GRADUATE STUDIES COMMITTEE
Draft Minutes of the online meeting held
at 10am on Thursday 21 May 2020
(originally scheduled in Trinity Boardroom, Trinity Business School)

XX = Council relevance

***Present*:**   Professor Neville Cox, Dean of Graduate Studies   (*Chair*)

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Rachel Mary Mc Loughlin, School of Biochemistry and Immunology
Professor Sinéad Roden, Trinity Business School
Professor John Boland, School of Chemistry
Professor Owen Conlan, School of Computer Science and Statistics
Professor Paula Quigley, School of Creative Arts
Professor Ioannis Polyzois, School of Dental Science
Professor Keith Johnston, School of Education
Professor Biswajit Basu School of Engineering
Professor Philip Coleman, School of English
Professor Matthew Campbell, School of Genetics and Microbiology
Professor Ashley Clements, School of Histories & Humanities
Professor Justin Doherty, School of Languages, Literatures & Cultural Studies
Professor Deirdre Ahern, School of Law
Professor John Saeed, School of Linguistic, Speech & Communication Sciences
Professor Manuela Kulaxizi, School of Mathematics
Professor Kumlesh Dev, School of Medicine
Professor Cian O'Callaghan, School of Natural Sciences
Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences
Professor Mauro Ferreira, School of Physics
Professor Ladislav Timulak, School of Psychology
Professor Gillian Wylie, School of Religion
Professor Thomas Chadefaux, School of Social Sciences & Philosophy
Prof. Jake Byrne, Academic Director, Tangent

Ms Giséle Scanlon, Graduate Students' Union Vice-President
Ms Shaz Oye, Graduate Students' Union President

(*Ex officio in attendance*)

Ms Siobhan Dunne, Sub Librarian for Teaching, Research and User Experience

Martin McAndrew, Postgraduate Student Support Officer, Senior Tutor's Office
Ms Ewa Sadowska (Academic Affairs, Trinity Teaching and Learning)
Secretary to the committee

Apologies
Professor Linda Doyle, Dean of Research   (*Ex officio*)

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Fiona Timmins, School of Nursing and Midwifery
Professor Paula Mayock, School of Social Work and Social Policy

Mr Geoffrey Bradley, Information Technology Services Representative

Observers in online attendance for all items:
Patricia Callaghan, Academic Secretary, Head of Trinity Teaching and Learning, (TT&L)
Marie Mc Peak, Education Support Officer, Academic Affairs, TT&L
Fedelma McNamara, Director of Internationalisation, TCD Global
Breda Walls, Director of Student Services

In attendance for individual items:
Prof. Bernice Murphy and Prof. Clare Clarke (School of English)
for item GS/19-20/393
Prof. Lorraine Leeson (School of Linguistic, Speech and Communication Sciences and Centre for Deaf Studies)   for item GS/19-20/394
Roisin Smith (Quality Officer, Trinity Teaching and Learning)   for item GS/19-20/395
Niamh Brennan (Assistant Librarian, Library)   for item GS/19-20/396

As a result of the COVID-19 continuing pandemic and closure of College to non-essential employees, the decision was taken to conduct the GSC meeting online. The papers for the May meeting were circulated in a pdf format together with a briefing email from the Dean of Graduate Studies.

The Dean greeted members by inviting all to the final GSC meeting of the academic year and of his term in the office as Dean of Graduate Studies.

GS/19-20/391 Minutes of 23 April 2020
The minutes were approved with two amendments.

Firstly, a change was made in relation to GS/19-20/382 COVID-19 Assessment Update (v, pg. 8). In an email to the Dean in advance of the meeting, the Sub Librarian for Teaching, Research and User Experience drew his attention to the fact

that there is no linkage between VPN and accessing online periodicals. The minute has therefore been amended to read "It was noted that PGR students without VPN do have access to online periodicals to which the Library subscribes. All members in College (academic staff, UG and PG students) can access these online periodicals remotely via the Library website using the College network login. This access method is long established, secure and stable. A VPN connection is not required, and the current VPN service does not provide remote access to online periodicals. The Sub Librarian for Teaching, Research and User Experience advised that there may be confusion regarding access to UK electronic Legal Deposit content. Due to legislation restrictions, these free periodicals can only be accessed on computer terminals in the physical Library. The Information Technology Services Representative advised members to contact Directors of Research in their Schools to bring feedback from PGR students to the Research Committee which works with the IT Services to find workable solutions to online issues."

Secondly, the DTLP in the School of Physics wished that GS/19-20/384(i) AOB minute contain a reference to COVID-19 at the start of the paragraph. The minute has therefore been amended to read "The DTLP in the School of Physics advised that PGR supervisors had been surveyed as to how to engage in a creative way with their students during COVID-19 pandemic."

GS/19-20/392 Matters Arising

Re: GS/19-20/358 Distance-based Postgraduate Research Degrees: The Dean advised members that a couple of additional Schools were interested to join the pilot initiative in addition to the already volunteering School of Psychology, School of Religion, School of Languages, Literatures and Cultural Studies, and School of Linguistic, Speech and Communication Sciences. He noted that his meeting with the Academic Registry to discuss logistics of going live with the pilot the next year would take place the following week.

Re: GS/19-20/361 PG Strategic Reform: The Dean noted that he had received feedback from Schools and from student focus groups. He intended to email out the consolidated recommendations to members for their feedback before forwarding the list to the Vice Provost/Chief Academic Officer as a potential aid in relation to the PG Strategic Reform process the following year.

> **Action GS/19-20/392.1:** The Dean to email members a list of draft recommendations collated for the Vice Provost/Chief Academic Officer.

Re: GS/19-20/373 A new course proposal: MSc in Quantum Fields, Strings and Gravity: The Dean advised that the proposal had been approved by Council on 13 May 2020.

Re: GS/19-20/381 A new course proposal: MSc in Economic Policy: The Dean advised that the proposal had received a very positive report from an external reviewer and would be submitted to the June Council.

Re: GS/19-20/382 COVID-19 Assessment Update: The Dean thanked DTLPs and all PGT course directors for their work in facilitating students completing their Masters dissertations.

Re: GS/19-20/383 Academic year contingency planning for 2020/21: The Dean noted that COVID-19 would impact on the commencement of the new academic year 2020/21. He thanked al DTLPs for so promptly responding to his request to outline proposals in relation to all PGT courses in their Schools. All venues in College, and communal areas around, will be assessed in terms of maximum capacity accounting for the mandatory social distancing. The reduced venue capacity would present particular problems for Schools with large cohorts of students such as Computer Science and Statistics.

The Dean advised that the Provost chaired a sub-group of Executive Officers on Phased Resumption of Activities on Campus, which is making plans for a gradual resumption of operations. He noted further that there was a teaching and learning sub-group within this group that would consider issues pertaining to start dates for next year as well as priorities for teaching spaces. It was obvious to all that the COVID-19 would impact recruitment for the next year, but it was essential to minimise its negative effect.

The Dean thanked the Global Relations for spearheading the recruitment drive. The Dean also advised members that Schools should maintain direct regular contact with applicants and start communicating the message about the next year with immediate effect as soon as there was clarity as to what approach would be taken while College will upload it on its website centrally. The Dean undertook to put together a bespoke message, in consultation with Global Relations admissions team, to write individually to all existing applicants to invite them to come to Trinity.

> **Action GS/19-20/392.2:** The Dean to email all applicants to invite them to study in Trinity in 2020/21.

It was also acknowledged that deferrals of current offers to the following year might ultimately result in blocking places to fresh applicants for 2021/22. Oversubscription of students for the following year should be avoided at all cost as College has a duty of care to each and every student. Members were of the view that the more engagement with individual applicants the better and not least to assess whether an individual applicant who had been offered and had accepted a place would really be planning to come to Trinity in the next academic year.

An issue was also raised that should courses be delivered online for a whole year consideration needs to be given to a concomitant fee reduction for students taking such courses as they would not have full academic experience of studying in College.

> **Action GS/19-20/392.3:** The Dean to discuss the reduced fee issue with the Vice Provost/Chief Academic Officer and notify members accordingly.

Re: GS/19-20/385: The Dean advised that the May Council had approved an additional 2 year part time format of delivery to the already existing 1 year full time MPhil course in Children's Literature from September 2021 in the School of English via the GSC April minutes.

Re: GS/19-20/386: The Dean advised that the May Council had approved an additional 2 year part time format of delivery to the already existing 1 year full time MPhil course in Irish Writing from September 2021 in the School of English via the GSC April minutes.

Re: GS/19-20/387: The Dean advised that the May Council had approved suspension of Music Education, Psychology of Education, Positive Behaviour Management, Science Education strands on FT/PT Master in Education course in 2020/21 in the School of Education.

Re: GS/19-20/388 Revised Admission and Transfer Policy, and Procedures for the Recognition of Foreign Qualifications): The Dean advised that the May Council had approved the revised policy and procedures.

Re: GS/19-20/389 Revised effective start date of changes to MD to May 2020: The Dean advised that the May Council had approved the implementation of the already approved changes to Doctor in Medicine (M.D.) Degree from 2019/20 for new entrants rather than from 2020/21 with the effective start date of changes to MD deferred to May 2020.

XX **GS/19-20/393 A new course proposal: MPhil in Modern & Contemporary Literary Studies**
The Dean noted that members had been given an opportunity to review the new course in advance of the meeting. He welcomed Professor Bernice Murphy and Professor Clare Clarke, prospective Course Coordinator (School of English) who were let into the meeting.

The Dean noted that the 90 ECTS MPhil course (with an exit Postgraduate Diploma award) is of one year full time or two year part time duration to be delivered F2F from September 2021. The final mark is based on a credit-weighted average of the mark awarded in each module. The modules to be offered on this course fall into four categories: (i) new compulsory core modules designed specifically for this programme or to be shared with other MPhil programme within the School of English; (ii) new optional modules designed specifically for the programme; (iii) approved existing modules based in the School of English that will be offered on the programme as options; (iv) approved existing modules in other Schools that will be offered on the programme as options. Trinity's new MPhil will have several selling points that distinguish it from its competitor programmes in Ireland and in the UK. Important among these is Trinity's place at the heart of one of the world's most famous and contemporarily vibrant literary cities. Within the School of English, there are concentrations of field-leading scholars with expertise in popular and genre literature whose combination of interests amount to a distinctive slant on modern and

contemporary literature. The design and marketing of the proposed course will seek to showcase these unique local and academic strengths and institutional characteristics.

The course was put together as a result of a recommendation from the Knowledge Partnership (KP), a UK-based higher education consultancy firm, which carried out a review of the School of English MPhils in 2018. Running a viable range of MPhil courses was deemed crucial to sustaining the School's income streams, maintaining its high global reputation (the School is currently ranked 28th in the QS subject rankings), and fostering its future research health as many PhD students have come through the local MPhil programmes.

Finally, the Dean mentioned that he had raised a couple of minor issues with the proposers by email in advance of the meeting and these are being addressed. The course was under an external review with a report expected back any day. It was hoped that the proposal could make the June Council.

Professor Murphy thanked the Dean for a thorough summary of the course outline. She, along with the Dean and the DTLP from the School thanked Ms Sadowska for her wonderful work in relation to the proposal. She pointed out that the new course would be a great opportunity to flagship the whole suite of the School's MPhils by integrating the offer and re-marketing all the courses. Professor Clarke added that the new offering would showcase the best that the School has to offer. The DTLP of the School referred to the excitement amongst the academic staff generated by the prospect of marketing the new MPhil.

After Professor Murphy, Professor Clarke and the School DTLP left the meeting the Dean opened the floor for discussion. There was one query with respect to capping the maximum number of students at 20 which was considered too modest in view of the perceived significant interest the course was going to attract. There were no additional issues raised and the committee endorsed the proposal.

Upon his re-joining the meeting, the School DTLP was asked to comment on the query to do with the maximum number of students capped at 20. He clarified that its intention was to follow a long-established practice in the School of quality small group teaching, but should the course go online that practice might change.

> **Decision GS/19-20/393:** The committee recommended the proposal to Council subject to a favourable external review and addressing comments made during the meeting.

XX GS/19-20/394 A new course proposal (Pillar 1 HCI): c

The Dean thanked members for familiarising themselves with the new course proposal in advance of the meeting. He noted that Professor Sarah Sheridan, prospective Course Director (School of Linguistic, Speech and Communication Sciences) was inadvertently absent and Prof. Lorraine Leeson (Professor in Deaf Studies from the Centre for Deaf Studies) kindly agreed to stand in for her. He invited Prof. Leeson to join the meeting.

The Dean spoke to the course document, summarising it briefly. He noted that the 60 ECTS one year full time Postgraduate Diploma in Irish Sign Language Interpreting was put together in response to the Human Capital Initiative (HCI) Pillar 1 Graduate Conversion call of February 2020 that Trinity applied for with six course offerings. The course sets out to meet a documented gap in the market – facilitating graduates with qualifications in a range of domains to access training as an Irish Sign Language/English interpreter. Interpreters of the future operate in a complex world and must have digital skills and high-level interpreting skills in addition to performing at B2-C1 level + on the Common European Framework of Reference for Languages (CEFR) in both English and Irish Sign Language. The demand for interpreters has been clearly identified. In December 2017, the Irish Sign Language Act was passed into law. It is due to commence in December 2020. In preparing for the implementation of the Act, several bodies, most notably the State-funded Sign Language Interpreting Service (SLIS), reports that the current capacity nationally is not sufficient to meet the current demand for service, and will be under extreme pressure once the Act is formally commenced.

The Dean drew members' attention to the innovative nature of the course which is seeking to leverage online teaching and learning potential to open up engagement from applicants who are geographically dispersed. There are three (Interpreting Theory, Ethics, and the Business of Interpreting/Entrepreneurship) out of total ten modules where teaching will be delivered online with some face-to-face components. The final mark is based on a credit-weighted average of the mark awarded in each of the ten modules.

The Dean commented with appreciation on an outstanding quality of the course proposal. He hoped that the proposal would receive the HCI funding on which the course delivery is conditional and noted that HCI decisions have not come out yet. He stated that many letters of support appended to the proposal speak to the potential employability of course graduates. The placement module was mandatory and was of clear interest to many possible employers. The Dean noted that the course proposal had already been externally reviewed and the report was very positive and constructive. He further stated that in an email correspondence in advance of the meeting he was reassured that should the planned course delivery in September 2020 not be feasible the course could be quickly adapted for a full online delivery.

The Dean invited the DTLP from the School to add additional comments. The DTLP of the School underlined that the course would present a unique professional opportunity to develop interpreting skills for a huge number of applicants with familiarity of Irish sign language.

In response to a couple of questions raised by the Academic Secretary in relation to admissions, Professor Leeson clarified that
1) *Re* provision for non EU places – Irish sign language was an official EU language and there would be market to recruit from Northern Ireland where after Brexit there would be no training available; in addition there are likely to

be individuals of Irish decent scattered overseas with knowledge of Irish willing to acquire professional interpreting skills through Irish.

2) *Re* entry to the course *via* Bachelor degree – applicants without such a degree but equivalent language competency (for example people with deaf parents) would be considered on a case by case basis.

In response to a query to do with alternative funding opportunities should the HCI decision be unfavourable, Prof. Leeson noted that the School would explore all possible avenues for alternative funding to enable the course to go ahead. The Dean was hopeful that the HCI initiative would progress and that its funding would come through.

A number of further comments were advanced at that point:

i)   The Academic Director of Tangent was delighted that Tangent would contribute to the course delivery;

ii)   Members acknowledged that the course would be a great asset to deaf community in Ireland;

iii)   The Dean suggested that a broader language could be used for entry in the admissions section.

Professor Leeson thanked the Dean for a thorough summary of the course outline and left the meeting together with the School DTLP. The Dean opened the floor for discussion. Tribute was paid to the remarkable work of Ms Sadowska in relation to the course proposal. There were no additional issues raised and the committee approved the course proposal.

> **Decision GS/19-20/394:** The committee endorsed the proposal for Council subject to implementation of changes raised during the meeting.

XX   **GS/19-20/395 Institutional Review 2020**
The Dean invited Roisin Smith (Quality Officer) into the meeting to brief committee members on Trinity's Institutional Quality Review scheduled for the week of 23-27 November 2020.

The Quality Officer referred to the circulated presentation, taken as read, and noted that the Dean of Graduate Studies and President of the Graduate Students' Union are on the Institutional Self-evaluation Team. She acknowledged the key focus on PG education, research degree programmes and the PG student experience in the new Trinity Strategic Plan (2020-2025) and emphasised the importance that any recommendations arising from the review align with College's own ambitions in these areas.

The Quality Officer advised that the current effort is directed towards framing PGT/PGR topics in the Institutional Self-Evaluation Report (ISER) and acknowledged the work of the Graduate Studies Committee in reviewing policies and implementing enhancements in PG education. She invited members to contribute case studies that demonstrate enhancement activities and also to representing PG education in meetings with the review team during the week of the review.

The Quality Officer advised that the membership of the Institutional Review Team was not yet confirmed but that Trinity had requested representation from LERU and Coimbra Universities that are subject to similar frameworks to Trinity at European level.

The Dean thanked the Quality Officer for briefing members on this organically evolving quality review process and invited everybody to add their voice to the preparations in whatever way their feedback would be sought.

XX **GS/19-20/396 Enhancement of PhD Research Integrity Module**
The Dean noted that Niamh Brennan (Assistant Librarian, Library) was spearheading the project of re-developing the current research module (CA 7000) and invited her to join the meeting. The Assistant Librarian spoke to a short power point presentation and noted that the University's Structured PhD Module in Research Integrity and Impact in an Open Scholarship Era (CA 7000) has received funding from the National Forum for the Enhancement of Teaching and Learning to enhance the Module in support of College strategy, academic requirements and the student experience. The project is of 12 months' duration and is led by the Dean of Graduate Studies. Its objective is to improve the original module which has been available online via Blackboard since September 2018. The timeframe for the project is being extended due to COVID19-related restrictions and is now planned from June 2020 to May 2021. A critical component and essential input to the project is guidance and feedback from academic staff and students. Special considerations to be reflected in the revised module are for example, appropriate and relevant assignments, School/Disciplinary ethics input and inclusion of School/Discipline relevant examples. The project is seeking the advice and expertise of the committee members on how best to elicit the academic and student-focused requirements of the module, in order to create the best possible teaching and learning experience for the area in Trinity.

In a short discussion a number of issues were raised:
1) Staff in Schools could not see on the system if their PGR students completed that mandatory research module and would be grateful if that visibility could be made available;
2) PGR students do not have access to their SITS records to check where they are on their PhD trajectory and that visibility should be developed in the system;
3) Communication with PGR students should be put in place to effectively advise them about their registration on the module in a timely manner;
4) Staff in Schools should be advised whom to contact with queries;
5) Research ethics, how to address sex and gender, in research applications should be part of the revised module's content.

The Assistant Librarian clarified that given that the module is mandatory, students are automatically registered on it. She advised that she would be sending out a short questionnaire, in collaboration with the Dean, to members seeking their feedback on issues related to the project within the next month or two.

Action GS/19-20/396.1: The Assistant Librarian to send out a questionnaire to members.

The Director of Student Services offered additional comments to some of the queries raised. She explained that SITS has limited PG capability as full spectrum was not part of the original scope. She undertook to explore whether an overarching School view can be developed.

Action GS/19-20/396.2: The Director of Student Services to seek clarification re improved PGR functionality in SITS.

The Dean thanked the Assistant Librarian for her contribution to the meeting.

GS/19-20/397 Graduate Studies Committee self-evaluation survey 2019/20
The Dean reminded members that the annual self-evaluation was a requirement for each principal Committee in College and invited them to complete this year's online survey of the Graduate Studies Committee by 26th June.

XX   **GS/19-20/398 AOB**
A number of issues were raised:

(i)   A concern was expressed that under the revised requirement for PhD *viva*, PGR students are receiving two pre-*viva* reports and one post-*viva* report, and these reports might be in conflict, as they serve a different purpose, confusing the student. Pre-*viva* reports reflect exchange of information between the examiners with respect to issues identified in the thesis to be raised during the forthcoming *viva* while the post-*viva* report comments on the student's performance during the examination and outstanding changes to be made to the thesis. Some members were of the view that students should only receive the post-*viva* report while others maintained that pre-*viva* reports should continue to be available as they offer a detailed feedback to the student as to what issues need to be addressed in the thesis. The Dean undertook to lay out in his post-meeting memo guidelines for further communication with PGR students and examiners.

Action GS/19-20/398 (i): The Dean undertook to lay out in his post-meeting memo guidelines for further communication with PGR students and examiners.

(ii)   A concern was raised that there might be a disparity in practice within AR in relation to English language competency requirements as between applicants educated through the medium of English in the global South and other applicants.

Action GS/19-20/398 (ii): The Dean undertook to raise the issue with the AR.

(iii)   Clarification was sought as to whose permission PG students should obtain when they need to come to College to briefly pick up things from campus. The Dean clarified that, under guidelines constructed by the Dean of Research, Heads of School should form research plans outlining the circumstances in which researchers from their Schools needed to come onto College property.

Thus, students should, in the first instance, seek permission from their Head of School.

(iv)   The Dean noted that following the recent scoping exercise in which Schools participated in relation to start dates for PGT for the next year, two courses have come forward i.e.
>   MSc in Diagnostic Radiography (School of Medicine)
>   MSc in Pharmaceutical Sciences (School of Pharmacy & Pharmaceutical Sciences)

requesting permission to shift their start dates to January 2021. The Dean underlined the sound rationales for altering start dates in all cases aimed at maximising recruitment. Members raised no objections to these changes.

> **Decision GS/19-20/398 (iii):** The Committee recommended the proposed changes to start dates to Council.

(v)   The Dean of Graduate Studies noted that he is completing his term of office and that was his last GSC meeting. He extended his appreciation to all members of the committee for their contributions throughout the whole year and especially during the COVID-19 pandemic. In particular, he thanked those members whose term as the DTLP was coming to a close in May: DTLPs in the Schools of Creative Arts, Engineering, English, Languages, Literatures & Cultural Studies, Linguistic, Speech & Communication Sciences, Natural Sciences, Pharmacy & Pharmaceutical Sciences and Physics.

The Dean also paid special thanks to the Sub Librarian for Teaching, Research and User Experience, the Information Technology Services Representative, the Postgraduate Student Support Officer, the Academic Secretary, the Education, the Director of Internationalisation in Global Relations, the Director of Student Services and the GSU president and vice president. In particular he acknowledged the remarkable work of the Support Officer from Academic Affairs in TT&L. Finally, he paid tribute to Ms Sadowska for her incredible and ongoing commitment to the work of the Graduate Studies Committee which ensured that everything always ran smoothly and for all that she did for the committee.

XX   Section B for noting and approval

GS/19-20/399 MAI in Engineering with MS Columbia University (4+1)
The Dean drew members' attention to the memo from Professor Henry Rice, Head of School of Engineering, on the pending agreement between Trinity College Dublin, the University of Dublin and Columbia University in New York with respect to the integrated 4 (Trinity UG) + 1 (Columbia PG+Trinity) year pathway programme leading to the award of a professionally accredited Trinity MAI in Engineering and MS Columbia University. It is intended that students will complete the first four years of the five-year Integrated Engineering or Engineering with Management (MAI) programmes in Trinity, followed by a year at Columbia University during which they

will complete one of several existing Master of Science (MS) courses. That year students will also work on their MAI dissertation for Trinity.

There will be one entry track into the Trinity-Columbia Engineering programme open to students following the existing Integrated Engineering and Engineering with Management programmes. A limited number of places on the Trinity-Columbia Engineering programme will be available to students who have achieved a minimum of 60% at their first attempt in JS. Columbia will evaluate applications and eligible students will receive a conditional acceptance pending their final SS exam results.

The principal differences between the standard programme followed by MAI students in Trinity and that followed by students engaging in articulation to Columbia are:
(i)   work on the individual MAI research project (5E1) will commence in Trinity term following completion of SS, and continue throughout the following Summer Research Period, with final dissertation submission before the end of the MS programme by the end of Year 5;
(ii)   advanced engineering stream-specific modules will be studied at Columbia rather than at Trinity (Students will be required to take different modules in SS in Trinity to those to be taken during their MS studies at Columbia.)

All students will complete a 25 ECTS individual research project after SS that will incorporate a systematic review and substantial independent work and will be supported by a mandatory module on research methods. Students will register in the Trinity MAI research project module (5E1), specific to their individual stream.

With respect to degree awards it is intended that the following will apply:
1) Integrated Engineering students: BA (ord) (TCD) + MAI (TCD) + MS (Columbia)
2) Engineering with Management students: BSc Ing (TCD) + MAI (TCD) + MS (Columbia) (Discussions are currently underway to review the degree awards for Engineering with Management students.)
3) Students who do not progress to Year 5 in Columbia or who elect to take different exit routes can be accommodated within the framework of the Integrated Engineering or Engineering with Management programmes and will be subject to the binding regulations for these programmes.
4) Students who pass SS year but do not complete the MAI project will be eligible for the BAI or BSc Ing degree but not the MAI degree. Any such student who successfully completes their MS course at Columbia will be awarded BA (ord) (TCD) + BAI (TCD) or BSc Ing + MS (Columbia).
5) Students who pass SS year but do not complete their MS course at Columbia will be eligible for the BAI degree but not the MAI degree and will be awarded BA (ord) (TCD) + BAI or BSc Ing (TCD).
6) MAI Degree Classification in paragraph 35 of the School of Engineering Examination Regulations states:

"35. There is no degree classification on the M.A.I. degree scroll as this award is published as either Pass or Fail but students are awarded a Pass with Distinction on their transcript if their mark is greater than or equal to 70% in the examinations and their mark is greater than or equal to 70% for the MAI Project, thereby achieving an

overall weighted average of 70% or more. Those candidates achieving at least 70% in either the project or the examinations but not in both will not be awarded Distinction."

For students who complete Year 5 in Columbia, the examinations mark referred to above will be the credit-weighted average grade achieved in the modules completed in their MS course at Columbia. The results from the Columbia modules will be converted using the standard TCD grade conversion process to obtain a final percentage mark for comparison with the 70% value stated above.

> **Decision GS/19-20/399**: The committee endorsed the School's request to seek from Council an agreement in principle to cooperate with the University of Columbia re the MS/MAI link and, when that is in place, come back to Council seeking permission to commence the new strand exhibiting the agreement on which it is based. The accompanying memo from the School to be amended to make it explicit.

GS/19-20/400 Structured PhD (Category 2) generic module in School of English - "PGR External: School of English" from 2020/21 (School of English) and Structured PhD (Category 2) generic module in School of Pharmacy and Pharmaceutical Sciences – "PGR External: School of Pharmacy and Pharmaceutical Sciences" from 2020/21 (School of Pharmacy).
The committee noted that the Schools of English and of Pharmacy and Pharmaceutical Sciences were seeking permission to introduce a new module type for the Structured PhD students belonging to Category 2 and called "PGR External" to be made available from 2020/21. Particular iterations of the new generic PGR External module with bespoke titles might be introduced at a later stage.

> **Decision GS/19-20/400**: The committee agreed to recommend the proposal to Council from 2020/21.

GS/19-20/401 Structured PhD Careers and Employability (Category 4) modules from 2020/21 (Dean's Basket).
The committee noted a cover memo from Orla Bannon, Director of Careers Advisory Service and Fiona Hayes, Project Lead and two Structured PhD Careers and Employability modules (Category 4 belonging to Dean's Basket), one worth 5 ECTS and the other 10 ECTS designed in response to the funding received at the end of 2019 through the National Forum for the Enhancement of Teaching and Learning to develop a blended learning offering delivered in partnership with industry. An earlier overview of the approach of the Careers Service to be taken towards developing such a module had been presented to the committee in January. Following from that presentation and subsequent feedback received, two proposals – one for a *5 ECTS Careers and Employability* module and one for a *10 ECTS Careers, Employability and Work-based Learning* module – have been developed and were endorsed by the committee for implementation.

> **Decision GS/19-20/401**: The committee agreed to recommend the *5 ECTS Careers and Employability* module and the *10 ECTS Careers, Employability and Work-based Learning* module to Council from 2020/21.

GS/19-20/402 Change of title of MSc in Bioengineering to the MSc in Biomedical Engineering for 2021/22 entrants

The committee noted a memo from Prof. Biswajit Basu (DTLP in School of Engineering) seeking a title change of the MSc in Bioengineering to the MSc in Biomedical Engineering for 2021/22 entrants in order to create a stronger brand for 'Biomedical Engineering'. The request follows recently adopted changes by College of renaming the 'Next Generation Medical Devices' Trinity research theme to "Biomedical Engineering" and changing the name of the Trinity Centre for Bioengineering to the "Trinity Centre for Biomedical Engineering". All parameters of the current course (DPTEG-BIOE-1F09) are continuing under the revised title and a new code will be created by the Academic Registry to allow for maintenance of the historical records of students who completed the course under the original title.

The DTLP from the School of Medicine confirmed that his Head of School was willing to endorse the proposed change which would be noted at the next School Executive meeting.

> **Decision GS/19-20/402**: The committee agreed to recommend to Council the proposed change of the course title from MSc in Bioengineering to MSc in Biomedical Engineering for 2021/22 entrants.

GS/19-20/403 Calendar III changes for 2020/21

The committee noted Calendar III changes for 2020/21 accompanied by a memo, separately circulated by Marie Mc Peak (Education Support Officer, TT&L). The memo listed all the major changes included in the Calendar and programme entries that required approval of the committee. In addition the Dean recommended two further changes to the Calendar as follows.

(A) The replacement of part of the existing section 19(1) which provides that "…a Principal Supervisor may not be appointed if they are due to take a leave of absence/sabbatical during the first year of the student's registration" with the following

> "In circumstances where the nominated supervisor of an incoming student is due to take a leave of absence/sabbatical during the first year of the student's registration, that supervisor should not be appointed unless the relevant Director of Teaching and Learning (Postgraduate) is satisfied that the nominated supervisor or an appointed co-supervisor will be in a position to provide supervision to the student in question during the leave of absence period. In such circumstances, it is necessary that a thesis committee be established for the relevant student prior to her or his registration".

(B) The insertion of the following:

> Complaints about the adequacy of supervision of research dissertations as part of postgraduate taught courses should normally be made first to

the course director. If the course director is unable to resolve the problem, or where the course director is the Supervisor, the student should contact the Director of Teaching and Learning (Postgraduate). If the Director of Teaching and Learning (Postgraduate) is unable to resolve the problem, or is the Supervisor, the student should contact the Dean of Graduate Studies. If this fails, the student may make a formal complaint in writing to the Dean of Graduate Studies or, if the Dean of Graduate Studies is also the supervisor, to the relevant Faculty Dean. Complaints about the adequacy of supervision will not be entertained once a dissertation has been presented for examination.

> **Decision GS/19-20/403**: The committee endorsed the proposed Calendar III changes for 2020/21 to Council.

GS/19-20/404 Validated Calendar III changes for 2020/21 in Marino Institute of Education

The committee noted Calendar III changes for 2020/21 for validated PGT courses delivered by the Marino Institute of Education which had been approved by the MIE ACDC on 14 May 2020.

> **Decision GS/19-20/404**: The committee endorsed the proposed Calendar III changes for MIE to Council.

GS/19-20/405 Appeals Policy (Academic Progress) revised 2020

The committee noted the revised Appeals Policy (originating March 2017) accompanied by a memo from Linda Darbey (Assistant Academic Secretary, TT&L). The Dean called out the changes pertaining to the PG space such as

(i)   Section 8.2 - that the student should contact the tutor/Postgraduate Advisory Service when considering an appeal.

(ii)   Section 8.8 – a change to the process whereby the decision of the School's Appeal Committee (for PGT students) is communicated directly to the student, rather than presented as a recommendation to the Dean of Graduate Studies for approval or rejection. The student can appeal this decision to the Dean of Graduate Studies in level iii (refer to 7.2.1).

(iii)   Section 8.9 – the inclusion of content relating to appeals of the decision of the Courts of Appeal/Dean of Graduate Studies as appropriate to the Academic Appeals Committee.

> **Decision GS/19-20/405**: The committee endorsed the revised policy for Council.

XX   Section C for noting

GS/19-20/406 The committee noted Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 13 February 2020.

GS/19-20/407 The committee noted Draft Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 14 May 2020.

There being no other business, the meeting ended at 11.55am.

Prof. Neville Cox   Date: 21 May 2020