

**Master of Science**

**Trinity UCD Joint Masters in Development Practice**



**Course Handbook 2017/2018**

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## **Welcome to the TCD UCD Masters in Development Practice**

Welcome to the Trinity-UCD Joint Masters in Development Practice (MDP) programme, hosted at the School of Natural Sciences, Trinity College Dublin, and the School of Politics and International Relations, University 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 Earth Institute, Columbia University in New York (and was the only programme to receive seed funding in Europe in the first round). The Global MDP Programme has been developed according to recommendations outlined in the report of the International Commission on Education for Sustainable Development Practice (2006). 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 approx. 30 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 led by the Trinity College Dublin (TCD) School of Natural Science and University College Dublin (UCD) School of Politics and International Relations, and delivered by staff from faculties across both universities, 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 a two-year fulltime 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 rooted in evidence that effective public policy must be based science-based. The trans-disciplinary nature of the Global MDP programme equips development practitioners to speak the different “languages” of specialists in, for example, health, agronomy, and economics, enabling them to better understand the root causes of extreme poverty, and to address the challenges of sustainable development.

MDP Candidates develop specialist skills in

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

Students have the opportunity to collaborate in a global community through their participation in Prof. Jeffrey Sach's (President of the Global MDP and Advisor to the UN General Secretary on the MDGs) 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 thirty universities across six continents delivering Master's in Development Practice programmes, all of whom 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, Mrs. Mary Robinson is a regular contributor to our Global Classroom module, and the Mary Robinson Foundation for Climate Justice collaborates on the Climate Change: Science, development & justice module.

The Trinity UCD MDP programme is a joint degree course and award. Students have joint registration during their course, while the administration of the course will take place through a Trinity-based course office. Students can expect to attend classes in both institutions. It is the first joint Trinity UCD degree (joint degree and parchment). Synergies between the two institutions are vital to compete and deliver at world-class level.

Students will also 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; details on the internship modules; key deliverables and milestones; and general information on requirements and expectations.

Both Trinity College Dublin and University College Dublin have general postgraduate orientation sessions at the beginning of the first semester. Students are encouraged to attend these events and avail of all of the support structures and opportunities open to MDP students across the two institutions.

Modules will be delivered in both Trinity and UCD, according to the calendars in both institutions. Semester One classes will follow the UCD term dates beginning Monday 11<sup>th</sup> September 2017; Semester Two Classes will follow TCD term dates, beginning Monday 15<sup>th</sup> January 2018.

Term dates are available on the main websites of both institutions. Please note, term dates are set by the institutions rather than individual programmes.

### **Resources and Credits**

Students are required to accumulate 120 ECTS (European Credit Transfer System). Over the two years, coursework will account for 100 ECTS (including Fieldwork) and dissertation will account for 20 ECTS.

Students will have access to library facilities in both TCD and UCD. Students will also have access to additional resources and materials through the website of the Global MDP Association - [mdpglobal.org](http://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 and dissertation before undertaking fieldwork in June 2018. Supervisors will be drawn from both TCD and UCD. Students should identify an appropriate supervisor on the basis of the topic they have selected, and their general research interests.

## Contacts

MDP Chair (TCD): Associate Professor Padraig Carmody at [carmodyp@tcd.ie](mailto:carmodyp@tcd.ie)

MDP Director (UCD): Professor Patrick Paul Walsh at [ppwalsh@ucd.ie](mailto:ppwalsh@ucd.ie)

MDP Programme Coordinator (TCD): Dr. Susan Murphy at [susan.p.murphy@tcd.ie](mailto:susan.p.murphy@tcd.ie)

MDP Faculty Advisor (UCD): Dr. Andy Storey at [andy.storey@ucd.ie](mailto:andy.storey@ucd.ie)

### ***Please note:***

1. In the event of any conflict or inconsistency between the UCD Academic General Regulations, and the General Regulations published in the Trinity University Calendar (<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>) and information contained in this handbook, the provisions of the TCD UCD General Regulations will prevail.
2. As separate and independent universities, students will experience a number of small differences when engaging with TCD and UCD. For the purposes of the MDP programme, substantial efforts have been made to ensure that the teaching and learning experience is coherent and consistent across both institutions. However, differences will arise and students are required to respect the practices, protocols, and traditions of both institutions during their time with the MDP.

## **Governance Structure**

### **Course Committee:**

This committee has responsibility in conjunction with the Head of the School of Natural Sciences (TCD) and the Head of School of Politics and International Relations (UCD) for the day to day running of the programme and for its future development. The committee participates in the implementation of and compliance with both the TCD and UCD Quality Assurance procedures, and assists in the periodic reviews of the programme. The chairperson of the committee rotates between TCD and UCD every three years. This committee simultaneously reports into the Graduate School of Human Science in UCD and to the Graduate Studies committee in TCD.

### **Membership of the Course Committee:**

*Ex officio* members:

Course Chair /Director TCD (Prof. Pádraig Carmody, TCD)

Course Director UCD (Prof. Paul Walsh, UCD)

Course Coordinator (Dr. Susan Murphy, TCD)

Faculty Advisor (Dr. Andy Storey, UCD)

School Director of Teaching and Learning (Postgraduate) TCD & UCD

Head of School, TCD & UCD

Course Administrator

All module coordinators

Two student representatives including one student representative from each year of the course

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



## **Module Coordinators**

### **Prof. Pdraig Carmody (MDP Chair/Director, TCD)**

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

Prof. Carmody coordinates the module DP8006/POL41430 Globalisation & African Development, and is MDP Chair and TCD Director for the MDP.

### **Professor Patrick Paul Walsh (MDP Director, UCD)**

Patrick Paul Walsh took up the Chair in International Development Studies in the School of Politics and International Relations on July 1st 2007. He received a Ph.D. from the London School of Economics and Political Science in 1994. During 1992-2007 he worked in Trinity College Dublin. He left Trinity College Dublin an Associate Professor, College Fellow and Dean of Social and Human Sciences. He was a Visiting Professor at K.U. Leuven during 1997-1999 and a Research Scholar in the Department of Economics, Harvard University, during the academic year 2002-2003.

He coordinates the UCD Ph.D. in Global Human Development; chairs the first ever joint degree between UCD and TCD, the TCD-UCD Masters in Development Practice, which is part of a Global Association based at the Earth Institute at Columbia University. He is chair of the Academic Steering Committee of the Global Association. His professional activities include honorary secretary and editor of the Journal of the Statistical and Social Inquiry Society of Ireland. This runs a related IRCHSS funded "Our Polestar is Truth" project based in the Long Room Hub in TCD. His current research is focused on aspects of Economic (Industrial), Political (Elections-Conflict Resolution) and Social (HIV/AIDS-Gender-Protection) Development.

**Dr. Susan Murphy (Assistant Professor in Development Practice, TCD)**

Susan Murphy is the Assistant Professor in Global Development Practice with the School of Natural Sciences, Trinity College Dublin and coordinator for the joint Trinity-UCD Masters in Development Practice (MDP). She received a Ph.D. from the School of Politics and International Relations, University College Dublin in 2012. Susan's research interests are in international political theory, issues in global justice, human rights and climate change, gender and social inclusion. Susan lectures on Gender, Climate Justice, and Development Research and Practice. Susan is a member of University Council and Trinity International Development Initiative (TIDI). She sits on a number of school committees including Research Ethics, Postgraduate Teaching and Learning, Athena SWAN School SAT and is a College Tutor for STEM Students. External roles include Board of Trustees - Oxfam Ireland; committee member of Future Earth Ireland; Board of Advisors, The Humanitarian Innovation Academy.

Dr. Susan Murphy coordinates DP8009/POL41560 Gender & Development; DP7006/POL41440 NGO Placement; Fieldwork Modules 1 & 2 and co-coordinates DP8016/POL41840 Climate Change: Science Development & Justice with Dr. Buggy and Dr. McGlynn.

**Dr. Graham Finlay, UCD**

Graham Finlay (Ph.D. Johns Hopkins, 2002) has been a Lecturer in the School of Politics and International Relations, University College Dublin since 2004. Before that, he taught in the Department of Philosophy of Trinity College Dublin from 2002-2004. He has also taught, in various capacities, at University College Cork, the University of Calgary, the University of Maryland, Baltimore County and the Johns Hopkins University. In 2009-2010, he was a Member of the School of Social Sciences of the Institute for Advanced Study, Princeton. His research interests include the history of political thought, especially John Stuart Mill, consequentialist thought, citizenship and development education, the theory and politics of human rights and various topics in international justice, including migration and development. He is the principal investigator for UCD's role in two FP 7 projects, financed by the European Commission: FRAME which examines the coherence of the EU's human rights policies and bEUcitizen which explores EU citizenship.

Dr. Graham Finlay lectures on DP8009/POL41560 Gender & Development.

**Dr. Samuel Brazys, UCD**

Samuel Brazys is Lecturer of International Relations and Director of the International Political Economy MA/MSc programme at University College Dublin. He completed his PhD at Indiana University (IN, USA). Prior to coming to UCD he worked as an Economic Adviser to the Federated States of Micronesia and taught at the College of William and Mary (VA, USA). His work focuses on the nexus between international political economy and development and has appeared, or is forthcoming, in the European Journal of Political Research, the European Journal of Development Research, the Review of International Political Economy, Electoral Studies, the Cambridge Review of International Affairs, Asia and the Pacific Policy Studies, among other outlets. @sbrazys\_ucd

Dr. Samuel Brazys is the module coordinator for DP8012/POL41520 Governance, Politics & Development

**Dr. Conor Galvin, UCD**

Dr Conor Galvin teaches & researches at UCD College of Social Sciences & Law where he works on various education, development practice, ICT and research methodology programmes. These include research design within the MA in Education and Masters in Public Policy programmes, the CMCoord elements of the NOHA Masters in Humanitarian Action programme, and doctoral school modules on professionalism and professional action. Dr Galvin also contributes to the peace support education programmes at The Command & Staff School of the Military College, Ireland, and the UN School Ireland (UNTSI) where he has directed field exercises for both humanitarian and military personnel preparing for PSO / Irish Aid RRC deployments. Before coming to UCD, Dr Galvin worked at the University of Wales, Swansea and at the University of Cambridge, England.

Dr. Galvin is the module coordinator for DP8003/POL41460 Development Practice in Post-Conflict & Fragile Situations

**Dr. Gayle McGlynn, TCD**

Gayle McGlynn is an Assistant Professor in Geography in Trinity College Dublin. She completed both her BA and PhD in Geography in Trinity College Dublin, and also holds an MSc in Quaternary Science from the University of London. Her main research interests relate to the causes, patterns and impacts of climate and environmental change in tropical Africa. Much of her research involves using sediment-based records to reconstruct past environmental change,

with a particular focus on the Albertine Rift of eastern Africa. She has extensive field experience in eastern and southern Africa, having been involved in fieldwork in Kenya, Rwanda, Tanzania, Uganda and Zambia. Following completion of her PhD in 2012, she worked as a postdoctoral researcher on a project examining the relationship between environmental/climate change and water-related vector-borne diseases in eastern Africa

Dr. McGlynn is the module co-coordinator for DP8016/POL41840 Climate Change: Science Development & Justice

### **Dr. Conor Buggy, UCD**

Dr. Buggy is an Environmental Scientist holding a Lectureship in Occupational and Environmental Studies at the School of Public Health, Physiotherapy and Population Science at UCD. He is the Programme Coordinator for the Higher Diploma in Safety Health and Welfare at Work at the Centre for Safety and Health at Work. He holds a degree in Environmental Science from TCD (1997 to 2001) and a PhD in Environmental Engineering from DCU (2001 to 2006). 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's postgraduate work was directed at the assessment of long term pollution in mixed aquatic systems. As an undergraduate student he travelled to Sulawesi in Indonesia as part of an expedition from TCD. While there, Dr. Buggy studied the pollution impacts to coral reefs created by unsustainable fishing practices by the native bajau sea gypsy community.

Dr. Buggy is the module co-coordinator for DP8016/POL41840 Climate Change: Science Development & Justice

### **Professor Michael Bruen, UCD**

Professor Michael Bruen is a lecturer with the UCD School of Civil, Structural & Environmental Engineering and a visiting Professor at Chang' An University, Xi'an, China. Michael initially taught on the International Postgraduate Hydrology Programme at UCG and then worked at the University of Dar es Salaam, Tanzania as Coordinator of their International Water Resources Engineering Programme, funded by Ireland's Bilateral Aid Programme. He returned to UCG

after 5 years, managed their International Workshop on Flood Forecasting and later moved to UCD. Michael became Director of the M.Eng.Sc. (Water Engineering) Programme and later Director of the UCD Dooge Centre for Water Resources Research. Michael has undertaken a number of short term consultancy/educational assignments for various International agencies, including UNESCO, WMO, CEFIGRE, IUCN. Michael's research interests include - computer methods and modelling in water resources and environmental engineering; surface water and groundwater supply and protection from contamination; effects of climate change on water resources; catchment models and flow forecasting, both flood flows and low flows, in particular distributed catchment modelling, erosion and water quality; applications of Geographical Information Systems in water resources engineering; systems analysis and decision support in water resources engineering, In particular multi-criteria decision support systems. He is an Associate Editor of Journal of Hydrology and on the editorial board of Hydrology Research.

Professor Michael Bruen is the module coordinator on DP8002/POL41600 Science Technology & Development which is delivered by a team of lecturers from UCD and TCD, each with a particular expertise and experience.

#### **Associate Professor Oonagh Breen, UCD**

Assoc Professor Oonagh B. Breen BCL (NUI), LLM (NUI), LLM (Yale), JSD (Yale), BL is a Senior Lecturer at the Sutherland School of Law, University College Dublin where her teaching includes comparative charity law and policy. A graduate of UCD and Yale Law School and a qualified barrister, her research appraises the potential for the development of more structured legal relationships between the State and the non-profit sector from the joint perspectives of regulation of the sector and facilitation of its work in a comparative context. A former Fulbright Scholar and holder of an Emerging Scholar Award from ARNOVA (2006), Oonagh was awarded an ICNL/Cordaid Distinguished Research Award in 2008 for her work in the area of European regulation of charitable organizations. She has published extensively in the field of charity regulation both nationally and internationally and has participated actively in policy processes leading to the reform of charity law in Ireland. A former Research Fellow at the Hauser Centre for Non-profit Organizations, at Harvard University (2009), she is a serving Board member of the International Center for Not-for-Profit Law, Washington DC, the International Advisory Board for the Model Non Profit Law Project, Australia and is a recent appointee to the European Law Institute's Working Group on the Statement on the European Foundation Statute.

Assoc. Professor Breen is the coordinator for DP7009/POL41680 NGOs: Law, Governance & Social Change

### **Dr. Matthew Saunders**

Matthew Saunders is an Assistant Professor in Plant Sciences within the School of Natural Sciences, Trinity College Dublin. He was awarded a Ph.D. in Plant 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 DP7015/POL41850 Sustainable Agriculture & Land Use.

### **Dr. Jos Elkink**

Johan (Jos) Elkink works as Lecturer in Research Methods for the Social Sciences at the School of Politics and International Relations and the College of Social Sciences and Law's Graduate School since September 2007, teaching primarily modules on statistics and research methodology. Previous, he was a pre-doctoral fellow at the Harvard-MIT Data Center of the Institute of Quantitative Social Science at Harvard University, where he consulted students and staff on the use of quantitative methods and software in their research.

Jos Elkink's research focuses on three different strands, all involving the application or development of statistical methods to the study of political science. The main research agenda concerns the development of techniques for spatial econometric analysis of political phenomena, building on his PhD thesis on the international diffusion of democracy. Recent research, with Raffaella Calabrese, concentrates on the estimation of spatial econometric models with discrete dependent variables. While spatial correlations are common in studies of

policy diffusion, regime transitions, voting behaviour, etc., little attention has thus far been paid to the resulting complications in statistical estimation, in particular when the dependent variable is dichotomous in nature.

The second strand is concerned with the application of recent advances in statistical analysis to the study of political elites in Russia, in collaboration with Alexander Baturu (DCU), with a focus on understanding institutionalisation, personalisation, and patronage networks in the Kremlin. The third strand studies voting behaviour in particular in referendums in Ireland, building on previous collaboration with Richard Sinnott.

Aside from his research, Jos Elkink has functioned as Graduate School Director and as Vice-Principal for Internationalisation within the College of Social Sciences and Law (formerly College of Human Sciences), with close involvement in programme and policy development, as well as developing and implementing strategies for international student recruitment.

Dr Elkink is the module coordinator for DP7005/POL41480 Introduction to Statistics

### **Dr. Ayat Abu-Agla**

Dr Ayat Abu-Agla is a Community Medicine consultant, with a MBBS, MPH and a Medical Doctorate. She has over a decade of diverse work experience in LMICs (mainly Sudan) through positions in healthcare, academia and professional associations. Her research are in the areas of Reproductive health, health systems and human resources for health (HRH) in post conflict and LMICS. Among the projects she led was the first mapping of health and medical educational pipeline survey in Sudan, the health labour market study with WHO-HQ/EMRO/AFRO and HRH migration. She is currently a Doctoral researcher based at the Centre for Global Health at Trinity College Dublin. She lectures on Reproductive and Maternal Health and HRH on the MSc in Global Health Programme. She also serves as TDR/WHO Implementation Research temporary adviser since 2013.

Dr. Abu-Agla is the coordinator for DP7007/POL41120 Global Health.

### **Dr. John McDonagh**

Dr. McDonagh teaches in the Department of Economics at Trinity College, Dublin. He 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 DP7004/POL41570 Economic & Policy Analysis I

### **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 DP8017 Smart-eco cities of the future.

### **Other Teaching Staff**

The course is taught primarily by staff drawn from TCD and UCD, however, it also engages with a number of other partners to deliver key elements of the programme, in particular those engaged in Development Practice.



## Requirements and expectations

### Attendance:

Prompt attendance for **all** taught components, including fieldwork, 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 [www.tcd.ie/Buildings/Safety/safetyhealthandwelfare.php](http://www.tcd.ie/Buildings/Safety/safetyhealthandwelfare.php)). 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 student codes of conduct in both institutions. 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 from both institutions is available from college websites. 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/](https://www.tcd.ie/Junior_Dean/student-discipline/)

[http://www.ucd.ie/registry/academicsecretariat/docs/student\\_code.pdf](http://www.ucd.ie/registry/academicsecretariat/docs/student_code.pdf)

If an issue arises within TCD, students should consult with the TCD director, coordinator and administrator. Likewise, for issues arising in UCD, students should consult with the UCD director, coordinator and administrator.

## **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;
- 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. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses.

### Course Structure

All modules are obligatory as follows:

1. Sustainable Agriculture and Land Use (5 ECTS)
2. Climate Change, Science Development and Justice (5 ECTS)
3. Science, Technology and Sustainable Development (5 ECTS)
4. Economic and Policy Analysis I (5 ECTS)
5. Economic and Policy Analysis II (5 ECTS)
6. Gender and Development (5 ECTS)
7. Economics of Sustainable Development (5 ECTS)
8. Introduction to Statistics (5 ECTS)
9. Global Health (5 ECTS)
10. Impact Measurement in Development Aid (5 ECTS)
11. Development Practice in Post-Conflict and Fragile Situations (5 ECTS)
12. Governance, Politics and Development (5 ECTS)
13. Globalisation and African Development (5 ECTS)
14. Global Classroom: Foundations of Sustainable Development Practice (5 ECTS)
15. Irish NGO Placement (5 ECTS)
16. NGOs: Law, Governance and Social Change (5 ECTS)
17. Smart-eco cities of the future (5 ECTS)
18. Fieldwork I (10 ECTS)
19. Fieldwork II (5 ECTS)
19. Dissertation (20 ECTS).

## Course Modules

### **DP7015/POL41850: Sustainable Agriculture and Land Use**

**Coordinator:** Dr Matthew Saunders, TCD

#### **Other course contributors**

Trevor Hodgkinson, Botany, School of Natural Sciences, TCD

Mike Williams, Botany, School of Natural Sciences, TCD

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 temperate and tropical regions
- Conservation of genetic resources, bioprospecting and ethnobiology
- Ecosystem service provision and the conservation of natural capital
- Soil systems and their management
- Biogeochemical cycles including carbon and nitrogen cycles
- Agriculture linked climate change and pollution

#### **Learning**

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

### **DP8016/POL41840 Climate Change: Science, Development and Justice**

**Coordinators:** Dr Gayle McGlynn, Dr Conor Buggy, Dr. Susan Murphy

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 two part 3000-word essay (80%);
- Class debate participation (10%); and
- Debate self-reflection 500 words (10%).

**DP8002/POL41600 Science, Technology & Development**

**Coordinator:** Prof Michael Bruen, UCD

5 ECTS

**Description:**

The module aims to introduce the participants to a broad range of key resources, technologies and applications and to show how they influence development and its sustainability. The participants will appreciate the important considerations and issues relating to scientific and technological aspects of sustainable development under the headings below. Special emphasis will be placed on the linkages between the various sub-topics and the complexity that this produces. Technological implications for policy development and management will be introduced and the role of innovation developed.

**Learning Objectives & Outcomes:**

At the end of this module, the students will be able to:

- Describe the role played by water, energy, soil and food , and the various technologies associated with them, in development
- Appreciate the complex technological infrastructures and networks essential for the sustainability of communities and especially of cities and their transportation systems.
- Develop simple numerical models of the interactions between resources and their users that can be used to help decision makers form policy. Attendance is mandatory

**Assessment:**

60% for 3 written Assignments (20% each) and 40% for Essay.

## **DP7003/POL41260 Economic & Policy Analysis I**

**Coordinator:** Dr. John McDonagh, TCD

**5 ECTS**

### **Course Outline**

The aim of this course is to introduce the fundamental concepts of microeconomic theory and to show how they can be applied in a development context. In particular, we equip participants with the theory necessary to critically analyze policy alternatives related to achieving a sustainable economy. The first part of the course will look at the key concepts of market equilibrium, the welfare economic theorems and the “market failure” approach to policy intervention. These will be explained in a development context using examples from health, education, the environment, microfinance and institutions (among others). The second part will use microeconomic tools to understand key challenges to sustainable development in areas such as trade and globalisation, and inequality and poverty. The course will conclude by looking at how game theory is being applied to sustainable development issues.

### **Learning Outcomes**

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

- Apply microeconomic concepts to the area of sustainable development
- Understand the microeconomic rationale for policy intervention to promote sustainable development and how to evaluate policy outcomes.
- Use microeconomic tools to understand modern challenges facing developing economies in areas such as globalisation and poverty.

### **Assessment**

Assessment will comprise problem sets and essays. Full details will be provided to students at the beginning of the module.

### **Reading list**

A full reading list will be provided to students at the beginning of the module.

**DP7004/POL41570 Economic & Policy Analysis II**

**Coordinator:** TBA

**5 ECTS**

**Description:**

The aim of this course is to introduce the fundamental concepts of statistics and micro-econometrics focusing on empirical research relevant to developing countries.

**Learning Objectives & Outcomes:**

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

- Understand Data requirements for various estimation procedures.
- Discuss core underlying statistical principals
- Estimate regression models
- Use STATA to estimate econometric models
- Understand and critique the technical aspects of empirical econometric research papers in the field of development economics
- Write a research proposal for field work in the field of development economics

**Assessment:**

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

*N.B. Subject to minor revisions. Details of any revisions will be made available during the opening sessions of the module.*

## **DP8009/POL41560 Gender & Development**

**Coordinator:** Dr. Susan Murphy, TCD

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

### **Description**

The aim of this course 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 objectives and outcomes**

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

- ◆ A basic knowledge of key concepts relating to gender
- ◆ A greater awareness of how and why gender is important in development and the evolution of approaches to gender and development, including gender mainstreaming
- ◆ 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, and a basic knowledge of some gender analysis tools and frameworks.

**Assessment:**

Attendance is mandatory.

70% essay based

20% classroom based activities

10% attendance & homeworks

**DP8005/POL41310 Economics of Sustainable Development**

**Coordinator:** TBA

**5 ECTS**

**Course Objectives**

The objective of this course is to equip students with the skills necessary to critically analyze policy alternatives related to issues of "Sustainable Development" using theory and practice. Throughout the course, students will compare competing theories and policies through the prism of economic reasoning. By the end of the course, students should have a firm understanding of competing views regarding what constitutes "sustainability" and "development," and be able to assess the effect of economic policies on these goals. In addition, they should be able to express their own views in a manner that demonstrates an understanding of the theory and the problems inherent in its applications.

**DP7005/POL41750 Introduction to Statistics**

**Coordinator:** Dr. Johan A. Elkink, UCD

**5 ECTS** – 24 teaching hours; 100 hours reading, assignments. The class sessions will consist of one hour lectures and one hour lab sessions.

**Description:**

This course consists of two components, descriptive and inferential statistics. In the first half we will focus on descriptive statistics: How to plot numerical information in a useful way? How to look at the distribution of variables? How to generate numerical summaries of your data? How to look at correlations in your data between different variables? During the second half we turn

to inferential statistics. Inference is the act of drawing conclusions about facts you do not observe from facts you do. For example, in statistics it is common to draw a random sample of individuals from a population to gather data on those individuals in order to derive insights about the population as a whole. This part of the course will discuss the logic behind such inferences and some of the statistical tools available to do so. Since regression analysis, with its many extensions, is the most common approach for such inferences in political science, the course will focus on this technique, including briefly its extension to logistic regression -- regression where the phenomenon to be explained is binary.

### **Learning Objectives & Outcomes:**

On successful completion of this module students should:

- be able to prepare data sets in SPSS, Stata, or R for further analysis;
- be able to provide graphical description of the data;
- have an understanding of the fundamentals of (frequentist) statistical inference;
- be able to perform multiple regression analysis with both continuous and binary dependent variables;
- be able to translate statistical results into substantive conclusions for the social sciences;
- have a rudimentary understanding of the role of control variables in regression modelling.

### **Assessment:**

<b>Assessment Type</b>	<b>Assessment Description</b>	<b>% of final grade</b>	<b>Timing</b>
Homework assignments	There are four homework assignments, after weeks 3, 6, 9, and 12, based on the lecture materials.	25 each	Varies.

Attendance is mandatory.

## **DP7007/POL41120 Global Health**

**Module Coordinator:** Dr Ayat Abu-Agla (Centre for Global Health) [abuaglaa@tcd.ie](mailto:abuaglaa@tcd.ie)

### **Module Size:**

This is a 5 ECTS module and runs over 12 weeks for two-hour blocks. In addition to scheduled lectures and seminars each student is expected to spend on average 6 hours per week (over the 12 week term) in self-directed learning – preparatory reading, group work, assignments preparation, etc. This structure combines a total of 24 ‘contact’ hours with approximately 72 hours of self-directed learning, giving an overall total of 96 hours total student effort for the 5ECTS module.

### **Background:**

Global Health addresses health problems and issues that transcend national boundaries, which are informed by the circumstances and experiences of countries in differing contexts. This module combines health and social sciences, drawing on a range of expertise to examine key contemporary issues in Global Health while developing core skills for effective development practice.

### **Rationale and Aims:**

#### *Rationale:*

This module will enable students to better appreciate the global interconnectedness of health problems and its relation to the field of development practice. It will highlight the global health challenges in an interchanging world where inequity, poverty, conflict and epidemics exist.

#### *Aims:*

- Provide students with a systematic understanding of the basic principles of global health relevant to the field of development practice
- Develop an integrated, theoretical and practical knowledge of global health and to develop the capacity to apply this knowledge to the field of development practice
- Train students in the interpretation and critical evaluation of global health challenges in relation to development practice

### **Learning Outcomes:**

On successful completion of this module, the student will be able to...

1. Demonstrate the knowledge and understanding of fundamental global health principles
2. Integrate the knowledge from across the different principles of global health to development practice
3. Critically evaluate global health interventions of development practice interest
4. Provide evidence that the work they produce has been rigorous and ethical.

**Course Content and Syllabus:**

Each week's class will be led by an expert in a Global Health-related field. The class will be divided into two parts:

1<sup>st</sup> part: The first part of the class will consist of an interactive lecture (i.e. 60-75 minutes).

2<sup>nd</sup> part: The remainder of the class time will be taken up with a reflection activity, case study discussion (or group work) from the self-directed learning of the pre-reading list.

The Global Health pillar in the Masters for Development Practice, will introduce the student to the key principles in global health by laying a stable foundation on fundamental basics in epidemiology, communicable and non-communicable diseases, and cross-cutting topics as traditional medicine, Water, Sanitation and Hygiene (WaSH) and nutrition. It also explores health systems and policies and human resources for health against a backdrop of challenging geopolitics, migration, global warming and changes in disease and population trend. The key reference for the module is 'Global Health An introduction to current and future trends' by Kevin McCracken and David R. Philips. Lectures may include (but are not limited to) the following topics:

- Introduction to Global Health
- Introduction to Epidemiology
- Maternal and Child Health
- Climate Change and Environmental health
- Water, Sanitation and Hygiene (WaSH)
- Traditional Medicines
- Communicable Diseases
- Non-Communicable Diseases Nutrition



- Health Policy and Systems
- Human Resources for Global Health
- Ethics in Global Health

**Assessment:** There are two components to the assessment, individual and group assessment as follows:

Part A: (60%) Each student will be asked to submit a 1500 word essay from a choice of questions focusing on issues discussed during the module.

Part B: (40%) A global health case study will be made available to groups. Each group will analyse the case and make presentations on how they will address issues and challenges raised by the case.

The slides for this presentation are to be submitted via email to Dr Ayat Abu-Agla ([abuaglaa@tcd.ie](mailto:abuaglaa@tcd.ie)) no later than 29<sup>th</sup> November 2017, and the presentation is to be delivered by each team during the final class on 1<sup>st</sup> December 2017.

## **DP8008/POL41530 Impact Measurement**

**Coordinator:** TBA

### **5 ECTS**

Description: The aim of this module is to provide students with an advanced understanding of evaluation strategies to estimate the impact of aid interventions.

### **What will I learn?**

In the course Applied Econometrics you will be introduced to the linear model in econometrics, including OLS, GLS and IV estimation. We will also cover models with Limited Dependent Variables and Models based on Panel Data. Finally, we explore RTCs and difference and difference estimators.

### **Towards the end of the course you should be able:**

- to interpret and evaluate estimation results, including adequacy of employed estimators and test procedures;
- to judge the appropriateness of certain assumptions (homoscedasticity, linearity, parameter constancy), and to test them statistically.

- to perform your own empirical study, including model building and selection, misspecification testing, interpretation and forecasting.
- to formulate a balanced, critical assessment of methods for measuring the impact of development aid projects.
- to use the Stata statistical software package to apply the tools of causal analysis to publicly available development data sets.
- to develop integrated evaluation strategies for development aid projects.

M. Verbeek (2012), *A Guide to Modern Econometrics*, 4th edition, John Wiley and Sons, Chapters 1, 2, 3, 4, and selected parts of Chapters 7 and 10.

### **Assessment**

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

*N.B. Subject to minor revisions. Details of any revisions will be made available during the opening sessions of the module.*

## **DP8003/GSHS40480 Development Practice in Post-Conflict & Fragile Situations**

**Coordinator:** Dr. Conor Galvin, UCD

**5 ECTS** – 24 Teaching Hours; 80 hours course reading; 26 hours assignment related

### **Description / Concept:**

This module provides an introduction to and practice in the core understandings and capabilities necessary to engage successfully in transitional analysis, principled crisis response, and effective post-intervention review and policy learning.

### **Learning Activities**

The module focuses initially on case-studies and readings in key issues relating to the sociology of transition and on explanations of multilateral interventions into humanitarian and post-conflict crisis settings. Using similarities and differences in UN and EU approaches as start-points, the module explores these for their importance to the study and the practice of humanitarian intervention and early stage (re)development.

Stage One course activities are directed at the following objectives in particular:

- To foster informed and critical transition analysis through the study of research and literature which locates societies in transition within a theoretical, and comparative perspective.
- To develop understanding of the theoretical, methodological and empirical issues that underpins successful humanitarian intervention and early stage (re)development in complex situations.
- To seek convergences between the world of development action theory and ‘real-world’ /situated practice through engagement with issues from the field of post-conflict / fragile state intervention.

The second stage of the course is built around participation in a multi-dimensional simulation of a post-conflict situation in a failed state. This draws on a variety of developmental agendas and intentions. Course participants adopt a variety of roles and activities within the gameplay – so gaining insight into the activities and operational protocols of UN, NGO and other actors at a regional level in a complex, post-conflict crisis setting.

Stage Two course activities are directed at the following objectives in particular:

- To build understanding and practical skill-sets in relation to operating in the (re)development space within a complex, early-stage, peace operation.
- To explore the tensions and possibilities involved in inter-organisational cooperation and coordination within a complex, early-stage, peace operation.
- To gain insight into procedures and protocols which increasingly characterise EU and UN interventions and missions premised on a ‘comprehensive approach’ to peace and societal reconstruction.

<b>Assessment Type</b>	<b>Assessment Description</b>	<b>% final grade</b>	<b>Timing</b>
Annotated reading task	Requirement 1: Individual reading in the nature of Comprehensive Approaches within transitional interventions.	20	End Stage 1
Project Report	Requirement 2: A project paper detailing preparation for, participation in, and post-exercise	80	End Stage 2

	evaluation of a high-intensity simulation exercise.		
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Late penalty: 5% per week or part-week beyond two days

Full attendance is mandatory.

*N.B. This assessment structure is currently under review. Details of any revisions will be made available during the opening sessions of the module.*

### **DP8006/POL41430 Globalisation & African Development**

**Coordinator:** Dr. Pdraig Carmody, TCD

**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.

- 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.

**DP7008/GSHS40490 Foundations of Sustainable Development: MDP Global Classroom**

**Coordinator:** Prof. Patrick Paul Walsh, UCD

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

**Description:**

This course aims to provide students with a general introduction to the basic core understandings required of a “generalist” development practitioner and serves as the foundation course for the Masters in Development Practice (MDP) curriculum.

Variations on this course are offered at a number of our partner universities around the world. Course topics are grounded in a practical, multi-disciplinary approach that focuses on the inter-relationship of each of the four pillars of MDP study. Both conceptual and practical issues are stressed throughout each course topic and the underpinning intention is to challenge and inform participants in such a way that they are able to engage more successfully with the opportunities that the MDP provides.

### **Learning Objectives & Outcomes:**

- To expose students to the core concepts and technical understanding required to engage with professional problems within the field of sustainable development;
- To develop practical problem-solving skills through the analysis and diagnosis of complex development challenges;
- To provide students with a heightened awareness of the cross-cultural, multi-disciplinary, multinational dimensions of the field;
- To foster a spirit of collaboration both inside and outside the classroom among students from diverse backgrounds and distant regions through increased communication skills and - where appropriate – social networking tools, in order to prepare them for such environments in the professional world of development practice;
- To encourage students to identify, study, and reflect upon the foundations of interventions that may lead to poverty alleviation and sustainable development.

### **Assessment:**

Attendance is mandatory.

Module assessment is split into four components, three individual and one group assignments:

- |                           |                 |
|---------------------------|-----------------|
| • FSDP Group Project: 10% | Week 4          |
| • FSDP Portfolio: 60%     | Continuous      |
| • FSDP Presentation: 20%  | End of semester |
| • Policy Analysis: 10%    | Week 10         |

*N.B. This assessment structure is currently under review. Details of any revisions will be made available during the opening sessions of the module.*

**Core Readings:**

Jennifer Elliott (2012) *An Introduction to Sustainable Development* (Routledge Perspectives on Development)

Regina Scheyvens (2014) *Development Fieldwork: A Practical Guide* Second Edition. SAGE.

**DP8012/POL41520 Governance, Politics & Development**

**Coordinator:** Dr. Samuel Brazys

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

**Description:**

Governance, Politics, and Development will examine how governmental, intergovernmental, and non-governmental organisations provide governance and structure to development efforts. The course will examine the governance and politics of development at the international, national, and sub-national levels. The course will focus on the relationship between the interests of the actors, the nature of the institutions, the quality of governance, and the effectiveness of development outcomes.

**Learning Objectives & Outcomes:**

By the end of the course, students should have a strong understanding of the following topics:

- The role of stakeholders
- The role of the rule of law, culture, conflicting interests, and corruption in development
- The role of multi-level governance and decentralisation in development
- The role of democracy in development
- The role of conditionality, social capital, ownership, alignment, and harmonization in development.

**Assessment:**

Attendance is mandatory.

Details will be provided in the module outline delivered to students at the beginning of the module.

**DP7006/POL41440 NGO Placement**

**Coordinator:** Dr. Susan Murphy, TCD

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

**Description:**

During this module, students will work with local Non-Governmental Development Organisations (NGDOs) on specific research topics. During the placement, students will work on identified issues of research concern to the partner development organisations based in Ireland.

Before engaging with the identified NDGO, students are required to attend lectures in preparation for this placement. The rationale for the NDGO placement research project is to enable MDP students to:

- Develop research skills in development policy and practice
- Develop team working skills and hands-on experience through direct placement in the offices and projects sites of partner organisations.

**Learning Objectives & Outcomes:**

On successful completion of this module students will have a deeper understanding of the following key areas:

- Research skills in development policy and practice. In particular, specific skills required to engage as development practitioners in local NDGOs.
- The practices and approaches of leading NDGOs in Ireland.
- The main types of research design and methods employed in local NDGOs.
- Project management principles of NDGOs.
- Develop team working skills and hands-on experience.

**Assessment:**

Attendance is mandatory.

Results from the project would be presented in two forms: Electronic submission of full report – **80%** of total mark; Oral presentation (Power Point) – **20%** of total mark. Students will be required to do an oral (Power Point) presentation of their findings to an audience that will comprise MDP and NGO staff.



**DP7009 NGOs: Law, Governance and Social Change**

**Coordinator:** Dr. Oonagh Breen, UCD

5 ECTS

**Description:**

This seminar will examine the international and comparative law of 'civil society.' Using Ireland as a case-study, the seminar will explore the political, social and legal context in which NGOs operate in Ireland, neighbouring jurisdictions and internationally. The seminar will seek to map regulatory trends in charity law and to relate strategies of non-profit involvement in policy formation and interaction with the state and market sectors to wider societal factors (e.g. a country's welfare arrangements, policy-making infrastructure and service delivery capacity). The emphasis is comparative and the experience of other countries is used as a lens through which to view the situation in Ireland.

Starting from a survey of contemporary issues in charity law, the module considers the role of charities/non-profit organizations in the political economy vis-à-vis the state and the market before considering political and philosophical questions governing the meaning of charity. Following the life cycle of a charitable organization from establishment to operation and ultimate dissolution the module examines broadly: the legal frameworks within which NGOs operate and are regulated; the legal rights and obligations of directors, trustees, officers and members of NGOs; and the legal and tax implications related to charitable giving, advocacy, lobbying, political and commercial activities of tax-exempt NGOs. Consideration will be paid to current international debates on issues ranging from the introduction of national and international counter-terrorism measures and varying approaches of countries towards rights of freedom of assembly and association.

**Learning Outcomes:**

At the completion of this module: Students should have acquired knowledge and understanding of the key legal principles and rules involved in the law of charities and other civil society organisations in Ireland. Students should be able to demonstrate an understanding of how this regulatory regime interfaces and compares with comparative charity regulatory regimes in other common law jurisdictions and be able to describe and critically compare these regimes with each other. Students should be able to make a clear and informative individual presentation to an audience of peers on aspects of charity law and to contribute actively to team activities. Students should be able to engage with contemporary legal and political debates about charities and other civil society organisations and students should be able to provide, orally and in writing, clear

descriptions, comparisons and evaluations of the treatment of these issues in the jurisdictions studied.

Working in pairs, students will be required to select a registered Irish charity as their adopted charity for the duration of this module and to engage with that body to conduct an overview of its governance and regulation, its compliance with relevant statutory provisions and to report on the charity's challenges and successes in carrying out its charitable mission. Students should give some thought in advance of term commencing to those charities that they might like to work with and further instructions and discussion regarding this issue will take place in Week 0.

### **Assessment**

#### **Attendance is mandatory**

Charity Report on Adopted Charity	Weeks 2-12	30%
Show & Tell Portfolio	Weeks 2-10	30%
Research Term Paper	Week 12	40% [3,500 words]

### **DP 8017 Smart-eco cities of the future**

**Module Coordinator:** Dr Federico Cugurullo, TCD

#### **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:**

The assessment will be based on multiple components which will challenge both your written and oral communication skills in a creative manner. You will be asked to research and evaluate smart-eco city projects, write reports, present your findings and, most importantly, use your creativity to design strategies of sustainable urban development.

**DP7011/POL41580 Fieldwork I**

**Coordinator:** Dr. Susan Murphy, TCD

10 ECTS – 250 hours (20-30 hours classroom based; 230 hours fieldwork and project write up)

**Description**

Between May and August, year one MDP students will undertake the field studies and clinical practice training programme. Students will engage with partner organisations across multiple locations to study, design, and implement practical projects that address pressing problems in developing locations.

### **Learning Objectives & Outcomes:**

There are two core objectives of the module – firstly, to enable students to gain field experience in a supportive and structured environment; and secondly, to provide students with the opportunity collect data for use in the final MDP dissertation.

On the first point, students will select a project with one of our partner organisations and will have the opportunity to research and analyse real life developmental problems and devise policy and practical solutions.

On completion of this module, students will develop skills in the following areas -

- Research design and planning
- Primary and secondary data collection utilising a range of quantitative and qualitative tools
- End-to-end project management skills including design, implementation, monitoring and evaluation of a development project as a practitioner.
- Conduct policy oriented case study research on development problems and challenges from theoretical, policy and practice perspectives.

### **Assessment:**

Participation in pre-departure training is mandatory

1. Preparation and presentation of research proposals (March 2018)
2. Oral Presentation of results (August 2018)
3. Research report (September 2018)
4. Policy brief (September 2018)

The content of this report may form the basis of the MDP dissertation completed by the student in Year Two.

**DP8011/POL41590 Fieldwork II**

**Coordinator:** Dr. Susan Murphy, TCD

5 ECTS

**Description:**

Starting in spring 2018, students of the TCD-UCD MDP students will undertake their Second Year field programme with development organisations at the global/international/national levels. The placement is expected to be undertaken with credible organisations currently working on issues related to international development and practice. The aim of this module is to provide students with the opportunity to:

- Undertake an internship with a development organisation working at the global, international/ national level.
- Allow student to work with development practitioners, programme/project officers and desk officers in a shadowing capacity to enable them to acquire direct organisational and programme management skills.
- Offer students the opportunity to develop their professional and career networks for potential employment in the future.

**Learning Objectives & Outcomes**

The main objective for the placement programme is to enable MDP students to:

- Acquire organisational/ project management skills in development practice
- Develop team working skills and professional experience in development management
- Develop skills in the operations, formulation and writing of policy oriented projects.

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

- Understand how to design, review, analyse implement and monitor development programmes.
- Develop management and leadership skills in development practice.
- Develop networking, employability and negotiation skills within a professional environment.
- Develop capacity to conduct policy oriented case study on development problems and challenges from practice perspectives.
- Understand development management from a wider professional perspective.

**Assessment:**

10% Participation in pre-departure training. (Jan-April 2018)

90% Securing an International Internship placement, Research & Project report (due in June 2018)

**DP8013/POL41610 MDP Dissertation**

**Coordinator:** MDP Course Directors

20 ECTS – 500 hours

**Description:**

In year two, students will write up and submit a 10,000 word dissertation (maximum) based on the agreed thematic area. Dissertations may draw on research conducted during the Fieldwork Modules. Dissertation supervisors will be allocated from amongst the UCD and TCD staff teaching on the course to fit with the students' topics. Both their desk-based and field research will focus on this topic. Where appropriate a student may be jointly supervised by two supervisors, with the approval of the Course Director and coordinators.

**Learning Objectives & Outcomes**

The research project provides students with an opportunity to:

- Develop skills of independent research
- Pursue a topic in their chosen area
- To employ relevant skills (including research planning, literature review, project design, and statistical analysis)
- Apply and develop their knowledge of research methods and project planning

On successful completion of this module students should have developed and be able to demonstrate a capacity to:

- Develop a coherent and informed argument
- Conduct a literature review
- Develop a set of hypotheses or ideas to be tested

- Select and employ suitable methods and procedures for the collection, analysis and presentation of relevant data
- Discuss the results in terms of their implications for the hypotheses
- Produce well-reasoned conclusions and discuss their significance and implications

**Assessment**

20 ECTS – 500 hours of effort

Dissertations will be also be blind read by a 2<sup>nd</sup> reader/examiner.

## 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 normally be to TCD Blackboard for TCD modules and UCD Blackboard for UCD modules. *Each assessment for TCD must include a completed title page template and a plagiarism declaration form.*

It is your responsibility to ensure work is submitted on time. It will be date stamped in Blackboard. You should keep copies of all work that you submit. Assessments submitted after the deadline will receive a **10% deduction in the final mark for each working day late**. Assessments will not be marked if more than two working days late unless by prior, written agreement with the module co-ordinator.

### MDP Marking and Award of MSc

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

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

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

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

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

Unless otherwise stated, indicative grades will be circulated within **one month** of submission. A date and time will also be circulated at which you can collect assessed work. All assessed work



**MUST BE RETURNED** prior to the first Court of Examiners meeting. The deadline for return of work will be circulated during the semester.

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

### Plagiarism

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

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

**All students are also responsible for being familiar with UCD's policy statement on plagiarism.**

[http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism\\_po.pdf](http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism_po.pdf)

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 are returned by module co-coordinators to the course office in TCD. 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 modules 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 a fieldwork Module for documented medical reasons or in the case of a documented family emergency.

**Student Progression:** A meeting will be held at the beginning of the second academic year with each individual student and the course directors. The purpose of this meeting is firstly, to review academic progress and to ensure that all module requirements have been fulfilled; secondly, to review contributions to, and participation in, the programme more broadly, and to ensure that each individual is in good standing, and suitable to progress to the final year of the masters; and thirdly, to provide students with an opportunity to share their thoughts and experiences on the first year of the programme, and to discuss expectations and objectives for the forthcoming year.

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)**

TCD as the host institution will hold the graduation ceremony in line with its conventions. The Academic Registry in TCD 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 in either UCD or TCD, depending on which institution the module is being led/coordinated by. 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 in either UCD or TCD, depending on which institution the module is being led/coordinated by. 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 appeal pertaining to any module taught on the course to the module coordinator in the first instance. Trinity regulations will apply to Trinity modules and UCD regulations will apply to UCD modules.

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 of the Lead Institution.

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

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

In UCD, the procedure to be followed is outlined at [http://www.ucd.ie/appeals/exam\\_appeal.htm](http://www.ucd.ie/appeals/exam_appeal.htm). In UCD, lodging an appeal costs €75 fee per module

**\*\* N.B. Appeals must be lodged within 30 days of the result of the assessment being made available to you on the web or otherwise. Appeals cannot be made on the basis of provisional results\*\***

In TCD, 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.

In UCD, the regulations to be followed are outlined at [http://www.ucd.ie/appeals/exam\\_check.htm](http://www.ucd.ie/appeals/exam_check.htm)

In the case of non-academic disciplinary offences (for example, destruction of property, inappropriate behaviour) students will be subject to the disciplinary regulations of the institution at which the offence occurred.

At all stages of the appeal and/or re-checking/re-marking processes the consultation with the Course Director and the local course coordinators 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 TCD Student Health Centre (House 47) or access student health services available in UCD.

### **Accidents**

In **Trinity**, all accidents must be reported to the Safety Officer (Terence Dunne ext: 2263) 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.

**UCD:** In all instances contacting the Emergency Services must be done via the Campus Services 24 hour Emergency Line extension 7999 or 01 716 7999 from a mobile. Services personnel will then contact the Emergency Services and ensure that they are met upon their arrival on campus and are escorted to the correct location of any incident.

### **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. 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 Chair / Director TCD (Padraig Carmody)	896 1243
Course Director UCD (Paul Walsh)	716 8435
Course Coordinator TCD (Susan Murphy)	896 3540
TCD Programme Administrator (Elaine Elders)	896 2414
UCD Programme Administrator (Gillian Johnston)	716 8643
TCD Front Gate Security	896 1999
UCD Estates	716 7000
TCD Academic Registry	896 4500
UCD Student Desk	716 1555
TCD IS Services Helpdesk	896 2000
UCD IT Services Helpdesk	716 2700
TCD Student Health Centre	896 1556
UCD Student Health Centre	716 3134



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/](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](mailto: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.



The UCD Student Advisers provide support for all students throughout their university experience, particularly during their first year. We are located in the six Colleges and either attached to particular programmes or to specific groups of students and you can find our contact details here. We work closely with the administrative and academic staff as well as with the chaplains and other support staff.

We are here to help you make your time at UCD as fulfilling and enjoyable as possible. You can call to see us in relation to personal, social or practical issues. From simple requests for information to more confidential and serious matters, we will give you the time and space to talk things through.

<http://www.ucd.ie/studentadvisers/>

MSc Development Practice is under the College of Social Sciences & Law and your dedicated advisor is Mr Kieran Moloney.

Room G003, Newman Building

Tel: 01 716 8366

[kieran.moloney@ucd.ie](mailto:kieran.moloney@ucd.ie)



## 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 log in 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