



GRADUATE STUDIES COMMITTEE

Minutes of the online meeting held via Zoom
at 10am on Thursday 25 February 2021

XX = Council relevance

Present (Ex officio):

Professor Martine Smith, Dean of Graduate Studies (Chair)

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Rachel Mary Mc Loughlin, School of Biochemistry and Immunology

Professor Mary-Lee Rhodes, Trinity Business School

Professor John Boland, School of Chemistry

Professor Owen Conlan, School of Computer Science and Statistics

Professor Sarah-Jane Scaife, School of Creative Arts

Professor Ioannis Polyzois, School of Dental Science

Professor Keith Johnston, School of Education

Professor Biswajit Basu School of Engineering

Professor Bernice Murphy, School of English

Professor Matthew Campbell, School of Genetics and Microbiology

Professor Ashley Clements, School of Histories & Humanities

Professor James Hadley, School of Languages, Literatures & Cultural Studies

Professor Manuela Kulaxizi, School of Mathematics

Professor Kumlesh Dev, School of Medicine

Professor Cian O'Callaghan, School of Natural Sciences

Professor Fiona Timmins, School of Nursing and Midwifery

Professor Cristin Ryan, School of Pharmacy & Pharmaceutical Sciences

Professor Hongzhou Zhang, School of Physics

Professor Ladislav Timulak, School of Psychology

Professor Prof. Daniele Pevarello, School of Religion

Professor Thomas Chadefaux, School of Social Sciences & Philosophy

Professor Paula Mayock, School of Social Work and Social Policy

Professor Jake Byrne, Academic Director, Tangent

Ms Gisèle Scanlon, Graduate Students' Union President

Ms Abhiswetta Bhattacharjee, Graduate Students' Union Vice-President

In attendance for all items:

Ms Patricia Callaghan, Academic Secretary, Head of Trinity Teaching and Learning, (TT&L)

Ms Breda Walls, Director of Student Services

Ms Fedelma McNamara, Director of Internationalisation, TCD Global

Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L

Mr Martin McAndrew, Postgraduate Student Support Officer, Senior Tutor's Office

Dr Geoffrey Bradley, Information Technology Services Representative



Ms Siobhan Dunne, Sub Librarian for Teaching, Research and User Experience
Ms Ewa Adach, Administrative Officer, Graduate Education – Zoom access support
Ms Ewa Sadowska (Academic Affairs, TT&L): Secretary to the Committee

Apologies

Dean of Research: Vacant

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Deirdre Ahern, School of Law

Professor Kathleen McTiernan, School of Linguistic, Speech & Communication Sciences

In attendance for individual items:

Prof. Brian Lawlor (School of Medicine) for item GS/20-21/055

Prof. Nicholas Johnson (School of Creative Arts) for item GS/20-21/056

Prof. John Goold (School of Physics) for item GS/20-21/057

Prof. Simon Wilson (School of Computer Science and Statistics) for item GS/20-21/058

Orla Bannon (Director of Careers) and Fiona Hayes (Careers Consultant) from Careers Advisory Service for item GS/20-21/059

The Dean noted that Prof. Timmins would be leaving the role of DTLP in the School of Nursing and Midwifery from the following month. She warmly thanked her for her service to the committee over the years and wished her well in her new role. Prof. Timmins will be replaced by Prof. Mary Hughes.

GS/20-21/053 Minutes of 28 January 2021

The minutes were approved as circulated.

GS/20-21/054 Matters Arising

The Dean advised members that all *Actions* from the previous meeting had been attended to. *Actions* with more specific updates provided by the Dean are referred to below.

Re: GS/20-21/028 A new course proposal (HCI P1): Pg Dip in Applied Social Data Science: The Dean advised that the proposal had been approved by the February Council. She noted that an issue with the choice of external reviewer had arisen at Council and indicated that she would further clarify this issue under AOB.

Re: GS/20-21/031 PGT course committee "Terms of Reference": The Dean advised she had collated the received feedback and would bring it for further discussion at a future meeting.

Re: GS/20-21/040 A new course proposal (HCI P1): Pg Dip in Circular Economy and Recycling Technologies: The Dean advised that the proposal had been reviewed by an external assessor who offered a number of



constructive comments. She indicated that she would further comment on the report under AOB.

Re: GS/20-21/041 A new strand proposal: MBA Flexible Executive: The Dean advised that the proposal was being reviewed by an external assessor.

Re: GS/20-21/042 Process for module review for micro-credentialling: The Dean advised that the MC review process had been approved by the February Council. She thanked the DTLPs from the Schools of Computer Science and Statistics and Chemistry for volunteering to sit on the Sub-Committee set up to evaluate modules proposed under the HCI initiative. This Sub-Committee will commence its work in late March/early April and will be chaired by Prof Owen Conlan.

Re: GS/20-21/043 Remuneration of external staff participating in PhD committees: The Dean noted that comments from only some Schools had come in and she renewed her request that all Schools submit feedback on the workings of their thesis committees. In response to a query she confirmed that the purpose behind collecting the information would be to formalise the workings of thesis committees within a common broad framework to be agreed across all Schools.

Action GS/20-21/043: Members to email details of thesis committee practices in their Schools to the Dean.

Re: GS/20-21/044 An update from IUA/LERU: The Dean confirmed that the LERU Doctoral Summer School postponed to August 2021 would definitively take place online. Consequently, its format would be reconfigured, and the number of participants increased. Once the LERU committee approves the new format further information will be disseminated.

The Dean also noted that she needed more volunteers to work with her on collecting data on teaching commitments of PGR students in College.

Action GS/20-21/044: Members to email the Dean to volunteer for a working group on PGR teaching survey.

Re: GS/20-21/049 AOB (i) The Dean noted that the first supervisors' workshop was taking place in the afternoon on the theme of *Mental Health and Well-being for PG Research Students* facilitated by the Postgraduate Student Support Officer, from the Senior Tutor's Office and a member of the Student Counselling Service.

The Dean also confirmed that an additional GSC meeting to review HCI 3 course proposals would take place on the 10th March.

Re: GS/20-21/050 Additional intake in March 2021 on PG Cert in Innovation and Enterprise Development: The Dean advised that the additional intake had been approved by the February Council.



Re: GS/20-21/051 Changes to Higher Diploma in Children's Nursing: The Dean advised that the changes had been approved by the February Council.

Re: GS/20-21/052 Proposal for revised admissions criteria for graduates from Chinese Universities: The Dean advised that the revised admissions criteria had been approved by the February Council.

XX GS/20-21/055 A new course proposal: Pg Cert in Equity in Brain Health (Atlantic Fellows)

The Dean welcomed Prof. Brian Lawlor (prospective Course Director) from the School of Medicine and provided a brief overview of the proposal in a short power-point presentation. She noted that the proposed course was at level 9 on the NFQ with a credit volume of 30 ECTS leading to a special purpose award of postgraduate certificate to be delivered over one year part time. First entry is September 2021. Delivery will be mainly *via* traditional face-to-face lectures enhanced by some blended components.

The proposed course covers content of the ongoing Atlantic Fellows for Equity in Brain Health Program, delivered by the Global Brain Health Institute (GBHI), a collaboration between Trinity and the University of California San Francisco (UCSF). It will provide academic recognition for the work the fellows undertake as part of their Atlantic Fellowship. As such the sole recruitment stream for the course will be fellows undertaking the Atlantic Fellows for Equity in Brain Health Program. Funding is provided through GBHI, and therefore no fees are charged for the course.

In terms of its structure, the course comprises three core 10 ECTS credit modules comprising two existing School of Medicine Stand-alone modules. The program utilizes a flipped classroom model for the majority of its teaching. This entails a number of self-directed hours of learning using online materials (videos, articles, quizzes etc) for each F2F session.

After the Dean's presentation a short discussion ensued with Prof. Lawlor's participation. Prof. Lawlor clarified that although the course is co-delivered with the UCSF, its administration is based at Trinity, and he is the Course Director. Modules however would be sitting on the teaching platform Canvas managed by the UCSF rather than on Trinity's Blackboard. The course is open only to Atlantic Fellows for a number of reasons such as: course fees are covered by the highly competitive fellowship programme and the course comprises a specific organisationally- and thematically-linked cohort of international participants. The course was put together in response to the demand from staff and largely reflects content already covered as part of the Fellowship program, but up to now without a formal award structure. Atlantic fellows particularly value the postgraduate certificate award from Trinity as an important institutional academic recognition they will be using professionally in their home countries. In conclusion, Prof. Lawlor advised that in future iterations it might be possible to repurpose some of the structural components of the course to be shared with other programmes in the School of Medicine in Trinity.



The Dean noted that the proposal was well received. There were no additional issues raised and the committee endorsed the proposal.

Decision GS/20-21/055: The committee endorsed the proposal for Council subject to a favourable external review.

XX GS/20-21/056 Structural revision of existing MPhil in Theatre and Performance

The Dean welcomed Prof. Nicholas Johnson (existing Course Director). She provided a brief overview of the proposed changes. She noted that the existing MPhil course title, the course credit volume (90/60), format of delivery, award structure, award level, and the assessment model have been retained on the revised full time course. However, seven out of nine modules were either new or substantially revised. Also new is a proposal for a part time delivery over two years with 40 ECTS delivered in year 1 and the remaining 50 (20 ECTS for taught modules and 30 ECTS for research) in year 2. Changes will be introduced from September 2021. The Dean noted that the revised course introduced more choice in terms of elective tutorials, yielding three different pathways to follow student interests and staff expertise, increased emphasis on dramaturgy and practice-as-research incorporating practice/reflection elements into the dissertation module, enhanced outbound opportunities, institutional links and internationalisation. In addition, the revised structure will align with other offerings within the School such as MPhil Film Studies.

Prof. Johnson thanked the Dean for her presentation and addressed a few queries in a short discussion which ensued. He clarified that the work experience module is mapped seamlessly onto the academic year structure, that three electives are offered by the existing academic staff with expertise in the areas, that there is no overlap with Lir in terms of modules as the strength of the revised course lies in the fusion of theory, practice and research. Further future closer collaboration with Lir is under consideration. He acknowledged that resources are indeed scarce and staff workloads considerable but manageable and under constant review. A specific question about progression regulations was also raised and the Dean undertook to discuss it with Prof. Johnson off-line.

The Dean noted that the proposal was well received. There were no additional issues raised and the committee endorsed the proposal.

Decision GS/20-21/056: The committee recommended the proposal to Council subject to re-drafting of progression regulations and positive external review.

XX GS/20-21/057 A new course proposal (HCI Pillar 3): MSc in Quantum Science and Technology

The Dean welcomed Prof. John Goold (prospective Course Director) from the School of Physics and provided a brief overview of the proposal. She noted that the proposed course was at level 9 on the NFQ with a credit volume of 90 ECTS leading to a generic MSc award with an exit postgraduate diploma and will be delivered over one year full time commencing in September 2021. Delivery will be blended mainly *via* traditional face-to-face lectures enhanced by some online modules to be increased in number to the volume of 30 ECTS over three years. The HCI Pillar 3 funding has been secured for the first three years.



With the new course the School of Physics plans to establish a world-leading postgraduate training programme in the rapidly growing field of quantum technologies. The programme will allow for an innovative bi-lateral knowledge and module portability between academia and industry with the involvement of the Irish Centre for High End Computing (ICHEQ), Irish national supercomputing centre, and a range of experts in the quantum industry to deliver guest lectures.

After the presentation a discussion ensued with Prof. Goold. In response to a query about a minimum student number of 1, Prof. Goold clarified that he had designed the course as cost neutral to the School even with such a minimal student number. In an unlikely event that there is no interest in the course the teaching can still be offered to the existing PGR students towards their structured PhD requirement. A concern was raised whether the proposal should progress if the requirements had not been agreed with the Academic Registry in advance. The Dean confirmed that there have been ongoing discussions with the AR re HCI 3 proposals and the requirements and that a representative from the AR will be joining the HCI Logistics Steering Committee in order to streamline proposal delivery and rollout. In response to another query, Prof. Goold clarified that he put in collaborations with individual academics from other universities rather than institutional collaborations via shared modules due to the lack of time to set up the latter. He noted that the quantum physics community in Ireland is small but growing and going forward inter-institutional academic links are likely to be established. Support in the development of global inter-institutional links was offered by the Director of Internationalisation. Linkage with industry has already been incorporated into an internship programme as a basis for research project. However, should there be a shortage of industry-based opportunities, academic research projects will be provided instead in the School. In response to a query, Prof. Goold clarified that the first module *Introduction to quantum information science* has been designed as a mechanism to ensure that students who do not hold an undergraduate degree in physics can achieve a satisfactory threshold of knowledge and are not disadvantaged relative to their peers who already have a qualification in physics. This is important in order to ensure that the course has as broad an appeal for recruitment as possible. In conclusion, he explained that the introduction of the online modules will be gradual over three years as it was unrealistic to prepare three online modules for the first delivery of the course from September 2021.

The Dean noted that the proposal was well received. There were no additional issues raised and the committee endorsed the proposal.

Decision GS/20-21/057: The committee endorsed the proposal for Council subject to a favourable external review.

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GS/20-21/058 A new course proposal (HCI Pillar 3): Postgraduate Certificate in Statistics (Online)

The Dean welcomed Prof. Simon Wilson (prospective Course Director) from the School of Computer Science and Statistics and provided a brief overview of the proposal. She noted that the proposed course was at level 9 on the NFQ with a credit volume of 30 ECTS leading to a special purpose minor award of postgraduate



certificate to be delivered over one year part time. It is an online version to replace the long standing and popular F2F course in statistics (worth 35 credits) from September 2021.

The proposal is funded under the Human Capital Initiative (HCI) Pillar 3 for three years. The course will aim to recruit up to 100 students, its target market being graduates from disciplines other than statistics who need to apply statistics in their work. It is strategically aligned with the School aims to develop an online presence, set up an option of progression to a postgraduate diploma from 2022 (also funded under HCI 3) and build further bridges towards the MSc in Data Science programme. The proposed course has a strong emphasis on problem-based/case-based learning drawing on wide range of fields.

A short discussion ensued. In response to a query whether it would be appropriate to levy a fee on PGR students who do not have to pay a fee on the existing F2F course, Prof. Wilson clarified that the change of the course delivery format was a convenient opportunity to explore whether the fee will be acceptable to students. Its success will be reviewed after two years. The School of Medicine DTLP noted that PGR students in the School pay a small fee for a course on handling animals. He also asked Prof. Wilson to flag in internal marketing materials and in the course handbook that if PGR students accept the award of Postgraduate Certificate in Statistics, they cannot claim the 30 ECTS towards fulfilling their structured PhD requirement. It was suggested that junior academic staff from Trinity should also be entitled to the lower student fee. An issue of using open sources on the course such as SPSS and library resources was also raised.

The Dean noted that the proposal was well received. There were no additional issues raised and the committee endorsed the proposal.

Decision GS/20-21/058: The committee endorsed the proposal for Council subject to a favourable external review.

XX GS/20-21/059 Careers, Employability and Work-based Learning module for PhD students

The Dean introduced Orla Bannon (Director of Careers) and Fiona Hayes (Careers Consultant) from Careers Advisory Service. The Director of Careers explained that as a result of the committee's approval in May 2020 of two related modules (10/5 ECTS) on *Careers, Employability and Work-based Learning* for PGR students, a Consultation Group, which included several DTLPs, prepared for members' consideration supporting documentation designed for Academic Supervisors namely *Module Guide for Academic Supervisors*, *Work-based Learning Guide for Academic Supervisors* and *Work-based Learning Experience Flowchart*. The two related *Careers* modules will be available to PhD students as non-School modules from Dean's Basket.

In response to a query about Dean's Basket modules, the Dean noted that work was continuing with Business Support in the AR and with a representative of the School Managers to develop a process by which student progress in Dean's Basket modules will be made visible to Schools. The work requires multiple processes within



SITS, but she is cautiously optimistic that a solution is emerging.

The Director of Careers took members through a power point presentation. She spoke about the module structure comprising three streams of Careers, Skills and Work-based Learning (the latter only available on the 10 credit module). She then referred to a plethora of pre-planned activities supporting the module delivery. Subsequently, the Careers Consultant spoke to the skills audit with its five categories, and to the interview practise exercise. Finally, the Director of Careers concluded the presentation.

Members expressed their appreciation for the presentation. It illustrated that expectations of PGR students are broader in terms of transversal skills than before as they are actively preparing for careers in and outside the academia. It was suggested that some of the content of the *Careers* module should be repurposed for PGT students. In response to queries, the Careers representatives clarified that there was no cap on numbers enrolling on the 5 credit module while participation in the 10 credit version was dependent on the sourcing of the work-based learning experience. Of special interest was the content on resilience and managing emotions which was acknowledged as an underdeveloped skills area for PGR students un-addressed in training so far. Focus on mental health was mainly an online session on the module especially focusing on career resilience. This component is also available on the 5 credit module version. The F2F component can be delivered virtually for student cohorts to enhance a sense of belonging and community amongst students taking the session. In response to a comment that supervisors would need to be brought into the loop on how to manage their students' participation needs in the new module, the Director of Careers undertook to set up information sessions for supervisors whose students enrolled on the module. The Careers staff will support the enrolled students throughout. A query was also raised whether it might be appropriate to include in the module three additional elements, currently taught in Trinity Business School, namely presentation, voice training and self-presentation in a video. The Careers Consultant responded that these might be considered for inclusion going forward but were not considered for the current iteration of the module due primarily to time restrictions linked to the module credit volume. Both module versions can be completed within one academic year in year 1, 2 or 3 on the PhD register. Students can complete the 5 credit module and subsequently upgrade to the 10 credit in a later year. The Graduate Students' Union President enquired whether going forward it might be possible to tailor the content of the *Careers* module to the specific culture of individual Schools to keep the module relevant to the students' needs. Finally, the Director of Careers thanked the DTLPs of the Schools of Medicine, Engineering and Business for assisting the Careers staff in the development of the module. The Dean thanked the Director of Careers and the Careers Consultant for their interesting presentation.

Members expressed their appreciation for the presentation. It illustrated that expectations of PGR students are broader in terms of transversal skills than before as they are actively preparing for careers in and outside academia.

Action GS/20-21/059: Director of Careers undertook to consider recommendations offered by members during the meeting for delivery of the module going forward.



GS/20-21/060 PG Open Day

The Dean reminded members that the PG Open Day will take place on the 6th March. She has uploaded the recordings on Research Activities and has incorporated DTLPs' individual slides. During the day, she will be fielding questions for a few hours and sending applicants interested in doing research in Trinity to relevant DTLPs. Prospective PGT students will be dealt with directly by DTLPs who have uploaded their videos.

GS/20-21/061 PGR Pre-Viva Form

The Dean noted that she has slightly revised Pre-Viva Examiner's Report form, introduced nearly a year ago by incorporating the student's name, ID, thesis title, date of viva voce, and examiner's name. She briefly outlined the rationale for the changes, as well as the importance of ensuring that the form gets submitted to DTLPs and to gsothese@tcd.ie before the viva.

In a discussion which ensued the following transpired:

- a) In the School of Engineering the pre-viva form is frequently not submitted a week in advance as required, examiners need to be chased to submit the form,
- b) In the School of Psychology, the DTLP does not normally chair vivas, and therefore it would be useful if a designated admin person in the School be kept in the correspondence loop and indicated on the form to be contacted,
- c) In other Schools, DTLPs routinely chairs vivas and all reports are forwarded to DTLPs for further processing,
- d) Normally in some Schools such as Mathematics, external examiners still expect to write reports post-viva,
- e) Normally it is the role of internal examiner to oversee the whole viva process,
- f) Students register to the University and expect to be treated in a comparable way procedures-wise across the whole College,
- g) Pre-viva reports help external examiners to prepare post-viva reports which quickens the process and cuts down the examination time significantly,
- h) In some Schools it might be useful to include an admin person into the organisation of the viva examination process.

The Dean concluded the discussion by saying that further changes to the form might be needed and invited members to email their suggestions to her.

Action GS/20-21/061: Members to email the Dean their suggestions how to further modify the pre-viva form.

GS/20-21/062 TT&L website information update

This item was deferred due to a lack of time.

GS/20-21/063 Calendar 3 changes process for 2021/22

This item was deferred due to a lack of time.

GS/20-21/064 COVID-19 & update from COLSAG



The Dean noted that much of the COLSAG recent focus has been on ensuring that there is oversight of the extent of F2F teaching taking place in College, of any specific difficulties that can be anticipated, and whether there are any mitigating measures which need to be planned for. She gave a brief summary of data on the proportion of online live (not pre-recorded) sessions by School in Semester 1 and 2 compiled by Michael Slevin (Manager of Academic Services Division) and Mary McMahon (Examinations & Timetables Officer). There is no comparable data on the programme level. The Dean invited members to highlight any particular challenges they anticipate, particularly in relation to (1) meeting specific learning outcomes that might require lab/clinical/fieldwork activities that are not possible at the moment, and (2) assessment plans and processes.

Action GS/20-21/064(i): Members to email the Dean if they anticipate difficulties with F2F deliveries and how the Dean could address them.

The Dean also raised the issue of recording and captioning. She noted that at the last meeting there was an even split against and in favour of automatic captioning while recording. Academic staff are not required to correct inaccurate captioning and students who need captioning to support their specific learning needs are directed to register with the Disability Office. The Dean proposed that the decision taken during the MT that automated captioning should not be activated should be revisited. She proposed that automated captioning should be enabled within Panopto, noting that even when that captioning is on by default, students who view a recorded lecture do not see the captions unless they intentionally switch captioning on. Recent student feedback indicates that they find captioning helpful. Schools can still request that select modules be recorded without captioning. The Dean invited members to email her their views and proposed that she bring to COLSAG a recommendation that auto-captioning of lectures processed through Panopto be switched on.

Action GS/20-21/064(ii): Members to email the Dean their suggestions on automated captioning of recorded lectures.

Decision GS/20-21/064: COLSAG to be advised that GSC supports lectures recorded with automated captioning in Panopto.

GS/20-21/065 PG renewal update

The Dean noted that the PG renewal project was part of the College strategic plan for 2020-2025 and will be rolled out by the next Provost. She provided an update on what could be achieved in terms of the vision and its scope by sharing slides sketching the current provisional plans drafted with the Assistant Academic Secretary, Graduate Education, TT&L (as project manager) on foot of a meeting with the Provost and Vice Provost. She asked members for their input at this preliminary stage. A key step in the renewal process will be College-wide consultation, and therefore any presentations are provisional to obtain Council approval to proceed to full consultation. She noted that some members had already participated in the focus group discussions the previous year. The Dean outlined draft project objectives subject to outcomes of further consultation process and proposed deliverables. Four domains for action have currently been identified namely PGR, PGT, Systems and Relationships underpinned by Student Experience. There are four stages of implementation underpinned by six principles describing the features of the whole



process. The Assistant Academic Secretary, Graduate Education, talked members through the next steps concluding the presentation.

The Dean advised that a system will be set up in Sharepoint to capture on an ongoing basis, more detailed informal suggestions from members. The Dean intends to keep continuous flows of information and open communication channels going forward.

Action GS/20-21/065: A system to be set up in Sharepoint to capture more detailed informal suggestions from members.

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GS/20-21/066 AOB

- (i) The Dean drew members' attention to the importance in selecting the right experts for PGT course proposals. Proposed candidates for external reviewers may not have recent close working relationships with the School which was an issue in the case of *Re: GS/20-21/028 A new course proposal (HCI P1): Pg Dip in Applied Social Data Science*.

Action GS/20-21/066(i): Members to advise Schools that candidates for external reviewers of PGT course proposals may not have recent close working relationships with the School.

- (ii) The Dean drew members' attention to another important consideration in selecting the right experts for PGT course proposals. Proposed candidates for external reviewers should be experts in the exact area in which the proposed course is operating. She invited DTLP from the School of Chemistry to brief members in relation to *Re: GS/20-21/040 A new course proposal (HCI P1): Pg Dip in Circular Economy and Recycling Technologies*. The DTLP noted that the external reviewer was an expert in the area of biosystems while the course proposal was in the area of materials and engineering drawing on the strength of Trinity's staff, which were outside the expertise of the reviewer whose comments were coming from a different perspective. As a result, only some of the reviewer's recommendations can be addressed while others are outside the scope. The Dean expects a memo from the proposer clarifying how the proposal will be modified before it goes to Council.

Action GS/20-21/066(ii): Members to advise Schools that where possible candidates for external reviewers of PGT course proposals should be in the academic discipline of the course.

- (iii) The DTLP of the School of Social Sciences & Philosophy raised an issue that PG students have no access to Trinity VPN, which is required to access various services such as payroll and, most importantly for them, FIS. As a result, many are unable to submit refund claims for their various expenses. He offered to liaise with the IT services but suggested that a concerted approach would have a lot more weight.

Action GS/20-21/066(iii): The Dean is to raise the issue of PG students' access to Trinity VPN with relevant services in College.



- (iv) The DTLP of the School of Medicine expressed his gratitude to staff from the Academic Registry who had assisted him in setting up his HCI 1 Pg Dip proposal in Entrepreneurship Biotech & Pharma.

XX Section B for noting and approval

GS/20-21/067 Additional title including “HCI P1” to approve for Pg Dip in Entrepreneurship Biotech and Pharma for duration of HEA funding – Memo from Prof. Kumlesh Dev (School of Medicine)

The committee noted the Memo seeking permission as stipulated by the HCI/HEA Pillar 1 funding requesting that the course title include the prefix “HCI P1 for the duration of the HEA funding.

Decision GS/20-21/067: The committee endorsed the request to Council for the change of course title.

XX Section C for noting

GS/20-21/068 Minutes of the Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 7 October 2020

GS/20-21/069 Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 19 November 2020

There being no other business, the meeting ended at 12.30pm.

Prof. Martine Smith

Date: 25 February 2021