# GRADUATE STUDIES COMMITTEE
Minutes of the online meeting held via Zoom
at 10am on Thursday 24 March 2022

**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 & Immunology
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 Sarah McCormack, School of Engineering
Professor Bernice Murphy, School of English
Professor Russell McLaughlin, School of Genetics & Microbiology
Professor Isabella Jackson, School of Histories & Humanities
Professor James Hadley, School of Languages, Literatures & Cultural Studies
Professor Manuela Kulaxizi, School of Mathematics
Professor Lina Zgaga, School of Medicine
Professor Cian O'Callaghan, School of Natural Sciences
Professor Mary Hughes, School of Nursing & Midwifery
Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences
Professor Hongzhou Zhang, School of Physics
Professor Gillian Wylie, School of Religion
Professor Agustín Bénétrix, School of Social Sciences & Philosophy

*In attendance for all items:*
Ms Patricia Callaghan, Academic Secretary, Head of Trinity Teaching & Learning, (TT&L)
Mr Martin McAndrew, Postgraduate Student Support Officer, Senior Tutor's Office
Ms Siobhan Dunne, Sub Librarian for Teaching, Research and User Experience
Ms Fedelma McNamara, Director of Internationalisation, TCD Global
Dr Geoffrey Bradley, Information Technology Services Representative
Ms Leona Coady, Programme Director, Postgraduate Renewal Programme
Ms Ewa Adach, Administrative Officer, Graduate Education – Zoom access support
Ms Ewa Sadowska Administrative Officer (Academic Affairs, TT&L)
Dr Rhiannon Carey Bates (Academic Affairs, TT&L)

*Apologies*
Professor Wolfgang Schmitt, Dean of Research

Professor Frank Barry, Trinity Business School
Professor Jake Byrne, Academic Director, Tangent
Professor Blanaid Clarke, School of Law
Professor Kathleen McTiernan, School of Linguistic, Speech & Communication Sciences
Professor Ladislav Timulak, School of Psychology
Professor Paula Mayock, School of Social Work & Social Policy

Ms Gisèle Scanlon, Graduate Students' Union President
Ms Bhiswetta Bhattacharjee, Graduate Students' Union Vice-President

Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L
Ms Breda Walls, Director of Student Services

*In attendance for individual items*:
Ms Beibhinn Coman, Director of Marketing (Trinity Global), for item GS/21-22/084
Prof. Paula Murphy, WG Chair and Dr Ruth Pritchard, Programme Director: Micro-credentials (TT&L), for item GS/21-22/086

The Dean welcomed all to the meeting and noted apologies.

XX      **GS/21-22/082 Minutes of GSC of 24 February 2022**

The minutes were approved as circulated.

XX      **GS/21-22/083 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 were referred to below.

**GS/21-22/006(i**) **Postgraduate Research Student workload:** The Dean advised that the report would be discussed as the main agenda item later in the meeting (see below **GS/21-22/084)**.

**GS/21-22/027(i) Postgraduate Open Evening:** The Dean noted that Ms Beibhinn Coman, Director of Marketing (Trinity Global), will be joining the meeting to provide an update on this (see below, **GS/21-22/082**).

**GS/21-22/029(i) Research Supervision Award:** Nominations for the award have been circulated. Upon request from a member the Dean agreed to extend the closing date for nominations to Wednesday 30 March.

> **Action GS/21-22/029(i):** An email on extended deadline of nominations is to be re-circulated.

**GS/21-22/041 Working Group on Integrity in an Academic Institution:** The Dean reported that the

Working Group held its first meeting on March 21 and is currently drafting principles to guide policies on integrity. A second meeting is planned, which will focus on developing a framework of principles to guide academic integrity and then break into the workstreams that are focused on aspects of integrity in Trinity.

**GS/21-22/057(ii) External examiner process:** A proposed model for defining workload distribution for external examiners will be discussed later in the meeting (see below, **GS/21-22/084**).

**GS/21-22/069 Course proposal: MSc in Applied Clinical Neuropsychology:** The MSc in Applied Clinical Neuropsychology was approved by Council.

**GS/21-22/074 Postgraduate Renewal update:** The Dean reminded members that an online meeting with DTLPs for feedback on survey data analysis is scheduled for Monday March 28 at 4pm. The meeting will be recorded for those who are unable to attend.

**GS/21-22/081 The Research Factor: Three Minute Thesis Competition:** The Dean offered her warmest congratulations to all involved in the successful Thesis-in-Three competition which culminated in a hard-fought final on March 10.

**XX**     **GS/21-22/082 Postgraduate marketing**

The Dean welcomed Ms Beibhinn Coman, Director of Marketing (Trinity Global) to the meeting. Firstly, the Director of Marketing reported on the Postgraduate Open Evening held on 17 February 2022, from 5-7pm. The primary purpose of the event was for prospective applicants to interact with academic staff via MS Teams Q&A. Although 2,231 prospective applicants pre-registered for the Open Evening event only 1,483 users visited the website for the event. Schools engaged with 801 attendees. In addition, 445 attendees engaged with the Admissions, Student Support and Student Experience MS Teams Q&A sessions. The Director of Marketing detailed media channels through which the event was promoted and figures for the number of attendees by School were also reported on.

The Director of Marketing subsequently gave a brief overview of postgraduate marketing within her brief and noted that the University marketing comprises Trinity Open Days, study and courses websites, course videos, social media, digital advertising, CRM email database and content brochures. Proceeding to specific marketing issues, she noted that the content that currently sits on the Postgraduate Courses on School websites is frequently not up to date and does not include key information such as details on career opportunities for graduates of respective and related PG courses. She will be shortly sending out an open call out email asking Schools to update their course content by the middle of May.

With respect to the open call out, the Director of Marketing offered that together with her team, they will assist, on a first come first served basis, one School per Faculty with rewriting their course content to maximise its impact on prospective applicants. The enhanced revised course information will go live from the beginning of October 2022.

The second new initiative outlined by the Director of Marketing was to set up a School-specific marketing plan for each School as a promotion resource. She advised that work on this project will

commence from August. She also offered assistance to Schools in conducting their digital campaign in the recruitment of EU-based applicants which peaks up for the next three months.

The Dean thanked the Director of Marketing for her presentation.

> **Action GS/21-22/082:** Schools to email the Director of Marketing their interest in receiving assistance from Trinity Global in the re-design of their course websites.

**XX**    **GS/21-22/083 Outline proposal for MC Award Pathways**

The Dean welcomed Prof. Paula Murphy, WG Chair and Dr Ruth Pritchard, Programme Director: Micro-credentials (TT&L) to the meeting.

Prof. Paula Murphy noted that the emerging MCs structure is an exciting development in College and talked members through the highlights of the circulated proposal.

The Micro-credentials is a pilot programme, funded by the HEA Human Capital Initiative. There are four Schools participating - Engineering, Nursing and Midwifery, Social Work and Social Policy and Trinity Business School. The six core principles that the Micro-credential Working Group consider should underpin the development of a Micro-credential award architecture were outlined. Prof. Murphy then summarised three possible options for the Micro-credential award pathway and proposed that the combination of these options would represent a flexible but structured framework. The regulatory parameters of relevance to the development of the recommendation were also referred to.

The three possible options are:

i)    *Retain micro-credential in current form and use RPL*

- Facilitates the ongoing development of micro-credentials at current 2.5-10 ECTS credit volume, which may not require or suit a stacking option.

- Maintains the agility of MC delivery for learners

- Allows individual/emerging topics to be tested for their attractiveness to learners before development as awards.

- The use of RPL will ensure that even where a linked award pathway is not available, MCs may be promoted & recognised for access to an award

ii)    *Non-major award pathway*

- Allows the development of stand-alone options, such as Special Purpose PG Certificates at 15-30 ECTS volume where these are attractive (e.g., Business School)

- Distinctive as full MC award. Provides for a flexible full non-major award pathway, which would be attractive to working professionals

- Would facilitate a variety of non-major award-types, (e.g., Supplemental Awards)

- Provides an opportunity to 'test' emerging topics as non-major awards, which may later develop into major award proposals

*iii)*    *Credit exemption pathway*

- Provides flexibility in facilitating access to major awards, where Learning Outcomes match Programme Learning Outcomes (e.g., School of Nursing and Midwifery)

- Allows either completion of a minor or partial completion of an existing major award to a max of 30 ECTS

- Adds to the value of both the individual MCs and the linked existing award and may be simply described and promoted to learners

- Provides a supported approach to committing to and completing a major award for some learners, especially as part of structured framework Masters

There was a lot of interest and enthusiasm from members for the MCs project. In response to a query raised by members if an entire new Masters award can be built up on "mix and match" MCs for example from different disciplines, or if students taking three random MCs can decide which award they want to take, Prof. Murphy clarified that such an approach could not be accommodated in the proposed structure as it would not ensure the award integrity. Collection of MCs would be permitted only when there are programme level objectives linking them into a coherent structure warranting an award upon completion. Schools can set up a series of MCs in anticipation that they can be strung together the following year into a bespoke award. The proposed MCs structure offers an opportunity to combine MCs within the chosen pathway within a specific timeframe. The Dean underlined that each of the three options offers a lot of opportunities for new developments of PG offerings, but they would need to be thought through carefully. It was also clarified that students must submit a separate application for each MC they want to enrol on.

With respect to a question about whether adequate IT infrastructure was being developed, Prof. Murphy clarified that the issue was part of the overall discussion, but the initial consideration is being given to the framework development. This work should then allow it to be determined what additional Systems functionality is needed. The Planning Group has agreed to fund additional systems functionality to address those elements that can be easily added on in the first instance. A fully expanded IT system would need to be operational by 2024 to ensure adequate support for the MCs structure as otherwise the scheme of stacking awards could not succeed.

The Dean thanked Prof. Murphy and Dr Ruth Pritchard and the MCs subcommittee for their work and contributions. It was noted that the proposed MCs architecture would be discussed by Council in April.

**XX      GS/21-22/084 Proposed model for defining workload distribution for external examiners**

The Dean presented a memorandum on the proposed model for defining workload distribution for external examiners in response to the recent Revenue requirements related to tax liabilities of external examiners, specifically for work undertaken while in the jurisdiction of the Republic of Ireland. The proposal is an initial attempt to set out a transparent, simple and workable model to avoid inconsistency of practice across the university. Two broad categories were proposed as a starting point: (1) Research students, (2) External examiners for taught programmes.

(1) Research students: external examiners carry out most of the work in assessing a PhD candidate prior to the actual viva voce. For examiners who attend an in-person viva in Trinity, the Dean proposed that only 25% of workload for which a fee is paid is reflected in the in-person viva time-slot (i.e., 75% of the work is carried out outside this time).

(2) External examiners for taught programmes: disciplines vary greatly in the extent to which external examiners actively participate in the examination of students, as well as having oversight of the processes of assessment and evaluation of courses. To reflect this diversity, three categories are proposed:

A. Examiners complete most of the review of assessments and assessment processes prior to their physical visit to the university, when the primary focus is participation in the Court of Examiners' meeting and discussions with staff and/or students: Proposed distribution of workload offsite:on-site = 75%:25%

B. Examiners complete some work prior to their visit to the university, but may review some assessments on-site, or may be involved in viva voce examinations of specific students: Proposed distribution of workload offsite:on-site = 50%:50%

C. Examiners participate in in-person assessments of students, including clinical examinations and complete most of their responsibilities while physically present in the university: Proposed distribution of workload offsite:on-site = 25%:75%

The Dean opened the floor to discussion. Members confirmed in principle that the model might work although some saw it as better suited to taught programmes than viva voce research examinations. With respect to the latter there was a suggestion that a 20%/80% or even 10%/90% split might be a more reasonable reflection of the external examiner's work carried out very much in advance of their visit to Ireland. The new research split was put to a vote and the majority opted for the 10%/90% option as the 4th split category which the Dean undertook to put into her memo. The revised document will be discussed by the next Undergraduate Studies Committee before it goes to the HR. Schools will be expected to determine the category to which each of their courses belongs and to notify HR accordingly. An issue of waiving the 10% of payment by external examiners was raised and that the waived payment could be transferred to the Student Hardship Fund, but the Academic Secretary advised that the waiver may not be part of the policy provision but only a voluntary option offered upon request. It was also noted that should the external examiner wish to take the 10% payment without a PPS number, the emergency tax rate would apply to that portion of their fee.

**Decision GS/21-22/084:** The model for defining workload distribution for external examiners was amended to include a 10%/90% split for research external examiners. The revised model will be discussed by the USC before further proceeding to the HR and Council.

**XX      GS/21-22/085 Draft Report on teaching contributions and payment for PhD students– Report and Memo from Dean of Graduate Studies**

The Dean presented a memorandum and a report on teaching contributions and payments for PhD students. She was delighted that the intensive background work on this project had finally found its way into the report. She thanked the following members of the working group for their contributions: Bernice Murphy, Kathleen McTiernan, Tara Mitchell, Sarah McCormack, Hongzhou Zhang, Carlos Medina Martin, Catherine Finnegan, Alexandra Corey, Ewa Adach and Jemimah Bailey, all School Managers and DTLPs and the postgraduate students.

The Dean noted that a working group had been set up to ascertain current practices across the University. In parallel, the Office of the Dean of Graduate Studies undertook consultations with the Financial Services Division, the Academic Registry and with the Director of Student Services to explore how best to deal with the current Calendar regulations regarding income limits for research students who engage in teaching activities on behalf of the University.

The report brings together information from three different sources such as current regulations governing the responsibilities of PhD students and income limits, data from an online survey of the postgraduate research student community (267 responses) and survey data from Schools regarding the allocation of teaching to research students.

Based on these sources of data, eight recommendations are presented for consideration.

1) Reference to an income limit of €18,000 should be removed from the Calendar III

   regulations for the academic year 2022-23, both as an overall limit on income that can be earned by a student within the university and as a limit on personal income for students applying for Trinity College research awards.

2) A revised Calendar entry should be presented for consideration by the Graduate Studies Committee and Council, for implementation in the academic year 2022-23.

3) Guidelines clarifying the nature of activities that are considered appropriate for research students should be developed in consultation with Schools and made available to students and supervisors.

4) Clear information about the nature of expectations and the process of allocation of teaching responsibilities should be provided to students as a single source of 'truth' for

   each School.

5) Students should be encouraged to monitor and evaluate the time they allocate to

   teaching activities and to raise concerns where appropriate with their supervisor or

Director of Teaching and Learning.

6) Consideration be given to developing means for sharing good practice across Schools.

7) Further consultation should be undertaken with Schools to better understand the financial costs associated with teaching-related contributions of research students.

8) A full review of the existing internal awards should be undertaken, with a view to developing a coherent and equitable award scheme that provides equal rewards across all types of competitive schemes, while reflecting the disciplinary needs of each School.

A number of issues became clear while compiling the report. One is the current entanglement of revenue and pedagogical issues resulting in a Calendar regulation that limits students' income to €18,000 annually. A second is the lack of clarity in what constitutes 'teaching' and how that should be quantified. A third is the diversity of practice in how information is shared with students and how much information is provided. A fourth issue is that payments are often indirect and therefore may not be visible to or recognized by students. A fifth is the need to have some transparent monitoring system along with a simple process by which students can either seek further teaching opportunities or raise concerns about their workload.

There was a lot of discussion on this item from members of the Committee against the key background that the PhD students are chronically underfunded, that PhD stipends are not at a living wage level and that the student body is extremely diversified (some having families to support). It was noted that the reason why the income limit of €18,000 might have been introduced into the Calendar might have been twofold i.e., firstly the Revenue might have linked that stipend limit to tax implications, and secondly, it was a means of constraining the earning time spent by students on teaching to the disadvantage of time spent doing their research. The Dean noted that Revenue had updated its regulations in 2021 and deleted the income threshold limitations on stipends. Some members voiced a concern that when the income limit becomes removed from the Calendar then the awards might go to students who already are well off and College should identify a mechanism by which College funds go to students who need them. Consideration would need to be given to regulations around allocation of College awards.

A lot of discussion was focused on the issue of how many hours are appropriate for teaching and how they are allocated. The Calendar refers to 6 hours, but it does not specify what hours these are: lecturing, demonstrating, tutoring or preparation for teaching. Small number of students reported hundreds of hours on UG supervision. There is currently no robust system in place within Schools to capture data on how many hours students teach and how the hours are allocated. The Dean noted that there are some examples of good practice, and these have been collected in a spreadsheet for dissemination. Concern was voiced that students spend too much time preparing for their teaching, an activity that they consider also as "teaching". Some students can use 10 hours to prepare for 1 hour lecture. The Dean noted that Schools should play a role in guiding students in this area, noting the diversity across disciplines. A member suggested that a box could be added into the PhD progress report to record the number of teaching hours the student has done since the last progress report. It was also suggested that for first time teaching, payment should also cover the preparation

hours, but this should be removed for repeat teaching. An overarching theme throughout the rpeort was the importance of clarity and outlining expectations from the start. A member noted that UG supervision is not easily quantified as some UG students need more supervision than others and the needs are difficult to predict. PG students' support for lab work is also complicated in that lab work requires students to be in the venue the whole day and UG students may not be left unattended there – hence the requirement for physical supervisory presence of a PG student who might count this as teaching hours. It was suggested that lab work supervision might require specific guidelines for PG students.

An issue of PG supervision of UG capstone projects was also discussed at length. It was noted that normally capstone projects require extensive PG supervision without which they would "crumble". Schools should reflect on this phenomenon and evaluate how constructively to address it to avoid the "narrative of exploitation" of PG students. GSC may wish to make a recommendation re additional staffing and resource requirements to enable effective support of UG capstone projects, particularly if there is a need to reduce the level of supervision by PG students.  In response to a query about levels of pay, the Dean referred members to the IUA guidelines re different level of pay for PG teaching activity as a way forward. It was also noted that only some Schools pay their PG students for UG assessment work.

Finally, discussion moved to the issue of indirect payment through stipends. It was noted that students who get stipends may not understand that this is indirect payment. Some students are in receipt of both an award and also a top-up stipend intended to cover their teaching commitments, but students may not appreciate this additional top-up and consider their teaching as unpaid. It was suggested that the teaching contributions should be separated out into a bespoke payment stream.

There are currently 25 of 1252 awards which are not at a living level, and it was suggested that they should be amalgamated into a smaller number of higher value awards going forward. This issue is being considered under the PG Renewal Project.

Members praised the Dean and her team for submitting such a comprehensive report which was long overdue. It was recommended that changes to the Calendar III should be finalised for 2022/23.

> **Decision GS/21-22/085**: The Committee recommended the report on payment for teaching contributions of PhD students to Council and putting resulting final changes through into Calendar III for 2022/23.


XX    **GS/21-22/086 Postgraduate renewal and analysis of survey responses**

The Dean welcomed Ms Leona Coady, Programme Director, Postgraduate Renewal Programme, who advised that a meeting with the Provost and the Vice-Provost has recently taken place, in which a proposal for bringing the final postgraduate renewal report on to the April GSC and Council in May was discussed.  An approach for the framing of the report for Council was outlined at the February GSC. The Provost and the Vice Provost were supportive of that approach. A consultation workshop is due to be held on April 6 and the purpose of this workshop will be brainstorming around the vision

and the short-term imperatives that will be brought to the April meeting of GSC and then to the May meeting of Council for approval.

The Dean thanked the Programme Director and the DTLP from the School of Medicine for facilitating a visit with students at the Tallaght campus and for arranging a visit at St James' Hospital, where issues unique to the respective campuses were raised but also commonalities across both student cohorts were identified.

The Dean remined members of the online meeting on Monday March 28th to discuss the first level data analysis from this initial consultation phase and possible priorities for attention. This meeting will be recorded for those who cannot attend.

**XX**      **GS/21-22/087 Any Other Business**

  **i)    Trinity response to the Ukrainian crisis**

The Dean noted that all are deeply concerned about the war in Ukraine. An emergency response group comprising four working groups was set up to provide a prompt, coherent and unified College response to the crisis. One subgroup is focused on staff and another deals with students (Ukrainian and Russian, both current and incoming). The latter group, which is to meet shortly to put together a plan of action, is co-chaired by the Dean of Graduate Studies and the Senior Lecturer/Dean of Undergraduate Studies. A coordinating hub which will be posting regular updates on its website, has been set up and is overseen by Dr Emma Stokes, Vice President for Global Engagement in Trinity Global. Any concerns and suggestions for the Dean's attention should be forwarded directly to the hub. Separate meetings with Ukrainian and Russian students are planned to be taking place on a weekly basis.

**XX**      **Section B for noting and approval**

**XX**      **GS/21-22/088 Revision of "Return of Coursework Policy" – Memo from Academic Affairs**

A memorandum from Ewa Sadowska, Administrative Officer, Academic Affairs requested that members of the GSC consider the proposed changes, which are mainly stylistic in nature, to the Return of Coursework Policy, for recommendation of the revised policy to the next Council meeting.

>   **Decision GS/21-22/088:** The GSC recommended for approval to Council the proposed changes to the Return of Coursework Policy, as sought in the memorandum.

**XX**      **GS/21-22/089 Revised new course proposal (HCI 3): Pg Cert & Pg Dip in Immune Therapies (Top up): School of Medicine**

A memorandum from Prof. Lina Zgaga, Director of Teaching and Learning (Postgraduate), School of Medicine, sought approval for the changes to the Council-approved PgCert/Pg Dip Top up in Immune Therapies course proposal resulting from a change of School ownership from the School of

Biochemistry and Immunology to the School of Medicine. However, the Dean advised that there were still unresolved financial issues that would require prior consideration by the Dean of the Faculty of Health Sciences before the course proposal can be submitted to Council.

> **Action GS/21-22/089:** For the Dean of Graduate Studies to bring the revised course proposal to the April Council a new letter from the Faculty Dean of Health Sciences is required to be sourced by the course proposer confirming that the financial issues have been addressed (plus a revised financial spreadsheet be appended should there be changes to the current one).

> **Decision GS/21-22/089:** The Committee recommended for Council approval the following changes to the Pg Cert and Pg Dip Top up in Immune Therapies. The course will be owned by the School of Medicine but will also have close collaboration from the School of Biochemistry and Immunology. The start date has been changed from September 2021 to September 2022. The course director has been changed to Prof Cliona O'Farrelly affiliated to the School of Medicine and the course co-ordinator has been recruited. Face to Face modules are now offered as blended to allow students to attend synchronous lectures remotely via Blackboard.

XX  **GS/21-22/090 Cessation of Pg Cert in Biological Psychiatry from 2021/22 – Memo from the School of Medicine**

A memorandum from Prof. Michael Gill from the School of Medicine, requested the cessation of the Pg Certificate in Biological Psychiatry from 2021/22.

> **Decision GS/21-22/090:** The Committee recommended for Council approval the closing down of the Pg Certificate in Biological Psychiatry from 2021/22.

XX  **GS/21-22/091 Cessation of part-time delivery format of MSc in Sports and Exercise Medicine from 2022/23 – Memo from Prof. Nicholas Mahony**

A memorandum from Prof. Nick Mahony from the School of Medicine requested the cessation of the part-time delivery of the MSc in Sports and Exercise Medicine from 2022/23.

> **Decision GS/21-22/091:** The Committee recommended for Council approval the closing down of part-time option for MSc in Sports and Exercise Medicine from 2022/23.

XX  **GS/21-22/092 Structure PhD Cat 2) Module in School of Chemistry: Applied Computational Chemistry for Synthetic Chemists – available from 2021/22**

A memorandum from the School of Chemistry requested the introduction of a stand-alone module as part of the Structured PhD offered by the School of Chemistry.

**Decision GS/21-22/092:** The Committee recommended for Council approval "Applied Computational Chemistry for Synthetic Chemists" - Category (2) Structured PhD stand-alone module (5 ECTS) offered in the School of Chemistry – available from 2021/22.

XX      **GS/21-22/093 List of PhD structured modules in College – Memo from Dean of Graduate Studies**

The Dean reported that in order to clarify the menu of modules available to PhD students Ewa Adach has pulled together the information on both Category 5 modules (otherwise known as Dean's basket modules) and the modules that Schools make available. Although not exhaustive, the Dean asked members to review the collected information for accuracy in relation to their own School. Some module codes imply undergraduate modules. These, the Dean clarified, may not be offered to postgraduate research students unless there are bespoke NFQ level 9/10 learning outcomes and assessment pre-set in advance. Such commonly delivered modules should have separate UG/PG codes and they can be timetabled for the same teaching slot.

> **Action GS/21-22/093:** Members were asked to review for accuracy the collected list of modules for their Schools

XX      **GS/21-22/094 Deletion of "exit award" from four course titles from 2022/23**

The Dean clarified that on the advice of the Director of Marketing four memorandums from the Schools of Biochemistry and Immunology; Creative Arts; Medicine and Business requested the deletion of "exit award" from four course titles.

> **Decision GS/21-22/094:** The Committee recommended for Council approval the proposed deletion of "exit award" from the following four course titles from 2022/23: Immunotherapeutics (M.Sc./P.Grad.Dip); Theatre and Performance (M.Phil/P.Grad.Dip); Entrepreneurship of Smart Medicines (M.Sc./P.Grad.Dip); Business Analytics (M.Sc./P.Grad.Dip).

XX      **Section C for noting**

XX      **GS/21-22/095 Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 18 November 2021**

The minutes of 18 November of the Marino Institute of Education (MIE) Associated College Degrees Committee were noted by members.

XX      **GS/21-22/096 Draft Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 28 February 2022**

The minutes of 28 February of the Marino Institute of Education (MIE) Associated College Degrees Committee were noted by members.

**XX**   **GS/21-22/97 Minutes of the Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 2 February 2022**

The minutes of 2 February of Royal Irish Academy of Music (RIAM) Associated Colleges Degrees Committee were noted by members.

The Dean drew members' attention to the RIAM/ACDC/21-22/012 minute which reflected a proposal approved at the February ACDC meeting to permit a lowering of the IELTS requirements to 5.5 for three performance-related programmes (the Diploma in Music Teaching and Performance, the Bachelor in Music and one postgraduate programme i.e. the Master in Music Performance). The proposal was extensively discussed at the ACDC. Based on external comparisons and in light of the performance emphasis of the affected programmes, it was agreed to approve a pilot programme for 2022/2023 and 2023/2024 intakes with a review to take place after the first year of implementation. Extensive additional social supports have also been put in place to support students whose language skills may make social integration more challenging.


There being no other business, the meeting ended at 12pm.


Prof. Martine Smith                                        Date: 24 March 2022