

# The University of Dublin

TRINITY COLLEGE DUBLIN

## Calendar

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2022 — 2023

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Where the [Consolidated Statutes](#) are amended or repealed, then references in this *Calendar* to the provisions of the *1966 Statutes* shall be construed as references to the relevant amendments or replacements, as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

### 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., EdD.

Administrative Officer (Graduate Education): Ms Ewa Adach, B.A., MBS

Executive Officer: Catherine Allen, B.A.

### Enquiries and Correspondence:

Address: Office of the Dean of Graduate Studies, West Theatre, Trinity College Dublin, Dublin 2, Ireland.

Telephone: + 353 1 896 2722

Email: [genadgso@tcd.ie](mailto:genadgso@tcd.ie); [Dean.GradSecretary@tcd.ie](mailto:Dean.GradSecretary@tcd.ie)

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 2022/23

### 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

### [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

## GRADUATE STUDIES COMMITTEE

### 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 Tangent

The President of the Graduate Students' Union, and  
The Vice-President of the Graduate Students' Union

### IN ATTENDANCE

Sub-Librarian (Ex Officio)  
[Information System 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)  
Director of Internationalisation (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 Tangent, the President of the [Graduate Students' Union](#), and the Vice President of the Graduate Students' Union.

In attendance are:

- Sub-Librarian, a representative of Information and Systems Services, two members nominated by the Dean of Graduate Studies may be co-opted to attend meetings of the Graduate Studies Committee.
- The Chairperson of the Graduate Studies Committee shall be the Dean of Graduate Studies.

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 Heads of School Committee and the University Council.
- 2) To advise the Dean of Graduate Studies in his or her role of reporting to the University Council, including such matters as:
  - a. admission, progression, and examination of postgraduate students
  - b. proposals for new postgraduate degrees and diplomas, and changes to existing degree and diploma programmes and regulations.
- 3) To monitor, evaluate, and ensure the quality of postgraduate programmes and research degrees.
- 4) To assess proposals for the formation of Graduate Schools, including joining Graduate Schools with other institutions, and to make recommendations on the proposal to the Heads of School Committee or other committees in College as may be required.
- 5) To monitor, review and report on all aspects of the Bologna process as it relates to postgraduate studies, including European Credit Transfer Systems (ECTS).
- 6) To advise on the promotion of postgraduate programmes.
- 7) To consider and make appropriate changes to the University Calendar Part III.
- 8) To set up the Appeals Committee for Graduate Students as required.
- 9) To set up the Higher Doctorates Sub-committee as required.

## **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

## VALIDATED POSTGRADUATE PROGRAMMES

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

<b>Programme:</b>	<b>Doctorate in Music Performance</b> (National Framework of Qualifications, Level 10)
<b>School:</b>	Royal Irish Academy of Music
<b>Award and Exit Award:</b>	D. Mus. Perf.
<b>Admission Regulations:</b>	Admission to the doctorate programme is administered by direct entry to the Royal Irish Academy of Music. The application deadline is January 4th and April 15th 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 <a href="https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance">https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance</a> .
<b>Mode of Delivery and Duration:</b>	Four years full-time.
<b>Programme Structure:</b>	<p>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.</p> <p>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 <a href="https://www.riam.ie">Royal Irish Academy of Music</a>. 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 <a href="https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance">https://www.riam.ie/degrees-programmes/full-time/dmusperf-doctor-in-music-performance</a>.</p>
<b>URL Handbook:</b>	<a href="https://www.riam.ie/sites/default/files/media/file-uploads/2021-09/Doctor-in-Music-Performance-Handbook-2021-22.pdf">https://www.riam.ie/sites/default/files/media/file-uploads/2021-09/Doctor-in-Music-Performance-Handbook-2021-22.pdf</a>
<b>Programme Director:</b>	Deborah Kelleher, Director, Royal Irish Academy of Music

<b>Programme:</b>	<b>Master in Music Performance (M.Mus.Perf.)</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Royal Irish Academy of Music
<b>Award and Exit Award:</b>	M.Mus.Perf
<b>Admission Regulations:</b>	Admission to the Master programme is administered by direct entry to the Royal Irish Academy of Music. The application deadline is January 4th and April 15th 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 <a href="https://www.riam.ie/degrees-programmes/postgraduate-courses/entry-requirements-postgraduate">https://www.riam.ie/degrees-programmes/postgraduate-courses/entry-requirements-postgraduate</a> .
<b>Mode of Delivery and Duration:</b>	Two years full-time.

<b>Programme Structure:</b>	<p>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 <a href="#">Royal Irish Academy of Music</a>. 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.</p> <p>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.</p> <p>For more details relevant to instrument/voice, please go to the following links:</p> <ol style="list-style-type: none"> <li>1. <a href="#">MMusPerf (Keyboard)</a></li> <li>2. <a href="#">MMusPerf (Strings)</a></li> <li>3. <a href="#">MMusPerf (Vocal Studies)</a></li> <li>4. <a href="#">MMusPerf (Woodwind, Brass &amp; Percussion)</a></li> </ol>
<b>URL Handbook:</b>	<a href="https://www.riam.ie/degrees-programmes/full-time/mmusperf">https://www.riam.ie/degrees-programmes/full-time/mmusperf</a>
<b>Programme Director:</b>	Deborah Kelleher, Director, Royal Irish Academy of Music

<b>Programme:</b>	<b>Early Childhood Education</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip in Early Childhood Education
<b>Admission Regulations:</b>	<p>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.</p> <p>Applicants for this programme apply directly to the Admissions Office in MIE through the online portal <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a></p> <p>IELTS – Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.</p>
<b>Mode of Delivery and Duration:</b>	Two years part-time.
<b>Programme Structure:</b>	<p>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</p> <p>The P. Grad. Dip. carries 60 ECTS credits.</p>

<b>Programme:</b>	<b>Education Studies (Inquiry-Based Learning)</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip in Inquiry-Based Learning
<b>Admission Regulations:</b>	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 <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> . IELTS – Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.
<b>Mode of Delivery and Duration:</b>	Two years part-time.
<b>Programme Structure:</b>	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.

<b>Programme:</b>	<b>Intercultural Learning and Leadership</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip in Intercultural Learning and Leadership
<b>Admission Regulations:</b>	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 <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> .
<b>Mode of Delivery and Duration:</b>	Two years part-time.
<b>Programme Structure:</b>	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.

<b>Programme:</b>	<b>Education Studies (Leadership in Christian Education)</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip (Leadership in Christian Education)
<b>Admission Regulations:</b>	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 <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> .  IELTS –Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.
<b>Mode of Delivery and Duration:</b>	Two years part-time.
<b>Programme Structure:</b>	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.

<b>Programme:</b>	<b>Education Studies in Primary Mathematics</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip in Primary Mathematics Education
<b>Admission Regulations:</b>	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, 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 applicant's time zone allows for the student to fully participate in all aspects of the course, including synchronous components.  Applicants for this programme apply directly to the Admissions Office in MIE through the online portal <a href="https://appcentre.mie.ie">https://appcentre.mie.ie</a> . IELTS –Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.
<b>Mode of Delivery and Duration:</b>	Fully online, two years part-time.
<b>Programme Structure:</b>	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.

<b>Programme:</b>	<b>Education Studies in Visual Arts</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	M.E.S P.Grad.Dip in Visual Arts Education
<b>Admission Regulations:</b>	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 <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> . IELTS – Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.
<b>Mode of Delivery and Duration:</b>	Two years part-time.
<b>Programme Structure:</b>	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.

<b>Programme:</b>	<b>Education (Further Education)</b> (Level 8 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	Professional Diploma in Further Education
<b>Admission Regulations:</b>	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. Applicants for this programme apply directly to the Admissions Office in MIE through the online portal <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> . 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. IELTS – Level 6.5 (or equivalent) is required for applicants whose first language is not English and who have not been educated through the medium of English.
<b>Mode of Delivery and Duration:</b>	One year full-time Two years part-time
<b>Programme Structure:</b>	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).

<b>Programme:</b>	<b>Professional Master of Education (Primary Teaching)</b> (Level 9 on the National Framework of Qualifications)
<b>School:</b>	Marino Institute of Education
<b>Award and Exit Award:</b>	P.M.E. (Primary Teaching)
<b>Admission Regulations:</b>	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. 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 portal <a href="https://appcentre.mie.ie/login">https://appcentre.mie.ie/login</a> . 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.
<b>Mode of Delivery and Duration:</b>	Two years full-time
<b>Programme Structure:</b>	<p>The Professional Master of Education (Primary Teaching) carries 120 ECTS credits.</p> <p>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).</p> <p>Students are required to complete a placement in a special education setting as well as language training outside term time in the Gaeltacht (requires additional payment) 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.</p>

## 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.

