



**GRADUATE STUDIES COMMITTEE**

Minutes of the meeting held in College Boardroom in Trinity Business School  
at 10am on Thursday 14 November 2024

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**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 Loughlin, School of Biochemistry & Immunology

Professor Wladislaw Rivkin, Trinity Business School

Professor Iouri Gounko, School of Chemistry

Professor Gavin Doherty, School of Computer Science and Statistics

Professor Evangelia Rigaki, School of Creative Arts

Professor Noel Ó Murchadha, School of Education

Professor Breiffni Fitzgerald, School of Engineering

Professor Jane Suzanne Carroll, School of English

Professor Russell McLaughlin, School of Genetics & Microbiology

Professor Rachel Moss, School of Histories & Humanities

Professor Jennifer Edmond, School of Languages, Literatures & Cultural Studies

Professor David Prendergast, School of Law

Professor Paul Conroy, School of Linguistic, Speech & Communication Sciences

Professor Stefan Sint, School of Mathematics

Professor Stephen Maher, 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 Selim Gulesci, School of Social Sciences & Philosophy

Professor Eavan Brady, School of Social Work & Social Policy

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

Ms Breda Walls, Director of Student Services

Dr Geoffrey Bradley, Information Technology Services

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

Ms Ewa Sadowska, Administrative Officer (Academic Affairs, TT&L)

*In attendance for all items:*

*Guest:* Mr Eoghan Gilroy, TCD SU Education Officer

Prof. Immo Warntjes, Associate Dean of Research representing Prof. Sinéad Ryan, Dean of Research

*In attendance for Postgraduate Renewal Items:*

Ewa Adach, Programme Analyst and Coordinator (PG Renewal)

*Apologies:*

Professor Padhraig Fleming, School of Dental Science  
Professor Ana Perez-Luno, Academic Director, Portal  
Professor Sinéad Ryan, Dean of Research

Dr Cormac Doran, Assistant Academic Secretary, Graduate Education (TT&L)  
Ms Patricia Callaghan, Academic Secretary (TT&L)  
Ms Leona Coady, Programme Director, Postgraduate Renewal Programme  
Ms Frances Leogue, IT support Administrative Officer, Office of the Dean of Graduate Studies  
Aoife Kelly, Programme Administrator (PG Renewal)

Postgraduate Representatives

TCDSU/AMLCT PGR Representative: Ms Almudena Moreno Borrallo

TCDSU/AMLCT PGT Representative: Ms Orla Richard

In attendance for individual items:

Prof. Steven Kilroy (Trinity Business School) for item GS/24-25/034

Ms Victoria Butler, Secretary to the College/ Director of Governance (Secretary's Office) and

Ms Sheena Brown, Project Manager (Office of the College Secretary) for item GS/24-25/035

The Dean noted that two newly elected Postgraduate Representatives i.e., Ms Almudena Moreno Borrallo (PGR Rep – returning to the committee from the previous year) and Ms Orla Richard (PGT Rep), still to be approved by Council, are due to join the Graduate Studies Committee for 2024/25. She invited Mr Eoghan Gilroy, TCD SU Education Officer, to update members on the recent elections. Around 180 PG Reps have been elected across all Schools from PGT and PGR cohorts. Nominations have been opened for PG Rep roles on various committees in Schools and Faculties, and PG positions have been filled on all principal committees of Board and Council. A full-time PGT sabbatical officer, along with other six SU sabbatical officers, will be elected in February for the following academic year. Certification of elected PG Reps on individual PGT courses is ongoing. Training will be provided to PGT and PGR Reps. The Dean thanked the TCD SU Education Officer for his pivotal role in managing the election process and encouraged Schools to keep lines of communication open with the SU to improve the process for the following year.

**XX Section A**

**XX GS/24-25/032 Minutes of GSC of 17 October 2024**

The minutes were approved as circulated.

**XX GS/24-25/033 Matters Arising**

The Dean advised members that all Actions from the 17<sup>th</sup> October meeting had been completed or attended to. However, decisions from that meeting's Agenda A and B will be submitted for approval to the next Council on the 20<sup>th</sup> November as the last Council on the 16<sup>th</sup> October only considered the September GSC minutes. Most Matters Arising were closed off and covered in the Dean's memorandum circulated in advance of the meeting.

**XX GS/24-25/034 Revised MBA: Proposal to reduce credit volume on the FTMBA, EMBA, and FEMBA Programmes from 120 ECTS to 90 ECTS and align all MBA Strands from 2025/26 - Prof. Steven Kilroy, Full-Time MBA Director (TBS) to present**

The Dean welcomed Prof. Steven Kilroy and clarified that she will speak to the circulated proposal first and will then hand the microphone over to him to take queries from the floor. She noted that issues related to workload, student performance and consistency across the three constituent MBA

programmes have been identified over recent years. To address these, the proposal asks that the current weighting of 120 ECTS be reduced in line with MBA market norms to 90 ECTS. In addition, and in parallel, a realignment of the MBA, EMBA and FEMBA with each other is sought around 8 core 5ECTS modules, one core strategic project module (25ECTS) with the remaining 25 ECTS accrued through a choice of modules associated with specific pathways – the aim being to maximize the potential synergies across the MBA constituent programmes.

Additional core changes consist of re-articulating program learning outcomes (with one outcome removed) enhancing the programme focus on practical application of knowledge rather than its acquisition, integrating emerging technologies into the curriculum and strengthening the emphasis on sustainability.

In particular, the Dean asked members to reflect on the proposed ways of managing current part-time students and those who might have to step out of the programme during the transition period 2025/26, and legacy students seeking to return to the programme from the off books period. Two options offered by the School propose that students either complete 120 ECTS in line with Calendar regulations when they first registered or that they carry over completed ECTS and make up any outstanding credits to reach the new revised total of 90 ECTS. However, a number of difficulties were identified with the proposed scenario:

- 1) Legacy students might have gone off books having already accumulated 90 ECTS. It would be problematic to give such students a free pass to graduate upon their return to the revised course. However, the TBS DTLP noted that there might not be any legacy students currently off books in this category so the difficulty might not arise, and no additional regulation might be required.

**Action GS/24-25/034(i):** TBS DTLP to check on legacy MBA students currently off books and return feedback to the Dean. Should there be no legacy MBA students currently off books due to return in 2025/26 the note to that effect will be included in the Council submission without any corresponding regulatory provision.

- 2) Current students to be allowed to choose 90 ECTS instead of 120 ECTS in the transition year 2025/26 - this will provide them agency and autonomy and alleviate any potential concerns about the credit reduction. However, the Dean's view was that the default position from the perspective of maintaining the MBA integrity should be that students complete the credit volume they originally signed up to, to ensure pedagogical and academic equity of students' treatment across cohorts. An alternative solution of allowing a current student to do 90 ECTS instead of the 120 ECTS in the transition year might only be considered exceptionally on a case-by-case basis. Since the MBA credit volume adjustment applies to continuing students in one year of 2025/26, and all three MBA programmes will transition to 90 ECTS thereafter no difficulties will arise for new cohorts recruited to enter the programme from 2025/26.

**Action GS/24-25/034(ii):** TBS DTLP to re-phrase the regulation in the Council submission pertaining to current MBA students going through the 2025/26 transition year that the default position from the perspective of maintaining the MBA integrity is that they complete the credit volume of 120 ECTS which they originally signed up to upon their first registration to ensure pedagogical and academic equity of students' treatment across cohorts.

The issue of alumni's dissatisfaction with the proposed programme credit volume reduction devaluing the MBA award and denting thereby the qualification has been raised. Prof. Kilroy noted that the proposed lower programme credit volume will not compromise the depth of the course as available core modules will have a number of sessions increased from six to eight. Although the range of modules will be reduced, the time available to students to explore issues in more depth on the existing modules will be increased.

Historically speaking, the original MBA carried 150 ECTS subsequently reduced to the current 120 ECTS as the international MBA standard changed over time. Admittedly, some students may see higher credit volume reflecting a higher academic rigour of the programme but a wide-ranging comprehensive market research with students, industry and alumni conducted by the School has shown that current international MBAs offer programmes of 90 ECTS ensuring more in-depth study on fewer modules. With 120 ECTS, the current MBA in Trinity stands out. Recruitment for industry positions with an MBA degree is carried out globally across the wide-ranging universities and given that at the present time the standard is 90 ECTS, current graduates from Trinity may be disadvantaged. This potential disadvantage arises from the requirement to complete 120 ECTS, demanding a higher workload from students with more assessment possibly resulting in lower grades upon completion of the programme and the loss of competitive advantage on the job market. The TBS DTLP concluded that there are inevitably pros and cons to the proposed MBA ECTS volume reduction but on balance, aligning Trinity's MBA with the current industry standard will benefit the programme more than going "our own way" with 120 credits.

A query has arisen about the credit volume of only 25 ECTS allocated to the research/company-aligned strategic group project. The TBS DTLP explained that all three constituent MBA programmes share that module which allows for a practical project to be carried out by a team of students with a focus on application of chosen management issues. The approach aligns with other MBAs programmes across the industry. The module current 25 ECTS credit volume creates thereby more space for additional taught module content still keeping the MBA in line with other Masters programmes in Trinity with their 30 ECTS research modules, even though most of international MBAs have more reduced credit volume for the group project than is the case in Trinity. The Dean added that Council had already approved that 25 ECTS credit volume by special derogation for the MBA, and therefore it was not part of the queried elements of the proposed new changes but an integral component of the established MBA.

In response to a query about students exiting with Postgraduate Diploma award, the MBA Director clarified that they need to complete 60 ECTS of taught modules to qualify for one. That award is extremely rare and not an option of choice but of necessity for students.

**Action GS/24-25/034(iii):** An undertaking to be made in the submission for Council for assessment and progression regulations for Postgraduate Diploma exit award to be articulated for inclusion into the Calendar III for 2025/26 across all three MBA programmes with reduced credit volume to 90 ECTS.

The Dean has noted that the committee were satisfied to recommend the proposal to Council without the need for an external review.

**Decision GS/24-25/034:** The committee has recommended the proposal to reduce the MBA programme credit volume on all its three strands from 120 ECTS to 90 ECTS from 2025/26 to Council without the need for an external review.

The Dean thanked Prof. Steven Kilroy for his presentation, the TBS DTLP for his additional clarifications and members for their contribution to the discussion.

**XX GS/24-25/035 Revised Fitness to Practise Policy – Ms Victoria Butler, Secretary to the College/ Director of Governance to present and Ms Sheena Brown, Project Manager (Secretary’s Office) to attend**

The Dean welcomed Ms Victoria Butler, Secretary to the College/Director of Governance and Ms Sheena Brown, Project Manager (Secretary’s Office) to discuss the extensively revised Fitness to Practise policy. The Secretary to the College/Director of Governance spoke to the circulated policy and noted that it was being subjected to a first comprehensive review since 2011 based on wide consultations. She explained the reasons for the proposed changes, listed the proposed changes and referred to the consulted stakeholders. She noted that the robustness of the policy emphasises the obligation of the university to protect the public (patients), to enhance governance structures and processes at School and College level, to introduce informal and formal advice and support procedures, to enhance transparency in decision-making and to resolve any ambiguity in relation to the distinction between fitness to practise matters and disciplinary offences.

The following discussion ensued primarily with the involvement of DTLPs from Schools which use the Fitness to Practise Policy:

- 1) The School of Linguistic, Speech & Communication Sciences DTLP raised a query in relation to the speech and language therapy discipline seeking for the policy to define characteristics of “professional behaviour” such as adequate communication, interpersonal and team working skills, patient communication skills, technical knowledge and abilities. The Project Manager expressed concern that such specifications might be too granular but advised that each School can develop its own local policy with procedures fitting disciplinary requirements. Schools can send their policies to the Secretary’s Office for review to ensure that they align to the College policy.

**Action GS/24-25/035(i):** Schools to send their policies on fitness to practise to Secretary’s Office for review to ensure that they align to the College policy.

- 2) The School of Medicine DTLP stated that his School welcomes the proposed revisions but noted concern about Section 6.7 on students with disabilities. The Project Manager advised that he send his feedback to the Secretary’s Office to be assessed from the legislative perspective by the Director of the Disability Service involved in supporting the policy revisions.

**Action GS/24-25/035(ii):** DTLPs to send additional feedback on College Fitness to Practise policy to Secretary’s Office.

- 3) The School of Pharmacy & Pharmaceutical Sciences DTLP raised an issue of appropriate record keeping related to students’ cumulative transgressions. A log of activities should be kept by Schools and a provision for that has been added to the policy after the USC meeting. The DTLP also suggested that templates around communications coming to students from Schools be provided by the Secretary’s Office.

**Action GS/24-25/035(iii):** Secretary’s Office to provide templates around communications to students from Schools to do with fitness to practise.

- 4) The School of Education DTLP noted that colleagues from his Schools will be happy to provide additional feedback in relation to the policy.

Graduate Studies Committee was asked to approve the draft revised policy which had been approved by Executive Officers Group on 30 October 2024 and Undergraduate Studies Committee on 5 November 2024. Once endorsed by the GSC, the revised policy will be considered by Risk and Compliance Committee before progressing to Council, and Board for final approval. The committee approved the draft revised policy.

**Decision GS/24-25/035:** The committee approved the draft revised Fitness to Practise Policy.

The Dean thanked the Secretary to the College/Director of Governance for her presentation, the Project Manager for her clarifications and members for their contribution to the discussion.

**XX GS/24-25/036 Horizon 2: PGR monthly update (November) – Ms Leona Coady, PG Renewal Programme Director, to present**

The Dean took the agenda item in the absence of Ms Leona Coady (PG Renewal Programme Director) attending a Finance Committee meeting. The Dean will be bringing to the December meeting a proposed structure around the PGR students. In relation to the “Curriculum” pillar (WP#1), intensive work is in progress on an abridged approval process for amendments to existing PGT courses. Ms Rima Fitzpatrick (Assistant Academic Secretary – Academic Affairs) driving the task provided an additional brief update. A framework on conflict management within the supervision will be coming to the GSC early in the new year. And finally, the student lifecycle pillar was busy with a current focus on integrating PGR student processes into SITS.

**XX GS/24-25/037 Any Other Business**

**(i) LERU Doctoral Studies Policy Group: Dean of Graduate Studies update**

The LERU Doctoral Studies Policy Group met during Reading Week and discussed a number of issues. One of the key debated items was how to widen PGR student participation by increasing diversity, identifying barriers to wider participation across age, socioeconomic and demographic dimensions and establishing what strategic actions can be taken to remove impediments. Funding agencies are increasingly looking for diversity amongst level 10 students.

The 2<sup>nd</sup> theme was on the impact of the PhD and how to articulate it from the societal perspective. Research funding is coming under increased pressure and the visibility of doctoral research at the societal level needs to be enhanced to ensure that science and research funding is protected.

A EURODOC representative attended some of the discussions and represented the interests of PGR students in relation to the agenda items. It was noted that EURODOC promotes the benefits to PGR candidates who have an employee status in numerous European universities. In Ireland such a change of status would be a government matter not in the gift of universities.

A separate discussion issue was to do with joint, dual and double awards. LERU universities either actively promote these awards, permit them but do not promote them, or do not offer them. Trinity is in line with the IUA in preferring joint awards representing a true collaboration amongst participating universities.

**(ii) VLE: Dean of Graduate Studies update**

The Dean referred to an email circulated during the week from herself and the Senior Lecturer and Dean of Undergraduate Studies on the Trinity's Learning Management System (LMS) to be upgraded from Blackboard Original to Blackboard Ultra as an interim measure for the next few years, with the aim for all modules to be hosted on Blackboard Ultra at the beginning of the academic year 2025/26. Over four thousand modules will need to be uploaded in Blackboard Ultra. Training, support and materials will be provided to enable staff in the transition to the new system. The Information Technology Services representative noted that a small group of volunteer academics has already been trained up and successfully transferred their modules to Blackboard Ultra. The general feedback so far has been positive especially from students using the new platform. DTLPs were requested to ensure that colleagues engage with the training on offer and ensure a timely migration of modules, to support an orderly transition to the new platform for 2025/26.

**Action GS/24-25/037(ii):** DTLPs to ensure that colleagues engage with Blackboard Ultra training to support a timely migration of modules and an orderly transition to the new platform for 2025/26.

**(iii) Research Assessment Workshop: Dean of Graduate Studies update**

The workshop's theme explored how to reflect the CoARA agenda on assessment of research achievements in the context of PGR students particularly where the ambition is to move away from traditional metrics like the number of publications in high-impact peer-reviewed journals. Students who aim to pursue an academic career after graduation should not be disadvantaged by planned alternative approaches to assessment of research achievements. Feedback from the workshop will be disseminated by participating Trinity students in College amongst PGR students with the support of the Office of the Dean of Graduate Studies. Prof. Rachel McLoughlin, also the workshop's participant, noted that any research assessment reform will need internationally agreed norms and standards legitimising such assessment as otherwise Trinity graduates will not be competitive internationally applying for Post-Doc positions to universities globally.

**(iv) 3 minute thesis (3MT): Dean of Graduate Studies update**

The Dean shared her hugely enthusiastic experience from the national 3MT competition which took place the day before. A student from UCC won the overall prize. The Dean requested that Schools encourage their PGRs to take part in the next competition.

**Action GS/24-25/037(iv):** Schools to encourage their PGRs to take part in the next 3 minute thesis competition.

**(v) Restructuring Academic Year:** The discussions started the previous year but did not result in any change addressing the highly compressed assessment period around the end of each semester especially problematic around the supplemental period. The recent discussions identified one seemingly viable scenario for further consultations across Schools and subsequently by the USC, GSC and Council.

**XX Section B for Noting and Approval**

**XX GS/24-25/038 Revised MPhil in Theology and Social Justice – resubmission from School of Religion, Theology, and Peace Studies**

The course proposal was thoroughly discussed at the previous GSC meeting resulting in useful feedback on the course structure, particularly in relation to the research module, as well as the need to align learning outcomes to each award (as per Action GS/24-25/018). The School has taken all suggestions on board and Prof. Garrigan amended her proposal in line with the committee's recommendations. The revised version has been re-submitted for a final sign off by the GSC for Council approval without the proposer to attend the meeting. The committee endorsed the revised course MPhil proposal in Theology and Social Justice.

In conclusion, the Dean called out a particular difficulty in securing an external reviewer for the course proposal which has not gone out for an assessment yet for no lack of trying. Sourcing reviewers have proven difficult in general. The Dean put forward two suggestions to address the difficulty without compromising the reviewer's objectivity and independence that the Committee endorsed. Current external examiners will be permitted to be approached to act as external reviewers for new course proposals for an additional fee. Potential reviewers to be contacted informally to agree to put their names forward and confirm their availability to complete the assessment in a timely manner.

**Decision GS/24-25/038:** The committee recommended for Council approval the resubmitted MPhil course proposal in Theology and Social Justice revised in line Action GS/24-25/018 subject to positive external review.

**XX GS/24-25/039 MSc in Hospital Pharmacy – change of start date from January 2026 to September 2025 - Request from School of Pharmacy and Pharmaceutical Sciences**

The Committee noted that the School Executive Committee seeks to change the start month of the MSc Hospital Pharmacy from January to September with the first September intake in September 2025. The course has an intake of students every second year, and the number of students has been declining in recent years. The proposed shift to a September entry aims to bring the course in line with external competitor courses, which have a September intake. It is hoped that it will make the programme more attractive to potential applicants thus increasing student cohorts. No change to the course structure was proposed. The Academic Registry has provided assurance that the change and the consequent overlap of cohorts can be accommodated. In response to a query, the School DTLP explained that student numbers are small and any student returning to the revised course will be re-joining the same course curriculum and structure although at a different time point.

**Decision GS/24-25/039:** The committee recommended for Council approval the proposed change to the start month of the MSc Hospital Pharmacy from January to September with first September intake in September 2025.

**XX GS/24-25/040 Two new Entry Routes into the Professional Master of Education (Post Primary): Computer Science and Chinese 2025/25 - request from School of Education**

The Committee endorsed a request from the School of Education to add two new entry routes to the Professional Master of Education from the 2025/26 intake *via* Computer Science and Chinese, in line with the existing modules in these subject areas (EDPT1012 and ET7907 respectively). The current fees for the PME programme are the same across all existing subject specialisms and will be the same for the proposed new admission routes. It is anticipated that adding the two entry routes will increase recruitment onto the programme.

**Decision GS/24-25/040:** The committee recommended for Council approval the proposed two entry routes to the Professional Master of Education from the 2025/26 intake *via* Computer Science and Chinese, in line with the existing modules in these subject areas (EDPT1012 and ET7907 respectively).



**XX GS/24-25/041 Suspension of PG Cert in 21st Century Teaching and Learning for 2025/26 - request from School of Education**

The Committee endorsed a request from the School of Education to extend the suspension of the Postgraduate Certificate in 21st Century Teaching and Learning for 2025/26. The School has already secured Council permission for the 2024/25 suspension, on financial grounds and to review the programme. The Dean advised that a two-year suspension is the maximum permission and a decision will need to be taken for the following year either to reconfigure the course or close it down.

**Decision GS/24-25/041:** The committee recommended for Council approval the proposed extension of the suspension of the Postgraduate Certificate in 21st Century Teaching and Learning for 2025/26.

**XX GS/24-25/042 Cessation of Postgraduate Certificate in Immune Therapies and Postgraduate Diploma Top up in Immune Therapies as of 2024/25 – request from Heads of School of Biochemistry & Immunology and Medicine**

The HCI-funded Postgraduate Diploma in Immune Therapies [Top up] and Postgraduate Certificate in Immune Therapies (DPCMD-ITHF-1P09) offered between two Schools of Biochemistry & Immunology and Medicine has not successfully recruited despite several years of effort. It did not commence in 2022/23 nor in 2023/24 due to a lack of enrolments despite significant marketing efforts and meetings with industry representatives; the September 2024 intake resulted in only two enrolments. The Schools are not in a position to further support the course and its staff financially and Heads of both Schools seek permission to close down the course as of 2024/25.

**Decision GS/24-25/042:** The committee recommended for Council approval the proposed closure of the Postgraduate Diploma in Immune Therapies [Top up] and Postgraduate Certificate in Immune Therapies (DPCMD-ITHF-1P09) as of 2024/25.

**XX Section C for Noting**

**GS/24-25/043 Horizon 2 (Supervision): Proposed guidelines to support teaching and learning activities provided by postgraduate research students - Prof. Rachel McLoughlin (Lead, Work Package#2 Research) to present**

An earlier version of the guidelines, extensively discussed at the May GSC meeting, were subsequently approved by Council in June 2024, subject to further engagement with students. That consultation has now taken place, with some minor adjustments incorporated into the circulated document enhancing its clarity. Prof. Rachel McLoughlin spoke to the recent engagement with fourteen students *via* a focus group in October and resulting changes. TCD SU endorsed the revised guidelines after the October consultations.

A short discussion ensued with the following issues raised:

- 1) In relation to a query in reference to Section 2 point 8 on teaching allocation criteria for particular roles, the Dean made clear that “roles” were meant in broad general terms.
- 2) On PGT multi-disciplinary courses co-delivered across more than one School, the School to which the PGR student is registered is responsible for advising its PGR cohort of teaching opportunities. However, the responsibility needs to be confirmed on a case-by-case basis to ensure that the correct School has been identified to process the student’s payment claim *via* the correct cost code owned by the School which owns the programme.
- 3) Schools need to be transparent about internal payment deadlines for students to submit their claims to ensure that they are paid by the payroll in a timely manner.

- 4) The School DTLP stated that the School of Medicine requires for PhD students who wish to teach on Masters courses to have graduated with a Masters degree. The Dean noted that such a requirement must be clearly communicated within the School by means of the PGR handbook and the PGR orientation event. It has been acknowledged that Schools may have different local requirements on the issue.
- 5) A query arose whether non-resident PGR students, most of whom would not be Irish taxpayers, can be assured of having teaching opportunities “equal” to those available to on-site students. Although, it is feasible to deliver some types of teaching online, relevant to the student’s discipline, but non-resident students will be excluded from some formats due to not being physically in College. However, payment is depended on students having a PPS number which makes processing payment to non-resident students an administratively challenging task.
- 6) “Marking” of student work is covered as an activity which PGR students can be involved in and will be explicitly included in the list of acceptable activities in the guidelines.

**Action GS/24-25/043(i):** “Marking” of student work to be explicitly included in the list of acceptable activities in the guidelines.

The Dean thanked Prof. Rachel McLoughlin (Lead, Work Package#2 Research) for bringing the guidelines project to a successful conclusion. She noted that a communication with the final guidelines’ iteration will shortly go out to DTLPs to be shared within their Schools.

**Action GS/24-25/043(ii):** “Guidelines to support teaching and learning activities provided by postgraduate research students” as finalised at the November GSC meeting to be forwarded to Schools for distribution.

The Dean thanked all the committee members. There being no other business, the meeting ended at 11.45am.

Prof. Martine Smith

Date: 14 November 2024