GRADUATE STUDIES COMMITTEE
Minutes of the meeting held on Zoom at
10am on Thursday 13 October 2022

XX = Council relevance

Present (Ex officio):
Professor Martine Smith, Dean of Graduate Studies (*Chair*)

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Laurent Muzellec, Trinity Business School
Professor Stephen Connon, School of Chemistry
Professor Ivana Dusparic, School of Computer Science and Statistics
Professor Paula Quigley, School of Creative Arts
Professor Ioannis Polyzois, School of Dental Science
Professor Noel Ó Murchadha, School of Education
Professor Sarah McCormack, School of Engineering
Professor Bernice Murphy, School of English
Professor Ashley Clements, School of Histories & Humanities
Professor James Hadley, School of Languages, Literatures & Cultural Studies
Professor David Prendergast, School of Law
Professor Irene Walsh, School of Linguistic, Speech & Communication Sciences
Professor Manuela Kulaxizi, School of Mathematics
Professor Catherine Darker, School of Medicine
Professor Cian O'Callaghan, School of Natural Sciences
Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences
Professor Hongzhou Zhang, School of Physics
Professor Ladislav Timulak, School of Psychology
Professor Gillian Wylie, School of Religion, Theology, and Peace Studies
Professor Marvin Suesse, School of Social Sciences & Philosophy
Professor Erna O'Connor, School of Social Work & Social Policy
Professor Jake Byrne, Academic Director, Tangent

Dr Geoffrey Bradley, Information Technology Services Representative
Ms Siobhan Dunne, Sub Librarian for Teaching, Research and User Experience
Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L
Ms Ewa Sadowska Administrative Officer (Academic Affairs, TT&L)

In attendance for all items:
Ms Patricia Callaghan, Academic Secretary, Head of Trinity Teaching & Learning, (TT&L)
Ms Breda Walls, Director of Student Services
Mr Martin McAndrew, Postgraduate Student Support Officer, Senior Tutor's Office
Ms Leona Coady, Programme Director, Postgraduate Renewal Programme
Ms Ewa Adach, Administrative Officer, Graduate Education – IT support
Catherine Allen (Executive Office, Academic Secretariat) Zoom access support

Not in attendance – Vacant:
Graduate Students' Union President
Graduate Students' Union Vice-President
Director of Internationalisation, Trinity Global

Apologies:
Professor Wolfgang Schmitt, Dean of Research
Professor David Finlay, School of Biochemistry & Immunology
Professor Russell McLaughlin, School of Genetics & Microbiology
Professor Mary Hughes, School of Nursing & Midwifery

In attendance for individual items:
Ms Linda Darbey, Assistant Academic Secretary (Academic Affairs) (TT&L) for item GS/22-23/22
Ms Jade Concannon, Senior Executive Officer (Academic Practice) for item GS/22-23/24

XX   Section A

XX   GS/22-23/020 Minutes of GSC of 22 September 2022

The minutes were approved as circulated.

XX   GS/22-23/021 Matters arising

The Dean advised members that all actions from the previous meeting had been attended to. Actions with specific updates, provided by the Dean, are referred to below. The Dean also noted that the last Council in early October approved all GSC decisions recommended at the September meeting on Agenda A and B:

> Agenda A:
> •GS/22-23/003 Graduate Studies handbooks 2022/23: Research Student Handbook and Supervision Guidelines: The Dean advised that no requests for hard copies had come in.
> •GS/22-23/004 Review of the Award for Excellence in the Supervision of Research Students for 2021/22: The Dean thanked Profs Ivana Dusparic, Marvin Suesse, Sarah McCormack and Carlos Medina Martin for participating in the working group and advised that she will keep members informed of any further revisions at future meetings.
> •GS/22-23/008 Research supervision seminar survey 2022/23: The Dean thanked members for feedback to the research supervision seminar survey. The first seminar took place and was well attended. The Dean asked members for additional suggestions on topics to be included in the seminar series. The next seminar on PGR supervision in the context of multidisciplinary teams will be delivered on 17 November by Maija Taka from Aalto University in Finland. Further details will follow in due course.
> •GS/22-23/011 HCI RPH Initiative: All Schools should have received information from Dr Graham Glanville, Recognition of Prior Learning Project Lead (TT&L) on whether their Schools participated in the RPL questionnaire. Should they have not they need to contact the Dean.
> •GS/22-23/014 (i-iv) Any Other Business: The Dean noted that since the previous meeting she had not received any complaints in relation to registration for PhD students. The Dean

reassured members that the registration process was under review as part of the PG Renewal Programme.

Agenda B:
•GS/22-23/015 Amendment to MD by publication proposal from School of Medicine
•GS/22-23/016 Change of format to MSc in Entrepreneurship of Smart Medicines from 2022/23
•GS/22-23/017 MSCA European Joint Doctorates Approval Process in Trinity – a proposal
•GS/22-23/018 Examination Sessions in 2022/23: Operational Update and Contingency Days

XX   GS/22-23/022 Postgraduate course proposals: School-based business case – presentation by Prof. Catherine Darker, School of Medicine DTLP

Ms Linda Darbey, Assistant Academic Secretary (Academic Affairs) attended for the item. The Dean introduced the presentation from Prof. Catherine Darker, the School of Medicine DTLP.

Prof. Darker noted that the School runs twenty-eight PGT courses with three new courses currently under development. With respect to the student uptake, the existing courses fall into three categories: thriving, getting by and struggling. Given the ongoing recruitment challenges on some of the courses and the heavy workload commitment to set up a new PG course, the School has reviewed its local course development process, in collaboration with Trinity Global and Academic Affairs, with the aim of ensuring that new courses will attract maximum student numbers and will be financially viable.

New guidelines listing three constituent steps of the revised process, accompanied by a corresponding timeline captured in a Gantt chart, were presented to the committee for comments. Prof. Darker spoke to the most essential changes in the guidelines including a requirement to make a business case as part of the process consisting of three steps: an initial engagement with the School DTLP and PG Office, presentation of needs analysis of the proposed course at the Course Directors meeting to identify possible overlap with current courses and/or potential sharing of resources with them, and final liaising with the School DTLP to discuss feedback from the Course Directors' meeting. If the School is satisfied that there is a need for the new course, the DTLP gives "support in principle" to the proposer to engage with Academic Affairs to draft a full course proposal under their guidance, including completion of a bespoke course proposal template for submission to GSC and Council.

In response to the Dean's query, Prof. Darker noted that the revised process had been received well in the School as it rationalised the steps and clearly addressed the lack of awareness of new proposers of the time commitment involved in bringing new proposals through the approval process. In addition, the revised process will strengthen the expanding PG architecture in the School. The administrative workload is heavy and requires sufficient in-house resources to adequately support the existing and proposed courses.

In a discussion which followed, the revised process received very positive comments. A couple of concrete suggestions were also made i.e., that

1) the guidelines be uploaded on the Academic Affairs resources page
2) the needs analysis form include a section highlighting potential efficiencies and crossover of delivery with established courses to enhance vigilance against their "cannibalisation".

Ms Linda Darbey, Assistant Academic Secretary (Academic Affairs) shared her appreciation in particular for the incorporation of the business case stage in the revised process. She advised that

Academic Affairs is developing a bespoke market analysis form for new course proposers to capture that information as part of the new course proposal.

In response to queries raised by the Academic Secretary (TT&L), Prof. Darker commented as follows:

1) Discussion around struggling courses is uncomfortable for a number of reasons, one of which is that a staff member's job may be directly coded to the nonviable course budget. However, suspension of a struggling course for a year provides an opportunity to identify a root cause of its underperformance and to refresh its curriculum or enhance marketing. Pairing up directors of thriving courses with those whose courses are experiencing difficulty allows for peer-to-peer learning and sharing of experience.
2) Effective marketing should start with liaising with Trinity Global which holds a huge database of useful marketing information enabling an effective promotion strategy to be set up.
3) Setting up new courses respecting disciplinary boundaries of established offerings in Trinity requires that proposers actively explore possible synergies with courses in related disciplines early in the new course development process.
4) There is scope at the DTLP level across Schools to develop a process (for example a simple check-in meeting) with other DTLPs from any Schools that might have a similar established course to a proposed one to ensure that no one is unwittingly taking students away from each other's courses. This suggestion might have to be further discussed at a future GSC meeting to determine an actual process.

The Dean thanked Prof. Darker for a stimulating and useful presentation and invited her to contact Academic Affairs to upload her guidelines on their resources website at the request of the committee.

Action GS/22-23/022:

(i) Prof. Darker to update the table in her "Guidance relating to Needs Analyses for new PG Taught Course within the School of Medicine" to include specific questions to encourage course proposers to ensure that their courses are distinct from current School of Medicine courses and from other courses in Trinity to prevent "cannibalisation" of applicants.

(ii) Prof. Darker to contact Academic Affairs to upload the updated "Guidance" document on their resources website.

XX   GS/22-23/023 Postgraduate course proposals: role of adjunct staff as module coordinators

The Dean spoke to a circulated memorandum taken as read on the role of adjunct staff in PGT programmes. She requested feedback from members on three issues, the first of which was the most appropriate "balance" of teaching within a programme for which adjunct staff should be responsible and how that proportion should be determined. She presented three options for consideration: no more than (i) 20%, (ii) 30%, or (iii) 50% of the total ECTS volume of a programme should rely on teaching delivered by adjunct staff. The threshold should be determined in relation to lecture hours across the whole programme. The second issue for discussion was to refer to key considerations (such as professional accreditation requirements, specific structural constraints, enterprise engagement and equality, diversity and inclusion) which might require a higher contribution towards the course delivery by the adjunct staff. Finally, the Dean suggested a couple of mitigation plans to counter-balance the identified risks such as identification of core staff and clear plan B (re-scheduling, alternate learning resources).

In a short discussion a number of comments were made:

1) In some Schools (e.g., Psychology or TBS) adjunct staff are recruited via a competitive process and have an established role on the delivery of PG courses as valuable experts without whom it might not be possible to deliver the courses as substitution of adjunct staff by staff employed by Trinity would be too expensive. Teaching curricula are market-driven and varied spectrum of expertise is required for delivery and therefore capping on adjunct staff numbers on such courses is not recommended. Determining an optimal percentage is difficult.

2) Professional bodies accrediting courses require specialist staff with expertise in niche areas to be involved in course delivery which is not available via the staff in Trinity but needs to be brought in by adjuncts.

3) Adjunct staff should be regularly reviewed to retain the title which is a privilege.

4) Some Schools pay adjunct staff while others do not and hence the unpaid staff may be more likely to make themselves unavailable for teaching at a short notice. The Dean noted that she was not aware of such differences in payment arrangements across Schools; integration of adjunct staff is on the agenda of the Postgraduate Renewal Programme.

5) Adjunct staff may not normally be module coordinators, but they can deliver the teaching on the module.

The Dean thanked members for their comments. Members hesitantly agreed that on the whole 30% of the total ECTS volume of a programme should only rely on teaching delivered by adjunct staff. The Dean concluded that it is her intention to introduce the 30% factor initially on new course proposals but acknowledged that over time this benchmark may come into application in relation to existing courses also. She clarified that the agreed 30% does not prevent courses from suggesting a higher teaching contribution by adjunct staff but this, recognised as a clear risk, would need to be accompanied by a narrative providing the justification and a set of mitigating measures supporting the overall stability of course delivery.

> **Decision GS/22-23/023:** The committee agreed that normally only 30% of the total ECTS volume of a new programme may rely on teaching delivered by adjunct staff; courses proposing a higher proportion are required to provide robust justification and clear mitigation plans to reduce the teaching/learning risk.

XX   **GS/22-23/024 Trinity Excellence in Teaching Awards: a review of the scheme**
The Dean welcomed Ms Jade Concannon, Senior Executive Officer (Academic Practice). Ms Concannon spoke to a slide presentation referring to the circulated review document. She reminded members that Trinity Excellence in Teaching Awards, called the Provost's Teaching Awards until 2019/20, have been in place since 2000/01 and run from November to May. On average, fifty nominations are received each year with approximately half of them going forward. Up to twelve candidates are shortlisted annually with three to six winners. Nominations come out from students, staff and alumni.

Ms Concannon described the current process and explained that the Awards scheme has been tweaked every year in response to feedback from participants but last year it was agreed with the Provost to take a gap year for an in-depth review which resulted in a number of proposed changes

such as: a candidate should receive at least one student nomination in order to proceed; there should be School involvement at Stage 2 to shortlist candidates wishing to be put forward; "Themes" should be added to the Teaching Excellence Application Form to reflect the educational mission, vision and strategic imperatives of the University; the TEA Form should be streamlined; a 5 minute Lightning Talks should be added at Stage 3 in place of a 20 minute teaching activity recording; the Early Career Award Category and the Peer Reviewer should be removed from the process.

The Dean opened the floor for discussion which resulted in the following suggestions:
1) Adjunct staff on casual payroll should be included in the scheme
2) The scheme should be handled outside Schools at Stage 2 given that some Schools are small in terms of staff numbers
3) Timing should be moved to Semester 2 to recognise the specific structure of PGT courses, where staff may teach on one semester only
4) Introduction of "Themes" should be reconsidered.

The Dean noted that members were satisfied with the proposed changes subject to the suggestions made and thanked Ms Concannon for her presentation. She expressed the hope that the review will simplify the application process and encourage more colleagues across the university to participate. The proposal had also been considered by the Undergraduate Studies Committee earlier in the week, but their recommendations were not discussed at the GSC meeting other than it was noted that the USC were not in favour of the introduction of "Themes" as they might be stifling creativity. The review panel will establish the alignment of recommendations between USC and GSC in order to finalise the review to re-launch the Awards in 2022/23.

> **Action GS/22-23/024:** The review panel to establish the alignment of recommendations between USC and GSC in order to finalise the review to re-launch the Awards in 2022/23.

XX   GS/22-23/025 Review of role of external examiners
The Dean spoke to the circulated Council-considered memorandum from the Senior Lecturer/Dean of Undergraduate Studies and Dean of Graduate Studies dated 2 September 2022 on the review of External Examiner policy, processes, and support. The External Examiner (EE) process is a key pillar in Trinity's quality assurance. Schools increasingly have identified challenges in both the recruitment and the retention of External Examiners, particularly in relation to taught programmes, which may undermine the quality assurance process in Trinity. The Dean sought members' views on four issues identified in the memorandum namely Attendance (physical and/or online), Remuneration, Criteria for the Selection, the Term of Appointment and/or Reappointment of Examiners, and System support to the External Examiner process. The Dean opened the floor was discussion, but no comments were made. The Dean concluded that she would be keen to return to the topic in Semester 2 as part of the Postgraduate Renewal agenda.

XX   GS/22-23/026 Postgraduate Academic Appeals 2021/22
The Dean welcomed Mr Martin McAndrew, Postgraduate Student Support Officer, to brief members on the experience of 2021/22 academic appeals. Mr McAndrew spoke to a slide presentation. He noted that a review of PG academic appeals in terms of the process and student experience is on the Horizon 1 agenda.

The number of academic appeal cases was stable at around eight or nine in 2019/20 and 2020/21 but rose significantly to over twenty three for 2021/22, and queries are already in for 2022/23. While the twenty three cases may seem low in the context of five thousand PG students, each case requires a significant amount of administrative support not only in the Postgraduate Student Support Office but also in Schools. Appeals concern re-checks, extensions, plagiarism and increasingly relate to the examination dissertations. International students are over-represented in those bringing appeals. Issues such as student resilience, unrealistic expectations, Covid lockdown-related mental and health pressures, increasing cost of living, inadequate accommodation and the war in Ukraine are all significant context factors in student appeals.

Much can be done immediately to help students in their studies and in reducing their stress, starting with improved logistical measures. These include: standardising the publication dates of PG appeals and courts of examiners across Schools and thus setting realistic deadlines for bringing in appeals; consistent application of regulations; enhanced clarity on how work is assessed; and making sure that there are strong signposts available in Schools to support services making earlier intervention available when vulnerable students are identified. Longer term measures pertain to increased supports for international students, possible standardisation of supplemental timelines, reflecting on whether appeals and courts should be replaced by some alternative measures and whether students could "supplement" Masters dissertations.

A short discussion followed in which members expressed concern at the increased number of appeals and made the following comments:
1) Quality of information for students and staff should be improved immediately.
2) There is a heavy administrative workload to support the current appeals process which is tiered at the module, course, School level before it can proceed to the academic appeals at the College level.
3) There are two types of student appeal cases: on *ad mis* and academic performance grounds. Members wondered if the two types should proceed separately. *Ad mis* contexts, such as homelessness, Covid isolation, Covid-related family deaths are frequently distressing for the student to relate and for the staff to read about and the question arises whether it is appropriate that students are asked to relay them as part of the appeals process. Members wondered if it should be sufficient for the case to proceed if it is supported by a medical certificate.
4) In response to a query the Postgraduate Student Support Officer advised that currently, the appeal cases in the system are nearly fully successful.

The Dean thanked members for their feedback and Mr McAndrew for his presentation.

XX   GS/22-23/027 'Annual leave' guidelines for postgraduate research students

The Dean spoke to a circulated document on the need for annual leave guidelines for PGR students in response to frequent queries from students regarding their entitlement. The Dean pointed out that Ireland and the UK are anomalous relative to EU HEIs in designating PhD researchers as students rather than employees. This designation places a special responsibility on supervisors and the university in their duty of care towards the student because the rights and protections that

would normally flow from employee status do not apply. Research funders also have an interest in ensuring effective progress of funded research projects and frequently stipulate that students require permission from their supervisor to be absent from the research environment for significant periods of time – typically four weeks.

Currently, there are no official guidelines in Trinity on an annual number of days that a student who is not self-funded can be absent from the research environment. Such a situation can be challenging for supervisors and students alike, placing students in a particularly difficult and vulnerable position in terms of planning their time and developing competence in work-life balance.

The Dean referred to how other HEIs in Ireland and the UK deal with the PGR leave issue. Guidelines on periods of absence from research would be relevant in situations where students are on a funded research programme and are full-time students although there may be benefits to having guidelines apply also to self-funded students.

A short discussion ensued with the following feedback:
1) Trinity cannot imply "employee contracts" on students who are not employees.
2) SFI does not specify student entitlement to a holiday leave.
3) Entitlement to leave should not be over-regulated. Some supervisors record when students are going on holidays, and this is done normally by mutual consents between both sides so long as the student research progresses.
4) A suggestion was made that six weeks might be a reasonable provision for student leave especially when applied to PGR students on funded PhD programmes with constraints put in by the founder.
5) Leave entitlements could be diverse across Schools with different arrangements managed locally. However, the Dean was not supportive of the suggestion and was instead in favour of agreeing a standardised arrangement across all Schools.
6) Additional questions were raised such as whether part time work is considered time off student PhD and whether work as a teaching assistant is part of the role of PhD student or external to it. It was noted that time away from studies is not synonymous to annual leave.

The Dean thanked members for their feedback and concluded that it veered towards taking 30 days as PGR students' entitlement to annual holidays not inclusive of public holidays and taken in consultation with the student supervisor.

> **Decision GS/22-23/027:** The committee recommended 30 days as PGR students' entitlement to annual holidays not inclusive of public holidays to be taken in consultation with the student supervisor.

GS/22-23/028 Situation in relation to students from Ukraine

The Dean noted that the admissions process to Trinity of students from Ukraine for the current academic year is winding down. Trinity accepted forty four mainly UG students which is the highest number of all HEIs in Ireland.

XX   GS/22-23/029 Postgraduate Renewal Programme

Ms Leona Coady, Programme Director, Postgraduate Renewal Programme, spoke to a slide presentation and updated members on key developments. The most significant update was that the Planning Group approved the allocation of resources to support the programme Horizon 1 initiatives. Recruitment for roles on the programme has commenced with two positions filled starting in November. Horizon 1 Terms of Reference have been updated to reflect the project entry into the implementation phase. Ms Coady undertook to regularly provide DTLPs with PowerPoint presentations to update Schools on PR Programme as a standing item.

Ms Coady thanked the Vice Provost - Chief Academic Officer Prof. Orla Shields and the Academic Secretary Patricia Callaghan for their support for the PR programme.

> **Action GS/22-23/029:** Ms Coady undertook to regularly provide DTLPs with PowerPoint presentations to update Schools on PR Programme as a standing item.

XX   GS/22-23/030 Academic Integrity Working Group 2022/23

The Dean reminded members that the Academic Integrity Awareness Week will run from Monday 17 October. The Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies will be sending short daily mailings to all academic staff and will appreciate members' support in disseminating the information amongst colleagues and students in Schools.

XX   GS/22-23/031 Student representation in Schools 2022/23

The Dean thanked DTLPs for their feedback in response to her email request of 3 October 2022 on how Schools were ensuring that PG student representation was in place. Dr Cormac Doran, Assistant Academic Secretary (Graduate Studies) has collated members' input for the committee as a slide presentation which included responses from seventeen Schools.

With respect to PGR representation Dr Doran noted the following:

(i)   There are ten Schools with students linking with College structures such as School Executives.
(ii)   There are six Schools where a process is underway to include PGR student voice on College structures
(iii)   There is one School where students liaise directly with Course Coordinators and DTLP (no formal forum)

With respect to PGT representation Dr Doran noted the following:

(i)   There are nine Schools with students linking with College structures such as Programme Boards
(ii)   There are eight Schools where a process is underway to include PGT students voice on College structures.

The Dean thanked members for returning their feedback to Dr Doran. She requested the outstanding seven Schools to forward their updates urgently.

In response to a query, the Dean noted that she had reached out to the SU but secured no representation for the GSC meeting. The SU held two Townhall meetings recently by way of consulting with the PG community about future representation but understood that attendance at

the meetings had been relatively low, highlighting the difficulty of accessing PG students.

> **Action GS/22-23/031:** DTLPs of seven Schools with outstanding feedback on securing student representation on College structures in their Schools need to contact Dr Doran urgently.

XX   GS/22-23/032 Any Other Business

(i)   The Dean referred to a number of queries she had received from Student Finance in the AR about whether PGT students should be charged an examination fee if they are permitted to be OBA (off books with assessment). Currently, there is lack of clarity resulting in some students being invoiced for assessment whilst others are not. The Dean recommended the situation be addressed by the following solution:

> (1) students who go OBA prior to the assessment period should not be charged an assessment fee

> (2) students who are assessed, fail, and are permitted a re-assessment and go OBA in order to re-take the assessment should be charged an assessment fee.

Accordingly, the Dean asked members that a request for permission for a student to go OBA must specify whether the request is for (1) off books with initial assessment or (2) off books with reassessment. That distinction will determine whether the student is to be invoiced for OBA.

> **Decision GS/22-23/032 (i):** The committee recommended that a request for permission for a student to go OBA must specify whether the request is for (1) off books with initial assessment or (2) off books with reassessment. That distinction will determine whether the student is to be invoiced for OBA.

(ii)   IUA updates: The Dean advised members that there is going to be an uplift of €500 to those students in receipt of SFI or IRC stipends, with the potential for another uplift in March 2023.

> **Action GS/22-23/032 (i):** The Dean to source information from the Dean of Research about how the uplift announced will be provided to the university.

XX   Section B for noting and approval

XX   GS/22-23/033 GSC sub-committee on Micro-credentials – memo on DTLP membership expansion

The Dean referred members to a memorandum from Prof. Owen Conlan, Chair of the GSC Sub-committee on Micro-credentials. The sub-committee is seeking the addition of two DTLPs to the membership of the HCI Pillar 3 Micro-credentials sub-committee, to bring the compliment to five, and to ensure a more likely situation to achieve a quorum at meetings.

> **Decision GS/22-23/033:** The committee recommended the above request for the addition of two new DTLPs to the GSC sub-committee on Micro-credentials to Council for approval.

XX   GS/22-23/034 Structured PhD module (Cat 4 in Dean's Basket) "Assessment & Feedback in a Digital Context" – Dr Jonathan Johnston, Academic Developer (Academic Practice) from Hilary

Term 2022/23

The Dean referred members to a memorandum from Dr Jonathan Johnston, Academic Developer (Academic Practice). The memorandum seeks approval for a 5 ECTS module 'Assessment & Feedback in a Digital Context (Category 4 belonging to Dean's Basket) as an option for PGR students on the structured PhD at Trinity; first intended delivery in Hilary Term 2023.

> **Decision GS/22-23/034:** The committee recommended for Council approval the 5 ECTS module 'Assessment & Feedback in a Digital Context (Category 4 belonging to Dean's Basket) as an option for PGR students on the structured PhD at Trinity.

XX   **GS/22-23/035 Structured PhD (Cat 2) generic module in School of Genetics & Microbiology: "PGR External from 2022/23**

The Dean referred members to a memorandum from the School of Genetics & Microbiology, requesting support for a postgraduate (Cat 2) generic module in School of Genetics & Microbiology: "PGR External" from 2022/23.

> **Decision GS/22-23/035:** The committee recommended for Council approval a postgraduate (Cat 2) generic module in School of Genetics & Microbiology: "PGR External" from 2022/23 from the School of Genetics & Microbiology.

XX   **GS/22-23/036 Postgraduate Renewal: revised Terms of Reference – memo from Dean of Graduate Studies**

The Dean noted that in May 2022, Council gave its approval for the Postgraduate Renewal Programme to proceed with an incremental approach to programme delivery over three Horizons beginning with Horizon 1 in 2022/23. As a result of the PR Programme entering a new phase of implementation, the Terms of Reference have been revised and were agreed by the Steering Committee on 6 October. The Dean asked the committee to consider the circulated Terms of Reference for the governance of Horizon 1 of the Renewal Programme.

> **Decision GS/22-23/036:** The committee recommended for Council approval the revised Terms of Reference for the governance of Horizon 1 of the Renewal Programme.

XX   **Section C for noting**

There were no items for noting in Section C.

The Dean thanked all members. There being no other business, the meeting ended at 12.10pm.

Prof. Martine Smith   13 October 2022