



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Natural Sciences

Master of Science in Development Practice



Course Handbook 2026/27

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Welcome

Welcome to the Masters in Development Practice (MDP) programme, hosted at the School of Natural Sciences, Trinity College Dublin. The MDP is a world leading and uniquely innovative programme that blends science and social science to further international development. It is part of a global network, with a Secretariat at the SDSN's SDG Academy. The Global MDP Programme was developed according to recommendations outlined in the report of the International Commission on Education for Sustainable Development Practice (2008). The MDP in Dublin has been based at Trinity since 2009 after the only grant in Europe in the first round to establish the programme was awarded by the MacArthur Foundation. In the programme, students are exposed to leading edge scientific and social science techniques and researchers in order to develop international development solutions. The MDP is part of the only global educational network of its kind, involving 37 universities across all continents. In it, students receive leading edge transdisciplinary training in four "pillars"- health, natural, social, and management sciences. See here for further details on the Global MDP Association -

<http://mdpglobal.org/>

Foreword

This booklet contains contact information on the module coordinators and other personnel associated with the programme; an outline of the course and module structure; key deliverables and milestones; and general information on requirements and expectations.

Students taking the part-time option have to complete all modules over the course of the two years, taking a half load in each year. The practice/research summer placement may be spread out over two summers in the case of those taking the part-time option, if appropriate. It may be possible to do this in your workplace, subject to appropriateness and module coordinator approval.

Introduction

The MDP is a one-year full-time/two-year, part-time programme that offers professional trans-disciplinary graduate degree training that addresses the challenges of sustainable development through a blend of rigorous academic courses and practical engagements. The MDP is led by Trinity College Dublin, School of Natural Sciences and is delivered by staff from faculties across the university in collaboration with leading scientific researchers, and national and international organisations with specialist skills. The goal is to produce rounded development practitioners with a deep understanding of scientific methods and techniques to reduce global poverty, in addition to extensive on-the-ground training in developing country contexts, and in international development organizations.

The MDP is rooted in evidence that effective public policy must be based science-based. The trans-disciplinary nature of the Global MDP programme equips development practitioners to speak the different “languages” of specialists in, for example, health, agronomy, and economics, enabling them to better understand the root causes of extreme poverty, and to address the challenges of sustainable development.

MDP Candidates develop specialist skills in

- Economics: Micro and Macro Development Economics.
- Statistics; Impact Measurement in Development
- Research design, methodology, and methods including (including training in leading edge quantitative, qualitative, and digital tools and techniques)
- Project and programme management
- Sector analysis: sustainable agriculture and land-use; global health; gender and development; climate change: science, development & justice; science, technology and sustainable development; post-conflict situations; governance, politics and development; globalisation and African development.
- Students also produce a dissertation on a specialist research area of their choice.

Students have the opportunity to collaborate in a global community through their participation in the Global Association's Global Classroom, a web-based capability that brings students and teachers from across the MDP network together to engage in collective assignments and learning experiences. There are more than thirty universities across six continents delivering Master's in Development Practice programmes which participate in the global classroom, and collaborate on the MDP programme.

Also, students have the opportunity to engage with leading experts, practitioners, and academics both in the classroom and in the field. For example, former President of Ireland, Mary Robinson is a regular contributor to our Global Classroom module and is a regular guest lecturer on the Climate Change: Science, Development & Justice module.

Students will be invited to attend additional seminars and events as these arise during the year. These events provide students with access to a wide range of leading international academics, researchers, practitioners, and policy makers. Students are strongly encouraged to attend. Information on these events will be communicated to students throughout the academic year.

Although the information in this handbook is correct at the time of production, the precise content of the course is subject to change. While every effort will be made to give due notice of major changes, the School Office reserves the right to suspend, alter or initiate courses, timetables, examinations and regulations at any time.

*****NOTE*** Students should expect to pay fees for field placements. Details will be confirmed in advance by the Module Coordinator.*****

Module coordinators List

Prof. Pádraig Carmody (MDP Director)

Pádraig Carmody is a Professor in Geography at TCD, from which he holds both a B.A. in Geography and History and M.Sc in Geography. He completed his Ph.D in Geography from the University of Minnesota in 1998. Subsequently he taught at the University of Vermont, Dublin City University, and St. Patrick's College, Drumcondra. He also worked as a policy and research analyst for the Combat Poverty Agency in 2002-2003. His research centres on the political economy of globalization in Africa. His teaching interests are in development and economic geography. He has taught both undergraduate and graduate classes on Africa, third world development and globalization, in addition to human environment relations and regional development.

Prof. Carmody coordinates the module Globalisation & African Development and is MDP Director.

Dr. Tara Bedi

Tara Bedi is a development economist with a focus on gender, social norms, behaviour change, social protection and mental well-being. She focuses on the evaluation of large scale field projects on gender empowerment and poverty reduction. She is conducting research in Ethiopia, India, Malawi, Mauritania, Kenya and Ireland. Tara is currently an Assistant Professor in Development Practice in the Department of Geography at Trinity College Dublin. Prior to this she was a research fellow, a Marie Curie postdoctoral researcher (CAROLINE) and Irish Research Council PhD student in development economics at Trinity College Dublin. She also holds a master's degree in Public Administration in International Development from the Harvard Kennedy School. Tara has worked in local and international NGOs on development, as well as international organisations and with refugee settlement in the US. She grew up in rural India around her parent's work on rights and development.

Website: <https://tarabedi.github.io/>

Dr. Bedi is the coordinator for Impact Measurement, Gender & Development, Theories of Development & the Fieldwork/Dissertation modules.

Dr. Susan Murphy

Susan Murphy is an Associate Professor in Development Practice and teaches Climate Justice, Science & Development. Her research interests are in international development ethics, policy, and practice, issues in governance and justice, human rights and climate change, and gender and social inclusion. She is the Principal Investigator of GEOFORMATIONS: the geographies of dynamic governance assemblages in development cooperation civil society spaces, funded by the European Research Council (ERC-2022-STG), and research group leader for the Climate and Environmental Justice lab, supervising masters by research and Ph.D. candidates in national and international climate and environmental justice-related projects.

Dr. Murphy co-coordinates Climate Change: Science Development & Justice with Dr. Conor Buggy.

Dr. Conor Buggy

Dr. Conor Buggy is an Associate Professor in Occupational and Environmental Studies and the Programme Director for the UCD Masters in Occupational Safety and Health and for the Professional Certificate in Environmental Management. Conor teaches undergraduate and postgraduate modules as well covering a wide range of topics in the UCD School of Public Health (both traditional and blended online learning modules) as well as being an Adjunct Lecturer at Trinity College Dublin. Conor's primary research interest lies in the impact education and training has on organisations and society to promote behavioural change as well as research into the health and wellbeing of the LGBTI community in Ireland.

Dr. Buggy has previously worked in both the public and private sectors developing sustainable strategic infrastructure projects, assessing the potential environmental

impacts to public health and the prescription of mitigation measures to ensure such projects are sustainable. Dr. Buggy has always been very interested in the natural world and human interactions with it, ranging from global to micro scale. In particular, he is interested in how the pollution humanity generates can interact with the public to our own detriment through various environmental pathways.

Dr. Buggy is the module co-coordinator for Climate Change: Science Development & Justice

Dr. Matthew Saunders

Matthew Saunders is the Head of the School of Natural Sciences, Trinity College Dublin and an Associate Professor in Plant Ecophysiology within the School. His research interests include the response of plants to changes in their physical, chemical and biological environments and how this information can be used to assess the resilience and adaptive capacity of terrestrial ecosystems to global environmental change. This work utilises an integrated experimental and model-based approach to assess the physiological and environmental processes that regulate plant productivity, carbon sequestration, greenhouse gas dynamics, plant-water relations and energy budgets at the leaf, whole plant and ecosystem scale. Recent projects have focussed on the impacts of land use change, habitat restoration and extreme climatic events on carbon, water and nutrient dynamics in natural and agricultural ecosystems in both temperate and tropical climates. This work has directly contributed to the development of policy relevant, sustainable land management tools that are centred on the role of terrestrial ecosystems in the mitigation of, and adaptation to climate change.

Dr Saunders is the module coordinator for Sustainable Agriculture & Land Use.

Dr Federico Cugurullo

Federico Cugurullo is Associate Professor in Smart and Sustainable Urbanism at Trinity College Dublin. His research is positioned at the intersection of urban geography, political philosophy and experimental urbanism, and explores how ideas of sustainability and

modernity are cultivated and implemented, with a focus on projects for smart, eco and autonomous cities.

He is currently researching how artificial intelligence (AI) is impacting on urban governance and planning, thereby influencing the sustainability of cities.

Federico has done extensive empirical research in the Middle East and Southeast Asia where he has investigated the sustainability performance of supposedly experimental cities such as Masdar City in Abu Dhabi and Hong Kong. His work has been used by the United Nations and the United Kingdom's Department for Environment, Food & Rural Affairs (DEFRA) to foresee future urban challenges and develop preventive policies.

Theoretically, Federico is interested in unpacking the notion of AI from an urbanistic perspective, and in fleshing out the conceptual implications of AI-mediated urban spaces, such as the "end of the city" hypothesis introduced in his monograph *Frankenstein Urbanism* (Routledge 2021). Other theoretical contributions include the concept of urban eco-modernisation, the notion of urban artificial intelligence, and the development of urban equations.

Before joining Trinity College Dublin, Federico held positions at the University of Manchester, King's College London and the London School of Economics and Political Science.

He is the coordinator for Smart-eco Cities of the Future and Qualitative Research Methods.

Dr. Jean Wilson

Dr Jean Wilson is a Postgraduate Teaching Fellow in the School of Natural Sciences. Jean's research interests centre on environmental applications of remote sensing, GIS and spatial analysis, specifically in the context of water resources monitoring and management. Her research was funded from 2009 - 2018 under the EPA STRIVE initiative. She has developed novel methodologies in the application of thermal remote sensing and geochemical tracing techniques for localising and assessing groundwater discharge to lakes and coastal waters nationally.

Dr. Wilson is the coordinator for Research Methods (Geographic Information Systems).

Dr. John Gallagher

John Gallagher is an Associate Professor in Environmental Systems Modelling in the School of Engineering and is Director of TrinityHaus, a Trinity Research Centre for construction innovation. His research interests focuses on improving our understanding of nexus interactions between the built and natural environments, and developing metrics to inform innovative green and grey infrastructure solutions. His research adopts the 3M approach (Measurement, Modelling and Mitigation) to develop passive designs for ventilation, green space and resource management system that have embedded life cycle and circular principles to create healthier and more sustainable spaces. Dr Gallagher has led and participated in a range of national (EPA, SFI, SEAI) and European (H2020, INTERREG) projects, with responsibilities for work packages, tasks/deliverables, and milestones. In 2018, he was awarded 2nd place in the Horizon 'Clear Air Prize' by the European Commission's DG R&I. Prior to returning to Trinity, as a former PhD student, he joining Trinity in his current role in 2017, after spending 5 years in the UK on research projects relating to water-energy nexus and technology innovation to recover energy and improve the sustainability of different organisations and communities in Ireland and the UK.

Dr Gallagher is the coordinator for Civil Engineering for Sustainable Development.

Other Teaching Staff

The course also engages with a number of other partners to deliver key elements of the programme, in particular those engaged in Development Practice.

Course Staff contact List

MDP Director: Professor Pádraig Carmody at carmodyp@tcd.ie

MDP Course Administrator: Ms Elaine Elders at elderse@tcd.ie

Academic Year Structure

Dates to note:

Event(s)	Date(s)
Semester one starts	14 th September 2026
Semester one ends	4 th December 2026
Semester two starts	18 th January 2027
Semester two ends	9 th April 2027
Submission of Final Dissertation	27 th August 2027
Publication of results	End of October 2027

Assessment Regulations and Examination Procedures

Submission & Deadlines

Assignments must be submitted by the time and date stipulated by the module coordinator in the timetable; submission will be via Blackboard. *Each assessment must include a completed title page template and a plagiarism declaration form.*

It is your responsibility to ensure work is submitted on time. It will be date stamped in Blackboard. You should keep copies of all work that you submit. Assessments submitted after the deadline will receive a **10% deduction in the final mark for each working day late**.

Assessments will not be marked if more than two working days late unless by prior, written agreement with the module co-ordinator.

MDP Marking and Award of MSc

The Masters in Development Practice will be awarded Pass and Pass with Distinction (for the Dissertation).

Pass with distinction shall require at least 70% in dissertation and at least 70% in the final aggregated mark.

Assessment of individual assignments will be based on common grading criteria as follows:

Grade	Mark (%)
A+	>75
A	70-74
B+	65-69
B	60-64
C+	55-59
C	50-54
FAIL	<50

Table 1: Indicative grades and associated provisional mark range for formative feedback. Marks are finalised at the Court of Examiners.

Unless otherwise stated, indicative grades will be circulated within **one month** of submission. A date and time will also be circulated at which you can collect assessed work. All assessed work **MUST BE RETURNED** prior to the first Court of Examiners meeting. The deadline for return of work will be circulated during the semester.

Note: these grades are indicative. **All marks are provisional** until passed by the Court of Examiners meeting, which is held after the end of module teaching.

Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. Plagiarism can arise from deliberate actions, and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. **It is your responsibility to familiarise yourself with the regulations regarding plagiarism. These are clearly outlined in Part 3 of the College Calendar. This can be downloaded from the College website.**

<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>

In general, ensure that you fully reference all previously published work, and check with the module co-coordinator if you are not clear of the requirements relating to group assessment

exercises. Do not copy information from internet sources. Any work submitted may be assessed through recognised plagiarism detection software in use in College.

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research \(2024\)](#), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and referencing GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College [Academic Integrity Policy](#).

Progression rules

Students are assessed for each taken module with a grade/numerical percentage mark (%) at the end of the semester/term during which delivery of a module is completed. All end-of-module marks will be distributed by the module coordinators directly to the students (normally via Blackboard). The Pass mark for a module is 50% of the total marks available for the module. Compensation is not permitted for any module.

Students are entitled to one supplemental examination and/or can re-submit failed assignments once in any failed module. **The maximum grade which can be awarded to a supplemental assignment/exam is 50%.** Resubmission of failed assessments is normally due by August 31st along with dissertations, or as arranged with the module lecturer and course co-ordinator.

Fieldwork: The fieldwork module can only be offered once during the academic year in the summer and may not be repeated within the same academic year. A failed fieldwork module may only be repeated once with permission to go off-books the following academic year unless recommended otherwise by the course committee which can also recommend an alternative programme of study where the student cannot undertake or complete the fieldwork Module for documented medical reasons or in the case of a documented family emergency.

An exit award of Postgraduate Diploma in Development Practice will be considered where a student has passed year one of the course accumulating 60 ECTS. The graduand who has been awarded the Postgraduate Diploma in Development Practice is not eligible to re-register on the course in the future for the award of the MSc degree.

Students must pass all modules on the course, including the dissertation, in order to be considered for an award of MSc Degree.

Graduation (conferring)

The Academic Registry will contact students directly with full information regarding graduation.

Appeals, re-marking of assessments, and disciplinary redress process

Complaints procedure in relation to modules

If there are issues/concerns in relation to a particular module this should first be brought to the attention of the module coordinator by the class representatives. In the event that this is not resolved at this level to the satisfaction of the class the class representatives should then contact the director of the programme. This protocol also applies to requests for additional feedback on assignments or second readers for these by individual students.

Review procedure in relation to module grades

If there are issues/concerns in relation to the grading of assignments, or a request for more feedback, this should first be brought by the student to the attention of the module coordinator in question. In the event that this is not resolved at this level to the satisfaction of the student they should then contact the director of the programme. The student may request a second marker for the assignment in question.

Requests for feedback and/or second marking must be lodged within one week of receipt of module marks. Students must always bring their request pertaining to any module taught on the course to the module coordinator in the first instance.

In the case of an appeal whose nature goes beyond module-related issues, and unless otherwise recommended by the course committee, the appeal will follow the appeal procedure for taught postgraduate courses.

The appeal procedure to be followed is that laid down in relevant paragraphs of the Appeals process for Graduate Students in the “University of Dublin, Trinity College Calendar Part 3, Graduate Studies and Higher Degrees” for a given academic year.

<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>

**** N.B. Appeals must be lodged within 30 days of the result of the assessment being made available to you.**

The regulations for re-checking/re-marking and retention of examination scripts and assignments to be followed are described in relevant paragraphs of the *Regulations for re-checking/re-marking and retention of examination scripts* in the “*University of Dublin, Trinity College Calendar Part 3, Graduate Studies and Higher Degrees*” for a given academic year.

At all stages of the appeal and/or re-checking/re-marking processes consultation with the Course Director about the implications of offence and penalty is necessary. The same applies to fitness to practice issues, where relevant, and performance at the fieldwork training.

Overall Course Objectives/ Learning Outcomes

The objectives of the programme are as follows:

- Provide students with a systematic understanding of knowledge at the forefront of learning in Development Practice;
- Train students in the analysis, interpretation, critical evaluation, and presentation of scientific data, and to inculcate in the student an appreciation and awareness of the principles and practice of professional behaviour in academic, policy, and community settings;
- Provide students with detailed knowledge and understanding of specialised social, economic, health, and environmental sciences relevant to the field of development practice;
- Develop in-depth, integrated, theoretical, and practical knowledge of international development; and to develop the capacity to apply this knowledge for the prevention and elimination of poverty;
- Train students to conduct independent research projects and to provide experience in the description of scientific problems, formulation and implementation of solutions based on scientific evidence, and in the effective communication of the outcomes;
- Function as a member of a multi-disciplinary team;
- Produce masters graduates with sufficient theoretical insight and practical skills that will enable them to pursue and develop a career in a number of different areas of international development practice and thereby make a meaningful contribution to global poverty reduction;
- Produce graduates who are aware of their professional and ethical responsibilities

On successful completion of this programme students will:

- Demonstrate a detailed knowledge and understanding of a wide range of topics in the social, economic, health, management and environmental sciences;

- Integrate knowledge from across different disciplines to formulate and effectively implement anti-poverty policy;
- Integrate knowledge of key discourses and understanding of international development practice and the application of this knowledge for the prevention and elimination of poverty

Students will develop the following intellectual qualities

- Synthesize and summarize information from a wide range of sources and draw reasoned conclusions with particular reference to development practice;
- Use the principles of scientific enquiry to conduct and independently evaluate research within the area of development practice;
- Appreciate the importance of reflecting on actions taken, modify practice as appropriate, and understand the need for Continuous Professional Development;
- Recognize the moral and ethical issues associated with development practice and apply ethical standards and professional codes of conduct at all times;

Professional/Practical Skills

- Demonstrate the ability to evaluate and integrate evidence and information from a range of sources as a prelude to effective anti-poverty formulation and implementation;
- Act in a consistently professional manner in order to deliver the highest standards of public and community service delivery in a wide variety of settings;
- Demonstrate the ability to work effectively as a member of a multidisciplinary team and to critically evaluate their own contribution to the work of the team;

Transferable Skills

- Demonstrate Information Technology and computing skills to search and access information from a wide range of sources to enable effective and evidence based practice;
- Communicate effectively with citizens and colleagues in a variety of settings using the most appropriate forms of communication and other interpersonal skills necessary for effective development practice by translating scientific research on nutrition, health, disease, and poverty into practical advice;
- Demonstrate initiative and independence and be able to manage time and resources effectively when undertaking tasks and problem-solving in professional practice;
- Reflect on their professional role, including self-assessment, and prioritise their work effectively to meet the needs of changing circumstances and work demands;
- Deliver evidence-based practice, problem solving and clinical reasoning within a multi-professional workforce;

- Demonstrate skills in conducting a wide range of project impact evaluations and assessments and in the recording, analysis and critical interpretation of data;
- Demonstrate the ability to carry out an individual scientific research project under supervision, including an appreciation of the significance of the research project results and the effective communication of the outcomes.

Year Module Structure

Michaelmas Term

Module code	Module title	ECTS	Term
	Module Coordinator		
DP7016	Research Methods (GIS)	5	Michaelmas
	Dr. Jean Wilson		
DP7023	Climate Change: Science, Development & Justice	5	Michaelmas
	Dr. Susan Murphy & Dr. Conor Buggy		
DP8009	Gender & Development	5	Michaelmas
	Dr. Carol Ballantine		
DP8018	Civil Engineering for Sustainable Development	5	Michaelmas
	Dr. John Gallagher		
DP8020	Theories of Development	5	Michaelmas
	Dr. Tara Bedi		
DP8021	Development Economics	5	Michaelmas
	Dr. Tara Bedi		
Total		30	

Optional Module: DP7027 - Global Classroom (0 ECTS)

Hilary Term

Module code	Module title	ECTS	Term
	Module Coordinator		
DP7015	Sustainable Agriculture & Land Use	5	Hilary
	Dr. Matthew Saunders		
DP7025	Qualitative Research Methods	5	Hilary
	Dr. Federico Cugurullo		
CO7065	Health in Humanitarian Settings	5	Hilary
	Dr. Alina Cosma		
DP8006	Globalisation & African Development	5	Hilary
	Prof. Padraig Carmody		
DP8017	Smart Eco-Cities of the Future	5	Hilary
	Dr. Federico Cugurullo		
DP8022	Impact Measurement	5	Hilary
	Dr. Tara Bedi		
Total		30	

DP7028 – Fieldwork/Dissertation Preparation (30 ECTS) – Trinity Term

Module Outlines

Module Code: DP7016

Module Name: Research Methods (GIS)

Semester taught: 1

Contact Hours: 60 hours in person GIS labs & 40 hours for assignments

ECTS: 5

Module Coordinator: Dr. Jean Wilson (wilsonj1@tcd.ie)

Description

The aim of this 5-credit course is to introduce students to the fundamental principles, methods, techniques and tools in GIS for spatial analysis including data management and visualisation; and their application in the context of development practice. The course assumes no prior knowledge of GIS. Following completion of this module, students are prepared to think geographically and understand what a GIS comprises and how GIS and spatial analysis can be used to support operational and strategic decision making across health, natural, social and management sciences. The course will be delivered through lectures, research activities and laboratory practical exercises using industry standard software (ArcGIS Online (AGOL) and ArcGIS PRO). This is a hands-on GIS course, and students are expected to be in attendance during the scheduled lab sessions to work through the practical learning material and complete assignments. Students are required to bring 1) a portable hard drive device (e.g. usb key) with at least 2GB of storage and 2) a notebook to class.

Learning outcomes

- Demonstrate knowledge of GIS as a tool, its principles, and concepts (including the GIS data model, GIS data sources and formats and spatial referencing systems) and GIS terminology
- Skills in applying GIS to solve real-world problems in the context of Development Practice
- Working competency in geospatial data management practices (including GIS data acquisition, storage and editing)
- Practical knowledge of modern (cloud-based) GIS practices (e.g. web maps, web apps, dashboards, online surveys, hosted feature layers)
- Skills in GIS communication for diverse audiences, including data visualisation and report writing
- Cognisance of the inclusive practice of digital accessibility and its relevance to GIS
- Demonstrate competency to undertake new (i.e. unfamiliar) GIS analyses

Assessment: 100% coursework [Short answer quiz (15%), Weekly Practical Exercises (journal entries) (15%), final assignment AGOL (35%), final assignment PRO (35%)]

Module Code: DP7023

Module Name: Climate Change: Science, Development & Justice

Semester taught: 1

Contact Hours: 25 to 30 hours teaching; 3 hour debate; 100 hours reading, assignments, specified learning activities (SLA's).

ECTS: 5

Module Coordinators: Dr. Susan Murphy (susan.p.murphy@tcd.ie) & Dr. Conor Buggy (conor.buggy@ucd.ie)

Description:

This module aims to provide MDP students with an overview of the implications on sustainable development of various aspects of climate change, including social, economic, environmental, and moral dimensions. Students will also examine the strengths and weaknesses of approaches used to anticipate future climate change and its impacts. The science of Earth's systems which influence our climate are introduced and the scientific basis for climate change explored. The module also provides an examination of the moral dimensions of climate justice, human rights and development. Students on the module are, without exception, expected to read widely, to think deeply, to discuss fully and to analyse critically – and to work to a high standard both individually and as part of a group. Information on readings relevant to particular classes/discussions will be circulated in advance.

Learning Objectives:

This module aims to provide MDP students with the following:

- An understanding of climate change in the context of earth system science, planetary 'tipping points', and the effects of recent anthropogenic activities on climate change;
- An introduction to anticipating (i.e. modelling) the future physical effects of climate change and their societal impacts, particularly with regard to development;
- An understanding of how concerns regarding the impacts of climate change in the developing world came to influence the climate change agenda, and an overview of

relevant legislative and policy frameworks concerning climate change at international and national levels (including adaptation and mitigation approaches to dealing with climate change in the developing world);

- A projection of potential climate change impacts to public health;
- Examine and critically assess justice-based issues to which climate change can give rise.

Learning Outcomes:

Having successfully completed this module a student should expect to:

- Understand the concepts of earth system science and planetary boundaries, particularly within the context of recent anthropogenic activity and climate change;
- Be conscious of relevant global climate processes and climate dynamics;
- Be conversant with current relevant climate and development discourses and negotiations;
- Be aware of the main organisations, mechanisms and legislative frameworks through which climate change is being mainstreamed within development strategies at international and national levels;
- Be aware of the potential role of climate in major areas of concern for development workers, including food security, public health, water availability and security;
- Understand concepts and conceptions of justice, human rights, and climate change in the light of sustainable development policy and practice;
- Demonstrate an understanding of climate justice debates;
- Understand the basics of computer-based modelling of climate change and of development-relevant climate change impacts; and
- Be able to communicate effectively the results of their research and project work to a wider audience.

Assessment:

Attendance at lectures is mandatory. Participation in the debate is mandatory. A debate protocol will be provided during the course of the module. Assessment is via coursework (100%). Details of the assignments and deadlines will be provided to students at the beginning of the module:

- A 3000-word essay (70%);
- Class debate & write up (20%); and
- Debate self-reflection (10%).

Module Code: DP8009

Module Name: Gender & Development

Semester taught: 1

Contact Hours: 24 - 30 Teaching Hours; 100 hours reading, assignments

ECTS: 5

Module Coordinators: Dr. Tara Bedi (tbedi@tcd.ie)

Dr. Carol Ballantine (carol.ballantine@universityofgalway.ie)

Description

The aim of this advanced master class is to gain an understanding of international development through a critical gendered lens. In this course we will examine the nature and drivers of gender inequality, and the impacts of development policy and practice. Through the class we will explore theories of gender and sexuality, paradigms and debates around gender and development, applications of gender analysis in development contexts, among other things. Themes can include:

- Geographies of gender and justice.
- Equality, inclusion, and the sustainable development goals
- Postcolonial, intersectional and queer perspectives on development
- Gender-mainstreaming- past present and future: To be or not to be?
- Empowerment and leadership
- Gender and care
- Gender, conflict and violence

Learning objections and outcomes

On successful completion of this module, students will be able to:

- ♦ Demonstrate a basic knowledge of key concepts relating to gender and sexualities

- ♦ Demonstrate a greater awareness of how and why gender is important in development and debates related to gender and development
- ♦ Develop a heightened capacity to identify and critically analyze the relevance and influence of gender in a range of development issues, including empowerment, poverty, sustainable livelihoods, migration, conflict, and climate change.
- ♦ Generate a greater understanding of the role gender relations can play in project planning and management, and a basic knowledge of some gender analysis tools and frameworks.

Class Attendance and Participation: Class attendance is mandatory. If more than one class is missed, unless there is a valid reason that is conveyed prior to the class, a point will be deducted from the final grade. You are expected to be prepared to discuss the day's readings and to make thoughtful contributions to the learning of your classmates.

Academic Integrity and Plagiarism: Students are encouraged to work together and discuss class material and assignments. What is important is the eventual understanding of material achieved, and less about how that is achieved. Any paper or assignment you submit is presumed to be your own original work, so if you do – as you will – use words or ideas written by other people, please make sure to cite these appropriately, and to indicate other students with whom you have collaborated.

AI Policy: If you are using an Artificial Intelligence (AI) programme to help you write for any of your assignments you should include a paragraph at the end saying how you have used it and the process through which you refined the work. This paragraph will not be included in the word count. Any sentences written using AI must also be referenced in the text as such as per the College policy on its usage. Failure to do this will be considered plagiarism and subject to penalty as specified in the College policies.

Assessment

Assignment 1: In class individual reflection essay on paper discussed in class, (25% of total):

Individual Reflection Essay (25% of total):

This reflection essay is an opportunity for you to personally engage with the ideas presented in one of the paper we discussed in class or were included in the essential readings. Your goal is to thoughtfully respond to the reading, connect it with class discussion, relate it to broader theoretical frameworks we've studied, particularly intersectionality, and how it applies or does not to this paper. Finally, it is an opportunity to express your own reactions, questions, or critiques.

Date: Wednesday, November 19th (In class)

MATERIALS ALLOWED:

- A copy of the paper
- Your class notes
- Pen/pencil

Assignment details: Select one of the readings from the first 5 lectures of the course and write a reflection piece on it in class.

Your reflection should be organized into **four parts**:

- **Summary** – what are the main argument or key points of the paper, including how it addresses the role of gender in development, and how it frames gender as an important issue to address in development. Include one or two key supporting points or examples.
- **Connection to Theories Covered in Class:** Make a connection between the paper and one or more theories or concepts we've covered in class. You should show how the reading supports, contradicts, or complicates the theoretical idea you have applied, and discuss how the paper gives real-world context to a theory we've studied. Reflect critically on the arguments made in the article, and consider if there are theoretical perspectives that challenge its argument.
- **Connection to Class Discussion:** Reflect on how the class discussions to date shaped your understanding. In particular, did someone else's comment help deepen your engagement with the text? Did your opinion change after the discussion and how did the conversation help you see the paper in a new way?
- **Personal Response: End by sharing your personal reactions, including whether you** found anything particularly surprising, compelling, or confusing, whether the paper challenged any of your beliefs or assumptions and finally, were there any particular ideas that stood out to you.

Assignment 2: GROUP WORK – PRESENTATION (10%) AND WRITE UP (20%) (30% of total):

Word length: Write up – max 2000 words.

Presentation Date: Monday, 2nd December – in class (10 mins presentation / 5 mins Q&A per project team)

GROUP PRESENTATION TOPIC: Select from one of these themes and present to the class:

1. **Mainstreaming** as a comprehensive approach for addressing gender inequality
2. **Bodies and sex** as a development problem
3. **Gender as a colonial project**

Your write up and presentation will address:

- How does your selected theme contribute to thinking about international development?
- What evidence is there about the implementation of policies and programmes related to your theme?
- How has this theme evolved over time and in different places– what approaches are or have been especially promising?

Due date for submission: Tuesday, 2nd December (upload to Blackboard)

PLEASE ENSURE **ALL** PROJECT TEAM MEMBERS SUBMIT PROJECT WRITE UP TO BLACKBOARD

Assignment 3: Individual reflection of learnings from group project (5%)

Due date for submission: Wednesday, 3rd December (upload to Blackboard)

Word count: 500–600 words

Submission format: Individual written reflection, PDF or Word document, uploaded to Blackboard.

Purpose: An opportunity to critically examine your **personal learning experience** from the group project. You are expected to reflect not only on what your group produced, but also **how you contributed**, what you **learned about the process**, and how your understanding of **gender mainstreaming** evolved. Remember, this reflection is not a report on the group's output — it's a chance to consider your **individual learning journey** and your role in navigating a complex, adaptive problem with others. Please include these headings and some or all of the sub-points:

Your Individual Contribution

- What role did you play in your group?
- What specific tasks or responsibilities did you take on?
- How did your background or perspective shape the work?

Group Dynamics and Collaboration

- What worked well in your group? What didn't?
- How were decisions made? How did the group handle disagreement or uncertainty?
- What did you learn about collaborative work, communication, or leadership?

Personal Takeaways

- What was the most valuable thing you learned from this project?
- Has your understanding of gender and development shifted?
- How might this experience shape your future academic or professional work?

Assignment 4 (40%) – Essay

Word length: Essays should be approximately 2500 words. Please ensure to include the word count on the title page.

Due date for submission: Tuesday 16th December (upload to Blackboard)

Please select **one** of the following topics. Do not write an essay on the same topic as your group presentation.

1. “Gender-based violence is both a cause and consequence of gender inequality” (UNGA 2006). Explain what this statement means using evidence, and discuss. What are the practical implications of this statement for development actors? Use case studies and cite examples where feasible.
2. Beyond the gender binary: do development interventions reinforce or challenge gender stereotypes? What are the factors at play, and how can development actors aim to be more challenging? Use case studies and cite examples where feasible.
3. What does empowerment mean, in your view? Is there a role for development actors to play in empowerment? Use case studies and cite examples where feasible.
4. Is gender mainstreaming a failed experiment, or is it still a meaningful approach? Support your argument by identifying the key factors behind “success or failure” of mainstreaming. Use case studies and cite examples where feasible.
5. Is sexuality a "problem" that development actors should address? Consider two examples where sexuality is relevant for development, and key factors that need to be taken into account for shaping interventions. Use case studies if feasible.
6. How does gender influence migration decision-making? How can development actors recognise the relevance of gender in forced migration without re-inscribing stereotypes and harmful norms and structures? Illustrate your answer with examples and case studies where feasible.

The written assignment should include all of the following elements:

1. Formulation of the topic/problem.
2. Explanation of how the topic is linked to the broader problem, relevant to gender and development.

3. Breakdown of the problem/ topic in sub-problems/ parts.
4. Analytical review of the appropriate literature showing how others have approached this problem. Review literature along the lines/ dimensions you have identified in #3.
5. Comment/ state position on each subpart of your analytical review.
6. Links to theories covered in class
7. Links to in class discussion
8. Conclusion: summarize findings and state their importance/ consequences. How does your analysis contribute to understanding the issue at stake? Which future research directions do they point at? Try and formulate and state your own theoretical argument/ position in the conclusion.

Your written assignment will be marked according to the following criteria:

1. **Relevance:** The relevance of the question chosen and the extent to which the assignment addresses the question set. **Relevance of content to the question**
2. **Material Used:** The substance of the assignment, that is, the selection and use of relevant material gained from a variety of sources. Evidence of reading as well as empirical facts and illustrations. **Use of evidence, use of readings, use of theory, effective referencing**
3. **Argument:** The extent to which the assignment sets out a clearly structured discussion and analysis of the issues raised. Evidence of clear and independent thinking (i.e., signs that you can weigh up evidence, think through and assess arguments for yourself). **Includes demonstrating understanding of the issue, structure of the essay**
4. **Scholarship:** Basic literacy, fluency and quality of presentation as well as scholarly attribution of references and use of notes. **Range of reading, originality, clarity.**

Module Code: DP8018

Module Name: Civil Engineering for Sustainable Development

Semester taught: 1

Contact Hours: 30 hours (lectures / tutorials)

Independent Study (preparation for course and review of materials): 24 hours

Independent Study (preparation for assessment, incl. completion of assessment): 61 hours

ECTS: 5

Module Coordinator: Assoc. Prof. John Gallagher (J.Gallagher@tcd.ie)

Learning Outcomes:

On successful completion of this module, students should be able to:

- LO1. Comprehend the role played by civil engineers in delivering water, energy, infrastructure and mobility projects through a sustainable development lens.
- LO2. Appreciate the opportunities and challenges associated with advanced across civil engineering that is promoting more sustainable approaches to design and delivering of projects.
- LO3. Develop and apply conceptual models to help solve typical problems within the field of civil engineering.
- LO4. Examine the economic, environmental and social trade-offs in delivering civil engineering projects that support sustainable development in different geographical and cultural scenarios.

Module Content:

This module aims to provide an overview of how Civil Engineering contributes to towards the achievement of the Sustainable Development Goals: in particular, SDG6 Clean Water & Sanitation, SDG7 Affordable & Clean Energy, SDG9 Industry, Innovation & Infrastructure, SDG11 Sustainable Cities & Communications, SDG12 Responsible Consumption & Production, and SDG13 Climate Action.

The module develops the students' comprehension of the role of civil engineering in providing key infrastructural services of our social foundation. Overall, the module will enable students to be able to devise appropriate conceptual models to solve typical challenges faced by within the broad field of Civil Engineering projects, taking account of our changing climate, and will focus on these thematic areas:

- Water (from planning to technology selection that provides sustainable water and wastewater management systems).
- Energy (delivering sustainable energy systems and shaping supporting governance and policies).
- Infrastructure (innovations in building materials and construction practices to support efficient and healthy buildings).
- Mobility (new developments in sustainable and accessible transport options including active travel).

Teaching & Learning Methods:

This module is taught through a combination of two-hour lectures and 1-hour tutorials each week, with the tutorials focused on progressing the assessment, and preparing for the end-of-term in-class test.

The first assessment is a group project appraise the project life cycle (planning, design, construction, operation and end-of-life) for an engineering project that supports sustainable development. Addressing how the project links to SDGs is required in this report.

The second assessment is an in-class test. The test will provide a case study (civil engineering project) and a set of questions that are to be answered that allow the student to critically appraise the case study and how it contributes to achieving (or otherwise) sustainable development goals.

Copies of the lecture presentations are uploaded to Blackboard for students before each lecture

Assessment Details:

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Continuous assessment 1	Group project report (Appraise a civil engineering project)	LO1-LO4	50%	8
In-class assessment	Individual assessment to critically appraise a civil engineering project through the lens of Sustainable Development.	LO1-LO4	50%	12

Reassessment Requirements: Assigned Report

Module Code: DP8020

Module Name: Theories of Development

Semester taught: 1

Contact Hours: 24 - 30 Teaching Hours; 100 hours reading, assignments

ECTS: 5

Module Coordinator: Dr Tara Bedi (tbedi@tcd.ie)

Description

The aim of this module is to explore theories, perspectives and practices on development. Students will engage with analyses of development processes and the factors that drive these processes. The course will examine key issues in development, including poverty, inequality, sustainability, geography, trade and governance amongst others, and delve into how perspectives on these issues have changed over time and across disciplines. In addition, the course will look at development practices, such as localisation and adaptive development. From an interdisciplinary perspective, the course will explore theoretical and empirical aspects of international development.

Learning objections and outcomes

On successful completion of this module, students will be able to:

(i) Demonstrate a thorough understanding of:

(a) competing theoretical perspectives on development including their disciplinary and philosophical foundations, and apply these perspectives to complex development challenges;

(b) how theoretical perspectives on development have changed over time and how these changes have influenced development policies and practices over time.

(ii) Critically assess alternative theoretical perspectives on development and engage in oral and written discourse surrounding these perspectives.

(iii) Reflect on and challenge one's own assumptions, ideas, beliefs and values regarding development in the context of various theoretical perspectives on development.

(iv) Critically construct and propose development policies and practices that might bring sustainable, positive and inclusive change through group and independent case study-based assignments.

(v) Challenge established norms and narratives in dev. theory, research, policy and practice.

Assessment:

Assignment 1: In class individual reflection essay on paper discussed in class (25% of total):

Assignment 2: Group Project Work (30% of total): Case Analysis and application of adaptive development for poverty

Assignment 3: Individual reflection of learnings from group project (5%)

Assignment 3: Essay (40%) – On a question related to International Development

Attendance is mandatory: Class attendance is mandatory. If more than one class is missed, unless there is a valid reason that is conveyed prior to the class, a point will be deducted from the final grade.

Indicative Reading (Will be expanded upon prior to course delivery):

- United Nations Development Programme. Human Development Report 1996: Economic Growth and Human Development. <http://hdr.undp.org/reports/global/1996/en/>
- Klugman, Jeni, Francisco Rodríguez, et al. "[The HDI 2010: New Controversies, Old Critiques.](#)" *The Journal of Economic Inequality* 9, no. 2 (2011): 249–88.
- Ravallion, Martin. "[The Human Development Index: A Response to Klugman, Rodriguez and Choi.](#)" *The Journal of Economic Inequality* 9, no. 3 (2011): 475–78.
- World Bank. World Development Report 1991: The Challenge of Development. <http://econ.worldbank.org/wdr/>
- Banerjee, Abhijit V., and Esther Duflo (2007). "The Economic Lives of the Poor." *Journal of Economic Perspectives*, 21(1): 141-168.
- Easterly, W. (2003). Can Foreign Aid Buy Growth? *Journal of Economic Perspectives*, 17 (3), 23–48
- Nunn, Nathan. "[The Long-term Effects of Africa's Slave Trades.](#)" National Bureau of Economic Research Working Paper No. 13367, 2007.
- Stone, Deborah A. "[Causal Stories and the Formation of Policy Agendas.](#)" *Political Science Quarterly* 104, no. 2 (1989): 281–300.
- Kenny, Charles, and David Williams "[What Do We Know about Economic Growth? Or, Why Don't We Know Very Much?](#)" *World Development* 29, 1 (2001): 1–22.
- Pritchett, Lant. "[Divergence, Big Time.](#)" *Journal of Economic Perspectives* 11, no. 3 (1997): 3–17.
- Rodrik, Dani. "[Institutions for High-quality Growth: What They Are and How to Acquire Them.](#)" *Studies in Comparative International Development* 35, no. 3 (2000): 3–31.
- Woolcock, Michael, and Deepa Narayan. "[Social Capital: Implications for Development Theory, Research, and Policy.](#)" *The World Bank Research Observer* 15, no. 2 (2000): 225–49.

- Woolcock, Michael. ["Social Capital and Economic Development: Toward a Theoretical Synthesis and Policy Framework."](#) *Theory and Society* 27, no. 2 (1998): 151–208.
- Sandel, Michael. ["What Isn't for Sale?"](#) *The Atlantic*, February 2012.
- Schiller, Amy. ["Is For-Profit the Future of Non-profit?"](#) *The Atlantic*, May 2014.
- Lee, Keun, Calestous Juma, et al. ["Innovation Capabilities for Sustainable Development in Africa."](#) Wider Working Paper No. 2014 / 062, 2014.
- Pritchett, Lant. ["Can Rich Countries be Reliable Partners for National Development?"](#) *Center for Global Development*, 2015.
- King, Loren A. ["Economic Growth and Basic Human Needs."](#) *International Studies Quarterly* 42, no. 2 (1998): 385–400.
- Weigel, Van B. ["The Basic Needs Approach: Overcoming the Poverty of "Homo Oeconomicus."](#) *World Development* 14, no. 12 (1986): 1423–34.
- Miller, Byron. ["Collective Action and Rational Choice: Place, Community, and the Limits to Individual Self-interest."](#) *Economic Geography* 68, no. 1 (1992): 22–42.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91(5), 1369-1401.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2002). "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution." *The Quarterly Journal of Economics*, 117(4), 1231-1294.
- Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi (2002), "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development," *Journal of Economic Growth*, 9(2), 131-165.

Module Code: DP8021

Module Name: Development Economics

Semester taught: 1

Contact Hours: 24 - 30 Teaching Hours; 100 hours reading, assignments, this will include 6 lab hours

ECTS: 5

Module Coordinator: Dr Tara Bedi (tbedi@tcd.ie)

Description

This module provides an overview of the key economic dimensions of development, with a focus on poverty, inequality, and growth in low-income countries. Topics include the measurement of poverty and inequality, growth theory and evidence, education, health, agriculture, urbanisation and migration, and the role of aid and institutions. For each topic, the relevant theory, empirical evidence, and policy implications are examined. The module is designed for students from a range of disciplinary backgrounds and no prior economics training beyond introductory level is assumed.

Learning outcomes

Having successfully completed this module, students will be able to:

- Critically appraise key theoretical models in development economics and assess their relevance to real-world development challenges.
- Critically evaluate leading empirical contributions, including an understanding of how evidence is generated and what its limitations are.
- Discuss the policy implications of economic analysis across a range of development contexts.
- Apply economic frameworks to the analysis of a specific development intervention or policy problem.
- Engage with development economics from an interdisciplinary perspective, drawing on evidence and analytical tools alongside knowledge from other disciplines.

Assessment

Assessment consists of four components designed to reward sustained engagement across the semester and to be accessible to students from diverse disciplinary backgrounds.

Reading Reflections (25%): Two short structured responses to designated readings, submitted before class. Each reflection is approximately 400–500 words and should summarise the paper's argument, identify one strength and one limitation of the evidence or approach, and draw out one policy implication.

Group Policy Brief (30%): Working in small groups, students produce a policy brief of approximately 1,500–2,000 words analysing a development challenge and proposing evidence-based responses. The brief should identify the nature and causes of the problem, critically assess the existing evidence on what has and has not worked, and make clear and reasoned policy recommendations.

Individual Reflection on Group Project (10%): A short individual piece of 400–500 words submitted shortly after the group policy brief. This is not a report on what the group produced but a critical reflection on the process: what you contributed, what you would do differently, and what the exercise taught you about working with evidence in a complex policy context. Assessed on honesty of reflection and quality of critical thinking rather than on the group's output.

In-Class Essay (35%): A timed in-class essay drawing on two or three papers discussed in class during the module. Students may bring the papers and their class notes. The essay has two parts. The first asks students to evaluate the evidence in the papers: what argument is being made, how convincing is the evidence, and what are its key limitations. The second asks students to reflect on what the papers collectively suggest — whether they changed or challenged your thinking, what questions they leave open, and what they imply for how development problems should be approached.

Readings

A full reading list, including journal articles and open-access resources, will be provided at the start of the module. The following books and articles provide the core intellectual foundations for the module and students are encouraged to engage with them across the semester rather than waiting for specific sessions in which they are assigned.

Books

- Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*
- Abhijit Banerjee and Esther Duflo, *Good Economics for Hard Times: Better Answers to Our Biggest Problems*

- Angus Deaton, *The Great Escape: Health, Wealth, and the Origins of Inequality* (2013, Princeton University Press)
- Stefan Dercon, *Gambling on Development: Why Some Countries Win and Others Lose*
- Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*
- Dani Rodrik, *Development Strategies for the 21st Century*

Key Articles

- Thandika Mkandawire, "Thinking about Developmental States in Africa," *Cambridge Journal of Economics* 25(3), 2001: 289–314.
- Thandika Mkandawire, *Running While Others Walk: Knowledge and the Challenge of Africa's Development*, LSE African Initiative, 2010.
- Amartya Sen, "Poor, Relatively Speaking," *Oxford Economic Papers* 35(2), 1983: 153–169.
- Bina Agarwal, "'Bargaining' and Gender Relations: Within and Beyond the Household," *Feminist Economics* 3(1), 1997: 1–51.

Additional journal articles will be provided in advance of each session. Full bibliographic details and access links for all readings will be included in the reading list circulated at the start of the module.

Module Code: CO7065

Module Name: Global Health in Humanitarian Contexts

Semester taught: 2

Contact Hours: 10-12 seminar hours; plus online class to be done before each seminar

ECTS: 5

Module Coordinator: Dr. Alina Cosma (cosmaa@tcd.ie)

Aims

Bringing together expert academics and practitioners from across a range of global health sectors and disciplines, this module aims to equip postgraduate students with the knowledge and practical skills to address major health needs in humanitarian settings.

Learning Outcomes

On successful completion of this module students should be able to:

- Explore the principle causes of humanitarian crises (e.g., climate change, conflict, population displacement) and the extent to which these contribute to poor health and vulnerability worldwide;
- Examine the key health needs in a humanitarian crisis, including the particular needs of women and girls;
- Establish how we can develop effective health responses in humanitarian settings, including, but not limited to, non-communicable diseases (NCDs), Disability Inclusion, Water and Sanitation and Hygiene (WASH), Sexual and Reproductive Health (SRH), Mental Health and Psychosocial Support (MHPSS), Gender-based Violence (GBV), and Youth and Adolescent Health (Y&A Health)

Module Content

- An introduction to health in humanitarian settings and key health needs
- Socio-political, cultural and contextual determinants of health within humanitarian settings
- Health needs and humanitarian interventions for:
 - Communicable and non-communicable diseases
 - Child and adolescent health and protection
 - Gender-based violence, sexual and reproductive health
 - Mental health and psychosocial support
- Water, sanitation and hygiene (WASH), nutrition and food security
- Health care systems, ethics and coordinating responses for health across SDG clusters

Indicative Resources

Lecturers will provide recommended reading lists. Lecture notes and additional materials will be posted on Blackboard.

Essential Reading:

Banatvala, N. & Zwi, A. B. (2000). Public health and humanitarian interventions: Developing the evidence base. *BMJ*, 321, 101-105.

Blanchet, K., et al. (2017). Evidence on public health interventions in humanitarian crises. *Lancet*, 390, 2287–96.

IASC (2007). IASC guidelines on mental health and psychosocial support in emergency settings. Geneva: Inter-Agency Standing Committee.

Kohrt, B. A., et al. (2019). Health research in humanitarian crises: An urgent global imperative. *BMJ*, 4. WHO (2020). Health Cluster Guide. Geneva: World Health Organization.

Methods of Teaching and Student Learning

This module will combine lectures, case studies, group work and self-directed learning.

Methods of Assessment:

Group work 30%, Assignment 70%

Module Code: DP7015

Module Name: Sustainable Agriculture & Land Use

Semester taught: 2

Contact Hours: 24 Teaching Hours; 100 hours reading, assignments

ECTS: 5

Module Coordinator: Dr. Matthew Saunders (saundem@td.ie)

Contributing lecturers: Prof Trevor Hodgkinson, Dr Jamie Waterman

Description:

By 2050 the UN estimates that the world will need 70% more food, 55% more clean water and 60% more energy than it does today. These demands will have to be addressed alongside a changing climate, increased pollution and the depletion of natural resources. The sustainable use of natural resources especially plants and soil systems is crucial for the future of humankind as they provide the food we eat, many of the medicines we depend on, several non-food products and the regulation of our climate. This module aims to develop a greater understanding of international food security, bioresources, agricultural productivity and sustainability. It covers several themes including:

- Bioresources and bioprospecting
- Non-food crops/products
- Domestication and breeding
- Productivity and sustainable agriculture in both temperate and tropical regions
- Conservation of genetic resources, bioprospecting and ethnobiology
- Ecosystem service provision and the conservation of natural capital

- Soil systems and their management
- Biogeochemical cycles including carbon and nitrogen cycles
- Agriculture linked climate change and pollution

Learning Outcomes:

On successful completion of this module, students will be able to:

- Demonstrate a detailed knowledge of agricultural plants, domestication and non-food crops
- Explain the key concepts of bioprospecting and ethnobiology
- Demonstrate a detailed knowledge of plant genetic resource conservation
- Show how breeding methods are used to produce new plants for agriculture and medicine
- Explain how agriculture can be made more sustainable
- Explain the major methods of biological pest control and the use of insects as pollination services
- Describe the processes of soil formation and their relevance to agriculture.
- Discuss the role of sustainable agricultural management in enhancing productivity and minimising environmental pollution.
- Demonstrate an understanding of key biogeochemical cycles and the exchange of carbon, nitrogen and water across the soil-plant-atmosphere continuum.

Assessment

Attendance is mandatory. Assessment is 100% assignment based

Module Code: DP7025

Module Name: Qualitative Research Methods

Semester taught: 2

Contact Hours: 24 Teaching Hours; 100 hours reading

ECTS: 5

Module Coordinator: Dr Stephan Hugel (shugel@tcd.ie)

Outline:

Research is an art with multiple facets. This module focuses on qualitative research from two specific perspectives. First, we will learn the key methods used by social scientists to collect data. We will become familiar with interview techniques, the practice of ethnography, the analysis of discourses and policy documents, and the development of focus groups. Second, we will discuss how to be critical with our findings. Data rarely speaks for itself. Particularly when it comes to qualitative research, being able to interpret the data and place it within a broader debate, is crucial. We will therefore use critical theory, drawing upon the work of philosophers and critical social scientists, such as Horkheimer and Adorno, to discover how the findings of our research can be used to critique current development issues (ranging from climate change to poverty, and from environmental degradation to inequality), and how a critique can be used as a starting point to imagine and propose alternatives.

This module is designed to be interactive: what we will learn, will be put into practice, in order to accomplish the following objectives:

- Become able to practice key methods in qualitative research
- Reflect over the importance and, above all, the meaning of data
- Examine, in a critical manner, research findings in relation to major development challenges
- Master critical theory and apply it to a research project
- Design a research project with a critical lens

By completing this module, students will be able to achieve the following Module Learning Outcomes (MLOs):

MLO1: To practice qualitative research in the field, by using multiple methods such as interviews, focus groups and ethnography

MLO2: To collect and analyze qualitative data

MLO3: To contextualize the data in relation to key debates in development, and interpret it in a critical manner.

Assessment:

The assessment will consist in the development of a research proposal, comprising a literature review, research questions and a methodology section. Details will be advised at the beginning of the module.

Key readings:

Bryman, A. (2015). *Social research methods*. Oxford university press.

Tyson, L. (2014). *Critical theory today: A user-friendly guide*. Routledge.

Bronner, S. E. (2017). *Critical theory: A very short introduction*. Oxford University Press.

Module Code: DP8006

Module Name: Globalisation & African Development

Semester taught: 2

Contact Hours: 24-40 Teaching Hours; 80-100 hours reading, assignments

ECTS: 5

Module Coordinator: Prof. Pádraig Carmody (carmodyp@tcd.ie)

Description:

Globalisation is often defined as the increased interconnectedness of places. However, the dimensions of interconnection vary through time and space. Consequently, globalisation is constantly in the process of evolution. This advanced seminar seeks to understand the nature and evolution of globalization in Africa. While Africa's share of world trade and investment fell during the 1970s through the 1990s, the 2000s have been different as global resource scarcity increases and a new inter-regionalism is forged with the countries of Asia in particular. Some argue that there is now a new scramble for Africa with important political and human security implications. Africa is also thought to be the region of the world which will be most affected by climate change, with some estimates suggesting that the value of African crop output may fall

by 90% by 2100. The destruction of the forestland of the Congo River Basin is already thought to have reduced rainfall in the American mid-West by approximately 35% each February. Consequently, the impacts of globalisation on the continent have global environmental implications.

Learning Objectives & Outcomes:

By the end of the module students should have:

- A good understanding of African political economy.
- Be conversant with the impacts of globalization, technological development and external social forces on the sub-continent.
- Have a good understanding of the importance and nature of the new inter-regionalism being constructed with Asia.
- Understand the importance of local context, resources and social struggles in the construction of regions on the sub-continent with distinctive characteristics.
- Understand the concept of human security and its application to issues such as HIV/AIDS.
- Understand the nature of the global aid regime and its potentialities and limitations to transform socio-economic development on the sub-continent.
- Be able to critically assess the future possibilities and directions for economic development on the sub-continent.

Assessment:

Attendance is mandatory.

The grading for this class will be composed of three elements - In class participation (10% of the grade); you will be required to write a one page typed response for three topics during the module. In your paper you should highlight what you see as the most important elements of the readings, whether or not the arguments presented are convincing and how the different readings relate to each other (30% of your grade). Final research paper - This is an opportunity for you to explore a particular topic of interest to you in greater depth. In your paper you should seek to address a specific question. It is also generally helpful to delimit your topic regionally or to a country or two. Please email a paragraph to the instructor in advance for feedback on proposed topics. The final paper itself will make up 60% of your final grade (3000 word maximum).

Module Code: DP8017

Module Name: Smart Eco-Cities of the future

Semester taught: 2

Contact Hours: 24 Teaching Hours; 100 hours reading

ECTS: 5

Module Coordinator: Dr Stephan Hugel (shugel@tcd.ie)

Outline:

The world is entering an urban age. There is a direct correlation between global development challenges such as climate change, poverty and resource scarcity, and urban issues. The way cities are designed, planned, governed and experienced, has a direct impact not only on local societies, economies and environments, but also on the planet.

However, while cities are responsible for the majority of the environmental, social and economic problems of the twenty-first century, they can also be drivers of change and steer the development of nations towards a condition of sustainability. Today, it is clear that current cities have to evolve, but how and when this will happen are questions which are still surrounded by a veil of mystery.

In this module, we will examine the main models of sustainable urbanism currently under development across the world. We will learn how projects for smart cities and eco-cities are developed, drawing upon a number of case studies from different continents. We will explore new and existing cities in Southeast Asia, the Middle East and Europe, in order to evaluate how the idea of urban sustainability is cultivated and implemented across geographical spaces, seeking to discover a formula for sustainable city-making.

This module is highly interdisciplinary and interactive, and uses the tools of geography, planning, politics and sustainability science to accomplish the following objectives:

- Understand and evaluate mainstream models of sustainable urban development such as the smart city and the eco-city
- Reflect over the meaning of the idea of urban sustainability
- Undertake a critical analysis of projects for smart and eco-cities from a sustainability perspective

Assessment:

Online test (worth 100%) comprising a mix of open and close ended questions.

Textbook

Cugurullo, F. (2021). *Frankenstein urbanism: Eco, smart and autonomous cities, artificial intelligence and the end of the city*. Routledge.

Module Code: DP8022

Module Name: Impact Measurement

Semester taught: 2

Contact Hours: 24 Teaching Hours; 18 lab hours; plus reading

ECTS: 5

Module Coordinator: Dr Tara Bedi (tbedi@tcd.ie)

Objective:

The objective of this module is to understand the various tools available to assess the causal impact of programs, such as anti-poverty programs and job-scheme programs, on our variable of interest, such as income or food security. Through this, we are able to evaluate which programs have an effect on our outcomes of interest and which do not. In this module we will study a few different evaluation techniques, with a major focus on randomised field experiments and the look at different observational methods, including instrumental variables and regression discontinuity. We will also look at how to integrate these evaluations into the program cycle and what policy implications these studies can have.

Learning Objectives & Outcomes:

On the successful completion of this course students should be able to:

- Formulate a balanced, critical assessment on alternative methods of measuring the impact of development programs.
- Use the Stata statistical software program to apply tools of causal analysis with development data sets.
- Interpret estimation results and identify the main findings from the analysis.
- Be able to outline an evaluation strategy for a development program.

Assessment

1. Review of impact evaluation paper (25%)

2. Group project, which is divided between 20% on a policy brief on the Graduation Model and 15% on the group presentation on impact evaluation proposal (35 % total);
3. Data analysis exercise and write up (40%)

Attendance is mandatory: Class attendance is mandatory. If more than one class is missed, unless there is a valid reason that is conveyed prior to the class, a point will be deducted from the final grade.

Initial Readings:

- Text book: Impact Evaluation in Practice - Second Edition,
<http://www.worldbank.org/en/programs/sief-trust-fund/publication/impact-evaluation-in-practice>
- Ten Reasons Not to Measure Impact and What to Do Instead.
https://ssir.org/articles/entry/ten_reasons_not_to_measure_impact_and_what_to_do_instead
- Using 'Random' Right: New Insights from IDinsight Team.
<https://www.cgdev.org/blog/using-%E2%80%9Crandom%E2%80%9D-right-new-insights-idinsight-team>
- Handbook on Impact Evaluation : Quantitative Methods and Practices.
<https://openknowledge.worldbank.org/handle/10986/2693>
- Ravallion, Martin. 2008. Evaluation in the Practise of Development. Policy Research Working Paper 4547. World Bank. Washington. DC.
- Pomeranz, Dina (2017). Impact evaluation methods in public economics. Public Finance Review, 45(1):10-43.
- Bruhn Miriam, and David McKenzie. 2009. "In Pursuit of Balance: Randomization in Practise in Development Field Experiments." American Economic Journal: Applied Economics 1: 200-32
- Caughey, Devin M., and Jasjeet S. Sekhon. 2011. "Elections and the Regression Discontinuity Design: Lessons from Close U.S. House Races, 1942 - 2008." Political Analysis 19: 385-408.
- Dehejia, Rajeev H. 2005. "Program Evaluation as a Decision Problem." Journal of Econometrics 125: 141-73

Module Code: DP7028

Module Name: Dissertation/Fieldwork Preparation

Semester taught: 2

Contact Hours: 750 hours (40-46 hours classroom based; 720-730 hours Work placement plus Dissertation work)

ECTS: 30

Module Coordinator: Dr Tara Bedi (tbedi@tcd.ie)

Description

This module has two parts. The primary is focused on the dissertation process, with seminars running through the whole academic year, that focus on research based skills important for the dissertation, exposure to different NGOs and their ways of working, as well as a seminar from career services.

From September, MDP students are supported and encouraged to undertake a research or practice-based placement with a development, research, government or non-governmental organization, either in Ireland or internationally leading to the writing and submission of a dissertation. Students will be encouraged to apply to partner organisations across multiple locations to study a pressing development research challenge and to gather data for use in their dissertation. Assessment of the research project will be by submission of a dissertation of a maximum of 10,000 words. Students may instead choose to undertake a systematic review for their dissertation. In addition, students do a short group work placement with an Irish NGO on a specific purpose project, where the primary work will be done in class in January/February. The assessment of the short group work placement will be pass/fail based on a submission of a 10 page report and a 15 slide power point presentation.

The second part of this module is a short research placement with Irish-Based Non-Governmental Development Organisations (NGDOs) on specific research topics (potentially may also be non Irish based and the interaction will be virtual). The MDP team engaged in consultation with selected NGDOs to identify topics of research interest to the partner organisations. Students will be placed into research teams and will work together with the host organisation on specific projects. The engagement with a partner organisation will take place between January and March. Beginning in January, during their dissertation class time students will work in their teams on their specific research project. As a requirement of this class, students will complete a 10-15 page research report, accompanied by a 10 slide presentation of the main findings from the report. This component will be assessed by a pass/fail.

Learning Objectives & Outcomes:

- LOB 1: To encourage all students to undertake practice based learning and fieldwork on a sustainable development challenge in national and international contexts;
- LOB 2: To encourage students to gain practical experience with a development organisation
- LOB 3: To support students to conduct a development research project
- LOB 4: To oversee the production of finished dissertation of appropriate academic standard.

Module learning outcomes

On successful completion of this module, students should be able to do

- MLO 1: Gain experience in research design, planning, delivery and presentation
- MLO 2: Put all technical and disciplinary learning into practice in their independent research project
- MLO 3: Carry out primary and secondary data collection, as appropriate, utilising a range of quantitative and qualitative methods
- MLO 4: Explain the importance and, above all, the meaning of data
- MLO 5: Examine in a critical manner research finding, in relation to a sustainable development challenge
- MLO 6: Design and deliver a research project with a critical lens
- MLO 7: Develop project and programme management skills and have an opportunity to put these into practice in a real-world multi-disciplinary environment
- MLO 8: Describe the practices and policies of development organisations
- MLO 9: Gain experience in co-designing and delivering research with an experienced practitioner

Mode of Assessment

Participation in all lectures and workshops is mandatory

1. Research report and PowerPoint presentation deck – pass/fail
2. Preparation and presentation of research proposal – verbal feedback
3. Delivery of research dissertation, which accounts for 100% of the mark for this module.

Indicative bibliography

Bryman, A. (2015). *Social research methods*. Oxford university press.

Bronner, S. E. (2017). *Critical theory: A very short introduction*. Oxford University Press.

Hammet, Daniel (2019). *Research and Fieldwork in Development*. Routledge Press.

Lilja, N., Dixon, J., Eade, D., (2012). *Participatory Research and Gender Analysis: new Approaches*. UK: Routledge

Newing, H., (2011). *Conducting Research in Conservation: A Social Science Perspective*. London: Routledge

Perry 6 and Bellamy, C., (2012). *Principles of Methodology*. London, UK: Sage Publications

Plano Clarke, V., Creswell, J., (2008). *The Mixed Methods Reader*. UK: Sage Publications.

Pratt, B., Loizos, P. (2003). *Choosing Research Methods: Data Collection for Development Workers*

Dissertation Guidance for Students

Introduction:

Description:

An independently researched project, providing novel insight into a selected research area concerning international development and written up as a dissertation.

Student responsibilities

It is the responsibility of all students to:

- Determine the nature and content of the research project they wish to undertake.
- Decide if they intend to undertake a practical placement for data collection. If yes,
- Seek and secure an appropriate placement
 - Complete in the necessary forms to secure College Insurance, approvals, and emergency contact information
 - Provide copies of relevant documentation to the programme administrator, Ms. Elaine Elders (elderse@tcd.ie) AND load onto Blackboard into the appropriate folder
 - Familiarise themselves with the cover provided by College;
 - Familiarise themselves with the terms and conditions of cover, and any restrictions that may apply. *All information regarding insurance is available at*

the TCD insurance webpage- <https://www.tcd.ie/estatesandfacilities/shared-admin-and-support/insurance/>

- Complete a full risk assessment form and return this to Module Coordinator at least one month before departure (susan.p.murphy@tcd.ie);
- Upload signed and approved risk assessment and any other required materials onto blackboard when completed, and ensure this is sent to The College Safety Officer, Estates & Facilities, TCD.
- Ensure full understanding of code of conduct for MDP students
- All students are expected to act in accordance with College Rules and Regulations while on placements. Please ensure you are familiar with the requirements and expectations as outlined in the Graduate Calendar, Part III
- Adhere to ALL college policies at ALL times – see here for most up to date list of college policies. <https://www.tcd.ie/about/policies/>
- Complete and submit signed student internship agreement form.
- Secure an academic supervisor
- Manage relations with the academic supervisor, agreeing a schedule for meetings, submission and review of materials, and general process.
 - Typically students organize to meet with their supervisor up to 6 times over the course of the year.
 - Typically supervisors will agree to conduct one full review of the dissertation. They may agree to review two iterations of each chapter.
- Familiarize themselves with the course specific information contained in this document;
- Consult the general information on dissertation preparation and submission in the University of Dublin Calendar Part III available at <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/> and any other relevant institutional information, as directed by your Academic Supervisor.

Submission Date: 27th August 2027

Submission portal: Blackboard Drop Box

Forms to be included:

1. Students must complete a 'Declaration of authorship' form
2. Students must complete relevant plagiarism declaration forms
3. Students must complete and submit research ethics project completion forms available at <http://naturalscience.tcd.ie/research/ethics/>

The dissertation will be date/time stamped upon submission to Blackboard.

Copies received after the date/time specified above will be subject to a penalty. ***Dissertations submitted after the deadline will receive a 10% deduction in the final mark for each working day late.***

Dissertation Format:

The dissertation must conform to the following format:

- Title page including student name, number and supervisor, MSc course plus word count.
- The title page should be followed by a signed declaration stating that:
 - a) the dissertation has not been submitted as an exercise for a degree at this or any other University,
 - b) the dissertation is entirely the candidate's own work and,
 - c) the candidate agrees that the Library may lend or copy the dissertation upon request.This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement (for further information on general College rules see College Calendar Part III).
- Recommended Font: 11pt Arial, Tahoma or Helvetica
- Paragraph: 1.5 line spacing, justified, margins 2.5 cm
- Page Numbers
- Summary – maximum 1 page
- Word limit: 10,000 words (not including references, tables, figure captions etc)

Plagiarism:

- Examiners may employ assessment tools to test materials for plagiarism at any stage during the assessment process.

- The standard rules regarding plagiarism apply to all work submitted for assessment.

Marking: Dissertations are double marked by the supervisor and an internal examiner. In the event of a significant discrepancy between the first and second examiner reports, dissertations can be sent to the external examiner for a third examination. All dissertations' grades and examiner reports are then subject to the normal Court of Examiner process.

Structure: Normally, the major sections of the dissertation will be:

- General - The problem / research challenge examined in the dissertation should be clearly and explicitly rooted in a development context and linked to development literature on the topic.
- Summary – this should provide a concise statement of the rationale, aims, methodology, main findings and conclusions of the dissertation.
- Acknowledgements – acknowledge all help you have received during your research project. If you utilise data that has been collected by others, *you should clearly state this at the appropriate point of the main text, in addition to the acknowledgements.*
- Introduction – Outlines research question and objectives; provides sufficient background to the research area to set the work in context, and an explicit statement of the project aims.
- Literature Review – Students should employ a minimum of 30 literature sources (including books, journals, web sources, organisational reports, and so on).
- Materials and Methods – a concise but explicit statement of the theoretical bases for the methods selected for data collection; explain sample size and sampling method; explanation of data analysis; explain any constraints or limitation of the fieldwork, data and / or analysis; ideally a reader should be capable of applying the same methods exactly by reading your text.
- Results – all data gathered should be summarised in appropriate figures or tables, and should be fully described in the text. Analyses of data should be fully incorporated into the description of data trends.
- Discussion – the main findings should be fully and critically discussed in the context of other relevant work in the research area.
- Conclusion – Concluding remarks should revisit the research question, provide novel synthesis of your work; and identify areas for future research.

- References – full references to all work cited in the body of the dissertation should be gathered here, and presented in a consistent format.
- Appendices – where appropriate, additional information may be provided in an appendix. This may include additional site details, raw data etc. that may be helpful but not necessarily essential to a reader. *You should also provide your supervisors with a full copy of your data.*

Module Code: DP7027

Module Name: Global Classroom

Semester taught: 1

Contact Hours: 12 x 1 hour seminars

ECTS: 0 – Optional module – not for credit

Module Coordinator: Dr. George Dunwoody (gmdunwoody@gmail.com)

Description

The broad goal of this module is to introduce the *foundations* of key sectoral and thematic knowledge for important challenges to sustainable development. Through the Global Classroom, an approach pioneered by Columbia University and the Global MDP Association, we will do this together with academic partners from around the world. The course will achieve its learning objectives by deploying a combination of lectures from internationally recognized experts, classroom and online discussion, extensive readings, and class writing projects.

Learning Objectives & Outcomes

Upon successful completion of the module, students will become familiar with current and emerging global issues related to Sustainable Development Goals, be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries, and be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development.

Assessment

Will include policy briefs written individually by students. The policy briefs will require the student to display deep, substantive knowledge of sustainable development policy. Further details will be provided at the start of the module.

Readings

All readings will be posted on the course website prior to presentations. Last year's readings (and more details on the Global Classroom) can be found on the 2019 GC website at globalclassroom2019.com.

Note: Any changes to the above module outlines or assessment details will be posted to the individual module on Blackboard.

School Policies and Procedures

Attendance

Students must attend College during the teaching term. They must take part fully in the academic work of their class throughout the period of their course. Lecture timetables are published through my.tcd.ie, and on school or discipline noticeboards or in Blackboard before the beginning of Michaelmas teaching term. The onus lies on students to inform themselves of the dates, times and venues of their lectures and other forms of teaching by consulting these timetables.

Health, Safety & Security

Health

Please inform either the Programme Director of medical conditions or other problems that may require special attention from staff. In case of illness, students may attend the Student Health Centre (House 47).

Accidents

All accidents must be reported to the Safety Officer (Alison Boyce ext: 3506) as soon as possible after they occur. Victims should be escorted to the Student Health Centre for treatment if necessary. An ambulance should be called in the event of a serious accident (9-999 on phones with outside lines and inform the security office). Victims should not be taken to hospital in a private car or taxi.

Fire Safety

Fire extinguishers and copies of the College General Fire Notice are displayed at various locations in the campus. These are normally located in hallways. Fire extinguishers provided are water, powder, carbon dioxide or a fire blanket.

Help to prevent fires from starting or spreading by the following:

- Do not store flammable materials in corridors and other open-access areas.
- Exercise caution when using flammable materials and electrical equipment.
- Do not place smouldering items in bins
- Keep filing cabinets and presses closed when not in use
- Turn off and switch off at the socket (or unplug) electrical equipment that is not in use.

The college buildings are equipped with fire alarms. On hearing the alarm, leave the building quickly and in an orderly manner, and assemble at the designated meeting point for that building.

Bomb Alerts

Watch out for suspicious packages at all times and, if one is observed, alert a staff member immediately. If there is a bomb alert, follow the same procedures as for a fire alert.

Risk Assessment

A risk assessment must be carried out for research activities such as field work. Risk assessment forms are available from the Safety Officer and will also be available on Blackboard. Detailed safety guidelines on fieldwork are available from the department's Safety Officer and should be consulted before fieldwork is undertaken. A risk assessment should be completed **BEFORE** conducting fieldwork.

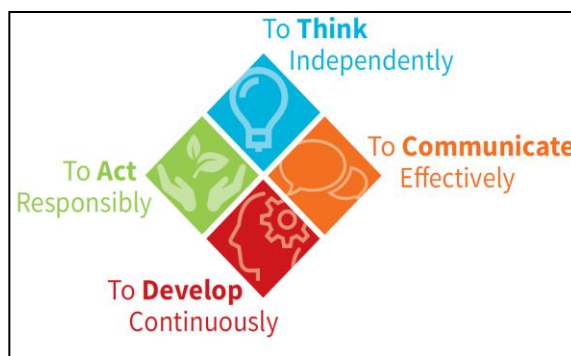
IMPORTANT NOTE: Failure to complete the relevant forms may prevent you from undertaking fieldwork or participating in field trips, and can result in you forfeiting marks for associated.

Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills, and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively



Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional, and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study.

They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and team-work skills.

Important Information

Student Services



For general information on the Supports and Services available to Trinity Students please visit:
<https://www.tcd.ie/students/supports-services/>

This is a comprehensive site which breaks down the different categories of support and services available to students in an intuitive manner.

Follow on to the next page for a breakdown of some of our key supports and services.

Postgraduate Advisory Service

The Postgraduate Advisory Service was established in 2009 to extend Trinity's historic and unique tutorial service to the postgraduate community. We offer free, independent, and confidential support, guidance and advocacy to registered postgraduate students at Trinity.

When should I contact them?

Postgraduate Advisory Service (PAS) provides support on any matter that may impact upon your time as a postgraduate at Trinity.

Some of the most common issues students come to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases.

What Supports do they provide to students?

They provide frontline confidential and free support, information, and referral via the Postgraduate Student Support Officer;

On referral, named academics provide advice, advocacy, and assistance via the panel of Postgraduate Advisors;

A suite of complementary supports is available including informal mediation, workshops and training to postgraduates;

Administering the Postgraduate Student Assistance Fund and other financial assistance to postgraduate students.

How do I get in touch?

For general or brief queries, you can email PAS at postgrad.support@tcd.ie. Please be sure to include your name, School/ course and a brief outline of your query/concern.

To make an appointment with the Postgraduate Student Support Officer, email PAS postgrad.support@tcd.ie, with your name, student number, School/ course and a brief outline of your query/concern.

For full details about PAS, on making a query or requesting an appointment visit:

<https://www.tcd.ie/seniortutor/students/postgraduate/>

Disability Services

The Disability Service aims to provide appropriate advice, support and information to help students and staff with disabilities. The Disability Service has in place a range of supports to ensure that students with disabilities have full access to the same facilities for study and recreation as their peers. Most students registering with the Disability Service request access to a range of supports that help the student reach their full potential while studying. Most students' needs are accommodated through these supports. The student decides what level of support they require.

For contact information or to make an appointment please contact the Disability Services – contact details are available via the following webpage:

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

Student Learning Development

Student Learning Development offers support in a variety of study and learning skills including essay writing, exam preparation, study skills, self and time-management and note taking. Mechanisms of support are workshops, individual appointments and drop-in clinics.

For Postgraduate Students: <https://www.tcd.ie/sld/your-student-journey/postgraduate-students/>

For general information on all resources and supports available visit: <https://www.tcd.ie/sld/>

Student Health and Wellbeing

College Health Service

Trinity Health Services have GP services available for the following Opening Hours: Please contact us on 01 8961556 or 01 8961591 between 9am and 1pm and from 2-4:30pm

You can email collegehealth@tcd.ie , but please note that this email is NOT FOR ANY MEDICAL/CLINICAL enquiries and is not manned to manage clinical/medical enquiries, strictly only admin.

The Physiotherapist operates daily between 09.00 and 13.00 and also Monday/Tuesday afternoons during term time.

For further information visit: <https://www.tcd.ie/collegehealth/>

Student Counselling

The Student Counselling Service is here to help you to manage any difficulties you are experiencing so you can enjoy and fully participate in your time here at College.

If you wish to make an appointment with the Student Counselling Service, please consider one of the options below. If you have any other queries you can call into reception on the 3rd floor of 7-9 South Leinster Street or contact us on:

Phone: (01) 896 1407

Email: student-counselling@tcd.ie

For further information visit the following webpage: <https://www.tcd.ie/StudentCounselling/>

Student Life

Student life offers information on Supports and Services, Clubs and Societies, Student Unions etc., <https://www.tcd.ie/students/>

Academic Registry

The Academic Registry is responsible for services that support the complete student lifecycle of Trinity College Dublin – from application to graduation.

For information on Registration, Fees, Grants, ID Cards etc. visit the Academic Registry (AR). AR is located in the Watts Building, on the first floor, or visit the AR website:

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

Queries can be emailed to academic.registry@tcd.ie, or you can telephone 01 896 4500 during office hours.

Student Accommodation

CAMPUS: The Accommodation Office is open Monday to Friday from 8.30am to 1pm and 2pm-5pm each day. Queries can be emailed to residences@tcd.ie, or you can telephone 01 896 1177 during office hours.

After hours you can contact Front Gate at 01 896 3978 in case of difficulties or key problems. In Goldsmith Hall attendants are on duty in the residential area at weekends and overnight and they will assist with local problems.

In the event of a serious emergency, particularly where you require the attendance of ambulance, fire or police services please telephone College Security at 01 896 1999 (internal 1999). To ensure a co-ordinated response please do not call these services directly. We recommend that you programme these numbers into your mobile phone using the prefix "01" before the number. <https://www.tcd.ie/accommodation/>

Appendix 1

Item	Reference/Source
Statement on General Regulations	<u>Calendar, Part II, General Regulations and Information, Section II, Item 12</u> <u>Calendar, Part III, General Regulations, Section I</u>
Student Supports Co-curricular activities TCDSU, GSU & student representation structures	<u>Student Supports</u>
Emergency Procedures	In the event of an emergency, dial Security Services on extension 1999 Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).
Data Protection	<u>Data Protection for Student Data</u>
Research Ethics	<u>Policy on Good Research Practice</u>

Item	Reference/Source
Plagiarism & Referencing Guidance	<u>Calendar, Part B, General Regulations and Information</u> <u>Calendar, Part III, General Regulations & Information,</u> <u>Section I 'Plagiarism'</u> <u>Plagiarism Policy</u>
Health and Safety Statements	Faculty of Science Engineering, Mathematics and Science website - https://www.tcd.ie/stem/undergraduate/health-safety.php
Reference to Relevant University Regulations	<u>Academic Policies</u> <u>Student Complaints Procedure</u> <u>Dignity and Respect Policy - Equality, Diversity and Inclusion Trinity College Dublin (tcd.ie)</u>
Timetable for students	<u>My TCD</u>
Internships/ Placements for Credit	<u>Internship and Placement Policy.</u>
Marking Scale	<u>Calendar, Part B, General Regulations and Information</u>
Progression Regulations	<u>Calendar, Part II, General Regulations & Information</u> <u>Calendar, Part II, Part C</u> <u>Calendar, Part III, Section III 'Examinations, Assessment and Progression' and 'Assessment and Progression Regulations'</u>
Awards	<u>National Framework for Qualifications</u> <u>Trinity Pathways Trinity Courses</u>
Careers Information & events	https://www.tcd.ie/Science/careers/
External Examiner	<u>Procedure for the transfer of students assessed work to external examiners</u>

Attendance Requirements	<u>Calendar, Part B, General Regulations and Information</u> <u>Calendar, Part III, General Regulations and Information,</u> <u>Section I 'Attendance and Off-Books'; Section II</u> <u>'Attendance'; Section III 'Attendance, Registration,</u> <u>Extensions'; Section IV 'Attendance and Examinations'</u>
Feedback and Evaluation	<u>Student Evaluation and Feedback</u> <u>Student Partnership Policy</u> <u>Procedure for the conduct of Focus Groups</u>