



GRADUATE STUDIES COMMITTEE

Minutes of the meeting held at 9am on Thursday 16th February 2017
Boardroom, Provost's House

XX = Council relevance

Present: Professor Neville Cox, Dean of Graduate Studies (*Chair*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Richard Porter, School of Biochemistry and Immunology
Professor James Quinn, School of Business
Professor Lucy Hederman, School of Computer Science and Statistics
Professor Ruth Barton, School of Creative Arts
Professor Michael O'Sullivan, School of Dental Science
Professor John Walsh, School of Education
Professor David O'Shaughnessy, School of English
Professor Christine Morris, School of Histories & Humanities
Professor Giuliana Adamo, School of Languages, Literatures & Cultural Studies
Professor Caoimhín MacMaoláin, School of Law
Professor Andreea Nicoara, School of Mathematics
Professor Stephen Smith, School of Medicine
Professor Louise Bradley, School of Physics
Professor Jean Quigley, School of Psychology
Professor David Shepherd, Confederal School of Religions, Peace Studies and Theology
Professor William Phelan, School of Social Sciences & Philosophy
Professor Virpi Timonen, School of Social Work and Social Policy
Mr Shane Collins, Graduate Students' Union President (*Ex officio*)
Ms Helen O'Hara, Information System Services Representative
(in attendance *Ex officio*)
Ms Patricia Callaghan, Academic Secretary, CAPSL Representative
(*Ex officio*)

Apologies: Professor John J Boland, Dean of Research (*Ex officio*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Dónall Mac Dónaill, School of Chemistry
Professor Richard Reilly, School of Engineering
Professor Lorna Carson, School of Linguistic, Speech & Communication Sciences
Professor Seamus Joseph Martin, School of Genetics and Microbiology
Professor Patrick Wyse Jackson, School of Natural Sciences
Professor Elizabeth Fahey-McCarthy, School of Nursing and Midwifery
Professor John Gilmer, School of Pharmacy & Pharmaceutical Sciences



Ms Elisa Crespo Miguez, Graduate Students' Union Vice-President
(*Ex officio*)
Ms Siobhan Dunne, Sub-Librarian for Teaching, Research and User
Experience (in attendance *Ex officio*)

In attendance:

Ms Ewa Sadowska (Trinity Teaching and Learning), Secretary (*Ex officio*)
Ms Helen Thornbury (Office of Dean of Graduate Studies) (*Ex officio*)
Ms Orlaith Tunney, Careers Consultant (Careers Advisory Service)
for item GS/16-17/83
Dr Seán Delaney (Registrar from Marino Institute of Education)
for items GS/16-17/85 and GS/16-17/86
Prof. Eilish Burke (School of Nursing and Midwifery) for item GS/16-17/87

The Dean of Graduate Studies welcomed a new member Prof. David Shepherd from the Confederal School of Religions, Peace Studies and Theology to the committee.

GS/16-17/81 Minutes of 24th November 2016

The minutes were approved by the committee as circulated.

GS/16-17/82 Matters Arising

Re: GS/16-17/58 QQI Statutory guidelines from the QA of research degree programmes: The Dean of Graduate Studies noted that the revised third draft of the *QQI Guidelines* had recently been made available, and explained that the draft looks similar to the previous one, and that there was nothing problematic in it. The Dean emphasised that it would be important to convey to the QQI that the institutions could only be expected to operate within available resources.

Re: GS/16-17/74 A new joint online course proposal from Trinity, RCSI & UCC - Postgraduate Diploma in Population Health and Health Services Research: The Dean advised that Council had approved this proposal at the November meeting.

Re: GS/16-17/75 A new MSc course proposal in Human Resource Management: The Dean advised that the course had received an extremely positive external review and Council had approved the proposal at the January meeting. The Dean noted that two professional accreditations of the three had already been secured.

Re: GS/16-17/77 SITS Research Module and E-Thesis submission
The Dean advised that the *Research Functionality* had gone live in January.

Re: GS/16-17/78 Non EU student quota: The Dean noted that he had been recently reviewing the lists of Non EU applicants not processed by the Schools within the agreed timeframe of ten days. He stated that Schools could now flag in SITS Non EU applicants requiring further assessment or information which would stop the



clock running. He asked the DTLPs to convey to course coordinators in their respective Schools to progress Non EU applications within the College-recommended timescale to avoid delays. He also noted that it appeared that the number of Non EU applications was higher than in the previous year.

Re: GS/16-17/79 Supervision guidelines: The Dean noted that the work was in progress and that he was collaborating with the Academic Secretary on the document.

GS/16-17/83 Careers Advisory Service Annual Report 2015/16 First Destination Statistics

The Dean welcomed Ms Orlaith Tunney, Careers Consultant from the Careers Advisory Service (CAS), who spoke to the circulated report on behalf of the Careers Advisory Service Director. Ms Tunney drew the members' attention to the parameters of the Trinity graduate class 2015 illustrated by the trends in first destinations. The number of graduates who gained employment (both full-time and part-time) was 73%, (2014: 68%) which was a major improvement on the previous year. In addition, a further one per cent (2014: 1%) were undertaking unpaid internships. The percentage "still seeking employment" at 3% was one percentage point higher than in 2014. Those undertaking Research or Further Academic Study numbered 22%, five percentage points lower than the previous year (2014: 27%). There was no change in the numbers of primary degree graduates obtaining employment in Ireland – 53% (2014: 53%) reflecting the ever growing confidence in the economy. Of those who declared their salary, 84% of primary degree graduates obtaining employment in Ireland did so with a starting salary of €17,000 or more (2014: 80%). Twenty-three per cent earned €33,000 or more (2014: 23%). Fourteen per cent had starting salaries of less than €13,000, (2014: 13%). The number of postgraduates who gained employment (both full-time and part-time) was 74% (2014: 72%). A further one per cent were categorised as undertaking unpaid internships (2014: 2%). The percentage still seeking employment was eight per cent (2014: 6%).

In terms of innovation schemes in the CAS, Ms Tunney noted the *Trinity Alumni Spring Week Internship Bursary* introduced together with Trinity Alumni and Development in Hilary Term 2016. Many major, London-based law firms, investment banks and consulting practices aimed to identify talent at an early stage and offered short periods of work experience to Senior Fresh (SF) students. The new bursary aimed to support costs for gifted SF students who secure spring week internships. Trinity Alumni and Development had agreed to support the initiative for the next 5-10 years. In 2015/16 year, a total of seven SF students were eligible to receive a bursary award (€750). For 2016/17, the bursary award would be open to SF students of any discipline and there would be no restriction on eligible companies. Ms Tunney referred to another innovation, namely the Trinity-Intel Employability Award. The MOU was signed with Intel in September 2015 and the Trinity Education Project was committed to directly connect co-curricular activities with graduate attributes. The focus of the award was on assisting students to recognise and articulate the skills and competencies they develop outside the core curriculum that would enhance employability.



In terms of the future of the Service after its review in November 2015, Ms Tunney noted that the reviewers had supported the positioning of the Service in Trinity Teaching and Learning and the adoption of an education-focussed model. The reviewers had highlighted a key deficit in relation to data capture and data management, and recommended that, as a priority, a career management system be purchased to help capture and analyse key data to support management and strategic decisions and to capitalise on destination data and labour market indicators. Significant progress had been made in sourcing such a system. The reviewers had also emphasised that the promotion of employability was a shared endeavour, and that the Service needed to forge cooperation in College with key stakeholders to establish a Trinity-wide approach to employability with careful consideration given to the future structure of the Service, in addition to greater investment.

A short discussion followed and a number of questions were asked. With respect to the eight per cent unemployed graduates Ms Tunney explained that due to the lack of the IT system data were not being captured to cast any light on specific characteristics of that group. She also added that the only data currently available were first destination statistics and no longitudinal studies were being carried out. There was a specific question to do with the Intel award brief, and the Academic Secretary undertook to look directly into it. Ms Tunney also confirmed that there was a positive correlation in general between the level of the graduates' start-up salary and the level of higher education. Commenting on the emphasis placed on employability in College, the Dean referred to Trinity's membership of LERU (The League of European Research Universities) and noted that the consortium of European research universities emphasised the value of PhD not only in terms of its academic merits but also in terms of its transferrable skills facilitating employment thus firmly linking postgraduate studies with broadening up career opportunities outside the academia. In conclusion Ms Tunney stated that a specific Trinity employment engagement strategy was being designed with an external consultant which should be better tailored to the needs of students in the whole range of academic disciplines in College.

XX GS/16-17/84 A new strand in Language Education within M.Ed.

The Dean of Graduate Studies invited Prof. John Walsh, the DTLP in the School of Education, to speak to the circulated strand proposal, in lieu of Prof. Noel Ó Murchadha the prospective strand coordinator.

Prof. Walsh explained that the proposed Language Education strand of the Master in Education (MEd) course had resulted from a current far-reaching reform in language and literacy education, taking place both nationally and internationally. In Ireland, the last five years had seen ambitious reforms at both primary and post-primary levels in relation to language and literacy (National Strategy for Literacy and Numeracy; new Junior Cycle specifications for English, Irish and Modern Foreign Languages; Integrated Languages Curriculum at Primary Level, new Gaeltacht Education Policy). The proposed Language Education strand was included in the School of Education Staffing plan previously agreed with the Faculty Dean. Hence, the proposal fulfils a commitment by the School to bring



forward a new subject offering within the M.Ed. in the field of language education, in addition to the previously approved strands in Science, Mathematics and Music.

The new strand would consist of two core modules and two options. Rather than representing four discrete units, the combination of modules offered in the proposed strand complement one another and will together provide students with a holistic view of the dynamics of language and language education – each individual module stands alone but also forms part of a combined whole. Prof. Walsh noted that a wider review of the existing MEd course was being planned to introduce more flexibility into the course at a later stage.

The new strand was intended not only for educators across all curriculum areas but also for policy-makers, at both a national and an international level, and for individuals who are practising in the secondary sector in Ireland. Beyond Ireland, the Language Education strand has the potential to attract both EU and non-EU applicants who were practising educators, and also graduates in the areas of education, language, and linguistics from Ireland, from other EU and non-EU countries.

There was no discussion. The Dean noted that the MEd course had been very successful and the new strand was recommended for approval by the University Council via the Graduate Studies Committee minutes without the proposal going for an external review.

XX GS/16-17/85 A new validated course proposal: Masters in Education Studies in Leadership in Christian Education (MES in LCE)

The Dean welcomed Dr Seán Delaney, the Marino Institute of Education (MIE) Registrar, to speak to the circulated proposal. Dr Delaney explained that MIE is an associated college of Trinity and was seeking to expand its current Master in Education Studies portfolio. The proposed MES course in LCE would commence in the academic year 2017/18. The MES in LCE would be solely delivered by the MIE, overseen by the MIE Associated College Degrees Committee (MIE ACDC) in terms of academic quality and validated by Trinity.

The MIE Registrar noted that the new course proposal had been reviewed twice, in November 2016 and in early February 2017, by the Schools of Education and the Confederal School of Religions, Peace Studies and Theology in line with *ACDC/09-10/4 minute of ACDC* on 9th July, 2010 which requires that validated postgraduate course proposals should follow a specific approval route. The MIE Registrar expressed his gratitude to colleagues from Trinity for their helpful feedback which enabled the proposed Masters course to become a valuable academic proposition aiming to make a strong and effective contribution to scholarly development in the area.

The MIE Registrar noted that MIE currently offers three Masters in Education Studies (MES) courses, one in Intercultural Education (approved by the University Council in 2012), one in Early Childhood Education (approved by the University Council in 2014), and one in Inquiry-Based Learning (approved recently by the University Council in October 2016). Building on the success of these courses and cognisant of student demand for high-quality NFQ level 9 courses with a focus on specialist areas of research, policy and practice, MIE was expanding its current offerings in Masters



in Education Studies course provision. The proposed MES in LCE was a direct response to the various Trust bodies for schools under Christian patronage which had repeatedly indicated that they needed a leadership programme to provide their current and future principals, deputy principals, and those in other leadership positions, with a course that would prepare them for leadership within Christian-based schools. The MIE Registrar emphasised that this new Masters would provide the students with grounding in skills necessary for leadership, management, and governance, and with a theological and spiritual background to help them appreciate, support and develop a faith-based ethos within a school. Typical students on the course will be primary and post-primary teachers who wish to pursue leadership and management training for a multicultural and pluralist society, and to pursue their own academic and professional development.

In a short discussion which followed the School of Education DTLPG confirmed that the School welcomed the new course which was complementary to its postgraduate offering and different to the current MEd Leadership and Management strand. It was clarified that a similar course in the MIE was currently being accredited by the University of Limerick, and that it would discontinue once the MES in LCE had been approved by the University Council. It was confirmed that the entry requirement was intentionally set at 2.2 rather than 2.1 as the course would target a pool of more mature applicants amongst whom 2.2 would have been more prevalent than 2.1. The MIE Registrar also clarified that applicants would not need to be of a particular faith but capable to uphold the Christian ethos of the School.

The committee approved the new course without any changes to go for an external review.

XX GS/16-17/86 A new validated course proposal: Masters in Education Studies in Visual Arts (MES in VA)

The Dean invited the MIE Registrar to continue speaking to another new validated MES course proposal in VA. The MIE Registrar explained that the proposed MES course in VA was also due to commence in the academic year 2017/18. The MES in VA would be solely delivered by MIE, overseen by the MIE Associated College Degrees Committee (MIE ACDC) in terms of academic quality and validated by Trinity. The MIE Registrar noted that in line with the approval procedure for the associated colleges the proposal had been reviewed by the School of Education and recently discussed by the MIE ACDC. The proposal iteration submitted to the Graduate Studies Committee incorporated the feedback from the School and the MIE ACDC.

The MIE Registrar further noted that the proposed MES in Visual Arts would complement current postgraduate arts education provision in the arts offered by the School of Education, whose strengths lie in the area of drama and music, the latter in collaboration with the Royal Irish Academy of Music. Students on the new course would be introduced to the philosophies and histories underpinning this type of creativity in education and to a wide range of education techniques in visual arts and to their use in diverse educational contexts. The MIE Registrar emphasised that with reduced time afforded to visual arts curriculum studies in the reconfigured Bachelor



in Education (B.Ed.) and Professional Masters in Education (Primary Teaching) programmes, this was an opportune time to complement current postgraduate arts provision to offer a course for interested teachers that equips them to act as curriculum leaders for visual arts within their school communities and education at large. This new course aims to qualify a specialist generalist for visual arts who will be of significant value to any educational organisation, agency or school engaged in teaching visual arts.

After a short discussion the committee approved the new course without any changes to go for an external review.

XX GS/16-17/87 A new MSc course proposal in Aging, Wellbeing and Intellectual Disability

The Dean welcomed Prof. Eilish Burke, from the School of Nursing and Midwifery, to speak to the circulated course proposal. Prof. Burke explained that the aim of this interdisciplinary course was to enable students to further develop their knowledge of ageing health and well-being in intellectual disability, and that the course was therefore designed to contribute to, promote and enhance high quality care for older adults with intellectual disability, and develop articulate and confident practitioners able to respond to the changing landscape of care delivery. The majority of prospective students would be in full-time employment and as a result of reduced staff numbers, many of their health/social care employers were not in a position to release staff to participate in further residential education. The proposed course responded by having a blended learning approach of both online and face-to-face delivery. The Masters and Postgraduate Diploma will combine online and face-to-face modules, while the Postgraduate Certificate course will be offered solely online. Prof. Burke anticipated that that would lead to further opening of the programme to those health/social care professionals who might not be in a position to commit immediately to a Masters award.

In a discussion which followed a substantive issue of unexplored synergies between Schools in College was raised. The DTLP from the School of Social Work and Social Policy stated that the School would have preferred to have discussed a possible collaboration between their current MSc in Disability Studies and the proposed course. The committee found undisputed merit in the principle of exploring synergies across College on postgraduate courses by sharing modules and staff resources. Other issues raised to be amended were as follows: an increase in the word count of an assessment of 1000 words worth 60% on Module 1, a clear explanation in the proposal how the online delivery will be supported, an insert into the progression rules that Masters can be awarded with Distinction in line with the College regulations, a change to the admissions requirements from honours to 2.1, and an introduction of an entry route without a compulsory professional work experience in the area for non-clinical applicants from general public.

The committee recommended that the changes be introduced to the proposal, and the indicated inter-School synergies be explored so that the revised proposal can be brought again to the committee.



GS/16-17/88 AOB

- (i) The Dean advised that he would be sending an email to the DTLPs and the postgraduate community to let them know that Trinity was allowed to nominate four students to attend the Doctoral Summer School at the University of Zurich in July 2017 organised by LERU. The central theme for this year's Summer School is "Citizen science - science and public participation in the digital age". The aim is to provide doctoral candidates with unique professional and personal development opportunities beyond what they are generally exposed to in the course of their PhD training.
- (ii) The Dean noted that he would continue his meetings with DTLPs in the Schools to discuss how the postgraduate offerings might be renewed.
- (iii) The Dean advised of a forthcoming external review of postgraduate procedures later in the year. A working group had been set up to look at this and to compile an internal report in preparation for the review.
- (iv) The Dean noted that he had received feedback on the recent Postgraduate Open Day which expressed disappointment with poor attendance. It was agreed to review the future advertising and marketing of the event and put the issue on the agenda for discussion at the March meeting. The Dean undertook to liaise with the DTLP in the School of Business in preparation.
- (v) The Dean noted of his intention to revitalise the Graduate Studies website by highlighting courses interesting to the public on a weekly basis. A specific template would be provided by the web office, and Schools can make suggestions for advertising with freshened up texts.
- (vi) *Re: GS/16-17/76* Dean of Graduate Studies' Annual Report 2014/15: the Graduate Students' Union President noted that he was shortly going to email the DTLPs the wording for the government-based postgraduate maintenance grant available to student on taught courses to be advertised by the Schools.
- (vii) The Graduate Students' Union President asked the DTLPs for their assistance with the promotion in Schools of the forthcoming Postgraduate Week due to take place 20-24 March.
- (viii) With response to a query the Dean explained that continuing UK students would not be re-designated in terms of their EU fees after Brexit.
- (ix) The DTLP from the School of Business raised an issue of lateness in setting up new courses in SITS which delays recruitment. The Dean undertook to look into the matter.

Section B for noting and approval

XX Re B1. Master in Medicine (MM) new and revised modules and formats of delivery to commence in September 2017

The Dean drew the members' attention to the changes proposed to be introduced to the MM course commenced in 2012/13. The course had now completed three full cycles of student intake and, based on the feedback from the module co-ordinators and lecturers, together with feedback from course graduates, a number of changes were identified in order to ensure that the original aims were successfully achieved. The committee approved the following recommendations:

1. Retention of the current Postgraduate Diploma/Master in Medicine awards
2. Retention of the current entry route via the Master in Medicine register to the MM award with an exist Postgraduate Diploma award



3. Retention of the two current formats of delivery of the Master in Medicine course on the Masters register:
 - a) One-year full time with an exit Postgraduate Diploma award
 - b) Two-year part time with an exit Postgraduate Diploma award after year one
4. Introduction of a new entry route to the Master in Medicine course via the entry n onto the Postgraduate Diploma register with the following new formats of delivery
 - a) One-year full time Postgraduate Diploma worth 60 ECTS allowing the student
 - (i) to exit with a Postgraduate Diploma award or
 - (ii) allowing for a possibility of immediately continuing to a Top-up Master in Medicine (30 ECTS) in year two (in choosing this option the student is not awarded the Postgraduate Diploma award and will progress administratively on the basis of a published result the following academic year to the Top-up Masters) or
 - (iii) returning to a Top-up Master in Medicine (30 ECTS) in year two within five years of initial registration; should the student have been awarded the Postgraduate Diploma award before resuming the Top-up Master in Medicine the award will be rescinded upon successful completion of the Master in Medicine Top-up.
 - b) Two-year part time Postgraduate Diploma worth 60 ECTS allowing the student
 - (i) to exit with a Postgraduate Diploma award or
 - (ii) a possibility of immediately continuing to a Top-up Master in Medicine (30 ECTS) in year three (in choosing this option the student is not awarded the Postgraduate Diploma award and will progress administratively on the basis of a published result the following academic year to the Top-up Masters) or
 - (iii) returning to a Top-up Master in Medicine (30 ECTS) in year three within five years of initial registration; should the student have been awarded the Postgraduate Diploma award before resuming the Top-up Master in Medicine the award will be rescinded upon successful completion of the Master in Medicine Top-up.

Diplomates (options 4a and 4b) will have five years from date of initial registration to top-up the Postgraduate Diploma award to the Master in Medicine award.

5. Retention of the current programme learning outcomes: There were no changes proposed to the programme learning outcomes apart from deletion of those specific ones related to a strand in Molecular and Translational Medicine which will be discontinued from 2017/18 and the course will have a single pathway. A number of modules were modified or replaced.

The committee approved the proposed recommendations and the resulting Calendar changes for 2017/18.

XX Re B2. Introduction of additional part-time 2 year delivery to MSc in Digital Marketing Strategy from 2017/18

The Dean drew the members' attention to a memorandum from the DTLP in Trinity Business School requesting an introduction of a part time format of delivery on the MSc in Digital Marketing Strategy. The committee noted that as a result of a successful launch of the course in September 2016 the Trinity Business School identified a need for a part time delivery option from 2017/18. The proposed format would have 7 taught modules (35 ECTS) delivered in Year 1 while 5 taught modules (25 ECTS) would be delivered in Year 2. The dissertation would be due for



completion at the end of August with the work to be undertaken throughout Year 2.

The committee approved the proposed part time delivery and the resulting Calendar changes for 2017/18.

XX Re B3. A new proposal of creative PhD in Literary Practice [appended?]

A new proposal of PhD in Literary Practice from Prof. Ian Sansom from the School of English had been circulated. The proposal was put together in response to the demand from Trinity's own students, from enquiries by students not currently at Trinity, and in recognition of what is now standard practice and provision across the sector. Practice-based PhDs in creative writing advance knowledge principally by means of practice - by the submission of original creative work - and also by exploring the cultural and literary context of the creative work. Practice-based PhDs in creative writing are thus often referred to as creative/critical PhDs. The creative-critical PhD is distinct from the standard scholarly PhD in that significant aspects of the claim for the doctoral requirement of an original contribution to the field of knowledge is demonstrated through the creative work. The accompanying work of criticism demonstrates doctoral levels of contextual knowledge and powers of analysis and argument, with scholarship of the same quality and displaying the same intellectual discipline as a traditional PhD. The School of English currently has staff expertise and provision to offer supervision in fiction and creative non-fiction. The proposed critical/creative PhD would allow for the admission of students to study poetry/drama/other forms depending on future staffing.

In line with a standard practice across the sector, the *thesis* will consist of two parts: an original creative work and a critical essay demonstrating the cultural and intellectual context of the creative work. The *thesis* would be a maximum of 100,000 words, comprising the two related parts, creative and critical. The ratio between the creative and the critical components would vary but the creative part will be the longer; the standard ratio of creative to critical work to be 80:20. Variations on the 80:20 ratio may be negotiated - usually by writers producing shorter fiction such as a novella or a short story collection. In all circumstances the critical essay (ii) should be not less than 20,000 and not more than 50,000 words including references (but excluding appendices and bibliography), and must be of doctoral standard. Parts (i) and (ii) of the research project must be comprehensively and convincingly integrated and the complete submitted project must reach the required standard of a PhD as outlined in the School and the University's standard regulations. The PhD should be completed within the standard full-time or part-time admission as a research student.

The Dean commented that this model had been used for a very long time with PhD candidates in other Schools (Music, Languages Literature and Cultural Studies) and he took it as not a new type of PhD. The Dean advised that the candidates would register on the same PhD as all others; the structured components would be bundled rather than each candidate choosing from a more random selection of modules; the thesis would comprise both the creative writing and the critical analysis; the



examination process would remain as it was for all PhD's and the award would remain as is. The Dean summed up that while innovative in scope, this was not a new named degree in this view.

Section C for noting

The committee noted the below:

C.1 Minutes of the Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 16 November 2016

C.2 Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 30 November 2016

There being no other business, the meeting ended at 11am.

Prof. Neville Cox

Date: 16 February 2017