



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

School of Social Sciences & Philosophy
Department of Economics.

MSc in Economic Policy Handbook

2024/2025

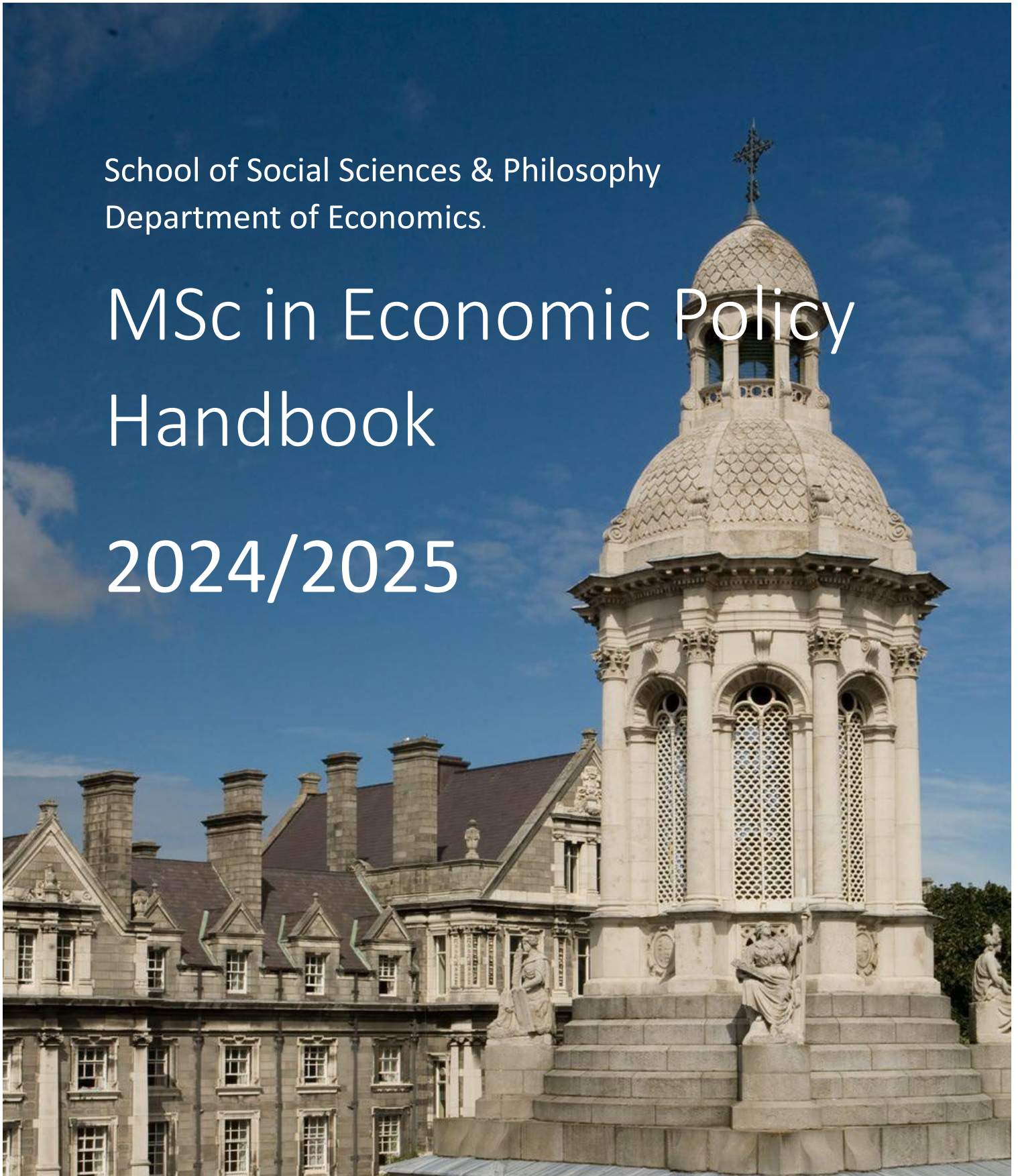


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A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in programme or local handbooks, the provisions of the General Regulation in the Calendar will prevail.

Alternative formats of the Handbooks can be made available on request.

1. General College Information

1.1 Student Services & Support

The Programme Administrator msc.econpol@tcd.ie is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college. You can find further information at the links below:

- **Careers Advisory Service** | www.tcd.ie/careers
- **Graduate Studies Office** | www.tcd.ie/graduatestudies
- **Mature Student Office** | www.tcd.ie/maturestudents
- **Student Services Website** | www.tcd.ie/student-services
- **Trinity Disability Service** | www.tcd.ie/disability
- **Student Learning Development** | <https://student-learning.tcd.ie/>

1.2 Postgraduate Advisory Service (PAS)

What?

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

Why?

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their time at Trinity. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

How?

For an appointment, please e-mail postgrad.support@tcd.ie.

For further information, please visit our [website](#), check out the regular PAS newsletter sent to all postgraduates via email, or follow PAS on Instagram (@TCDPGAdvisory).

1.3 Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Students seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie.

Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Further information on Postgraduate Student Supports [here](#).

Examination accommodation and deadlines:

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments: the last Friday of October annually.
- Semester 2 assessments: the last Friday of February annually.

Student responsibilities for departmental assessments/course tests:

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy. For further information please visit: <https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/>

1.4 Co-Curricular Activities

- **TCD Sports Clubs** | <https://www.tcd.ie/sport/student-sport/sport-clubs/>
Trinity has 50 sports clubs in a range of disciplines, from Basketball to Archery.
- **TCD Societies** | trinitysocieties.ie
Trinity offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche.
- **Student Union** | www.tcdsu.org
The Trinity College Students Union is a union for students, by students. It represents the student body at College level.

1.5 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.6 Data Protection

Please note that due to data protection requirements, staff in the School of Social Sciences and Philosophy cannot discuss individual students with parents/guardians or other family members. As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent.

The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes and we are careful to comply with our obligations under data protection laws.

Further information on how we obtain, use, and disclose student data can be viewed on the Trinity website: www.tcd.ie/dataprotection

1.7 Health & Safety Statements

The College Safety Statement can be viewed on the Trinity website:

<https://www.tcd.ie/students/orientation/shw/>

1.8 University Regulations

Please reference the links below for College regulations, policies and procedures:

- **Academic Policies**
www.tcd.ie/teaching-learning/academic-policies
- **Student Complaints Procedure**
www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf
- **Dignity and Respect Policy**
www.tcd.ie/hr/assets/pdf/dignity-and-respect.pdf

2. General Course Information

2.1 Introduction

Welcome from Programme Director/s

Welcome to the MSc in Economic Policy!

The programme – jointly delivered by the Department of Economics at Trinity College Dublin and the Economic and Social Research Institute (ESRI) – is designed to equip graduates, who do not necessarily have a background in Economics, with the skills to engage with evidenced based policy making.

The combination of expertise from Trinity's Department of Economics and the policy focussed research at the Economic and Social Research Institute (ESRI) provides a unique programme which combines technical and evaluation expertise applied to Irish policy challenges.

In this programme, we pride ourselves on delivering high-quality instruction by a team of engaged lecturers who operate at the forefront of their fields. Furthermore, our students are guided in their learning through tutorials and research seminars. Throughout the programme, we assist you in developing your own research idea into a high-quality academic paper. We keep our class sizes small to make sure that you get the attention and pastoral care you need.

Welcome from the Programme Administrator

A very warm welcome to all the MSc in Economic Policy students.

My name is Niamh McCarthy, and I am the Programme Administrator for the MSc Economic Policy programme.

Please feel free to drop me an email (msc.econpol@tcd.ie) or call into the office (room 3014) if you have any queries, be it course related, or Trinity related.

2.2 Programme Governance

The academic quality and content of the programme is the responsibility of the Programme Director. The MSc is governed by the MSc Programme committee composed of relevant staff from the Department of Economics, the Economics and Social Research Institute, the Programme Director and Administrator. The MSc Programme Committee meets usually once each year. Students should elect one class representative, who can liaise directly with the Programme Administrator and/ or lecturers, as appropriate, on matters of mutual concern. This election should, if possible, take place by Week 5 of the first term, with the name to be notified to the Programme Administrator.

2.3 Contact Details

Head of the School of Social Sciences & Philosophy Professor Paul O’Grady Tel. +353 1 896 1522 E-mail: pogrady@tcd.ie
Head of Department Prof Agustín S. Bénétrix Tel. +353 1 896 1325 E-mail: benetra@tcd.ie
School Director of Teaching & Learning (Post-Graduate) Prof Selim Gulesci Tel. +353 1 896 1325 E-mail: gulescis@tcd.ie
Course Director/s Prof Barra Roantree Tel. +353 E-mail: msc.econpol@tcd.ie
School Manager Ms Olive Donnelly Tel. +353 1 896 2499 E-mail: olive.donnelly@tcd.ie
Programme Administrator Ms Niamh McCarthy Tel. +353 1 896 1325 E-mail: msc.econpol@tcd.ie

2.4 Key Locations

Department

The Department of Economics office (Room 3014) is located on the 3rd Floor of the Arts Building in Trinity College Dublin.

Maps of campus are available at <https://www.tcd.ie/Maps/map.php>

Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module by your Programme Administrator. Blackboard can be accessed via tcd.blackboard.com.

Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Administration, students should always include their TCD Student ID Number.

Student Portal

<https://my.tcd.ie> allows students to view their own central student record containing all relevant information related to the course for which you are registered. To access the system, you will need your College username and network password.

If your personal student information is incorrect, you should contact Academic Registry (via email, academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect then you should notify the Programme Administrator.

Academic Registry

Academic Registry ("AR") manages course registration and fees. Their website can be accessed here: <https://www.tcd.ie/academicregistry/>. The Academic Registry offices are located in the Watts Building, on the east side of the main campus.

2.5 Key Dates

CW16: Semester 1 Assessment session: 09-Dec-24 to 14-Dec-24 inclusive.

CW35: Semester 2 Assessment session: 22-Apr-25 to 02-May-25 inclusive.

Note: Additional/contingency days may be required outside of the formal assessment/reassessment weeks.

Note: The reassessment session for the Semester 1/Michaelmas 2024 term will be held in January 2025.

2.6 Timetable

The updated course timetable will be available online shortly before the start of the Michaelmas term. Personal timetables will be available to students through <https://my.tcd.ie>.

The Academic Year Structure is available [here](#).

Academic Calendar Week	Week beginning	2024/25 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	26-Aug-24	Reassessment * (Semesters 1 & 2 of 2023/24)		←Michaelmas Term begins/Semester 1 begins
2	02-Sep-24	Orientation (Postgraduate, Visiting & Erasmus); Marking/Results		
3	09-Sep-24	Teaching and Learning		←Michaelmas teaching term begins
4	16-Sep-24	Teaching and Learning	Orientation (JF UG)	
5	23-Sep-24	Teaching and Learning	Teaching and Learning	
6	30-Sep-24	Teaching and Learning	Teaching and Learning	
7	07-Oct-24	Teaching and Learning	Teaching and Learning	
8	14-Oct-24	Teaching and Learning	Teaching and Learning	
9	21-Oct-24	Study/Review	Study/Review	
10	28-Oct-24	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
11	04-Nov-24	Teaching and Learning	Teaching and Learning	
12	11-Nov-24	Teaching and Learning	Teaching and Learning	
13	18-Nov-24	Teaching and Learning	Teaching and Learning	
14	25-Nov-24	Teaching and Learning	Teaching and Learning	
15	02-Dec-24	Revision	Revision	
16	09-Dec-24	Assessment *	Assessment * ~	←Michaelmas term ends Sunday 15 December 2024/Semester 1 ends
17	16-Dec-24			
18	23-Dec-24	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	Christmas Period - College closed 24 December 2024 to 1 January 2025 inclusive	
19	30-Dec-24			
20	06-Jan-25	Foundation Scholarship Examinations ^		
21	13-Jan-25	Marking/Results	Marking/Results	←Hilary Term begins/Semester 2 begins
22	20-Jan-25	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	27-Jan-25	Teaching and Learning	Teaching and Learning	
24	03-Feb-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	10-Feb-25	Teaching and Learning	Teaching and Learning	
26	17-Feb-25	Teaching and Learning	Teaching and Learning	
27	24-Feb-25	Teaching and Learning	Teaching and Learning	
28	03-Mar-25	Study/Review	Study/Review	
29	10-Mar-25	Teaching and Learning	Teaching and Learning	
30	17-Mar-25	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
31	24-Mar-25	Teaching and Learning	Teaching and Learning	
32	31-Mar-25	Teaching and Learning	Teaching and Learning	
33	07-Apr-25	Teaching and Learning	Teaching and Learning	
34	14-Apr-25	Revision (Friday, Good Friday)	Revision (Friday, Good Friday)	←Hilary Term ends Sunday 20 April 2025
35	21-Apr-25	Assessment * (Monday, Easter Monday)	Assessment * (Monday, Easter Monday)	←Trinity Term begins
36	28-Apr-25	Trinity Week (Monday, Trinity Monday)	Trinity Week (Monday, Trinity Monday)	
37	05-May-25	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	12-May-25	Marking/Results	Marking/Results	
39	19-May-25	Marking/Results	Marking/Results	
40	26-May-25	Research	Research	←Trinity Term ends Sunday 1 June 2025/Semester 2 ends
41	02-Jun-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	09-Jun-25	Research	Research	
43	16-Jun-25	Research	Research	
44	23-Jun-25	Research	Research	
45	30-Jun-25	Research	Research	
46	07-Jul-25	Research	Research	
47	14-Jul-25	Research	Research	
48	21-Jul-25	Research	Research	
49	28-Jul-25	Research	Research	
50	04-Aug-25	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	11-Aug-25	Research	Research	
52	18-Aug-25	Research	Research	

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.

~ Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

3. Academic Policies

3.1 Academic Integrity & Referencing

3.1.1 Academic Integrity

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- **Plagiarism** - presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else or submitting work which has been created by using artificial intelligence tools, where this has not been expressly permitted.
- **Self-plagiarism** - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- **Collusion** - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- **Falsification/fabrication.**
- **Exam cheating** - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another.
- **Fraud/impersonation** - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- **Contract cheating** - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

3.1.2 Academic Misconduct in the Context of Group Work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

3.1.3 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at libguides.tcd.ie/academic-integrity.

Each coversheet that is attached to submitted work should contain the following completed declaration:

"I have read, and I understand the academic integrity provisions in the General Regulations of the University Calendar for the current year. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write'.

Please refer to your relevant School/ Department for the format of essay submission coversheets.

For further information including details of the procedure to be followed in case of suspected plagiarism, please refer to Section 1, 'Academic Integrity' (pages 30 & 31) of the Graduate Studies Academic Calendar:

www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf.

3.1.4 Procedures regarding Dignity & Respect Matters

The School of Social Sciences and Philosophy is committed to fostering a learning environment that upholds principles of equality, diversity, and inclusion. We strive to ensure that all students and staff can pursue their academic and professional goals without fear of discrimination, harassment, bullying, or any form of mistreatment.

Recognizing the adverse impact harassment can have on individuals' performance, morale, confidence, health, and learning, the School seeks to create a culture where such behavior is unequivocally condemned. Our goal is to encourage an atmosphere in which individuals can address harassment concerns without fear of ridicule or retaliation.

[Trinity Dignity and Respect Policy](#) sets out the College's key principles and procedures for addressing matters related to negative treatment, including discrimination, bullying, and any form of harassment. [TCD Sexual Misconduct Policy](#) establishes the principles, approach, and procedures on the subject of sexual harassment or sexual assault and outlines the resources and support available to both students and staff when facing issues related to sexual harassment.

Should any student encounter issues related to dignity and respect, as outlined above, we strongly urge them to immediately reach out for support from the designated contact person, who will provide guidance and support in accordance with the Dignity and Respect Policy:

Course Director Prof Barra Roantree | broantre@tcd.ie

School Director of Teaching and Learning (Post-Graduate) Prof Selim Gulesci | gulescis@tcd.ie

3.2 Research Ethics

We wish to draw your attention to the need for you to comply with the School's research ethics policy. Full details can be found at <http://www.tcd.ie/ssp/research/ethics/>. The most consequential aspect of this is that, should you be planning to observe, interview, poll, or experiment on human beings, you will need to get ethics approval. This involves completing a form that you will find via the link above and then having it approved/signed by the Department's Research Ethics representative. **Failure to comply with the School's research ethics policy could result in penalties, up to and including a zero mark for the dissertation.**

4. Teaching & Learning

4.1 Programme Structure

The MSc in Economic Policy consists of three taught twelve-week terms and a dissertation. The first of the teaching terms takes place from September to December and the second from January to May of Year 1, lectures/classes will take place on Friday mornings and afternoons during this period. Students are formally examined in these subjects at the end of each term. The subjects covered in these two teaching terms build logically on each other (see details later) and provide the necessary background for the work undertaken in Year 2. The third teaching term takes place from September to December in Year 2, lectures/classes will take place on Friday mornings and afternoons during this period.

Completion of the dissertation is the culmination of the programme and as such work on it in a sense is on-going. The dissertation should normally be related to a topic covered in one of the specialist policy area modules and these, as mentioned, have as a prerequisite knowledge of the material covered in Year 1. From January of Year 2, students work solely on their dissertations until the submission deadline in July of Year 2. The length of the dissertation should be 10,000 to 15,000 words. Students are assigned a dissertation supervisor to guide them in their research.

2. Governance and Assessment.

The information contained in this handbook is intended only as guide to students and shall not be deemed to constitute a contract of terms thereof. Aspects of the programme can be altered at any time should circumstances change.

4.2 Programme Structure & Workload

Module Names, Term Provided and ECTS Weightings

There will be seven modules in Year One of which students complete six. These are as follows, with ECTS credits and lecture/class hours in brackets after each one.

- M1. Micro Economic Policy (5/14)
- M2. Macro Economic Policy (5/14)
- M3. Quantitative Methods for Economics I (10/25)
- M4. Applied policy evaluation (5/14)
- M5. Quantitative Methods for Economics II (10/25)
- M6. Regulation and Banking (5/14)
- M7. Behavioural Economics (5/14)

Modules M1, M2, M3, M4 and M5 are core, compulsory modules. Students can choose between M6 and M7. M1, M2 and M3 are taught in the first term, while M4 – M7 are taught in the second term. There are five taught modules in the third teaching term, held in Year 2 and students are expected to complete three of these. They are as follows:

- M8. Research Methods for Economics (10/24)
- M9. Urban and Housing Economics (5/14)
- M10. Health Economics (5/14)
- M11. Energy, Environment and Climate Change (5/14)
- M12. Taxation and welfare (5/14)
- M13. Political Economy (5/14)

Module M8 is a core, compulsory modules. Students also choose two modules from M9 to – M13.

The dissertation carries a weighting of 30 ECTSs, or one-third of the total (90) for the programme.

From time to time, there may also be guest lectures to bring additional insights to bear on aspects of a module but for every module the 'lead' lecturer is responsible for all aspects of the module. Furthermore, a number of dissertation seminars and workshops will be organised throughout Year 2 to give students guidance on key aspects of writing a dissertation, such as: how to choose a dissertation topic; the student-supervisor relationship; and how to write a dissertation. All students are expected to make presentations to the overall MSc class and supervisors on their chosen dissertation topic.

4.3 Learning Outcomes

The aim of the MSc in Economic Policy is to provide students with a greater understanding of the economic policy process and the ability to engage confidently in evidence-based economic policy making. It will enable graduates to contribute effectively to the processes of economic policy formulation, change and implementation, using various concepts and methods from the social sciences.

4.4 Module Descriptors & Compulsory Reading Lists

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Module descriptors and timetables will be available on the Departmental website shortly before the start of each term: <https://www.tcd.ie/Economics/postgraduate/msc-econ-policy/>

4.5 Coursework Requirements

The marking scheme for all assessment components will have a pass mark of 40%. To pass a taught module, students must satisfactorily complete any associated assessment for that module and obtain an average mark of at least 40% or better across the components of the module. Students can compensate one taught module in a semester if they achieve a grade of at least 30% in the failed module and receive at least 40% across the other taught modules in that semester and at least 50% in one taught module in that semester. The final degree mark is based on a credit-weighted average of the marks awarded in each module.

Students who fail a taught module, are required to sit a repeat examination/assessment in that module in a supplemental examination period at the end of Hilary term. The supplemental will carry the same weighting as the annual assessments. Supplemental examination marks are capped at 40%. Students who, following re-assessment, have failed to pass taught modules at the end of the first year or at the end of the first semester in the second year will be deemed to have failed overall, and may reapply to repeat the course.

In Year 1, students must complete and pass assessments for modules totalling 40 ECTS credits. In Year 2, students must complete and pass assessments for modules totalling 20 ECTS credits in Semester 1 and the Dissertation totalling 30 ECTS credits in Semester 2.

To pass the Dissertation module, students must submit their dissertation by the prescribed date and must obtain an overall weighted average mark of 40% for the Dissertation modules. Students who achieve a mark of at least 70% in the dissertation and a mark of at least 70% in the overall final aggregated average mark for the course may be awarded a distinction. A

distinction cannot be awarded if a student has failed any module at first attempt during the course.

Assignment Deadlines Extensions Policy

Normally programme assignments are given out at least four weeks prior to the submission date and must be submitted on the date indicated.

In order to ensure fairness and comparability between students, to spread the workload and ensure consistent feedback, considerable importance is attached to the submission of programme work on time. Extension of deadlines will normally be considered only in the case of illness (with submission of a medical certificate required) or the death of a near relative. Request for an extension must be made in writing to the module leader in advance of the deadline. An extension will only be given in consultation with the lecturer concerned. Otherwise, in the interest of fairness, students should be aware that work handed in late may be penalised. This is at the discretion of the lecturer.

Exam Deferrals Policy

The annual examinations for the programme will be scheduled during the College examining period at the end of each term. The university reassessment session is normally held at the end of Hilary term. However, the reassessment session for the Semester 1/Michaelmas 2024 term will be held in January 2025.

Absence from an examination can be excused only by a medical certificate or for other truly exceptional circumstances (as interpreted by the Course Director).

4.5.1 Dissertation

The dissertation is an in-depth individual research study of a particular issue within the field of Economic Policy. Students should demonstrate their capabilities to engage with academic literature in the field of Economics and both an understanding of and an ability to apply analytics techniques to assess defined economic policy challenges. Students are required to analyse their research issue using the concepts, techniques and tools introduced to them in the core modules. Students will be expected to demonstrate a good understanding of the applicability of these techniques and an ability to communicate their work to a broad policy relevant audience effectively and efficiently. Students will be encouraged to select dissertation topics of relevance to the Irish public sector. This module builds on Module 8, Research methods. Students focus their dissertation topics in the third semester and will be assigned supervisors aligned to their research topics.

Students will meet with their supervisor throughout the term of this dissertation module and supervisors will provide feedback on the research question, the literature review, the methodology and the first draft of the dissertation.

4.6 Marking Scale

School of Social Sciences & Philosophy Marking Scale

First Class Honours | 70-100

First class honours in the School of Social Sciences and Philosophy is divided into grade bands which represent **excellent**, **outstanding**, and **extraordinary** performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-78 EXCELLENT

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

79-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality, and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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Second Class, First Division II.1 60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second-class answer is that it must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified;
- the application of basic principles must be accurate and comprehensive; and
- there should be a conclusion that weighs up the pros and cons of the arguments.

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Second Class, Second Division II.2 50-59

A substantially correct answer which shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

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Third Class Honours III 40-49

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third-class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

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Fail F1 30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

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Bad Fail F2 0-29

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

4.7 Attendance Requirements

Lectures will take place on Fridays of term 1 and 2 on the first year of the course and on Fridays in term 1 on the second year of the course. Please note that all lectures will be recorded. Note that there is a gap of two weeks between some lecture days. Note, timetable is subject to change. Lectures will be held in the TRiSS Seminar Room on the 6th Floor in the Arts Building. The full syllabus for each module will be given during the first lecture/session for that module. These will also be placed on the module webpage on Blackboard along with all course material.

See Part III of the Calendar for College regulations regarding attendance and 'Off-Books' status: <https://www.tcd.ie/calendar/>

4.8 Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Course Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available from Course Co-ordinators/Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Co-ordinator/Director. The Course Co-ordinator/Director will then make representations to the [Dean of Graduate Studies](#) requesting that permission be granted for absence from the examination. The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the [Student Health Service](#). The report will be strictly confidential to the Dean of Graduate Studies.

4.9 External Examiner

The External Examiner for the MSc Economic Policy programme is Prof Alan Ahearne (University of Galway).

4.10 Progression Regulations

See Part III of the College Calendar for full details of College regulations regarding Progression: <https://www.tcd.ie/calendar/>.

4.10.1 Appeals

See Part III of the College Calendar for full details of College regulations regarding Academic Appeals: <https://www.tcd.ie/calendar/>.

4.11 Transcripts

Transcripts are available on request to the Programme Administrator at msc.econpol@tcd.ie. Please include your student number and course when requesting a transcript. Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

4.12 Careers Information & Events

The Careers Advisory Service (CAS) provides a wide range of resources and services to help you make and implement informed choices about your future career direction. The Careers Information Centre at 7-9 South Leinster Street contains a range of free, career-related booklets and employer materials for you to take away. Online, the resources section of the website (www.tcd.ie/Careers/resources) provides useful information on a range of topics from career choice and planning, to working abroad, taking a year out and everything in between. CAS also provides a MyCareer online service. More information is available [here](#).

4.13 Student Feedback & Evaluation

Evaluation of courses and their constituent modules is an important component of the College's commitment towards improving the quality of teaching and the support of learning. To this end, all modules that are taught by the School of Social Sciences and Philosophy are evaluated on a twice-yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved. Student feedback forms an important part of the evaluation and review process.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the School's Director of Teaching and Learning (UG/PG), and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer.

Studies have shown that there is some gender bias in student evaluations of teaching – namely that female lecturers tend to receive more negative evaluations than their male counterparts. We ask you to bear this in mind when making your evaluations.