



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



ANNUAL REPORT, 2022-23

Dean of Graduate Studies

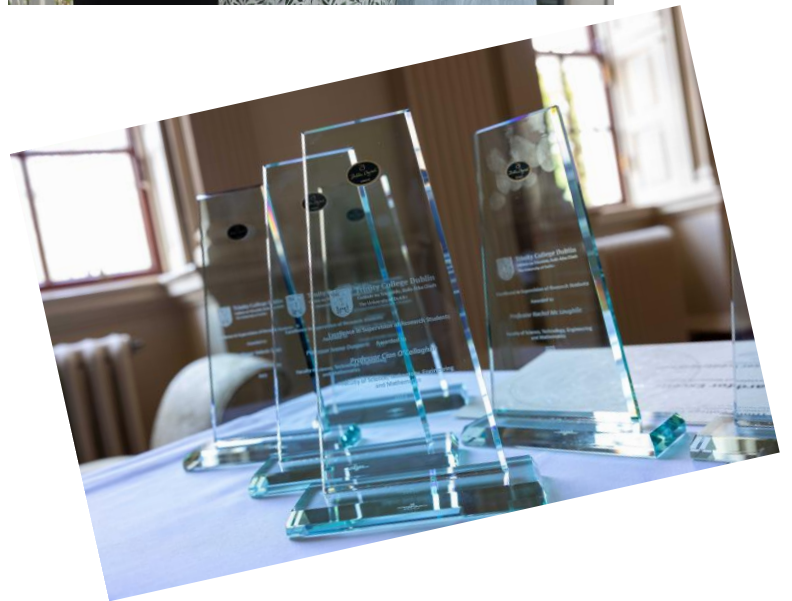




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Annual Report GSO

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Executive Summary

This Annual Report reflects on the academic year 2022-23. As in previous years, it is structured in three sections. Section A provides a brief commentary on the Academic Registry Annual Report – essentially the pattern of applications, registrations and student cases processed through the AR as those patterns relate to postgraduate students. Section B details the broader work within Graduate Studies, related to the Graduate Studies Committee (GSC), the Postgraduate Renewal Programme, achievements by individual Schools, as well as activities of the Office of the Dean of Graduate Studies. Section C provides a brief look to the future and the opportunities and challenges that are anticipated.

As with each of the previous Annual Reports, the stories contained in this year's report reflect the combined input of a wide range of individuals, all of whom are central to our activities in the postgraduate sphere. The collation of data and the chronicle of events across 2022-23 has been helped enormously by input from Ewa Sadowska (Academic Affairs), Frances Leogue (Office of the Dean of Graduate Studies), Leona Coady (Director, PG Renewal Programme), Jennifer Pepper and Peter Hynes (Academic Registry) as well as many other colleagues and team members.

In relation to **Section A**, 2022-23 marked a slow return to 'normal', as the impact of Covid-19 and the associated restrictions slowly receded and a return to in-person engagement on campus became the norm again. While this was a very welcome change, the impact of the pandemic continued to cast a long shadow on students and staff. Many research students continued to avail of no-cost extensions in recognition of the impact of the pandemic on their research in the preceding years. This lingering shadow continued to be reflected in a high volume of student cases, ably managed by Joseph Faulkner and Iwona Brozynska in the Academic Registry, supported by the Postgraduate Advisory Service. Applications to our taught postgraduate programmes continued to grow, although the growth in student numbers was relatively modest compared to the increase in applications. More than half of all postgraduate students registered to taught Masters programmes and approximately one quarter registered for a PhD. As a proportion of the total student body, postgraduate students continued to make up approximately 30% - broadly in line with previous years. The numbers of registered research students remained stable and planned future disaggregation of the data will be helpful in understanding trends over time.

Section B starts with a summary of the activities of the GSC. As HCI settled into the roll-out and recruitment phase, a total of seven new course proposals and a range of new micro-credentials were approved, marking a return to a more normal rhythm of activity after the peaks of 20+ proposals in the preceding two years. GSC engaged in review of many policies, including a major review of the policy on External Examiners, separating out policies for examiners of taught and research programmes. A large volume of initiatives and changes were brought through GSC under the umbrella of the



Postgraduate Renewal Programme, including greatly enhanced reporting functionality to support annual progression of research students, and a new framework for the dissertation component of taught Masters programmes (for more details see [this link](#)). Agreement was reached on our vision for postgraduate education in Trinity as aspiring to *offer a stimulating, inclusive and sustainable research and learning environment, where curious minds and creative thinkers thrive*. Recognising excellence of research student supervision and of the contributions of our Graduate Teaching Assistants also featured in the workplan of the Office of the Dean. The Trinity Travel Trust award scheme was updated and from January-October 2023, approximately €25,000 was distributed to support more than 60 postgraduate students to attend conferences or to travel to engage in research data collection. Schools continued to excel in many aspects of postgraduate activities and selected highlights are detailed in this section. As Dean, membership of networks including the LERU DOCT group and the IUA Deans of Graduate Studies' group proved invaluable, providing excellent opportunities for discussion of best practice, sharing innovations and challenges and supporting each other.

It is undoubtedly the case that despite the progress that was made on many issues in 2022-23, there remain many challenges for our postgraduate students and for staff whose focus is on postgraduate activities. These include the need to coordinate the wide array of current activities targeting postgraduate research students to build a stronger sense of community and coherence, as well as the need to have a clear roadmap to achieve our vision. The welcome increase in student applications will need to be carefully managed and monitored, to ensure that the increase does not simply result in more work for the same number of students, particularly as this workload falls heavily into a very small team in the Academic Registry and also impacts some Schools disproportionately. Delays in processing applications, due to increased volume, can quickly result in loss of excellent students, even if all available places are finally filled. Diversity in the student body will also need to be monitored and this diversity needs to be considered at programme level, in order to understand the student experience. The data on student cases suggests that some cohorts of students are more likely to require some action from the Student Cases team and this potential resource need should be carefully investigated and planned for, should our ambition be to continue to attract students from many different countries of origin and/or many different backgrounds. None of these challenges are unique to Trinity, nor are any insurmountable. As Dean, I look forward to working with colleagues to address both the opportunities and the challenges, so that we can meet our vision and support curious minds and creative thinkers to thrive.

Finally, I would like to extend my heartfelt thanks to colleagues and students across the University for their endless willingness to work together on issues of shared interest. The greatest resource available to me as Dean is the vibrant community of staff and students engaged in postgraduate activities. The achievements detailed in this report are theirs.



Section A: Commentary on the AR Annual Report PG Data

A.1. Postgraduate Student Body

In 2022/23 postgraduate students accounted for 29.37% of the 21,380 students registered in the university, continuing a growth trajectory (226 increase over 2021-22) for a sixth consecutive year. Continuing the trend reported for several years, students identifying as female accounted for 63% of all registrations. Of the 6,280 registered postgraduate students, 30% (1,825) were registered for research degrees, (i.e., PhD, professional doctorates and research Masters degrees) with the remaining 4,208 students registered on taught programmes.

Most students (74%) registered full-time, with a fairly stable 25% of students on part-time options. It is possible that this proportion will see change over the coming years as flexible learning options become better established. However, it is likely that full-time study will continue to be the only option for students who require a visa.

A.1.i Course Type

Taught Masters programmes continued to represent the single largest group of students, accounting for 53% of all registrations, with a further 834 (23%) students registered on Postgraduate Certificate or Diploma programmes. Micro-credentials (MCs) attracted 187 registrations across 27 different MCs – a very significant increase over 2021-22, as this offering gradually settled into a more embedded structure and gained traction. Just over one-quarter (26%) of all PG registrations were students on the PhD register.

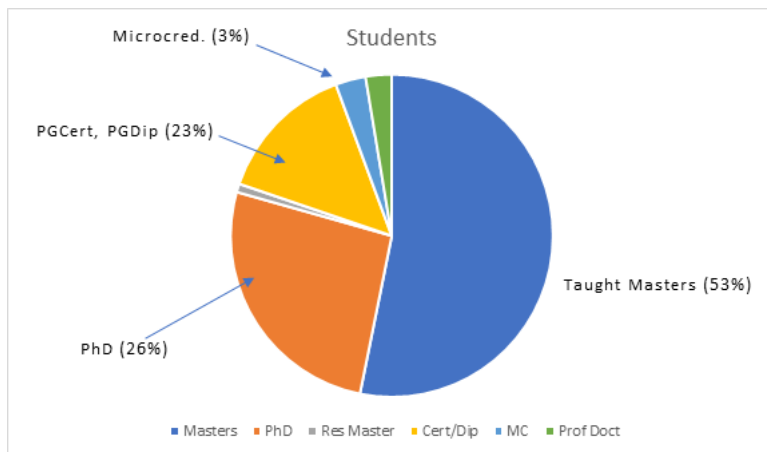


Fig. A2: Distribution of students across programme types

A.2. PGT Admissions Data

A total of 4,448 students registered for taught programmes in 2022-23 across the three Faculties and in cross-Faculty collaborative programmes (see Figure A3).

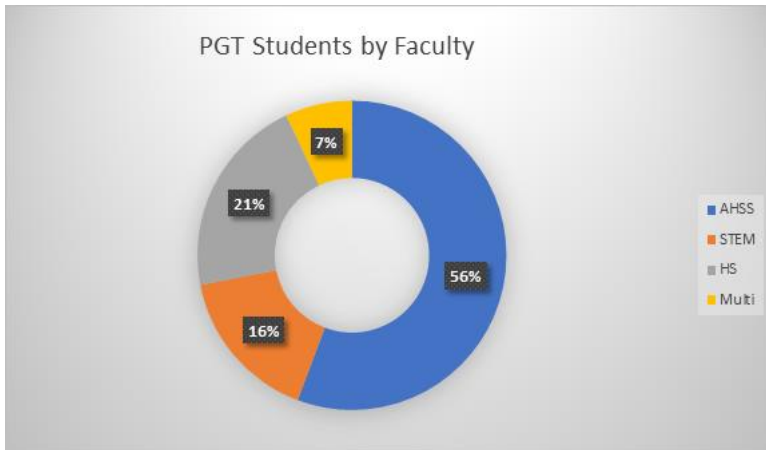


Fig. A3 Distribution of PGT students by Faculty

Applications to taught postgraduate programmes increased by 44.6% in 2022-23 compared to the previous year. Just over half of all applications (54.6%) resulted in an applicant offer and the conversion rate from offer to registration was 63%, both measures improving on the 2021-22 rate. Registrations overall increased by 3%, but this increase was not distributed equally across Faculties.

In Arts Humanities and Social Sciences (**AHSS**), registrations were up 1.34%, with sizeable increases in Business (12%), Linguistic, Speech, and Communication Sciences (LSCS) (15%) and Languages, Literature, and Cultural Studies (LLCS) (36%), while the Schools of Law, Education, and Histories and Humanities all recorded a reduction in registrations. EU student registrations were down 7.7% across the Faculty, offset by a 19% increase in non-EU registrations. The Faculty of **Health Sciences** saw an increase of 3.36% in registrations, mostly due to a 24% increase in Pharmacy and Pharmaceutical Sciences. EU and non-EU student registrations increased, with a proportionally larger increase (24%) in non-EU registrations. In the Faculty of Science, Technology, Engineering and Maths (**STEM**), registrations were down overall by 3.25% from 676 to 654, with a drop of 23.5% in Engineering, partly offset by an increase in registrations in Natural Sciences of 32%. Similar to AHSS, EU registrations showed the greatest decrease (-7%), with a modest increase of 5% in non-EU registrations.

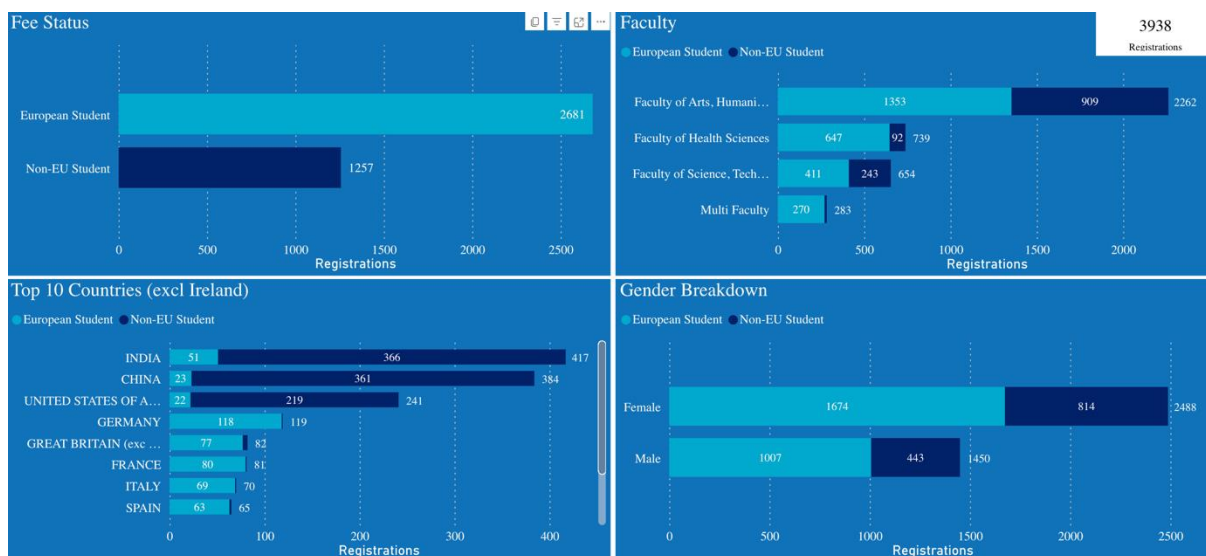


Fig. A4: Registrations, Fee Status and Gender



While the overall growth in registrations is positive, it will be important to monitor the proportion of EU:non-EU growth to ensure that diversity in the student cohort is not compromised and that the risk of over-reliance on individual recruitment sites is managed effectively.

A.2.i PGT Country of Domicile and Fee Status

The ratio of EU:non-EU students in taught programmes in both AHSS and STEM was approximately 60:40, while in Health Sciences the ratio was more heavily weighted to EU students at 88:12 – see Figure A4. The top recruiting sites varied somewhat across Faculties with China and India vying for top place (see Fig. A5)

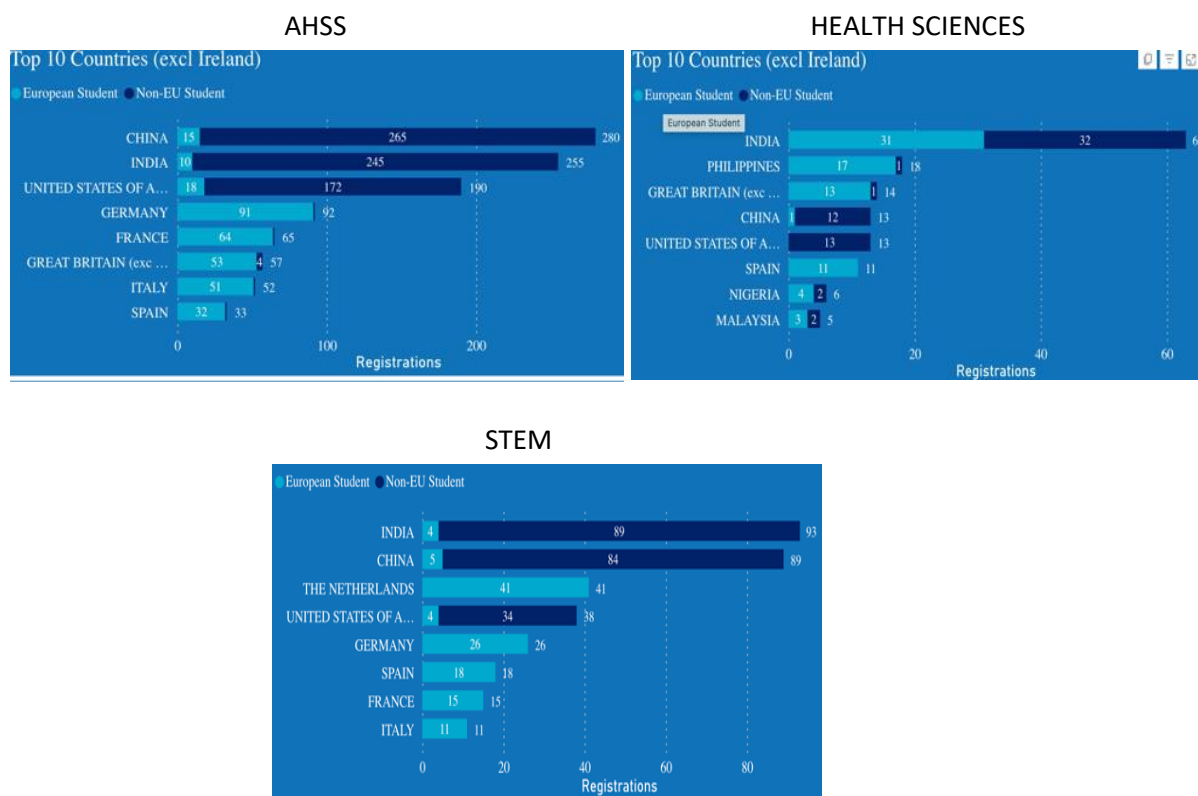


Fig. A5: Distribution of EU:Non-EU students by Faculty

A.2.ii Recognition of Prior Learning (RPL)

A total of 154 requests for exceptions to criteria for admission to postgraduate taught programmes were approved for candidates registering in 2022-23. Most of these requests (103) were from candidates who had not secured a II.1 equivalent in a Level 8 award, with the second largest group (25) from candidates whose primary degree was deemed equivalent to a Level 7 award. The Academic Registry is responsible for alerting Course Directors of applications for RPL at the point of entry. Following assessment by the Course Committee, they are referred to the Dean of Graduate Studies for approval.



A.3. PGR Admissions Data

Applications from postgraduate research candidates remained stable across 2021-22 to 2022-23, with a marginal drop overall in PhD applications from 934 to 923, but a slight increase in Research by Masters applications. The drop occurred largely in AHSS (from 616 in 2021-22 to 578 in 2022-23).

The pattern of application to offer was similar to previous years. In AHSS, three out of four applications either resulted in no offer being made, or an offer not being accepted; in STEM, conversion from application to acceptance was 81% (Fig. A6).

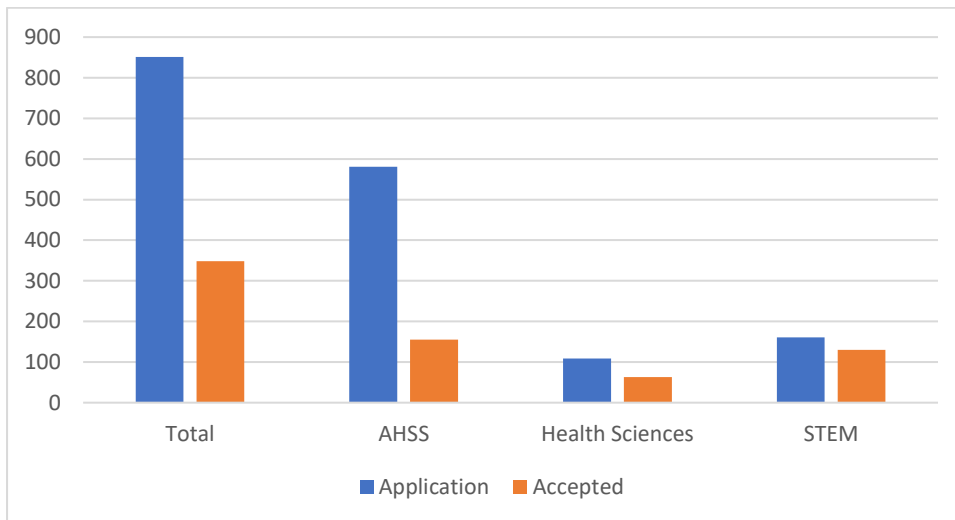


Fig. A6 Conversion from Application to Acceptance of an Offer

The majority of students registered for a PhD, including 3 students on the non-resident PhD pathway, with very small numbers of students on the Masters register (see Fig. A7).

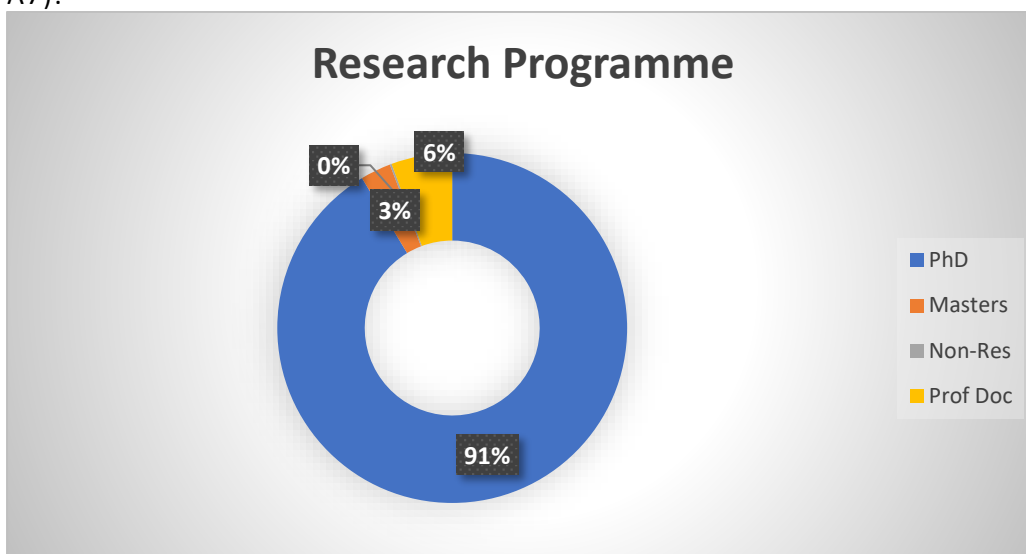


Fig. A7 Research Student by Programme



A. 3.i PGR Nationality

Over 76% of all registered PGR students were EU nationals, proportionately more than in the taught postgraduate cohort, and a marginally smaller proportion of PGR students identified as female (56%), compared to the taught cohort. Top recruitment sites (excluding Ireland) continued to be China, India, Italy and the US (See Fig A7).



Fig. A7 PGR Fee status

A.3.ii PGR Examination Process

As in previous years, the outcome of the viva voce examination for the vast majority of candidates was a recommendation for the award of a PhD, typically with minor corrections to be completed (Fig. A8). This pattern was consistent across EU and non-EU fee status candidates and represents a continuing slow increase in the number of candidates whose thesis is recommended for the award of a PhD with no corrections required. All of this activity relies on the support and engagement of our external examiners (see Appendix 3 for full list). In 2022-23, permission to host viva voce examinations either online or in-person continued, with the requirement that a written record of the agreement on the format of the examination of all those involved (including most importantly the student) be kept at School level.

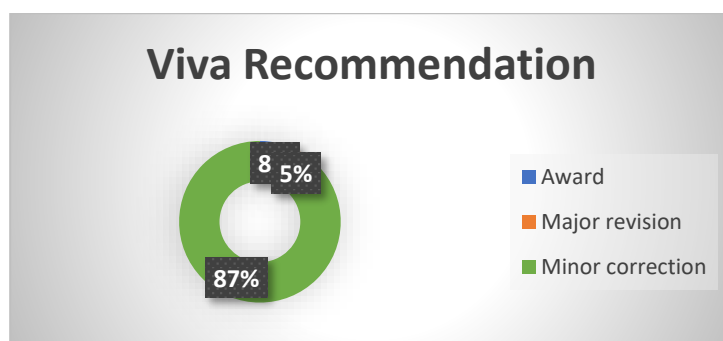


Fig. A8 Viva Recommendation



A.3.iii Postgraduate Scholarships awarded

It had previously been agreed in 2021-22 that no new centrally-funded postgraduate Scholarships (i.e., Ussher, '1252' and Provost PhD awards) would be awarded in the academic year 2022-23. Instead, the focus of activity was on developing a proposal for re-imagining the scale and scope of such awards. As detailed later in this report, the outcome of this work was the launch of the new Trinity Research Doctorate Awards (TRDA), funding a total of 52 new awards each with a stipend of €25,000 and full fees for four years. These awards were allocated across three main schemes:

- School-based awards (similar to previous '1252' model): 24 individual student awards, to be allocated according to criteria determined at School level
- Faculty-based awards (similar to previous Ussher and Provost PhD awards): 12 awards divided equally across the Faculties, to be allocated through a competitive process to PI-led or Student-&PI-led applications with particular attention to academic staff appointed since 2019-20.
- Group-based interdisciplinary awards: 12 awards allocated to three multi-disciplinary research groups, each to recruit 4 PhD students.

The remaining awards were allocated for distribution by the Provost, the Vice Provost/Chief Academic Officer, and the Dean of Graduate Studies based on strategic priorities and student need.

Extensive work was undertaken to devise processes to enable implementation of these new awards. It should be noted that although allocated in the academic year 2022-23, students funded through these awards were recruited to the register in 2023-24. To mark the inaugural awarding of TRDAs, the Provost hosted a reception for PIs and students in House 1.



A.4. Postgraduate Student Cases

The postgraduate student cases team continued to be very busy during 2022-23, processing over 1,800 cases across the year across PGT and PGR student cohorts. Roughly one quarter of taught students submitted a case, with a slightly higher proportion in the EU student cohort. The PGR caseload was higher, with 715 cases submitted, representing 39% of the PGR student cohort. Non-EU students were disproportionately represented in the PGR student cases with 199 cases submitted,



representing 47% of the non-EU student cohort (Fig. A9). It is likely that course directors play a significant role in supporting PGT students to navigate the regulations and processes associated with their programmes and many may also offer a degree of pastoral support. PGR students rely heavily on their supervisors but as many of the student cases relate to requests for extensions or periods Off Books, they must be processed as a student case. Nonetheless, this very high proportion of PGR students who end up bringing a student case likely also reflects complex pressures, housing challenges, life events and potentially the lack of visibility of supports for PGR students.

The vast majority of cases (85%) are processed within a day; those that are not processed within 3 days (10%) are typically complex and may require up to or exceeding 30 days. Sincere thanks are due to the very small team in the AR who process student cases, as well as the team in the Postgraduate Advisory Service who support students in bringing forward cases. Maintaining the existing diversity in the student body will inevitably require further support and resources if we aim to ensure that students' needs are met. In the absence of a tutorial system comparable to that which operates for undergraduate students, the existing postgraduate advisory support team, with only two staff members is tasked with dealing with a growing volume of students, with increasingly complex needs and demands. It is unrealistic to expect that we can maintain existing levels of support as student numbers and/or diversity in the student body grow.

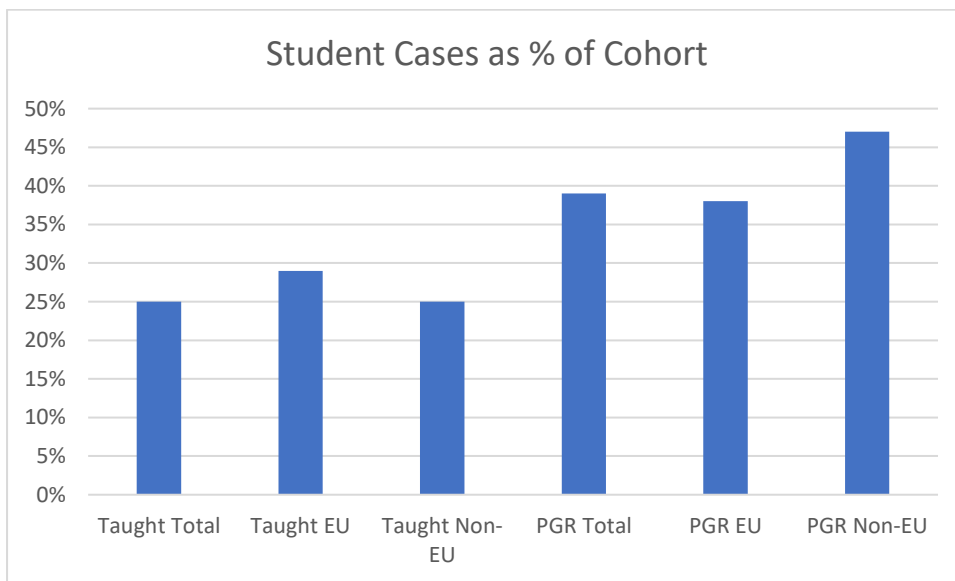


Fig. A9. PG student cases as a percentage of the total PG taught and research cohorts



Section B: Ongoing Developments

B.1 Staffing Updates and Changes

As in previous years, there were a number of changes to staffing associated with the Office of the Dean of Graduate Studies. Administrative support for the Dean's role comes from three key sources: the Office of the Vice Provost/Chief Academic Officer (VP/CAO), Trinity Teaching and Learning (TT&L) and the Postgraduate Renewal Programme team. There is considerable overlap across these three sources as activities rarely align cleanly to a single unit. The Graduate Studies Committee (GSC) is managed by Academic Affairs, within Trinity Teaching & Learning with support from the Office of the Dean of Graduate Studies. **Ewa Sadowska** from Academic Affairs is Secretary to the GSC. Her support and detailed minutes ensured that the efforts of all involved ultimately enabled Council to make evidence-informed decisions on many postgraduate developments. Additional support for meetings, diary management and some finance matters come from the Office of the VP/CAO.

Support related to postgraduate students and courses largely flows through the genadgso@tcd.ie email account, managed through TT&L, while initiatives developed under the PG Renewal Programme are largely managed by that team. **Catherine Allen** in the Office of the VP/CAO went on career break in November 2021 and her role was taken over by **Sian Bradley** from March, 2022. **Ewa Adach** provided formal administrative support through TT&L and the genadgso@tcd.ie account until November 2022, when she was recruited into a new role as programme analyst and coordinator in the PG Renewal Programme. She continued to provide some administrative support until April 2023, when **Frances Leogue** took on the role previously held by Ewa. In addition, **Cormac Doran**, as Assistant Academic Secretary (Graduate Affairs) provided periodic oversight support across the TT&L functions.

A numerically small postgraduate student cases team based within the Academic Registry, led by **Iwona Brozynska** and supported by **Joseph Mc Donagh**, continued to provide an invaluable back up to the Dean in identifying potential solutions for student facing difficulties with their studies that potentially disrupt their normal academic progression. Over the course of the academic year 2022/23, the PG Renewal programme team grew to include, in addition to **Leona Coady** who joined as Director in November 2021, **Mark Sheridan** and **Rionnagh Sheridan**. These roles represent only a tiny fraction of the individuals who contribute to the overall workplan of the Dean of Graduate Studies and the postgraduate activities of the university, as indicated in Figure 1.

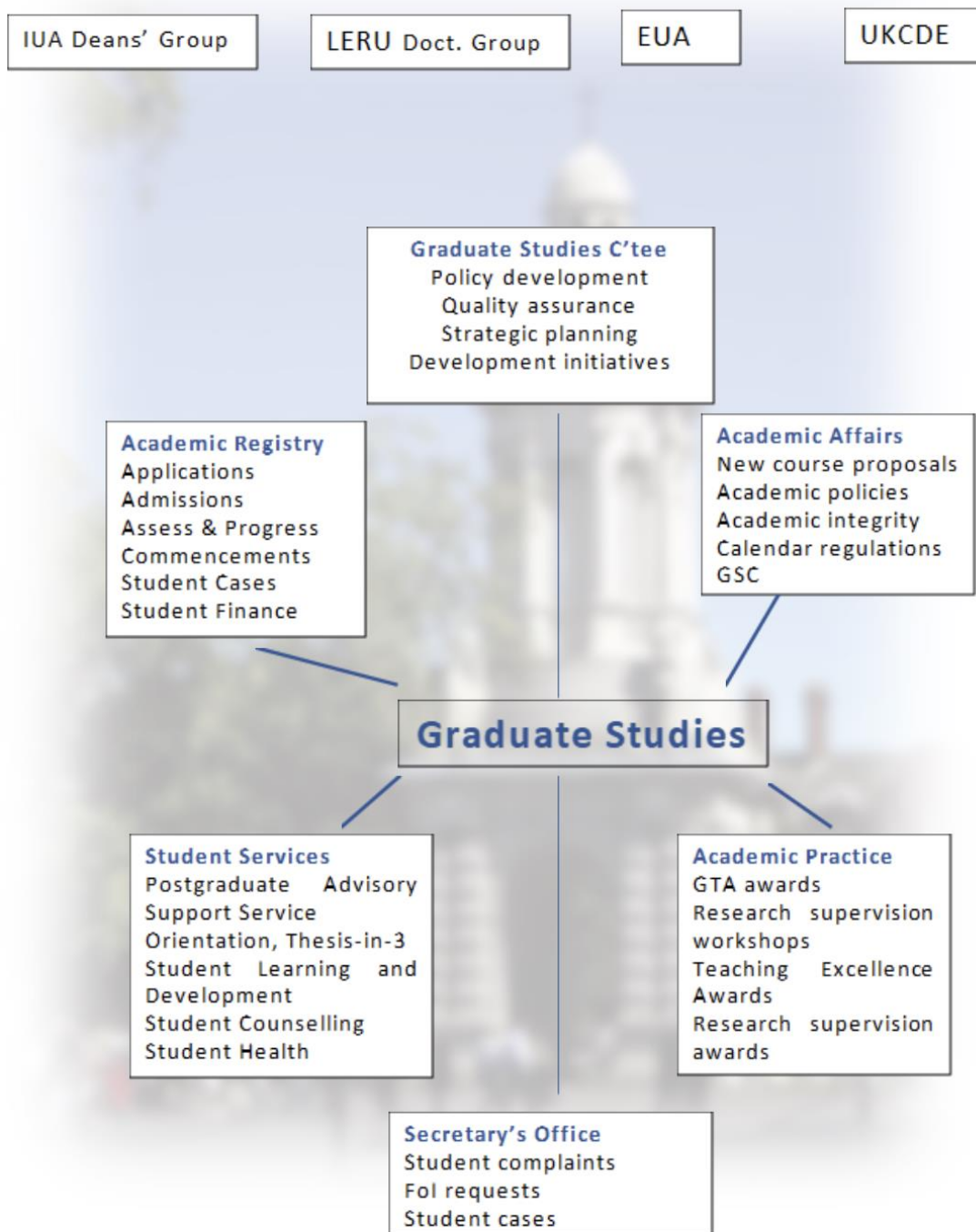


Figure 1. The Interconnectedness of Graduate Studies

B.2 The Graduate Studies Committee

As indicated above, the Graduate Studies Committee is managed by Academic Affairs, within Trinity Teaching & Learning with logistical and IT support from **Frances Leogue** from the Office of the Dean of Graduate Studies. **Ewa Sadowska** from Academic Affairs continued in her role as Secretary to the Committee. Normally, membership of the



committee incurs some changes half way through the academic year as reflected in the table below.

Table 1. Membership of Graduate Studies Committee in 2022/23

Ex Officio Membership

Dean of Graduate Studies (Chair)

Dean of Research

Prof. Martine Smith

Prof. Wolfgang Schmitt until December 2022 - replaced by Prof. Sinéad Ryan from March 2023

School

Biochemistry & Immunology
 Trinity Business School
 Chemistry
 Computer Science and Statistics
 Creative Arts
 Dental Science
 Education
 Engineering
 English
 Genetics & Microbiology
 Histories & Humanities
 Languages, Literatures & Cultural Studies
 Law
 Linguistic, Speech & Communication Sciences
 Mathematics
 Medicine
 Nursing & Midwifery
 Natural Sciences
 Pharmacy & Pharmaceutical Sciences
 Physics
 Psychology
 Religion, Theology, and Peace Studies
 Social Sciences & Philosophy
 Social Work & Social Policy
 Tangent
 Vacant
 Graduate Students' Union President

Directors of Postgraduate Teaching and Learning:

Prof. David Finlay
 Prof. Laurent Muzellec,
 Prof. Stephen Connon
 Prof. Ivana Dusparic
 Prof. Paula Quigley
 Prof. Ioannis Polyzois
 Prof. Noel Ó Murchadha
 Prof. Sarah McCormack
 Prof. Bernice Murphy
 Prof. Russell McLaughlin
 Prof. Ashley Clements
 Prof. James Hadley – replaced by
 Prof. Jennifer Edmond from January 2023
 Prof. David Prendergast
 Prof. Irene Walsh- replaced by
 Prof. Kathleen McTiernan from January 2023
 Prof. Manuela Kulaxizi - replaced by
 Prof. Stefan Stint from January 2023
 Prof. Catherine Darker
 Prof. Mary Hughes
 Prof. Cian O'Callaghan
 Prof. Carlos Medina Martin
 Prof. Hongzhou Zhang
 Prof. Ladislav Timulak - replaced by
 Prof. Frédérique Vallieres from January 2023
 Professor Gillian Wylie
 Prof. Marvin Suesse - replaced by
 Prof. Tara Mitchell from January 2023
 Prof. Erna O'Connor
 Prof. Jake Byrne (Academic Director)



Graduate Students' Union Vice-President

Temporary nominated graduate students as GSC members from March 2023

Ms Almudena Moreno Borrallo

Mr Viktor Jelen

Information Technology Services Representative

Dr Geoffrey Bradley

Sub Librarian for Teaching, Research and User Experience

Ms Siobhan Dunne

Assistant Academic Secretary, Graduate Education, TT&L

Dr Cormac Doran

Administrative Officer, Academic Affairs, TT&L

Ms Ewa Sadowska

In attendance for all items:

Academic Secretary, Head of Trinity Teaching & Learning, TT&L

Ms Patricia Callaghan

Director of Student Services

Ms Breda Walls

Postgraduate Student Support Officer, Senior Tutor's Office

Mr Martin McAndrew

Director of Internationalisation, TCD Global

Ms Fedelma McNamara

(vacant from October 2022)

Programme Director, Postgraduate Renewal Programme

Ms Leona Coady

Administrative Officer, Graduate Education – IT support

Ms Ewa Adach – replaced by

Ms Sian Bradley from February 2023

Zoom access support, Academic Secretariat

Ms Catherine Allen - replaced by

Ms Frances Leogue from April 2023

Historically, eight GSC meetings were held within the academic year. An additional meeting in September was incorporated into a standard schedule of nine GSC meetings over the academic year 2022/23 to enable a discussion on strategic aims for GSC and to deal with the considerable output resulting from the activities under the umbrella of the Postgraduate Renewal Programme. Following the reintroduction of in-person meetings in May 2022, all meetings continued in-person in 2022-23. Online attendance via Zoom was facilitated for those presenters and members who could not be present in the venue on logistical grounds, for health reasons or due to clashing teaching duties.

In line with Quality Assurance procedures, members of the Graduate Studies Committee were asked to self-evaluate the overall functioning and effectiveness of the committee over the academic year 2022/23 through a survey circulated in June 2023. A total of 20 responses were received, and members indicated a high level of satisfaction with the overall organisation and efficiency of committee meetings. The feedback was that "GSC is an effective committee", and "a very well run committee" and that it is "a pleasure to sit on. I feel that input is always considered, and recommendations are taken on board when appropriate." However, members also acknowledged that with the acceleration of the PG Renewal project, ever more submissions were coming in for consideration by the committee in addition to the other issues: "The main issue we've encountered in the year is the scale of the agenda and how to fit everything into the time available." As a result, a number of meetings ran beyond the prescribed two hours. Members appreciated the difficulty in resolving



the tension between the significant workload given the increase in PG Renewal deliverables and the available time. *“While meeting time is important, this is also a question of having sufficient time to get through the documents ahead of meetings, which is difficult during term time.”* Members were offered a range of potential solutions and ultimately, members opted to increase the meeting duration to three hours for the following year.

The academic year 2022/23 was brimming with initiatives dominated by issues considered under the PG Renewal programme (see Section B.3 below). Key activities, achievements, and challenges raised at GSC over the year included:

- 1) Student representation in Schools in 2022/23
- 2) Situation in relation to students from Ukraine
- 3) Review and recommendation of a total of 7 new/substantially revised postgraduate course proposals including 2 HCI Pillar 3 proposals and 7 new Micro-Credentials (for details of Council approval decisions see <https://www.tcd.ie/teaching-learning/academic-affairs/course-development/course-proposals/postgraduate/index.php>)
- 4) Postgraduate Open Day 2023
- 5) *Recognition of Prior Learning* Project
- 6) College Admissions Strategy
- 7) Updated versions of the Research Student Handbook and the Supervision Guidelines
- 8) Review of three Award Schemes:
 - (i) the implementation of the first iteration of the Award for Excellence in the Supervision of Research Students launched in 2021/22 with changes for 2022/23
 - (ii) Trinity Teaching Awards for Postgraduate Research Students showcasing extraordinary efforts of PGR students to contribute towards UG and PG teaching in College
 - (iii) Trinity Excellence in Teaching Awards (called the “Provost’s Teaching Awards” until 2019/20) to re-launch them in 2022/23.
- 9) Academic Integrity Working Group and changes to Calendar Regulations on Plagiarism and use of Artificial Intelligence (AI) and Generative AI.
- 10) Review of College approval process of postgraduate course proposals: Example of a School-based business case and a new 2-stage PGT course proposal approval process in College
- 11) Postgraduate course proposals: adjunct staff as module coordinators
- 12) Review of External Examiner Policy and Processes: PGT role and PGT appointment process and revision of External Examiner Policy tailored to PGT and PGR students
- 13) Regulations on reassessment of failed Masters dissertations
- 14) Revised Trinity Reasonable Accommodation Policy
- 15) English Language Policy
- 16) Review of Pilot Non-Resident PhD programme
- 17) Trinity Inclusive Curriculum Project



GSC Highlights and Challenges

B.2.i Student representation in Schools 2022/23

The special meeting of Board noted that the Capitation Committee, at their meeting of the 20 September 2022, agreed by consensus to (a) suspend funding to the GSU due to their failure to comply with requirements to file accounts with the Capitation Committee for the financial year ending August 2021, and to (b) re-allocate the funding to the Students' Union for the purposes of supporting the postgraduate community. In light of this, the Board decided that College should suspend its engagement with, and services provided to, the GSU, including having GSU representatives on College committees until these financial matters were resolved. As elections for PG student representation at all levels were affected, DTLPs contacted their Schools to ensure that PG student representation was in place. Despite attempts to engage with the SU no student representation was secured for GSC meetings until the last meeting in May 2023. This meeting was attended by two temporary nominated graduate students in lieu of still-vacant roles of Graduate Students' Union President and Graduate Students' Union Vice-President.

B.2.ii Students from Ukraine

Trinity, assisted by the National Help Desk, participated in taking students from Ukraine into their courses. For 2022/23 over forty eligible applications were received mainly to UG courses. All applications were classified at an EU fee level, with an allocation from the HEA of €6250 supplemented by an additional €2,000 per applicant through the Office for Global Engagement. Where course fees exceeded this combined sum, Schools were requested to cover the shortfall.

B.2.iii Postgraduate Open Day 2023

The Trinity Postgraduate Open Day online only event was held on Tuesday late afternoon on 28 March 2023 to attract full-time and part-time applicants. The decision to hold the event online was based on archival data for registered students in September 2022 who had expressed their interest in the Postgraduate Open Day the previous year. Members stated that the proposed Open Day scheduled towards the end of March was too late, as in some Schools recruitment commenced long prior to that date. Recordings made on the day were subsequently available online to be accessed by applicants from Asia.

B.2.iv Recognition of Prior Learning

The committee was briefed on the HCI-funded project on Recognition of Prior Learning (RPL) co-sponsored by the Technological Higher Education Authority (THEA) and the Irish Universities Association (IUA) put in place to align institutional policies and practices leading to improved ways of facilitating access to third level programmes through recognition of prior experiential learning, and supporting applicants working in industry or elsewhere but who do not have a formal degree. Many of the ambitions of the initiative impact on the postgraduate side, and many Schools were already active in this space, but many DTLPs expressed an interest in exploring the initiative further and supporting Trinity to ensure a consistent approach to dealing with RPL requests across the HEI sector.



B.2.v College Admissions Strategy

As part of a College-wide consultation process, members of GSC considered the question of how Trinity of the Future can be imagined and what the student body make-up should or might be. The ultimate ambition is to develop a clear vision for Trinity's future student composition, allowing the development of a corresponding strategy to avail of new recruitment and development opportunities and address new challenges. The dominant view that emerged from GSC, was that Trinity of the future should develop its PGR area.

B.2.vi Review of three award schemes

The Committee reviewed three award schemes:

- i) the implementation of the first iteration of the **Award for Excellence in the Supervision of Research Students** launched in 2021/22 with changes for 2022/23
- ii) **Trinity Teaching Awards for Postgraduate Research Students** showcasing extraordinary efforts of PGR students to contribute towards UG and PG teaching in College
- iii) **Trinity Excellence in Teaching Awards** (previously the "Provost's Teaching Awards") to re-launch them in 2022/23.

Members discussed the proposed suggestions for various award criteria and agreed a range of changes aiming to (1) simplify the application process; (2) increase transparency; and (3) encourage more academic staff and students across the university to participate.

B.2.vii Academic Integrity Working Group 2022/23

Over the year regular briefings were provided to the committee on the activities of the Academic Integrity Working Group (AI WG). The Academic Integrity Steering Group, which met several times the start of the new academic year, reconfigured into 3 smaller groups in September 2022, working separately under the oversight of the Steering Committee. All working groups adhered to the agreed core principle approved by Council the previous year, that all initiatives related to academic integrity should be framed through a developmental, pedagogical approach, rather than a punitive, disciplinary perspective. The three Working Groups were:

1. Policies, processes and procedures;
2. Pedagogical practices to support integrity;
3. Research structures and governance.

Until the January GSC meeting 2023, the focus was on preventing academic misconduct, responding to academic misconduct and preventing academic misconduct in research. Activities were itemised that were identified as potentially compromising Academic Integrity. DTLPs were asked to advise academic colleagues to ensure that all materials shared with students such as slides, lecture notes had a copyright identifier.

In January 2023, the stakes were raised when members were advised about Generative Artificial Intelligence (GenAI) tools that rapidly became freely available. Gen-AI generates texts that are difficult to detect using plagiarism software, raising particular concerns about the integrity of essay-format assessments that are dominant in many PGT modules in Trinity. In order to increase members' understanding of the AI-related assessment risks, examples were provided of AI-generated type of plagiarism across a broad range of disciplines ranging from Business, French to Physiology, Physics and



Maths, and possible short-term, medium term, and long-term solutions were shared to combat the AI-generated academic misconduct. Schools were requested to carry out a risk audit to initiate dialogue amongst academics and students. Across subsequent meetings, the potential value and risks associated with GenAI remained live topics of discussion. While views differed on how best to respond to this new challenge, there was little enthusiasm for re-considering the format of summative assessment to include oral examinations instead of the currently dominant written assignments, for both pedagogical and logistical reasons.

At the last GSC in May, changes were considered to the existing processes related to Academic Integrity and plagiarism. A new Academic Misconduct Process (flowchart), Rubric and Consequences, and Calendar Regulations were approved to be implemented the following year, allowing Schools to investigate a wide range of infringements (instead of merely plagiarism) and supporting them in their decision-making process to ensure that consequences for students are consistent across the University. The emphasis remained on educational consequences arising from infringements, rather than punishment.

B.2.viii New approaches to the approval process of PGT course proposals

In October the School of Medicine DTLP presented a revised approach to the approval process of PGT course proposals in her School including a requirement to make a business case aimed at ensuring that new courses will attract maximum student numbers to be financially viable. Subsequently, Academic Affairs started to develop a bespoke market analysis form for new course proposers to capture that information as part of the new course proposal. The issue was subsequently incorporated into the PG Renewal Programme workplan as a two stage course proposal process:

Stage 1 comprises the development of a proof of concept (business case) proposal using a designated template. This proposal goes through School and Faculty for consideration and approval, in a dialogue with Global, Careers, Academic Affairs, before progressing to stage 2.

Stage 2 involves the development of a curriculum plan using the designated template and involvement of multiple service areas such as Academic Practice and Careers Office. The developed curriculum becomes combined with the business case into one submission for the School Executive final sign off before it proceeds to the Dean of Graduate Studies and GSC.

It is intended that a new proposal will be reviewed after three years of the programme's continued sustainability. Much of the work for this proposal was led by Linda Darbey, Assistant Academic Secretary, with invaluable and generous input from Catherine Darker, DTLP in the School of Medicine. This deliverable has now become embedded as part of the workplan for Workpackage 1 of the PG Renewal Programme under the co-lead of Ashley Clements and Richard Reilly.

B.2.ix Role of adjunct staff as module coordinators

The role of adjunct staff in delivering PGT programmes was discussed and two clarifications were agreed. One was that adjunct staff cannot be given the responsibility of module coordinator, as such roles carry significant responsibility for student data management and as such, should be exercised by staff employed by the university. It was also agreed that in any given PGT programme, careful consideration must be given to the extent to which delivery of the programme relies on input from



adjunct staff. It was agreed that normally, no more than 30% of the total ECTS volume of a programme should rely on teaching provided by adjunct staff. Any new course proposal where it is anticipated that this threshold will be exceeded must provide clear justification as well as detailing planned mitigation measures to ensure the overall stability of course delivery.

B.2.x Update of External Examiner process

The External Examiner process underwent a comprehensive review in two phases:

1. PGT nomination process: Members approved changes to the external examiner process. It was agreed that one annual call for nominations would be issued by the Office of the Dean of Graduate Studies in late February introducing thereby a deadline for Schools to nominate examiners. The Office of the Dean of Graduate Studies will also provide a template letter to Schools to communicate directly with newly appointed external examiners and issue a welcome pack thereby returning control of the communication with examiners to the Schools, in line with practice for UG external examiners. Operational adjustments to improve communication between External Examiners, Schools and the Office of the Dean of Graduate Studies were approved to be put in place, such as a designated email address for the submission of PGT annual reports, increased automation within the annual report form and changes from the central repository to a more streamlined system to host external examiner reports, using Sharepoint in Microsoft 365. Upskilling workshops were provided to staff involved in the External Examiner process.

2. Review of External Examiner PGT and PGR Policies: The External Examiner Policy originating in 2018 was reviewed with a view to enhancing the recruitment and retention of external examiners as the pool of potential external examiners is limited, and largely confined to Ireland and Britain. The Terms of Reference also included folding into the review the experience of virtual Courts of Examiners during Covid-19 and the change in the Revenue requirements in relation to tax liabilities of external examiners. The approved key changes resulted in the creation of separate documents for examiners for taught and research programmes, i.e., Taught External Examiner Policy (TEEP) and Research External Examiner Policy (REEP), a change in the eligibility criteria for nomination, changes in the requirements for in-person attendance at Courts of Examiner meetings, and reductions in the time that must lapse before re-appointment.

B.2.xi Reassessment of Failed Masters Dissertations

The assessment and progression regulations concerning taught Masters with respect to how to deal with failed dissertations was considered. The dissertation module was normally required to be passed at a first attempt; otherwise students were deemed to have failed the whole course, with the option of applying to the relevant school for permission to repeat it. The regulation seemed straightforward in the context of the traditional Masters structure, but was a source of potential confusion on framework-based programmes, where there are three separate (though inter-connected) elements, each of which is a 'course' – Postgraduate Certificate, Postgraduate Diploma (Top up), and MSc (Top up). The committee voted to change the regulations for all students, permitting them to repeat the 30 ECTS dissertation element as a standalone component (i.e., the 'it' refers specifically to the dissertation). Marks may be capped at the "pass" mark relevant to the discipline and students would be liable for the fee equivalent of a top-up Masters. Decisions on whether the same dissertation topic



would be permitted would rest with the School. Members were in favour of setting in place some boundaries as to eligibility to repeat a failing dissertation. It was agreed that only students who reach a certain threshold will have the opportunity to repeat the dissertation component. Any student whose dissertation is potentially a fail already has the right to a *viva voce* before the Court of Examiners meeting. There is no blanket permission to repeat any failed dissertation, but instead the student is allowed to apply for such a permission to their School and the decision is made at the School's discretion.

B.2.xii. Revised Trinity Reasonable Accommodation Policy

Members noted that no changes were proposed to the main policy set up in 2018 and no material changes to Appendix 1 – Code of Practice for students with disabilities apart from updating the disability language, ensuring gender neutrality, inserting web hyperlinks and updating RA procedures. They approved the inclusion of an additional Appendix 2 on “Guidelines for students and staff on the modification of examinations and assessment arrangement for students with disabilities.” Members undertook to assist in ensuring that staff in their Schools are fully aware of their responsibility to implement Reasonable Accommodation Policy.

B.2.xiii. English Language Policy

A new English Language Policy was developed in response to the QQI requirement that Higher Education providers develop such a policy as part of the authorisation process for the International Education Mark (IEM) i.e., a new quality mark and part of a suite of legislative measures designed to assure international learners that they are offered quality education. Trinity's Linked Providers, Marino Institute of Education (MIE) and Royal Irish Academy of Music (RIAM), are required to develop their own English Language Policy (ELP) to seek the IEM. However, the Trinity policy reflects the particular relationship that exists between Trinity and Marino Institute of Education around the International Foundation Programme (IFP), delivered by MIE on behalf of Trinity for which Trinity manages the marketing, recruitment and admissions process on the IFP.

B.2.xiv. Review of Pilot Non-Resident PhD programme

Members reviewed the initial two years of the Non-Resident PhD pilot approved in March 2020 by Council and subsequently rolled out during the lockdown years caused by the Covid pandemic. Through work undertaken by Cormac Doran, positive and negative experiences were identified from the perspectives of students and supervisors. Specific requirements of the pathway were discussed including the supervision process and the condition that students must complete 20 ECTS of taught modules as opposed to only 10 credits undertaken by resident students. The 20 ECTS requirement became difficult to fulfil when courses moved back in-person. Six recommendations were considered by the committee: (i) that the pilot be scaled up to all Schools wishing to avail of it as a useful way of broadening student recruitment, (ii) administrative processes be reviewed for efficiency in preparation for the roll out, (iii) one annual on-site central induction event be set up for students to network with other Non-Resident PhDs and their supervisors and be introduced to services on campus, (iv) the 20 ECTS taught element be reduced to align with the requirement for other students, (v) an appropriate marketing strategy be developed to support an expansion



of the Non-Resident pathway, and (vi) a designated person be allocated responsibility for developing and managing the Non-Resident PhD pathway.

B.2.xv. Trinity Inclusive Curriculum Project

Members reflected on the mandate of Trinity Inclusive Curriculum (Trinity-INC) Project which is to embed principles of diversity, equality and inclusion across all curricula. The project comprises four interconnected pillars on Academic, Student, Institutional and Infrastructure initiatives. However, many curriculum exclusions still occur, albeit unwittingly, and in order to counteract them, three commitments can be implemented immediately: (1) inclusive language which demonstrates Trinity values and openness to diversity; (2) enhancement of Blackboard organisation and clarity resulting in fewer questions; and (3) enhancement of accessibility leading to a reduction of the need for individual accommodations. It was acknowledged that longer-term commitments will require embedding inclusivity in modules and courses and engagement with students to hear issues –and best practices – in real time. The PG Renewal project is underpinned by the Trinity-INC ethos to ensure that inclusivity is part of the forthcoming root and branch review of the PGT course proposal development and approval process in College. Members expressed their support for Trinity-INC as an important initiative.

B.3. Postgraduate Renewal Programme

Across the academic year 2022-23, regular updates on the achievements and outputs from the Postgraduate Renewal Programme were discussed and considered at the GSC. As the pace of the programme increased, the number of agenda items for GSC's consideration also grew. Each month, the PG Renewal Director, Leona Coady, shared a monthly update slide, made available so that DTLPs could easily summarise key points at the School Executive meetings and in other relevant for a.

The first horizon of the Postgraduate Renewal Programme delivered over the 18 month period June 2022 to December 2023, focussed on fulfilling short-term imperatives grouped into five themes of activity, namely, 'Structured PhD & Doctoral Programmes', 'Curriculum & Triple I', 'Student and Staff Experience', 'Student Lifecycle' and 'Financial'. These short-term imperatives were identified as quick and achievable 'wins' that once implemented would be impactful to students and staff in the short term, as well as laying strong foundations for subsequent horizons 2 and 3.

The Programme's achievements have been detailed extensively elsewhere and so are not repeated in detail here. They can be viewed on the '[You Said / We Did](#)' webpage, and were celebrated at an event hosted by the Provost in January 2024. Posters displayed the following posters highlighting key achievements of the Work Packages are also available on the Programme's web site:



[Programme's Vision](#)

[Work Package #1 - Postgraduate Taught](#)

[Work Package #2 - Postgraduate Research](#)

[Work Package #3 - Systems and Processes](#)

[Work Package #4 - Triple I](#)

[Work Package #5 - Student Experience](#)

[Work Package #6 - Staff Experience](#)

[Other Achievements](#)



Appendix 2 presents by theme, the Horizon 1 deliverables completed by the Programme and approved through the Programme's governance structure as appropriate

The achievements of the programme to date, would not have been possible without the commitment, focus and hard work of those participating and engaging with the Programme – its work package members spanning all corners of the university, the governance committees, Directors of Teaching and Learning, as well as the Programme Team.

Based on the strong momentum within the Programme, we believe we have found a way of working that gives us and the community confidence to progress together into the next Horizon (see Section C: Looking to the Future).



B.4 Marking Achievements

The **Award for Excellence in Supervision of Research Students** once again attracted a large volume of nominations, testament to the commitment of supervisors to ensuring their research students are supported in their ambitions. Sixty-seven nominations were received, with representation from 20 Schools. There were two categories of award, one for established researchers and one for early career supervisors. Each School was invited to submit their nominee for a Faculty-level award in one of these two categories and the following were the award winners:

AHSS

Established career: Prof Lorna Carson Linguistics, Speech & Comm. Sciences

Early career: Prof Edurne Garcia Iriarte Social Work & Social Policy

STEM

Established career: Prof Rachel McLoughlin Biochemistry & Immunology

Early career: Prof Cian O’Callaghan, Prof Natural Sciences

Ivana Dusparic (joint award)

Health Sciences

Established career: Prof Valerie Smith Nursing & Midwifery

Early career: Prof Sharee Basdeo Medicine

Congratulations to all those who were nominated. The awards ceremony for all School and Faculty awardees was hosted by the Provost in June, 2023.





The contribution of our postgraduate research students to the vibrant teaching and learning community of the university is celebrated through the **Graduate Teaching Assistant Awards**. Each year, Schools are invited to nominate those GTAs whose contributions stand out as exceptional. These candidates are invited to submit an application and are then short-listed for an award. In 2022-23, 25 nominations were received across 13 Schools. All nominees are to be congratulated and the task of making a final selection was very challenging. Three candidates received commendations (Floriane O’Keeffe, Adam Elebert and Daniel Griffin) and ultimately, three awards were made to:

- Monika Pilch, School of Medicine
- Claire Poynton-Smith, School of English and
- Céline Thobois-Gupta, School of Creative Arts.

Sincere thanks to the awards panel (Senior Lecturer, Pauline Rooney, Noel O Murchadha, Ivana Dusparic, Heather Reilly, and Almudena Moreno Barrallo, without whom this final recognition would not have been possible. Huge thanks also to Frances Leogue, the essential support to enable the entire process to run effectively. The award winners received their trophies at a very enjoyable ceremony in June, 2023. The ambition for 2023-24 is to ensure that there is even greater representation across the university and nominations from Schools that to date have not made nominations.





Finally, an important support for PGR students is funding allocated through the **Trinity Trust Travel Grant**. Considerable work was undertaken by Cormac Doran during the year 2022-23 to streamline processes and ensure that students were provided with sufficient information to enable them to apply in time to secure funds. This work paid great benefits and resulted in a larger volume of applications and a greater allocation of funding, supporting 63 students to travel and present at conferences from January-October, 2023.

TRINITY TRUST TRAVEL GRANT

The Executive Committee of the Trinity Trust makes funds available to the Graduate Studies Committee for allocation to graduate research students for attendance at conferences related to their research or for students who wish to carry out research abroad to supplement research already undertaken in Dublin.

From January to October 2023, over €25,000 was awarded to Postgraduate Research Students to carry out research abroad.

The average amount of funding awarded to successful applicants so far in 2023 is €406.

63 students have used the grant to enhance their research.

Funding is available! Awards are made quarterly, and applications must be made in advance of travel.

Applications can be made here:
<https://www.tcd.ie/graduatestudies/students/research/travel-grant>

15 September – 14 December - Deadline for applications is September 1st

15 December – 14 March - Deadline for applications is December 1st

15 March – 14 June - Deadline for applications is March 1st

15 June – 14 September - Deadline for applications is June 2nd

B.5 School Achievements in Postgraduate Activities

Much of the success of Trinity's Graduate Studies ambitions relies on the initiatives and activities undertaken by its 24 constituent Schools. This section of the report highlights a selection of the main achievements and activities reported by Schools during the academic year 2022-23.

School of Natural Sciences

1. 2023 Best PhD Thesis Award was granted to the PhD thesis by **Adrienn Maria Szucs**: "Interaction of Ca-Mg Carbonates with Rare Earth Element-bearing Fluids under Ambient and Hydrothermal Conditions" by the Minerals journal. She passed her viva in 2023 after publishing three peer-reviewed papers in top chemistry and crystal growth journals (Crystal Growth & Design, Global Challenges, RSC Advances).
2. Honorable Mention given by The Irish Geological Association at IGRM 2023 to the PhD student **Adrienn Szucs** for an oral presentation at the 66th Irish Geological Research Meeting in Belfast (3rd-5th March 2023).
3. Barry Long Best Student Talk Prize given to PhD student **Luca Terribili** for the talk "The kinetic and mechanisms of crystallisation of CaCO₃ in the presence of rare earth elements" at the 66th Irish Geological Research Meeting in Belfast (3rd-5th March 2023).



4. Press release on the synthesise rare earth element mineral key for biomedical research, including cancer by **Adrienn Szucs** and **Juan Diego Rodriguez-Blanco**.

<https://phys.org/news/2023-03-scientists-cerium-mineral-biomedical.html>

School of Dental Science

An EU Horizon Grant (six million Euro funding) was awarded to a consortium with a project called KitNewCare focusing on kidney care as a test case. This consortium will study the sustainability of different clinical centers across the EU, finding areas where improvements are needed. It will be led by Dr Brett Duane who is an Associate Professor in Public Dental Health here in the School of Dental Science.

The Board of the Postgraduate Committee of the European Federation of Periodontology (EFP) re-accredited the DChDent in Periodontology for 8 more years (2023-2031). The Graduate programme in Periodontology is one of the 23 Graduate programs in Europe currently approved by the European Federation of Periodontology.

School of Psychology

Professor Redmond O'Connell was lead investigator on an SFI Infrastructure Award (€1.5 million, awarded in 2022) to fund the construction of Ireland's first OPM-MEG brain imaging facility at TCIN. In light of this, TCIN joined the MEG-UK consortium which was renamed to MEG-UKI. We also hosted the MEG-UKI annual meeting at Trinity College in November 2023.

Assistant Professor Dr Kristin Hadfield received one of the 2023 IRC Research Ally awards. Details here https://www.tcd.ie/news_events/articles/2023/seven-trinity-researchers-and-staff-receive-irc-research-ally-awards/

Some of Professor Hadfield's students have been extremely successful in securing funding. For example, **Ms Azza Warraitch** has received the following funding to support her research on involvement of adolescents in health research:

"I received the following funding and awards during the course of my PhD from June 2021 to December 2023. I received a postgraduate Ussher Fellowship by Trinity College Dublin in 2021 (€96,000) to pursue my PhD with Dr. Kristin Hadfield on involvement of adolescents in health research. I was among the 20 PhD students selected from more than 400 applicants worldwide, conducting research on adolescent health, to attend the 2022 EARA-EADP-SRA summer school. For this summer school, I was provided with a scholarship (€1500) to cover all expenses related to travel, accommodation, meals, and a field trip for team bonding. Additionally, I received a scholarship (€1500) to attend the 2nd COORDINATE Summer School on NEPS Data in Bamberg but was unable to attend due to visa issues. I was awarded the EARA 2022 young scholar's award for the best poster at the 2022 EARA conference in Dublin.

In 2023, I received three travel grants totalling €1410 to present my PhD research at the Society for Research in Child Development (SRCD) Biennial conference 2023. These grants included; i) Trinity travel grant for postgraduate students (€750), ii) Trinity School of Psychology travel grant for postgraduate students (€385), and iii) Society for Research in Child Development (SRCD) graduate student travel award (\$300).

I also received the Trinity TRiSS Postgraduate Research Fellowship in 2022 (€1,000) to conduct participatory workshops with adolescents and involve them in other stages of



my research as co-researchers and participants. Additionally, I was a co-applicant on two successful grants totalling €3000. These included Trinity College Dublin PPI Ignite network grant for organising a workshop on adolescent involvement in health research (€1500) and a Dublin City University PPI Ignite seed funding (€1500) to involve adolescents in my PhD research on the development of guidelines for adolescent involvement in health research. In 2024, I received seed funding worth €3100 from UCD for career development that I will use to attend a summer school on adolescent mental health in Amsterdam. I also received €2400 in seed funding from UCD to disseminate my PhD research findings."

Based in the Trinity Centre for Global Health, an interdisciplinary centre co-located across the Schools of Psychology and Medicine, the **Masters in Global Mental Health took in its first students in September 2022**. The course covers a range of cognate topics, including inequalities in the prevalence and development of a broad range of mental health difficulties; social determinants of mental health and wellbeing; a focus on context and culture; the accessibility and acceptability of evidence-based interventions; and international and national mental health systems, focused on humanitarian and emergency settings.

School of Medicine

In October 2023 we celebrated our first two graduates of the new route of M.D. with previous publication. This route allows permanent Consultants or General Practitioners who work in our network and are Trinity graduates to obtain the M.D. based on previously published work. The two graduates conducted research in the academic year 2022-23 into the hospital management of hip fractures in the Irish hip fracture database, and the second graduate conducted research into the socioeconomic influences in acute medical presentations.

The Academic Unit of Neurology launched Ireland's first **MSc in Applied Clinical Neuropsychology** in 2022. Prof Niall Pender was appointed as Course Director and Dr Marie McCarthy was appointed Course Co-Ordinator. The course was over-subscribed in the first year, with over 25 applicants from whom 12 were selected, all of whom graduated with high honours. Year two (2023) had over 100 applications from EU and non-EU applicants from whom 15 were selected. Recruitment is underway for our third cohort in September 2024. The course has many unique features including a strong multi-disciplinary input to teaching, a blended online and in-person teaching format and shadowing/observerships in local hospitals and clinics where students can see how clinicians work and apply their knowledge in clinical environments.

In 2022-2023, the **School of Languages Literatures and Cultural Studies** launched a new HCI-linked MPhil programme in Applied Intercultural Communication with a founding cohort of 6 students. It was also the year in which the School formally launched and began to recruit into flexible, stackable part-time options across all our degree programme. Taught postgraduate application levels overall continued to climb steadily, with the Digital Humanities programme in particular showing a significant increase in interest, nearly doubling from 2021-2022 levels. PhD recruitment was also strong, leveraging a diversified funding landscape drawing from several new interdisciplinary sources, including the Provost's PhD scheme, Kinsella and IRC/SFI.



In the previous academic year, the **School of Business** entered the prestigious, and highly competitive Financial Times Global MBA Rankings (1st in Ireland, 26th in Europe, 87th in the world) – in addition to retaining competitive rankings in other FT and QS business masters rankings. The school also renewed ACCA exemptions for the PG Dip. In Accounting – until 2026. In addition, the first cohort completed the School's new Flexible EMBA programme. Finally, the school has achieved full EQUIS re-accreditation for another five years from the European Foundation for Management Development (EFMD). In doing so it maintains its Triple-Accreditation status and remains one of the top business schools worldwide.

The **School of Computer Science and Statistics** has been engaged in significantly expanding the PG taught offering. Current PG Certificate in Statistics and Data Science has been approved by the Council to be extended to Postgraduate Diploma Top up in Statistics and Data Science Online from 2024/2025 and Masters Top up course in Statistics and Data Science Online from 2025/26. In addition, a new PG Dip/MSc in Statistics and Sustainability was approved in 2022-23, aiming to register their first intake in 2023/2024.

In the PGR Space, the MSCA LegumeLegacy Doctoral Network, led by Professor Caroline Brophy from the School of Computer Science and Statistics, officially commenced in February 2023. LegumeLegacy will train 11 interdisciplinary PhD students located at institutions across Europe, with three registered at Trinity College Dublin. The Doctoral Network's research programme will investigate solutions for increased sustainability of crop rotations on farms."

The **School of Pharmacy and Pharmaceutical Sciences** participates in the Marie Skłodowska-Curie Doctoral Network "eRaDicate" (Innovative Ligands for Nuclear Receptors to Eradicate Cancer Relapse), an international, multi-disciplinary and inter-sectoral research and development programme. The project will train 11 scientists to become specialists in cancer research and drug development. The project is funded for 4 years (2024-2028) through the EU Horizon Europe Programme with a total budget of €2.5M.

The MSc in Hospital Pharmacy celebrated its 25 years anniversary. A celebratory evening of in-person talks from Hospital Pharmacy Alumni, showcasing the advanced and leadership roles graduates have embraced was held in June 2023 and attended by Trinity MSc in Hospital Pharmacy alumni, current students, hospital pharmacy managers, academic staff involved in the course, and invited guests.

Kate Tolan a PhD student was the recipient of a competitive GA travel award to attend a summer school entitled "Ethnopharmacological relevance: from bench to shelf including intellectual property and bioprospecting acts" in the University of Pretoria, South Africa. This travel award allowed Kate to spend a week in the University of Pretoria learning from leaders in the field of ethnopharmacology and networking with international researchers. This was an invaluable week which provided an insight into the importance of our research from an international perspective. Kate's PhD project is being supervised by Professor Anne-Maire Healy and Professor Helen Sheridan and



supported by the SSPC's centre for doctoral training in transformative pharmaceutical technologies and by the Natpro research centre.

School of Law

Postgraduate Research students:

2022/23 saw many successes within our postgraduate research student community.

Noha Eissa Zakaria Abdelsalam, who secured a fully-funded scholarship from the Egyptian government for her PhD, participated in the Tricon inaugural annual conference last year as a speaker and presented a piece of work relating to her PhD.

PhD student in 2022/23 (and now a recent graduate) **Christopher McMahon** was made a special advisor to the Attorney General of Ireland.

PhD student **Luke Gibbons** was awarded IRC funding for his PhD thesis entitled 'Investigating Directors' Duties in the Face of Climate Risks' and was named Irish Law Student of the Year 2022 in recognition of his research. He was also appointed as an Advisory Legislative Fellow to Congressman Matt Cartwright (PA-08) for June - August 2023. **Sam Emmanuel** was awarded the Postgraduate Research student award following a highly competitive application process. Five PhD students were selected to take part in the LERU PhD Exchange programme of 2022/23 and enjoyed productive research visits to University of Cambridge, University of Edinburgh, University of Milan and KU Leuven.

Postgraduate Taught students:

Our Postgraduate Taught students secured a number of scholarships within the University and externally. Amongst our LL.M and MSc Law and Finance students, eight students obtained Global Excellence scholarships and one student obtained a Global Relations' Sustainability scholarship.

Two students on our LL.M (International and Comparative Law) programme, Arnold **Wambua Kiilu** and **Yonela Katsha**, were awarded generous scholarships under the Irish Air's Ireland Fellows Programme for Sub-Saharan Africa, with the assistance of ICOS. LL.M (International and European Business Law) student **Berkem Aydoğdu** from Turkey was awarded the Jean Monnet Scholarship, one of Turkey's longest and most prestigious projects.

During their LL.M studies, **Charles Rene-Sanoussi** and **Guillaume Riaux** were joint winners of the 3-month paid internship with the Irish Aviation Authority as a result of obtaining the highest marks in the International Aviation Law module.

Claire de Villiers de la Noue was the winner of the best essay prize in the EU Media Regulation module - her essay was published on the website of the Coimisiún na Meán as part of the research papers series.

The **School of Mathematics** is benefiting from renewed funding by the Simons foundation of the Hamilton Mathematics institute (HMI). The HMI is running a visiting professors programme. World-leading mathematicians and theoretical physicists are invited for periods of several weeks or months, to carry out collaborative research projects and teach specialized courses aimed at PG research students, postdocs and academic members of staff. Furthermore, SFI/Royal Society research professor **Marius de Leeuw** was awarded an ERC consolidator grant, which includes funding for several PhD students. Prof. De Leeuw is also the course director of the taught M.Sc. programme



in Quantum Fields, Strings and Gravity, which is now in its 3rd year and is receiving very positive feedback. Admission to this course is very competitive and some excellent PhD students have been recruited from this cohort.

The **School of Social Sciences and Philosophy** launched the MSc in Economic Policy, a two-year part-time postgraduate programme designed to equip graduates with the skills to engage with evidenced based policy making. Economics PhD candidate **Laura Muñoz Blanco** won the prestigious 2022 European Economic Association (EEA) Young Economist Award. The Inaugural John O'Hagan Grattan Scholarship was awarded to **Elijah Kipkech Kipchumba** to pursue PhD studies in gender and labour economics. The QS World Rankings named Philosophy and Politics in the Top 100 in their QS World University Rankings by Subject for 2023. The Postgraduate Diploma in Applied Social Data Science, launched in 2021 with HEA support, has swiftly become a sought-after program and has evolved into a leading academic program, attracting top students and faculty. Responding to demand, an MSc pathway will be introduced in 2023/24, reflecting the program's growth and adaptability. The inaugural Student Prize Ceremony 2023 recognised and celebrated the achievements of our Postgraduate students.

The **School of Education** was the successful tenderer for a Department of Education contract to provide a fully funded, part-time M.Ed. in Irish-Medium and Gaeltacht Education, with the new course commencing in September 2023.

The first cohort of the School's framework-based M.Ed. in Diversity and Inclusion in Further Education and Training have now moved into the dissertation year of the programme, a course that is funded through the School's partnership with the City of Dublin Education and Training Board.

Colleagues in the School were delighted with the news that **Prof. Joseph Roche** was a recipient of an Award for Excellence in Supervision of Student Research in the early career category. Congratulations Prof. Roche!

Congratulations also to **Chelsea Whittaker**, a PhD student in the School of Education, who won the award for the best student paper at the *Language and Education Policy in Ireland* conference in May 2023.

The annual School of Education Postgraduate Research Conference took place in May 2023. The theme was Breakthrough Insights in Education and it was a resounding success.



B.6 External Activities

B.6.1 LERU DOCT Group

<p>Helsinki, September 2022</p> <p>Online, February 2023</p> <p>Paris-Saclay, March 2023</p> <p>Heidelberg, July 2023</p>	<ul style="list-style-type: none"> • Mental health and wellbeing • Assessment criteria for doctoral programmes • Launch of LERU paper on Doctoral Supervision • Recruitment of doctoral candidates • Current models of doctoral education <p>LERU Doctoral Summer School: visa challenges impacted participation</p>
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There were two meetings of the LERU Doctoral Studies Group in the academic year 2022-23. The first was held in **Helsinki in September 2022**, and addressed two themes: **mental health and wellbeing** initiatives for postgraduate researchers and **assessment criteria for doctoral programmes** across the LERU group. The first topic introduced the resources of Mental Health First Aid (<https://mhfainternational.org/>) which is being explored in a number of universities including Munich and Heidelberg. Imperial also has undertaken a number of initiatives targeting supporting mental health and wellbeing for early career researchers. It was agreed that this topic would remain high on the agenda for LERU meetings. The discussion on assessment criteria highlighted differences in both the format of thesis that is acceptable across the LERU institutes, particularly in relation to inclusion of published papers within the thesis, as well as differences in the assessment context and focus. However, across all participating institutions it was agreed that the primary assessment focuses on the thesis rather than the researcher. This acknowledgement led to an interesting discussion on the extent to which assessment approaches potentially lag behind developments in the expected outcome of a doctoral programme, where increasingly there is equal emphasis on developing the researcher and the research thesis.



The second LERU meeting was held in **Paris-Saclay in March, 2023**. At this meeting the focus was on approaches to **recruitment of doctoral candidates**. This topic led to a



wide-ranging discussion on best practices in identifying potential in applicants to doctoral programmes, the common biases that may influence decisions and their impact on diversity and inclusion in the doctoral candidate cohort. The second theme explored was the extent to which **current models of doctorate education** are fit for purpose across the wide range of disciplines, in the context of significant societal change. Both of these topics continue to appear on agendas for discussion. One outcome from the meeting was an agreement to work collaboratively on a shared doctoral supervision event to coincide with the next meeting of the group, in October 2023.

The Graduate Studies Office also organised the selection process to identify two candidates from Trinity to attend the LERU Doctoral Summer School in Heidelberg. Xi Ning and Tochukwu Ikwunne were accepted into the Summer School. The Graduate Studies Office contributes towards the cost of travel and accommodation for selected students. Unfortunately, due to challenges securing a visa for the purpose of the Summer School, Tochukwu was ultimately unable to travel – highlighting the very significant additional challenges faced by non-EU students pursuing a PhD. Below, Xi outlines the benefits of the Summer School both from a research point of view as well as personally.

Unforgettable Experience of LERU Doctoral Summer School in Heidelberg 2023.

Xi Ning

The LERU Doctoral Summer School 2023 was held at Heidelberg University. I am very grateful that I was selected as a Ph.D. representative of Trinity College Dublin to attend this excellent academic event. It was a week-long intensive immersion into the world of intervention science applied to global challenges. The program brought together leading academics, researchers, and doctoral students from the top European universities to explore the theoretical and practical aspects of intervention science.

The key themes of the summer school—climate change, pandemics, and societal injustice—were examined through the lens of intervention science. The discourse around these converging global challenges was insightful, drawing on the expertise of renowned faculty and the diverse perspectives of participants from various disciplines. During LERU summer school, I shared my research topic with colleagues, which is at the intersection of immersive technology, psychology, and education. Specifically, I am investigating the potential of Extended Reality (XR) technology as an innovative intervention for enhancing educational experiences (e.g., social competence education and soft skills training). The summer school's focus on intervention science provided me with a comprehensive understanding of the methodologies and theoretical frameworks used to design and assess interventions. Moreover, during the poster exhibition, I gave a presentation of my research poster in relation to how Extend Reality (XR) technology can be used as a creative intervention for educational experiments and practices.



The opportunity to present to such a knowledgeable audience was remarkably valuable, providing me with constructive feedback and stimulating discussions about the potential opportunities of my research topics. By showing case research projects from my Ph.D. study, students from the Global Health Institute at Heidelberg University, also have a chance to learn something different from their research fields, and see more about creatively using technology to conduct interventions for certain groups of individuals. For example, an unexpected learning experience from summer school was the realization of the interconnectedness of different research fields. Although my research is grounded in technology and education, the event underscored that it intersects with disciplines. This understanding can help me broaden the impact of my research, potentially contributing to areas beyond my primary focus.

The summer school also emphasized the importance of intervention science in addressing global challenges. It brought to light the crucial role scientists and researchers like myself play in creating, implementing, and assessing interventions to ensure a better future for all.

The LERU sessions offered valuable insights into the complexities of real-world intervention design and deployment. Its emphasis on global challenges also broadened my perspective, highlighting the potential for my research to contribute to larger societal issues beyond my current research areas. I also actively participated in various workshops and discussions, contributing my insights on understanding a range of intervention science from other participants' research and experiences.

In conclusion, attending the LERU Doctoral Summer School 2023 was an intellectually



enriching experience that significantly expanded my academic horizons. The comprehensive exploration of intervention science provided a robust theoretical framework and practical methodologies that I can integrate into my research on XR technology in education. The event was not only an academic learning journey but also a unique opportunity for professional growth. The connections and relationships I built with other attendees from top European universities are invaluable. These networks will not only enrich my current research but will also foster potential collaborations and opportunities in the future.

B.6.2 Irish Universities Association

As in previous years, the IUA Deans Group offered an invaluable forum for advancing common concerns, exploring best practice and collaborating on matters of shared interest in relation to doctoral education. Major topics of discussion in 2022-23 were the National Review of State Supports for PhD students, the challenge of payment of maternity benefits and initiatives to enhance research supervision particularly in the context of PhD research.

IUA Summary meeting schedule and key agenda items

October, 2022, University of Galway	<ul style="list-style-type: none"> Structures and strategy in doctoral education in the UK and Ireland IUA approach for sector implementation of maternity stipends for PhD students Cotutelle models National Thesis-in-3
January, 2023, University of Limerick	<ul style="list-style-type: none"> DFHERIS Review of PhD Financial Supports Draft document on Cotutelle models Payment of maternity stipends
March 2023, Trinity College Dublin	<ul style="list-style-type: none"> Meeting with Chairs of the DFHERIS Review of Financial Supports for PhD students
April 2023, online	<ul style="list-style-type: none"> DFHERIS review Growing Excellence in Research Supervision
June 2023, University College Cork	<ul style="list-style-type: none"> Cotutelle models National Thesis-in-3 Response to DFHERIS review report

The Deans of Graduate Studies Group met five times in 2022-23, adding an extra meeting to cover one of the most frequently discussed agenda items – the supports available to PhD researchers. A number of key themes recurred across all these meetings. The issue of **payment of maternity benefits** to PhD students remained on the agenda, with further attempts to engage with Revenue to arrive at a resolution for the current impasse – an issue that was carried over from the previous academic year. Despite these attempts, no progress was made on clarifying the mechanism by which universities can be permitted to make these payments (and to date that remains the case).



It had been hoped that the IUA would have ongoing engagement with the Co-Chairs undertaking the ***National Review of State Supports for PhD researchers***, but only one meeting was possible. This meeting was attended by the Co-Chairs, Andrea Johnson and David Cagney, as well as representatives from DFHERIS. The IUA group highlighted the importance of providing stipends at a level that afforded PhD students sufficient resources to cover living costs, while at the same time ensuring that the overall number of students that could be funded was maintained. The group also reiterated the specific challenges that needed to be addressed in relation to payment of maternity benefits, managing visa requirements particularly for non-EU students and the issues of health insurance.

When the [review was subsequently published in June, 2023](#), the issue of stipend levels was prominent. The Reviewers recommended a stipend level of €25,000 p.a. The decision by Trinity to increase stipends to this level, prior to the publication of the report, no doubt provided support for this recommendation. However, the resolution of payment of maternity benefits was not achieved. Optimism was expressed that issues related to visa challenges would be addressed relatively quickly. As outlined in the section reporting on LERU activities, these restrictions continue to be problematic for non-EU students.

In May, a collaborative symposium on ***Future Excellence in Research Supervision*** was held in UCD, the first in-person shared initiative involving all the IUA partners and open to all those involved in supervising research students, including those outside the IUA group. Additional support for the event was provided by QQI.

Finally, the format and model for the ***inaugural National Thesis-in-3 competition*** was agreed and scheduled for October, 2023.



Section C: Looking to the future

C.1 The Office of the Dean of Graduate Studies

The Office of the Dean of Graduate Studies interfaces with almost all facets of the university and the work of the Office could not be accomplished without the support of the entire College community. Given the size of the institution and the range of activities and initiatives that are constantly evolving, maintaining visibility on new developments and predicting both synergies and potential duplication is challenging. Increasingly it is becoming obvious that as we pursue developments in educational reach in activities as diverse as European University Alliance initiatives such as CHARM-EU and local RPL and Microcredential initiatives, the needs and strategy for postgraduate taught programmes and postgraduate research programmes are each expanding and requiring dedicated resource to fulfil our ambitions in both spheres. Our vision for postgraduate education in Trinity is that we will provide an environment where curious minds and creative thinkers thrive, whether that curious mind is pursuing an MC or a PhD. Through the Postgraduate Renewal Programme, specific strategies to achieve this vision are being developed and implemented. However, the renewal programme is a time-limited initiative. A key requirement will be that the changes brought about through the programme are transitioned and mainstreamed and simply become part of our business as usual. It seems likely that managing that challenge effectively will require recognition of both the shared and different needs of postgraduate taught and postgraduate research students and activities and this will need to be reflected in how the Office of the Dean of Graduate Studies is organised and structured.

It is important that consideration is given to the development of a structure that recognises the bespoke needs of research students and that provides them with a space and place that is uniquely focused on their needs and the needs of those involved in their supervision and support.

In 2022-23, the renewal programme gained momentum and staffing resources that enabled a step-change in addressing critical needs. That momentum has continued, as has the work. New members have joined work packages and the work of the programme is increasingly difficult to separate from the work that is simply part of the Office of the Dean of Graduate Studies.

C.2 Postgraduate Renewal Programme

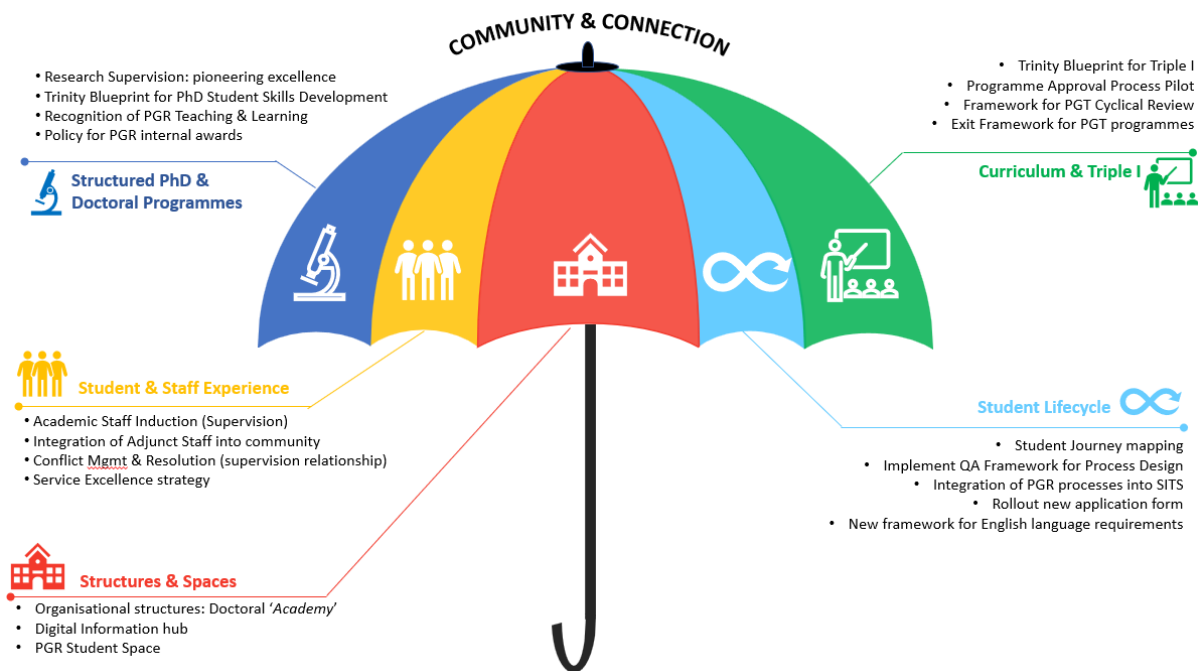
In January 2023, with funding approval, University Council approved a high-level work plan for the deliverables of Horizon 2 which has a provisional two-year timeline (2023-24 and 2024-25) based on agreed scope and approved recommendations of Horizon 1.

The umbrella theme for Horizon 2 is 'Community and Connection' and its deliverables have been grouped across the continuing themes of 'Structured PhD + Doctoral Programmes', 'Student and Staff Experience', 'Student Lifecycle' and 'Curriculum and



Triple I', and the new theme of 'Structures and Spaces'. The new theme will focus on the specific needs of postgraduate research students in the first instance and will explore the potential separation of structures and supports for PGR and PGT students – an increasing trend across peer institutions nationally and internationally.

Figure C1. Horizon 2 Themes



Progress has already been made on several of the deliverables from Horizon 2, particularly in relation to development of Trinity Blueprints for PhD Student Skill Development and for a Triple I framework and I look forward to reporting on these in the next annual report.

C.3 Postgraduate Research Students

Considerable progress has been made in addressing some of the core financial pressures and anomalies impacting on recruitment and retention of PhD students. The decision to increase stipend levels to €25,000 for all recipients of centrally funded awards played no small part in catalysing changes in other funding agencies. This strategy has not been without significant challenges and as funding agencies have varied in the extent to which they raised stipends, inequity continues to exist within the student cohort. It is also important to recognise that many students are not in receipt of any stipend and that this pattern impacts some disciplines to a far greater extent than others. There are other issues that remain unresolved, including the challenge of paying maternity or paternity benefits to eligible candidates. This difficulty is outside the control of the university and is a sector-wide problem. There are also visa-related difficulties, as highlighted in the IUA discussions. In recognising these obstacles, it is also important to recognise significant steps taken by the university and its Schools to support PhD students. Many Schools have also taken steps to increase stipend levels, where those are within their control. All Schools have agreed a transparent system to allocate and pay for teaching contributions made by PhD students. Both of these initiatives have drawn heavily on School finances and required



difficult decisions. Having met individually with all 24 Heads of School and their managers, throughout all those discussions there was unanimous support for making these enhancements.

It is clear that much remains to be done, but it is also important to pause, acknowledge and thank all those involved for their continuing efforts to support research students.

C.4 Taught Postgraduate Students

Under the heading of taught postgraduate activities, the annual reports from 2020-2022 were dominated by the topics of Covid-19 and the HCI initiative. It is with great relief that the threat of the pandemic has receded, though its shadow is long and has impacted some students and staff significantly. The HCI initiative is well embedded and there have been many learnings from the successes and challenges of the range of taught offerings launched under this programme. A substantial innovation has been the creation of an Enterprise Ecosystem to support academic staff and enterprise engagement. This interface also supports marketing through building effective relationships, enhancing understanding of employer needs and supporting programmes to tailor offerings accordingly. We have also had the opportunity to learn what is not successful and to explore why that might be. Micro-credentials have stretched our systems and processes but have also afforded us an opportunity to engage with new learners and have now become externally visible. Delivering on the expectations that the success of MCs has generated will be one of the major challenges of the coming years.

C.5 Internationalisation

The postgraduate student body is diverse and international. In STEM and AHSS, approximately 40% of taught postgraduate students have a non-EU fee status. In some Schools and programmes the proportion is far higher. Maintaining balanced diversity is important for the student body. As demand for places increases, the divergent needs of EU and non-EU students create tensions. Non-EU students need to make decisions early in the application cycle – their EU counterparts may be slower to make commitments. While courses may wish to ensure excellence of candidates by waiting until they have received all applications, that action would likely result in loss of the majority of non-EU students – who are just as likely to be excellent. Discussions are ongoing at individual programme level about how best to navigate these challenges.

The proportion of non-EU students in the research student cohort is lower. In part this may be due to the higher non-EU fee level. Alternatively it may be that the demands of a PhD are such that some candidates choose to pursue that path through their first language. Given the Board-approved changes to fee-write downs for some non-EU students, we will be monitoring any changes in the makeup of our postgraduate research community to see the impact of this initiative.

Finally, as always, the work of the Office of the Dean of Graduate Studies would not have been possible without the support of the Provost and the Provost's Office, the Vice Provost/Chief Academic Officer and the entire Academic Services Division as well as the army of academic and professional staff across the university. Míle buíochas do chách!



Appendices

Appendix 1: Academic Registry Annual Report

For the full report see this [link](#)



APPENDIX 2: Postgraduate Renewal Programme – Approved Completed Deliverables in Horizon 1

HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
1	VISION	Develop vision for postgraduate education at Trinity	Programme Team	Development of vision statement: <i>'A stimulating, inclusive, and sustainable research and learning environment, where curious minds and creative thinkers thrive.'</i>	25.05.23	07.06.23	N/A
2	FINANCIALS	Develop coherent and equitable internal award scheme.	Programme Team	Consolidation of the 3 existing PG research internal College awards (ie, Postgraduate Research Studentship (1252), Ussher Award, Provost PhD award) into one Trinity postgraduate research award with a stipend of €25,000 for four years (full-time).			22.02.23
3	FINANCIALS	Develop proposal addressing nonEU fee differential (with a longer-term ambition of setting PhD fees at equal and affordable level)	Programme Team	As a first step, it was proposed that where Irish State funding agencies limit the permitted research budget allocation for fees, any residual tuition fee would be written down eliminating the constraint of 'affordability' from the recruitment process. The scheme was introduced on a phased basis for new entrants only from 2023-24 to enable full interrogation of its impact.			22.02.23
4	STRUCTURED PHD + DOCTORAL PROGRAMMES	Recognition of Teaching & Learning supports provided by PGR students	WP2	Interim Recommendations 1. Introduce a Trinity Certificate of Recognition for Teaching & Learning Supports provided by postgraduate research students. 2. Explore opportunities to increase awareness of the Trinity Postgraduate Teaching Awards at School level.	07.12.23	17.01.24*	N/A



HORIZON 1						
THEME	DELIVERABLE	DELIVERED BY	APPROVED			
			PROPOSAL	GSC	COUNCIL	BOARD
			Recommendations for Horizon 2 3. Further engagement with Schools to explore other instances of best practice in recognition of PG teaching. 4. Engage with Academic Practice (AP) to explore opportunities to enhance access to and recognition of PGR students completing AP modules. 5. Explore opportunities with Library to promote RSS and ORCID ID as platforms to showcase students' skills and teaching experience. 6. Undertake cost benefit analysis of institutional membership with Advance HE through engagement with relevant stakeholders.			
5	STRUCTURED PHD + DOCTORAL PROGRAMMES	Teaching and Learning Supports provided by PGR students	WP2 Scoping paper analysing current landscape and setting out recommendations to develop guidelines on <ul style="list-style-type: none"> nature of teaching and learning support activities and expectations process of allocating teaching opportunities to PGR students. aimed to provide consistent baselines for what should constitute an appropriate teaching experience for PGR students, to ensure equity and transparency, while protecting integrity of PGR progression.	07.12.23	17.01.24*	N/A
6	STRUCTURED PHD + DOCTORAL PROGRAMMES	Clarify and simplify current processes and guidelines for Thesis Committees, Annual	WP2 <ul style="list-style-type: none"> A Terms of Reference for Thesis Committees has been developed to address confusion over some aspects of the role and composition of Thesis Committees. 	25.05.23	07.06.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
	Progress Reports & Confirmation Reports		<ul style="list-style-type: none"> Enhanced templates for annual review reports and confirmation reports have also been proposed for implementation from September 2023-24. Guidelines developed to accompany Terms of Reference. 	12.10.23 07.12.23	01.11.23 17.01.24*	N/A N/A	
7	STRUCTURED PHD + DOCTORAL PROGRAMMES	Clarify and simplify Viva Guidelines	WP2	Revision to current Viva Voce Guidelines for students and examiners addressing ambiguities, closing information gaps, and directing students and supervisors to the appropriate services where support is required.	14.09.23	N/A	N/A
8	STRUCTURED PHD + DOCTORAL PROGRAMMES	Develop model for student-supervisor agreement , outlining expectations and responsibilities of both parties.	WP2	Supervisor - Research Student Agreement Template approved on pilot basis for 2023/24.	26.01.23	08.02.23	N/A
9	STRUCTURED PHD + DOCTORAL PROGRAMMES	Review of roles + responsibilities of the supervisor and university in supporting the student's development of a multi-dimensional skillset	WP2	<ul style="list-style-type: none"> Articulation of roles + responsibilities of the supervisor and university in supporting the student's development of a multi-dimensional skillset. Further detailed recommendations aimed at scaling the current range of supports offered to our doctoral researcher community: <ol style="list-style-type: none"> Provision of guidelines for professional development planning for research students. Implementation of Personal Development Planning (PDP). 	23.03.23	12.04.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			3. Development of customised training courses to address identified training gaps. 4. Provision of an online doctoral skills development hub. 5. Review of the module Planning and Managing Your Research Process (PMRP).				
10	STRUCTURED PHD + DOCTORAL PROGRAMMES	Clarify and simplify current supervision guidelines	WP2	Revision to current Supervision of Research Students Best Practice Guide addressing ambiguities, closing information gaps, and directing students and supervisors to the appropriate services where support is required.	26.01.23	N/A	N/A
11	STUDENT LIFECYCLE	Analyse opportunities to create greater flexibility for students wishing to go off books (eg, for maternity leave).	WP3	Proposal recommending: <ol style="list-style-type: none"> 1. Identify options and explore the viability to make regular payments to PGR students normally funded by a stipend (internal and external) while on maternity, parental or adoptive leave. 2. Design and implement an enhanced process that allows automation of the off-books application process, approval process and update of student records within SITS. 3. Consideration of periods in 3 month increments for off-books to provide more flexibility. 4. Improve automatic communications to all relevant stakeholders. 5. Create user-friendly infographic/cheat sheets for students and Schools to guide them on the necessary steps for a student to go off-books. 	07.12.23	N/A	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			6. Clarify the maximum allowable period for off-books in student/School facing off-books guidance. 7. Assess what services/supports PG off-books students have access to. 8. Receive permission from students before going off-books to allow College to contact them while they are off-books.				
12	STUDENT LIFECYCLE	Mapping of drivers impacting on graduation experience .	WP3	Proposal recommending: 1. Deeper analysis of graduation processes to identify the key issues impacting the process including when results are published by Schools and the impact on the graduation experience. 2. Increase awareness at School and student level of timelines for Diplomas & Certificates. 3. Encourage better capturing of the student voice in relation to their needs/expectations to identify any other potential future enhancements.	07.12.23	N/A	N/A
13	STUDENT LIFECYCLE	Review of English Language Requirements for postgraduate programmes	WP1	English language requirements to be fully revised, rather than amended, recognising that achieving the standards set for entry is only the start of a student's language journey at Trinity. Given the deep link between English language proficiency and academic success, and Trinity's responsibility to support all students to achieve their full potential, enhancement of English language supports is a vital part of the overall improvements recommended spanning:	26.01.23	08.02.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			1. A new system of entry requirements 2. Clear and consistent communication of entry requirements 3. Enhanced language supports 4. Cycle of review for entry requirement				
14	STUDENT LIFECYCLE	Annual Progression of PGR students	WP3	Launched a new suite of Research Student Power BI reports to Schools, Academic Registry, Graduate Studies and Faculty Deans, providing: <ul style="list-style-type: none"> enhanced visibility to Schools on the status of their PGR students; streamlined reporting enabling Schools communicate the outcome of annual reviews to Academic Registry; Resulting in 88% of PGR students progressed on time (exceeding the 70% goal) which resulted in a 559% increase in PGR students invited to register on time for 2023/24. 	27.04.23	10.05.23	N/A
15	STUDENT LIFECYCLE	Academic Appeals: Clarify current Appeals Process in Calendar, PG handbooks etc. and standardise terminology.	WP5	Position paper recommending: <ol style="list-style-type: none"> Longer lead times between publication of results and deadline for appeals submission (aiming for 10 days) Modification of appeals process to remove, at least at the initial stage, the mandatory requirement for students to present their case in-person, at the School Appeal Committee. 	23.03.23	12.04.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			3. Trinity's current approach towards appeals expressed in legalistic terminology should be made more straightforward in the Calendar. 4. Update to Calendar, Handbooks etc to clarify and simplify the language used setting out Trinity's approach to appeals.				
16	STUDENT LIFECYCLE	Marketing: Pilot to review and refresh marketing course content on School webpages	WP3	<ul style="list-style-type: none"> New template designed to improve student experience providing one touch access to core information. New webpages went live January 2023. Professional course videos 	27.04.23	10.05.23	N/A
17	STUDENT LIFECYCLE	Review and enhance protocol and process for approval of 3rd party funding sponsors	WP3	<ul style="list-style-type: none"> New sponsor application form approved. New sponsor approval process approved. New sponsor approval process approved for 2022/23. External supplier contracted to provide system and software for assessing credit worthiness of potential sponsors (AR). 	27.04.23	10.05.23	N/A
18	CURRICULUM + TRIPLE I	Research Model Framework for PGT Programmes to align with disciplinary needs	WP1	Proposal recommending: <ol style="list-style-type: none"> A research model framework structure for PGT programmes, recognizing five possible alternative formats for the PGT research element, each employing the pertinent methodology. A new institutional max. word count for the dissertation option within these alternatives. Assessment rubrics to be made available to students. 	23.03.23	12.04.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			4. Review of eligibility criteria for PGT dissertation supervision.				
19	CURRICULUM + TRIPLE I	Benchmark best practices for cyclical review of PGT programmes	WP1	1. To develop a Trinity Framework for cyclical review of postgraduate taught programmes. 2. To develop new guidelines supporting thresholds for changes to programmes. 3. To complete a baseline audit of postgraduate taught programmes. 4. To review the potential for implementing a Curriculum Management System beginning with analysis and specification of requirements	27.04.23	10.05.23	N/A
20	CURRICULUM + TRIPLE I	Redesign process for new programme development and approval	WP1	New 2-stage process for postgraduate programme development and approval to be piloted for 2023-24.	27.04.23	10.05.23	N/A
21	CURRICULUM + TRIPLE I	Develop recommendations for integration Triple I (Intersectoral, Interdisciplinary and international) experiences into Postgraduate programmes	WP4	1. Development of a Triple I Framework for Trinity. 2. Outline the requirements for Triple I intelligence and analytics. 3. Enable students to engage with Triple I opportunities	25.05.23	07.06.23	N/A
22	STUDENT & STAFF EXPERIENCE	Best practice supports for conflict management in the student:supervisor relationship	WP6	Proposal recommending: 1. Create institutional guidelines (and associated training) for managing conflict in the student-supervisor relationship;	09.11.23	29.11.23	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
			2. Develop code of conduct guidelines to set the University's expectations for standards of behaviour and professional boundaries in the supervisor and research student relationship. 3. Explore concept of providing independent mentor for students and supervisors negotiating conflict in their relationship; 4. Develop mediation supports for resolving such conflicts within the respective school and faculty; 5. Provide training to both supervisor and student, and consider requirements for participation.				
23	STUDENT & STAFF EXPERIENCE	Develop quality assurance principles to be applied to process design ensuring processes are efficient and meet user requirements based on best practices.	Programme Team	Developed a proposal for a 'Way of Working' for the Postgraduate Renewal Programme based on lean methodologies and best practice.	07.12.23	17.01.24*	N/A
24	STUDENT & STAFF EXPERIENCE	Continue to deliver PG Orientation hybrid: <ul style="list-style-type: none"> to further increase reach including March intake; include mental, physical and social wellbeing guidance; provide additional sessions for PG international students; 	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
	<ul style="list-style-type: none"> provide in-person orientation at SJH. 						
25	STUDENT & STAFF EXPERIENCE	Raise student awareness of PGR Skills for Success.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A
26	STUDENT & STAFF EXPERIENCE	Raise awareness of PhD students about presentation skills training, and identify opportunities for students to present to peer groups.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A
27	STUDENT & STAFF EXPERIENCE	Run Research Factor '3 Minute Thesis' twice yearly and support with Monthly Open Mike '3 Minute Thesis'.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
28	STUDENT & STAFF EXPERIENCE	Provide information on language support in pre-arrival info in Welcome Guide.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A
29	STUDENT & STAFF EXPERIENCE	Include information on Plagiarism in Welcome Guide; PG Handbooks and Course Handbooks	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A
30	STUDENT & STAFF EXPERIENCE	Include guidance on accessing the health service in Ireland in International Student Handbook	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A
31	STUDENT & STAFF EXPERIENCE	Review increasing supports to International PGs on finding	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A



HORIZON 1							
THEME	DELIVERABLE	DELIVERED BY	APPROVED				
			PROPOSAL	GSC	COUNCIL	BOARD	
	accommodation, eg, resources, info sessions etc.						
33	STUDENT & STAFF EXPERIENCE	Tailor session on 'Adapting to a new Academic Culture' for PG audience.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
34	STUDENT & STAFF EXPERIENCE	Needs analysis of physical social spaces for postgraduate students.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
35	STUDENT & STAFF EXPERIENCE	Map current College events that contribute to creating connection and community amongst the PG student cohort and recommendation for promotion and enhancement.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A



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

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

Arts, Humanities and Social Sciences

School	Name and Academic Address
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Business	Prof. G. Corò, Ca' Foscari University of Venice, Italy
Business	Prof. G. Brownlow, Queen's University Belfast, UK
Business	Prof. M. Roy, Glasgow Caledonian University, UK
Business	Dr. C. O'Kane, University of Otago, Dunedin, New Zealand
Business	Prof. M. Hutchinson, University College Cork
Business	Prof. F. De Beule, Katholieke Universiteit Leuven, Belgium
Business	Prof. P. Kawalek, Loughborough University, Leicestershire, UK
Business	Prof. L. Yarovaya, Southampton University, UK
Creative Arts	Dr. C. McIvor, National University of Ireland, Galway
Creative Arts	Prof. L. Fitzpatrick, Ulster University, Londonderry, UK
Creative Arts	Prof. K. Freebody, The University of Sydney, New South Wales, Australia.
Creative Arts	Prof. R. Gillespie, National University of Ireland, Maynooth
Creative Arts	Prof. E. Aston, Lancaster University, UK
Creative Arts	Dr. F. Lawrence, University College Dublin
Creative Arts	Prof. W. Mahrt, Stanford University, California, USA
Creative Arts	Dr. M. Fee, Le Moyne College, Syracuse, New York, USA
Education	Dr. S. Trahar, University of Bristol, UK
Education	Dr. T. Barrett, University College Dublin
Education	Prof. D. Lillis, Technological University Dublin
Education	Dr. D. Fahie, University College Dublin
Education	Prof. O. McCormack, University of Limerick
Education	Prof. A. MacKenzie, Queen's University, Belfast, UK
Education	Prof. V. McCauley, National University of Ireland, Galway
Education	Dr. S. Murphy, The Open University, Milton Keynes, UK
Education	Dr. M. Ward, Dublin City University
Education	Prof. H. Lynch, University College Cork
Education	Dr. K. Cahill, University College Cork
Education	Dr. E. Donlon, Dublin City University
Education	Prof. L. Bennett, University of Huddersfield, UK
Education	Dr. A. Kenny, Technological University Dublin
English	Prof. K. Coats, University of Cambridge, UK
English	Prof. W. Van-Mierlo, Loughborough University, Leicestershire, UK
English	Prof. C. Flynn, University of California, Berkeley, USA
English	Dr. C. Gander, National University of Ireland, Maynooth
English	Dr. C. Butler, Cardiff University, UK
English	Prof. K. Mullin, University of Leeds, UK
Histories & Humanities	Dr. J. Bryan, The University of Manchester, UK
Histories & Humanities	Prof. H. Najman, University of Oxford, UK
Histories & Humanities	Prof. G. Woolf, University of California, Los Angeles, USA
Histories & Humanities	Dr. J. Redmond, National University of Ireland, Maynooth



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Languages, Literatures and Cultural Studies

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Linguistics, Speech and Communication Sciences

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Linguistics, Speech and Communication Sciences

Linguistics, Speech and Communication Sciences

Linguistics, Speech and Communication Sciences

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Linguistics, Speech and Communication Sciences

Linguistics, Speech and Communication Sciences

Prof. L. DeLap, University of Cambridge, UK

Prof. B. McConville, Boston University, Massachusetts, USA.

Dr C. Pollard, Ashmolean Museum, University of Oxford, UK

Dr. A. Wilson, Crawford College of Art and Design, Cork

Dr. D. Hoyer, Evolution Institute, San Antonio, Florida, USA

Prof. M. Staunton, University College Dublin

Dr. B. Carty, Macquarie University, North Ryde, New South Wales, Australia

Prof. F. Wallis, McGill University, Montreal, Quebec, Canada

Prof. I. Draelants, Institut de Recherche dt D'histoire des Textes, Campus Condorcet, Aubervilliers, France

Dr. U. Mac Gearailt, Dublin City University

Prof. M. Ganeri, Università della Calabria, Rende, Italy

Dr. B. Ó Cróinín, Mary Immaculate College, Limerick

Prof. M. Veglia, Alma Mater Studiorum Università di Bologna, Italy

Prof. D. Stifter, National University of Ireland, Maynooth

Dr. S. Khiron, University of Glasgow, UK

Prof. H. Stalford, University of Liverpool, UK

Prof. P. Oliver, University of Ottawa, Canada

Prof. M. Coy, University of Florida, Gainesville, Florida, USA

Prof. S. Kilcommins, University of Limerick

Prof. A. Bogg, University of Bristol, UK

Prof. R. Gargarella, Universidad Torcuato di Tella, Buenos Aires, Argentina

Prof. M. Martyniszyn, Queen's University Belfast, UK

Dr. E. Macchiavello, University of Genoa, Italy

Prof. A. Gerbrandy, Utrecht University, The Netherlands

Prof. C. Bassetti, University of Trento, Italy

Prof. I. Maher, University College Dublin

Prof. D. Ferri, National University of Ireland, Maynooth

Prof. W. Daelemans, University of Antwerp, Belgium

Prof. C. Müller, European University Viadrina, Frankfurt, Germany

Dr. J. Lachkovic, Manchester Metropolitan University, UK

Prof. R. Martino, University of Toronto, Ontario, Canada

Prof. A. Otwinowska-Kasztelanic, University of Warsaw, Poland

Dr. F. Nolan, University of Cambridge, UK

Dr. D. Ó Sé, University College Dublin

Prof. A. Henry, University West, Trollhättan, Sweden

Prof. M. Grice, University of Cologne, Germany

Prof. B. Ladd, The University of Edinburgh, UK



Linguistics, Speech and Communication Sciences

Linguistics, Speech and Communication Sciences

Psychology

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Social Sciences and Philosophy

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Dr. W. Maguire, University of Edinburgh, UK

Prof. M. Stoicheva, Sofia University "St Kliment Ohridski", Bulgaria

Dr. H. MacDonald, University of Bergen, Norway

Prof. H. Jacobs, Harvard University, Boston, Massachusetts, USA

Prof. K. Witkiewitz, The University of New Mexico, Albuquerque, USA

Dr. A. Urai, Leiden University, The Netherlands

Prof. N. Reavley, The University of Melbourne, Australia

Prof. S. Molyneux, Kenya Medical Research Institute-Wellcome Trust Re, Kilifi, Kenya

Prof. T. Hortobágyi, University Medical Center, Groningen, The Netherlands

Dr. C. Padden, University of Kent, Canterbury, UK

Prof. A. Feeney, Queen's University Belfast, UK

Dr. D. Borsboom, University of Amsterdam, The Netherlands

Prof. L. Hunt, University of Oxford, UK

Prof. S. Docherty, Newman University, Birmingham, UK

Dr. Gabriel Flynn, Dublin City University

Dr. C. Smyth, National University of Ireland, Galway

Prof. J. Doyle, Dublin City University

Dr. K. Vander Schel, Gonzaga University, Spokane, Washington, USA

Prof. J. Karlsrud, Norsk Utenrikspolitisk Institutt, Oslo, Norway

Prof. P. Higate, University of Bath, UK

Dr. K. Houston, Technological University Dublin

Dr. M. Erdei, Royal Irish Academy of Music, Dublin

Prof. M. Lee, School of Creative Arts

Dr. D. Adams, Royal Irish Academy of Music

Prof. H. White, University College Dublin

Dr. M. O'Toole, Royal Irish Academy of Music, Dublin

Dr. M. O'Leary, National University of Ireland, Maynooth

Dr. K. O'Connell, Royal Irish Academy of Music, Dublin

Prof. B. Kelly, Royal Northern College of Music, Manchester, UK

Dr. P. Devine, National University of Ireland, Maynooth

Prof. D. Horne, Royal Northern College of Music, Manchester

Prof. M. Filippini, Swiss Federal Institute of Technology in Zurich, (ETH), Switzerland

Prof. G. Milesi-Ferretti, The Brookings Institution, Washington, District of Columbia, USA

Prof. M. Chin, University of Wisconsin, Madison, USA

Prof. L. Delaney, The London School of Economics and Political Science, UK

Prof. K. Douglas, University of Kent, UK

Prof. L. Downing, The Ohio State University, Columbus, Ohio, USA

Dr. T. Abou-Chadi, University of Oxford, UK

Dr. N. Metternich, University College London, UK

Prof. C. Butcher, Norwegian University of Science and Technology Trondheim, Norway

Prof. J. Harkonen, European University Institute, Florence Italy

Prof. M. Lawless, Economic and Social Research Institute, Dublin

Dr. P. McMullin, University of Turku, Finland



Chemistry	Prof. N. López, Institute of Chemical Research of Catalonia, Spain
Chemistry	Prof. G. Gasser, Chimie ParisTech – PSL, Paris, FRANCE
Chemistry	Prof. J. Kitchen, Massey University, University of New Zealand, New Zealand
Chemistry	Prof. D. Pierce, University of Connecticut, Storrs, USA
Chemistry	Prof. R.I. Walton, The University of Warwick, Coventry, UK
Chemistry	Dr. D. Lewis, University College London, UK
Chemistry	Prof. I. Povey, Tyndall National Institute, Cork
Chemistry	Prof. J. Williams, Durham University, Durham, UK
Chemistry	Prof. E. McGarrigle, University College Dublin
Chemistry	Prof. L. G. Arnaut, University of Coimbra, Portugal
Chemistry	Prof. K. Berg, University of Oslo, Norway
Chemistry	Prof. Sébastien Richeter, University of Montpellier, France
Chemistry	Prof. T. Velasco-Torrijos, National University of Ireland, Maynooth
Chemistry	Dr. H. Moiras, University of Glasgow, UK
Chemistry	Prof. S. Bonnet, Leiden University, The Netherlands
Chemistry	Prof. J. Rossmeisl, University of Copenhagen, Denmark
Chemistry	Prof. E. C. Constable, University of Basel, Switzerland
Chemistry	Prof. R. Daly, University of Cambridge, UK
Chemistry	Dr. B. Duffy, Technological University Dublin
Chemistry	Prof. P. Walton, University of York, UK
Chemistry	Prof. L. Zhang, Fujian Institute of Research on the Structure of Materials, Chinese Academy of Sciences, Fuzhou, Peoples Republic of China
Chemistry	Prof. E. Brechin, University of Edinburgh, UK
Chemistry	Prof. B. Anasori, Indiana University–Purdue University Indianapolis, USA
Computer Science and Statistics	Prof. J. Rousseau, University of Oxford, UK
Computer Science and Statistics	Prof. T. Damoulas, University of Warwick, Coventry, UK
Computer Science and Statistics	Prof. B. Pearlmutter, National University of Ireland, Maynooth
Computer Science and Statistics	Dr. P. Minervini, University College London, UK
Computer Science and Statistics	Prof. P. Le Callet, Nantes University, France
Computer Science and Statistics	Dr. J. Doyle, Dundalk Institute of Technology
Computer Science and Statistics	Dr. D. Craven, Universidad Mayor, Santiago, Chile
Computer Science and Statistics	Prof. S. Coleman, Ulster University, UK
Computer Science and Statistics	Prof. T. Herfet, Saarland University, Saarbrücken, Germany
Computer Science and Statistics	Prof. S. Wilson, University of London, UK
Computer Science and Statistics	Prof. K. Willis, University of Plymouth, UK
Computer Science and Statistics	Prof. A. Hilton, University of Surrey, UK
Computer Science and Statistics	Prof. O. Deniz Suarez, Universidad de Castilla-La Mancha, Ciudad Real, Spain
Computer Science and Statistics	Prof. C. Screenan, University College Cork
Computer Science and Statistics	Prof. M. Sjöström, Mid Sweden University, Sundsvall, Sweden
Computer Science and Statistics	Prof. J. Traxler, University of Wolverhampton, UK
Computer Science and Statistics	Dr. C. Connolly, University of Galway
Computer Science and Statistics	Dr. N. Pavlidis, Lancaster University, UK
Computer Science and Statistics	Prof. S. Shahandashti, University of York, UK
Computer Science and Statistics	Prof. F. Coolen, Durham University, UK
Computer Science and Statistics	Dr. D. O’Sullivan, Technological University Dublin
Computer Science and Statistics	Prof. N. Bargary, University of Limerick
Computer Science and Statistics	Prof. R. Bond, University of Ulster, Belfast, UK



Computer Science and Statistics

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Genetics and Microbiology

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Prof. A. Zahran, University College Cork

Dr. N. Rowe, University of Montpellier, France

Prof. M. Hatzopoulou, University of Toronto, Canada

Dr. P. Prevett, The University of Manchester, UK

Prof. J.P. Huissoon, University of Waterloo, Ontario, Canada

Prof. G. Failla, University of Reggio Calabria, Italy

Dr. Blaker, The University of Manchester, UK

Prof. D. Pierce, University of Connecticut, Storrs, USA

Prof. A. Incecik, Strathclyde University, Glasgow, UK

Prof. P. Montesinos Barrios, University of Córdoba, Spain

Prof. S. Arwade, University of Massachusetts, Amherst, Massachusetts, USA

Prof. S. Redmond, University College Dublin

Prof. M. Richardson, University College Dublin

Prof. N. L'Heureux, Inserm, Bordeaux, France

Dr. W. Borek, Silesian University of Technology, Gliwice, Poland

Prof. M. Skala, University of Wisconsin-Madison, USA

Prof. R. Veiga, The National Laboratory for Civil Engineering, Lisbon, Portugal

Prof. O. Batelaan, Flinders University, Adelaide, Australia

Prof. R. Anthony, University of Iowa, Iowa City, USA

Dr. I. Katsavounidis, Meta, California, USA

Prof. J. Goggins, University of Galway

Prof. L. Zhao, Loughborough University, UK

Prof. K. Brodin, University of Dalarna, Falun, Sweden

Prof. A. Hauptmann, Carnegie Mellon University, Pittsburgh, Pennsylvania, USA

Prof. M. Giers, Oregon State University, Corvallis, USA

Prof. J. Seume, Leibniz Universität Hannover, Germany

Prof. B. Keselowsky, University of Florida, USA

Prof. S. Foster, University of Sheffield, UK

Prof. J. Lee, Harvard Medical School, Boston, Massachusetts, USA

Prof. M. Llewelyn, Brighton and Sussex Medical School, University of Sussex, Brighton, UK

Dr. D. Kilmartin, Royal Victoria Eye and Ear Hospital, Dublin

Prof. M. van Es, UMC Utrecht, The Netherlands

Prof. F. Wright, Stanford University, Palo Alto, California, USA

Prof. J. Heller, Dublin City University

Dr. K. Djoko, Durham University, UK

Prof. G. Cavalleri, Royal College of Surgeons in Ireland, Dublin

Prof. E. Oricchio, École Polytechnique Fédérale de Lausanne, Switzerland

Dr. L. Di Croce, Centre for Genomic Regulation, Barcelona, Spain

Prof. A. Schenck, Radboud University Medical Center, Nijmegen, The Netherlands

Prof. M. Georgieva Vasileva, Bulgarian Academy of Sciences, Sofia, Bulgaria

Prof. J. Burger, Mainz University, Germany

Prof. T. Mackay, Clemson University, South Carolina, USA

Prof. S. Alberti, Technische Universität Dresden, Germany



Genetics and Microbiology

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Natural Sciences

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Prof. M. Moosajee, University College London, UK

Prof. J. Penedones, EPFL, Switzerland

Dr. B. Zoltán, Wigner Research Centre for Physics, Budapest, Hungary

Prof. A. Klemm, University of Bonn, Germany

Prof. S. Gukov, California Institute of Technology, Pasadena, California, USA

Prof. D. Mohler, Technische Universität Darmstadt, Germany

Prof. P. Smith, University of Oxford, UK

Prof. P. Pearson, Cardiff University, UK

Dr. D. Neave, The University of Manchester, UK

Dr. J. Bloomer, Mary Immaculate College, University of Limerick

Prof. R. Kitchin, National University of Ireland, Maynooth

Prof. R. Whittaker, University of Oxford, UK

Prof. V. Vandvik, University of Bergen, Norway

Dr. C. Carvell, UK Centre for Ecology & Hydrology, Wallington, UK

Prof. A. Ravagnani, Aberystwyth University, UK

Prof. J. McKinley, Queen's University Belfast, UK

Prof. J. Scourse, University of Exeter, UK

Prof. G. Hilson, University of Surrey, Guildford, Surrey, UK

Dr. S. Hollis, The University of Edinburgh, UK

Prof. K. Torremans, University College Dublin

Dr. T. Reed, University College Cork

Dr. J. Owen, Imperial College London, UK

Prof. S. Krucker, University of Applied Sciences and Arts, Northwest, Switzerland

Prof. B. Davies, Liverpool John Moores University, UK

Prof. P. Smowton, Cardiff University, UK

Prof. N. Proukakis, Newcastle University, UK

Dr. E. Gauger, Heriot-Watt University, Edinburgh, UK

Dr. A. Crunteanu, XLIM, Limoges, Cedex, France

Prof. D. Lewis, The University of Manchester, UK

Prof. J. Dueñas Díaz, University of Huelva, Spain

Dr. C. Marque, Royal Observatory of Belgium, Brussels, Belgium

Dr. P. de Visser, SRON, Netherlands Institute for Space Research, Leiden, The Netherlands

Prof. K. Sandeman, Brooklyn College, City University of New York, USA

Dr. S. Doyle, Cardiff University, UK

Prof. J. Moodera, Massachusetts Institute of Technology, Cambridge, USA

Prof. D. Skyrabin, University of Bath, UK

Prof. W. Thompson, University of Central Lancashire, UK

Prof. H. von Wenckstern, University of Leipzig, Germany

Prof. D. Zerulla, University College Dublin

Dr. Z. Zanolli, Utrecht University, The Netherlands

Dr. M. Bissett, The University of Manchester, UK

Prof. Stephen Lynch, Cardiff University, UK

Prof. Aurora Sicilia-Aguilar, University of Dundee, UK

Dr. D. Nolan, University College Dublin

Prof. David Wright, University of Exeter, UK



Physics

Prof. A. Nazir, The University of Manchester, UK

Physics

Prof. A. Curto, Ghent University, Belgium

Health Sciences

School

Name and Academic Address

Dental Science

Dr. P. Brady, Cork University Dental School and Hospital, Cork

Dental Science

Prof. A. Stavropoulos, Malmö University, Sweden

Dental Science

Dr. I. El-karim, Queen's University Belfast, UK

Dental Science

Prof. R. Spin-Neto, Aarhus University, Denmark

Medicine

Prof. D. Williams, Royal College of Surgeons in Ireland, Dublin

Medicine

Prof. M. O'Dwyer, St Vincent's University Hospital, Dublin

Medicine

Dr. L. Michaelis, Newcastle University, UK

Medicine

Dr. E. Cameron, Cambridge University Hospitals, UK

Medicine

Dr. K. Lyons, MGH Institute of Health Professions, Boston, Massachusetts, USA

Medicine

Prof. F. Alves, University Medical Center Göttingen (UMG), Germany

Medicine

Prof O. Ten Cate, Utrecht University, The Netherlands

Medicine

Prof. M. Sikora, University of Copenhagen, Denmark

Medicine

Prof. J. Naidoo, Beaumont Hospital, Dublin

Medicine

Prof. A. Grealish, University of Limerick

Medicine

Prof. C. Burton, Canterbury Christchurch University, UK

Medicine

Prof. A. Abdala Sheikh, University of Bristol, UK

Medicine

Prof. N. Robertson, University College London, UK

Medicine

Dr. O. Teng, Leiden University Medical Centre, The Netherlands

Medicine

Prof. A. Noshad Sheikh, South Tipperary General Hospital, Clonmel

Medicine

Prof. W. Tobin, Mayo Clinic, College of Medicine and Science, Rochester, Minnesota, USA

Medicine

Prof. M. Hadjivassiliou, The University of Sheffield, UK

Medicine

Prof. H. O'Connell, University of Limerick

Medicine

Dr. S. Van Schaeybroeck, Queen's University Belfast, UK

Medicine

Prof. D. Hughes, Bangor University, UK

Medicine

Prof. J. Ringwood, National University of Ireland, Maynooth

Medicine

Dr. C. Connell, Edinburgh Napier University, UK

Medicine

Prof. C. Blake, University College Dublin

Medicine

Dr. B. Laird, University of Edinburgh, UK

Medicine

Prof. M. Boyle, Royal College of Surgeons in Ireland, Dublin

Medicine

Dr. E. King, Sports Surgery Clinic, Dublin

Medicine

Prof. J. Carey, University of Galway

Medicine

Dr. C. De Gascun, University College Dublin

Medicine

Dr. F. McGillicuddy, University College Dublin

Medicine

Prof. P. Dockery, University of Galway

Medicine

Dr. C. Padden, University of Kent, UK

Medicine

Dr. K. Boland, Royal College of Surgeons in Ireland, Dublin

Medicine

Prof. C. Gunaratnam, Royal College of Surgeons in Ireland, Dublin

Medicine

Prof. F. Trojsi, University of Campania, Naples, Italy

Medicine

Prof. C. McDonald, University of Galway

Medicine

Dr. E. Weiderpass, International Agency for Research on Cancer, Lyon, France

Medicine

Prof. B. Omary, Rutgers Biomedical and Health Sciences,



Medicine

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Nursing and Midwifery

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Pharmacy and Pharmaceutical Sciences

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Spokane, New Jersey, USA

Dr. C. De Gascun, University College Dublin

Prof. A. Taggart, Belfast City Hospital, UK

Dr. R. Turkington, Queen's University Belfast, UK

Dr. M. Johnson, Manchester Metropolitan University, UK

Dr. J. Burke, University College Cork

Prof. D. Lyons, University Hospital Limerick

Prof. D. Pérez Martínez, Complutense University of Madrid, Spain

Dr. K. Carson, St Luke's Hospital, Dublin

Prof. L. de Vries, University Medical Center Utrecht, The Netherlands

Dr. P. O'Shea, Mater Misericordiae Hospital, Dublin

Dr. C. Murphy, Dublin City University

Dr. R. O'Connell, University College Cork

Dr. M. Healy, Queen's University Belfast, UK

Dr. N. Leap, University of Technology, Sydney, Australia

Dr. S. Morton, University College Dublin

Dr T. Andrews, University College Cork

Prof. D. Moser, University of Kentucky, Lexington, USA

Dr. M. Linden, Queen's University Belfast, UK

Prof. M. Casey, University College Dublin

Dr. M. Roche, National University of Ireland, Galway

Prof. S. Sangaralingham, Mayo Clinic, Rochester, Minnesota, USA

Dr. G. Akram, University of Strathclyde, Glasgow, UK

Dr. S. Jeson Sangaralingham, Mayo Clinic, Rochester, Minnesota, USA

Dr. J. Barlow, Royal College of Surgeons in Ireland, Dublin

Dr. J. Keating, University College Cork

Dr. V. Paudyal, University of Birmingham, UK

Prof. M. Soos, University of Chemistry and Technology,

Prague, Czech Republic