Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Master of Science in Development Practice

Course Handbook

Masters in Development Practice

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Welcome to the Masters in Development Practice

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/

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 (TCD) School of Natural Science 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

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- 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.

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.

Semester One will run from Monday 11th September 2023 to Friday 1st December 2023.

Semester Two will run from Monday 22nd January 2024 to Friday 12th April 2024.

The full timetable for each semester will be available via the my.tcd.ie portal.

Resources and Credits

Students are required to accumulate 90 ECTS (European Credit Transfer System). Coursework accounts for 60 ECTS; fieldwork preparation and dissertation accounts for 30 ECTS.

Students will have access to all library facilities in TCD, including the Freeman Library in the Museum Building. Students will also have access to additional resources and materials through the website of the Global MDP Association - mdpglobal.org. Students are encouraged to avail of all resources and materials locally and online.

Supervision

Students are required to secure an appropriate supervisor for their fieldwork preparation and dissertation before undertaking summer fieldwork. Supervisors will be drawn from across all faculties in TCD. Students should identify an appropriate supervisor on the basis of the topic they have selected, and their general research interests in consultation with the module coordinator.

Contacts

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

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

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Governance Structure

Course Committee:

This committee has responsibility, in conjunction with the Head of the School of Natural Sciences, for the day to day running of the programme and for its future development. The committee participates in the implementation of and compliance with the TCD Quality Assurance procedures and assists in the periodic reviews of the programme.   This committee reports into the Graduate Studies committee.

Membership of the Course Committee:

Ex officio members:

Course Director (Prof. Pádraig Carmody)

School Director of Teaching and Learning (Postgraduate)

Head of School of Natural Sciences

Course Administrator

All module coordinators

Student representative

Two additional members may be co-opted on an annual basis

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Module Coordinators

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 additional to human environment relations and regional development. He was elected as a member of the Royal Irish Academy and Royal Academy for Overseas Sciences in 2018.

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

Dr. Susan Murphy

Susan Murphy is an Associate Professor in Development Practice and teaches Gender and Development, Climate Justice, and Development Practice. 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 Gender & Development (with Dr Tara Bedi); Fieldwork Preparation and Dissertation; and co-coordinates Climate Change: Science Development & Justice with Dr. Conor Buggy.

Dr. Conor Buggy

Dr. Conor Buggy is an Assistant 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 an Assistant Professor in Plant Ecophysiology within the School of Natural Sciences, Trinity College Dublin. He was awarded a Ph.D. in Plant and Environmental Ecophysiology (2005) and a M.Sc. in Environmental Science (2001) from Trinity College Dublin and has worked as a post-doctoral research fellow in University College Dublin (2006-2012) and the James Hutton Institute, UK (2012-2015). 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. He has published in international peer-reviewed journals on matters relating to plant science and environmental change including *Global Change Biology, Biogeosciences, Agricultural and Forest Meteorology* and *Ecology Letters*.

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

Dr. John McDonagh

Dr. McDonagh holds a BSc in Economics from the London School of Economics and a PhD in Economics from Trinity College, Dublin. He has taught a variety of undergraduate and post-graduate courses, including microeconomics and mathematical and statistical methods. His research interests include historical economic development, particularly in Ireland and Britain, and applied econometrics. He also has experience of working as a professional economist outside of academia on a range of micro and macroeconomic policy issues.

Dr McDonagh is the coordinator for Development Economics and Global Classroom.

Dr Federico Cugurullo

Federico Cugurullo is Assistant 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 are cultivated and implemented across geographical spaces, with a focus on projects for eco-cities and smart 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.

Building upon empirical grounds, Federico's main theoretical aspiration (also the subject of his forthcoming book) is the development of *urban equations* for a sustainable urbanism. Other theoretical contributions include the concept of *urban eco-modernisation*, and the theory of *de-composed urbanism* and *Frankenstein cities*.

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.

Dr Cugurullo 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 work has been funded since 2009 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).

Prof. Laurence Gill

Laurence Gill is a Professor in Environmental Engineering in the School of Engineering, Trinity College Dublin. His research interests involve studying the fate and transport of both air and water-borne pollutants in the natural and built environment, as well as the development of passive treatment processes. Much of the work involves extensive field studies which are then used to develop mathematical models to gain further insight into the processes. Prior to joining at Trinity College in 1999, he spent several years working in the UK water industry on the design of water and wastewater treatment processes for urban populations.

Prof Gill is the coordinator for Civil Engineering for Sustainable Development.

Dr. Tara Bedi

Tara Bedi is a Marie Curie (CAROLINE) Irish Research Council Post Doctoral Fellow in the Economics Department in Trinity College Dublin, where she is also received her PhD in Development Economics from. Prior to this, she worked with Trócaire, an Irish NGO, leading on policy research, including Leading Edge 2020. Before moving to Ireland, she worked in the Poverty Reduction Group at the World Bank, where she carried out research on impact evaluations, poverty maps and poverty monitoring systems. She received a master's degree in Public Administration in International Development from the Harvard Kennedy School.

Dr. Bedi is the coordinator for Impact Measurement and co-coordinates Gender & Development with Dr. Susan Murphy

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.

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Masters in Development Practice

Requirements and expectations

The Attendance:

Prompt attendance for **all** taught components, including fieldwork and dissertation preparation, is a requirement of this course. Prior permission for absence should be sought *in writing* from the module co-ordinator. *Failure to attend classes is regarded as a failure to comply with the fundamental course requirements.* For modules and projects that include field work, students are required to read the safety guidelines (available online at http://www.tcd.ie/estatesandfacilities/health-and-safety/). In addition to attending a safety briefing, students are required to complete health and safety forms and insurance forms.

The course aims to develop key transferable skills of both independent work and working together as part of a group. For group work, it is essential that students participate fully with assigned groups; take the initiative and do not leave it to others. Group work will be subject to peer group assessment.

This is a post-graduate qualification and therefore contains a considerable component of independent study. It is vital that students effectively manage the time spent outside of classes. The course structure assumes a nominal 40 to 50 hour week, although there will inevitably be some variability of workload throughout the year. This is especially the case as enrolled students usually come from a wide range of backgrounds with diverse skills and knowledge. This diversity may mean that some students may be unfamiliar with some basic concepts during the course. This will require extra reading for familiarisation of subjects that have not been studied previously. Please note that certain components of the course (e.g. seminars or field trips) may occasionally involve evening or weekend work, so students are expected to consult timetables carefully.

IMPORTANT: non-attendance due to paid employment is not an acceptable excuse or mitigating circumstance.

Code of conduct

All students are expected to comply with the TCD student code of conduct. Students are expected to be courteous and professional at all times, and in their dealings with all persons connected to the MDP. Failure to do so will result in disciplinary action. Inappropriate or unprofessional conduct will be brought to the attention of the course committee and appropriate penalties will be applied. Additional information is available from the college website. It is the student's responsibility to familiarise themselves with this information and ensure that all standards are maintained at all times throughout the programme.
https://www.tcd.ie/Junior_Dean/student-discipline/

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Course Information

Programme Aims, Objectives, and 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;

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- 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.

Description of the European Credit Transfer System

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for full-time study over one academic year is 60 credits.

1 ECTS credit represents 20-25 hours estimated student input, so a 5-credit module will be designed to require 100-125 hours of student input including class contact time and assessments. ECTS credits are awarded to a student only upon successful completion of the course year.

Course Structure

All modules are obligatory as follows:

- Global Health – choose from the following options:
  - Maternal & Child Health
  - Health in Humanitarian Settings
  - Sexual & Reproductive Health
  - Health, Environment & Climate
  - Social Determinants of Health
- Climate Change: Science, Development & Justice
- Research Methods: GIS
- Qualitative Research Methods
- Globalisation & African Development
- Sustainable Agriculture & Land Use
- Civil Engineering for Sustainable Development
- Theories of Development
- Gender & Development
- Development Economics
- Smart Eco-Cities of the Future
- Impact Measurement
- MDP Dissertation/Fieldwork Preparation
- MDP Global Classroom: Foundations of Sustainable Development Practice **(optional)**

Course Modules

Global Health

Students must select **one** module from the following five options:

Health, Environment and Climate (CO7052)

Module Coordinator: Niall Roche

ECTS Value: 5

Aims

Approximately one quarter of all deaths globally are attributable to environmental factors. This module examines the full of range environmental determinants of health under the broad umbrella term "Environmental Health". The module will introduce students to key underlying determinants of health in the environment, much of it in the built environment. In addition to identifying environmental health risks the module will outline practical steps to address those risks in many different settings and contexts (including humanitarian) but with a focus on low and middle income countries. Climate change will be highlighted as the biggest global threat to health in the 21st century and ways will be put forward to both adapt to climate change and address it practically and politically.

Learning Outcomes

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

- Apply knowledge and understanding of what environmental health and climate change mean in the current global health context.
- Develop an awareness of the key components of environmental health to consider in the design and implementation of a public health programme.
- Develop an awareness of how climate change and health issues can be tackled in terms of adaptation and mitigation at a "field" level and at a political level
- Integrate environmental health and climate change into the global debate on poverty alleviation and the achievement of the Sustainable Development Goals.

Module Content

- Introductions to environmental health and climate change
- Components of WaSH and wider Env. Health in high and low income country settings
- The science of climate change

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- The impact on health and opportunities for health through addressing climate change
- Linking climate change to the indirect health impact via food insecurity
- Mitigation and Adaptation to climate change including Disaster Risk Reduction and advocating on the issue of climate change and health

Indicative Resources

The module coordinator and guest lecturers will provide recommended reading lists. Lecture notes and additional materials will be posted on Blackboard.

Methods of Teaching and Student Learning

The module will cover approx. 12 hours of contact time plus 6 additional hours outside the classroom. The module is delivered in a participatory fashion encouraging shared learning amongst participants. A range of methods are provided including direct teaching through PowerPoint, brainstorming, group exercises, case studies and video. Teaching and reading materials will be posted through Blackboard to facilitate preparation before class and self-directed learning.

Methods of Assessment

Assessment of this module will be set by the Module Coordinator

Sexual and Reproductive Health (CM7058)

Module Co-ordinator: TBA

ECTS Value: 5

Sexual and reproductive health policies are neither developed nor adopted in a socio-political vacuum but are directly influenced by a range of factors in which scientific evidence is frequently subverted to a debate about values and our collective sense of right and wrong. This module aims to introduce students to theories and concepts informing the ways in which sexual and reproductive health services are both understood and delivered in different contexts. Students will be equipped with the knowledge and skills to critically appraise sexual and reproductive health policy and programming. The module takes a global approach, incorporating evidence from a range of contexts, countries and populations focusing on access to contraception and abortion services; the burden or HIV and other sexually transmitted infections (STIs); LGBTQI+ populations and women and girls at risk of Female Genital Mutilation and child marriage.

Aim

This module will explore the contested nature of sexual and reproductive health , and to provide students with a non-clinical foundation in family planning, obstetric health, HIV/AIDS and other sexually transmitted infections while exploring the particular barriers to sexual and reproductive health by vulnerable populations.

Learning Outcomes

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

- Identify a spectrum of conceptual and theoretical approaches to sexual and reproductive health;
- Demonstrate an understanding of the historical, socio-political, religious and other factors that shape public health policy and practice for sexual and reproductive health;
- Identify populations most-at-risk of poorer sexual and reproductive health outcomes and effective interventions for improving access to and uptake of services;
- Demonstrate knowledge and understanding of evidence-informed approaches to reproductive and sexual health issues in particular contexts through international case studies.

Module Content

This module will include but will not be limited to the following subjects:

- Conceptual and theoretical approaches to sexuality, sexual and reproductive health;
- The regulation of sexuality including policy making for sexual and reproductive health;
- Case study content from different contexts, countries and populations focusing on access to contraception and abortion services; the burden or HIV and other sexually transmitted infections (STIs); LGBTQI+ populations, and women and girls at risk of Female Genital Mutilation (FGM) and child marriage;
- The global burden of HIV and STIs;
- Public health interventions that aim to improve sexual health outcomes.

Reading List

"MyReadingList" is available for this module and will include a wide range of sexual and reproductive resources with links to their location in the TCD library. It will also be attached to the module in Blackboard.

Pre-reading/viewing:

Sex and Sexuality: Crash Course Sociology #31 https://www.youtube.com/watch?v=Kqt-_ILgv5c

World Health Organisation, FAQ on Health and Sexual Diversity, 2016: https://www.who.int/gender-equity-rights/news/20170329-health-and-sexual-diversity-faq.pdf?ua=1

World Health Organisation, Global Health Sector Strategy on Sexually Transmitted Infections, 2016-2021. https://www.who.int/reproductivehealth/publications/rtis/ghss-stis/en/

World Health Organisation, Global Health Sector Strategy on HIV, 2016-2021. https://www.who.int/hiv/strategy2016-2021/ghss-hiv/en/

World Health Organisation, Global Health Sector Strategy on Viral Hepatitis, 2016-2021 https://www.who.int/hepatitis/strategy2016-2021/ghss-hep/en/

Global Health Observatory data for sexually transmitted infections https://www.who.int/gho/sti/en/

Core Reading

Collumbien, M., Mitchell, K.; Wellings, K., (2012) Sexual health: A public health perspective. Maidenhead, Berkshire; New York, NY: Open University Press.

Elizabeth A. Armstrong-Mensah, (2017) Global Health: Issues, Challenges, and Global Action. WileyBlackwell (E-book)

Accelerate progress—sexual and reproductive health and rights for all: report of the Guttmacher– Lancet Commission, 2018: https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)30293-9/fulltext

Other Reading

Nathanson, C.A. Disease Prevention as Social Change: Toward a Theory of Public Health. Population and Development Review, 1996. 22(4)

Nathanson, C.A. R. Sember, R. Parker, (2007), Contested Bodies: The Local and Global Politics of Sex and Reproduction, in Sex Politics: Reports from the Front Lines, R. Parker, Petchesky, R., Sember, R., Editor. 2007, Sexuality Policy Watch: Rio de Janeiro.

Berridge, V. (1996), AIDS in the UK: The Making of Policy, 1981-1994. 1996, Oxford: Oxford University Press.

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Weeks, J. (1989), Sex, Politics and Society: The Regulation of Sexuality Since 1800 - 2nd Edition. Second ed. 1989, New York: Longman.

Weeks, J., (2007), Sexuality - 2nd Edition. New York: Routledge.

Nolan, A. (2018). The Gay Community Response to the Emergence of AIDS in Ireland: Activism, Covert Policy, and the Significance of an "Invisible Minority". Journal of Policy History, 30(1), 105-127. doi:10.1017/S0898030617000409

Nolan, A., Butler, S. (2018), AIDS, Sexual health, and the Catholic Church in 1980s Ireland: A public health paradox? American Journal of Public Health 108, 908_913, https://doi.org/10.2105/AJPH.2018.304433

Nolan, A., & Larkan, F. (2016). Vectors of transnationality in the adoption of a liberal public health response to HIV and AIDS in Ireland. Global Social Policy, 16(3), 253–267. https://doi.org/10.1177/1468018115620458

Butler, J., (1993). Bodies that Matter. Routledge: UK

Oliver, T.R., The Politics of Public Health Policy. Annual Review of Public Health, 2006. 27:

Buse, K., Martin-Hilber, A., Widyantoro, N., Hawkes, S.J., Management of the Politics of Evidence-based Sexual and Reproductive Health Policy. The Lancet, 2006. 368:

World Health Organisation (2015), Sexual Health, human rights and law. https://www.who.int/reproductivehealth/publications/sexual_health/sexual-health-human-rights-law/en/

World Health Organisation (2010), Developing Sexual Health Programmes: A framework for action https://www.who.int/gho/sti/en/

Methods of Teaching and Student Learning

This module will combine interactive and guest lectures with self-directed learning, case studies and site visits to sexual health services in the Dublin area (COVID-19 permitting).

Methods of Assessment

Assessment of this module will be set by the module co-ordinator.

Maternal and Child Health (CO7055)

Module Coordinator: TBA

ECTS Value: 5

Maternal and child health is a global policy priority for the World Health Organisation and this is reflected in SDG targets 3.1 and 3.2 dedicated to the reduction of maternal and infant mortality worldwide by 2030. The health of women and children is a core part of the right to health, encompassing reproductive and maternal health (prenatal and postnatal), and child health care. This module will provide an overview of both perinatal and neonatal health in developed and developing contexts. Students will explore important aspects of the public health response to maternal and new born health including nutrition, pregnancy, childbirth, and breastfeeding with the socio-cultural factors that impact access to healthcare and other essential interventions.

Learning Outcomes

On successful completion of this module, students will:

- Critically appraise the factors that impact upon and determine maternal and child health outcomes;
- Demonstrate an understanding of where the global burden of maternal and new-born mortality is concentrated;
- Be fully familiar with maternal and child health data sources, while appreciating the reasons why the health of mothers and their children is of such critical importance in national, regional and global development agendas;
- Appreciate systemic factors that impact on women and children's right to access healthcare;
- Assess context-dependent causes of maternal and child mortality and morbidity through case study exploration.

Module Content

- Global overview of maternal and child health
- Socio-economic and political factors that impact on maternal and child health outcomes
- Systemic failures that inhibit the rights of women and children to adequate health services
- Perinatal health
- Neonatal health

Essential Reading:

Elizabeth A. Armstrong-Mensah, (2017) Global Health: Issues, Challenges, and Global Action. WileyBlackwell (E-book)

Kaasch, A., (2015), Shaping Global Health Policy: Global Social Policy Actors and Ideas About Health Care Systems. Palgrave Macmillan (E-book)

Reports of the maternal health task force: https://www.mhtf.org/topics/the-sustainable-development-goals-and-maternal-mortality/sdgs-and-maternal-mortality-documents-reports/

BMC Central: Maternal and Child Health in the SDG Era

World Health Organization, WHO recommendations on maternal health: guidelines approved by the WHO Guidelines Review Committee. Geneva: 2017

Methods of Teaching and Student Learning

This module will be delivered through a combination of lectures, participative group work and discussions. Students are also expected to engage in self-directed learning.

Methods of Assessment

Assessment of this module will be set by the Module Coordinator.

__Global Health in Humanitarian Contexts (CO7065)__

Module Coordinator: Dr. Tania Bosqui

ECTS Value: 5

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%

Determinants of Global Health (CO7001)

Module Coordinator: Dr. Meg Ryan

ECTS Value: 5

Aims

This module introduces students to the concepts, theories and evidence underlying the social determinants of health in a global context. Social factors, both contextual (e.g., poverty, housing, education) and interpersonal (e.g., racism, social support, stigma) are important contributors to health outcomes for all people. The module will also consider a wider set of forces and systems shaping the conditions of daily life, including economic policies and systems, development agendas, social norms, policies and political systems, and explore how these are responsible for health inequalities and inequities within and between countries. Understanding how these factors influence health, both individually and in combination, can lead to the development and implementation of more effective health promotion programs and policies.

Learning Outcomes

Upon completion of this module students will be able to:

- Understand the relationships between social inequalities, health inequalities and human rights;
- Conceptualise how social determinants affect individual health and the distribution of health;
- Understand the social determinants of health approach, use of evidence and implications for public health in different country contexts.

Module Content

1. An introduction to the concept of global health
2. LGBTQIA+ Health
3. Disability, ablesim and global health
4. Access to education
5. Housing and community care
6. Forced migration and health access
7. Food security and nutrition
8. Social exclusion and mental health Indicative

Resources

"MyReadingList" is available for this module and will include a wide range of global health material with links to their location in the TCD library. It will also be attached to the module in Blackboard.

Essential Reading:

Elizabeth A. Armstrong-Mensah, (2017) Global Health: Issues, Challenges, and Global Action. WileyBlackwell (E-book)

Kaasch, A., (2015), Shaping Global Health Policy: Global Social Policy Actors and Ideas About Health Care Systems. Palgrave Macmillan (E-book)

Missoni, E., Pacileo, G., and Tediosi, F., Global Health Governance and Policy: An Introduction. Taylor and Francis (E-book)

Taylor S. 'Global health': meaning what? BMJ Glob Health 2018;3:e000843. doi:10.1136/ bmjgh-2018- 000843

Recommended Reading:

 Abimbola, S., & Pai, M. (2020). Will global health survive its decolonisation? The Lancet, 396(10263), 1627–1628. https://doi.org/10.1016/s0140-6736(20)32417-x

Hirsch, L. A. (2021). Is it possible to decolonise global health institutions? The Lancet, 397(10270), 189– 190. https://doi.org/10.1016/s0140-6736(20)32763-x

Kelly, C., Dansereau, L., Sebring, J. C. H., Aubrecht, K., FitzGerald, M., Lee, Y., Williams, A., & Hamilton Hinch, B. (2022). Intersectionality, health equity, and EDI: What's the difference for health researchers? International Journal for Equity in Health, 21(1). https://doi.org/10.1186/s12939-022-01795-1

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Olusanya, B. O. (2021). Accountability framework to decolonise global health. The Lancet, 397(10278), 968. https://doi.org/10.1016/s0140-6736(21)00378-0

Pai, M. (2019). Lack of equity and diversity still plague global health research. The Conversation. https://theconversation.com/lack-of-equity-and-diversity-still-plague-global-health-research-127239

Methods of teaching and Student Learning

The module will combine lectures, case studies, group exercises and self-directed pre-and post-lecture learning. There is an emphasis on a participatory approach to learning, drawing as much as possible on the knowledge and experiences on the participants.

Methods of assessment

Assessment of this module will be set by the Module Coordinator

Research Methods: GIS

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

5 ECTS: 24 - 30 teaching hours 80 - 100 hours lab work, assignments.

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. Following completion of this course 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. This is a hands-on GIS course and students are expected to be in attendance each day 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 hardback notebook (for use as a GIS journal) to class.

Learning outcomes

- Demonstrate knowledge of the key components of a GIS and fundamental concepts that underlie use of spatial data within a GIS in the context of development practice

- Take cognizance of the value and limitations to the use and application of publicly available multidisciplinary geospatial datasets in research

- Use GIS tools and methods as a research aid for visualization (mapping), spatial analysis and communication (present high-quality GIS based outputs in report format)

- Apply GIS techniques to development practice

Assessment: 100% coursework [GIS essay (25%) short answer quiz (25%), practical exercises (50%)].

Climate Change: Science, Development and Justice

Coordinators: Dr Conor Buggy (conor.buggy@ucd.ie), Dr. Susan Murphy

(susan.p.murphy@tcd.ie)

5 ECTS – 25 to 30 hours teaching; 3 hour debate; 100 hours reading, assignments, specified learning activities (SLA's).

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%).

Globalisation & African Development

Coordinator: Prof. Pádraig Carmody (pcarmody@tcd.ie)

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

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.

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- 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).

Sustainable Agriculture and Land Use

Coordinator: Dr Matthew Saunders (saundem@tcd.ie)

Other course contributors
Trevor Hodkinson, Botany, School of Natural Sciences
Mike Williams, Botany, School of Natural Sciences
5 ECTS - 24 Teaching Hours; 100 hours reading, assignments

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 temperature 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

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

Dissertation and Fieldwork Preparation

Coordinator: Dr. Susan Murphy (susan.p.murphy@tcd.ie)

30 ECTS – 750 hours (24 hours classroom based; 720-730 hours Dissertation work)

Description

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.

Learning Objectives & Outcomes:

There are a number of core objectives of the module – to prepare students for practice-based learning and fieldwork on a sustainable development challenge in national and international contexts; to encourage students to gain field or practical experience; to support students in their journey towards independent development research; and finally to produce a finished dissertation of appropriate academic standard.

Module learning outcomes

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

1. Gain experience in research design, planning, delivery and presentation

2. Put all technical and disciplinary learning into practice in their independent research project

3. Carry out primary and secondary data collection, as appropriate, utilising a range of quantitative and qualitative methods

4. Explain the importance and, above all, the meaning of data

5. Examine in a critical manner research findings, in relation to a sustainable development challenge

6. Design and deliver a research project with a critical lens

Mode of Assessment

Participation in all lectures and workshops is mandatory

1. Preparation and presentation of research proposal

2. Delivery of research dissertation

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

  o Complete in the necessary forms to secure College Insurance, approvals, and emergency contact information

  o Provide copies of relevant documentation to the programme administrator, Ms. Elaine Elders (*elderse@tcd.ie*) AND load onto Blackboard into the appropriate folder

  o Familiarise themselves with the cover provided by College;

  o 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/*

  o Complete a full risk assessment form and return this to Module Coordinator at least <u>one month</u> before departure (susan.p.muprhy@tcd.ie);

  o Upload <u>signed and approved</u> risk assessment and any other required materials onto blackboard when completed, and ensure this is sent to The College Safety Officer, Estates & Facilities, TCD.

  o Ensure full understanding of code of conduct for MDP students

  o 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

  o 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/

  o 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.

  o Typically students organize to meet with their supervisor up to 6 times over the course of the year.

  o Typically supervisors will agree to conduct one full review of the dissertation. They may agree to review two iterations of each chapter.

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- 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: 30th August 2024

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:

- A4 soft-bound copies (examination copies)

- 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, date 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*.

Qualitative Research Methods

Coordinator: Dr Federico Cugurullo (cugurulf@tcd.ie)

5 ECTS – 24 Teaching Hours; 100 hours reading

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 comprise problem sets and an essay. 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.

Civil Engineering for Sustainable Development

Coordinator: Prof. Laurence Gill (laurence.gill@tcd.ie)

5 ECTS

Module description

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 and SDG11 Sustainable Cities & Communications. The module will develop the students' comprehension of water supply and sanitation, particularly focussing on rural areas in developing countries. It will introduce contemporary developments in sustainable transport as well as evaluating associated health impacts. It will investigate the resilience of structures in response to a changing climate. It will assess recent developments in the policy and technologies for different forms of renewable energy. 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.

Learning Objectives and Outcomes

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

1.   Comprehend the key role played by policy and related infrastructure with respect to water, energy, buildings, and transport with respect to sustainable international development.

2.   Develop conceptual models to help to solve typical problems within the field of water supply and sanitation projects in developing countries.

3.   Understand the conceptual pathways for transition of water related infectious diseases and their link to sanitation related contaminants.

4.   Appreciate the challenges associated with the move towards more sustainable forms of transport and as well as linked impacts on public health.

5.   Evaluate the different forms of renewable energy technologies and their appropriateness for different geographical and cultural scenarios.

6.   Understand how the resilience of built infrastructure needs to be considered at the earliest design stage of a project.

7.   Evaluate the impact of different construction materials in relation to concepts of sustainability.

8.   Elucidate the concepts of sustainable resource management within the urban environment.

Module content

- o **Water and Sanitation**

Water and sanitation related diseases

Planning a water scheme

Water supply technologies

Groundwater engineering

Sanitation technologies

Sustainable urban wastewater management

- o **Transport**

New developments in sustainable transport

Rural transport

Health impacts of transport

Air pollution and transport

- o **Structures**

Sustainable construction materials

Construction materials for hot climates

Thermal performance of buildings

Engineering adaptation to Climate Change

Resilience analysis

Earthquake preparedness

- o **Sustainable Energy**

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Masters in Development Practice

Energy policy

Sustainable Energy Systems

Solar energy

Offshore renewable energy

Hydropower

Assessment

Assessment based upon 2 written assignments – one individual and one group assignment

Theories of Development

Module Coordinator: TBA

5 ECTS

Description

The aim of this module is to examine the relationship between different ways of theorising development and the way in which it becomes expressed in everyday examples at different scales. Primarily, there is a need to theorize the idea of development as something that is embodied through social, economic and cultural practices at different scales and which we must therefore understand from a relational perspective. As a means of understanding these interconnections, the focus in this course is placed upon dominant modes of political-economic practices, and particularly those from the last number of decades, such as is understood through neoliberalism, has become an all but accepted mantra of development on a global scale. This will be examined through the manner in which different ideals have emerged and become embedded as part of everyday life, through policy and practice, and how these both give shape to, and are shaped by, uneven relations within and across space.

Ultimately, the content of the course is focused upon the following key objectives:

1: To understand the relationship between global economic processes and different approaches to development

2: To critically engage in the notion of uneven development at different scales, from local to global. In so doing, the course will seek to foster a relational perspective to understanding socio-spatial relations. Thus, there will be an emphasis on developing an understanding

between different locales that goes beyond binary notions of 'global north/global south', 'developed/underdeveloped', 'urban/rural', and seek to understand the world from a relational perspective

3: To evaluate the links between macro ideals of development and more grounded examples in different contexts, both in the global south and global north. This builds upon the second aim above and seeks to promote an understanding that the notion of development needs to be more than a process of engagement that happens 'somewhere else', but that is equally relevant for different contexts

4: To conceive of the relationship between notions of development and overlapping realms of enquiry, including notions of nature, the environment, inequality, social differentiation

Approach to Learning:

Pedagogically, the course is driven by two key aims:

- First, the need to understand the relationship between local and global practices and different means of theorizing such relationships through a grounded approach with both the literature and everyday examples

- Secondly, to further enhance communication abilities between peers within a classroom setting with a view to promoting such skills for professional and similar environments

As a means of achieving this, the course follows an approach that is based upon the Problem-Based Learning Approach (PBL) to learning.

Approach/Class Set-Up

In drawing upon the 'Problem-Based Learning' (PBL) approach, learning takes place through a number of steps, both during class time and outside. More specifically, this entails the group formulating the particular 'problem' or set of questions during class time and then drawing on the literature in order to answer said questions or problems in between each class. This is then drawn out further during discussion in the next class. The following gives detail of how this works in practice. Further detail will be provided on at the beginning of the course

1: Formulation of the Problem Statement: Each week, a new theme will be introduced. This will be introduced by way of developing a 'problem statement'. The problem statement will be formulated from a critical examination of material (text, film, photos) related to the topic and which is related to the texts listed for the class (these need to read after the relevant class). The aim here is for students to come together and formulate a set of driving questions or problems, which will form the basis of the exercise.

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2: Reading of the relevant texts: During the time between each of our class meetings, the students will critically engage with the texts in a manner that links to the particular problem that has been formulated. This does not mean that you have to limit your reading to this question/set of questions, but that it will help you go through the texts in a more structured manner.

3: Post-Discussion: In the following class, the students will begin by discussing the 'problem statement' and their 'findings' from the readings. Thus, it is possible to go beyond this. However, the aim is to come up with a list of key issues that emerge from the texts under examination.

This will then take place on a rolling basis, with new themes introduced each week after the process has been completed from the week before.

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

Bebbington, A. (2004) NGOs and uneven development: geographies of development intervention. *Progress in Human Geography*, 28(6), 725-745.

Berman, M. (1983) *All that is solid melts into air: The experience of modernity*. Verso.

Carmody, P. (1998) Neo-classical practice and the collapse of industry in Zimbabwe. *Economic Geography* 35(2): 310-343

Escobar, A. (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press. Chap 1.

Harvey, D. (2009) Reshaping Economic Geography. *Development and Change* 40(6): 1269–1277

Harvey, D. (1996) *Justice, Nature and the Geography of Difference*, Blackwell, Malden

Hyden, G. (1997) Civil society, social capital, and development: Dissection of a complex discourse. *Studies in Comparative International Development*, 23, 3-30.

Kirby, P. and Murphy, M. (2011) Globalisation and Models of State: Debates and Evidence from Ireland. *New Political Economy*, 16 (1): 19-39.

McIlwaine, C. (1998) Civil society and development geography. *Progress in Human Geography*, 22(3), 415-424

Mitlin, D., Hickey S., and Bebbington, A. (2007) Reclaiming development? NGOs and the challenge of alternatives. *World Development*, 35(10), 1699-1720

Peet, R. and Hardwick, E. (2009) *Theories of Development: Contentions, Arguments, Alternatives*, Guilford Press, UK. Chap 1 & 2

Rodrik, D. (2011) The Future of Economic Convergence *NBER Working Paper Series*: 17400

Gender & Development

Coordinator: Dr. Susan Murphy (susan.p.murphy@tcd.ie) & Dr Tara Bedi (tbedi@tcd.ie)

5 ECTS – 24 - 30 Teaching Hours; 100 hours reading, assignments

Description

The aim of this advanced seminar is to develop a greater understanding of the nature and importance of gender roles and gender relations in development processes and practice. Themes include:

- Moral geographies of gender and justice.
- Equality, inclusion, and the sustainable development goals
- Gender-mainstreaming- past present and future: To be or not to be?
- Gender, economic development and empowerment: is development good for women or are women good for development?
- Gender and migration
- Gender and care
- Gender and conflict
- Gender and education: tradition Vs transformation
- Gender, agriculture, and climate change: why does a gender sensitive approach to policy and planning matter?
- Gender based approaches to development practice
  - Gender based research
  - Monitoring and evaluation

Learning objections and outcomes

On successful completion of this module, students should hold:

- A deeper understanding of key concepts relating to gender and development
- A greater awareness of how and why gender is important in development and the evolution of approaches to gender and development, including gender mainstreaming

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- 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.
- A greater understanding of the role gender relations can play in project planning and management,
- Knowledge of some gender analysis tools and frameworks.

Assessment:

Attendance is mandatory.

80% essay based, 20% classroom based activities

Development Economics

Coordinator: Dr. John McDonagh (mcdonaj5@tcd.ie)

5 ECTS

Description

The course will provide an overview of the key economic challenges facing low-income countries, focussing on poverty and growth. Topics will include economic analysis of growth models, inequality, education, agriculture, health, urbanisation and migration, and the environment. For each topic the theory, the empirical evidence and policy implications will be discussed in detail.

Learning outcomes

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

- Critically appraise key theoretical models in the field of development economics.

- Critically evaluate leading empirical contributions.

- Discuss the policy implications of economic analysis.

- Develop economic research skills.

Assessment

Will include an economic analysis case study and a research proposal. Full details will be given at the start of the module.

Readings

A full reading list, including published journal articles, will be provided at the start of the module. Michael Todaro and Stephen Smith's, *Economic Development*, (12th edn, Addison Wesley Longman) provides an introduction to the key topics and will be used in the module.

Smart-eco cities of the future

Module Coordinator: Dr Federico Cugurullo (cugurulf@tcd.ie)

5 ECTS – 24 Teaching Hours; 100 hours reading

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 sustainability

- Develop urban agendas which can lead to a condition of urban sustainability

- Undertake analysis of projects for smart and eco-cities from a sustainability perspective

- Contribute to the emerging field of experimental urbanism and design strategies through which cities can experiment with alternative models of development.

Assessment:

Group project (worth 100%). The assignment will ask you to explore a city of your choice, where a smart-city agenda is currently being developed, and write a report. Your aims will be:

1. To identify what key urban sustainability challenges that city is experiencing

2. To critically assess the extent to which the existing smart-city agenda is helping the city become more sustainable, particularly in relation to the challenges that you have identified

3. To discuss how the identified problems can be mitigated by drawing upon ideas of sustainable urbanism and case-studies explored through the module.

Key readings

Cugurullo, F. (2018). Exposing smart cities and eco-cities: Frankenstein urbanism and the sustainability challenges of the experimental city. *Environment and Planning A: Economy and Space*, 50(1), 73-92.

Jong, M., Joss, S., Schraven, D., Zhan, C., & Weijnen, M. (2015). Sustainable–smart–resilient–low carbon–eco–knowledge cities; making sense of a multitude of concepts promoting sustainable urbanization. *Journal of Cleaner production*, *109*, 25-38.

Evans, J., Karvonen, A., & Raven, R. (Eds.). (2016). *The Experimental City*. Routledge, London

Exposing smart cities and eco-cities: Frankenstein urbanism and the sustainability challenges of the experimental city. *Environment and Planning A*, 0308518X17738535.

Shelton, T., Zook, M., & Wiig, A. (2015). The 'actually existing smart city'. *Cambridge Journal of Regions, Economy and Society*, 8(1), 13-25.

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Impact Measurement

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

5 ECTS

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

Assessment details will be advised at the beginning of the module.

Optional Module (not for credit)

MDP Global Classroom: Foundations of Sustainable Development

Coordinator: Dr. John McDonagh (mcdonaj5@tcd.ie)

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.

Assessment 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.

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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.

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.

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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.

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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.

Health, Safety, and 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.

Useful Numbers:

Course Director (Pádraig Carmody)	896 1243
Course Administrator (Elaine Elders)	896 2920
Front Gate Security	896 1999
Academic Registry	896 4500
IT Services Helpdesk	896 2000
Student Health Centre	896 1556

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website. If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

Careers Advisory Service

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior and Senior Fresh Students
Get Involved: Remember that your course of study, extra- curricular activities, voluntary and part-time work all provide opportunities for developing skills and gaining an insight into your career preferences. In your Senior Fresh year, look out for short-term internship opportunities.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Junior Sophisters
Attend class seminar: Typically this takes place in Hilary term and includes information on applying for work experience and internships and postgraduate study.
Get work experience: The programme of summer work experience and internships is particularly relevant to Junior Sophisters. Personalise your MyCareer profile to receive email alerts tailored to your preferences.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Finalists and Senior Sophisters
Meet Employers and/or Explore Further Study: You may have decided to seek employment directly after graduation and many employers visit Dublin to actively seek out talented graduates. For others, further study may be their preferred option. Your MyCareer dashboard will keep you informed.
Find Jobs: Personalise your MyCareer profile to receive email alerts tailored to your interests.
Attend class seminar: Typically this takes place in Michaelmas term and includes information on applying for postgraduate study and jobs.
GradLink Mentoring: An opportunity to get advice and support from a Trinity graduate.
Drop-In CV/ LinkedIn Clinics: We also provide support at a practical level, helping you to improve your applications, which will benefit you in securing your future, whether in employment or further study.
Practice Interviews: A practice interview tailored to the job/ course of your choice with practical feedback.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.
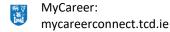
MyCareer
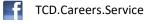An online service that you can use to:

• Apply for opportunities which match your preferences - vacancies including research options
• Search opportunities- postgraduate courses and funding
• View and book onto employer and CAS events
• Submit your career queries to the CAS team
• Book an appointment with your Careers Consultant
Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Advisory Service
Trinity College Dublin, 7-9 South Leinster Street, Dublin 2
01 896 1705/1721 | Submit a career query through MyCareer

MyCareer: mycareerconnect.tcd.ie	TCD.Careers.Service	TCDCareers
www.tcd.ie/ Careers/students/postgraduat	@TCDCareers	tinyurl.com/LinkedIn-TCD-Connecting

Opening Hours: Term: 9.30am - 5.00pm, Monday – Friday **Out of Term:** 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday