 also saw the departure of Marie McPeak known to many as the central point of contact for graduate studies queries and administration. In her short time in this post, Marie managed to become the font of all knowledge regarding the complex workings of the Trinity postgraduate environment. I am deeply indebted to her for her patience as I attempted to become familiar with this new role. Her commitment to graduate students and graduate education was exemplary. Together with Neville, she generated a handover document that became my bible. Our loss within the Graduate Studies Office has been a valuable gain for Academic Services where she has already established herself.

The GSO was fortunate that Catherine Allen remained in post, providing essential administrative support over the weeks of transition.

The end of the year also saw a new appointment dedicated to Graduate Studies. In June 2020, Dr Cormac Doran took up the role of Assistant Academic Secretary: Graduate Education. This role has a specific responsibility for leadership in the development of strategy and development in respect of Trinity's graduate education provision. Although he did not have the opportunity to work with Neville Cox for long, it is anticipated that Cormac will work with the whole postgraduate community in renewing and developing graduate education at Trinity College in the coming years.

The activities reported on in this section were completed through the efforts of the exceptional team led by Prof. Neville Cox.



B.2 The Graduate Studies Committee

GSC continued to be very productive throughout 2019/20 year. Particular thanks must be extended to the Directors of Teaching and Learning Postgraduate who make up the majority of this committee. Also, recognition should be given here to the work of Ewa Sadowska for her outstanding service as Secretary as well as the processing of 19 course proposals over the year.

As well as reviewing the wide range of new programmes mentioned above, GSC highlights for the year included:

- The consideration and recommendation of a policy on remote supervision
- Implementation of the thesis committee as part of the Trinity Structured PhD
- The development of a proposal for a Non-Resident (or distance) PhD model
- The ending of the requirement for students to submit a paper copy of their thesis to the library. This change means that the final approved electronic copy submitted following the viva voce examination is now the version of record.

B2.1 A Team Effort

Each annual report has commented on the enormous contribution made by the GSC to supporting the activities and development of postgraduate education and research in the university. In 2019/20, their contribution was again extraordinary, particularly with the sudden impact of Covid-19. As innovations in postgraduate education and research have grown, the workload of Directors of Postgraduate Teaching and Learning (DTLP) has accordingly expanded significantly. Despite this challenge, Directors unfailingly contribute above and beyond the requirements of the role, demonstrating willingness to volunteer to participate on working groups, to experiment with practice and to provide guidance to the Dean ‘from the coalface’. In 2019/20, the work of this committee was made possible by the efforts of the following DTLPs:

Table 10: Directors of Teaching and Learning 2019-20

Prof. Sinead Roden, School of Business	Prof. Rachel McLoughlin, Biochemistry & Immunology
Prof. Sarah Jane Scaife, Creative Arts	Prof. John Bolan, Chemistry
Prof. Keith Johnston, Education	Prof. Owen Conlan, Computer Science & Statistics
Prof. Bernice Murphy, English	Prof. Biswajit Basu, Engineering
Prof. Ashley Clements, History & Humanities	Prof. Matthew Campbell, Genetics
Prof. James Hadley, Languages, Literature and Cultural Studies	Prof. Manuela Kulaxizi, Mathematics
Prof. Deirdre Ahern, Law	Prof. Cian O’Callaghan, Natural Sciences
Prof. Kathleen McTiernan, Linguistics, Speech & Communication Sciences	Prof. Hongzhou Zhang, Physics
Prof. Ladislav Timulak, Psychology	Prof. Ioannis Polyzois, Dental Science
Prof. Maula Mayock, Social Work & Social Policy	Prof. Kumlesh Dev, Medicine



Prof. Thomas Chadefaux, Social Science & Philosophy	Prof. Fiona Timmins, Nursing & Midwifery
Prof. Gillian Wylie, Religion	Prof. Cristin Ryan, Pharmacy & Pharmaceutical Sciences
Prof. Jake Byrne	Academic Director, Tangent

Source: Internal GSO data

None of the work of the Graduate Studies Committee itself would have been possible without the extraordinary contribution of Ewa Sadowska. Often working quietly in the background, her skills in guiding academic staff through the process of developing and submitting proposals for consideration by the GSC, as well as her legendary attention to detail and processes ensured that the efforts of all involved ultimately resulted in Council being able to make evidence-informed decisions related to developments in postgraduate activities. The sudden adaptations forced on everyone in March 2020 meant that GSC meetings had to move online and had to be able to function without any problems, given the range of sudden, pressing decisions that had to be made. Ewa’s role in ensuring that this could happen was absolutely critical. The university and the postgraduate community in particular, owe her a considerable debt.

In addition to the Covid-related activities considered by the GSC, a number of key initiatives were rolled out in the academic year 2019/20.

B.2.2 Thesis Committees

In May 2019 University Council approved the proposal from the Graduate Studies Committee that a thesis committee would be appointed for all PhD entrants from September 2019. The proposal aimed at aligning the thesis supervision model in use in Trinity with the global best practice guidelines. The proposal stipulates that Schools should have appointed a thesis committee within two months of a student’s initial registration, comprising the supervisor(s) and at least two other members, one of whom may come from outside the university to provide industry or discipline expertise. The thesis committee have been assigned the task to evaluate, monitor and advise on academic progress. The committee acts as an expanded version of the confirmation panel, reviewing all the progression aspects of the student’s structured PhD journey. The benefits from the introduction of thesis committees are threefold. First, it provides a broader base of support for the academic progress of the student. Second, it can act as a critical resource in supporting a student/supervisor relationship. Third, it can also be of great value to the supervisor, particularly where challenges arise. There remain some operational challenges with implementation of the model in some Schools, particularly where there are small numbers of staff, but this is a key innovation in the overall enhancement of the supervision process.

B.2.3 Non-Resident PhD

In 2020, Council approved a new ' Non-Resident Ph.D.' model. This is a pilot programme to enable interested students who wish to undertake a structured Ph.D. programme with access our world-class research supports, but without taking up residence in



Dublin. The new scheme offers the College community a new model for the recruitment of research students in a select number of Schools who expressed interest in this pilot.

As part of this programme, Non-Resident Ph.D. students are fully registered students with access to libraries and services whether they are on or off-campus. A programme of online seminars and discussion groups will be made available to enable connection with fellow Trinity researchers within and across disciplines.

The Non-Resident Ph.D. programme follows the structured PhD model with one modification: The structured PhD requires completion of 10-30 ECTS, while the Non-Resident model mandates a minimum of 20ECTS. At least a quarter of those credits will be fulfilled by the Research Integrity in an Open Scholarship Era module (CA7000), which all Ph.D. students must complete.

Each participating School set a minimum level of requirements and expectations for studying on this programme, with the potential for further agreements with students in this regard. Students are expected to be on-campus for their Confirmation /Transfer Process, and their Viva Voce examination at the end of their studies.

Schools who opted to be involved in the pilot of the Non-Resident PhD programme are:

1. School of Education
2. School of English
3. School of Languages, Literatures and Cultural Studies
4. School of Linguistic, Speech and Communication Sciences
5. School of Psychology
6. School of Religion
7. School of Nursing and Midwifery

As this is a pilot scheme, the supervision and progress of all Non-Resident Ph.D. students will be closely monitored by my Office. It was planned that initial recruitment would commence for September 2021, but this was subsequently postponed to March 2022. A full review will therefore be due in March 2024, to inform any decisions about extensions of this model.

B.2.4 PGR Examination Processes

Two key changes were introduced as part of an initiative to implement a more streamlined and integrated examination process for research students: e-thesis submission and the introduction of pre-viva voce examination reports. The move to e-thesis was approved by Council in June 2019, introducing the option for electronic thesis submission. Across the academic year 2019/20, students and staff accommodated to the new system of submitting a formal notification of Intention to Submit, triggering the creation of a secure file storage folder for receipt of the thesis, that could then be shared with examiners. This initiative proved a lifeline as the year unfolded, particularly once March 2020 arrived.

The second innovation introduced a system whereby examiners exchange reports a week before the viva voce summarising their views on the thesis and detailing proposed areas for further discussion at the viva voce. They then complete a joint



'post-viva form' immediately following the viva, outlining the agreed result and compiling an agreed list of changes. The Chair of the viva voce or internal examiner submits this joint post-viva report to the Academic Registry on the same day as the viva voce. This process was approved during the academic year 2019/20, but only implemented in full from September 2020. The evaluation of the success of this initiative in speeding up the examination process will be a key focus of the annual report in 2020/21.

B.3 Responding to Covid:

B.3.1 The PGT environment

For most of us, March 2020 will forever be defined by the rapid unfolding of a pandemic for which the world was totally unprepared. This event triggered a series of responses at all levels of society and the university was called on to adapt overnight to a fundamentally new way of conducting business, while at the same time supporting staff and students facing sudden and profoundly significant challenges. I deal here only with the responses to teaching, learning and research activities, but am conscious of the critical wider context of activities related to accommodation, travel, physical and mental health crises, safety procedures, to name but a few.

Overnight, across the university, academic staff rose to the challenge of moving teaching online, often spending long hours getting to grips with new technologies and new teaching demands. The supports of CAPSL and of IT Services were critical in accelerating the upskilling that was needed. Students equally rose to the challenge, supporting each other and often offering support to staff. The community worked together in a way that is rarely shown in such sharp relief.

Council delegated its functions to the Dean of Graduate Studies to deal with assessment-related matters, thereby allowing the flexibility of response that was so essential in responding to the needs of the hugely diverse range of postgraduate programmes. As a consequence, Course Directors and DTLPs were enabled to link directly with the Dean to identify effective solutions to assessment challenges, up to and including deferral, adaptation, extension of time frames, alternative assessment formats. It is a testament to the commitment and creativity of colleagues that it became possible to provide evidence of attainment of learning outcomes, despite the extraordinary situation.

Many students undertaking research dissertations experienced significant delays in initiating or completing this part of their programme. As a consequence, many extensions were granted, often for full cohorts of students. Court of Examiner meetings were pushed out as far as possible and constant vigilance was required to ensure that decisions on timings balanced the needs of students, of staff and the tensions of navigating new admissions while still dealing with cohorts of students from the 2019/20 academic year. The extraordinary efforts of the Dean, Marie McPeak, DTLPs, course coordinators, the Postgraduate Advisory Service and Joe Faulkner in PG Cases made the impossible happen, but their efforts were successful only because of the incredible support from colleagues across the entire university, including the Global



Relations Office, Student Services, Estates and Facilities, the Junior Dean and each and every member of the academic, administrative and professional staff.

B.3.2 Responding to Covid: PGR Students

While much of the teaching could be moved into the online space, the closure of the campus in the first few weeks created very significant challenges for research students. In recognition of this, all PGR students were advised that College was willing to grant an extension of six months, free of fees, to any research students on the register in March 2020, to be applied to their record in their final year. This immediate response provided much-needed security to many research students and to their supervisors. The level of activity previously reported in Student Cases, (Section A) reflects the very significant demand for these kinds of accommodations. At the time of writing, the legacy of the disruption of research activity continues to cast a long shadow a full year later.

B.3.2.i Virtual Viva Voce

In an immediate response to the restrictions introduced in March 2020, Council approved implementation of online viva voce examinations for routine rather than exceptional situations. This pivot to a new method of conducting assessment was a vital innovation that has allowed final year students to complete their PhD and enter the workforce. New policies and procedures for this mode of assessment were created and the coincidental parallel introduction of pre- and post-viva reports made the process operate relatively smoothly. As the world starts to enter a post-pandemic phase, this is one adaptation that may be maintained as an option for any student for the examination process. Along with the environmental benefits of not requiring students and External Examiners to undertake travel, it opens the opportunity of inviting experts who may not be willing or available to physically travel long distances to participate in a viva. There are also significant cost benefits to Schools. However, these gains must also be viewed against the experience and benefits for all concerned of being able to converse in the same room. It seems likely that virtual viva examinations will simply become another option for consideration.

This brief summary of the response to Covid perhaps obscures the extensive work, energy and commitment involved. When the adaptations were initially introduced, there was little expectation that a full year later, we would still be dealing with the same public health restrictions and the same teaching and learning challenges. The scale and impact will be more fully reflected in the 2020/21 annual report.

B.3.3 Global Relations Strategy and Implementation Plan (GRS3)

Under the leadership of Prof. Juliette Hussey, the GRS3 strategy outlines the ambitions of the university to increase the diversification of the postgraduate student population but also to develop and expand partnerships, strengthen and leverage the global reach of our research and education and develop further academic collaborations to support the integration of students into the global community. Although the impact of GRS3 will continue into the next five years, the standout contribution from the Global



Relations team in 2019/20 was their extraordinary response to the impact of the pandemic on registered and potentially new incoming students. Like so many units within the university, they scrambled to provide outstanding supports and service to our international postgraduate students. This cohort was particularly vulnerable amid the global uncertainty, finding themselves far from home, facing enormous logistical and personal challenges and critically in need of support. The focus and support provided at the time by the small team in the GRO to the postgraduate community was exemplary and allowed many students to continue their studies in the face of adversity.

B.3.4 Graduate Students' Union

Finally, it would be remiss of me to overlook the invaluable work done by the GSU in responding to the crisis situation that evolved from March 2020 onwards. The core team within the GSU quickly rolled up their sleeves, walked the campus, linked with students, advocated for mitigation measures, provided essential guidance to all student services and a key point of contact for postgraduate students. Their commitment to their peers is exceptional.

B.4 Provost's PhD Project Award Scheme

One of the 'Business as Usual' activities undertaken in 2019/20 was the administration of the Provost's PhD Project Award Scheme. Under this competitive scheme, funding is awarded to a PI at Assistant or Associate Professor level, for research projects to be undertaken over the subsequent four years. The funding covers the fees (EU/non-EU) plus a stipend for a PhD student to work on the project and for whom the successful PI applicant will act as primary PhD supervisor. This administration of this process is supported particularly by Catherine Allen, Executive Officer, and her contribution to the smooth management of the scheme merits a particular note of appreciation.

These doctoral awards are generously funded through alumni donations and Trinity's Commercial Revenue Unit and the impact of this initiative has been career-changing for many PIs and students in recent years. In 2019/20, 149 applications were received for a total of 40 awards. Of these applications, 117 came from Assistant Professors with the remainder from Associate Professors. The gender breakdown of the winning 40 was 21 females and 19 males.

In 2019-20, the selection process was supported by an external assessor from the University of Edinburgh, Professor Anthony Maciocia. Internal assessors from each Faculty generously gave of their time and expertise and reviewed each application across a two-phase process. We are greatly indebted to the following Trinity Assessors who freely gave their support for this important initiative:

AHSS:

Eoin O'Sullivan, Professor in Social Policy, School of Social Work and Social Policy

Paul Coughlan, Professor in Operations Management, Trinity Business School

Monica Gale, Professor in Classics, School of History and Humanities



FEMS:

Celia Holland, Professor of Parasitology, Zoology, School of Natural Sciences
Sinead Ryan, Professor of Mathematics, Pure and Applied Mathematics, School of Mathematics (current Head of School)
Stephen Connon, Professor in Synthetic Chemistry, School of Chemistry

HS:

John Gilmer, Professor in Pharmaceutical Chemistry, School of Pharmacy
Cecily Begley, Professor of Nursing and Midwifery, School of Nursing and Midwifery
Louise Gallagher, Professor of Child and Adolescent Psychiatry, Psychiatry, Trinity Institute of Neurosciences

Together, these assessors selected the 40 winning applications as detailed in the tables that follow (please note that green highlights awards to schools not previously awarded):

Table 11: Provost Project Award by School

Table with 3 columns: Faculty / School, 2019/20, 2018/19. Rows include AHSS (English, Histories & Humanities, Languages Literature and Culture, Linguistic, Speech & Communication Sciences, Psychology, Social Sciences & Philosophy, Trinity Business School), EMS (Biochemistry & Immunology, Chemistry, Engineering, Genetics and Microbiology, Mathematics, Natural Sciences, Physics), HS (Dental Science, Medicine, Nursing and Midwifery, Pharmacy & Pharmaceutical Sciences), and Grand Total (40, 40).

Source: SITS



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

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Table 12: Provost Project Awards: Successful Applications

Principal Investigator	Project Title	School
Nollaig Bourke	Investigating the role of the innate immune system in ageing-associated pathophysiology	Medicine
Vivienne Brady	Understanding and responding to the need for spiritual safety in parenthood when new-borns are hospitalised in intensive care	Nursing & Midwifery
Katja Bruisch	Peat mining as an unwritten chapter in the fossil fuel age	Histories and Humanities
Jane Carroll	Collecting Childhood: Exploring Narratives of Ownership in The Pollard Collection of Children's Books	English
Yekaterina Chzhen	Child well-being in rich countries: role of parenting, poverty and policy	Social Sciences and Philosophy
Clare Clarke	Situating Sherlock: mapping space and place in Arthur Conan Doyle's Sherlock Holmes stories	English
Emanuel Coman	The Synergetic Relationship between National and Local Elections	Social Sciences and Philosophy
Sinead Corr	Unravelling the relationship between host miRNAs and the gut microbiome in IBD	Genetics & Microbiology
Federico Cugurullo	Ride the autonomous city: an analysis of cycling in the age of self-driving cars	Natural Sciences (Geography)
Jesse Dillon Savage	Colonial Armies and their Legacies	Social Sciences and Philosophy
Sarah Doyle	Harnessing the immune system to fight blindness	Medicine
Aisling Dunne	Engineering an anti-inflammatory environment in the OA joint	Biochemistry and Immunology
Paul Eastham	Quantum thermodynamics in flows of light	Physics



Daniel	Faas	Multi-Ethnic Communities and Religion: How Accommodating are Irish Primary Schools?	Social Sciences and Philosophy
John	Goold	Complex Quantum Thermal Machines	Physics
Tamasine	Grimes	<u>Household Medication Safety</u> - The HOMES Study: Household Medication Practices that Support Safety	Pharmacy and Pharmaceutical Sciences
Andrew	Harkin	Old drugs, new tricks. Beta2-adrenoceptor agonists for Parkinson's disease	Pharmacy and Pharmaceutical Sciences
David	Hoey	Microphysiological models of human bone: A new platform for investigation and drug screening	Engineering
Andrew	Jackson	Time is in the Eye of the Beholder	Natural Sciences (Zoology)
Tanusree	Jain	Unpacking Transnational Governance and Corporate Political Strategies	Trinity Business School
Eva	Jiminez-Mateos	Understanding the contribution of neuroinflammation to neonatal brain damage	Medicine
James	Levine	Can we know reality as it is in itself? The status of metaphysics in the analytic tradition	Social Sciences and Philosophy
Niamh	Lynam-Lennon	Investigating the role of microRNA in the resistance of oesophago-gastric cancer to chemoradiation therapy	Medicine
Kate	Maguire	Constraining the origin of gold: heavy element production in neutron star collisions	Physics
Marta	Martins	"Waking up the sleepy beauty" – Macrophage modulation as a strategy to fight multidrug resistant tuberculosis	Genetics & Microbiology
Christine	Morris	The Many Lives of the Minoan Snake Goddess	Histories and Humanities
Bahman	Nasseroleslami	Non-invasive Electrical Imaging of the Spinal Cord for Neurological Diagnosis	Medicine



Ciaran	O'Neill	Saviours and Slavers: the Irish in the Catholic Atlantic 1763-1860	Histories and Humanities
David	O'Regan	Self-correcting quantum materials prediction	Physics
Tomás	Ryan	An investigation into the manner in which the brain instinctively knows how to respond to temperature changes in the environment and modulates animal behaviour and physiology accordingly	Biochemistry and Immunology
Frederick	Sheedy	Fat of the LAM; Lipid uptake in Lung-Alveolar Macrophages (during TB infection)	Biochemistry and Immunology
David	Shepherd	Illuminating Moses in Stained Glass in Ireland (IMSI)	Religion
Stephen	Smith	Development of an anti-bacterial virus delivery system	Medicine
Kirk	Soodhalter	Mathematical Solutions for Inferring Brain Neurophysiology from EEG measurements	Mathematics
Marvin	Suesse	Trade and Gender: Female labour market outcomes in a globalising world	Social Sciences and Philosophy
Lorraine	Swords	Experiencing Domestic Violence in Childhood: Identifying and Evaluating Supports for Resiliency & Recovery	Psychology
Emma	Tomlinson	Testing volcanic - climatic linkages: a case study from Campi Felgrei	Natural Sciences (Geology)
Rachael	Walsh	Citizen-Led Constitutional Reform: Assessing the Promise of Deliberative Democracy	Law
Charlotte	Wilson	Exploring experiential and attentional processes in children's worry	Psychology
Lina	Zgaga	Hair And Vitamin D: Health Archaeology and Commercial	Medicine

Source: Internal GSO Data



B.5 School Achievements

Trinity's postgraduate education is primarily driven at a School level. It is important that the Schools' significant achievements are recognised in a report such as this. In no order, I wish to touch on some of these that have been brought to my attention.

In the 19/20 academic year, the **School of Biochemistry and Immunology** launched the new MSc in Immunotherapeutics and welcomed 14 students onto this course in its first year. The school awards a prize each year to a second year PhD student in honour of Prof Keith Tipton one of the founding members of the School of Biochemistry and Immunology. All second year students who have completed their confirmation process, present their projects at a special event for PhD students and the prize is awarded to the best presentation. In 2019/20, the Tipton prize for postgraduate research was awarded to Sarah Case.

The **School of English** was again been named the highest ranked University department in Ireland in the QS World University Subject Rankings. Professor Eve Patten was appointed Director of the Long Room Hub in 2020 and Professor David O'Shaughnessy was awarded a €2 million ERC consolidator award to undertake research on the finances of eighteenth-century literature. Other new developments include the launching of a new M.Phil. in Modern and Contemporary Literary Studies in 2020 and the addition of part time optionality for their Children's Literature and Irish Writing M.Phil. programmes.

The **School of Creative Arts** was ranked 42nd in the QS World University Subject Rankings for Performing Arts. Students and staff received international recognition during 2019/20. Prof Orla Flanagan was an award winner for Choir of the Year at the Cork International Choral Festival, Bláithín Duggan won the Harry White Inaugural Doctoral prize, and the film *Sea Fever*, written and directed by PhD student Neasa Hardiman was released to critical acclaim at the Toronto International Film Festival.

The Health Research Board announced significant eight million Euro funding for the Dublin Dental University Hospital for **The School of Dentistry's team** led by Dr Brenda McManus for the comparison of staphylococci from the oro-nasal cavity, periodontal pockets and foot ulcers of patients with type II diabetes: a potential oro-nasal microbial reservoir for foot ulcer infections. A third-year student from the SCD Doctoral Programme, Hani Ayup won the International Association for Disability and Oral Health clinical case study prize.

Alison Spillane, a PhD student from the **School of Social Work and Social Policy** was awarded an IRC Employment Based Programme Doctoral Scholarship which is a unique national initiative providing students in all disciplines an opportunity to bring great research ideas into an Irish employment partner with the support of a higher education institution. Alison is based in the Irish Family Planning Association.



The **School of Education** completed a review of their Doctor of Education programme. As well as renewing their school level PhD induction session the school also introduced a new programme of PhD student- led seminars that take place every two weeks.

The **School of Engineering** received recognition from the Institute of Fire Engineers for their Postgraduate Diploma in Fire Safety Practice and PhD student Marco Forte received the ICM Runner-up prize for work on interactive image segmentation in collaboration with Adobe Research. DJ Ringis who is also a PhD student was a finalist in the Qualcomm Innovation Fellowship Competition for his work titled: *Using deep learning for efficient per clip encoding with modern video codecs*.

The **School of Nursing and Midwifery** was ranked No 1 School of Nursing and Midwifery in Ireland and 48th internationally in the QS Ranking. 2019 saw a 10% rise in applications to their postgraduate programmes and the School introduced a new programme, the MSc/PG Dip/PG Cert Midwifery – Advanced Practice. The course attracted 5 Masters and 1 Postgraduate Certificate student. The School was successful in securing funding for three modules as part of the HCI Initiative project which will also meet the needs of their clinical partners in the areas of prescribing and safeguarding.

As part of the Environmental Entrepreneurship module within the **School of Natural Science** coordinated by Dr Quentin Crowley, MSc students worked in teams to address campus sustainability challenges. Project ideas were submitted to the international Agorize Campus Challenge competition and one team of TCD students on the Environmental Sciences MSc course were short-listed in the competition. Soon after the start of her PhD Emma Blanka Kovacs (Geology) published a key paper in an international peer-reviewed journal (*Global & Planetary Change*), on the link between past large-scale volcanism and global mass extinctions. The Best Student Talk by the IGA (Irish Geological Association) was won by Adrienn Maria Szucs who gave a talk with the title "*Replacement of calcite by rare earth carbonates; the formation of bastnäsite*" at the 64th Irish Geological Research Meeting. Sam Ross won the Early-Career Achievement Award from the Irish Ecological Association, for his paper on ecological soundscape analysis.

The **School of Mathematics** received Marie Skłodowska-Curie funding for two PhD students and an IRC award to fund one student. The Hamilton Mathematics Institute (HMI) at Trinity College Dublin was awarded a second grant of US \$600,000 from the Simons Foundation to extend the Simons Visiting Professors, Simons Postdoctoral Fellows, and Simons Visiting Scholars programmes. Additionally, this new grant will support an annual Simons Graduate School and a Simons Symposia. In another initiative, the "2nd Hamilton School on Mathematics" ran from the 24th-28th of August virtually due to the pandemic. This is a School addressed to the needs of PhD students and was organised exclusively by Postdocs and PhD students of the School, namely:

- Guy Jehu (PD)
- Martijn Hidding (PhD)
- Robin Karlsson (PhD)
- Andrea Orta (PD)
- Paul Ryan (PhD)
- Anne Spiering (PhD)



Finally, the School also secured Council approval to deliver a new MSc in Quantum Fields, Brings and Gravity, with a first intake in 2021-22.

Sophie van der Valk from the **School of Law** was awarded a bursary to attend The Howard League for Penal Reform Conference on 'Crime, Justice and Social Harms', which was due to take place in Keble College, Oxford on 31st March and 1st April 2020. This was cancelled in light of COVID-19 circumstances. Dr Ciara O'Connell and Sophie van der Valk were due to present on the topic of 'Preventing Harm in Prison: Prisoner Perspectives on the Role of International Prison Oversight'. Sophie was also awarded a scholarship to participate in the Law and Society Association Graduate Student and Early Career Workshop, '*Finding Your Footing, Building Your Standing, and Challenging What's Expected*' in advance of the Annual Meeting which was due to take place in Denver. Out of nearly 350 applications received for the workshop, 50 participants were selected. The workshop brought together a diverse group of scholars with empirically driven and theoretically rich interests in law and society, with the aim of providing a platform for small group discussions and interrogation of papers submitted, as well as a chance to network and socialise. The workshop, along with the Annual Meeting was moved online due to the Covid-19 outbreak and related travel restrictions. PhD student Marta Markey-Lasek received IRC funding for the project entitled "Posted Workers and Precariousness in Practice" under supervision of Professor Mark Bell. Other highlights within the School of Law included:

- Prosscovia Nambatya, a second year PhD student was selected to participate in the Institute for Global Law and Policy at Harvard Law School.
- PhD student Lucia della Ventura was the recipient of a Women Who Wow Award.
- LLM student Fhumulani Mbedzi undertook her studies as a fully funded scholar under the Ireland Fellows Programme.

The School also welcomed eight Jean Monnet Scholars from Turkey to their LLM programmes in 2019/20 and participated in incoming and outgoing LERU exchanges at PhD level.

B.6 External Activities

B.6.1 LERU

Membership of the League of European Research Universities continues to offer benefits as we engage with comparable universities from across Europe. I attend a regular meeting with Deans from the LERU group to discuss developments in policy and practice related to doctoral education. The learning from this group will inform some of the decisions related to the upcoming reform of graduate education as well as contributing to the constant improvement of how the Graduate Studies Office supports the postgraduate community across College.

The most significant recent development for Trinity was the successful application to deliver the prestigious LERU Doctoral Summer School in the 2019/20 academic year. Prof Neville Cox, as Dean, conceived of the theme underpinning the Summer School and successfully made the bid. Two students from each of the LERU universities is selected to participate in the Summer School, usually run over a week during the summer months. Initially planned for July 2020, due to public health restrictions, it was finally decided to postpone this event until August of 2021. Preparations are well



underway to make this an exciting and informative week. Initial ambitions to host this as a face-to-face event have now been adapted to exploit the online environment. The aim of the LERU doctoral summer school is to provide doctoral researchers with unique professional and personal development opportunities beyond those to which they are generally exposed to in the course of their PhD studies. By creating an exceptional and truly international, intercultural and interdisciplinary environment, the summer school provides a highly stimulating learning experience which is of long-lasting value to the participants' future careers. The theme proposed by Neville Cox was *Reasserting the Role of the Expert*. At the time of writing, the shortlisting process has been completed to select participants from Trinity. The advantage of the online environment is that it will be possible to open elements of the programme to a far wider group of participants. In addition, sessions will be recorded as a future resource. We remain hugely indebted to Neville for his creativity and his willingness to continue his engagement with this initiative, despite having stepped down from his role as Dean.

B.6.2 Irish Universities Association

The Irish Universities Association (IUA) has continued to be another valuable forum for sharing ideas and supports, as well as insights into policy development in relation to postgraduate education generally. There was considerable activity during 2019/20, but the role of the IUA came into its own with the impact of the pandemic, creating a single unified voice to advocate on behalf of postgraduate students. For the calendar year 2019/20, Trinity chaired this group, ably supported by Marie McPeak. This forum was critical in enabling a sector-wide coordinated approach to supporting students and staff through the first months of the pandemic, particularly in relation to issues such as the impact on doctoral research projects and the switch to online postgraduate teaching. These months also saw the finalisation of the IUA Guidelines on the Establishment of Collaborative Research Degrees and each institution applying to the Government of Ireland's Human Capital Initiative both individually and as collaborative, national projects.

B.7 Postgraduate Renewal

The topic of postgraduate renewal has been raised over the past number of annual reports. The importance of this initiative is highlighted five times in the cross-cutting goals of the Trinity Strategic Plan (2020-2025), with the stated aims to:

2.3

Fundamentally re-evaluate the student experience for both postgraduate taught and postgraduate research students and ensure that their bespoke needs are met.

3.4

Meet the changing student profile, within the lifetime of this Strategic Plan, by instituting a major and systemic renewal of all facets of postgraduate education.

3.5

Develop a suite of new postgraduate taught modules and courses across schools and faculties.

3.6

Fundamentally renew our structured PhD programme.

4.5



Institute a major and systemic renewal of all aspects of doctoral education in Trinity to ensure the distinctive character of that education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills training to complement their research.

The motivation to focus on the needs and ambitions within the postgraduate space is driven both by internal and by external factors (discussed further in Section 3). Preliminary explorations and discussions were undertaken towards the end of the academic year 2019/20, to help frame plans for a more systematic review of needs and opportunities in postgraduate taught and postgraduate research activities.

In the second semester of 2019/20, the Dean conducted small, focus groups with members of the PGT and PGR community to identify issues that were directly impacting on students, and with DTLPs in order to capture School perspectives on the need for, and priorities within, any renewal initiative. While specific needs were identified by the PGT and PGR groups, a number of common themes were highlighted.

Lack of Identity: An overarching theme was the sense of a lack of identify for the postgraduate students, whether taught or research. They experienced being seen as secondary in importance to the undergraduate student body, particularly in terms of the structures, systems and processes in place, all of which are seen as having been developed with the needs of undergraduate students in mind. This undergraduate focus has resulted in a reliance on the ingenuity of individual members of staff to constantly identify ‘workarounds’ in systems that are based on the profile of undergraduate students. The lack of a graduate student hub to access services and as a social space was heavily emphasised, contributing to the lack of a sense of an identity as a postgraduate community. A key theme that emerged from the discussions was the importance of a change of mind-set within the university, such that postgraduate education is given equal importance to undergraduate education in the making of plans and the allocation of resources.

A second key theme related to the urgent need for an overhaul of the systems used by and applying to postgraduate students. Many participants commented on the limited functionality within SITS to cope with the diversity of postgraduate programmes and the extensive reliance on ‘workarounds’. Participants recognised the extensive efforts by staff within the Academic Registry to create bespoke solutions, but registered their concerns that for postgraduate students in particular, the available capacity within the AR falls far short of what is needed, in light of the many limitations of the systems they are trying to adapt. Research students expressed particular concerns about admissions and about fees. Schools expressed a need to be able to track the progress of research students across the pathway of the structured PhD and all the way through to graduation – and students also wished to have greater visibility on their own progress so that they too could take responsibility for each stage of the process. Both staff and students expressed a desire for system-level supports to enable greater opportunities for mobility, co-tutelle arrangements and transversal skill development.

For taught postgraduate students, systems inadequacies were also a top priority. Many challenges related to the transparency and efficiency of the application process were highlighted, as well as a need for a more rapid, effective and transparent system for



dealing with applicant queries. Programmes need to capacity to offer flexible course starting dates and completion times, noting that the undergraduate-driven fixed academic year is out of alignment with the needs of potential postgraduate students who are often stepping out of employment for defined periods of time. The flexibility to share modules across Schools to maximise use of resources was also noted, in addition to the need to have systems that enable diverse pathways of learning, over extended periods of time, rather than the linear model that characterizes the undergraduate student experience.

A third theme related to the lack of bespoke postgraduate facilities for students, both for social and for teaching and research activities. For taught students, there was a strong message that given the fee structure, they expected designated, quality community spaces, whereas their experience was that most of the community space in the university was prioritised for undergraduate students. Staff also commented on the need for bespoke teaching spaces, reflecting the different class sizes, structure and teaching and learning activities that are so diverse within the postgraduate programmes. A particular concern was expressed that the needs of part-time postgraduate students are invisible and that this community is largely ignored within the university.

Governance and management of decisions affecting postgraduate students was also discussed with a range of views on the potential role of School-based Graduate Schools, empowered to make decisions in respect of their own programmes and students. It was noted that in reality, much of this work happens already within Schools, and there would be considerable benefits to giving formal expression to this reality. In tandem, it was also noted that significant cultural diversity exists across Schools and that in any renewal initiative, a key principle must be ensuring flexibility to enable the strengths and needs of each discipline to flourish.

Financial considerations: This theme covered a broad range of topics and included some that have been reported in previous annual reports. One theme related to fees for postgraduate research students, with a strong view that these students should be seen as a resource for the university, and clearly differentiated from the taught student cohorts. An overwhelming view was that all research students should be charged the same fee levels, and that these should be set at non-EU levels. Furthermore, it was proposed that research students should be excluded from the BBM calculations in terms of quota of international students. Although there was welcome for the available College awards for research students, concerns were raised about the diversity of these awards, creating potential inequity within student groups in Schools, as well as the need to pitch stipend levels at the minimum level of an externally funded student. For postgraduate taught programmes, a key concern expressed was the lack of administrative support for these programmes, attributed to a lack of understanding of the demands these programmes entail. A second concern was the relative lack of importance assigned to the role of course director in promotion processes. The perception that emerged was that directors who go the extra mile to ensure their students have an excellent experience get little or no recognition for this contribution.

Structured PhD: While there was broad support for the introduction of a Structured PhD, a clear theme that emerged was the importance of ensuring that this overarching



structure retained sufficient flexibility to enable each discipline to flourish. There were several useful suggestions in relation to the taught components, most notably that every effort should be made to ensure that any taught elements make a real and substantive difference to the student, rather than becoming a 'tick-box' exercise. Suggestions were made for greater resources in relation to transversal skills such as career development, statistics, grant-writing, and thesis defence. Students reported a sense from some supervisors that although there were opportunities to engage with events and workshops related to transversal skills, these activities should not become a distraction from research. As a consequence, students were unsure how to balance potentially competing needs.

There was also discussion of the importance of developing resources and supports for the supervision process, in line with best practice internationally. Many suggestions were made, including mandatory supervision requirements, the development of an award to recognise excellence in supervision, further embedding of co-supervision and thesis committee models, and formalization of supervision development programmes. Many of these initiatives are in progress, but clearly they will play an important part in future planning for research student activities.

Across both the taught and research postgraduate groups, there was a sense that the potential to create a real Trinity Identity for postgraduate students should be a key priority. The benefits of such an initiative could be critically important to the future of the university.

Finally, a persistent and dominant theme in the discussions with staff related to the overall process of postgraduate renewal. In these small, preliminary discussions, colleagues pointed to the extensive innovations and developments within the PGT and PGR context over the past years. They voiced strong concern that any renewal should be driven by the priorities and needs of the postgraduate community, in all its diversity. Key to success in such an endeavour will be ensuring that flexibility and creativity are priorities and that system development is seen as a fundamental and critical enabler of change.



Section C: Looking to the future

Within this section I will highlight some of the trends touched on in earlier pages as well as outlining areas that the postgraduate community will need to focus on in the coming years. While this year has been exceptional in nature, reports from my predecessors have shone a light on growth areas as well as aspects of our activities where it is clear that there is a critical need for development and support.

C.1 The Graduate Studies Office

The volume of work that is channelled through the Graduate Studies Office is very high, both in volume and in diversity and complexity. Processing that work relies on a tiny team of committed individuals. Of necessity, this introduces concerns about sustainability and resilience as we look to the future. Although an additional role of a new Assistant Academic Secretary for Graduate Education was created during 2019/20, the future focus of this post will primarily be on the development and project management of postgraduate renewal. Outside of the Dean, there is one administrative officer that must deal with an average of over fifty queries and items of correspondence per day. The queries related to postgraduate education are often complex, leading to a large number of case files being worked through and administered in parallel. This can lead to a slow servicing time on queries. As a renewal process is entered into in the coming years, this administrative load will most likely increase, placing more of a burden on an already under-resourced system. As is clear from the preceding sections, and further highlighted below, there is a critical need to ensure that strategic planning and development becomes a key focus within the GSO. The current operational demands mean that resources are already stretched to capacity. The risk is that important strategic initiatives will be delayed. Part of the solution to this situation may come from increased delegation of authority to DTLPs. However, such a shift in governance will require careful consideration of the workload of DTLPs and how this is recognised in the workload model and for promotion processes. Even with increased devolution of decisions to Schools, there is no doubt that if the ambition of postgraduate renewal and development is to be realised, increased supports will be needed, both within Schools and within GSO.

Two additional streams of activity that have involved significant effort from the GSO have been responding to the impact of the pandemic as well as implementing the requirements of HCI. These activities have not been confined to graduate studies, but they have generated significant increases in activity, over and above what has previously been recognised as a high volume of work within GSO. These are each, in their different ways, of fundamental importance to the university. It is likely that each year will bring its own unique challenges and demands. Ensuring there is capacity in the system to deal with these challenges will be fundamental to delivering the quality graduate education and research experience that is our shared ambition.

C.2 Postgraduate Renewal

Plans to implement a process of postgraduate renewal have been under discussion for some time. It was planned that 2020/21 would see a significant step-change in



momentum in this process. For a range of reasons, including the steep learning curve for a new Dean, the leakage of time required to respond to the changing picture of Covid-19, the implementation of the HCI and changes in personnel, progress has been slower than originally envisaged. However, considerable background work has been done in reviewing external trends and pressures, and developing a proposal that will be brought to Council for approval to initiate a formal period of consultation as the first phase of this initiative. Many potential areas for consideration have already been identified. How those are prioritised, adapted and configured can only be determined through effective consultation with all the stakeholders. Outlined below are aspects that as a Dean have stood out to me as future areas for enhancement – whether or not they find their way onto the formal plan of action for postgraduate renewal. This list is necessarily incomplete – and may at times be at odds with the perspectives of Schools, Directors, students and professional colleagues. They are a starting point for what I look forward to as fruitful and energising discussions.

RECOMMENDATION:

- Proceed with formal approval for the consultation phase of the renewal project

C.2.1 Postgraduate Research Students

C.2.1.i Trends in Admissions

As outlined in the Admissions data, the profile of slowly decreasing registrations of research students is a key concern. In part, this may reflect the increasing competition for research students, both nationally and internationally. With the creation of Technical Universities, now empowered to register PhD students, the competition on a national level will increase. Trinity is well positioned to maintain its leadership position, but this trend brings an urgency to the need to match the ease of attracting and registering students with the high-profile research opportunities available within the university. Students are drawn to the exceptional researchers with whom they want to work. Their challenge is often in navigating the systems that can make that a reality. For students who have many choices open to them, any obstacle can easily lead to turning away and finding other solutions. The steady decline in conversion from applicants to registration over the past number of years suggests that this is an area that will require focused attention.

We are moving towards a position where one third of our PhD students will be studying in a part time capacity. Again, part time students interact with services in varying ways, often with very different needs to their full-time colleagues. If this increase of part time PhDs is to continue, and there is no evidence to say that it will not, we need to be flexible enough to be able to offer services and systems that are appropriate and match the needs of this cohort. While this will be addressed in depth within the planned postgraduate renewal, short term steps will need to be taken in the meantime. These include reviewing calendar regulations to ensure that the needs of part-time students are recognised adequately – a task that has recently been completed in relation to examination processes for research students. A second is to ensure that supervision supports map effectively onto part-time student needs, another initiative introduced this year. Further initiatives will doubtless emerge from the consultation phase of the renewal project.



Finally, it is clear that the systems that support research students are in urgent need of development. The flexibility that is increasingly essential must be factored into system design. Current system limitations mean for example that taking time off books for maternity leave must accommodate to the possible registration dates of September and March, despite the fact that PhD students can be assessed at any point in the year and should therefore be able to have complete flexibility in their registration and completion dates. The time required to identify and implement a 'solution' to system limitations such as this of necessity introduces delays, loss of efficiency and a sense for students that somehow they are the 'problem'. Issues such as this would cause far greater disruption within the system were it not for the exceptional efforts of colleagues in the AR whose willingness to identify and implement workarounds is beyond fault. However, it is clear that future plans for development and enhancement will hinge critically on infrastructural supports that enable the talents of staff to be effectively deployed where they can be most impactful.

RECOMMENDATION

- Contribute to a fundamental review of the digital systems that support processing of postgraduate student information, with a priority of ensuring flexibility and transparency and reducing inefficiencies.

C.2.1.ii Enhancing and Recognising Excellence in Supervision

Excellence in supervision is the hallmark feature of the experience of most research students. However, ensuring that excellence is developed, maintained and recognised is a responsibility of the university. Excellent work has been done over the past number of years in developing supports for supervisors. Internationally and nationally the move is to make supervision programmes mandatory for all new supervisors and increasingly within the LERU group, there is emphasis on revision opportunities for established supervisors. There is considerable capacity within the university to formalise and extend the existing supports to ensure that all supervisors can avail of these resources and that participation in supervision development programmes is formally recognised. A further recommendation is that excellence in supervision be formally recognised through the creation of an Excellence in Supervision Award, akin to the Teaching Excellence awards that have been so successful in raising awareness of the importance of pedagogical practices.

RECOMMENDATIONS:

- Formalise a programme of supervision enhancement
- Implement an Excellence in Research Supervision Award

C.2.1.iii Financial Pressures and Anomalies for Research Students

Research students face many pressures beyond the pressure of their research activities. Many are juggling additional family care responsibilities. Most face very significant financial challenges. For the majority of students, the current level of stipend falls well below the living wage level. Students who need to find accommodation in Dublin find themselves faced with some of the highest rents in Europe, and juggling extremely low levels of funding. This is a sector-wide issue and one that needs a sector-wide solution. The system that operates in most other parts of the EU, where PhD students are recognised as requiring a contractual status (linked to the rollout of the HRS4R award) is one that may soon become embedded in EU policy



and by default change the status and funding position of PhD students in the relatively near future. However, in the meantime there are some internal innovations that could make an important difference to at least some students. The current level of stipend payment for internal awards ranges from €6,500 for 1252 awards to €13,000 for the Ussher and €17,316 for PPA recipients. In addition, for some of these schemes the fee allowance covers 3 years while for others it is for 4, and the PPA scheme is the only scheme to cover both EU and non-EU fees. Each of these schemes is highly competitive, attracting the brightest and best potential students. The perceived inequity in award is problematic for students and for their supervisors. In a further layer of complexity, a calendar regulation restricts the income that can be earned by award recipients to €18,000 per annum. Although historically this restriction was most likely linked to Revenue requirements, that is no longer the case, but the restriction still applies. As a consequence, students must either forego valuable opportunities for additional paid teaching hours within the university, undertake those hours without payment, or seek additional funding to support themselves through poorly paid part time work outside of the university. These anomalies in both the levels and constraints on supports require urgent attention.

Reference has already been made to the need to consider whether there is merit in waiving non-EU fee requirements for all research students, in line with the practice in other universities in Ireland. The potential loss in income such a move might cause must be considered in light of the impact it could have on overall recruitment. Currently, the only funding scheme that supports non-EU fees is the PPA scheme. No external funders are willing to pay non-EU fees. As such, non-EU fee income is generated either by internal funding schemes, by Schools (i.e., further internal funding), or by individual students who are self-financing. The sustainability of this model is questionable, particularly if it results in the loss of high calibre international research students to other universities who are willing to set aside a fee differential. There is good reason to consider focusing efforts on non-EU fee generation through taught programme opportunities, making a university commitment to research students as a distinct, unique and valuable resource for the university in our mission to drive global changes. These are the research leaders of the future.

RECOMMENDATIONS:

- Review the internal award schemes to ensure parity of fee allowance and stipend payment across the schemes
- Remove the current restriction on earnings of €18,000 and devolve responsibility for management of tax liabilities to students and Revenue
- Review the financial impact of eliminating non-EU fees for postgraduate students

C.2.1.iv Space Needs

As evidenced in the focus groups conducted in 2019/20, access to study, research, and social space is a critical need for postgraduate research students. While many Schools can offer dedicated study space to their students, this is by no means universal. As a result students who pay the same level of fees have no guarantee of the same level of physical support for their research. In a further anomaly, students in FAHSS who are more likely to be self-funded, are less likely than their peers in other Faculties to have



access to a dedicated study space. As choice increases for research students, easy access to these kinds of resources will become more critical.

RECOMMENDATIONS:

- Review the access to dedicated study space for postgraduate students, aiming for equity and transparency across the student body
- Ensure the teaching space requirements of the postgraduate community are articulated to inform future space planning

C.2.1.v Enhancing the Structured PhD and the Research Student Experience

The national and international context of Graduate Education has changed significantly in recent years. At a European level, doctoral research and the wider postgraduate field have increasingly become major contributors to the knowledge-based economy, a role supported by EU and Irish policy development. Recognising the impact of these changes, and the demands they place on doctoral programmes, the EUA, as part of the Bologna Process published the ten Salzburg Principles (EUA, 2005)¹ underpinning doctoral education. These principles were further updated and enriched in the Salzburg II Recommendations (EUA, 2010)² and Implementation and Challenges proposals³ (EUA, 2016). As outlined in these documents, graduate education across Europe is increasingly expected to deliver programmes that are interdisciplinary, that facilitate international mobility and that offer opportunities for intersectoral engagement. The expectation is that European universities will collaborate to exploit the unique contributions each partner can make to innovate and enhance the quality of postgraduate education and development, through initiatives such as the CHARM-EU project, thus contributing to the knowledge-based economy and society.

Embedding these *'Triple-I'* elements of International mobility, Intersectoral engagement and Interdisciplinarity requires innovative and flexible institutional structures to foster both academic and transversal skills in those undertaking postgraduate study. Students need to be empowered to manage their own professional development, within environments and structures that support lifelong learning through flexible schedules and diverse learning engagement opportunities. Institutional and School strategies need to support cross-cutting development opportunities, enabling doctoral students to meet the needs of employment markets that extend far beyond academia, while also maintaining elements of traditional approaches that have stood the test of time. Increasingly, doctoral students are expected to demonstrate competence in complex areas such as research ethics, Open Scholarship, Intellectual Property and career planning. In the 2018/19 ISSE survey, only 50% of research students in Trinity indicated that they had availed of training to develop their transferable skills, comparing unfavourably to the 60% in comparator institutions. Of equal concern, a significant proportion of research students (52-72%) felt disconnected from the research culture of their School and reported few opportunities for involvement in the wider research community. Many innovative

¹ <https://eua.eu/downloads/publications/salzburg%20recommendations%202005.pdf>

² <https://eua.eu/downloads/publications/salzburg%20ii%20recommendations%202010.pdf>

³ European Universities Association. Doctoral Education - Taking Salzburg Forward. Implementation and New Challenges. Brussels: European University Association.
<https://eua.eu/downloads/publications/doctoral%20education%20-%20taking%20salzburg%20forward%20implementation%20and%20new%20challenges.pdf>



learning opportunities have been developed within Trinity over the past number of years, but it is clear that there is a need to (a) raise awareness of these developments and (b) continue to focus on enhancement of the research student experience.

RECOMMENDATION:

- Initiate the postgraduate renewal so that the above issues can be fully explored

C.2.2 Taught Postgraduate Students

Future directions for taught postgraduate students echo many of the themes discussed above, particularly in relation to the urgent need for system changes as well as the creation of dedicated teaching and social space to create a sense of community. In addition to these, there are three areas that in my view are critical for the coming years.

C.2.2.i Taught Programme Development

During the academic year 2019/20, postgraduate students were enrolled in a total of 197 different course codes, reflecting the diversity of the programmes available. The launch of the HCI will yield a further set of programmes and each year, the GSC recommends new programmes to Council for consideration. This growth is largely driven by Schools, who identify new opportunities for growth and development. It is unclear whether this pattern of growth is sustainable and whether it includes an effective process for pausing or phasing out programmes that no longer recruit sufficient students to merit the demands they place. Such decisions rely crucially on Schools, but the pressures to continually increase numbers make it difficult to focus sufficient time on strategic planning to ensure that growth is balanced by critical review of existing offerings. In addition, the supports required for effective market analysis and marketing of new offerings is very limited so that the effort that is required to create and offer a new programme may not yield its potential benefit. There is a strong case to be made to create additional supports for all stages of this process, including support for development of course proposals, market analysis and promotion and administration of programmes once students have been recruited. Schools expend considerable efforts and creativity in developing the pedagogy underpinning these programmes. The ancillary activities would be more effectively delivered using resources dedicated to those activities.

RECOMMENDATIONS:

- Identify core marketing and promotion needs of Schools at an early stage in planning for new programmes
- Develop a tool kit for Schools and ensure that there is an identified individual to support them in effectively marketing programmes
- Ensure that academic members of staff can focus effectively on the academic dimensions of programme development, delivery and assessment.

C.2.2.ii Flexibility

The hallmark of future developments in postgraduate taught programmes will be flexibility. This flexibility will be a required core feature of pathway structures, as the influence of Micro-credentialing permeates all aspects of the postgraduate space. Students will expect choice in terms of pathway options and exit opportunities. The past year has seen significant acceleration in the drive to offering 'Framework' model



programmes, with an expectation of a gradual building from a PGCert, to PGDip to MSc, with each award available as an attainment rather than an exit option. To exploit the full potential of this model, considerable further work is needed on developing templates for promotion, marketing and admission of students. To date, the experience has been that confusions for students easily result in their landing unintentionally on the wrong programme, and transferring out of that pathway is extraordinarily difficult, creating frustrations for students and staff. Considerable work has already been undertaken this year by the team in the AR, and in particular by Peter Hynes, Lee Annett and Jennifer Pepper to address some of these challenges. The next step is present possible solutions to the GSC for consideration and to implement any changes that are needed to ensure that there is a robust and transparent system for students seeking to apply.

The second major area of flexibility that looms is the option of registering for units smaller than a major or minor award – whether as part of a Micro-credential initiative, as part of CPD or for some other reason. To date, module enrolment has proven extremely problematic from a systems point of view. The future development of opportunities in the postgraduate space will be fundamentally dependent on ensuring this flexibility is available and seamless for students and for staff.

RECOMMENDATION:

- Overhaul of existing digital infrastructural support for processing postgraduate student information, with flexibility and transparency as key features

C.2.2.iii HCI and CHARM-EU

A third area of imminent growth and innovation is reflected in the raft of activities associated with the HCI and with the emergence of new models of European cooperation, embodied in the CHARM-EU initiative. These developments are characterised by the features outlined above – flexibility, student choice, innovation, a deep reliance on systems and the potential for significant growth. In addition, they both reflect the increased engagement with industry, with global challenges and sustainability and with citizen science that is expected of all postgraduate students and postgraduate learning opportunities. There is no doubt that there will be significant learning from these initiatives that will serve as sign-posts for future developments.

RECOMMENDATION:

- Monitor the implications of initiatives including CHARM-EU for systems and for students

C.3 Internationalisation

The past decades have seen significant growth in the proportion of international students particularly in taught postgraduate programmes, reflecting the success of the initiatives from the Global Relations Office. The emergence of models such as CHARM-EU highlight new directions for building international links, within new structures that incorporate an expectation for mobility and cross-fertilisation across jurisdictions and disciplines. There is increasing interest in developing strategic alliances of varying degrees of formality to support co-tutelle arrangements, dual degrees and joint degrees. All of these developments are to be welcomed, moving to a situation where every postgraduate student can expect an opportunity to experience engagement with another country and institution – even if such engagement does not mean leaving the campus. This *Internationalisation* is one of the triple-I components referenced earlier



in relation to the Structured PhD, but is also a potentially valuable experience at Masters level.

C.4.i Implications of Internationalisation

The growth in internationalisation is welcome, but it brings with it new demands and responsibilities. There is already evidence that international students draw more heavily than their peers on the Student Support Services within the university. This is hardly surprising, given their vulnerability in terms of being far from home, in a new cultural environment, often working within a language that is their second or third language. Accommodation is difficult to find and puts very significant financial pressure on these students. In addition, they are often under great pressure to perform well, given the enormous investment their families have made in their education. For many, these pressures can quickly become overwhelming.

The current Postgraduate Advisory Support Service delivers an extraordinary quality of service to postgraduate students, with a tiny team. Martin McAndrew deserves special mention for his commitment to students and his unending perseverance in supporting them to navigate the complex challenges they encounter. The value of the undergraduate tutorial system has stood the test of time and is one of the core features of a Trinity undergraduate experience. The need for a comparable system for postgraduates has long been flagged. Currently, many course directors absorb elements of this role, particularly in relatively small programmes. However, this work needs either to be formally recognised, or an alternative system of student mentoring needs to be established, to ensure that the pastoral needs of this growing body of students receives equal recognition and support to that afforded to the undergraduate students.

Over the past year, another worrying pressure has emerged. International students are increasingly vulnerable to racist attacks, as evidenced by the reports received by the GSU. This is a societal problem and the responsibility for resolving it is one that requires all the energy and resources that we have available. As a university, it is critical that our international students know that we stand with them, that we stand for their right to live their lives and follow their education free of prejudice and discrimination, and that we are willing to act immediately to respond to any such instances that they experience within our own community.

RECOMMENDATIONS:

- Build capacity in terms of pastoral supports for postgraduate students, with particular reference to international students. This will be a critical lever for long-term success in growing international student numbers particularly in taught programmes.
- Work with all relevant stakeholders to raise awareness of racism and its impact and develop dedicated supports for students who experience racist attacks.

C.4 Learning from Covid

C.4.i Innovations in Teaching and Learning

Finally, although the arrival of a global pandemic occurred mid-way through the academic year 2019/20, in many respects it will always define that year. I will conclude this report with some further reflections on the shadow it cast and continues to cast.



Although it was hugely disruptive, it is important to reflect on some of the important innovations that the pandemic forced into our systems. In some instances it simply accelerated the pace of innovation. One area in which such innovation is most noticeable is in approaches to teaching and learning. The sudden move to online learning created new opportunities to experiment with flipped classrooms, chunking of content, interactive activities and new forms of assessment. While there is no doubt that the vast majority of staff and students will welcome a return to face-to-face teaching, it is likely that a degree of blended learning will permeate a high proportion of modules. The new assessment methods that had to be created and implemented also highlighted the critical importance of reflecting on assessment itself as a process, distilling the most important elements for assessment and driving economies of scale and of scope. This shift carries with it some additional requirements, including further supports to optimise the quality of this model, additional technical needs, re-designed classroom spaces and a critical review of the optimal VLE to meet the demands of students and staff.

The flexibility to engage with remote meetings greatly enhanced the ease and flexibility of meetings of Courts of Examiners and viva voce examinations for research students. Many Schools aim to continue with this format where it is preferred and acceptable to all involved.

C.4.i Hybrid Learning

The term hybrid learning covers a wide range of teaching approaches – a feature that has served the community well over the past 18 months. As we enter a post-Covid stage, it will be important that further attention is given to clearly articulating how this approach is to be applied within each programme offered. This clarity will be especially important to an external audience of potential students and employers.

C.4.ii Responding to a Crisis

Two factors stand out as having been critical to the success with which postgraduate programmes and research activities were able to respond to the crisis. One was the decision to delegate authority to Schools through the DTLPs and Course Directors in relation to adaptations that were needed to continue to deliver learning outcomes and to ensure a robust and appropriate assessment approach. All adaptations required approval of the Dean, ensuring oversight of the overall process. This flexibility supported Schools to make the decisions that worked best for each programme, allowing course teams to be responsive to the needs of students and of the academic integrity of the programme.

The second critical factor was the collegial spirit of the Graduate Studies Committee, where dilemmas could be discussed, explored and decisions could be quickly made. As evidenced in the minutes of GSC meetings, this was a period of rapid change and high activity. All those who participated in these discussions deserve special credit for their leadership and their contribution. Above all, this crisis has demonstrated the very real strengths of Trinity's Graduate Studies Committee in supporting and driving adaptations and innovations in order to ensure the highest possible standard of excellence for the postgraduate student community.

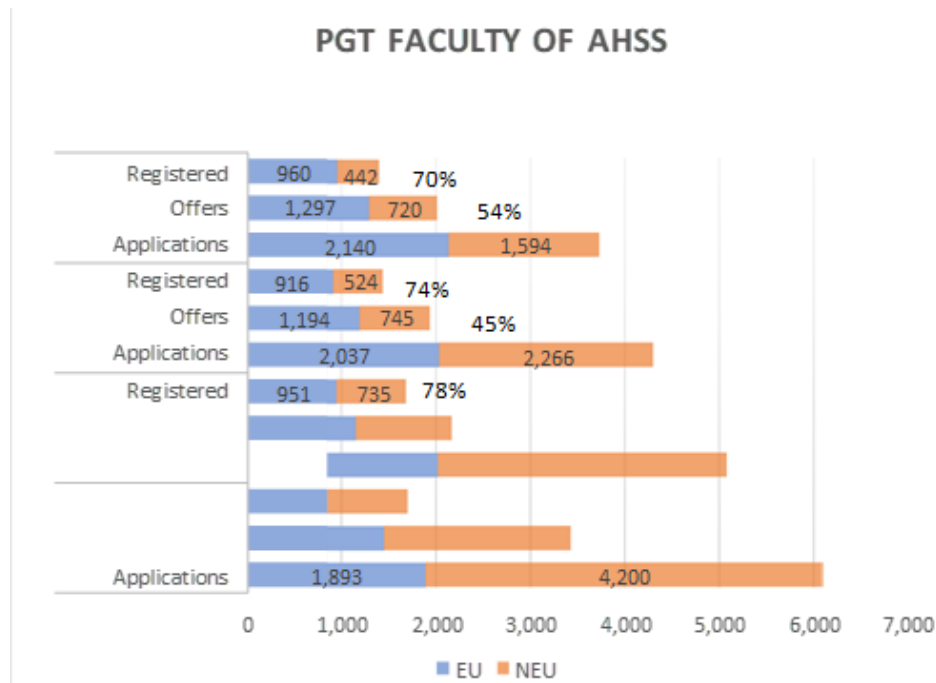
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Appendices

Appendix 1: Tables from the Academic Registry Annual Report

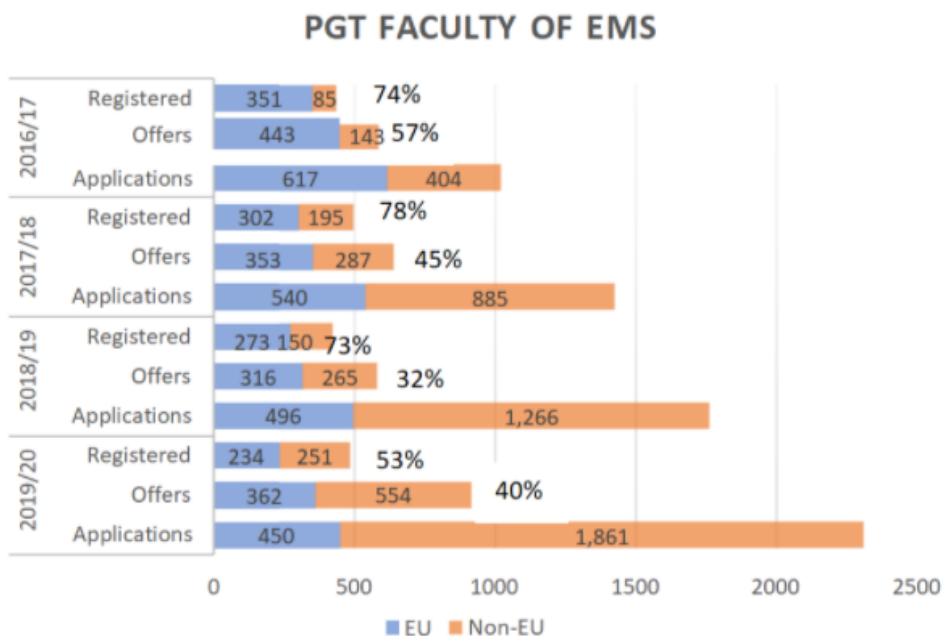
Figure B4(a): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2019/20 - 2016/17



Source: SITS

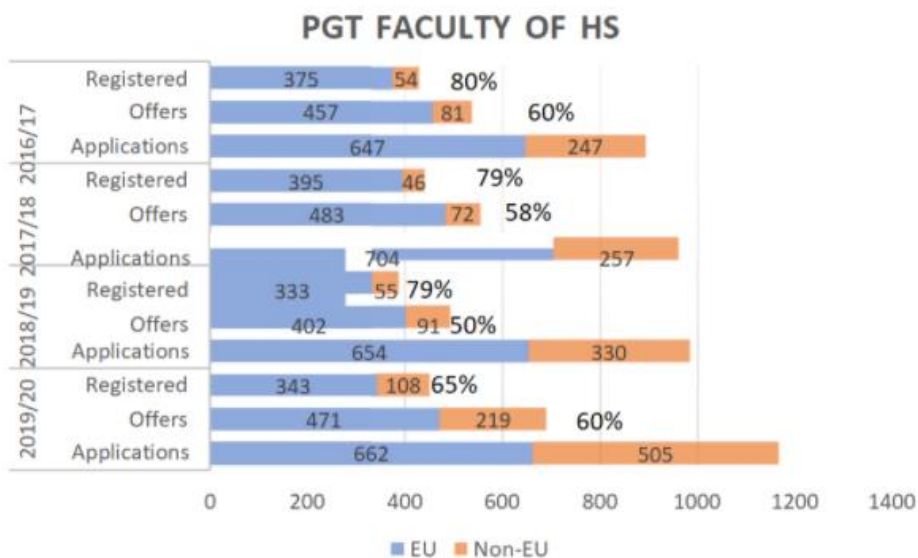


Figure B4(b): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Engineering Mathematics & Science 2019/20 - 2016/17



Source: SITS

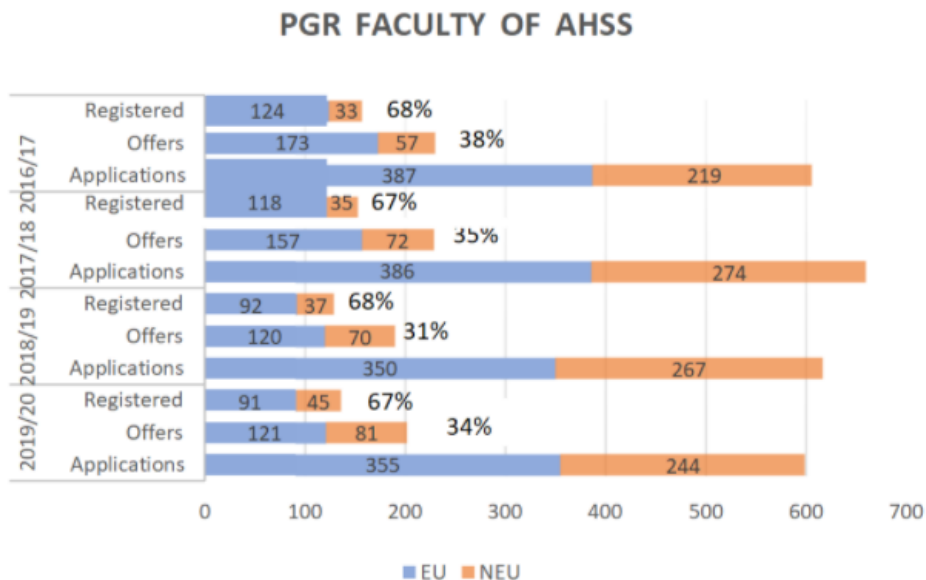
Figure B4(c): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences 2019/20 - 2016/17



Source: SITS

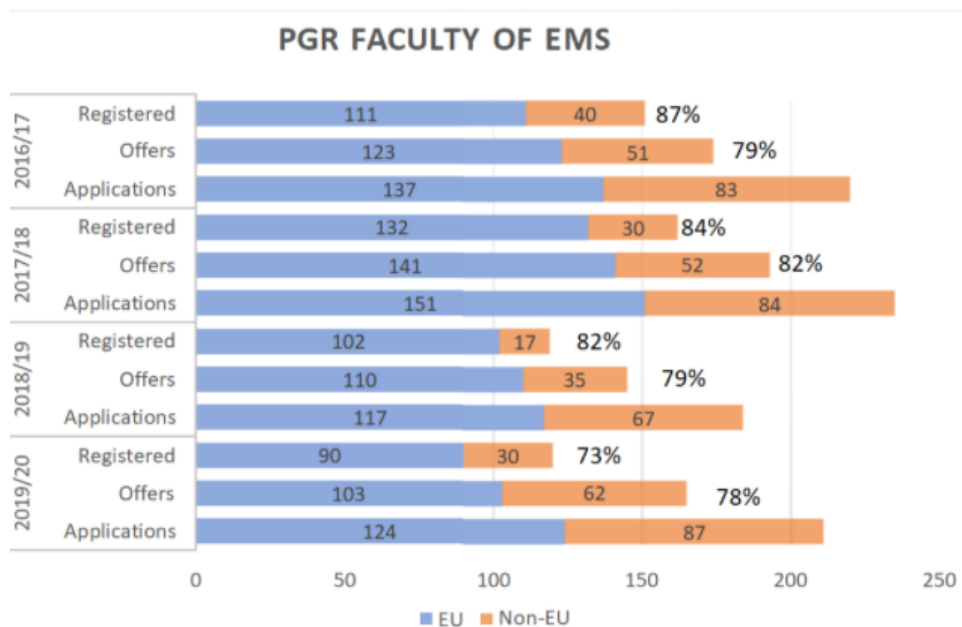


Figure B5(a): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities & Social Sciences 2019/20 - 2016/17



Source: SITS

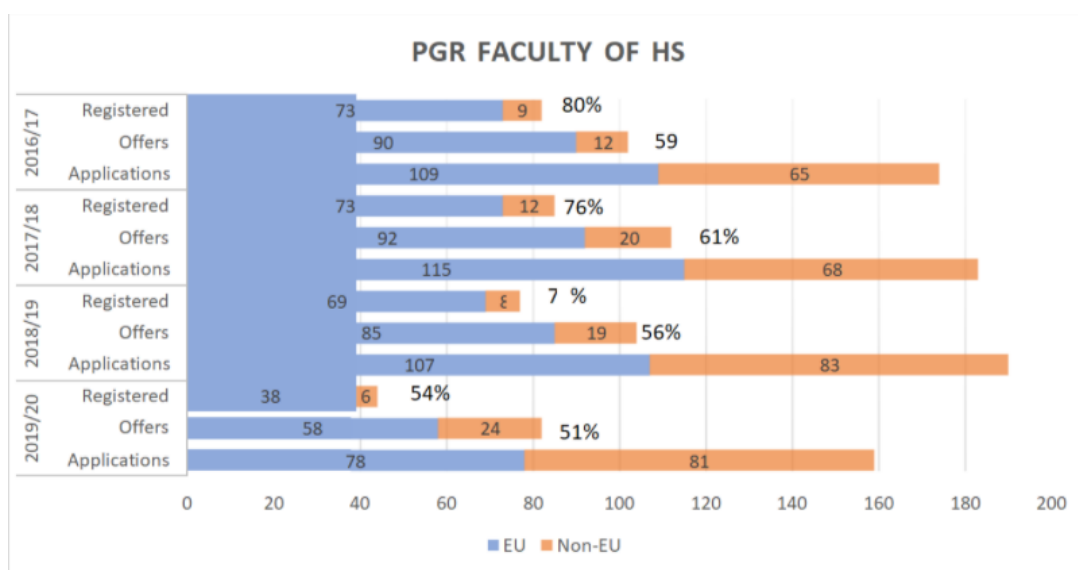
Figure B5(b): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Engineering Mathematics & Science 2019/20 - 2016/17



Source: SITS



Figure B5(c): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences 2019/20 - 2016/17



Source: SITS

Table C1(a): Student Body by Fee Status 2019/20 - 2016/17

Student Group / Fee Status	2019/20			2018/19			2017/18			2016/17		
	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
Undergraduate	11,678	1,706	13,384	11,544	1,677	13,221	11,487	1,538	13,025	11,361	1,324	12,685
Postgraduate	3,973	1,523	5,496	3,743	1,379	5,122	3,797	1,197	4,994	3,929	962	4,891
Foundation	56	5	61	64	0	64	61	1	62	54	0	54
Grand Total	15,707	3,234	18,941	15,351	3,056	18,407	15,345	2,736	18,081	15,344	2,286	17,630
% Increase			2.9%			1.8%			2.6%			0.7%

Source: SITS

Table C1(b): Student Body by Gender 2019/20 - 2016/17

Student Group / Gender	2019/20			2018/19			2017/18			2016/17		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Undergraduate	7,986	5,398	13,384	7,839	5,382	13,221	7,624	5,401	13,025	7,438	5,247	12,685
Postgraduate	3,403	2,093	5,496	3,133	1,989	5,122	3,022	1,972	4,994	2,943	1,948	4,891
Foundation	36	25	61	37	27	64	42	20	62	31	23	54
Grand Total	11,425	7,516	18,941	11,009	7,398	18,407	10,688	7,393	18,081	10,412	7,218	17,630

Source: SITS



Table C1(c): Student Body by Course Type 2019/20 - 2016/17

Student Group	Course Type	2019/20	2018/19	2017/18	2016/17	2015/16
Undergraduate	Visiting / for credit only	1094	1085	1,090	926	985
	Certificate	65	42	10	0	0
	Diploma	94	95	90	136	159
	Professional Diploma	8	7	10	35	40
	Bachelor	10,701	10,617	10,497	10,370	10,352
	Integrated	1,422	1,375	1,328	1,218	1,147
Total		13,384	13,221	13,025	12,685	12,683
Postgraduate	Visiting / for credit only	125	92	74	86	64
	Certificate	384	318	281	300	251
	Diploma	301	260	294	298	278
	Module - Standalone	3	57	46	117	0
	Higher Diploma	64	58	59	63	62
	Taught Masters	2,887	2,735	2,596	2,436	2,385
	Integrated	54				
	Research Masters	63	74	69	75	85
	Research Doctorate	1,390	1,333	1,365	1,338	1,464
	Professional/Clinical Doctorate	142	124	136	123	124
	Performance Doctorate	17	19	17	10	8
	Structured Doctorate	63	52	57	44	48
	Higher Doctorate	3	0	0	1	0
Total		5,496	5,122	4,994	4,891	4,769
Foundation	Certificate	61	64	62	54	59
Total		61	64	62	54	59
Grand Total		18,941	18,407	18,081	17,630	17,511

Source: SITS

Table C1(d): Student Body by Mode of Attendance 2019/20 - 2016/17

Mode of Attendance / Student Group	2019/20				2018/19				2017/18				2016/17				2015/16			
	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total	F	UG	PG	Total
Full-Time	61	13,233	3,763	17,057	64	13,078	3,367	16,509	62	12,877	3,171	16,082	54	12,489	2,937	15,480	59	12,440	2,934	15,433
Part-Time		82	1,547	1,629	0	76	1,520	1,596	0	64	1,613	1,705	0	87	1,677	1,764	0	116	1,684	1,800
Validated for Another Institution		69	97	166	0	67	81	148	0	84	65	149	0	109	58	167	0	127	63	190
On-line Module Standalone			86	86	0	0	97	97	0	0	99	99	0	0	102	102	0	0	88	88
Module Standalone			3	3	0	0	57	57	0	0	46	46	0	0	117	117	0	0	0	0
Grand Total	61	13,384	5,496	18,941	64	13,221	5,122	18,407	62	13,025	4,994	18,081	54	12,685	4,891	17,630	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		
ARGENTINA						2				2
AUSTRALIA	6					8				14
AUSTRIA	14			3		4				21
AZERBAIJAN						1				1



BAHRAIN	1								1
BANGLADESH	2					2			4
BELARUS	1								1
BELGIUM	7			5		6			18
BOLIVIA	2								2
BOTSWANA						1			1
BRAZIL	23				2	14			39
BRUNEI DARASSALAM	1					1			2
CANADA	16			9		14			39
CHILE	1					3			4
CHINA	342				1	53			396
COLOMBIA	2					1			3
CONGO	1								1
COSTA RICA	1					2			3
CROATIA	4					2			6
CYPRUS	1								1
CZECH REPUBLIC				2	1				3
DENMARK	2					4			6
DOMINICAN REPUBLIC			1						1
EGYPT	1					3			4
ESTONIA	2								2
ETHIOPIA	2								2
FINLAND	3								3
FRANCE	43			36		32			111
GAMBIA	1								1
GERMANY	73			15	1	43			132
GHANA						1			1
GREAT BRITAIN (excluding N.I.)	72	1				53			126
GREECE	10					11			21
HONDURAS	1								1
HONG KONG	6					3			9
HUNGARY						1			1
ICELAND	5					1			6
INDIA	439					51			490
INDONESIA						1			1
IRAN ISLAMIC REPUBLIC OF	2					4			6
IRAQ	1					1			2
IRELAND (Including N.I.)	1984	86	1	29	46	928			3074
ISRAEL	1			2		1			4
ITALY	42			4		64	2		112
JAPAN	4					2			6
JERSEY						1			1



JORDAN	1				1			2
KAZAKHSTAN	1				5			6
KENYA	5				1			6
KUWAIT	6			1				7
LATVIA	1	1			1			3
LEBANON	3				1			4
LESOTHO	1							1
LIBERIA	1							1
LIBYAN ARAB JAMAHIRIYA					4			4
LITHUANIA	2				3			5
LUXEMBOURG	3				1			4
MACAO	1							1
MALAWI	2							2
MALAYSIA	9	1			10			20
MALTA	7				2			9
MAURITIUS					3			3
MEXICO	11				3			14
MONTENEGRO					2			2
MOROCCO						3		3
NEPAL	1				2			3
NEW ZEALAND	2				1			3
NIGERIA	16			1	5			22
NORWAY	2				2			4
OMAN	1				3			4
PAKISTAN	4				8			12
PALESTINE	6							6
PANAMA	3							3
PERU	1				1			2
PHILIPPINES	13				2			15
POLAND	5		1	2	14			22
PORTUGAL	4		1	1	3			9
PUERTO RICO	1							1
QATAR	1				1			2
REP OF KOREA	9				5			14
REPUBLIC OF KOSOVO	1							1
ROMANIA	5				5			10
RUSSIAN FEDERATION	6				4			10
RWANDA	1							1
SAUDI ARABIA	8			1	26			35
SERBIA					2			2
SINGAPORE	12	1			2			15
SLOVAKIA					2			2



SLOVENIA	2				1	1				4
SOUTH AFRICA	11					5				16
SPAIN	23					23				46
SRI LANKA						2				2
SUDAN	3					1				4
SWEDEN	6			3		4				13
SWITZERLAND	5			2		7				14
SYRIAN ARAB REPUBLIC						1				1
TAIWAN REPUBLIC OF CHINA	14					4				18
TANZANIA	2					2				4
THAILAND	4					4				8
THE NETHERLANDS	10	2		1		9				22
TRINIDAD & TOBAGO	2					3				5
TURKEY	32					10				42
UGANDA	2					1				3
UKRAINE	1									1
UNITED ARAB EMIRATES	3					3				6
UNITED STATES OF AMERICA	197	6		7		5	68			283
URUGUAY	1						1			2
VENEZUELA							1			1
VIETNAM	10						2			12
ZAMBIA	2									2
ZIMBABWE	5						2			7
Grand Total	3610	97	3	120		63	1598	3	2	5496

Source: SITS

Table E6: Postgraduate Student Cases - Logged 2019/20 - 2016/17

PG Cases Logged	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 2019/20	379	277	131	81	129	166	160	132	123	163	211	360	2,312
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

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



Table E7: Postgraduate Student Cases - Closed by Case Type 2019/20 - 2016/17

PG Case Type	Number of Cases 2019/20	Number of Cases 2018/19	Number of Cases 2017/18	Number of Cases 2016/17
Admissions - Change of Fee Status	36	34	0	1
Admissions - Course Transfer	32	44	7	0
Admissions - Deferral	184	203	59	44
Admissions - Withdrawal Pre-Registration	173	78	10	7
Exam Accommodation/deferral	90	57	5	1
Intermission of Scholarship	27	28	10	1
Other	92	132	114	22
Change of Supervisor	148	96	54	10
Continuation Year	27	59	27	26
Course Transfer (Full to Part)	15	10	3	1
Course Transfer (Master to PhD)	13	24	6	6
Course Transfer (PhD to Master)	13	19	13	5
Extension to Submit	585	347	258	121
Off books (OBN)	263	240	182	119
Readmission	68	92	28	42
Examination Request	7	8	64	25
Off Books Taking Assessment (OBA)	24	44	2	1
Withdrawal	137	184	130	47
Withdrawal with Exit Award	29	25	-	-
Open Progression	272	105	-	-
Retro-registration	5	33	-	-
Certificate of Fitness	55	47	-	-
Fee Query	0	11	-	-
Major Revision	17	20	-	-
Invitation to Register	0	16	-	-
Total Cases	2,312	1,956	972	479

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

Table E8(a): Postgraduate Student Cases – Length of time a case is processed to completion in 2019/20

1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
1,461	208	58	87	143	355	2,312

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

Table E8(b): Postgraduate Student Cases – Length of time a case is awaiting processing in 2019/20

1 day	2 days	3 days	4-7 days	8-30 days	31+ days	TOTAL
1,400	344	98	220	219	31	3,212

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



Table E15: Analysis of outcomes of PGR examination process 2019/20, 2018/19

Degree	2019/20						2018/19					
	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed
Ph.D	245	23	200	21	2	1	313	30	253	27		3
M.Sc.	30	6	23				21		19	2		
M.Litt.	6		4	1			5		5			
M.D.	8	3	5				8	2	6			
D.Ch.Dent	4		4				7		7			
D.Ed.	1		1				2		2			
D.Music.Perf.	2	2	2				1		1			
Total:	296	34	239	22	2	1	357	32	293	29	0	3
Per Cent of Total		11.0%	81.0%	7.0%	1.0%	0.3%		9.0%	82.1%	8.1%	0.0%	0.8%

Source: SITS

Table E16: Analysis of Higher Degrees awarded by Faculty 2019/20, 2018/19

Higher Degree Award	2019/20			2018/19		
	AHSS	EMS	HS	AHSS	EMS	HS
PhD	77	107	60	114	148	48
MSc	4	17	9	2	11	8
MLitt	6			5		
MD			8			8
D. Ed	1			2		
D. Ch. Dent			4			7
D. Music Perf	2			1		
Total	90	124	81	124	159	71

Source: SITS

Table E17: Degrees Conferred 2019 – 2016

	2019	2018	2017	2016	2015
Primary Degrees					
Moderatorships	1,288	1,320	1,334	1,326	1,270
Bachelor in Arts	416	425	377	366	336
Other Primary Degrees:					
TCD	1,569	1,528	1,489	1,482	1,373
Total Primary Degrees	3,273	3,273	3,200	3,174	2,979
Higher Degrees					
Master in Arts	68	54	57	73	101
Master in Arts (jure officii)	23	41	22	19	56
Other Masters	2,162	1,884	1,790	1,614	1,367
Doctors	323	325	337	451	366
Honorary Degrees	12	8	10	10	9
Total Higher Degrees	2,588	2,312	2,216	2,167	1,899
Grand Total	5,861	5,585	5,416	5,341	4,878
Number of Ceremonies	45	42	39	38	34

Source: SITS



Table E18: Diplomas and Certificates Awarded in 2019 – 2016

Award Types	2019	2018	2017	2016	2015
Foundation Studies in Higher Education	45	0	0	1	0
Certificate	6	46	42	57	0
Special Purpose Certificate	23	15	3	5	0
Postgraduate Certificate	300	273	2	218	175
Foundation Diploma	15	12	0	0	0
Diploma	91	125	60	139	66
Higher Diploma	41	19	0	36	114
Postgraduate Diploma	478	454	48	453	404
Professional Diploma	39	28		37	15
Total	1038	972	155*	946	774
Number of Ceremonies	8	8	2*	8	6

Source: SITS

Extracted from Table E22: Plagiarism Recorded on a Student Record by Course 2019/20 - 2016/17

School	Discipline	Course	2019/20			2018/19				2017/18			2016/17				2015/16			Grand Total
			Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	
AHSS, Business	BUSINESS	PDBU-ACCO-1F-Accounting			19															19
		PTBU-IMAN-1F-International Management	1																	
AHSS, Creative Arts (Drama, Film and Music)	MULTI-DISCIPLINE	UBBE-BESS-1F-Economic and Social Studies		1																1
	MUSIC	UBDM-MUSI-1F-Music	2																	2
AHSS, Education	EDUCATION	PTED-EDPM-1F-Professional Masters Education (P.M.E.)						2					9							11
		UBED-MEDU-1F-Music Education				2				3			1					2		8
AHSS, English	ENGLISH	UBEN-ENGS-1F-English Studies				1			1				3							5
		UBLL-IRIS-1F-Irish Studies													1					1
		UBTS-CCEN-1F-TSM Classical Civilisation and English Literature												1						1
		UBTS-ENFR-1F-TSM English Literature and French												1	1					2
		UBTS-ENHI-1F-TSM English Literature and History					1													1
		UBTS-ENPI-1F-TSM English Literature and Philosophy																1		
AHSS, Languages, Literatures and Cultural Studies	FRENCH	UBTS-ENFR-1F-TSM English Literature and French														1				1
		UBTS-FRMI-1F-TSM French and Modern Irish												1						1
AHSS, Law	LAW	PTLW-ICLA-1F-International and Comparative Law				1														1
		PTLW-IEBL-1F-International and European Business Law				1	1													2
		PTLW-IEIP-2F-Intellectual Property and Information Technology Law						1												1
		PTLW-LAWS-1F-Laws					1	1												2
		UBLW-LAWS-1F-Law		3	2		1				1	1	2	1	2			1		14
AHSS, Psychology	PSYCHOLOGY	UBTS-ITPS-1F-TSM Italian and Psychology																1		1
AHSS, Social Sciences and Philosophy	ECONOMICS	UBBE-BESS-1F-Economic and Social Studies											2							2



	PHILOSOPHY	UBSP-PHIL-1F-Philosophy												1										1		
	POLITICAL SCIENCE	UBAH-HIPO-1F-History and Political Science			1					1														1	4	
		UBAH-LWPO-1F-Law and Political Science			1																					3
		UBBE-BESS-1F-Economic and Social Studies																								13
		UBEU-EURS-1F-European Studies			1																					2
		UBEU-EURS-2F-European Studies			1	1																				2
		UBJH-SOML-1F-Sociology and Modern Language			1	1																				2
		UBMF-POGG-1F-Political Science and Geography																								7
		UBSP-PPES-1F-Philosophy, Political Science, Economics and Sociology				1																				2
		UBSW-SOCS-2F-Social Studies			1																					1
		UBSW-SSPO-1F-Sociology and Social Policy			1	1																				3
		UBSW-SSPO-2F-Sociology and Social Policy			2																					2
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science			2																					3
		SOCIOLOGY	UBBE-BESS-1F-Economic and Social Studies																							4
	UBSW-SSPO-1F-Sociology and Social Policy																								3	
	UBTS-HISO-1F-TSM History and Sociology																									2
	UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science																									1
AHSS, Social Work and Social Policy	SOC WORK & POLICY	UBSW-SOCS-1F-Social Studies																							9	
		UBSW-SSPO-1F-Sociology and Social Policy																								1
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science																								1
EMS, Chemistry	CHEMISTRY	UBCH-MCHE-1F-Medicinal Chemistry																							1	
EMS, Computer Science and Statistics	COMPUTER SYSTEMS	PTCS-IDME-1F-Interactive Digital Media																							2	
		UICS-ICSC-1F-Computer Science																								1
		UICS-ICSC-2F-Computer Science	5	8																					13	
	STATISTICS	UICS-ICSC-1F-Computer Science			1																				1	
EMS, Mathematics	MATHEMATICS	UBES-TPHY-1F-Theoretical Physics																							1	
EMS, Natural Sciences	GEOGRAPHY	UBNS-EARS-1F-Earth Sciences	1																						5	
		UBSC-GGEO-1F-Geography and Geoscience	1			6																			7	
EMS, Physics	PHYSICS	UBES-NANO-1F-Nanoscience, Physics and Chemistry of Advanced Materials																							1	
		UBSC-PSCI-1F-Physical Sciences																							1	
		UBSC-SCIE-1F-Science																							2	
HS, Medicine	CLINICAL MEDICINE	PDMD-MEDI-1P-Medicine																							1	
	OCCUPATIONAL THERAPY	UBMD-OTHY-1F-Occupational Therapy																							9	
	RADIATION THERAPY	UBMD-RTHY-1F-Radiation Therapy																							1	
HS, Nursing and Midwifery		PCNM-SPRA-1P-Specialist Practice (P.Grad.Cert.)																							1	
		PDNM-CHWE-1P-Nursing - Child Health and Wellbeing (1 year p/t)			1																				1	
		PDNM-SPRA-1P-Specialist Practice (Top-up - P.Grad.Dip.)				1																			1	



	GENERAL NURSING	PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand- Emergency Department) (M.Sc./P.Grad.Dip)											1							1
		PTNM-CHSE-1P-Clinical Health Sciences Education											1							1
		PTNM-NURS-1F-Nursing				1								1						2
		PTNM-NURS-1P-Nursing																1		1
		PTNM-SNUR-1P-Nursing (Specialist Nursing)				1					1									2
		UBNM-CGNU-1F-Children's and General Nursing												1						1
		UBNM-MIDW-1F-Midwifery																1		1
		UBNM-NURS-1F-Nursing																	1	1
HS, Pharmacy and Pharmaceutical Sciences		PHARMACY &PHARMACEUTICAL SCIENCES	UBPH-PHAR-1F-Pharmacy																1	1
	UBPH-PHAR-3F-Pharmacy		2		2															4
Grand Total			12	23	30	15	8	21	1	13	23	5	23	13	8	1	2	7	3	208

Source: SITS



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

Faculty of Arts, Humanities & Social Sciences

2018-21	M.Sc. in Digital Marketing Strategy	Dr Grzegorz Mazurek Kozminski University Warsaw Poland
2018-21	M.Sc. in Finance	Prof Ekaterini Panopoulou Kent Business School United Kingdom
2019-22	M.Sc. in Financial Risk Management	Prof Andreas Stephan Jönköping International Business School Sweden
2017-20	M.Sc. in Human Resource Management	Prof Timothy Morris University of Oxford United Kingdom
2019-22	M.Sc. in International Management	Dr Ulf Andersson Malardalen University Vasteras Sweden
2018-21	M.Sc. in Management	Dr Jeremy Clegg University of Leeds United Kingdom
2017-21	M.Sc. in Marketing	Professor Alan Bradshaw Royal Holloway United Kingdom
2018-21	Master in Business Administration (MBA)	Prof Stuart Robinson University of Exeter United Kingdom
2019-22	Postgraduate Diploma in Accounting	Mr Patrick Mulcahy Dublin City University Ireland
2016-20	M.Phil. in Film Studies	Prof Rob Stone University of Belfast Northern Ireland



2017-20	M.Phil. in Music Composition	Prof Robert Fokkens University of Cardiff United Kingdom
2016-20	M.Phil. in Theatre & Performance	Dr Lisa Fitzpatrick Ulster University, Derry Ireland
2018-21	Master in Fine Art (Playwriting) (M.F.A.)	Prof Nicola McCartney University of Edinburgh 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 Örucü Baskent University Ankara Turkey
2019-22	Master in Education (M.Ed.)	Prof Cristina Devecchi University of Northampton United Kingdom
2018-21	Professional Masters in Education (P.M.E.)	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

2018-21	M.Phil./P.Grad.Dip in Art History	Prof Elizabeth McKellar The Open University, Milton Keynes United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Classics	Dr Mark Bradley University of Manchester United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Early Modern History	Dr Clodagh Tait Mary Immaculate College, Limerick Ireland
2016-20	M.Phil./P.Grad.Dip.in Gender & Women's Studies	Prof Patricia Skinner Swansea University United Kingdom
2018-21	M.Phil. in Medieval History	Prof Joanna Story University of Leicester United Kingdom
2016-20	M.Phils. in Early Irish and Modern Irish	Prof Ailbhe Ó Corráin Ulster University, Coleraine Northern Ireland
2018-21	M.Phil. in Public History & Cultural Heritage	Dr Manon Parry University of Amsterdam Netherlands
2018-21	M.Phil. in Comparative Literature	Prof Justin Edwards University of Stirling United Kingdom
2016-20	M.Phil. in Digital Humanities and Culture	Dr Anouk Lang University of Edinburgh United Kingdom
2019-22	M.Phil. in Identities and Cultures of Europe	Prof Alex Drace-Francis University of Amsterdam Netherlands
2017-20	M.Phil. in Literary Translation	Dr Alain Wolf University of East Anglia United Kingdom
2019-22	Master in Laws (LL.M.)	Dr Shane Darcy NUI Galway Ireland



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
2018-21	M.Phil./P.Grad.Dip. in Chinese Studies	Prof Robert Ash SOAS University of London United Kingdom
2019-22	M.Sc. in Clinical Speech & Language Studies	Dr Susan Buell University of Dundee United Kingdom
2017-20	M.Sc./P.Grad.Dip.in Clinical Speech & Language Studies (Dysphagia)	Dr Emilia Michou Salford Royal NHS United Kingdom
2019-22	M.Phil./P.Grad.Dip.in English Language Teaching	Dr Vander Viana University of Stirling United Kingdom
2017-20	M.Phil./P.Grad.Dip.in Linguistics	Prof Karen Corrigan Newcastle University United Kingdom
2018-21	M.Phil./P.Grad.Dip.in Speech & Language Processing	Prof Janet Beck Queen Margaret University, Edinburgh 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
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
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
2016-20	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
2019-22	M.Sc./P.Grad.Dip.in Clinical Supervision	Dr Aisling McMahon Dublin City University Ireland
2019-22	Doctorate in Counselling Psychology (D.Couns.Psych.)	Dr Maria Dempsey University College Cork Ireland
2018-21	As above	Dr Andreas Vossler The Open University, Milton Keynes United Kingdom
2018-21	As above	Dr Aisling McMahon Dublin City University Ireland



2018-21	As above	Dr David Murphy University of Nottingham United Kingdom
2019-22	M.Sc./Postgraduate Diploma in Managing Risk & System Change	Dr Melrona Kirran Dublin City University Ireland
2017-20	M.Phil./P.Grad.Dip.in Psychoanalytic Studies	Dr Barry O'Donnell UCD, School of Medicine Ireland
2018-21	H.Dip in Psychology Conversion Course	Dr James Ainge University of St. Andrews United Kingdom
2018-21	M.Sc. Psychoanalytic Psychotherapy	Prof Oliver Turnbull Bangor University United Kingdom
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	P.Grad.Dip.in Conflict & Dispute Resolution Studies	Dr Rachel Julian Leeds Beckett University United Kingdom
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
2018-21	Master in Theology	Dr Elaine Graham University of Chester United Kingdom
2016-20	M.Sc. in Comparative Social Change	Prof Mike Savage London School of Economics United Kingdom



2017-20	M.Sc. (M.Sc.Econ.)/P.Grad.Dip.in Economics	Prof Paul Devereux University College Dublin Ireland
2019-22	M.Phil./P.Grad. Dip. In Philosophy	Prof Maria Baghramian University College Dublin Ireland
2018-21	M.Sc./P.Grad.Dip.in International Politics	Prof Andrea Ruggeri University of Oxford United Kingdom
2018-21	Doctorate in Political Science	Prof Jason Reifler University of Exeter United Kingdom
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

2018-21	M.Sc. in Immunology	Dr Susan John King's College, London United Kingdom
2017-20	M.Sc./P.Grad.Dip.in Computer Science	Prof Jon Crowcroft Cambridge University United Kingdom
2016-20	As above	Prof Dirk Pesch Cork Institute of Technology



		Ireland
2016-20	As above	Prof Gordon Blair Lancaster University United Kingdom
2017-20	M.Sc. in Interactive Digital Media	Prof Richard Smith Simon Fraser University, Vancouver Canada
2017-20	P.Grad.Cert. in Statistics	Prof John Hinde NUI Galway Ireland
2017-20	M.Sc./P.Grad. Dip.in Biomeidcal Engineering	Prof Stephen Ferguson Institute for Biomechanics, Zürich Switzerland
2019-22	M.Sc./P.Grad. Dip. In Electronic Information Engineering	Prof Anil Anthony Bharath Queens University, Belfast Northern Ireland
2019-22	M.Sc./P.Grad. Dip.in Engineering (Environmental /Structural & Geotechnics/Transport)	Prof Aoife Ahern University College, Dublin Ireland
2019-22	P.Grad.Dip.in Applied Building Repair Conservation	Mr Colm Murray The Heritage Council Ireland
2016-20	P.Grad.Dip.in Construction Law & Contract Administration	Mr Martin Green Leeds Beckett University United Kingdom
2016-20	P.Grad.Dip.in Environmental Engineering	Dr Mark Healy NUI Galway Ireland
2016-20	P.Grad.Dip.in Fire Safety Practice (Buildings & Other Structures)	Dr Patrick Lennon Letterkenny Institute of Technology Ireland
2018-21	P.Grad.Dip.in Health & Safety in Construction	Dr Conor Buggy University College Dublin Ireland
2018-21	P.Grad.Dip. in Sustainable Energy	Prof Vivienne Brophy University College Dublin Ireland



2019-22	P.Grad.Dip. in Project Management	Mr Eoin Homan Institute of Technology, Carlow Ireland
2017-20	M.Phil. in Music & Media Technologies	Dr Brian Bridges Ulster University, Derry Northern Ireland
2016-20	M.Sc. in High Performance Computing	Prof Dirk Pleiter Jülich Research Centre Germany
2019-22	M.Sc./P.Grad.Dip.in Biodiversity & Conservation	Dr Markus Eichhorn University College Cork Ireland
2018-21	M.Sc./P.Grad.Dip.in Environmental Sciences	Dr Ben Surridge University of Lancaster United Kingdom
2018-21	M.Sc. In Development Practice	Dr Niamh Gaynor Dublin City University Ireland

Faculty of Health Sciences

2016-20	Professional Doctorate in Dental Surgery (Oral Surgery)(D.Ch.Dent.)	Dr Colette Balmer Liverpool University Dental Hospital United Kingdom
2017-20	Professional Doctorate in Dental Surgery (Periodontics) (D.Ch.Dent.)	Prof Ingemar Abrahamsson University of Gothenburg Sweden
2018-21	Professional Doctorate in Dental Surgery (Paediatric Dentistry)(D.Ch.Dent.)	Prof Kathleen Drummond University of Leeds United Kingdom
2019-22	Professional Doctorate in Dental Surgery (Prosthodontics)(D.Ch.Dent.)	Prof Carl Driscoll University of Maryland Dental School United States of America
2018-21	Professional Doctorate in Dental Surgery (Special Care Dentistry)(D.Ch.Dent.)	Prof Jacobo Limeres Posse University of Santiago di Compostela Spain



2016-20	P.Grad.Dip.in Conscious Sedation in Dentistry	Dr Kathy Wilson University of Newcastle upon Tyne United Kingdom
2016-20	Postgraduate Certificate in Clinical Exercise	Dr Fidelma Moran University of Ulster Northern Ireland
2017-20	Master in Medicine (M.M.)	Dr Margaret O'Connor University of Limerick Hospital Ireland
2018-21	M.Sc. in Cognitive Psychotherapy	Ms Freda McManus University of Stirling United Kingdom
2018-21	M.Sc./P.Grad.Dip.in Advanced Radiotherapy Practice	Kim Benstead Gloucestershire Hospitals NHS Trust United Kingdom
2019-22	M.Sc./P.Grad.Dip.in Biological Psychiatry	Prof Francis O'Neill Queens University Belfast Northern Ireland
2018-21	M.Sc./P.Grad.Dip.in Clinical Chemistry	Prof Joy Ardill Queens University, Belfast Northern Ireland
2018-21	M.Sc. in Healthcare Infection Management	Prof Fidelma Fitzpatrick Beaumont Hospital, Dublin Ireland
2016-20	M.Sc. in Global Health	Mr Joseph Rhatigan Weston, Massachusetts United States of America
2018-21	M.Sc. in Health Services Management	Dr Jennifer McGaughey Queen's University, Belfast Northern Ireland
2016-20	M.Sc./P.Grad.Dip.in Molecular Medicine	Prof Albert Tauler Girona Universitat de Barcelona Spain
2019-22	M.Sc. in Neuroscience	Dr Anis Mir Novartis Pharma Ireland



2018-21	M.Sc./P.Grad.Dip.in Pharmaceutical Medicine	Prof Annette Mollet University of Basle Switzerland
2018-21	M.Sc./P.Grad.Dip.in Psychoanalytic Psychotherapy	Dr Oliver Turnbull University of Bangor United Kingdom
2016-20	M.Sc. in Sports & Exercise Medicine	Mr Enda Whyte Dublin City University Ireland
2018-21	M.Sc. in Medical Imaging	Prof Zainab Hussain University of Liverpool United Kingdom
2018-21	M.Sc. in Translational Oncology	Prof Helen McCarthy Queen's University, Belfast 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
2016-20	Higher Diploma in Children's Nursing	Dr Carol Anne Chamley Coventry University United Kingdom
2016-20	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
2016-20	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 Practitioner - 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
2019-22	Special Purpose Certificate in Academic Practice	Prof Martyn Kingsbury Imperial College London United Kingdom



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2019-22

P.Grad.Cert. in Creative Thinking,
Innovation and Entrepreneurship

Mr. Paul Stacey
Technological University Dublin
Ireland



APPENDIX 3: Breakdown of Provost Project Award by Faculty

Faculty of Arts, Humanities and Social Sciences:

Total applications:	Total winners:	Gender breakdown of applications:	Gender breakdown winners:
66	16	M: 33 F: 33	M: 7 F: 9

	School Total:	School Winners:
Business	5	1
Creative Arts	2	0
Education	4	0
English	3	2
History and Humanities	7	3
Languages, Literatures and Cultural Studies	2	0
Law	2	1
Linguistic, Speech and Communication Sciences	2	0
Psychology	5	2
Religions	3	1
Social Sciences	28	6
Social Work	3	0

Faculty of Engineering, Maths and Sciences:

Total applications	Total winners	Gender breakdown of applications	Gender breakdown winners
46	14	M: 38 F: 8	M: 9 F: 5

	School Total:	School Winners:
Biochemistry and Immunology	5	3
Chemistry	5	0
Computer Sciences and Statistics	2	0
Engineering	13	1
Genetics and Microbiology	6	2
Mathematics	3	1
Natural Sciences	6	3
Physics	6	4

Faculty of Health Sciences:

Total applications	Total winners	Gender breakdown of applications	Gender breakdown winners
37	10	M: 13 F: 24	M: 3 F: 7

	School Total:	School Winners:
Dental Sciences	0	0
Medicine	28	7
Nursing and Midwifery	6	1



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Pharmacy and Pharmaceutical Sciences	3	2
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