



IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

**IRISH RESEARCH COUNCIL GOVERNMENT OF IRELAND POSTGRADUATE
SCHOLARSHIP SCHEME**

INCLUDING STRATEGIC FUNDING PARTNER THEMES

2015

TERMS AND CONDITIONS



**AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS**

TERMS AND CONDITIONS

1. DEFINITIONS

- 1.1 **Academic Supervisor** shall mean the person or persons responsible for supporting and guiding the Scholar and ensuring the quality of the research produced under the Scholarship.
- 1.2 **Council** shall mean the Irish Research Council (see www.research.ie).
- 1.3 **Funding Term** shall mean the period between the official start date and agreed end date of the Scholarship.
- 1.4 **Higher Education Institution (HEI)** For the purposes of these Scholarships, a higher education institution in Ireland (as defined in Clause 1.5) must be: within the meaning of Section 1 of the Higher Education Authority Act, 1971; and/or approved for the purposes of the Free Fees initiative; and/or in receipt of some other form of public funding from the Department of Education and Skills. A list of eligible Irish HEIs is provided on www.research.ie.
- 1.5 **Ireland** shall for the purposes of these Terms & Conditions mean the Republic of Ireland.
- 1.6 **Research Project** shall mean the research work proposed by the Scholar and approved by the Irish Research Council.
- 1.7 **Scholar** shall mean the person awarded a Scholarship.
- 1.8 **Scholarship or Council Scholarship** shall mean the Irish Research Council Postgraduate Scholarship as outlined in the Letter of Offer.
- 1.9 **Scholarship Fund** shall mean the funding for the Scholarship.

2. INTRODUCTION TO THE COUNCIL

- 2.1 The **mission of the Council is to enable and sustain a vibrant and creative research community in Ireland.** The Council funds excellent researchers across all disciplines and encourages interdisciplinary research and engagement with enterprise. The Council facilitates the career development of researchers by funding those at an early stage of their research career to associate with established researchers who have achieved international recognition for their work. The primary strategic objective of the Council centres on building an expertise-driven research system to enhance Ireland's creative and innovation capacity and skills base in a rapidly changing global environment where knowledge is key to economic, social and cultural development. The Council is further committed to facilitating the integration of Irish researchers in all disciplines within the European Research Area.

3. DESCRIPTION OF SCHOLARSHIPS

- 3.1 The Council offers a number of opportunities for suitably qualified individuals to pursue a postgraduate degree in any discipline at an eligible HEI within Ireland, including the **Irish Research Council Government of Ireland Postgraduate**

Scholarship². In addition, a number of targeted Scholarships are offered in collaboration with our strategic funding partners.

3.2 The aim of the Irish Research Council Government of Ireland Postgraduate Scholarship hereinafter referred to as the **Government of Ireland Postgraduate Scholarship**, is to support suitably qualified Research Masters and Doctoral candidates pursuing or intending to pursue full-time research in any discipline. Scholars will hold a '**Government of Ireland Postgraduate Scholarship**'. In addition, the highest-ranked Irish history award will be named '**Daniel O'Connell Postgraduate Scholarship**'.

3.3 A number of other national organisations partner with the Council and support the Government of Ireland Postgraduate Scholarship scheme as a mechanism to deliver on our shared national objectives. Our strategic funding partners for 2015 include:

3.3.1 The Conflict Resolution Unit of the Department of Foreign Affairs, in partnership with the Council, will fund research to examine areas relevant to the work of the Conflict Resolution Unit, as outlined in Appendix 1. Scholars under this theme will hold an **Andrew Grene Postgraduate Scholarship in Conflict Resolution**.

3.3.2 The National Forum for the Enhancement of Teaching and Learning in Higher Education, in partnership with the Council, will fund research to examine how to enhance teaching and learning across the entire Higher Education sector, as outlined in Appendix 2. Scholars under this theme will hold a **National Forum Postgraduate Scholarship for Teaching and Learning in Higher Education**, hereinafter referred to as the **National Forum Postgraduate Scholarship**.

3.3.3 Science Foundation Ireland (SFI), in partnership with the Council, will fund research to further enhance Ireland's science awareness/outreach activities in science, technology, engineering and mathematics at primary and secondary education level as well as enhancing the Irish public awareness of the sciences, as outlined in Appendix 3. Scholars under this theme will hold a **Science, Technology, Engineering and Mathematics (STEM) Education Postgraduate Scholarship**.

3.3.4 Science Foundation Ireland (SFI), in partnership with the Council, will fund research with an emphasis on science policy and innovation, as outlined in Appendix 4. This includes modelling economic impact; exploitation of Intellectual Property; research mobility; scientific methodology for identifying emerging areas of potential economic importance; and strategies for promoting innovation in multinational corporations. Scholars under this theme will hold a **Postgraduate Scholarship in Science Policy & Innovation**.

² Following the merger of IRCHSS and IRCSET, the Government of Ireland Postgraduate Scholarship subsumes the previous IRCSET Embark Scholarship and IRCHSS Government of Ireland Postgraduate Scholarship.

- 3.3.5 The Research and Evaluation Unit of the Department of Children and Youth Affairs, in partnership with the Council, will fund research that is based on analysis of the dataset from Phase 1 of Growing Up in Ireland and is directly related to one or more of the national outcomes for children and young people set out in Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People (2014 – 2020), as outlined in Appendix 5. Scholars under this theme will hold a Department of Children and Youth Affairs Growing Up in Ireland Postgraduate Scholarship, hereinafter referred to as the **DCYA Growing Up in Ireland Postgraduate Scholarship**.
- 3.3.6 The Environmental Protection Agency (EPA), in partnership with the Council, will fund research under the EPA Research Programme (2014-2020) pillars of Climate, Water and Sustainability, as outlined in Appendix 6. Scholars under this theme will hold an Environment Protection Agency Postgraduate Scholarship, hereinafter referred to as the **EPA Postgraduate Scholarship**.
- 3.4 Awards under the Scheme are made to the individual Scholar; however note Clause 6.6 & 8.2 below.

4. DEGREE TYPE AND DURATION OF FUNDING AVAILABLE

- 4.1 All Scholarships will commence with effect from 1st October 2015 (no later or earlier).
- 4.2 The duration of funding to be given for the Scholarship is dependent on the type of degree being pursued and the date of first registration.
- 4.3 A Scholar who is a new entrant to the degree for which the Council has awarded funding is entitled to funding for the full duration of the degree subject always to these Terms and Conditions.
- 4.4 The Scholarship is not intended to substitute for or to augment funds available under programmatic research actions. A Scholar who is already registered for one of the degrees as listed in the table on page 5 is not eligible for funding apart from Scholars falling within Clauses 4.4.1 – 4.4.4 inclusive:
- 4.4.1 A Scholar who has completed part of the degree on the basis of being self-funded.
- 4.4.2 A Scholar who has completed part of the degree on the basis of being in receipt of a Student Universal Support Ireland (SUSI) grant.
- 4.4.3 A Scholar who has completed part of the degree on the basis of being in receipt of a HEI-funded bursary or scholarship.
- 4.4.4 A Scholar who has completed part of the degree on the basis of being in receipt of a Central Remedial Clinic Ciaran Barry Graduate Scholarship.

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Degree type	Duration of full degree	Date of first registration	Indicative duration of funding to be given
Research Masters Degree	12 months	September/October 2015	ONE Year
		<i>Registrations prior to September 2015 are ineligible.</i>	
Structured Research Masters Degree	24 months	September/October 2015	TWO Years
		September/October 2014*	ONE Year
		<i>Registrations prior to September 2014 are ineligible</i>	
Traditional Doctoral Degree	36 months	September/October 2015	THREE Years
		September/October 2014*	TWO Years
		September/October 2013*	ONE Year
		<i>Registrations prior to September 2013 are ineligible.</i>	
Structured Doctoral Degree	48 months	September/October 2015	FOUR Years
		September/October 2014*	THREE Years
		September/October 2013*	TWO Years
		September/October 2012*	ONE Year
		<i>Registrations prior to September 2012 are ineligible.</i>	

*see Clause 4.4 for conditions associated with access to these awards

- 4.5 Exceptions to the above date of first registration may be made for those who have taken eligible career breaks from their degree programmes, including those who have temporarily withdrawn from their degree programme for duly certified medical reasons³.
- 4.6 The office of the Vice-President/Dean of Research/Head of Development, as applicable, will be required to endorse an application on behalf of their institution and must confirm the Scholar's participation on the specified type of degree being pursued (see table above).
- 4.7 Where a Scholar is on a structured degree programme the Dean of Graduate Studies (or her/his equivalent) will be required to confirm that the Scholar's programme includes the development of discipline-specific knowledge, research

³ Eligible career breaks include: maternity leave, paternity leave, adoptive leave, prolonged sick leave, carer's leave. Provision of documented evidence of an eligible career break will be required if an exception is to be requested.

skills and generic/transferable skills in line with the national definition in Appendix 7 and meets institutional requirements for a structured programme, including coursework requirements. This requirement may be the subject of audit by Council and with reference to 9.11 below, the Council reserves the right to suspend or terminate a Scholarship if this requirement is breached.

5 **SCHOLARS**

5.1 Scholars are selected in accordance with the Council's Postgraduate Scholarship application and assessment process.

5.2 Scholars must be full-time students affiliated with an eligible HEI in Ireland.

5.3 Scholars must fulfil the following criteria:

5.3.1 must not be a permanent member of staff in an HEI or in a non-Irish based research body or HEI.

5.3.2 must have a first class or upper second-class honours primary degree, or the equivalent⁴. If examination results are not known at the time of application, the Council may make a provisional offer of a Scholarship on condition that the Scholar's undergraduate degree result is a first class- or upper second-class honours, or the equivalent. Masters degree results may be considered to take precedence over the results of the primary degree. The Council decision on these matters is final;

5.3.3 must not have applied more than once to the Scheme (including strategic partner themes within the Scheme). This includes applications since 2009 to the EMBARK scheme previously run by the Irish Research Council for Science, Engineering and Technology (IRCSET), and the Government of Ireland Scholarship Scheme previously run by the Irish Council for Humanities and Social Sciences (IRCHSS).

and at the time of application:

5.3.4 be a new entrant to the degree for which they are to receive Council funding and have been formally accepted by the relevant department/school by, at the latest, **1st October 2015**;

or

5.3.5 fulfill the criteria in 4.4 if already registered and part of the degree has been completed.

⁴Examination results as detailed on the application form and endorsed by the authorised contact at the HEI must correspond to those on official transcripts. Supporting materials and nonreturnable transcripts of the academic record must be forwarded to the Council for inspection before the Scholarship can commence. Transcripts can usually be obtained from one of the following, or their equivalent: the Registrar, faculty, or department/school of the Scholar's institution. All transcripts must be appropriately stamped or endorsed confirming that they are official documents of the Institution.

and in the case of

- 5.3.6 Research Masters Scholarships, not currently holding or having previously held a Council Postgraduate Scholarship;
 - 5.3.7 Doctoral Degree Scholarships, not currently holding or having previously held any Council Postgraduate Scholarship other than those which would enable them to obtain a Research Masters Degree.
- 5.4 Scholars from any country may hold a Council Postgraduate Scholarship. However, Scholars must:
- 5.4.1 maintain her/his principal residence in Ireland (as defined) during the period of the Scholarship;
 - 5.4.2 satisfy the State's regulations on immigration and have the support of their HEI with respect to these regulations and requirements if not a national of a member state of the European Union (EU).
- 5.5 For all Scholarships, arrangements with respect to immigration will be a matter for settlement between the Scholar and his/her HEI, and the relevant immigration authorities of the State.
- 5.6 Acceptance of the award is subject to these Terms and Conditions and the Guide for Applicants which, in conjunction with the Letter of Offer and completed and signed Acceptance Form, constitute the basis on which the award is held and/or renewed.
- 5.7 Scholarships are held subject to these Terms and Conditions. If any of these are breached by a Scholar, Council will suspend or terminate the Scholarship and/or may require reimbursement of such payments as have already been made to the Scholar.

6 SCHOLARSHIP STRUCTURE

Value of Scholarship

- 6.1 The total value of the **Government of Ireland Postgraduate Scholarship**, and all strategic funding partner scholarships, will be up to a maximum of €24,000 in any approved year and will consist of the following:
- 6.1.1 A maintenance award of €16,000 per annum within the Funding Term;
 - 6.1.2 Contribution to fees, including non-EU scholarship fees, paid to the HEI up to a maximum of €5,750. Any differential must be paid by the Scholar and/or HEI per annum. Scholars who hold a fee waiver from their HEI, or where no fee is required, or where fees are paid in full or in part by a third party, must inform the Council and the appropriate offices in their HEI and will not be eligible for the fee portion of the Scholarship;

- 6.1.3 Eligible direct research support expenses to enable the Scholar to carry out the research project, including essential research supplies such as small consumables; books and journals; pay as you go access to national research infrastructure; software and hardware critical for the research⁵ - to be obtained in the first year of the award or the first 3 months of a 1 year award; archival research costs; conference travel and participation; generic and/or specialist disciplinary skills training; publishing and write-up costs. The exact amount of eligible direct research expenses is subject to sufficient justification being made in the grant proposal up to a maximum of €2,250 per annum. Only vouched expenses incurred in actually carrying out the research project will be funded.
- 6.2 The maximum that can be spent in any year of the Scholarship is €24,000, plus any unspent balance of eligible direct research support expenses carried over from the previous year of the Scholarship. Apart from this exception, funds may not be carried forward from one year to the next.
- 6.3 No funds provided by the Council as part of the Scholarship Fund may be used by the HEI to cover overhead or administrative costs.
- 6.4 Funding will be provided only for the Research Project as presented in the application form and if any significant departures from this become apparent during the development of the Research Project, the consent of the Council must be sought.
- 6.5 Expenses that occur outside the Funding Term are not eligible under the Scholarship.
- 6.6 While the Award is made to the individual Scholar, the Scholarship Fund is administered through the appropriate office within the HEI.

Taxation

- 6.7 The Scholar should refer to the Office of the Revenue Commissioners in order to confirm the tax exemption status of her/his Scholarship.
- 6.8 Compliance with Irish laws and regulations on taxation will be a matter for resolution between the Scholar, the HEI and the Irish Revenue Commissioners.

7 CONDITIONS OF THE SCHOLARSHIP

Location of Scholarship

⁵Apart from this exception, Scholarship funds must not be used to purchase capital items.

- 7.1 Scholarships must be held at an eligible HEI as defined in Clause 1.4.
- 7.2 Scholars must maintain an actual presence within their respective departments/schools during the academic years of their Scholarship and reside within a reasonable travelling distance of the HEI.
- 7.3 The Council requires Scholars and Academic Supervisors to have regular contact.
- 7.4 Notwithstanding Clauses 7.2 and 7.3, the Council recognises that the Scholars may benefit from spending part of the duration of the Scholarship away from their HEIs. Such periods may involve:
 - 7.4.1 attending courses which are relevant to the Scholar's training. The Council will not normally sanction such courses longer than one academic term in duration and will not be liable for paying any additional fees or expenses associated with such courses;
 - 7.4.2 spending part of the academic year engaged in research in Ireland or abroad in an organisation other than the original HEI proposed;
- 7.5 In order to take up such an opportunity of more than four weeks' duration, the Scholar must apply to the Council for permission and include the written support of her/his Academic Supervisor. A template will be available for this purpose. The Council will not be liable for any fees or expenses arising. Information regarding progress in any research related trips must be documented as part of the required progress reports.
- 7.6 While the Council expects Scholars to complete their research at the HEI originally proposed, the Council recognises that exceptional circumstances may call for a change of location or of Academic Supervisor. In this case, the Scholar and the proposed new Supervisor and HEI (Department/School), must write to the Council stating the case for the change. The Council will examine the submission on its merits and respond with a decision on whether funding will continue in the new circumstances.

Training and Career Development Plan

- 7.7 The Scholar and Academic Supervisor are required to create a Training and Career Development Plan as a method for developing a comprehensive work plan for the life of the Scholarship and with a view to a viable career beyond the Scholarship period.
- 7.8 A record must be kept of Training and Career Development activities completed by the Scholar and these must be reported in progress reports submitted to the Council.

Additional Duties outside the remit of the Scholarship

- 7.9 A Scholar's first duty is to the successful completion of the Scholarship for which s/he has been awarded Council funding.
- 7.10 Scholars must engage full-time in research during the Funding Term and should not engage in any activity other than completing the Scholarship. The *first year* of the degree should be devoted exclusively to the development of the research project and the Training and Career Development Plan⁶.
- 7.11 Teaching is an essential means for the structuring and dissemination of knowledge and should be considered valuable within the Scholar's career. The Council therefore allows Scholars to agree to take on additional duties (e.g. teaching duties, supervision, education provision and support activities) in the second and subsequent years of their degree, provided:
- 7.11.1 the Scholar provides the Council with a written statement of support from their Academic Supervisor and obtains prior written permission from the Council. A template will be available for this purpose;
 - 7.11.2 the additional duties are not excessive (does not exceed a total 50 hours per academic term) and do not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities;
 - 7.11.3 the additional duties are relevant to the research funded by the Scholarship and consistent with the Training and Career Development Plan agreed by the Scholar and Academic Supervisor.
- 7.12 In exceptional circumstances, a Scholar may engage in other duties as an alternative to tutorial or demonstration duties in the second and subsequent years of the degree provided:
- 7.12.1 the Scholar provides the Council with a written statement of support from their Academic Supervisor and obtains prior written permission from the Council. A template will be available for this purpose;
 - 7.12.2 the other duties are not excessive (do not exceed a total 50 hours per academic term) and do not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities;
 - 7.12.3 the other duties are relevant to the research funded by the Scholarship and consistent with the training and career development plan agreed by the Scholar and Academic Supervisor.
- 7.13 HEIs must keep and hold records and approvals of additional or other duties by Scholars and should ensure that they are taken into account in relevant evaluation/appraisal systems and contribute to the professional development of the Scholar.

⁶ An exception to this may be made for Scholars on a structured degree programme where part of the course curriculum involves teaching in the first year of the degree. Provision of documented evidence of this requirement will be required if an exception is to be requested.

- 7.14 Suitable training should be provided for teaching activities as part of the professional development of Scholars.
- 7.15 The Council will monitor teaching and other such agreements as part of its progress reporting mechanisms.
- 7.16 Contractual and remuneration matters in respect of additional/other duties are a matter for agreement between the Scholar and the HEI. Any such payments for relevant duties will not affect the Scholar's total amount of Scholarship.
- 7.17 The Council may require the Scholar to attend such events or meetings as are arranged by the Council.
- 7.18 Andrew Grene Scholars in Conflict Resolution may be required to provide consultation to the Conflict Resolution Unit in the Department of Foreign Affairs of Ireland. These activities will not exceed twelve hours in any given month. The consultation may include, *inter alia*, presentations, briefings and research papers.
- 7.19 National Forum Scholars will be required to liaise with the National Forum core team, to share emerging research findings, to collaborate with other Forum scholars and to participate in National Forum events including for example the annual conference of the National Forum, sectoral dialogue workshops and other events and activities that may be required by the Forum.
- 7.20 DCYA Growing Up in Ireland Scholars will be required to liaise with the Research and Evaluation Unit of the Department of Children and Youth Affairs to share emerging research findings, to participate in dissemination events including for example the Growing Up in Ireland Annual Research Conference and the Department of Children and Youth Affairs Research Colloquium. The Scholar will also be required, on completion of the research, to submit a summary briefing note for publication by the Department as part of its scholarship briefing note series.
- 7.21 Postgraduate Scholars in Science Policy and Innovation will be assigned an individual from within SFI to act in an advisory capacity. Scholars will also require to liaise with an International Steering Committee.

Additional Awards

- 7.22 The Scholarship is not intended to substitute for or to augment funds available under programmatic research actions, such as research project grants funded by national agencies. It may be held in conjunction with other externally funded travel bursaries, equipment grants or awards provided that:
- 7.22.1 should the Scholar apply for further funding to another source, they will state as part of that application (whether or not they are required to do so) that they hold a Council Postgraduate Scholarship and will notify the Council prior to submitting the application;

7.22.2 the value of other funding is not more than €16,000 in any given year during the Funding Term. However, the Council recognises that, from time to time, awards which exceed this limit may independently recognise the outstanding merit of an awardee during the term of the Scholarship. In such circumstances, Scholars are advised that in *exceptional cases*, and then only on a case-by-case basis, they may hold such major personal awards in conjunction with the funding provided by the Council under this scheme. The acceptance of such further awards during the Funding Term of the Scholarship is subject to the *prior* approval of the Council;

7.22.3 scholars who have other sources of funding (other than through paid employment) such as travel grants etc, must inform the appropriate offices in their HEI and the Council about the amount and source of the funding in writing. This information must also be recorded in the required progress reports. This applies to research funding received before or during the Funding Term;

7.22.4 the other funders agree that the Council Scholarship can be held alongside theirs. The Council will not involve itself in the decisions of other funding agencies/local authorities in this regard.

7.23 Tax issues which may arise from such bursaries or awards are of concern to the individual scholar and not the Council or the HEI.

Knowledge Transfer

7.24 The Council encourages the commercialisation of research output as outlined in *'Putting public research to work for Ireland: Policies and procedures to help industry make good use of Ireland's public research institutions'*⁷

7.25 The Council does not make any claim to intellectual property arising from the Scholarship.

7.26 The HEI must establish rules and procedures for protecting and managing any intellectual property arising during the Scholarship. These rules and procedures must be in accordance with national guidelines.

Open Access Policy

7.27 The Council has established and will promote the following policy relating to the placement of research publications and outputs in Open Access Repositories. (It is accepted that there will be recognised instances in which the following might not be feasible – in this instance the Scholar should contact their Academic Supervisor for advice):

⁷Available at <http://www.djei.ie>

- 7.27.1 All Scholars must lodge their publications and other research outputs, resulting in whole or in part from Council-funded research, in an Open Access repository and should make such publications publicly discoverable, openly accessible and re-usable as soon as is possible.
- 7.27.2 All peer reviewed journal articles and conference publications should be deposited as soon as possible, ideally at the time of acceptance by the journal/conference and no later than the date of formal publication.
- 7.27.3 Other research outputs such as monographs, books, book chapters, research theses and reports should be deposited where possible.
- 7.27.4 The Repository should ideally be a local institutional repository to which the appropriate rights must be granted to replicate to other repositories. However, suitable repositories are those, both local and other, that provide free public access to, and make provision for long-term preservation of, published research findings.
- 7.27.5 Repositories should release the metadata immediately upon deposit. Open Access to the full text paper should be made immediately upon deposit or once access restrictions, as required by certain publishers, have expired.
- 7.27.6 Scholars should agree terms of deposit with publishers. Clarity should be sought on copyright, licensing and embargo policies and agreed policies with publishers must be respected. Access restrictions to full text articles may be applied as required by certain publishers, however these restrictions should not normally exceed six months after publication for scientific, technical and health science research publications and twelve months for arts, humanities and social sciences research outputs. However the Council recognises that this may not be a feasible option in all cases, and in such a case, an expected embargo of up to 24 months may be facilitated in the arts, humanities and social sciences, but this will be subject to on-going review.

More information on the Open Access Policy is available on the Council's website at <http://www.research.ie/aboutus/open-access>

Ethical Approval

- 7.28 The Council is committed to the maintenance of high ethical standards in the research that it funds through this Scholarship.
- 7.29 The HEI must have in place clear ethical guidelines and assurance procedures designed to manage research under its direction.
- 7.30 All Scholars are required to give careful consideration to ethical issues which may arise in the course of their research.

- 7.31 If ethical issues arise in their research, Scholars are required to submit a written statement to the Council to the effect that full consideration has been given to the ethical implications of the research proposal.
- 7.32 This statement must further demonstrate the Scholar's proposed resolution of the ethical issue arising.
- 7.33 Where a Scholar's research proposal requires approval by the University Ethics Committee, or the equivalent body in her/his HEI, written evidence of such ethical approval is required by the Council before the Scholarship can commence.
- 7.34 Scholars should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectorial or institutional Codes of Ethics.
- 7.35 The HEI and Scholar must make sure that the research complies with all national and international regulation requirements governing the use of sensitive materials or processes, for example (and not intended to be a complete list): radioactive isotopes, ionising radiation, laboratory animals or other animals, pathogenic organisms, genetically manipulated organisms, toxic and hazardous substances and research on human subjects and human embryos.
- 7.36 If access to archival material in private custodianship, or archival material with restricted access is required for the Research Project, written evidence of appropriate permission to consult such material must be furnished to the Council.

Sex/Gender Dimension

- 7.37 All Scholars are required to give careful consideration to whether there is a potential sex/gender dimension that may arise in the course of their research.

Research Integrity

- 7.38 The HEI must ensure that the highest quality of research conduct is maintained. The HEI must ensure that systems are in place to manage research misconduct (e.g. plagiarism, falsification of data, improper selectivity of data). The systems must be clearly publicised, together with agreed procedures for investigating allegations of research misconduct.

Quality Assurance

- 7.39 The HEI is responsible for the local implementation of the Quality & Qualifications Ireland/Irish Universities Quality Board National Guidelines of Good Practice in the Organisation of PhD Programmes in Irish Universities and for endorsing the appointment of a principal Academic Supervisor to support

and guide the Scholar's work, to provide initial induction and to administer the Scholar's fund on his/her behalf.

- 7.40 The Scholar must be familiar with national guidelines such as the Irish Universities Quality Board's '*Good Practice in the Organisation of PhD Programmes in Irish Higher Education*,' and the Higher Education & Training Award Council's '*Research Degree Programme Policy and Criteria*.'⁸

Acknowledgement of Council Scholarship Support

- 7.41 All proposed publications arising from the research work must have the approval of the Academic Supervisor prior to publication.
- 7.42 All publicity, including public lectures, interviews, email signatures, letterheads, office signs, publications, monographs, print materials, online materials, press releases, television and radio advertisements, websites, film, video and audio recordings associated with or arising from the research undertaken by the Scholar while in receipt of a Council Scholarship must contain acknowledgement of funding received from the Council.
- 7.43 In the case of all strategic funding partner scholarships, all publicity (as listed above in Clause 7.42) must also contain acknowledgement of funding received from the relevant strategic funding partner.

8 FINANCE

Payment of Scholarship

- 8.1 Subject to the compliance of the Scholar and HEI with these Terms and Conditions and to the receipt by the Council of satisfactory reports on the progress of the Scholarship, the Scholarship will be paid to the Scholar's HEI, quarterly in advance, with the first instalment to be made as soon as the Scholarship commences.
- 8.2 All amounts payable in respect of the award of postgraduate Scholarships are made to the Scholar's HEI. The Council does not transfer any monies directly to the Scholar.
- 8.3 The HEI will then co-ordinate the payment of the award to the Scholar. It is the responsibility of the Scholar to contact the relevant Postgraduate Grants office at the HEI with regard to administration at the HEI level.
- 8.4 The Scholar, in collaboration with their Academic Supervisor, is responsible for appropriate financial planning and spending under Clause 6.1 during the Funding Term of the Scholarship.

⁸ Available at <http://www.qqi.ie/>

- 8.5 Payment of a Postgraduate Scholarship is wholly subject to the continued receipt of funding by the Council from the Department of Education and Skills, and the strategic funding partner (where relevant). In the event of such funding being reduced or discontinued, neither the Department of Education and Skills, the strategic funding partner, nor the Council will be under any liability to provide funding or to compensate a Scholar for any reduction or cessation of such funding.

Financial Accountability

- 8.6 The HEI is responsible for and accountable for the proper use of the Scholarship Fund.
- 8.7 The Council reserves the right to ask for confirmation from External Auditors of the HEI of the following:
- 8.7.1 that the annual accounts of the HEI are up to date and have been approved by the Auditors without qualification;
 - 8.7.2 that the management letter from the Auditors raised no matters that did or could significantly affect the administration of Scholarships awarded by the Council;
 - 8.7.3 that monies received under the Scholarship have been used for the purpose for which they were awarded.
- 8.8 The Council also reserves the right to commission audits of the participating HEI for financial or other compliance. The HEI undertakes to fully facilitate these reviews.
- 8.9 The Council accepts no responsibility, financial or otherwise, for expenditure or liabilities arising out of work funded by Scholarships and the HEI must fully indemnify the Council against all such expenditure or liabilities and against any actions, proceedings, costs, damages, expenses claims and demands arising from them including, in particular, but without limitation, any claims for compensation for which the HEI may be liable as an employer or otherwise, or any claims by any person in relation to any intellectual property.
- 8.10 The HEI will return all unspent funds to the Council at the end of the Funding Term.

9 REVIEW OF PROGRESS

- 9.1 The Council attaches considerable importance to procedures for monitoring research performance and ensuring effective progress under the Scholarship.
- 9.2 The Scholar will be required to submit a comprehensive report annually, with a shorter report submitted midway through the year.

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- 9.3 It will be the responsibility of the Scholar to make sure that all progress reports are submitted on time. The timely submission of these reports is a condition of the continuation of the Scholarship.
- 9.4 The format for these reports is available from the Council, and will include but will not be limited to:
 - 9.4.1 Financial update;
 - 9.4.2 Career development progress;
 - 9.4.3 Research progress and outputs (including outreach activities).
- 9.5 These reports must be accompanied by a confidential evaluation of the progress of the Scholarship from the Scholar and the Academic Supervisor. A template will be available from the Council.
- 9.6 Such reports, combined with other evidence of attainment such as formal institutional approval, are a condition of continuation of funding.
- 9.7 If the Scholar does not submit progress reports on time or if the Council receives an unsatisfactory progress report or evaluation, the Scholar will be informed of the unsatisfactory report. The Scholar will be allowed to resubmit an amended report. The Council reserves the right to convene a Review Committee to evaluate the Scholarship to date, in accordance with the deliverables outlined in the original proposal to the Council (including the research plan and proposed outputs, and Career and Development Training Plan).
- 9.8 If asked to do so, the Scholar and Academic Supervisor must attend meetings with the Council to provide an account of the progress or outcomes of the Scholarship.
- 9.9 If a Review Committee is convened by the Council, this committee can draw as necessary on disciplinary inputs from experts who have acted as evaluators. The Council will provide feedback to the Scholar indicating either:
 - 9.9.1 Report satisfactory in all respects and continuation of Scholarship confirmed.
 - 9.9.2 Report deficient in some areas and specific actions for resolution indicated with a defined time period.
 - 9.9.3 Report indicates evidence of unsatisfactory progress and the Scholarship may be suspended or terminated.
- 9.10 The Council may suspend or terminate the Scholarship where it deems necessary following review of the foregoing information and reports.
- 9.11 All Scholarships may be subject to an external research audit and financial audit.

- 9.12 It will be the responsibility of the Scholar's Academic Supervisor to ensure that if the Scholar leaves her/his HEI or is not dedicating sufficient time or effort to the Scholarship, the Council is informed immediately.
- 9.13 The Scholar must contact the appropriate office in his/her HEI if they have any concerns about his/her Scholarship. If concerns continue, the Scholar must contact the Council directly.
- 9.14 It is the responsibility of the Scholar to inform the Council of any change of address, telephone, or e-mail within two weeks of such a change. This should be done via the scholar's profile page on the online system. For ease of contact, Scholars are requested to use a single email address for all correspondence from application to award and for the duration of the Scholarship.
- 9.15 Scholars are required to inform the Council of the successful completion of their postgraduate degree.
- 9.16 Scholars are required to provide follow-up contact details for the purpose of destination tracking in their Final Report. The Scholar must agree to being contacted at a series of time periods post the Scholarship.
- 9.17 The Council will periodically carry out a destination survey of those who have received and completed Scholarships, and the Scholar shall agree to cooperate in responding thereto.

10 DEFERRAL AND TERMINATION

Deferral of Scholarship

- 10.1 Scholarships may not be deferred, other than for eligible career breaks (e.g. maternity or parental leave) or in exceptional circumstances (e.g. illness). The decision is at the discretion of the Council whose decision on the matter will be final.
- 10.2 Where there is an agreed suspension of the Scholarship, the Council can consider Scholars' requests for no-cost extensions beyond the Funding term.

Termination of Scholarship

- 10.3 Scholars who submit their thesis for examination before the specified end of the Funding Term must inform the Council of this and immediately cease drawing any remaining funds from their Scholarship account.
- 10.4 Should a Scholar be unable for any reason (including medical reasons) to pursue his/her project in accordance with these Terms and Conditions, the Scholar and Academic Supervisor must as soon as possible, inform the Council and the research office or its equivalent in their HEI. The Scholar must do this no later than two weeks of such a situation coming to her/his attention. In such

situations, Council will have regard to the usual conventions of the Scholar's HEI. However, given the basis on which Scholarships are awarded, the Council reserves the right to withdraw or suspend the Scholarship.

- 10.5 The Council recognises that for personal, professional or other reasons, a Scholar may wish to terminate her/his Scholarship prematurely. This action should not be taken without *prior* consultation with Council.
- 10.6 Where the Scholar intends to prematurely terminate the Scholarship, the Council will require evidence of academic progress to the date of departure. In the event that the Council deems the Scholar's progress inadequate, the Council may pursue the Scholar or the HEI or both for reimbursement of the amounts expended.
- 10.7 If the Scholar terminates a Scholarship, the Council is not responsible for continuing to pay funds to the HEI. The Council may seek to recover some or all the funds allocated or used.
- 10.8 The Council reserves the right to suspend or terminate the Scholarship and/or require reimbursement by the HEI as the recipient of the Scholarship fund of some or all payments as have already been made to the Scholar if in the opinion of the Council there has been a material breach of the terms and conditions as outlined in this document.

11. RESPONSIBILITIES OF THE HOST ORGANISATION(S)

Higher Education Institution (HEI)

- 11.1 The HEI must accept full accountability for managing, monitoring and controlling all research work funded under the Scholarship and management of the Scholarship Fund.
- 11.2 The HEI must ensure an Academic Supervisor is appointed with responsibility for supporting and guiding the Scholar and ensuring the academic quality of the research fully meets the academic requirements of the award of a postgraduate degree. This Supervisor would normally be a Principal Investigator, or other suitably qualified person.
- 11.3 The HEI is responsible for providing the facilities and access to the equipment needed for the Scholar to carry out the research, ensuring that all items of equipment and materials provided for the Scholarship are adequately maintained and are accessible on reasonable terms and conditions to other researchers.
- 11.4 The HEI must obtain and comply with all necessary and statutory permissions laid down by local and national authorities in relation to protecting the environment, preventing pollution and ensuring wider societal health and safety protection.

12. GENERAL SCHOLARSHIP CONDITIONS

- 12.1 These Terms and Conditions will be governed by and construed in accordance with the Laws of Ireland and all parties will expressly and irrevocably submit to the jurisdiction of the Irish Courts.
- 12.2 The Council will strive to adopt procedures that are consistent with the policies of the Irish Government in relation to the development of the Information Society and accordingly properly authenticated electronic communications will be treated as legally equivalent to paper submission.
- 12.3 The Council and HEI must follow good practice on data protection, management and security. The Council cannot be held legally liable for interference by any third party.
- 12.4 It is a condition of acceptance of a Scholarship that Scholars grant permission to the Council to share data about the application with government departments and other national funding agencies for statistical and policy formation purposes.
- 12.5 The Council reserves the right to revise the Terms and Conditions of this Scholarship at any time. Any such revisions will be notified to participating HEIs and will also be posted up on the Council's website.

Appendix 1

Andrew Grene Postgraduate Scholarship in Conflict Resolution

Statement of Themes

The [Conflict Resolution Unit](#) of the Department of Foreign Affairs and Trade, in partnership with the Irish Research Council, invites applications for the Andrew Grene Postgraduate Scholarship in Conflict Resolution 2015.

Conflict Resolution Unit (CRU) was established in 2007 to improve Ireland's contribution to international conflict resolution by drawing on:

- Ireland's tradition of UN peacekeeping
- Our commitment to overseas development aid
- Our experience of the peace process in Northern Ireland
- Our commitment to human rights and the international rule of law

Applicants' proposed research must examine areas relevant to the work of the Conflict Resolution Unit, as outlined below. This year, the Conflict Resolution Unit will support proposals undertaking research with an emphasis on the following:

1. Women, peace and security: 2015 will mark the fifteenth anniversary of UN Security Council Resolution 1325, which focuses on the protection of women in conflict and the participation of women in the planning and implementation phases of peace initiatives. It is complemented by six related resolutions, which make up the Women, Peace and Security agenda. Ireland's second National Action Plan on Women, Peace and Security was launched in January 2015. This Plan, along with most recent UN Security Council resolution (2122 of October 2013) and the Secretary General's report S/2014/963 of 2014, highlight the importance of comprehensive evidence, and gender-sensitive conflict analysis. In particular, there is a need for research into the effect of increased women's participation in efforts for the maintenance and promotion of peace and security on outcomes.
2. Mediation: Mediation in intra-state conflicts one of the most important tools for conflict resolution, ranging from initial engagement with conflicting parties to the implementation of peace agreements. Mediation engages many actors, from regional organisations and governments to NGOs and private individuals, and these actors all have various advantages and disadvantages when it comes to mediation processes. Ireland has played an active role in both the United Nations and the OSCE in this regard. There is a need to better connect theory and practice in the field of mediation, and for further analysis of this intersection.
3. Post-conflict reconciliation: Reconciliation involves rebuilding relationships and trust damaged during conflict, whether between different groups or between citizens and the state. As each conflict is unique, reconciliation takes different form in different post-conflict settings: as national political dialogue; truth-telling; transitional justice and prosecutions; reparations (individual and collective); reintegration; peace education; and human rights-sensitive

institutional reform. Reconciliation is context-specific and context-sensitive, meaning that each society must find its own way towards reconciliation, informed by the particular nature of the conflict or the character of the transition. Ireland has actively sought to engage with in two-way lesson-sharing with countries that have gone through and/or are going through their own reconciliation processes.

4. Conflict prevention: There are many ways for state and civil society actors to prevent conflict, to avoid escalation of conflict and to mitigate its effects on civilians, including in situations of fragility. These include early warning mechanisms, reporting and communication networks and post-conflict rehabilitation. Strategies in conflict prevention must address the structural and proximate causes of conflict and its triggers. The OSCE is active in a range of conflict prevention activities. With its network of institutions and field operations, the Organisation closely monitors tensions that could develop into a conflict within the OSCE area.

Appendix 2

National Forum Postgraduate Scholarship for Teaching and Learning in Higher Education

Statement of Themes

The National Forum, in partnership with the Irish Research Council, invites applications for a National Forum Postgraduate Scholarship for Teaching and Learning in Higher Education. The National Forum's overall mission is to enhance teaching and learning across the entire Higher Education sector working through priority enhancement themes. Applicants' proposed research must examine areas relevant to the work of the National Forum, as indicated by the current enhancement theme, "Teaching for Transitions", as outlined below.

Proposed research aligned to the "Transitions" theme can encompass a wide range of questions, indicatively this could include: disciplinary transition for learners, the adoption of new pedagogical approaches, professional development approaches and the transformative approaches of using technology in higher education teaching. All disciplinary perspectives are welcomed and encouraged. A fuller list of the dimensions of the theme are provided below.

Role of the National Forum

A key part of the Forum's activity is the advancement of the scholarship of teaching and learning in higher education and the development of enhanced practices which are supported by contemporary pedagogical research.

In fulfilling its mission, the National Forum will be developing a range of evidence-based resources, frameworks and roadmaps for effective teaching and learning, stimulating sectoral dialogue, collaborating with key groups and engaging in essential research.

It is in this context that the Forum seeks applications from scholars interested in researching contemporary issues in higher education teaching and learning. The Forum especially welcomes applications from those who are willing to share their emergent research findings with the wider higher education teaching and learning community in the spirit of stimulating dialogue, debate and practitioners' re-appraisal of their teaching and learning approaches.

Enhancement Theme: Teaching for Transitions

The ability for learners to make successful transitions at key points in their education is crucial for their development and for the quality of their learning. There are many important transitions that learners have to navigate: the transition from second level to third level, the transition from undergraduate education to employment or to postgraduate research and learning. Other transitions relevant to many learners include the transition from one national culture to another, the transition (in the case of mature learners) from a work-based environment back to an educational one, or the transition from one mode of learning (e.g. full-time, conventional) to another (e.g. distance, blended or e-learning modes). The enhancement theme will help to inform the focus of our activities by stimulating innovation and excellence when it comes to supporting these transitions through effective teaching and learning.

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All funded research will converge around the enhancement theme as outlined above but may also include the following dimensions:

- Transformative approaches to using technology in higher education teaching
- Discipline-specific interventions that support learning
- Key skills development in higher education (e.g. academic writing, numeracy, effective approaches to study and learning)
- Principles of universal design for learning to support diverse learning groups
- The effective use of data to support the development and enhancement of teaching
- Effective pedagogical practice within and across academic disciplines
- The characteristics of effective teachers and teaching environments
- Professional development in teaching and learning
- Other appropriate dimensions linked to the current enhancement theme (teaching for transitions)

All applicants must describe how the successful scholar proposes that their research and scholarly activity will contribute purposefully to the work of the Forum during the course of the scholarship.

Applicants must outline practical ways in which the outcomes of their scholarly activity links into the wider work of the Forum particularly in relation to building research capacity and informing both professional development and pedagogic practice at sectoral level. Indicatively, this could include proposals for: providing practice-focused seminars, or briefing papers on emergent research methods, research concepts and/ or research findings for the purpose of contributing to the wider dialogue of scholarship, research and practice in higher education teaching and learning.

Scholars will be required to liaise with the National Forum core team, to share emerging research findings, to collaborate with other Forum scholars and to participate in National Forum events including for example the annual conference of the National Forum, sectoral dialogue workshops and other events and activities that may be required by the Forum.

Appendix 3

Science, Technology, Engineering and Mathematics (STEM) Education Postgraduate Scholarship

Statement of Themes

Science Foundation Ireland (SFI), in partnership with the Irish Research Council, invites applications for a Science, Technology, Engineering and Mathematics (STEM) Education Postgraduate Scholarship.

In 2012 SFI was given responsibility for implementing the Government's national science, technology, engineering and mathematics (STEM) education and awareness programme - Discover Science & Engineering (DSE). More recently SFI's remit has been extended with the passing by the Oireachtas of the Industrial Development (Science Foundation Ireland) (Amendment) 2013 Act. In this provision has been made for SFI to further enhance Ireland's science awareness/outreach activities in science, technology, engineering and mathematics at primary and secondary education level as well as enhancing the Irish public awareness of the sciences.

How we teach STEM and engage students in STEM learning is a key factor in increasing the numbers and the quality of students studying these subjects at third level. A STEM Education PhD programme is an integral component of the national STEM strategy. The overall goal of the PhD programme is to improve the country's capacity to deliver effective STEM education across the education system but especially at primary and post-primary levels (STEM education issues span all levels of education and extend to the workplace and wider public engagement of adults).

Therefore, in line with its extended remit SFI, in partnership with the Council, will fund Scholarships undertaking research with an emphasis on the following:

1. The teaching, learning and assessment of STEM disciplines in primary schools – primary students require rich and engaging STEM learning experience that will provide a basis for an interest and understanding of STEM throughout their life-long learning experience (second level, third level, in-career and adult life). How can we enhance the learning experience in primary schools and support teacher continuous professional development in STEM disciplines?
2. The teaching, learning and assessment of STEM disciplines in Second Level schools. How we teach students and engage them in STEM learning in post-primary schools is a key component of increasing the numbers and the quality of students studying these subjects at third level. How can we deliver hands-on learning and science pedagogy that will engage students and develop the STEM skills needed in the economy?
3. STEM Career Influences – a number of factors are at play in influencing the subject choices in schools and third level course selection in the area of STEM undertaken by Post-primary students in Ireland. In order to increase the numbers of STEM students studying at third level, we need to have a better understanding of these factors and how they interact so that strategies could be implemented to

promote and increase the uptake of STEM subjects at second and third level. As students negotiate the transitions in STEM education – primary/post-primary, Junior Cycle/Senior Cycle, Senior Cycle /HE – what factors are at play in influencing the choices they make?

4. Enhancing the teaching, learning and assessment of STEM - How can we enhance the teaching and learning of STEM disciplines through the use of ICT? In general can we increase student understanding/learning through the use of digital and technology supports which complement learning experiences in classrooms?

Any proposals submitted should fully acknowledge existing research and current initiatives in STEM education.

Appendix 4

Postgraduate Scholarship in Science Policy and Innovation

Science Foundation Ireland (SFI), in partnership with the Irish Research Council, invites applications for a Postgraduate Scholarship in Science Policy and Innovation.

SFI recognises the benefits of including an international perspective in policy research. Therefore, applications which display an experience of international collaboration, with collaborators with an established and recognised track record in the relevant area of policy research, will be favourably reviewed. Applicants may refer to their own such experience or that of their supervisor.

SFI will also assign an individual from within the agency to act in an advisory capacity to each of the funded scholars. Given the potential sensitivity of the data to be used, scholars will also be guided by an International Steering Committee.

Statement of Themes

Nations fund scientific research to further their economic and social interests. By building and using human and knowledge capital capacity, countries can achieve competitive advantage and sustainable development. This is vital for economic growth and the advancement of society. It is the role of government and its agencies, therefore, to catalyse and build a functioning ecosystem that includes an effective mix of government, private enterprise, academia, finance, regulation and philanthropy, all working together to deliver desirable impacts.

Ireland has invested significantly in Research and Development (R&D) over a 13 year period and there is now sufficient data amassed to critically analyse the impact of national investment in R&D against other nations of similar size and R&D investment. This type of analysis will prove invaluable to the Irish Government in assessing the impact of their investment to date and for investments in the future. Therefore, in partnership with the Council, SFI will fund Scholarships undertaking research with an emphasis on science policy and innovation. Applications are invited under the following specified themes, and **applicants should address one theme only**:

1. Modelling Economic Impact

Given the importance of investment in research, development and innovation (RD&I) to productivity, growth and economic and social progress, and the increasing costs of investing in Research and Development (R&D), it is timely to examine more sophisticated tools to assist policymakers in assessing the efficiency, effectiveness and impacts of investments currently being made or planned.

A large empirical literature has sought to estimate the rate of return⁹ on government investment in R&D. What strategies should countries pursue in considering their rate

⁹ A rate of return (ROR), also referred to by economists as return on investment (ROI), rate of profit or sometimes just return, is the ratio of money gained or lost (whether realised or unrealised) on an investment relative to the amount of money invested. The money invested can be referred to as the asset, capital, principal, or the cost of the investment.

of return (ROR) – is the argument of a clever copycat¹⁰ relevant for a country such as Ireland?

Determining measures of economic impact are hugely important in the estimation of this ROR and are important indicators that need to be considered and understood in their own right. Analysis of existing evaluations for publicly funded R&D in Ireland's higher education institutes and public research organisations shows a bias towards output indicators of academic excellence, alongside indicators of direct commercialisation. Indicators of economic impact, such as increased employment, increased export sales or increased productivity, are largely absent. A review of the literature shows that this practice is seen not only in Ireland but also internationally. How can these indicators be further developed to assess the economic impact of Irish public investment in R&D?

2. Exploitation of Intellectual Property

Innovation is higher than ever on companies' agendas and the focus of innovation is shifting from closed innovation within firms to open innovation or the development of networks and alliances to create new classes of products and services¹¹. The central challenge for companies is deciding on a strategy to select and manage these networks and partnerships.

A key component of innovation strategies involving firms and academia is the exploitation of intellectual property. Although publicly funded scientific research in Ireland is performing to a high standard, as measured by the quantity and quality of publication output, exploitation of intellectual property levels could be improved in comparison to other countries. What are the optimal strategies for Ireland and Irish-based firms to exploit publicly and collaboratively generated intellectual property?

3. Researcher Mobility

One of the primary reasons that Governments invest heavily in scientific research is to upgrade the nation's human capital. People with high levels of training and skills are a key requirement for innovation, leading to higher value products and services, and improved living standards. In order to capitalise on this investment, it is important to track the movement of people over time. This enables the identification of factors which are most important in determining career choices and also facilitates a broader understanding of career paths.

Work is being undertaken internationally, for example through the 'European Science Foundation Member Organisation Forum on Research Careers'¹² and the 'OECD/UNESCO Institute for Statistics/Eurostat Careers of Doctorate Holders (CDH) project'¹³, to develop a roadmap for research career development in Europe. Although there is some international analysis of the first movement or destination of researchers during the course of their career, there is an urgent need to determine and establish a robust framework for tracking the movement of people over time. The evolution of social networks for example, may provide opportunities for achieving this goal. Projects under this theme should develop a methodology for "tracking" the careers of researchers over time and should target those who have remained in

¹⁰ It is sometimes argued that Ireland should be a *clever copycat* rather than develop its own R&D capacity, i.e. Ireland should just do the 'D' in R&D (Innovation Task Force, 2010).

¹¹ Open Innovation: What's behind the Buzzword"

<http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture-Open-Innovation.pdf#zoom=50>

¹² <http://www.esf.org/serving-science/career-tracking.html>

¹³ www.oecd.org/science/inno/oecludunescoinstituteforstatisticseurostatcareersofdoctorateholderscdhproject.htm

academia in addition to those who have moved out of academia. In particular, projects under this theme should focus on the relevance of researcher mobility to Ireland and similar small open economies.

4. Scientific Methodology for Identifying Emerging Areas of Potential Economic Importance

Ireland is seeking to invest in translational research capability to enhance the progression of research from discovery to delivery. In the case of discoveries that have potential commercial application a key objective is to increase the number and quality of these discoveries entering both State and private commercialisation systems. Towards achieving these objectives, it is necessary to identify emerging areas of potential economic importance, where the commercial potential of basic research can be fully realised. However, what is the most effective method for identifying emerging areas of potential economic importance to Ireland and similar small open economies?

Current approaches include extensive consultation with industry representatives and stakeholders. However, 'Business Intelligence' (BI) is also a commonly used method for identifying emerging areas of potential economic importance, with particular emphasis on tools used to collect, store, access and analyse information relating to areas such as customer profiling, customer support, market research, market segmentation, product profitability, statistical analysis and product distribution. This information helps to facilitate in making accurate strategic decisions. The Gartner 'Hype Cycle'¹⁴ model, for example, modernises BI by prioritising emerging technology investments, identifying so called 'hype' technologies and trends whilst predicting the length of time that they will require to reach a period of maturity. However, are BI methods the most effective means of identifying emerging areas of economic importance in Ireland and similar small open economies and/or should academics play a more fundamental role in this approach? What other methods would provide a viable alternative? Furthermore, how might these methods be fully implemented to achieve success in Ireland?

5. Strategies for Promoting Innovation in Multinational Corporations

Ireland is host to many multinational corporations (MNCs) that play an important role in strengthening the national economy through foreign direct investment (FDI), technology development and the generation of employment. A key component of this symbiotic process is in ensuring that the activities being carried out by MNCs are high on the value chain.

In parallel, scientific outputs are a key return on Government investment in scientific research. One such output is the creation of start-up companies that in turn have the potential to become small and medium enterprise (SME)s.

Are there strategies which Ireland should pursue to attract new MNCs and raise existing MNC activity up the value chain? The dynamic between MNCs, SMEs and the public research system should also be explored in the context of research collaboration. Projects under this theme should study the optimal strategies for

¹⁴ The Gartner 'Hype Cycle' consists of 5 phases, each outlining a life stage of a new technology or trend. These phases include 1) Technology Trigger 2) Peak of Inflated Expectations 3) Trough of Disillusionment 4) Slope of Enlightenment and 5) Plateau of Productivity.

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Ireland and other small countries with a similarly large MNC manufacturing activity base.

Note: appropriate references for statements made within themes can be made available upon request.

Appendix 5

DCYA Growing Up in Ireland Postgraduate Scholarship

The Research and Evaluation Unit of the Department of Children and Youth Affairs, in partnership with the Irish Research Council, invites applications for the DCYA Growing Up in Ireland Postgraduate Scholarship. Applicants' proposed research must be based on analysis of data from Phase 1 of *Growing Up in Ireland* and directly relate to *Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People (2014 – 2020)* and, more specifically, its national outcomes for children and young people, which include:

Children and young people:

1. Are active and healthy, with positive physical and mental well-being.
2. Are achieving their full potential in all areas of learning and development.
3. Are safe and protected from harm.
4. Have economic security and opportunity.
5. Are connected, respected and contributing to their world.

Research based on analysis of data from Phase 1 of *Growing Up in Ireland* and relating to one or more of these outcomes will be considered eligible for the **DCYA Growing Up in Ireland Postgraduate Scholarship**.

A copy of the *Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People (2014 – 2020)* is available for download on www.dcy.gov.ie

What is Growing Up in Ireland?

Growing Up in Ireland is the national longitudinal study of children. This study examines the factors which contribute to or undermine the well-being of children in contemporary Irish families.

Growing Up in Ireland data contribute to the setting of effective and responsive policies relating to children and to the design of services for children and their families.

Growing Up in Ireland is a Government study. Phase 1 of the Study (2006-2014), was funded by the Department of Children and Youth Affairs in association with the Department of Social Protection and the Central Statistics Office.

What are the key elements of Phase 1 of *Growing Up in Ireland*?

- *Growing Up in Ireland* includes **two cohorts**, an infant cohort (recruited at 9 months) and a child cohort (recruited at 9 years).
- *Growing Up in Ireland* includes **five waves of data collection**, three with the infant cohort (at 9 months, 3 years and 5 years) and two with the child cohort (at 9 years and 13 years).
- *Growing Up in Ireland* collects data from **multiple informants** including parents (both resident and non-resident), teachers, principals, childcare providers and children themselves.

- *Growing Up in Ireland* provides **access to data** to support applied and academic research.

How can the data be accessed?

Two types of Phase 1 *Growing Up in Ireland* datafiles can be accessed: Anonymised Microdata Files and Researcher Microdata Files.

- The Anonymised Microdata File (AMF) is a publicly available anonymised dataset. Researchers wishing to access the AMF should apply to the Irish Social Science Data Archive (ISSDA) at www.ucd.ie/issda
- The Researcher Microdata File (RMF) is a more detailed dataset. Access to the RMF is subject to appointment of the researcher as an Officer of Statistics by the Central Statistics Office, meaning that the researcher is subject to the full rigour and penalties of the Statistics Act, 1993. Researchers wishing to access the RMF should apply to the Department of Children and Youth Affairs at www.dcyu.ie

Appendix 6

Environmental Protection Agency Postgraduate Scholarship

Statement of Themes

The Environmental Protection Agency (EPA), in partnership with the Irish Research Council, invites applications for an EPA Postgraduate Scholarship.

Research funding provided by the EPA since 1994 has increased national understanding of our environment, as well as the challenges it faces. EPA Research has provided integrated solutions for many of the complex environmental challenges facing Ireland. It has also developed high quality research capacity and supported innovation that is internationally respected.

The continued development of knowledge in support of environmental protection is dependent on the availability of high quality researchers. The EPA Research Programme (2014-2020) is built around 3 pillars and proposals are sought under each of these areas:

1. Climate
2. Water
3. Sustainability

The EPA research strategy for the period 2014-2020 is available at the following link:

<http://www.epa.ie/pubs/reports/research/eparesearchstrategy2014-2020/eparesearchstrategy2014-2020.html>

1: Climate Pillar: Climate Change and Air Quality

Climate and Air research aims to improving our understanding of the potential impacts, drivers of adverse change and identifying and implementation of potential solutions. This involves informing actions on, and improving engagement with, the diverse challenges posed by climate change and air quality and advancing opportunities that arise from addressing these challenges. Research needs to reflect the scale at which impacts occurs and at which solutions need to be implemented – whether that is local, regional, national or international.

Research proposals are invited which would lead to Scholarships under the following areas:

- Greenhouse Gas Emissions, Sinks and Management Options: To provide advanced analysis of GHG emissions and sinks in Ireland in support of quantifying the activities leading to emissions and removals of GHGs, informing management approaches and decision making.
- Future Climate in Ireland, Impacts and Adaptation: to enable an effective interface between research, climate data and operational activities in support of transition to a climate resilient Ireland.
- Climate Solutions, Transition Management and Opportunities: towards a vision of sustainable energy, transport and food systems and rapid transition to a low carbon society.

- Air Pollution & Short Life Climate Forcers: to provide robust analysis to improve understanding of national and international contributions to air quality in Ireland, and the synergies and challenges in address both air quality and climate change.

2. Water Pillar: Innovative Water Technologies

This thematic area will contribute to improving the quantity and quality of water bodies, such that our resources will be used in a more efficient way; and gain a better understanding of the socio-economic aspects, governance and behavioural changes associated with this area. In addition, innovative technologies are required by the water industry to create environmentally sustainable products and services. The objectives of this research area are aligned with the aims of the European “Resource Efficiency Roadmap”.

Research proposals are invited which would lead to Scholarships under the following areas:

- Improve the quantity and quality of water bodies and developing ways to use these resources more efficiently.
- Gain a better understanding of the socio-economic aspects, governance and behavioural changes associated within this area, including social acceptance of reused waste and assessing costs against beneficial outcomes to avoid disproportionate costs.
- Develop novel treatment and distribution options and improve water systems efficiency focusing on aspects such as new materials and processes, new management tools, Information and Communication Technology (ICT), energy efficiency, and small scale water storage.
- Develop problem-solving research leading to the development of market-orientated solutions such as the development of sensor networks and real-time information systems in the water cycle and improved water treatment technologies.

3. Sustainability Pillar: Resource Efficiency Thematic Area

In a world with growing pressures on resources and the environment, Ireland has no choice but to transition to a resource-efficient and ultimately regenerative circular economy. Irish and EU policy is driving this transition. This challenge presents us with many opportunities.

Increasing resource efficiency is key to securing growth and jobs for Ireland as well as reducing our carbon footprint, limiting the environmental impact of resource use and increasing our sustainability.

The overall goal for this thematic area is to support research that will deliver solutions for more efficient use of resources. In line with the Waste Framework Directive waste treatment hierarchy, prevention and minimisation should be prioritised.

Where waste arises, research will be supported into approaches and technologies that recover the value in waste to yield raw materials for other processes and/or energy.

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Research proposals are invited which would lead to Scholarship under the four subthemes:

- Supporting Policy and Enforcement.
- Resource Efficient Production.
- Waste as a Resource.
- Sustainable Waste Treatment Options

Appendix 7

The following are key characteristics of a structured PhD programme in Irish higher-education institutions. Such programmes may involve inter-institutional collaboration.

- The core component of a structured PhD programme is the advancement of knowledge through original research; at the same time the structured PhD is designed to meet the needs of an employment market that is wider than academia;
- A high quality research experience, training and output consistent with international norms and best practice;
- A structured PhD programme, in support of the original research activity, must include the following elements:
 - a formalised integrated programme of education, training and personal and professional development activities,
 - the development of discipline-specific knowledge, research skills and generic / transferable skills,
 - declared outcomes and graduate attributes in line with national and international best practice;
- Supervision by a principal supervisor(s), normally with a supporting panel approved by the institution;
- Progress to completion is formally monitored against published criteria and supported by formal institutional arrangements in line with national and international best practice;
- Successful completion and examination of the research thesis is the basis for the award of the PhD degree. Professional doctorates are not excluded from the consideration of a structured PhD definition – alternative forms of theses are also acceptable;
- Appropriate placements, rotations and assignments across wide sectors of the economy are encouraged for inclusion as part of the structured PhD programme.