The University of Dublin

TRINITY COLLEGE DUBLIN

Calendar

2024 — 2025

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.

CONTENTS

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Where the Consolidated Statutes are amended or repealed, then references in this *Calendar* to the provisions of the *1966 Statutes* shall be construed as references to the relevant amendments or replacements, as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.

Dean of Graduate Studies

Professor Martine Smith, B.A., M.Sc., Ph.D.

Staff of the Office of the Dean of Graduate Studies

Assistant Academic Secretary, Graduate Education: Dr Cormac Doran, M.Sc., Ed.D.
Administrative Officer (Graduate Education): Ms. Frances Leogue, Dip., MA (JO)

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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 https://www.tcd.ie/courses/postgraduate/.

ACADEMIC STRUCTURE 2024/25

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, Theology, and Peace Studies

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

School of 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

Regulatory Affairs for Medical Devices

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

MEMBERS

Ex Officio members
The Dean of Graduate Studies (Chairperson)
The Dean and Vice-President for Research
Directors of Teaching and Learning (Postgraduate) in the following Schools:
School of Biochemistry and Immunology
School of Chemistry
School of Computer Science and Statistics
School of Creative Arts
School of Dental Science
School of Education
School of Engineering
School of English
School of Genetics and Microbiology
School of Histories and Humanities
School of Languages, Literatures and Cultural Studies
School of Law
School of Linguistic, Speech and Communication Sciences
School of Mathematics
School of Medicine
School of Natural Sciences
School of Nursing and Midwifery
School of Pharmacy and Pharmaceutical Sciences
School of Physics
School of Psychology
School of Religion, Theology, and Peace Studies
School of Social Sciences and Philosophy
School of Social Work and Social Policy
Trinity Business School
The Academic Director of Portal
Representative of Trinity College Dublin Students' Union

IN ATTENDANCE

Sub-Librarian (Ex Officio)
IT Services Representative (Ex Officio)
Academic Secretary (Ex Officio)
Assistant Academic Secretary, Graduate Education (Ex Officio)
The Postgraduate Student Support Officer (Ex Officio)
The Director of Student Services (Ex Officio)
Secretary to the Committee (Ex Officio)

Two members may be co-opted

GRADUATE STUDIES COMMITTEE – TERMS OF REFERENCE

Membership: The Graduate Studies Committee was established in the academic year 1965/66. Initially the members were drawn from Schools and later they were drawn from Faculties. In 2005, Board and Council approved that the membership would be changed to include the Directors of Teaching and Learning (Postgraduate) so that the membership is now: the Dean of Graduate Studies as the chair of the committee, the Dean of Research, the Directors of Teaching and Learning (Postgraduate) in the Schools, the Academic Director of Portal, President of the Graduate Students' Union, and the Vice President of the Graduate Students' Union.

In attendance are:
- Sub-Librarian, a nominee of IT Services, the Academic Secretary, the Assistant Academic Secretary (Graduate Education), the Postgraduate Student Support Officer, and the Director of Student Services.
- Two members may be co-opted by the Dean of Graduate Studies to attend meetings of the Graduate Studies Committee.
- The Chairperson of the Graduate Studies Committee shall be the Dean of Graduate Studies.
- An Administrative Officer from Teaching and Learning shall attend and act as Secretary to the Graduate Studies Committee.

There shall be no substitution of members of the Graduate Studies Committee.

The main functions of the Graduate Studies Committee are:

1) To initiate discussion and make recommendations on all matters of academic policy and practice relating to postgraduate study and research, and to report these discussions to the School Committees and the University Council.
2) To ensure that members receive appropriate information on the activities of the GSC to enable them to fulfil their responsibility of informing Schools and professional units about decisions taken by the committee that may impact on the activities of Schools and professional units.

3) To advise the Dean of Graduate Studies in his or her role of reporting to the University Council, including on matters such as: (a) admission, progression, and examination of postgraduate students; and (b) proposals for new postgraduate programmes, and changes to existing postgraduate programmes and regulations

4) To monitor, evaluate, and ensure the quality of postgraduate programmes and research degrees.

5) To advise on the strategic development and promotion of postgraduate programmes.

6) To consider and make appropriate changes to the University Calendar Part III.

7) To receive information from the Dean of Graduate Studies on the nomination of Higher Doctorates Sub-committees as required.

ACADEMIC POLICIES & PROCEDURES

Academic Policies and Procedures supporting the academic mission of postgraduate education can be found on the Policies website https://www.tcd.ie/about/policies/. 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
Academic Integrity Policy
Admission and Transfer Policy
Appeals Policy
Approval of Linked Providers
Assessment and Academic Progression Policy
Curriculum Glossary
Dual and Joint Awards Policy
Education Recruitment Agents Policy
English Language Policy
External Examiners Policy for Research Programmes
External Examiners Policy for Taught Programmes
Fitness to Study Policy
Internships and Placements Policy
Linked Provider Appeals Policy
Programme and Curriculum Design and Approval Policy
Non-EU Collaborative and Transnational Education Partnerships Policy
Postgraduate Research Supervision Policy
Procedures in Cases of Suspected Academic Misconduct
Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes
Procedure for the Operation of an Online Viva Voce Examination of a Research Thesis or Dissertation
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 Foreign Qualification
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

VALIDATED POSTGRADUATE PROGRAMMES

This section contains specific information on postgraduate programmes validated by The University of Dublin, Trinity College Dublin.

Programme:	**Doctorate in Music Performance** (National Framework of Qualifications, Level 10)
School:	Royal Irish Academy of Music
Award and Exit Award:	D. Mus. Perf.
Admission Regulations:	Admission to the doctorate programme is administered by direct entry to the Royal Irish Academy of Music. The application deadline is 20th December and 14th March of each year. Late applications will be considered if available places remain. There is an audition procedure involving a performance and interview. Further information about the programme can be obtained directly from the RIAM https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance.
Mode of Delivery and Duration:	Four years full-time.
Programme Structure:	The Doctorate in Music Performance programme leads to the award of Doctor in Music Performance (D. Mus. Perf.) which is a qualification of prestige and excellence. The programme is full-time four years and combines the rigours of advanced research scholarship with the challenge of becoming a technically assured and artistically confident performing musician in the areas of instrumental, vocal or conducting studies. The programme is delivered in its entirety by the Royal Irish Academy of Music. The number of students admitted to the programme is small and therefore entry will only be open to graduates of proven excellence in music performance at an advanced professional level. The English Language requirement for entry to this programme is IELTS 6.5 or its equivalent, for further information please refer to https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance.
Assessment and Progression:	The RIAM doctorate candidate will successfully complete the following components to obtain the degree: Academic and research methodology seminars; a Dissertation of 30,000 words; a Lecture Recital; three "full-length" recitals; two Concerto Performances; a Chamber Music recital Students who do not progress to year 3 of the Doctorate programme may exit instead with a MMusPerf. In order to receive this award, students must successfully complete: • A dissertation of 12,000 - 15,000 words for examination • Two Solo Recitals • One Concerto • One Chamber Music Examination
URL Handbook:	Doctor in Music Performance Handbook (riam.ie)
Programme Director:	Deborah Kelleher, Director, Royal Irish Academy of Music

Programme:	**Master in Music Performance (M.Mus.Perf)** (Level 9 on the National Framework of Qualifications)
School:	Royal Irish Academy of Music
Award and Exit Award:	M.Mus.Perf.
Admission Regulations:	Admission to the Master programme is administered by direct entry to the Royal Irish Academy of Music. The application deadline is 20th December and 14th March of each year. There is an audition procedure involving a performance and interview. The English Language requirement for entry to this programme is IELTS 5.5 or its equivalent. Further information about the programme can be obtained directly from the RIAM https://www.riam.ie/degrees-programmes/postgraduate-courses/entry-requirements-postgraduate.
Mode of Delivery and Duration:	Two years full-time.
Programme Structure:	The Master in Music Performance is a two year full-time professional programme of study which leads to the award of Master in Music Performance (M. Mus. Perf.). The programme is delivered in its entirety by the Royal Irish Academy of Music. It is intended to provide for the academic and professional requirements of performing musicians. The number of students admitted to the programme is small and therefore entry will only be open to graduates of proven excellence in music performance. This award carries 120 ECTS credits. The primary emphasis of the programme is on practical studies (vocal, conducting or instrumental) including both solo and ensemble work. These studies are supported by classes in which the student is encouraged to pursue his/her own study of a related musical subject. Seminars in professional practice, other specialist music topics and master classes will be given by staff of the Royal Irish Academy of Music and by international visiting artists and scholars. For more details relevant to instrument/voice, please go to the following links: 1. MMusPerf (Keyboard)	RIAM 2. MMusPerf (Strings)	RIAM 3. MMusPerf (Vocal Studies)	RIAM 4. MMusPerf (Wind, Brass & Percussion)	RIAM
Assessment and Progression:	Students must successfully pass all the requirements of their first year in order to progress to the second year of the programme. The Board of Examiners will meet at the end of Year 1 to moderate assignment marks from four modules (Principal Study, Chamber Music, Performance Electives, Major Academic Elective) in order to record end-of-year results and to confirm each student's progression from Year 1 to Year 2 Students who successfully complete all compulsory components for Year 1 and do not wish to advance to Year 2 or fail year 2 of the course will be awarded a Graduate Diploma of Music in Performance. Students who successfully complete all compulsory components of Year 2 will receive the degree of Master in Music Performance.
URL Handbook:	MMus-Performance-Handbook 2023-2024.pdf (riam.ie)
Programme Director:	Deborah Kelleher, Director, Royal Irish Academy of Music

Programme:	**Education Studies (Early Childhood Education)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Early Childhood Education
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours) and at least three years' teaching experience or equivalent professional experience. In exceptional cases students who meet the honours degree requirement but do not have the necessary experience, or who meet the professional experience, but have only a level 7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: https://www.mie.ie/en/study_with_us/how_to_apply/english_language_requirement/english_language_requirement_for_all_programmes.html Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login
Mode of Delivery and Duration:	Two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes four specialism modules in early childhood education (4 x 15 credits) and a research methods and dissertation module (30 ECTS credits). Year 1 = 60 Credits Year 2 = 30 Credits The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the four modules in Year 1. These assessments take different formats, and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50% Students may repeat one, and only one, module over the course of Year 1 In Year 2, the research methodology and dissertation module is assessed by means of a 20,000-word research dissertation on the theme of Early Childhood Education. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Joan Kiely

Programme:	**Education Studies (Inquiry-Based Learning)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Inquiry-Based Learning
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours) and at least three years' teaching experience or equivalent professional experience. In exceptional cases, students who meet the honours degree requirement but do not have the necessary experience, or who meet the professional experience but have only a level 7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate Applicants. See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login .
Mode of Delivery and Duration:	Two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes one compulsory broad-based education studies module (15 ECTS credits), a research methods and dissertation module (30 ECTS credits), and three specialism modules (3x15 ECTS credits) in inquiry-based learning. Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the four modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50% Students may repeat one, and only one, module over the course of Year 1 In Year 2, the research methodology and dissertation module is assessed by means of a 20,000-word research dissertation on the theme of Inquiry-Based Learning Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Karin Bacon

Programme:	**Education Studies (Intercultural Learning and Leadership)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Intercultural Learning and Leadership
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours) and at least three years' teaching experience or equivalent professional experience. In exceptional cases, students who meet the honours degree requirement but do not have the necessary experience, or who meet the professional experience, but have only a level 7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login.
Mode of Delivery and Duration:	Two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes four specialism modules in intercultural learning and leadership (4 x 15 ECTS credits) and a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the four modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50% Students may repeat one, and only one, module over the course of Year 1 In Year 2, the research methodology and dissertation module is assessed by means of a 20,000-word research dissertation on the theme of Intercultural Learning and Leadership Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	ttps://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Rory Mc Daid

Programme:	**Education Studies (Christian School Leadership)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip (Christian School Leadership)
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours – 2.1) and at least three years' primary or post-primary teaching experience or equivalent professional experience (e.g. work in a related field, or advanced study in education). In exceptional circumstances, 2.2 degree will be accepted for candidates who have substantial teaching experience. In exceptional circumstances, applicants who meet the honours degree requirement but do not have the necessary teaching experience, may be required to satisfy the course admissions committee, through the interview process and a written academic assignment, that they have the ability to complete and benefit from the course. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes. When selecting candidates for the course, the Admissions Committee needs to be satisfied that the applicant's time zone allows for the student to fully participate in all aspects of the course, including the synchronous component. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login.
Mode of Delivery and Duration:	Fully online, two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes 6 specialism modules in the area of Christian School Leadership (6x10 ECTS) a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P.Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the six modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50%. Students may repeat one, and only one, module over the course of Year 1. In Year 2, the research methodology and dissertation module is assessed by means of a 15,000-word research dissertation on the theme of Christian school leadership. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Aiveen Mullally

Programme:	**Education Studies (Leadership in Christian Education)** Suspended for 2024/2**5** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip (Leadership in Christian Education)
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours) and at least three years' teaching experience or equivalent professional experience. In exceptional cases, students who meet the honours degree requirement but do not have the necessary experience, or who meet the professional experience but have only a level 7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes.
Mode of Delivery and Duration:	Two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes four specialism modules in leadership in Christian Education (4 x 15 ECTS credits) and a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	The M.E.S. carries 90 ECTS credits and includes four specialism modules in leadership in Christian education (4 x 15 ECTS credits) and a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits. In order to progress to year 2, students must successfully pass assessments for each of the four modules in Year 1. These assessments take different formats and the overall workload for each module is the equivalent to a 5000-word essay. Assessments for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50%. Students may repeat one, and only one, module over the course of Year 1. In Year 2, the research methodology and dissertation module is assessed by means of a 20,000-word research dissertation on the theme of Intercultural Learning and Leadership. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	ttps://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Aiveen Mullaly

Programme:	**Education Studies (in Primary Mathematics Education)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Primary Mathematics Education
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours (2.1)) and at least three years' teaching experience or equivalent professional experience. In exceptional circumstances, a 2.2 degree will be accepted for candidates who have substantial teaching experience. In exceptional circumstances, applicants who meet the honours degree requirement but who do not have the necessary primary teaching or professional experience, may be required to satisfy the course admissions committee, through the interview process and a written academic assignment, that they have the ability to complete and benefit from the course. When selecting candidates for the course, the Admissions Committee needs to be satisfied that an applicant's time zone allows for the student to fully participate in all aspects of the course, especially synchronous components. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie.
Mode of Delivery and Duration:	Fully online, two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes 6 specialism modules in the area of primary mathematics (6x10 ECTS) a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the six modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50% Students may repeat one, and only one, module over the course of Year 1 In Year 2, the research methodology and dissertation module is assessed by means of a 15,000-word research dissertation on the theme of Primary Mathematics Education. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Seán Delaney

Programme:	**Education Studies (Further Education)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Further Education
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours (2.1) At least three years teaching experience or equivalent professional experience (e.g. work in a related field or sector (such as post-primary or higher education as a teacher, tutor or resource support)), or advanced study in education. In exceptional circumstances, applicants who meet the Honours Degree requirement but who do not have the necessary teaching or equivalent experience, may be required to satisfy the course admissions committee, through the interview process and a written academic assignment, that they have the ability to complete and benefit from the course. When selecting candidates for the course, the Admissions Committee needs to be satisfied that an applicant's time zone allows for the student to fully participate in all aspects of the course, especially synchronous components. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie.
Mode of Delivery and Duration:	Fully online, two years part-time.
Programme Structure:	The M.E.S. carries 90 ECTS credits and includes 6 specialism modules in the area of primary mathematics (6x10 ECTS) and a research methods and dissertation module (30 ECTS credits). Year 1 = 60 ECTS Year 2 = 30 ECTS The P. Grad. Dip. carries 60 ECTS credits.
Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the fix modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50% Students may repeat one, and only one, module over the course of Year 1 In Year 2, the research methodology and dissertation module is assessed by means of a 15,000-word research dissertation on the theme of Further Education. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Andrea Uí Chaináin

Programme:	**Education Studies (Visual Arts)** (Level 9 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	M.E.S P.Grad.Dip in Visual Arts Education
Admission Regulations:	An Honours Bachelor Degree (minimum level: Second Class Honours) and at least three years' teaching experience or equivalent professional experience. In exceptional cases, students who meet the honours degree requirement but do not have the necessary experience, or who meet the professional experience but have only a level 7 degree may be considered for the course. Candidates may be shortlisted and invited to attend an interview and complete a written assignment as appropriate. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants: See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login.
Mode of Delivery and Duration:	Two years part-time.

Programme Structure:	The M.E.S. carries 90 ECTS credits and includes one compulsory broad-based education studies module (15 ECTS credits), a research methods and dissertation module (30 ECTS credits), and three specialism modules (3x15 credits) in visual arts education.
	  Year 1 = 60 ECTS
	  Year 2 = 30 ECTS
	
	The P. Grad. Dip. carries 60 ECTS credits.

Assessment and Progression:	In order to progress to year 2, students must successfully pass assessments for each of the four modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay. Assessment for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50%. Students may repeat one, and only one, module over the course of Year 1. In Year 2, the research methodology and dissertation module is assessed by means of a 20,000-word research dissertation on the theme of Visual Arts Education. Students who have passed every taught module and achieved at least an average pass grade of 50% may progress to Year 2 of the course.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Eileen Keane Niland

Programme:	**Education (Further Education)** (Level 8 on the National Framework of Qualifications)
School:	Marino Institute of Education
Award and Exit Award:	Professional Diploma in Education (Further Education)
Admission Regulations:	Applicants must hold an Honours Bachelor degree or equivalent (not less than level 8 on the National Framework of Qualifications (NFQ) carrying at least 180 ECTS credits OR An Ordinary Bachelor degree or equivalent (not less than level 7 on the NFQ) carrying at least 180 ECTS credits, in addition to either (i) an appropriate additional qualification, or (ii) certified accreditation of prior learning based on a minimum of three years' experience in a workplace or instructional setting which is relevant to the candidate's qualifications. English Language Requirement: This programme aligns with MIE's standard for IELTS as applied to postgraduate applicants. See MIE's English Language Requirement for all programmes. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal https://appcentre.mie.ie/login. Applicants who satisfy the academic requirements are invited to attend an interview. Qualified applicants are placed in order of merit determined by the results of the interview.
Mode of Delivery and Duration:	One year full-time or Two years part-time
Programme Structure:	The Professional Diploma carries 60 ECTS credits comprised of three foundation studies modules (3 x 5 ECTS credits), four professional studies modules (1 x 10 ECTS credits and 3 x 5 ECTS credits) and a practical teaching programme (20 ECTS credits). Part-time delivery mode Year 1 = 30 ECTS Year 2 = 30 ECTS The programme meets the professional requirements for registration with the Teaching Council under Route 3 Further Education as established under Teaching Council (Registration) Regulations 2016 (Revised).
Assessment and Progression:	The course is assessed by a variety of assessment modes such as assignments, reflective journals, presentations, research projects and portfolios. In addition, all students on the programme will have a total of 4 classroom-based assessments of their teaching practice. Students must successfully pass all requirements of the course. Each module and module component must be passed independently (i.e. receive a mark of 40% or higher). The pass mark for the degree, and for each module component is 40%.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Director:	Dr Andrea Uí Chianáin

Programme:	**Professional Master of Education (Primary Teaching)** **Professional Master of Education (Primary Teaching) through the medium of Irish Pathway*** (Level 9 on the National Framework of Qualifications) *All teaching and assessment for this PME through the medium of Irish Pathway will be conducted through the medium of Irish.
School:	Marino Institute of Education
Award and Exit Award:	P.M.E. (Primary Teaching) P.Grad. Dip (Primary)
Admission Regulations:	Applicants must fulfil specific requirements set by the Department of Education and Skills, which includes holding a level 8 degree (with grade II.2 or higher) and achieving 65% or higher in the oral Irish component of the Teastas Eorpach na Gaeilge (TEG) level B1. Applicants wishing to apply for the PME (through the medium of Irish) pathway must a achieve 50% or higher, overall, in the full Teastas Eorpach na Gaeilge (TEG) level B1 (or equivalent) and 65% or higher in the oral Irish component of the TEG. There follows a selection procedure of eligible applicants which involves a general interview. Further information about the course can be obtained directly from the Marino Institute of Education. Applicants for this course apply directly to the Admissions Office in MIE through the online portalhttps://appcentre.mie.ie/login. Applicants who satisfy the academic requirements are invited to attend an interview. Qualified applicants are placed in order of merit determined by the results of the interview.
Mode of Delivery and Duration:	Two years full-time
Programme Structure:	The Professional Master of Education (Primary Teaching) carries 120 ECTS credits. Across the two years, the programme includes five foundation studies modules including a dissertation module (3 x 5 ECTS credits and 2 x 10 ECTS credits), nine modules on curriculum studies and subject knowledge (9 x 5 credits) and school placement/professional studies modules (2 x 5 ECTS credits,1 x 10 ECTS credits and 1 x 20 ECTS credits). Students are required to complete a placement in a special education setting as well as language training outside term time in the Gaeltacht (grant provided by the Department of Education) as an integral part of the degree programme. The course meets the professional requirements of Route 1 (Primary) of the Teaching Council (Registration) Regulations 2016 Revised. Under circular 31/2011 of the Department of Education and Skills, graduates of the course are eligible for appointment to recognised primary schools.
Assessment and Progression:	The programme is assessed by a variety of assessment modules such as assignments, reflective journals, group work, presentations, research projects and portfolios. Students must successfully pass all requirements (including school placement) of year 1 to progress to year 2 The level of the degree awarded is based on the combined weighted marks of all modules completed over the two years of the course. Students who have successfully passed all course elements of the first year but who choose, or are advised, not to proceed to the second year, or have accumulated at least 60 credits over the 2-year course but have failed the School Placement modules, may be considered for a Postgraduate Diploma (exit award), which is not recognised as a teaching qualification. Students undertaking the PME (Primary) through the medium of Irish pathway, will only be issued an Irish-medium pathway transcript, if they meet the required exit language standard (B2 equivalent on the common European Framework of Reference for Language (CEFR)). A student who does not reach that standard but who passes all course requirements will receive an English-medium transcript.
URL Handbook:	https://www.mie.ie/en/about_us/policies_and_procedures/programme_handbooks/
Programme Manager:	Dr Miriam Colum

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:

- an understanding of the theory, concepts, methods and processes pertaining to a field (of fields) of learning
- detailed knowledge and understanding in one or more specialised area, some of it at the current boundaries of the field(s)
- demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, or professional or advanced technical activity
- that they can exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing
- use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision-making; transfer and apply diagnostic and creative skills in a range of contexts
- act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups
- learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independent, professionally and ethically
- express a comprehensive, internalised, personal world view manifesting solidarity with others
- 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:

- systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
- a critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
- demonstrate a range of standards and specialised research or equivalent tools and techniques of enquiry
- select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
- act in a wide and often unpredictable variety of professional levels and ill-defined contexts
- take significant responsibility for the work of individuals and groups; lead and initiate activity
- learn to self-evaluate and take responsibility for continuing academic/professional development
- scrutinise and reflect on social normal and relationships and act to change them
- that they have developed those learning skills which are necessary for them to progress to programmes leading to Masters or Doctoral degrees.

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:

- systematic understanding of knowledge, at, or informed by, the forefront of a field of learning
- a critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning
- demonstrate a range of standards and specialised research or equivalent tools and techniques of enquiry
- select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques
- act in a wide and often unpredictable variety of professional levels and ill-defined contexts
- take significant responsibility for the work of individuals and groups; lead and initiate activity
- learn to self-evaluate and take responsibility for continuing academic/professional development
- scrutinise and reflect on social normal and relationships and act to change them
- 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:

- acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
- the creation and interpretation of new knowledge through original research, or other advanced scholarship, of a quality to satisfy review by peers
- demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
- respond to abstract problems that expand and redefine existing procedural knowledge
- exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
- communicate results research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
- learn to critique the broader implications of applying knowledge to particular contexts
- scrutinise and reflect on social norms and relationships and lead action to change them.

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.

IMPORTANT DATES

September

Registration for all Postgraduate Students   Online registration closes 8th October 2024

Postgraduate Orientation Week   2nd September – 6th September 2024

January

New Entrant Registration   Online registration closes 2nd January 2025

Continuing Student Registration   Online registration closes 2nd January 2025

March

Registration for all Postgraduate Students   Online registration closes 8th April 2025

Continuing Student Registration   Online registration closes 8th April 2025

N.B. Registration may proceed only when all outstanding fees and other charges have been paid and received by College and when invitation to register has been issued.

AWARDS (closing dates for application)

Awards are listed in Section XI. Please refer to individual awards for closing dates

TRINITY TRUST TRAVEL GRANTS (closing dates for application)

For travel between:	Deadline for receipt of application:
15 September – 14December 2024	1st September 2024
15 December – March 2025	1st December 2024
15 March – 14 June 2025	1st March 2025
15 June – 14 September 2025	2nd June 2025