Trinity College Dublin
The University of Dublin

A meeting of the University Council was held on Wednesday 10 May 2017 at 10.00 am in the Board Room.

Present	Provost, Vice-Provost/Chief Academic Officer, Registrar, Senior Lecturer/Dean of Undergraduate Studies, Dean of Graduate Studies, Senior Tutor, Dean of Students, Vice-President for Global Relations, Dean of Arts, Humanities and Social Sciences, Professor D Faas, Professor S Garrigan, Professor A Holohan, Professor J Walsh, Dean of Engineering, Mathematics and Science, Professor C Gardiner, Professor S Murphy, Dean of Health Sciences, Professor C Comiskey, Professor J P Spiers, Professor M Clarke, Professor P Cronin, Ms S Cameron-Coen, Mr D Whelehan, Mr R Doherty, Ms E Crespo, Ms L Peters.
Apologies	Dean of Research, Professor J Jones, Professor E O Nuallain, Dr S Chandra, Professor A O'Gara, Ms A MacPherson, Mr N Cooke, Secretary to the Scholars (Mr S Johnston), Mr M Kenyon.
In attendance	Academic Secretary, Secretary to the College, Librarian and College Archivist, Dr A Oldam (Director of Student Services), Ms S De Brunner.
Observers	None.

SECTION A

The Provost requested that Council members declare any potential conflicts of interest in relation to the agenda. The Secretary to the College outlined two statements of interest. In respect of item 8(i), he recommended, and Council agreed, that Professor S Garrigan be allowed to make summary remarks and answer questions in relation to the Quality Review of the Confederal School of Religions, Peace Studies and Theology, as Head of School, before withdrawing for the remainder of that item. In respect of item 8(ii), Quality Review of the School of Dental Science, he recommended, and Council agreed, that Professor M Clarke withdraw from the meeting for the full item as she is a member of that School.

CL/16-17/172   Declaration
A new member made the statutory declaration.

CL/16-17/173   Minutes
The minutes of the meeting of 5 April 2017 were approved and signed.

CL/16-17/174   Matters Arising
(i)   **CL/16-17/148(ii):** The Senior Lecturer referring to an update provided to members under matters arising at the last meeting of Council, notified the meeting that six external reviewers had accepted invitations to participate in the review of entry routes

into the Two Subject Moderatorship and other two-subject combinations. She added that a response was awaited in relation to one further invitation.

(ii)   **CL/16-17/154**: The Senior Lecturer/Dean of Undergraduate Studies confirmed that the proposed degree award for the course in Stage Management and Technical Theatre is a named award, the Bachelor in Stage Management and Technical Theatre, and not a Bachelor in Arts. She explained that this would be translated into Latin before it is put forward to Board and then to Senate for approval.

CL/16-17/175   **Provost's Report**

The Provost provided a brief report given the comprehensiveness of his report at the last meeting of Council. In particular, he commented on the recent media reports concerning the significant loss of money suffered by Trinity Development and Alumni due to computer based fraud. He noted that a proportion of this money would be recovered from bank accounts which had been frozen on the discovery of the crime. Trinity will reimburse the outstanding amount from its commercial activities and he confirmed that tighter procedures and practices have been put in place to prevent similar occurrences in future; the Financial Services Division will take responsibility for ensuring appropriate financial controls are put in place.

He also provided updates on the University-wide fundraising campaign, changes to the Trinity Education Project (TEP) governance structure to assist with implementation, and his recent travels to Paris to attend an alumni event and the Université Paris-Saclay.

CL/16-17/176   **Trinity Education Project**

(i)   **Strand 5: Co- and Extra-Curricular Activities Interim Report**

A memorandum from the Dean of Students, dated 27 April 2017, providing an interim report on activities of TEP Strand 5 was circulated. The Dean of Students spoke to the item and noted that the main objective of the Strand 5 Committee was to examine policies, practices and procedures to ensure that co- and extra-curricular activities are not impeded, particularly given their importance in the development of the Trinity Graduate Attributes. He brought the meeting through the particular areas of focus.

Student Spaces

He commented that more informal spaces are required for students and student groups to use, as needed, and noted that the Provost had launched the first set of these. He reported that the student body had recently passed the Student Spaces Levy which will be used, in the short term, for funding additional informal student spaces before being channelled into funding the new student centre.

Flexibility in Assessments and Deadlines

Co- and extra-curricular activities are not always compatible with academic schedules. Consideration should be given to the different ways in which learning outcomes can be assessed to see if this would provide for greater flexibility.

Reduced Academic Loads (flexible ECTS and single semester off-books)

It is envisaged that this would apply to a small number of high profile students engaged in external activities at an intensive level. Trinity has in place regulations to offer such students a year off-books, however, it is proposed that other arrangements such as a semester off-books or a reduced workload should be facilitated. It is not suggested that students be given academic credit for their external activities and he confirmed that such flexibility would extend the particular student's duration of study.

Timetables/Schedules
It is proposed that coherent blocks of time be provided where classes are not scheduled, to provide students with the opportunity to participate in co- and extra-curricular activities during standard week days. Added to this, academic timetables should be kept within the hours 9 am to 6 pm.

Opportunities to Develop Transferable Skills
It is recommended that Trinity utilises the expertise of its alumni and invite them to help current students to develop professional and transferable skills. Activities could include the Careers Advisory Services extending invitations to Trinity alumni as guest facilitators for workshops.

Broader Engagement
This would see alumni members acting in an advisory capacity or mentoring role to students.

He noted that many of the above areas would require consultation with other TEP strands and he highlighted that that College systems would need to be examined to help support these objectives, for example, the College Tutorial System and the Student2Student mentoring programme. He also highlighted how IT systems could help to enable these goals.

Responding to queries, the Dean of Students noted that there are very few systems in College which could be utilised to facilitate self-reflection across the student body and to assist students in the articulation of their personal development; the Tutorial System is one such College-wide system. The Senior Tutor noted that if reforms, which lead to smaller chamber sizes, are implemented there would be greater scope for tutors to engage with students.

Decision/Action
176(i).1: Council approved the interim report, as circulated, and noted the next steps as outlined.
176(i).2: TEP Strand 5 is to develop a set of guidelines with the Trinity Education Fellows for schools and course committees.
176(i).3: TEP Strand 5 is to identify and evaluate the systems required in Trinity to ensure graduate attributes and curriculum principles are recognised and developed by students. This is to include determining the capital and human resources needed to implement and run the system.
176(i).4: TEP Strand 5 to prepare a policy document for approval.

Professor P Cronin joined the meeting.

(ii)   **Progression and Awards – Recommendations for Decision**
A memorandum from the Senior Lecturer/Dean of Undergraduate Studies, dated 3 May 2017, was circulated with a report from the Progression and Awards Subgroup of TEP Strand 1. Speaking to the report and its recommendations, the Senior Lecturer/Dean of Undergraduate Studies noted that, currently, there are many inconsistencies in course regulations which account for differential treatment of students within moderatorship and professional courses and between these types of courses, and within harmonised courses in relation to areas such as progression thresholds, reassessment, and repetition of year. Progression regulations also operate in the context of courses which are harmonised, partially harmonised, or not harmonised. She noted that it would not be possible to transpose existing regulations into the new structures; the common course architecture cannot be implemented without greater standardisation of Trinity's assessment, progression and awards

regulations. The Subgroup set out to develop a set of shared regulations that are aligned with and support the achievement of the TEP curriculum principles, assessment framework, programme architecture and academic year structure; are consistent and reduce substantially the complexity and diversity of current regulations; minimise exceptions through the creation of standardised models of progression; are academically robust; are fair and equitable to students across the University; are transparent and clear for all stakeholders.

Before bringing the meeting through the recommendations, she emphasised the following:
- the recommendations were designed to be interconnected, that is to say, no proposed regulation should be read in isolation of the others;
- Council members are requested to step outside their respective disciplines and view them from an institutional point of view;
- the recommendations are compatible with TEP principles in that they support the function of assessment to be *for* and *as* learning;
- they relate to standard progression and focus on the majority of students;
- they recognise the importance of the transcript to provide a clear and transparent narrative of the student's academic journey, specifically in relation to the sitting of any supplemental assessments and/or repeating a year.

She outlined the specific recommendations explaining the rationale for each.

Recommendation 1
Progression regulations should be standardised as far as possible across all undergraduate programmes (moderatorship and non-moderatorship). Some variation may be appropriate to accommodate requirements from external professional and accrediting bodies.

Recommendation 2
i.   Progression should be on an annual basis.
ii.   Students should be allowed to carry failed modules from semester to semester, but not from year to year.
iii.   Students should receive provisional module results after Semester 1 for all modules completed and assessed during Michaelmas term. Courts of Examiners should convene after Semester 2 assessments and consider and confirm the results from both semesters.

Recommendation 3
i.   The mark representing a pass should be standardised as far as possible across all programmes. All programmes should provide clear grade descriptors setting out what constitutes a pass.
ii.   The progression threshold in all standard four-year degree programmes will not be higher than the pass mark.

Recommendation 4
i.   Students should have a balanced credit load across the two semesters, i.e., 30 credits in semester 1 and 30 credits in semester 2.
ii.   The number of credits to pass a year should be 60 [this is predicated on all undergraduate programmes comprising 60 ECTS per year].
iii.   Compensation: All modules and components within modules are "compensatable". (Except in particular professional programmes where compensation does not apply)
   In order to rise with their year students:
   o   are required to obtain an overall pass by accumulating 60 ECTS and achieving an overall pass mark (i.e., above 40 or 50, depending on the programme regulations);

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      o   are required to obtain a minimum of 50 credits at grade pass or above;
      o   may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 35-39 (45-49 where the pass mark is 50).

Students are required to present for reassessment at the supplemental session when:
- they obtain in excess of 10 credits at qualified pass (i.e., marks between 35-39 or 45-49 depending on the programme regulations);
- any credits at grade fail;
- they do not obtain an overall pass.

- Reassessment: Students who do not achieve an overall pass grade must present for reassessment at the supplemental session.
- If a student has achieved both Fail and Qualified Pass marks in the annuals, they must present in the supplemental session for reassessment in all failed components in all modules for which they obtained a Qualified Pass or Fail.
- The same compensation regulations apply at the supplemental session as at the annual session.
- There is no aggregation.

Recommendation 5
The calculation of the degree award will be based on the final two years (JS+SS) on a 30/70 basis.

Recommendation 6
The maximum number of years to complete an undergraduate degree should be:
- 6 years for a standard four-year programme
- 7 years for a five-year programme

unless otherwise specified by accrediting bodies.

Recommendation 7
i.   Students should be allowed to repeat all years.
ii.   Students should not repeat any academic year more than once within a degree programme and may not repeat more than two academic years within a degree programme [See Recommendation 6].
iii.   Students who are required to repeat should do so on a module-by-module basis.

NB. The student's academic record on their transcript will show clearly the time lost through repetition of a year.

Recommendation 8
i.   Supplementals should be available in all years.
ii.   The right to supplementals where a student has failed at the annual session should be automatic. [NB. Students who have passed at the annual session are not permitted to present at the supplemental session in order to improve their performance.]
iii.   The same progression regulations, including compensation, should be applied at annual and supplemental sessions.
iv.   Re-scheduled examinations within the session should be discontinued.
v.   Students (in all years) should only be required to re-sit examinations or re-submit coursework for failed modules or components thereof.
vi.   Different reassessment modalities should be allowed where appropriate.
vii.   Where supplemental assessments are taken, marks are awarded and agreed as usual. Capping will not be applied.

Students who are given permission to defer from the annual to the supplemental session (including on medical grounds) are recorded at the annual session as 'Defer'.

NB. As with Recommendation 7 (i), the student's academic record on their transcript will show clearly the stages at which the student has supplemented and/or repeated years.

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Recommendation 9
Special examinations should be discontinued.

The Senior Lecturer/Dean of Undergraduate Studies commented that the recommendations address key standard progression regulations and that further review and development work is needed in relation to the institutional marking scale, the non-satisfactory student procedures, appeals and gold medals and prizes.

The Dean of Arts, Humanities and Social Sciences joined the meeting.

There was widespread support for the recommendations but some concerns were voiced particularly in relation to: Recommendation 4 and the requirement that failing students are reassessed in the failed module component(s) only in the supplemental session; Recommendation 8 in relation to allowing supplemental assessments in all years, including the final year, and the discontinuation of the practice of capping in degree calculation years, as these both could lead to students strategically splitting their examinations across the annual and supplemental sessions and gaining an advantage over their peers. Responding to these particular concerns, the Senior Lecturer/Dean of Undergraduate Studies confirmed that requiring students to repeat only in failed components of modules rather than the full module was intentional as it was deemed unnecessary to reassess students in relation to learning outcomes that they have already achieved. In relation to opening up supplemental assessments in the final year and the discontinuation of capping, she commented that all supplemental assessments and any repeat years or modules would be clearly displayed on the student's transcript. She emphasised that the proposed regulations had been drafted with the majority of students in mind and commented that it would be a harsh outcome to require failing or deferring students in their final year to wait a full year before they could be assessed/reassessed. She confirmed that, if approved, data in relation to final year students deferring to the supplemental session could be kept under review to see if these regulations should be adjusted.

The Senior Lecturer/Dean of Undergraduate Studies also provided clarification in relation to a number of queries. The regulation allowing students on a year abroad to undertake a minimum of 45 ECTS, or equivalent, would continue. In cases of students deferring to the supplemental session, due to medical or other serious reasons, and failing at that point, such students would be required to repeat the year or specific modules in the next academic year, as appropriate, and this would be clearly indicated on the transcript. Capping in relation to plagiarism would continue as an available penalty since this is a disciplinary matter and not related to standard progression. Students can work on coursework being reassessed during the summer months but would be expected to submit this during the supplemental session. Students repeating modules in the next annual year would pay fees on a pro-rata basis. The category of 'off-books with assessment' would be discontinued, however, regulations related to students, who are in good standing, to take a complete year off-books for academic or other reasons would remain in place. She confirmed that matters relating to the award of gold medals and prizes will be considered separately and brought to a future meeting of Council for consideration and approval.

Decision/Action
176(ii).1: The report from the Strand 1 Progression and Awards Subgroup and its recommendations were approved, as circulated.
176(ii).2: Following the implementation of these recommendations, an annual review will be conducted to consider data in relation to the number of students deferring their final year assessments, in whole or part, to the supplemental session in the final year.

(iii)   **Module Sizes – Recommendation for Decision**
A document from the Vice-Provost/Chief Academic Officer, dated 3 May 2017, on the topic of module sizes was circulated. The Vice-Provost/Chief Academic Officer noted that the matter of module sizes was directly related to the preceding TEP items and should also help to facilitate greater flexibility and breadth in the curriculum. He noted that modules come in different shapes and sizes with examples found of a 1 ECTS module and a 30 ECTS module. He outlined the recommendations developed by TEP Strand 1 to facilitate greater flexibility, to enable the implementation of the programme architecture, the assessment framework and the academic year structure, in addition to benefitting inward and outward student mobility:

(a) Module sizes are limited to 5 and 10 ECTS, with 20 ECTS reserved for the capstone module only.
(b) Modules of 5 ECTS are to be taught and assessed within one semester.
(c) Modules of 10 ECTS can be taught and assessed over one or two semesters.
(d) Students should have a balanced credit load across the two semesters, i.e., 30 ECTS in semester 1 and 30 ECTS in semester 2.
(e) The 20 ECTS capstone may be taught and assessed over one or two semesters.
(f) Assessment should be commensurate with ECTS size and guidelines will be developed as part of the roll-out of the assessment framework.

Noting the recommended balanced workload in each semester, the Vice-Provost/Chief Academic Officer advised that there could be a small margin of flexibility permitted. In relation to the last recommendation he noted the wide range of examination durations in use for modules which are ostensibly of the same size.

A member drew the attention of Council to concerns raised by the School of Histories and Humanities in relation to reserving 20 ECTS modules for the capstone alone. The Vice-Provost/Chief Academic Officer confirmed that these representations had been made previously and that workable solutions had been suggested to the School. He noted that the presence of a significant number of 20 ECTS modules significantly curtails student choice.

Responding to concerns raised in relation to standardising assessments to module size, the Vice-Provost/Chief Academic Officer commented that the guidelines have yet to be developed and that when they are they are, their adoption would be implemented in a discipline specific way. He commented that the main purpose of the guidelines is to ensure that students are not under or over-assessed and to provide space to incorporate formative assessment into modules.

The Dean of Arts, Humanities and Social Science highlighted the dual degree programmes currently under development with Columbia University and noted that these would require derogation from the 20 ECTS module size restriction. The Senior Lecturer/Dean of Undergraduate Studies commented that this would be considered following the submission of the relevant programme proposals.

Decision/Action
176(iii).1: Council approved the recommendations in relation to module sizes, noting that guidelines produced in relation to ensuring commensurate assessment to module size may be adopted by course committees in a discipline appropriate manner.
176(iii).2: Council noted that the Vice-Provost/Chief Academic Officer will engage further with the School of Histories and Humanities to discuss solutions in relation to their 20 ECTS modules.

CL/16-17/177   **Student Partnership Agreement Policy**

A memorandum from Mr D Whelehan, the Students' Union Education Officer, dated 4 May 2017, was circulated with a document containing the Student Partnership Policy and implementation sections.   Speaking to the document, Mr Whelehan stated that the purpose of the policy is to reinforce the joint commitment of the University and the Students' Union (SU) and the Graduate Students' Union (GSU) to develop and support effective student partnership, engagement and representation. The agreement recognises that all members of the University Community, staff and students, have legitimate perceptions and experiences. Working in partnership, towards a common agreed purpose, reflects a mature relationship based on mutual respect between students and staff.

He noted that in drafting the document, significant feedback and support had been provided by the Academic Sectary and the Dean of Students and that he had also visited Schools. Providing information about the document he advised that Section A outlines the current student representation mechanisms within College. Section B proposes the Partnership Theme – Revolutionising Student Engagement through embedding a Culture of Collaboration and Partnership - and associated projects for 2017/18. He confirmed that the SU and GSU would launch the Student Partnership Agreement and, alongside the Office of the Vice-Provost/Chief Academic Officer, would monitor the achievement of related key performance indicators. Section C outlines the scope of the policy and highlights areas in which staff and students could act in partnership for quality enhancement. Mr Whelehan confirmed that this document would replace the Student Charter.

The document was widely welcomed by Council. One member suggested that training should be provided to student representatives to ensure that they can engage fully in the types of conversations and decision making processes envisaged in the document.

The Provost noted that, if approved by Council, the Student Partnership Agreement Policy would be signed by him, the Vice-Provost/Chief Academic Officer, the SU President, the GSU President the SU Education Officer and the GSU Vice-President immediately after the Council meeting.

Decision/Action
177.1:   Council approved the Student Partnership Agreement Policy, as circulated.

CL/16-17/178   **Policy on Research Supervision**

A proposed Postgraduate Research Supervision Policy, dated 2 May 2017, from the Dean of Graduate Studies was circulated. Speaking to the document, the Dean of Graduate Studies acknowledged the Academic Secretary's contribution to the development of the policy and noted that the policy sets out the framework for effective research supervision and clarifies the roles and responsibilities of both the student and supervisor. He stated that it is consistent with the relevant regulations provided in the Calendar Part III and has been informed by the Dean of Graduate Studies membership of LERU's Doctoral Studies Policy Group.

Responding to queries, he confirmed that doctoral students should undergo the confirmation process for continuing with their research within 18 months of starting and that, whilst unusual, the confirmation process could be conducted after 12 months. He advised that research supervisors are expected to be research active but that there is discretion in exceptional cases, which is covered by the use of the word 'normally' in the relevant policy provision.

Decision/Action
178.1: Council approved the Policy on Research Supervision, as circulated.

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Dean of Engineering, Mathematics and Science retired from the meeting.

CL/16-17/179   Quality Assurance

(i)   Review of the Confederal School of Religions, Peace Studies and Theology

A memorandum from the Quality Office, on behalf of the Vice-Provost/Chief Academic Officer, dated 3 May 2017, was circulated with the report on the Quality Review of the Confederal School of Religions, Peace Studies and Theology.

Professor S Garrigan spoke to the report and summarised a number of positive findings made by the reviewers, particularly in relation to the commitment of staff, academic and administrative, and the excellence shown in research and teaching. She confirmed, however, that the main thrust of the report was critical and highlighted the dysfunctional nature of the Confederal School. She noted that this dysfunction could be attributed to the School's formation process, which involved negotiations between Trinity and philanthropic donors and which resulted in the adoption of a confederal structure, with three sub-units (the Loyola Institute, the Irish School of Ecumenics and the Department of Religions and Theology) rather than the establishment of a more unified entity. She expressed her complete agreement with the reviewers' findings and endorsed their recommendations.

She stressed that the Confederal School has attempted to achieve a number of changes but cannot progress any further initiatives without institutional-level intervention, investment and involvement of the external Trust bodies. She urged Council to support the reviewers' recommendations and, if approved, she requested expeditious action to help with their implementation.

Professor S Garrigan withdrew for the remainder of the item.

The Vice-Provost/Chief Academic Officer also spoke to the item and advised that the review took place in March 2017. Five external reviewers were engaged, rather than the norm of three, given the complex situation in the Confederal School. He noted that the review highlighted the fact that the Head of School has been unable to exercise the necessary oversight and leadership in the Confederal School given that each sub-unit has its own budget and separate governance structures. Indeed, these sub-units often consider themselves in competition with one another.

He also brought the meeting through a number of the recommendations, including:
- the formation of one School of Religion, with one public profile, one academic staff, operating under one Head of School, responsible for one School budget, served by one School administration in one building;
- develop a teaching and research programme in six suggested subject areas (Biblical Studies, Theological Studies, Religious Studies, Theology in the Catholic Tradition, Intercultural Theology and Interreligious Studies, and Peace Studies and Conflict Resolution);
- the preparation of a purpose statement that reflects the sense of direction of the School;
- rename the School for marketing purposes;
- put in place a corporate identity protocol that puts the School and its programmes to the foreground, rather than its sub-units;
- make permanent two short-term staff contracts in Religions and Theology and secure all 'fragile' positions;
- move to an election process for the Head of School position for the whole School, with all academic staff reporting directly to the Head of School;
- embed a new organisational structure that aligns to the six main curricular areas;

- the establishment of one budget controlled by a financial committee led by the Head of School, who retains decision-making powers in the case of conflict;
- the creation of one academic advisory board for the whole School, which reflects the different disciplinary areas to help with transition challenges;
- adopting the perspective of potential students so as to consider what would attract them to study in the School;
- ensure that decisions in the School are based on the common good of the School;
- develop links between the School and Near and Middle Eastern Studies in the School of Languages, Literatures and Cultural Studies;
- introduce a unified undergraduate degree structure based on a single entry route but with multiple exits, which allows for specialisation in the later years;
- encourage team-teaching across programmes within the School;
- integrate students in the Belfast campus through the use of travel bursaries, video-conferencing for cross campus teaching and integrate the Belfast entity into College systems to assist operations;
- the establishment of a School-wide research committee to develop inter-departmental research groups that draws in colleagues from outside of the School;
- to look pro-actively into 'strategic publishing' and research grants;
- the introduction of monthly or bi-weekly research seminars and similar initiatives;
- research students should be admitted to the School rather than to a specific sub-unit of the School.

He voiced his support for the recommendations and suggested the establishment of a Council sanctioned taskforce to facilitate the advancement of these recommendations.

The Dean of Arts, Humanities and Social Science also endorsed the findings and recommendations of the external reviewers, in addition to the establishment of a Council backed taskforce charged with the implementation of the recommendations, in their totality. He stressed the need for firm central guidance to ensure successful implementation. Responding to a query, he confirmed that the report was mostly well received within the Confederal School, however, there was a certain level of dissatisfaction evident.

The Provost expressed concern in relation to the ability to implement certain of the recommendations where these were contrary to provisions in existing legal agreements between Trinity and the Trust bodies involved in the formation of the Confederal School. Council noted that implementation would be subject to discussions and negotiation with those Trusts, taking full account of the University's commitments in this regard. The Vice-Provost/Chief Academic Officer expressed enthusiasm in relation to engaging productively with representatives of the Trusts.

Decision/Action
179(i).1: Council approved the report on the Quality Review of the Confederal School of Religions, Peace Studies and Theology and the external reviewers' recommendations. Cognisant of the existing legal agreements with the Trust bodies, Council agreed that the Trusts would be consulted in relation to their implementation.
179(i).2: Council approved the establishment of a taskforce, if deemed necessary, to be chaired by the Vice-Provost/Chief Academic Officer. If so deemed, the Vice-Provost/Chief Academic Officer will present details of the membership and the terms of reference, for approval, to the June 2017 meeting of Council.

Professor S Garrigan returned to the meeting and Professor M Clarke withdrew for the following item.

(ii)   **Report on the Review of the School of Dental Science**
A memorandum from the Quality Office, on behalf of the Vice-Provost/Chief Academic Officer, dated 3 May 2017, was circulated with the report on the Quality Review of the School of Dental Science.

The Vice-Provost/Chief Academic Officer speaking to the item noted that the review of the School of Dental Science took place in February 2017. He commented that the School of Dental Science is unusual in Trinity given its basis in the Dublin Dental University Hospital (DDUH) and given that the majority of its staff members are technically employed by the DDUH. The reviewers provided a very positive report which included praise for how the School functions as a clinical academic unit, its coherent strategy, its approach to teaching and learning and for the enthusiasm professionalism and collaborative ethos displayed by staff members.

The recommendations included the following:
* the development of a more transparent funding model in the governance agreement between the DDUH and Trinity;
* addressing the issues related to the promotions process for clinical academics;
* ensuring more focussed research which is aligned to the School's research strategy;
* enhancing collaboration between Trinity research institutes and the School;
* the completion of a curriculum mapping exercise across all undergraduate programmes to eradicate duplication and potential over-teaching of students;
* the exercise of caution in relation to launching new programmes to ensure there are sufficient resources to support programme delivery.

The Dean of Health Sciences welcomed the report, especially comments in relation to staff members. She confirmed that work is being carried out with Human Resources in relation to clinical academic titles and that the funding model has been simplified with greater authority now residing in the Head of School. She acknowledged that the School's research portfolio was in need of investment but that the Head of School is now in a position to address this.

In the discussion that followed, Council noted that whilst students are supported well by the School, the students, themselves, tend not to engage broadly with structures and mechanisms within College. It was suggested that the School could promote greater engagement in this regard.

Decision/Action
179(ii).1: Council approved the report on the Quality Review of the School of Dental Science and the external reviewers' recommendations, as circulated.
179(ii).2: The required implementation plan is to be prepared and circulated to the Quality Committee in due course.

Professor M Clarke returned and Professor J Walsh retired from the meeting.

CL/16-17/180   Annual Statistical Report: First Destination Statistics for the Class of 2015
The Provost welcomed Mr Sean Gannon, the Director of the Careers Advisory Service (CAS), to the meeting to speak to the Annual Statistical Report and Comparative Analysis: First Destination Statistics for the Class of 2015, as circulated.

The Director of CAS noted that 73% of respondents from the class of 2015 (undergraduate) were in employment compared to the national sectoral average of 68%. When looked at in more detail, 48% reported employment in Ireland (57% nationally) and 25% had found

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employment oversees (11% nationally). In addition, 22% were undertaking further studies. Turning to figures broken down by Faculty in Trinity, he commented on the healthy employment rate amongst graduates from the Faculty of Arts, Humanities and Social Sciences which indicates that arts graduates are still sought after for employment. Commenting on the outcomes for graduates from postgraduate courses he confirmed that 74% of respondents of the class of 2015 reported being employed compared with an 80% average nationally, with 37% reporting employment oversees (16% nationally). Drawing conclusions from the data highlighted, he advised that work needs to be undertaken to improve the employability of Trinity's postgraduate students. In particular, they require assistance to recognise the skills they have developed, learn how to relate these to the workplace and support in articulating both of these elements.

The Dean of Graduate Studies advised that students on structured PhD programmes will soon have the opportunity to complete a module on career skills for PhD students and the Vice-President for Global Relations highlighted the visa stay-back scheme for international postgraduate students, which should feed into the postgraduate employment figures more positively in the future. The Vice-Provost/Chief Academic Officer particularly queried the data showing that 9% of Trinity graduates (postgraduate) reported being employed in third-level education compared to a sectoral average of 23%. The Director of CAS confirmed that further analysis of these figures would be provided. He also confirmed that securing internships at the postgraduate level is more difficult than at the undergraduate level.

Council noted that the Director of the CAS was due to retire shortly, having provided 24 years of service to Trinity. The Provost thanked him and noted the usefulness of the data presented.

Decision/Action
180.1: It was agreed that employment data should be presented to Council on an annual basis.
180.2: The Director of CAS to provide the Vice-Provost/Chief Academic Officer with further information on the number of graduates, from Trinity and the sector, reporting employment in third-level education.

The Director of the Careers Advisory Service withdrew from the meeting.

CL/16-17/181   **Central Scholarship Committee Recommendation that seen papers not be permitted in Foundation Scholarship**

XX   A memorandum from the Senior Lecturer/Dean of Undergraduate Studies, dated 3 May 2017, was circulated. Speaking to this matter, the Senior Lecturer/Dean of Undergraduate Studies noted that the Central Scholarship Committee (CSC) had been made aware of the use of 'seen' papers in the examinations for Foundation Scholarship, that is, where all or some of the questions on a paper, including the specific wording, is made available to candidates ahead of the Scholarship examinations. Advice and feedback was sought from the relevant disciplines and from the Undergraduate Studies Committee, following the receipt of which, the CSC recommended that this practice be discontinued. She confirmed that this recommendation did not apply to special topic papers, where the wording is not presented to candidates before the examination.

Decision/Action
181.1: Council approved the recommendation from the CSC that 'seen' papers are not permitted for the Foundation Scholarship examinations.

CL/16-17/182   **Annual Student Mobility Report**
A report from the Office of the Vice-President for Global Relations, dated 4 May 2017, providing data on undergraduate student mobility was circulated. The Vice-President for Global Relations brought the meeting through the report, highlighting key information.

In relation to non-EU exchanges she noted that the number of students taking up a place had dropped from 78 in 2015/16 to 68 in 2016/17, however, she noted that summer school applications were still open and, therefore, the final numbers for 2016/17 were subject to change. She highlighted agreements signed with new non-EU partners in South Korea, Japan, New Zealand, China, Hong Kong and India and provided details about student mobility in specific School exchange networks, namely in the Business School, the School of Law and the School of Medicine, and Trinity's membership of particular consortia.

Commenting on Erasmus exchanges, she highlighted that inward mobility to Trinity is always higher than outward mobility and cautioned that this imbalance could increase with Britain leaving the European Union. Looking at the combined Trinity student mobility figures across the different categories of outward exchanges and visits, she noted that there was a slight decrease at 28.77% in 2016/17, compared to 29.89% in 2015/16. She confirmed that these percentages are based on the total number of Junior Sophister students. She also provided some benchmarking data comparing Trinity's Erasmus data with that of the other universities provided by the HEA. She commented that there are inconsistencies between the data collected in Trinity and the data held by the HEA and the reasons for this are being analysed.

She noted that the Global Relations Office has been working the schools and the Academic Registry to improve and streamline the processes for non-EU and Erasmus exchanges, which are currently different and have separate points of contact. It would desirable in the future if there was a single point of contact for all Trinity students undertaking outward mobility opportunities.

Responding to questions she confirmed that the decrease in students on non-EU exchanges could also be due to students dropping out at a late stage, thus leaving insufficient time to organise a replacement. She confirmed that additional placements and agreements also needed to be put in place. A member voiced his support for amalgamating the oversight of Erasmus and non-EU exchanges and Council noted that a recommendation to this effect is expected to arise from the Mid-term Review of the Global Relations Strategy, given that the reviewers particularly queried this.

The Provost thanked the Vice-President for Global Relations for her presentation of the Report on Undergraduate Student Mobility for the Academic Year 2016/17.

CL/16-17/183   **Any Other Urgent Business**
There was no other urgent business.

SECTION B

CL/16-17/184   **Undergraduate Studies Committee**
The draft minutes of the meeting of 18 April 2017 were noted and approved.

CL/16-17/185   **Graduate Studies Committee**
The draft minutes of the meeting of 20 April 2017 were noted and approved.

Incorporating any amendments approved at subsequent Council meetings

CL/16-17/186   **International Committee**
The minutes of the meeting of 16 March 2017 were noted and approved.

CL/16-17/187   **Quality Committee**
The draft minutes of the meeting of 20 April 2017 and the appended implementation plan for the School of Pharmacy and Pharmaceutical Sciences were both noted and approved.

CL/16-17/188   **Research Committee**
The minutes of the meeting of 21 March 2017 were noted and approved.

CL/16-17/189   **Student Life Committee**
The minutes of the meeting of 21 March 2017 were noted and approved.

SECTION C

CL/16-17/190   **Council Membership 2016/17**
The Council noted and approved Mr Ronan Doherty as the Faculty of Health Sciences Students' Union representative on the University Council for the remainder of 2016/17, following the resignation of Ms Laura Killeen, with immediate effect.

CL/16-17/191   **Nomination for the Burkitt Medal Award 2017**
The Council noted that the Burkitt Medal Selection Committee, with the approval of the Provost, had nominated Dr Mariano Barbacid, Centro Nacional de Investigaciones Oncológicas (CNIO), Madrid, Spain, as the recipient of the Burkitt Medal Award 2017.

CL/16-17/192   **Change of Title of Professorships**
(i)   **School of Histories and Humanities and the Discipline of Classics**
The Council noted and approved the Memorandum from the Dean of Arts, Humanities and Social Sciences, circulated, dated 18 April 2017.
(ii)   **School of Engineering**
The Council noted and approved the Memorandum from the Dean of Engineering, Mathematics and Science, circulated, dated 21 April 2017.

CL/16-17/193   **Higher Degrees—Reports of Examiners**
The Council noted and approved the reports of examiners on candidates for higher degrees, circulated, approved by the sub-committee of Board and Council on (i) 22 March and (ii) 5 April 2017 and noted by Board on 19 April 2017.

22 March 2017

(i)   **Higher Degrees by Research Alone**

PhD   Kiril Borisov; Yaqoub Jemil Bouaynaya; Robert Holland; Naoise Holohan; Neasa Mc Garrigle; Jane Mary Maxwell; Diana Morosan; Stephen Murphy; Quentin Henry Jacques Pelletier; Gavin Ryan; Pauline Sabrier; Sarah Sheridan; Cobi Van Tonder; Olivia Justine Wilkinson.

Incorporating any amendments approved at subsequent Council meetings

5 April 2017

(i)   **Professional Higher Degrees by Research Alone**
        MD   Mary-Teresa O'Neill

(ii)   **Higher Degrees by Research Alone**

        PhD   Natalie Anna-Maria Adlesic; James Boland; Kyle Hughes; Michelle Lavin; Peter Lynch; Gavin Neville Morrison; Emma Reece; Emma Louise Roycroft.

        MSc   Eimear Connolly

CL/16-17/194   Head of School
The Council noted that the Board had approved the nomination of Professor David Hevey as Head of School of Psychology for a five-year term from 3 July 2017.

CL/16-17/195   School Director – School of Social Work and Social Policy
The Council noted and approved the appointment of Professor Trevor Spratt as Director of Research in the School of Social Work and Social Policy for a second term of three years, commencing 3 July 2017.

CL/16-17/196   Heads of Discipline
The Council noted and approved the following appointments, commencing 3 July 2017:
(i)   Linguistic, Speech and Communication Sciences
Clinical Speech and Language Studies: Professor Margaret Walshe for a first term of three years.
Centre for Language and Communication Studies: Professor Christer Gobl for a first term of three years.
(ii)   Natural Sciences
Botany: Professor Trevor Hodkinson (extension to first term from 3 July to 31st August 2017).
Geology: Professor David Chew for a first term of three years.
Zoology: Professor Yvonne Buckley for a second term of three years.

CL/16-17/197   Course Director – School of Social Work and Social Policy
The Council noted and approved the appointment of Professor Erna O'Connor as Course Director of the Masters in Social Work for a three-year term, commencing 3 July 2017.

CL/16-17/198   Outcome of the student referendum for a Student Centre levy
The Council noted the Memorandum from the Dean of Students, circulated, dated 27 April 2017.

SECTION D

In compliance with the Data Protection Acts this information is restricted.

Incorporating any amendments approved at subsequent Council meetings