

The University of Dublin

TRINITY COLLEGE DUBLIN

Calendar

2021 — 22

PART III

GRADUATE STUDIES AND HIGHER DEGREES

(General information is contained in [Part I](#) and information on undergraduate studies is contained in [Part II](#).)

Made pursuant to section 10 of the Introduction Chapter of the [Consolidated Statutes of Trinity College Dublin](#) and of the University of Dublin, 2010.

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GENERAL INFORMATION

This Calendar, Part III, contains all information concerning graduate studies in Trinity College, Dublin. The College is not bound by any error in, or omission from, the following information. Euro amounts have been calculated to the nearest unit.

Where the [Consolidated Statutes](#) are amended or repealed, then references in this *Calendar* to the provisions of the *1966 Statutes* shall be construed as references to the relevant amendments or replacements, as the case may be.

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The Office of the Dean of Graduate Studies Office maintains a web site: <http://www.tcd.ie/graduatestudies/> which gives further details on [programme development](#), review, [supervision](#), research examinations and [thesis submission](#) and provides downloadable copies of various forms. Information on all postgraduate programmes listed in this Calendar Part III is available at <http://www.tcd.ie/programmes/postgraduate/faculty/>.

ACADEMIC STRUCTURE 2021/22

Faculty of Arts, Humanities and Social Sciences

School of Creative Arts

Drama

Film

Music

School of Education

School of English

School of Histories and Humanities

Classics

History

History of Art and Architecture

Trinity Centre for Gender and Women's Studies

School of Languages, Literatures and Cultural Studies

French

Germanic Studies

Hispanic Studies

Irish and Celtic Languages

Italian

Near and Middle Eastern Studies

Russian and Slavonic Studies

School of Law

School of Linguistic, Speech and Communication Sciences

Centre for Deaf Studies

Centre for Language and Communication Studies

Clinical Speech and Language Studies

School of Psychology

School of Religion

School of Social Sciences and Philosophy

Economics

Philosophy

Political Science

Sociology

School of Social Work and Social Policy

Trinity Business School

Faculty of Science, Technology, Engineering and Mathematics

School of Biochemistry and Immunology

Biochemistry

Immunology

School of Chemistry

Inorganic and Synthetic Materials Chemistry

Organic, Medicinal and Biological Chemistry

Physical, Computational and Materials Chemistry

School of Computer Science and Statistics

Artificial Intelligence

Graphics and Vision

Networks and Distributed Systems

Software and Systems

Statistics and Information Systems

School of Engineering

Civil, Structural and Environmental Engineering

Electronic and Electrical Engineering

Mechanical, Manufacturing and Biomedical Engineering

Graduate School of Professional Engineering Studies

School of Genetics and Microbiology

Genetics

Microbiology

School of Mathematics

School of Natural Sciences

Botany

Geography

Geology

The Centre for Microscopy and Analysis

Zoology

Trinity Centre for the Environment

Physics

Inter departmental teaching centre - Biology Teaching Centre

Faculty of Health Sciences

School of Dental Science

Oral Biosciences

Oral and Maxillofacial Surgery, Medicine, Pathology and Radiology

Public and Child Dental Health

Restorative Dentistry and Periodontology

School of Medicine

Anatomy

Clinical Biochemistry

Clinical Medicine

Cardiology

Dermatology

Diagnostic Imaging

Emergency Medicine

Endocrinology and Metabolism

Gastroenterology

Genito-Urinary Medicine

Gerontology

Immunology

Infectious Diseases

Medical Physics

Molecular Medicine

Nephrology

Neurology

Nutrition

Oncology

Palliative Medicine

Physical and Rehabilitation Medicine

Respiratory Medicine

Rheumatology

Tropical Medicine

General Medicine

Clinical Microbiology

Haematology

Histopathology and Morbid Anatomy

Medical Gerontology

Health Policy and Management

Obstetrics and Gynaecology Occupational Therapy Paediatrics

Occupational Therapy

Paediatrics

Pharmacology and Therapeutics

Physiology

Physiotherapy

Psychiatry

Public Health and Primary Care

Radiation Therapy

Surgery

Unit of Nutrition and Dietetic Studies

School of Research and Postgraduate Studies

School of Nursing and Midwifery

General Nursing

Intellectual Disability Nursing

Mental Health Nursing

Midwifery

Children's Nursing

School of Pharmacy and Pharmaceutical Sciences

Centre for the Practice of Pharmacy

ACADEMIC POLICIES & PROCEDURES

Academic Policies and Procedures supporting the academic mission of postgraduate education can be found on the Trinity Teaching and Learning website. This website will be updated throughout the academic year as new and revised policies are approved.

The following policies directly reference postgraduate education and should be consulted as necessary.

Academic Awards Policy
Admission and Transfer Policy
Appeals Policy
Approval of Linked Providers
Assessment and Academic Progression Policy
Dual and Joint Awards Policy
External Examiners Policy
Fitness to Study Policy
Internships and Placements Policy
New Programme Design and Approval Policy
Non-EU Collaborative and Transnational Education Partnerships Policy
Plagiarism Policy
Postgraduate Research Supervision Policy
Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes
Procedure for the transfer to External Examiners of students' assessed work (exam scripts, coursework, and research theses)
Programme Handbook Policy
Programme Suspension and Cessation Policy
Quality Policy Statement
Reasonable Accommodation Policy and Code of Practice for Students with Disabilities
Recognition of Prior Learning Policy
Remote Supervision of Postgraduate (Doctoral) Students Policy
Return of Coursework Policy
Student Partnership Policy
Study Abroad Providers Policy
Timetabling Policy and Procedure
Virtual Learning Environment

LEVEL DESCRIPTORS FOR MAJOR AWARD TYPES

Qualifications under the categories listed below are awarded to students who have completed a programme of study in relation to each category under 1.1 to 1.7:

1 HIGHER DIPLOMAS (LEVEL 8, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

Those who hold this award have been able to demonstrate, through a variety of assessment procedures:

- a comprehension of the theory, concepts, methods and processes pertaining to a specialised field of study
- a detailed knowledge of this specialised area, some of it at the current boundaries of the field
- that they can demonstrate mastery of complex and specialised skills and tools, use and modify them to conduct closely guided research, or professional or advanced technical activity
- that they can use advanced skills to conduct research, or advanced technical or professional activity, and that they can apply diagnostic and creative skills in a range of contexts
- that they can act effectively under guidance of qualified practitioners in a peer relationship within multiple, complex and heterogeneous groups
- that they can act in unfamiliar learning contexts with independence, professionalism and an ethical awareness
- that they can communicate the results of their research or advanced technical and professional learning to both specialist and non-specialist audiences
- that they have developed those learning skills which are necessary for them to progress to programmes leading to Postgraduate Diplomas or Masters degrees.

2 MASTERS DEGREES (LEVEL 9, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

Those who hold this award have been able to demonstrate, through a variety of assessment procedures:

- knowledge and comprehension that is founded upon, extends and enhances that associated with the Bachelor's level and is at the forefront of a field of learning
- a critical awareness of current problems and new insights, new tools and new processes within their field of learning, or the development of professional skills
- that they can apply their knowledge and comprehension, their critical awareness and problem-solving abilities, within the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to their fields of study
- that they have the ability to integrate knowledge and handle complexity, to formulate judgements with incomplete or limited information, either individually or in groups, which includes (where relevant) reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements
- that they can lead or initiate activity, and take responsibility for the intellectual activities of individuals or groups
- that they can communicate their conclusions, and knowledge, rationale and processes underpinning these, to specialist and non-specialist audiences clearly and unambiguously
- that they possess the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

3 POSTGRADUATE DIPLOMAS (LEVEL 9, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

Those who hold this award have been able to demonstrate, through a variety of assessment procedures:

- a systematic comprehension of a closely defined and specialised field of knowledge at the forefront of its development
- a critical awareness of current problems and new developments at the forefront of the field of learning
- that they can demonstrate and use a range of standard and specialised research tools and techniques of enquiry
- that they can select appropriately from a range of complex and advanced skills and techniques within a specialised field of learning, and develop new skills and techniques at a high level
- that they can act in a wide variety of professional situations which are often unpredictable and ill-defined
- that they can take significant responsibility for their own activity and for the activity of others, either individually or in groups, and that they can initiate such activity having due regard for the professional, social and ethical implications of their actions
- that they can communicate the results of their research or advanced technical and professional learning to both specialist and non-specialist audiences
- that they have developed those learning skills which are necessary for them to progress to programmes leading to Masters or Doctoral degrees.

4 RESEARCH DOCTORATES (LEVEL 10, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

Research doctorates should continue to be known as Doctor in Philosophy. Those who hold this award have been able to demonstrate, through a variety of assessment procedures:

- a systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field
- that they have the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools or materials

- that they are capable of critical analysis, evaluation and synthesis of new and complex ideas
- that they have made a significant contribution through original research which extends the frontiers of knowledge by developing a body of work, some of which merits publication in national or international refereed publications
- that they can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner
- that they can be expected to be able to promote, with due regard to ethical considerations, within academic contexts, scientific, technological, social or cultural advancement.

5 PROFESSIONAL DOCTORATES (LEVEL 10, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

Professional doctorates should be known by a specific title. Those who hold this award have been able to demonstrate, through a variety of assessment procedures including practice:

- a systematic comprehension of a field of study and practice, and mastery of the skills and methods of research associated with that field
- that they have the ability, either singly or as part of a team, to conceive, design, implement and adapt a process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, materials, or practices
- that they are capable of critical analysis, evaluation and synthesis of new and complex ideas and practices
- that they have made some contribution through original research that extends the frontiers of knowledge or the parameters of professional practice by developing a body of work, some of which merits publication in national or international publications
- that they can communicate with their peers, practitioners in their own professions, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner
- that they can be expected to be able to promote, with due regard to ethical considerations, within academic, professional and practice contexts, scientific, technological, social or cultural advancement
- that they can be expected to receive professional accreditation and recognition, where this is available, within their appropriate areas of expertise.

6 HIGHER DOCTORATES (LEVEL 10, [NATIONAL FRAMEWORK OF QUALIFICATIONS](#))

These awards recognise distinguished and sustained contributions to learning. They are not based on a provider's programme, and, as such, are not subject to validation but are assessed by the awarding body for each individual learner through a stringent peer-review system. They are few and rare. Those who hold this award have been able to show:

- that they can develop a large and coherent body of knowledge which is, and has been over a long period of time, at the forefront of their particular field of learning
- that they have created seminal knowledge, through sustained and original research, which is of a quality to merit the admiration of their peers
- that they have to their credit a large body of work published in peer review contexts
- that through their research and publication they have decisively altered the paradigms and norms in their particular fields of learning
- that they are recognised as leading authorities in their fields of learning, influencing and guiding others over a long period of time
- that they have demonstrated by their scholarship that they are fitted to initiate and contribute to debates on the professional, social and ethical aspects of their fields of learning

7 PROFESSIONAL AWARDS

Degrees, Diplomas and Certificates awarded by the University of Dublin which lead to professional qualifications are subject to validation by external bodies. These bodies define criteria which holders of professional qualifications have to meet. It is therefore not appropriate that the University of Dublin should define its own learning outcomes and level descriptors in these cases and reference should be made to the appropriate validating bodies.

8 CREDIT WEIGHTING OF PROGRAMMES

The [European Credit Transfer and Accumulation System](#) (ECTS) represents the student workload required to achieve the specified objectives of a study programme. In College, 1 ECTS unit is defined as 20-25 hours of student input. The norm for full-time taught postgraduate programmes of one academic year's duration is 60 ECTS for Postgraduate Diploma programmes, and 90 ECTS for Masters programmes (inclusive of the Masters research dissertation normally of 30 ECTS weight). The practice in College is to allow variation within the 60 ECTS band where it may be appropriate for professional or academic reasons that the ECTS credits attributed to a particular postgraduate programme may be in excess of the recommended norms.

