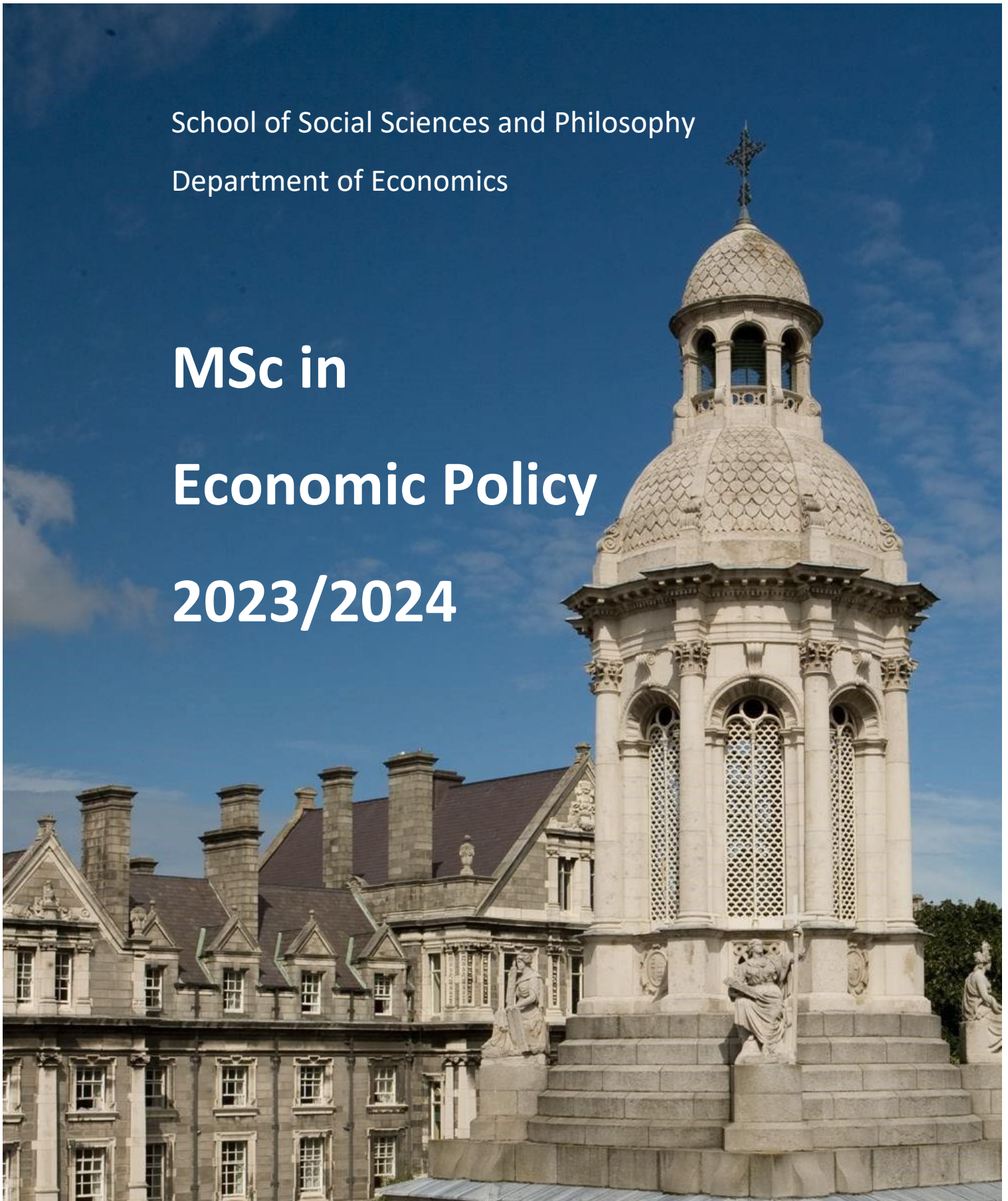


School of Social Sciences and Philosophy
Department of Economics

MSc in Economic Policy 2023/2024



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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 Regulations in the Calendar will prevail.

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

1. Introduction

1.1. Background

The MSc in Economic Policy (EP) programme is a two-year part-time postgraduate programme designed to provide graduates with the skills to apply economic perspectives, approaches, and data analysis to the study of policy issues. It leads, on successful completion, to the award of an MSc by the University of Dublin, Trinity College. It is a joint masters programme between the Department of Economics and the Economic and Social Research Institute (ESRI) and staff from both institutions lecture on the course. The programme is co-ordinated and administered by the Department of Economics. Trinity College.

1.2. Aim of the Programme

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. The programme includes both taught and research elements with a dissertation component in the second year. The aim of the dissertation is to provide each student with expertise in the sourcing and analysis of large data sets, the use of case-study evidence, the application of statistical techniques applied to real-world policy issues and skills in writing a substantial report with the policy questions, methodology and findings clearly articulated.

1.3 Structure of the Programme

The MSc in EP 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 take place on Friday mornings and afternoons during that 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.

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

2.1 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.

2.2 Assessment

Only an overall pass or fail is recorded officially: there are no overall grades awarded by Trinity for an MSc. A Distinction may be awarded to students with an outstanding overall performance. An overall pass (40 per cent) is achieved when a pass or more is obtained for the taught phase and for the dissertation.

Assessment for each individual module may include one, or more, of the following forms: written work, such as essays and case studies; computational exercises; computer-based exercises; class tests; oral presentations; and/or formal examinations. In general, most modules are assessed by a combination of examinations and the submission of written work.

Assessments may be required on an individual or group basis. Every effort will be made to return work promptly and with appropriate feedback.

Students should have regard to specifications given for continuous assessment work and in particular to word lengths specified. Penalties may apply for exceeding these as well as not complying with other aspects of the assessments.

2.3 Repeat and Compensation Scheme Provisions

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.

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.

Students who have passed taught modules, but who do not achieve a pass mark in the dissertation, will be deemed to have failed the Masters course. Please consult [Part III](#) of the College Calendar for more information.

2.4 Marks and Board of Examiners

Marks are given during the year at the discretion of the relevant lecturer. It is important to note that if marks are given during the year, they are only intended as an approximate guide to progress. At the end of each academic year, students' assessments, scripts etc., and other relevant works may be sent to the external examiner. Under the regulations of the University the external examiner can raise or lower the marks of students. Although it is unusual for an external examiner to alter marks by more than a few percentage points, it may happen.

The Board of Examiners is composed of the Programme Director, Examiners/Lecturers for the relevant taught phase, the Programme Administrator and the External Examiner.

2.5 Timetable for Programme Work and Examinations

Normally programme assignments are given out at least four weeks prior to the submission date and must be submitted on the date indicated. To allow students to plan their work as effectively as possible, lecturers will provide assignment due dates in the first week of term.

The annual examinations for the programme will be scheduled during the College examining period at the end of each term. Repeat examinations will normally be held at the end of Hilary term. Absence from an examination can be excused only by a medical certificate or for other truly exceptional circumstances (as interpreted by the Course Director).

2.6 Deadlines

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 Programme Administrator, 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.

2.7 Feedback on Modules and Programme

If you have an academic-related problem or complaint you should take it up in the first instance with the lecturer concerned. If you have a complaint that cannot be resolved with the lecturer, you should then approach the Director. If the problem persists, you should consult either the Head of the Department of Economics or the Director of Teaching and Learning (Postgraduate) in the School.

General issues to do with structure or content of the programme should be channelled through your student representative to the Programme Director. In accordance with University procedures, at the end of each completed module in each taught phase students will be asked to complete a standardised module evaluation questionnaire. The Course Director will discuss the feedback with each lecturer concerned and provide feedback to the class where necessary.

2.8 Plagiarism and Referencing Guide

If you copy another student's essay, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed the offence of plagiarism. A mark of zero may be awarded. The College's definition of plagiarism and specification of its consequences can be viewed on the Trinity website: <https://libguides.tcd.ie/academic-integrity>

These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with.

The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. It is essential that you read the Calendar entry that is relevant to you as a postgraduate student. The webpages also contain materials and advice on citation styles which are used to reference properly. You should familiarise yourself with the content of these pages. For further information please visit: <https://libguides.tcd.ie/academic-integrity>

All students must complete our Ready Steady Write plagiarism tutorial and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your College tutor, your Course Director, your supervisor, or from Student Learning Development. To access this tutorial please visit: libguides.tcd.ie/academic-integrity/ready-steady-write

Plagiarism Declaration

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

"I have read, and I understand the plagiarism 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.

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

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.

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

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

Procedures regarding Dignity and 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 behaviour 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 serves as a guiding framework for addressing any matters related to dignity and respect. This policy outlines the resources and support available to both students and staff when facing issues related to harassment or discrimination.

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 (barra.roantree@tcd.ie)

3. Programme Structure and Modules

3.1 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 (10/23)

M4. Applied policy evaluation (5/14)

M5. Quantitative Methods for Economics II (10/23)

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 (10/23)

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.

3.2 Summary Module Outlines

M1 Micro Economic Policy

This module aims to provide students with a comprehensive outline of some of the core elements of micro economics and their applications to policy. By the end of the module students will be able to use their knowledge of economic theory and policy so as to have a better understanding of the drivers of demand and supply and of the decision making processes of individuals and businesses. Students will have an understanding of market systems. Students should also have an understanding of how governments can sometimes improve market outcomes

M2 Macro Economic Policy

This module combines rigorous empirical and theoretical training in economic and macroeconomic policy with a substantive focus on 'real-world' policy making issues faced by national (e.g. public servants in Government Departments, Fiscal Councils, Central Banks) and international policy institutions (e.g. IMF, OECD, European Commission).

The course provides the necessary analytical and theoretical skills to tackle the daily work of an applied macroeconomist.

Students will study topics such as how to process macroeconomic data for policy making, how to develop, use and interpret modern theoretical and empirical macroeconomic models for analysing fiscal and monetary policy issues. This module will offer the opportunity of obtaining a thorough understanding of how real economic policy is conducted along with developing the analytical skills to conduct policy-oriented cutting edge research.

M3 Quantitative Methods for Economics I

This module introduces basic concepts of data analysis and statistics with practical applications to economics and policy. The emphasis is on the practical application of quantitative reasoning, visualization, and data analysis. The goal is to provide students with tools for conducting their own basic statistical analyses. Topics covered include basic descriptive measures, probability, measures of association, sampling and sample size estimation, and confidence intervals. Assignments are based on real-world data and problems in a wide range of fields.

M4 Applied Policy Evaluation

This module will provide students with an understanding of the role of policy evaluation in informing evidence-based policy. By the end of the module students will be familiar with the rationale underpinning policy evaluation and have a good understanding of the application of applied policy evaluation within an Irish context. The lectures will cover evaluation approaches across a number of areas including labour market programmes, capital expenditure, grant assistance and environmental / amenities programmes and cost-benefit analysis. Teaching will focus on, and critically assess, examples of policy evaluation within an Irish context.

M5 Quantitative Methods for Economics II

This module develops intermediate level concepts of data analysis and statistics with practical applications to economics and policy. The emphasis is on hypothesis design and testing. The goal is to provide students with tools for developing hypothesis, collecting data and analysing said hypotheses. Topics covered include construction of confidence intervals for estimators, hypothesis testing, analysis of variance and simple linear regression. Assignments are based on real-world data and problems in a wide range of fields.

M6 Regulation and Banking

This module will cover the economics of sectoral regulation, starting with network industries in general and then focusing on regulation of systemic risk in the banking sector. It will relate types of market failure to the appropriate regulatory responses before discussing the main forms of regulation and how they are applied. There will be detailed discussion of measures used for price regulation and an introduction to regulatory issues in a range of specific

sectors. The module will also describe how to evaluate proposed regulatory measures before they are enacted (“regulatory impact analysis”) and apply screening tests to a range of cases. The second part of the module will provide a comprehensive outline of current international banking policy with a focus on policies to manage and monitor systemic risk. This will include an overview of the link between systemic risk and the macroeconomy, micro and macroprudential regulation in banking and new policies around bank stress testing. It will also discuss the new global financial policy architecture and the role of central banks as financial regulators.

M7 Behavioural Economics

This module will acquaint students with the core findings of behavioural economics and how they are changing the economic analysis of policy problems. It will proceed in three sequential steps. First, we will cover the origins of behavioural economics and how the approach differs from that of traditional (neoclassical) economics. Second, we will describe and, where possible, conduct demonstrations of classic experiments that give insights into how humans make economic decisions. Third, we will describe and debate the application of behavioural economics to specific policy problems.

M8 Research Methods for Economics

This module introduces students to the principal theoretical perspectives involved in research design, fieldwork, and data analysis and ethical considerations in research. Students will also receive training in referencing, academic writing, proposal writing and the use of computer-based analysis packages. Students will learn the skills of critical reading and review. They will formulate their dissertation research topic within this module, develop a research schedule and select appropriate methodologies for their particular dissertation.

M9 Urban and Housing Economics

This module aims to provide students with an extensive overview of how economists assess and seek to understand the housing market. At the end of the module students will have a comprehensive knowledge of the economics and finance-based theory that is used to understand housing markets and the quantitative models that are used to assess the developments of key housing variables. The module will also provide students with an understanding of the different measures policymakers can use to influence housing markets

and how some these policy issues are incorporated in the empirical frameworks used to model the housing market.

M10 Health Economics

This module will focus on practical applications of economics in the healthcare sector. It will introduce the key determinants of healthcare demand and supply and identify market failures that arise in the sector. The role of policymakers in overcoming market failures and achieving equity objectives will be considered.

Other topics will include an overview of the methods used for evaluating health interventions and programmes, an examination of how incentives for providers and patients affect behaviours, the role of policy instruments in advancing public health objectives, and discussion of the distinctive features of health labour markets. Finally, the role of the private sector in healthcare will be examined. Examples from Ireland will be used throughout.

M11 Energy, Environment and Climate change: Research for policy

This module aims to provide students with practical insights into designing and implementing research projects that answer pressing policy questions across the fields of energy, environment and climate. The course will be based around 5 policy applications (i.e. 5 published research papers/topics). By the end of the module students will be able to use their knowledge of economic theory and analytical methods to investigate quantitative issues surrounding the associated policy questions. The module is based on recent research analysis covering topics such as:

- Environment: non-market valuation (e.g. water quality, ecosystem services)
- Energy: electricity market modelling, renewable integration, consumer preferences. Energy demand modelling and distributional effects of environmental policies regarding energy consumption
- Climate: Climate policy assessment, carbon taxation, economic impact, transitional impacts

M12 Taxation and Welfare

This module will examine the design of the tax, welfare and pensions system, with a focus on the effects it has on individuals, redistribution and incentives to work. Students will be introduced to microsimulation, a tool widely used by policy makers and researchers to simulate the impact of actual or proposed reforms on households.

M13 Political Economy

Government and society are increasingly interrelated: issues such as boycotts, legislation, regulation, judicial decisions, and trade policy directly affect individual rights, citizens' quality of life, market performance, and overall economic prosperity. This module expands the public policy manager's toolkit. It considers the strategic interactions of government with various constituents and stakeholders, including activist and interest group lobbying, the media and public perception, legislatures, regulatory agencies, the courts, and even international organizations such as the WTO. Students will learn strategies and analytical tools for policy managers and analysts as they confront various economic, political, legal, and global challenges. Cases and readings emphasize how policymakers can navigate their multiple constituencies.

Research 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. Lecture Information

4.1 Lectures and Timetable

Lectures as mentioned will take place on Friday of term (see indicative schedule for the first term below). 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.

Indicative Term 1 Schedule (subject to change)

Week	Starting	
1	Sep 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Micro Economic Policy
2	Sep 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Micro Economic Policy 13:00 – 13:50 Tutorial for Quantitative Methods for Economics 15:00 – 15:50 Tutorial for Micro Economic Policy
3	Sep 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Micro Economic Policy 13:00 – 13:50 Tutorial for Quantitative Methods for Economics 15:00 – 15:50 Tutorial for Micro Economic Policy
4	Oct 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Micro Economic Policy 13:00 – 13:50 Tutorial for Quantitative Methods for Economics 15:00 – 15:50 Tutorial for Micro Economic Policy
5	Oct 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Micro Economic Policy 15:00 – 15:50 Tutorial for Micro Economic Policy
6	Oct 2023	Study week
7	Oct 2023	Study week
8	Nov 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Macro Economic Policy
9	Nov 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Macro Economic Policy 13:00 – 13:50 Tutorial for Quantitative Methods for Economics 15:00 – 15:50 Tutorial for Macro Economic Policy
10	Nov 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Macro Economic Policy 13:00 – 13:50 Tutorial for Quantitative Methods for Economics 15:00 – 15:50 Tutorial for Macro Economic Policy
11	Nov 2023	09:00 – 10:50 Quantitative Methods for Economics 11:00 – 12:50 Macro Economic Policy 15:00 – 15:50 Tutorial for Macro Economic Policy
12	Dec 2023	11:00 – 12:50 Macro Economic Policy 15:00 – 15:50 Tutorial for Macro Economic Policy
13	Dec 2023	Study week
14	Dec 2023	Study week
15	Dec 2023	Assessment

5. Postgraduate Supports for Students with Disabilities

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step "How to apply for Reasonable Accommodations guide": <https://www.tcd.ie/disability/current/RAApplication.php>

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application.

Please email askds@tcd.ie or visit the Disability Service Contact page:

<https://www.tcd.ie/disability/contact/>

6. Contact Details

Course Director	Prof Barra Roantree	broantre@tcd.ie
Course Administrator	Ms Niamh McCarthy	

6.1 Key Locations

Department of Economics office: Room 3014, 3rd Floor Arts Building TRISS:

6th Floor, Arts Building

Academic Registry: Watts Building.

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

¹ 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.

6.2.1 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 include their TCD Student ID Number at all times.

6.2.2 Student Portal

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 the Academic Registry (via email – academic.registry@tcd.ie) stating your full name and student ID number.

6.2.3 College Contacts

The Programme Administrator is your first port of call of all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college, these include College Health, the Disability Service and a range of other activities. You can find further information at the links below:

- Careers Advisory Service - <https://www.tcd.ie/Careers/>
- Graduate Studies Office - <https://www.tcd.ie/graduatestudies/>
- Mature Student Office - <https://www.tcd.ie/maturestudents/>
- Student Services Website https://www.tcd.ie/dean_students/student-services/
- Trinity Disability Service - <http://www.tcd.ie/disability/>
- Library facilities - <https://www.tcd.ie/library/>
- IT facilities - <https://www.tcd.ie/itservices/contact/>
- Postgraduate Advisory Service- [Postgraduate Students - Senior Tutor Services - Trinity College Dublin \(tcd.ie\)](#)

6.2.5 Co-curricular Activities

TCD Sports Clubs

College has 50 sports clubs in a range of disciplines, from Basketball to Archery, you can find information on all of the clubs on the Trinity Sport website, here: <https://www.tcd.ie/Sport/student-sport/clubs/>

6.2.6 TCD Societies

College 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. You can find a list of all of the societies here: <https://www.tcd.ie/students/clubs-societies/>

6.2.8 Student Union

GSU

The Graduate Students Union represents the postgraduate student body at College level. You can find further information about the union, and how to get involved, on their website, here: <https://www.tcd.ie/together/services/gsu.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 online content for their module.

Blackboard can be accessed via <https://tcd.blackboard.com/webapps/login/>

7. 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).

8. 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. We are careful to comply with our obligations under data protection laws, you can find further information on how we obtain, use and disclose student data [here](#):

<https://www.tcd.ie/dataprotection/>