Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

GRADUATE STUDIES COMMITTEE
Minutes of the meeting held in College Boardroom in Trinity Business School
at 10am Thursday 14 September 2023

XX = Council relevance

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

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Rachel Mc Louglin, School of Biochemistry & Immunology
Professor Wladislaw Rivkin, Trinity Business School
Professor Stephen Connon, School of Chemistry
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 Aileen Douglas, School of English
Professor Russell McLaughlin, School of Genetics & Microbiology
Professor Martine Cuypers, School of Histories & Humanities
Professor Jennifer Edmond, School of Languages, Literatures & Cultural Studies
Professor David Prendergast, School of Law
Professor Catherine Darker, School of Medicine
Professor Micha Ruhl, School of Natural Sciences
Professor Brian Keogh, School of Nursing & Midwifery
Professor Cathal Cadogan, School of Pharmacy & Pharmaceutical Sciences
Professor Graham Cross, School of Physics
Professor Frédérique Vallieres, School of Psychology
Professor Etain Tannam, School of Religion, Theology, and Peace Studies
Professor Tara Mitchell, School of Social Sciences & Philosophy
Professor Erna O'Connor, School of Social Work & Social Policy
Professor Jake Byrne, Academic Director, Tangent

Ms Siobhan Dunne, Sub Librarian for Teaching, Research and User Experience
Dr Geoffrey Bradley, Information Technology Services
Dr Cormac Doran, Assistant Academic Secretary, Graduate Education (TT&L)
Mr Martin McAndrew, Postgraduate Student Support Officer, Senior Tutor's Office
Ms Breda Walls, Director of Student Services
Ms Ewa Sadowska, Administrative Officer (Academic Affairs, TT&L)

In attendance for all items:
Ms Frances Leogue, IT support Administrative Officer, Office of the Dean of Graduate Studies

In attendance for Postgraduate Renewal items:
Ewa Adach, Programme Analyst and Coordinator (PG Renewal)
Dr Rionnagh Sheridan, Programme Analyst and Coordinator (PG Renewal)

Not in attendance – Vacant:

Graduate Students' Union President
Graduate Students' Union Vice-President
Graduate student temporary nominated as GSC member (1)
Graduate student temporary nominated as GSC member (2)

Apologies:
Professor Sinéad Ryan, Dean of Research
Professor Ivana Dusparic, School of Computer Science and Statistics
Professor Kathleen McTiernan, School of Linguistic, Speech & Communication Sciences
Professor Stefan Sint, School of Mathematics
Ms Leona Coady, Programme Director, Postgraduate Renewal Programme
Ms Patricia Callaghan, Academic Secretary (TT&L)

In attendance for individual items*:*

Mark Sheridan, Senior Project Manager, PG Renewal Programme, for item GS/23-24/008

Prof. Sarah-Jane Cullinane (Lead on the ESD Fellows) and Prof. Jane Stout, VP For Biodiversity & Climate Action (Provost's Office), for item GS/23-24/012

The Dean called out apologies and members participating on Zoom. As this was the first meeting of 2023/24, she welcomed new members to the committee and asked everyone to introduce themselves.

XX   Section A for Discussion and Decision

XX   GS/23-24/001 Minutes of GSC of 25 May 2023
The minutes were approved as circulated.

XX   GS/23-24/002 Matters Arising
The Dean advised members that all actions from the meeting in May had been completed. She also stated that all decisions, recommended at the last meeting in May on Agenda A and B were approved by the last Council. She further noted that Matters Arising were covered in her memorandum circulated in advance of the meeting.

XX   GS/23-24/003 New Curriculum Design and Approval Policy – Dean of Graduate Studies to present
The Dean drew members' attention to a comprehensive memo prepared by Ms Linda Darbey, Assistant Academic Secretary: Academic Affairs. Extensive consultation was undertaken to inform the changes that have been incorporated into the policy. New developments (e.g., emergence of Micro-credentials) have been incorporated into the revised policy. As DTLPs have frequently sought clarity on this, the Dean directed members in particular to the Appendix, which explains what changes to programmes or modules are Major, and therefore require oversight of GSC and approval by Council, and what changes are Minor, and can be handled locally. A key differentiator between Major and Minor changes relates to the learning outcomes. Any change to Programme Learning Outcomes, such as programme title, course structure, admissions criteria, entry and exit routes, mode/format of delivery, ECTS credit weighting, course suspension or cessation and changes to award title must be brought forward to GSC in a bespoke submission for Agenda A or B (as appropriate) and may not be put through the annual process of Calendar Changes. Relevant submission forms are available from Academic Affairs. Module level changes, such as assessment modifications, discontinuation or introduction of modules and curricular revisions that do not impact Programme Learning Outcomes, can be handled locally.

The Dean asked members whether they wished to approve the revised version of the policy. There was no discussion and members agreed to endorse the revised policy and the proposed approval processes for Major and Minor changes to PGT programmes and modules.

> **Decision GS/23-24/003:** The committee recommended for Council approval the revised policy and the proposed approval processes for Major and Minor changes to PGT programmes and modules.

XX   GS/23-24/004 GSC Survey 2022/23 Results - Dean of Graduate Studies to present
The Dean thanked members for completion of the anonymous online Annual Survey 2022/23 evaluating the effectiveness of the GSC in conducting its business. She noted the respondents' satisfaction with the administrative support for the committee. She referred to the respondents' feedback for better balancing the Agenda and explained that the new 3 hour meeting time extended from 10am to 1pm should ensure sufficient time for discussion.

XX   GS/23-24/005 Terms of Reference of GSC - Dean of Graduate Studies to present
The Dean noted that the GSC has a statutory obligation to review its Terms of Reference TOR). She brought members through the current TOR commenting on how accurately each listed function reflects the current brief of the committee. Members agreed to delete the following:

(i)   (4) "To assess proposals for the formation of Graduate Schools (…)" on the grounds that the issue of Graduate Schools is not a goal for the College. Instead, the PG Renewal refers to a fledgling idea of "PGR Hub". Research collaboration is channelled through institutional partnerships.

(ii)   (5) "To monitor, review and report on all aspects of the Bologna process (…)" on the grounds that there have not been any developments related to the process in recent years nor are any new initiatives anticipated in the near future.

(iii)   (8) "To set up the Appeals Committee for Graduate Students (...)" on the grounds as provided by the Postgraduate Student Support Officer, that the function has been replaced by another Council-approved designated committee.

With respect to TOR (6) "To advise on the promotion of postgraduate programmes", members supported its retention but recommended that the PG promotion issues should be considered only at the higher strategic rather than local logistical level. With respect to TOR (9) "To set up the Higher Doctorates Sub-committee as required", the Dean offered to keep members updated on new applications on an annual basis.

To broaden out the spectrum of additional TORs, the Dean took members through the Research Committee TOR. In a brief discussion members considered an adaptation of TOR (2.9) "To ensure that each Director of Research and member of the Research Committee provides regular updates on the work of the committee to their school, unit etc where appropriate" for a possible incorporation. Even though all agreed that it is vital for DTLPs to regularly communicate to their Schools the GSC recommendations, they questioned how the GSC could "ensure" that this happens as that would require a monitoring mechanism. The Dean noted that the recently restructured Council expects GSC to thoroughly discuss substantive issues before recommendations are made and to pass those recommendations both up to Council and down and sideways to Schools and Services. The word "ensure" might not be the optimal choice but the issue of maintaining adequate flow of communication with Schools is pertinent to the responsibility of DTLP's role and calling it out as a TOR would remind members, especially new DTLPs unfamiliar with the role, of that obligation. In response to a query, the Dean clarified that there is an induction in place for new DTLPs and a handbook is disseminated as part of the process.

The Dean concluded the discussion by undertaking to produce a draft of the revised GSC Terms of

Reference including possible re-wording of the TOR (2.9) for members to review at the next meeting. She also invited members to contact her with ideas on how best to re-phrase that TOR to capture the DTLP's responsibility to facilitate and enable the flow of communication with Schools.

> **Action GS/23-24/005:** The Dean to produce a draft of the revised GSC Terms of Reference including re-wording of the TOR (2.9) for members to review at the next meeting.

XX **GS/23-24/006 Annual delegation of authority to DTLPs in Schools by Dean of Graduate Studies with respect to local online Viva Voce decisions - Dean of Graduate Studies to present**

The Dean reminded members that viva voce online examinations introduced during the Covid pandemic were subsequently permitted to be retained although the default position after Covid is a viva voce in person examination. The Dean is empowered to allow the online viva voce as long as all parties to the examination agree to the alternative format. She referred to the already made agreement that annually, she can delegate that responsibility to DTLPs in Schools with the approval of GSC. The Dean obtained members' approval to delegate the prerogative with immediate effect for the academic year 2023/24. DTLPs are required to ensure that everyone has agreed to the format and that the student knows that the online format of the viva cannot be used as grounds for an appeal if they have agreed to the format.

> **Decision GS/23-24/006:** The Committee agreed to delegate the Dean's prerogative to approve online viva voce requests to DTLPs in 2023/24.

XX **GS/23-24/007 PGR: Monthly update (September) - Leona Coady, PG Renewal Programme Director to present**

The Dean deputised for Ms Leona Coady, PG Renewal Programme Director. She gave a brief overview of PG Renewal key achievements over the past three months listed on the circulated monthly slide for September. Some items (related to WP2) on the slide were taken subsequently as Agenda items under PG Renewal while others were reported on as continuing in progress or finalised, as discussed at previous meetings.

The Dean noted that Horizon 1 will extend to the end of December 2023 and drew members' attention in particular to the following issues:

(i) Over the summer the PG Renewal team engaged with all 24 Schools and can confirm that the payment to PGR students for their teaching has been aligned everywhere with the Minister's requirement for transparency.

(ii) She provided an update on Trinity Research Doctorate Awards (TRDAs) for 2023/24.

(iii) Websites of the Office of the Dean of Graduate Studies and the Pg Renewal project were upgraded over the summer and special thanks were extended to Ewa Adach and Sian Bradly.

(iv) Horizon 2 Plan was brought to the Planning Group (PG) to secure approval for two years of funding. However, as one deliverable requires significant investment in SITS, without a detailed costing of that deliverable the Planning Group agreed funding for year 1, with funding for new staff to support detailed needs analysis and costing for identified SITS enhancement. Recruitment into those roles is under way.

In a short discussion around the issues reflected on the slide a request was raised that the topic on the teaching and learning supports for the PGR students requiring extensive consultations should be addressed as early as possible. Details of teaching commitments normally go into new admissions offers issued in the Spring. Some Schools rely more heavily than others on PGR teaching and therefore the timeframe might be School-specific. The Dean noted that operational issues might be

dealt more effectively on the School level. She suggested that those Schools with heavy PGR teaching should contact her directly.

The Dean concluded by noting that the nature of activities the PGR students should engage in as part of their teaching and learning contribution to the School, and the supporting philosophy, is a separate issue which affects all Schools and is work in progress of WP2.

XX   GS/23-24/008 PGR: Impact of the redesigned PGR progression process - Mark Sheridan, Senior Project Manager, PG Renewal Programme to present

The Dean introduced the item by reminding members about long-standing difficulties experienced across all Schools with PGR progression backlogs, delaying student registration, and hindering their ability to receive their stipends in a timely manner. She was satisfied to report that the problem has been successfully resolved. She referred members to the circulated memorandum on a WP3 initiative from Mr Mark Sheridan, Senior Project Manager, PG Renewal Programme, who oversaw a recent redesign of the annual progression process for PGR students. Mr Sheridan spoke to a slide presentation regarding the current impact of the implemented simplification and clarification of the annual progression process for PGR students. As part of Horizon 1, the PGR Project set out to "Review and standardize current process for annual progression of PGR students". A target of 70% of continuing research students progressed and invited to register by September 2023 was agreed. Close engagement, established with DTLPs and PG Administrators from all Schools across the three Faculties, identified two main root causes for the difficulties namely, inadequate communication (i.e., a lack of clear understanding/guidance around the existing process) and inadequate access to data (a lack of access to user-friendly data at a School level to enable Schools to effectively manage their students).

Effective remediating steps were undertaken since May over the summer. In terms of improving communication, extensive engagement was undertaken with Schools. A process flowchart was created to visualise the progression process supported by two user-friendly graphics illustrating the student journey (how they fit into the process and what is expected of them), and the School journey (where and when to engage with their students and how to submit data to the Academic Registry). In terms of addressing the lack of user friendly data a prototype excel report was created and circulated to all Schools for feedback. IT Services developed a Power BI report to enable Schools access to PGR data directly sourced from SITS each morning.

The Senior Project Manager emphasised that the initiative has been very successful largely due to the engagement with Schools, the Academic Registry, and the IT Services. 22 out of 24 Schools exceeded the target of 70% of students invited to register on time (13 Schools progressed over 90% of their students on time). The new suite of Power BI reports, due to roll out by mid-September and accompanied by a string of video presentations, is expected to save the College over 1000 work hours per academic year. As part of continuous improvement, Schools will be asked in 3 months to provide their feedback on how these reports can be further enhanced.

In a discussion which ensued,
   (i)   members expressed their appreciation to the Senior Project Manager for the superb operational efficiency of the revised PGR progression process.
   (ii)   One member referred to the Digital Oversight Group in College working on ways to give staff back real time and noted that the revised IT process is a rare example of how the IT-supported process should work effectively in practice, could be a model for future initiatives in College and should be brought to the Group's attention as an illustration of the effectiveness of Power BI reporting without reconfiguring SITS parameters. The Dean noted that the Provost has been made aware of the success of the project.
   (iii)   The Dean also stated that the data on the time saved has been captured at the

instigation of the Planning Group as a condition for further funding to be released. She asked DTLPs to quantify their time saved as a result of the implementation of the revised process.

(iv) Tightening the oversight: The Dean underlined the usefulness of new Power BI reports which will enable DTLPs to easily identify "off books students" not entitled to receive stipends from research funders – an important risk for the University which needs to be monitored.

(v) The Director of Student Services referred to the specific issue of the stipend information not connecting between the PG Student Cases, the AR and the HR and stated that it should be solved by the PG Student Cases notifying the HR that the stipend should not be paid. She undertook to look into the issue. The Dean clarified that the PG Student Cases do not have a visibility on which students are in receipt of a stipend.

Action GS/23-24/008: DTLPs to quantify real time saved as a result of implementation of the revised PGR progression process and advise the Dean accordingly.

XX   GS/23-24/009 PGR: Work Package #2 - proposed revisions to the Trinity Viva Voce guide – Prof. Rachel Mc Loughlin to present
The Dean noted that the PhD Viva Guide, originally developed by the former Dean of Graduate Studies, Prof. Neville Cox, remains a valuable source of information for students and staff. She invited Prof. Rachel Mc Loughlin, WP2 Lead, to speak to the revised guide. Prof. Mc Loughlin clarified that the team have gone through the guide to ensure that any updates related to changes in the process or practices in vivas have been incorporated and have also simplified the wording in many places. The proposed changes have been based on extensive internal and external benchmarking and consultation. Prof. Rachel Mc Loughlin noted that once endorsed by the committee the revised guide will go to Council for approval and will then be immediately circulated to new and continuing students. Members supported the proposed revisions. There was a suggestion that the guide might be accompanied by illustrative mini videos and could be linked to the "Intention to submit" form and/or pre-uploaded in the thesis submission folder or simply emailed to students intending to submit. In response to a query, it was agreed to use the current guide until the time when the revised one becomes approved.

Decision GS/23-24/009: The committee recommended for Council approval the revised viva voce guide.

XX   GS/23-24/010 Revisions to the research supervision award requirements – Dean of Graduate Studies to present
The Dean noted that the Agenda item was prompted by the School of Languages, Literature and Cultural Studies DTLP. She reminded members that the Award of Excellence in Supervision of Research Students, introduced in 2021/22, was reviewed during the 2022/23 Michaelmas Term by a sub-group of GSC members in terms of the eligibility criteria and the application form. The revised scheme was run successfully in 2022/23, but as both the process and the application form are "works in progress" the School of Languages, Literature and Cultural Studies DTLP has submitted a further revision of the application form for consideration by the GSC. The form adapts content from the current document, and includes two new sections, one for input from an academic colleague and one section where a student's input is sought. The latter was brought in by way of responding to the recurrent feedback about ensuring the visibility of the student voice on the application form. Another concern which has resurfaced is the uneasiness that supervisors currently need to nominate themselves although normally an award reflects an external recognition and not something one applies for oneself.

The Dean invited the School of Languages, Literature and Cultural Studies DTLP to speak to the circulated proposed changes and the motivation behind them. The following issues were referred to:

i) The current application form requires supervisors to describe themselves in terms of excellence of their supervision which makes many supervisors uncomfortable.

ii) The application form should capture the quality of supervision, and how supervisors meaningfully contribute to their students' development and career and to College.

iii) The application form elicits factual information from the nominee, moving from "how do you see yourself" to "how have you done this/has this happened".

iv) A place for the student voice should be ringfenced and one for a colleague's assessment (for example from the Head of School, the School DTLP or another colleague).

In a discussion which ensued the following comments were made:

i) The Dean was in favour of incorporating the student feedback into the form and suggested that the visibility of the supervisor's attention to the student's health and wellbeing should be explicit (as in the current form) rather than only implied. Members were not sure how to articulate the issue on the form to draw that information out from students adequately.

ii) There is potentially a tension between eliciting evidence of a supervisor's pastoral support of a student and protection of the confidentiality of a supported student.

iii) Scoring as a means of assessing the supervisor's performance makes it seem that the nominated supervisor is being judged rather than appreciated. However, it was also acknowledged that some quantitative way of capturing the supervisors' excellence is required for the committee to choose between the applicants.

iv) Students should be asked to give examples of good quality supervision.

v) For the colleague's assessment part, it was proposed to eliminate the question "what is your impression of the nominated supervisor" on the grounds that it is subjective and goes against the grain of the proposed "factual" reorientation of the application form.

vi) The question "what is your impression of the nominated colleague as supervisor" should be deleted as members felt colleagues would not be comfortable to provide such information.

vii) In Section 3 on institutional contributions, a de-coupling was proposed to separate the issue of contribution as external examiner from the participation in supervisor training events.

viii) A question should be put in asking students whether the supervisor discussed with them his/her nomination either before or during the application process.

ix) The application form should be streamlined with a fixed word count but still sufficiently focused and comprehensive with an evidence trail to enable the committee to make comparisons and a "judgement" at the Faculty level to identify the best supervisors across Schools for the one award within each of the two categories (Early Career and Established Supervisors).

x) The requirement to secure a support letter from the Head of School may present a challenge for the Head in Schools with numerous excellent supervisors where it is difficult to identify one candidate as superior to others. A junior academic (even in the role of DTLP) might find it difficult to write (or decline to write) a testimonial in support of a senior academic colleague. The Dean clarified that currently it is the Head of School who supports the School nomination for the Faculty level. The solution can therefore be that "another colleague" can support the nomination for the School level's decisions but the Head of School's letter is retained as requirement for the Faculty level award.

xi) Last year the committee agreed a "supervisor-student agreement" with agreed topics and themes as forming a foundation of the mutual relationship, and it might be useful to

retain the language of that agreement on the application form and ensure a cross reference between the two documents.

- xii) An additional question should be included eliciting self-reflection on one's supervision by the nominated candidate and comments sought about past and planned training to enhance one's supervisory skills.
- xiii) Proposed revisions should be field-tested with students to gather their feedback on the nature of the revised application form.

The Dean noted that in view of the significant discussion generated by the proposed changes a small working group should be convened to complete the review and bring the form back to GSC at the November meeting for a final endorsement. The School of Languages, Literature and Cultural Studies DTLP agreed to lead the working group. Members were asked to volunteer to join the group ensuring that each Faculty is represented. The Dean will facilitate engagement with PGR students and the group's linkage with WP2 around the PGR student-supervisor agreement. The Dean underlined that the review would need to be concluded for Council approval before Christmas as the award is launched in January.

> **Action GS/23-24/010:** A working group to be set up led by the School of Languages, Literature and Cultural Studies DTLP to review the proposed changes to the research supervision award application form and report back to the committee at a November meeting.

XX **GS/23-24/011 Workplan for 2023-24 - Dean of Graduate Studies to present**
The Dean spoke to the tabled 2023/24 provisional GSC workplan outlining likely major items on the Agenda for the coming year subject to modifications. Academic Integrity (fundamentally revised the previous year in terms of its breach but still to be discussed in terms of resources and training) and generative Artificial Intelligence (aiming to enhance the student's understanding of its legitimate, responsible and ethical use in teaching and learning) will be brought to a number of meetings. Course proposals will be reviewed, and the PG Renewal programme deliverables will be considered. In addition, the Education for Sustainable Development project will be considered in order to introduce into PGT curricula an understanding amongst students of sustainable development, climate action and development goals. Trinity Research Doctoral Awards will introduce a framework proposal on the Sanctuary award to recruit through the new process. A Personal Development Plan Template will go before the committee in December as well as a review of English language requirements. In the new year two meetings will take place without course proposals being considered where major topics for discussion will include: conflict resolution proposal (WP6), doctoral structures, LERU update, Dean's Annual Report, Calendar changes, and revisions to the research supervision agreement. The Dean invited members to submit additional issues for future meetings of GSC.

> **Action GS/23-24/011** The Dean invited members to submit additional issues for future GSC meetings.

XX **GS/23-24/012 Introduction to the ESD Fellows and their work – Prof. Sarah-Jane Cullinane (Lead on the ESD Fellows) to present and Prof. Jane Stout, VP For Biodiversity & Climate Action (Provost's Office) to attend**

The Dean welcomed Prof. Sarah-Jane Cullinane (Lead on the Education for Sustainable Development (ESD) Fellows) and Prof. Jane Stout, VP For Biodiversity & Climate Action (Provost's Office) to present a very brief introduction to the concept of ESD Fellows and the project goals. A more substantive discussion will take place at the October meeting.

Prof. Stout noted that since the commencement of the project in May 2023, the ESD Fellows have developed an initial work plan to begin the consultation and development process to achieve the primary aim of embedding ESD in Trinity curriculum. In June 2023, the ESD Fellows presented their progress and work plan for 2023/24 to the ESD Education Advisory Group which included the Dean of Graduate Studies. The Fellows developed a Trinity sustainability strategy around three main high level targets of Climate, Biodiversity and Health to be implemented through four pillars of activity such as Education, Research, Operations and Community. As PGT programmes sit both in Education and Research, internal lists of actions have been identified within the two pillars. One of the first goals under Education is to develop an Implementation Plan for the Education Strategy. The aim is to bring the strategy and the accompanying action plan to the next GSC for endorsement.

Prof. Cullinane briefed the meeting on the ESD team membership. She clarified that in May 2023, an interdisciplinary team of five ESD Fellows coming from across all Faculties was appointed following a call to all academic staff to apply for these seconded roles. The ESD Fellows are Prof. Sarah-Jane Cullinane (Trinity Business School), Prof. Cicely Roche (School of Pharmacy), Prof. Carlos Rocha (School of Natural Sciences), Prof. Felix Mezzanotte (School of Law) and Prof. John Gallagher (School of Engineering), and they comprise the ESD Working Group of the project governance. Dr Pauline Rooney from Academic Practice (AP) is the Project Director and Ms Nicola Byrne is the Project Manager. The team is a collaboration between AP in Trinity Teaching and Learning and Trinity Sustainability supported by HEA SATLE funding. A research assistant has also been recruited to work on establishing Trinity as a "Living Lab". An interdisciplinary group of students are now being hired to help co-create the Implementation Plan and a "novis interdisciplinary common module". Prof. Cullinane explained the steps taken in the first few months towards formulating the project objectives. Relevant competencies for sustainability were identified for graduates to develop during their studies, and so were the learning outcomes and pedagogies which will support their development. The education objectives of the Trinity Sustainability Strategy underpin the development of an ESD Implementation Plan for the next two years. The plan is focused in the first instance on the undergraduate curriculum but in due course feasibility studies will be undertaken to identify PGT curricular pathways to accommodate sustainability objectives either by a designated module built into the programme, taken outside the programme or inter-twined through the programme. A number of Schools have already volunteered to pilot the module next year. The module would need to be adapted to the varied needs of every participating School. An additional focus for the ESD team would be consultations with their main stakeholders such as USC, GSC and SU, meeting with DUTLs and DTLPs and various student groups to talk about how the proposed plan might impact their Schools to create a shared vision in a realistic time span. Existing UG/PG modules and programmes that already develop sustainability competencies are being mapped and DTLPs are asked to pass on relevant feedback to the project team's repository of case studies.

> **Action GS/23-24/012** DTLPs to pass on feedback on existing PG modules and programmes in their Schools which already develop sustainability competencies via a designated email account of sustainability@tcd.ie.

Prof. Cullinane concluded that the team's objectives will also identify necessary support mechanisms to achieve integration of ESD into curriculum and methods to overcome barriers, such as accreditation constrains, and opportunities to support sustainability innovation across College. Online and in-person ESD resources for staff development including graduate teaching assistant training and a dedicated reflective module for staff development to imbed sustainability no matter what one teaches will be set up and the potential will be explored for establishing Trinity as a "Living Lab". Real world sustainability problems will be identified with external stakeholders such as community groups or NGOs and internal stakeholders i.e., professional staff in the Facilities and Health Services. These problems will then be used for assessment in classroom-based modules supporting thereby module coordinators in building real world sustainability scenarios into their teaching.

The ESD team's ask of GSC is to provide them with feedback on the ESD Implementation Plan at the October meeting and help them thereby identify options available for embedding ESD in PGT programmes.

In a short discussion which ensured the following comments were made:

  i)   Students in the School of Medicine are already supportive of inclusion of sustainability topics into the medical curriculum with the focus on Health being the School mission. The Implementation Plan should be sufficiently flexible to make room for each School's working definition of sustainability-related topics. The School of Medicine focuses through the prism of Health on sustainable development goals, climate change and public health along the motto of Healthy People – Healthy Planet which might not be of interest to other Schools in College with their own perspectives on sustainability boundaries in their specific disciplines.

  ii)   Prof. Cullinane responded that the issue has been under discussion already within the team as its members represent different disciplinary perspectives on sustainability. The sustainability module currently under ESD team's development for academics in College will not develop specific themes but student competencies around future anticipatory thinking and systems thinking and designing activities around them to be applied in the student's disciplinary context. The module will consist of five blocks of content with abundant flexibility for discipline-specific delivery. Support training for staff will also be set up.

  iii) Members were supportive of the ESD initiative which fits into sustainability-focused activities that Schools are currently pursuing.

  iv)   School of Business will be bringing a new Masters course in Responsible Business and Sustainability developed around the idea of sustainability. The already implemented Master in Global Challenges for Sustainability (under the CHARM EU international initiative) also offers sustainability-focused modules.

The Dean thanked both Prof. Cullinane and Prof. Stout for their presentation. In conclusion, it was confirmed that all feedback should be forwarded to the team via a designated email account of sustainability@tcd.ie.

XX   GS/23-24/013 Any Other Business
The Dean noted that that the Inaugural National Thesis in 3 Competition is to run on the 15th November at a lunchtime event in a city centre venue under the auspices of the IUA. An award winner from last year will be representing Trinity. DTLPs are asked to encourage students to participate, and academics are also welcome to attend. Each university has undertaken to ensure that at least ten students will be present in the audience. The essential part of the Thesis in 3 competition is presentation to peers i.e., fellow PGR students from all over Ireland of just 3 slides and explain an entire thesis in just 3 minutes. A reception will follow the competition.

> **Action GS/22-23/013:** The Dean to circulate a reminder to DTLPs about the event. DTLPs to encourage other PGR students in their School to attend the event

XX   Section B for Noting and Decision

XX   GS/23-24/014 Discontinuation of SS7MC3 Micro-credential from 2023/24 – Memorandum from Prof. Stephanie Holt (Head of School of Social Work and Social Policy)
A Memorandum from Prof. Stephanie Holt, Head of School of Social Work and Social Policy, was seeking permission to discontinue the Micro-credential entitled SS7MC3 - Digital Technologies in Human Services (10 ECTS) from 2023/24. The Micro credential topic and materials will be redesigned

for delivery in the future as a 5 ECTS Micro credential, based on pilot feedback.

> **Decision GS/23-24/014 :** The committee recommended for Council approval to discontinue the Micro-credential entitled SS7MC3 - Digital Technologies in Human Services (10 ECTS) from 2023/24.

XX   GS/23-24/015 Discontinuation of HCI 1 Postgraduate Diploma in Entrepreneurship Biotech & Pharma from 2023/24 (School of Medicine)
A request from the School of Medicine to cease the Postgraduate Diploma in Entrepreneurship Biotech & Pharma from 2023/24 was considered on the grounds that the course was only funded for one year in 2022/23 under HCI Pillar 1 and is being replaced by a new Masters in Entrepreneurship of Smart Medicines funded under HCI Pillar 3.

> **Decision GS/23-24/015 :** The committee recommended for Council approval to cease the Postgraduate Diploma in Entrepreneurship Biotech & Pharma from 2023/24.

XX   GS/23-24/016 Access to online Module STP80080 Foundations of Data Science from 2023/24 - Memorandum from Prof. Simon Wilson, Director of Postgraduate Certificate in Statistics and Data Science (School of Computer Science and Statistics)

A Memorandum from Prof. Simon Wilson, Director of Postgraduate Certificate in Statistics and Data Science in the School of Computer Science and Statistics was requesting that, firstly, one of the new online modules for the PG Certificate in Statistics and Data Science, namely STP80080 'Foundations of Data Science', will run as a standalone module available in 2023/24 only to those students who have successfully completed the PG Cert in Statistics (online) in 2021/22 or 2022/23, and secondly, that advanced admission will be allowed to Year 2 of the new Statistics and Data Science framework course scheduled to commence in 2024/25 as there are some students who plan to register on it but who need to take STP8008 beforehand in the coming academic year 2023/24.

> **Decision GS/23-24/016 :** The committee recommended for Council approval both requests from Prof. Simon Wilson.

XX   GS/23-24/017 Proposal to amend access to PG programmes for applicants graduating from universities in the Philippines – Memorandum from Kim Gilfillan, Regional Manager for South-East Asia (Trinity Global)
A Memorandum from Kim Gilfillan, Regional Manager for South-East Asia (Trinity Global) was requesting that, firstly, "cum laude" graduates from the prestigious universities of the Philippines also be allowed entry into Trinity PGT programmes (their GPA equivalent is above the 3.2 threshold required by Trinity Admissions), and secondly, that graduates with a Bachelor's degree from the Asian Institute of Management (AIM) in the Philippines also be allowed entry into Trinity PGT programmes. ECCTIS lists AIM as a prestigious university along with the other top 4.

> **Decision GS/23-24/017 :** The committee recommended for Council approval both recommendations from the Regional Manager for South-East Asia (Trinity Global).

XX   GS/23-24/018 Correction to memorandum dated 21/04/2023 – Memorandum from Lizzie Whitcher, Secretary to GSC sub-committee on Micro-credentials
The memorandum on approved Micro-credential proposals dated 21 April 2023 (item 21 on the Agenda) included an incorrect course title of "Life Cycle for Engineering Practice" Level 9, 5 ECTS, to commence Semester 2, 2023/24 in the School of Engineering whereas the correct title is "Measuring Environmental Impact: Life Cycle Assessment for Engineers". The title was amended at the request

of the GSC sub-committee on Micro-credentials prior to the April meeting of the GSC. The title has since been amended in the course proposal and on the Academic Affairs website.

>**Decision GS/23-24/018 :** The committee recommended for Council approval the corrected MC title from "Life Cycle for Engineering Practice" to "Measuring Environmental Impact: Life Cycle Assessment for Engineers".

XX   **GS/23-24/019 Replacement members of sub-committee on Micro-credentials for 2023/24 - Memorandum from Lizzie Whitcher, Secretary to GSC sub-cttee on Micro-credentials**
Proposed committee membership changes for 2023/24 were circulated to members.

>**Decision GS/23-24/019 :** The committee recommended for Council approval of the proposed committee membership changes for 2023/24.

XX   **Section C for Noting**

XX   **GS/23-24/020 Postgraduate Programme/Course Structures – Memorandum from Linda Darbey Asst. Academic Secretary: Academic Affairs (TT&L)**
A memorandum from Ms Linda Darbey, Assistant Academic Secretary: Academic Affairs, detailing PGT programme/course structure combinations possible in Trinity at present was postponed for consideration until a further meeting.

The Dean thanked all the committee members. There being no other business, the meeting ended at 12.15pm.

Prof. Martine Smith   Date: 14 September 2023