

**UNIVERSITY OF DUBLIN  
TRINITY COLLEGE**

**GRADUATE STUDIES COMMITTEE**

Minutes of the meeting held at 9.00 am on Thursday 24<sup>th</sup> March, 2005  
Arts Building

**Present:** Chair: Dean of Graduate Studies (Prof. Patrick J. Prendergast), Mr Trevor Peare, Ms Adele Notley, Dr Trevor Hodgkinson, Dr Evelyn Mahon, Dr Brian Lucey, Dr Frederick Falkiner.

**In attendance:** Ms Helen Thornbury (secretary to the committee, in the absence of Ms Sadowska)

**Apologies:** Dean of Research (Prof. Ian Robertson), Dr Alan Kramer, Dr Alan Moore, Ms Ewa Sadowska

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**185.0 Minutes of 27<sup>th</sup> January 2005**

The minutes of the meeting of 27<sup>th</sup> January 2005 were approved and signed by the Dean of Graduate Studies.

**185.1 Matters arising**

*Re. 183.2:* The Dean advised that, in relation to eligibility to supervise Research Degrees, the Deans Committee had agreed a wording which will be included in both the University Calendar Part 2 and on the Nomination form for Supervisors. The Dean introduced a further issue for consideration by the committee at the request of the Deans' Committee. This concerned the matter of how appropriate it is for lecturers who have not completed the PhD to supervise PhD students. He explained that this had emerged as a result of an IUQB review of research supervision and that Faculty Deans held different opinions about it. Following discussion it was agreed that discretion was required where supervisors did not hold a PhD and that each case should be considered on its own merits by the head of the relevant department. It was also suggested that Heads of Department should be given some clarification/guidelines in the form of a "good practice guide". This was approved by the Committee and it was agreed that the Nomination Form would be updated accordingly. It was also agreed that the IUQB booklet *Good Practice in the Organisation of PhD Programmes in Irish Universities* would be circulated to members of the Graduate Studies Committee.

**185.3 Directors of Teaching and Learning (Postgraduate) and Graduate Schools.**

The Dean of Graduate Studies explained that Directors of Teaching and Learning (Postgraduate) were under discussion at the Deans' Committee and that he would like the Graduate Studies Committee's views on how the Directors would be appointed, what specific functions they would have and whether the role could be conflated into another position. It was agreed that the Director of Teaching and Learning (Postgraduate) would be best nominated by the Heads of Schools. Following discussion it was agreed that the role should ideally remain a "single person" role but that in some cases it could be conflated with another if the Directors if the Head of School thought that appropriate. All were agreed that the Director of Teaching and Learning (Postgraduate) role would not adversely affect the role of the Course Directors and it was proposed that the Director of Teaching and Learning (Postgraduate) would be effectively a Course Director for PhD programmes. It was also suggested that the Schools could, if they felt the need, appoint a separate Course Director for the PhD programmes. It was pointed out the current Director of Research role which exists in some Schools (e.g. Business Studies) would differ from the new Director of Teaching and Learning (Postgraduate) role in that the new position is specifically concerned with student progression.

The Dean of Graduate Studies then introduced the possible advantages and disadvantages of Graduate Schools. The Committee discussed these in detail. Advantages such as interschool collaboration and linkage with other Universities, along with the general sense of cohesion that Graduate Schools could bring to teaching in certain disciplines were favourably received. The disadvantages which were highlighted included the danger that there could be many small Graduate Schools which could be perceived as ineffectual, that the formation of Graduate Schools could be seen to have a negative impact on undergraduate teaching and that funding issues between taught courses and research students could arise.

All were in agreement that benchmarks relating to the formation of new Graduate Schools would be essential. The Dean agreed to bring this discussion back to the Graduate Studies Committee for further review at a later stage.

**185.4 English Language Competence – A review of entry requirements**

The Dean introduced this issue by pointing out that Trinity has the lowest English language requirement from among a number of Universities surveyed throughout Ireland and the UK. He suggested that the College's requirements be increased in line with other colleges. The ensuing discussion centred around the different requirements for taught and research postgraduate students. The committee were generally in favour of research students being assessed on a case by case basis and in the event that their English Language scores were below the College's current required minimum level, they could still be accepted to register as research students, but only if the Head of Department was prepared to vouch for them in writing. It was agreed by the Committee to increase the general English language requirement for taught courses as follows:

IELTS:	Increased from 6 to 6.5
TOEFL Computer:	Increased from 213 to 230
TOEFL Paper:	Increased from 550 to 570

and that these requirements should be strictly adhered to. It was also agreed that the Dean would contact International Student Affairs to see what could be done to provide English language courses for current postgraduate students.

**185.5 AOB**

There being no other business, the meeting ended at 10am. The next meeting is scheduled for 14<sup>th</sup> April 2005 in the Conference Room 2026 in the Arts Building.



**Prof. Patrick J. Prendergast.**

Date: 14 April 2005