



A meeting of the Undergraduate Studies Committee was held on 24 April 2018 at 2.15pm in the Boardroom.

Present: Professor Gillian Martin, Senior Lecturer/Dean of Undergraduate Studies (*Chair*)
 Professor Kevin O’Kelly, Dean of Students
 Ms Patricia Callaghan, Academic Secretary
 Professor Aidan Seery, Senior Tutor
 Professor Kevin Mitchell, Associate Dean of Undergraduate Science Education
 Professor Kristian Myrseth, School of Business
 Professor Paula Colavita, School of Chemistry
 Professor Nicholas Johnson, School of Creative Arts
 Professor Mike Brady, School of Computer Science and Statistics
 Professor Derek Sullivan, School of Dental Science
 Professor Stephen Minton, School of Education
 Professor Alan O’Connor, School of Engineering
 Professor Alice Jorgensen, School of English
 Professor Peter Cherry, School of Histories and Humanities
 Professor Paul Eastham, School of Physics
 Professor Elizabeth Nixon, School of Psychology
 Professor Mark Hennessy, School of Natural Sciences
 Professor Naomi Elliott, School of Nursing and Midwifery
 Professor Cathriona Russell, School of Religions, Peace Studies and Theology
 Professor Stephen Matterson, Director of TSM
 Professor Michael Wycherley, School of Social Sciences and Philosophy
 Professor Philip Curry, School of Social Work and Social Policy
 Professor Rachel Hoare, School of Languages, Literatures and Cultural Studies
 Ms Siobhán Dunne, Library Representative
 Ms Alice Mac Pherson, Education Officer, Students’ Union
 Ms Sally Anne McCarthy, Student Representative

Apologies: Professor Pauline Sloane, School of Linguistic, Speech and Communication Sciences
 Professor Joe Harbison, School of Medicine
 Professor John Walsh, School of Pharmacy and Pharmaceutical Sciences
 Professor Vladimir Dotsenko, School of Mathematics
 Mr John O’Neill, Director, Academic Affairs Office, Trinity Teaching & Learning
 Professor Derek Nolan, School of Biochemistry and Immunology
 Professor Frank Wellmer, School of Genetics and Microbiology

In attendance: Ms Marie McPeak, Academic Affairs Office, Trinity Teaching & Learning; Dr Ciara O’Farrell, Senior Academic Developer, CAPSL, Trinity Teaching & Learning; Ms Leona Coady, Director of Academic Registry; Professor Ailbhe O’Neill, School of Law

The Senior Lecturer/Dean of Undergraduate Studies opened the meeting and noted apologies from members.

USC/17-18/067 Minutes of the meeting of 20 March 2018

The following corrections to the minutes of the meeting of 20 March 2018 were noted:

- Under item USC/17-18/059 Proposal for a new Undergraduate Course B.A. in Religion, Page 3-4. The current minute reads:
 In response to a query on whether or not the discrete specialisations would be available as part of the Joint Honors route, it was confirmed that incoming students from 2019/20 would apply for “Religion” in this entry mechanism and

would be on the 'Religion and Theology' pathway. A choice of specialisation pathways will only be available to students who enter the Single Subject programme.

The minute should be amended to read:

In response to a query on whether or not the discrete specialisations would be available as part of the Joint Honors route, it was confirmed that incoming students from 2019/20 would apply for "Religion" in this entry mechanism and these specialisations will be central to the attractiveness of the Joint Honors degree combinations.

- An issue with the numbering was also noted:
There are two items labelled USC/17-18/062. 'TEP Compliance Architecture' should read 'USC/17-18/063'; 'Any other business' should end in 064; Section B Minutes from RIAM should end in 065 and Items for noting 066.

USC/17-18/068 Matters arising

USC/17-18/058 The revised External Examiners Policy incorporating sections on remote attendance was approved by Council at its meeting of 4 April 2018.

USC/17-18/059 At its meeting of 4 April 2018, Council also approved the proposal for a new single subject undergraduate programme leading to a B.A. in Religion. The first intake will be in 2019-20.

USC/17-18/059a The request for cessation of the Single Entry and Two-Subject Moderatorship subject, Catholic Theological Studies from 2018-19 was approved by Council at its meeting on 4 April 2018.

USC/17-18/060 The request to change the current subject title 'Jewish and Islamic Civilisations' to 'Middle Eastern, Jewish and Islamic Civilisations' from 2019-20 was also approved by Council on 4 April 2018.

USC/17-18/062a The recommendations contained in the proposal for the award of a Gold Medal were approved by Council at its meeting of 4 April 2018 with the exception of the recommendation that all attempts at assessment may be counted towards the award of a Gold Medal. Council determined that reassessment should not count toward the award of a Gold Medal. This does not include deferred examinations that have been approved at the appropriate level in College. The recommendations will apply to students entering courses on the new Programme Architecture in Phase 1 from 2018-19 and to those on Phase 2 from 2019-20. The new criteria and next steps will now be brought to Board.

Programmes in Phase 1 of TEP roll out will be contacted shortly and asked to specify the percentage threshold for the award of a Gold Medal in accordance with the new criteria. Programmes in Phase 2 will be contacted at a later date.

USC/17-18/062b The proposed nomenclature of awards in the new programme architecture was also approved by Council on 4 April 2018.

USC/17-18/062c The proposed timeline for Leaving Certificate re-checks and Junior Fresh transfers, which requires that all transfer applications be submitted by the end of week 4 of Michaelmas teaching term in line with the new academic year structure from 2018-19 was also approved at Council on 4 April 2018 and revised entries for the Almanack and Calendar have been submitted to the Administrative Officer in charge of the College Calendar.

USC/17-18/069 Proposal for the Validation of a new Marino Institute of Education undergraduate course, Irish-medium B.Ed.

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A memorandum from the Registrar, Marino Institute of Education (MIE), dated 20 April 2018, had been circulated. The Senior Lecturer/Dean of Undergraduate Studies invited the Registrar, Marino Institute of Education to speak to this item.

The Registrar noted that Trinity has been accrediting the Bachelor of Education programme at Marino Institute of Education since the 1970s. Much more recently, the Teaching Council revised the criteria for this type of programme and this led to substantial course revisions, which were approved by University Council in 2012.

The proposal before USC is to validate the new course Irish-Medium Bachelor in Education, to be delivered by the Marino Institute of Education (MIE) from 2019-20. It arises from a tender issued by the Department of Education and Skills in December 2017 for the provision of an Irish-medium Bachelor of Education "B.Ed." (Primary Teaching) Initial Teacher Education Programme. The proposed new course will prepare students who will deliver the primary curriculum through Irish in Gaeltacht schools and other non-Gaeltacht Irish medium schools.

MIE submitted a bid for this competitive tender. As part of the process a full pro-forma document for the Teaching Council was requested, which was reviewed by an international panel along with course proposals submitted by other HEIs. The notification of the award of tender was provided to MIE on 5th March 2018.

The conceptual framework and specified areas of study and modules of the Irish-Medium Bachelor in Education are based on the Teaching Council-accredited MIE Initial Teacher Education B.Ed. Programme. However, its focus is on immersion education and Gaeltacht education. Students on this programme will be required to undertake their final year 10-week placement in the Gaeltacht.

The Registrar noted that there is some repetition of module Learning Outcomes, e.g. the use of terminology and the ability to source Irish language resources, across modules and within some modules. This is unavoidable because students need to learn subject-specific language across several primary school subjects and the language may change depending on the age and developmental level of the children being taught.

In response to a member's query on the nature of immersion education in the programme, the Registrar (MIE) noted that it refers to both how students on the Irish-medium B.Ed. will learn as well as how they will teach. A member then queried if this meant that there was a certain amount of duplication of teaching across programmes. It was noted in response that the teaching is not simply a translated version of materials and that immersion education is very specific to the bilingual education sector.

The Senior Tutor noted that this course plays to the strengths of MIE and is a very welcome development. He suggested including two student representatives on the Course Committee instead of one: this would address issues of workload and be useful in situations where disagreements may arise. Linking in with a University geographically closer to the location of placements was also suggested as a way of increasing supports available to students of the programme while on placement in the Gaeltacht. The Registrar noted that they would review the membership of the Course Committee, but that on their current programmes, students may be on placement as far as Donegal and that they are provided with local contacts and support within the placement school.

In response to a member's query on blended-learning, it was noted that undergraduate full-time programmes in MIE use Moodle for lecture details and information, but the use of online lectures for learning is mainly in postgraduate programmes at this time.

A member queried if existing staff within MIE would be able to deliver teaching with a high-level of fluency in Irish, particularly in specialised areas such as Psychology of Education. The Registrar MIE noted that a number of existing staff have a high proficiency in Irish and where there are gaps, some part-time lecturers will be recruited.

It was confirmed in response to a member's query that graduates from this programme will also be eligible to teach in English.

A member sought clarification on whether there had been any collaboration outside of the Associated College Degrees Committee (MIE ACDC) with the School of Education and it was confirmed that this proposal had been developed independently. The Senior Lecturer/Dean of Undergraduate Studies noted that the proposal was currently under review with an Irish-speaking colleague, Prof. Melanie Ni Dhuinn in the School of Education. She noted that the sequence, in which the proposal is being considered by various committees, is outside of the normal process. This is due to the extremely tight turnaround between the award of the tender from the Department of Education and Skills and the need to obtain approval for the new course prior to the deadline for inclusion in the CAO Handbook for 2019-20. Any feedback from the School of Education will be incorporated prior to submission to University Council. Due to the rigorous competitive process required in order to obtain the tender and the internal review being undertaken within the School of Education, it is not proposed to send out the document for external review before proceeding to Council. The Senior Lecturer/Dean of Undergraduate Studies invited the Registrar MIE to leave the room while a decision whether to approve the proposal was undertaken.

The Undergraduate Studies Committee approved in principle the new course Irish-Medium Bachelor of Education to be delivered by the Marino Institute of Education (MIE) from 2019-20 and recommended that the proposal go forward to University Council. It will also be considered by the Associated College Degrees Committee (MIE ACDC). Recommendations made by the School of Education will also be incorporated prior to submission to University Council.

USC/17-18/070 Cessation of B.A. (Mod.) in World Religions and Theology

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A request from the Confederal School of Religions, Peace Studies and Theology to cease the B.A. (Mod.) programme in World Religions and Theology from the Academic Year 2019-20 had been circulated to members. Professor Cathriona Russell was invited to speak to this item.

The cessation was being sought on the basis that the new undergraduate course B.A. in Religion will commence from the Academic Year 2019-20. The new undergraduate course had been approved at USC on 20 March 2018 and by University Council on 4 April 2018. The cessation of World Religions and Theology had been approved by the School Executive of the Confederal School of Religions, Peace Studies and Theology on 20 April 2018.

USC approved the cessation of the World Religions and Theology degree programme, noting that the last intake of students will be in 2018-19. This request will go forward to the next meeting of Council.

USC/17-18/071 Proposal to change the name of the Single Honors programme in Classics from 2019/20

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A memorandum from the Head of School of Histories and Humanities, dated 18th April 2018, had been circulated. Professor Peter Cherry was invited to speak to this item.

The School of Histories and Humanities seeks approval for a change of name for the Single Honours programme in Classics, in connection with broader structural changes to the programme in the context of TEP from the Academic Year 2019-20. The proposed new programme title is Classics, Ancient History and Archaeology.

The structural changes required by TEP offer an opportunity for the discipline of Classics to integrate existing programmes in Classics/Classical Languages, Ancient History and Archaeology (AHA) and Classical Civilisation (CC) more fully, while enabling students in the latter two programmes to study the ancient languages as part of their degree. Students entering the proposed programme by a Common Entry route will be able to graduate with

Single Honours in Ancient History and Archaeology, Classical Civilisation or Classics, or with one of a range of Joint Honours and Major/Minor degrees, including one or both of Greek and Latin in conjunction with AHA or CC.

The proposed name change is intended to reflect the range of possible exit routes, while emphasizing the distinctive strengths of the department both in the ancient languages and literatures, and in Greek and Roman archaeology. Ancient History will be a core element across the programme, and is, therefore, also included in the programme title.

AHA, CC and Classical Languages will continue to exist as possible combinations in the Joint Honours programmes replacing TSM. However, it will no longer be possible to combine them with each other. Instead a student would choose one of the subjects and combine it with another offering.

In response to a member's query on whether the inability to combine these subjects in the Joint Honours programme was linked to the currently drafted pillars approved by Council, it was noted that this should not have an impact as Classical Languages, AHA and CC were in different pillars.

Another member advised that it was not clear that languages were taught as a part of this programme. It was noted in response that the discipline of Classics includes the study of both Greek and Latin, as well as Literature, History, Art and other elements of the Classical period.

This proposal had been extensively discussed with the Senior Lecturer/Dean of Undergraduate Studies and was approved by the Executive Committee of the School on 17 April 2018.

USC approved that name of the programme in Classics be changed to Classics, Ancient History and Archaeology for 2019-20 and that this would go forward to Council.

USC/17-18/072 Trinity Education Project

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a) Minor Adjustments to Progression and Award Regulations

A memorandum from the Senior Lecturer/Dean of Undergraduate Studies, dated 10 April 2018, had been circulated.

The Senior Lecturer/Dean of Undergraduate Studies asked members to note that at its meeting of 28 March 2018, the College Board approved that the implementation of modular billing be deferred, in order to facilitate a full analysis of all potential revenue streams to fund it. Until this has taken place and new structures are in place, the modality of repetition for a student reverts to the status quo, i.e., a student who fails a year will be required to repeat the year in full. Off books with assessment (OBA) will also remain available where a student appeals to have this status applied.

On foot of this decision, a minor adjustment to the Progression and Awards regulations that were approved by Council on 10 May 2017 (CL/1617/176 refers) is required. The current wording states that "Students who are required to repeat should do so on a module-by-module basis." It is proposed that this should change to "Students who are required to repeat the year will be required to repeat the year in full (i.e., all modules and all assessment components)."

This proposed minor adjustment will be brought to Council for approval on 9 May 2018, in conjunction with amendments to the General Regulations of the Calendar for 2018-19 and, pending approval, will be communicated to Heads of School, DUTLs, and School Administrative Managers.

A small working group has been convened to look at how to bring greater clarity and transparency to existing OBA practices, thereby ensuring greater consistency and fairness. It is drafting a set of guidelines on OBA that will also be brought to Council.

USC/17-18/073 Update on compliance with the TEP architecture

The Senior Lecturer/Dean of Undergraduate Studies invited the Academic Secretary to provide an update on the progress made with regard to TEP Architecture Compliance Reports, which were circulated to programmes in Phase 2 of TEP implementation after the last meeting of USC.

The Academic Secretary thanked members for returning the details in spite of their heavy workload at this time. A majority of courses have returned this information and are in a position to accommodate the available awards arising from the new programme architecture implementation. Where a course is not able to accommodate an award, a sufficient explanation has been provided.

The programmes that have yet to return the compliance request forms include Computer Science and a Language, Management Science and Information Systems, Music Education, Computer Science (Integrated) Business Studies, Mathematics, and Computer Science and Business. In some instances there are accreditation issues that require clarification. It was noted that the Programme Architecture had been approved by Council and that there would be follow up with those programmes with outstanding information.

One member noted that programmes may find it easy to agree to the architecture requirements on paper, but that there are further considerations and constraints, such as timetabling, to be taken into account. In response, it was noted that the report sought minimal information, which will be shared with those working on timetabling.

Several members advised that the options, which will be available to students on the new programme architecture will require a level of advising that exceeds the available resources in the discipline. Other members reiterated the need for an online module registration system to support programmes in the delivery of the architecture.

The Director of Academic Registry was invited to speak with regard to planning for online module enrolment. The Director advised that it is expected that online module enrolment will be a deliverable in 2019/20 under the Trinity Education Project. Scoping of TEP Phase 2 deliverables would be undertaken during the summer of 2018, which was expected to include online module enrolment. The implementation of online module enrolment had a number of dependencies including the implementation of a fixed / flat timetable.

A member noted that students must also be held responsible in terms of making their programme and registration choices, but that systems should ensure that it is difficult to go against their pathway. Another member asked what will happen if a systems-based solution is not available. In response the Dean of Students noted that students would need to be provided with guidance in this case and that this is a common occurrence in US universities. It is recognised that advisors are needed to support the process of enrolment regardless of systems capability.

The Education Officer for the Students' Union noted that compliance with semesterisation may require follow up with some programmes of study. A number of undergraduates have reported that lecturers and programme staff have indicated that modules will not be semesterised in terms of assessment and that they intend to maintain current systems of assessment. The Student Representative agreed that they had received similar reports. The matter related to module size/credit weighting during the transition period for Phase 2

programmes. The Director of Teaching and Learning from one of the Schools noted that they were undertaking a review of their assessments, but that this would take some time to complete. It was also noted that examiners will be able to see the grade distributions and if corrections are necessary due to the change in assessment scheduling for 2018-19, these would be made.

Several members asked for clarification on the pathways under Major with Minor. It was noted that Single Honors with Minor and Major with Minor will be referred to as Major with Minor in terms of nomenclature, but that there would still be two pathways available to achieve the award. The two pathways are not available to all architectures, for example only one of the pathways is available to students on programmes within the Single Subject architecture.

The Academic Secretary noted that outstanding issues will be resolved and details of the reports will be brought to the next meeting of Council in May in order to meet CAO and Prospectus Deadlines. Trinity Teaching and Learning and the Trinity Education Project Implementation team will meet and validate the responses.

USC/17-18/074 Change of Date for the Open Day

A memorandum from the Vice-Provost/Chief Academic officer, dated 19 April 2018, had been circulated.

The Senior Lecturer/Dean of Undergraduate Studies spoke to the item, noting that it was necessary to review the date for Trinity Open Day 2018 in the context of introducing the new Academic Year Structure in 2018/19.

In recent years the Trinity Open Day has been held on the first Saturday of December. This will no longer be feasible as it would fall at the time of the semester 1 assessment period, reducing the availability of venues and staff and student volunteers, and potentially causing additional disruption to students during the assessment period.

The College EU Recruitment Manager, Estates and Facilities and Academic Registry were consulted in choosing an alternative date. The Open Day dates for other institutions were also reviewed and it has been agreed to host the Trinity Open Day 2018 on 10 November. Members should note that this date is the only available Saturday between September and December that did not clash with another institution's Open Day.

The Undergraduate Studies Committee noted that the Trinity Open Day 2018 will be held on Saturday 10 November 2018.

USC/17-18/075 Careers Advisory Service Annual Report 2016-17 and First Destination Statistics 2016

The Careers Advisory Service Annual Report First Destination Statistics, together with a memorandum from the Director of Careers, dated 16 April 2018, had been circulated. The Senior Lecturer/Dean of Undergraduate Studies invited the Director of Careers to speak to this item.

The Director noted that the Careers Advisory Service annually reviews its level of student engagement to inform service provision and future direction. In addition, the Careers Advisory Service reviews the statistics resulting from Trinity's involvement in the annual First Destinations of University Graduates Survey, carried out by the HEA approximately nine months after student graduation. This survey provides insight into what Trinity graduates do after graduation.

The data in the report relates to 2016 graduates and is gathered by the HEA, which provides a report based on the return from all HEIs. The data relating to each individual institution are

shared with that institution. The Director noted that the report from 2017 will seek more longitudinal data, which is currently the practice in the UK.

The Director presented the details of the report, noting that the labour market is very competitive for employers with graduates in strong demand. Overall there has been a decrease in the number of graduates in unpaid internships. A majority of graduates are employed in Ireland and 16% of graduates are working overseas. There has been a 5% increase in the number of graduates going on to further study and a majority of those who do so remain in Trinity, while 16% go abroad for further studies. The most common sector for employment was the Non-Market Services sector (34%) followed by Business, Finance and Insurance Services (22%).

The Director brought members through the comparison of data between graduates from all HEIs and those from Trinity. The data indicates that 68% of Trinity graduates are in employment, which is 6% higher than the data relating to all universities.

A number of key points relating to disciplines were also raised. Graduates from Engineering and Computer Sciences, have experienced increased graduate employment, while a majority of graduates from Science, Pharmacy, and Human Health and Disease go on to further study or training. Schools may contact their Careers Consultant or the Director to gain detailed information in relation to their discipline.

The Director advised that 40% of international graduates were employed in Ireland and 25% were employed overseas. There are more international graduates from Trinity in employment when compared to the data from all universities.

The Director of Careers noted that the information provided in the report enables the Careers Advisory Service to reach out to individual graduates who have indicated in the survey that they are seeking employment.

Members queried whether students on integrated Masters programmes, e.g., Engineering and Computer Science were included within the primary degree data or within the higher degrees data. The Director responded that she was confident that they were incorporated within the Primary Degrees data; however, she offered to double check and provide information on this.

A member noted that Computer Science should not necessarily be included in the STEM heading as it is a very different programme in terms of work and study. Another member noted that the tables on pages 19-20 did not make clear which courses have small cohorts and that this affects how the data are seen.

A member questioned if details of the nature of the employment, i.e. full-time contracts or short-term casual employment, were available. The Director noted that the revised survey to go to 2017 graduates will delve deeper into this type of information and that there is a big push in terms of the campaign to students who will be graduating this year. Another member noted that information on the relationship between type of employment and course subject would also be useful.

In response to a member's query the Director noted that the new survey will gather longitudinal data and ask graduates to opt to participate in surveys further out from graduation.

A member noted that it may be useful to communicate the details of the report out to students in the Faculty of Arts, Humanities and Social Sciences, as there is a perception that a

higher degree is necessary to gain employment and the report indicates that 68% of primary degree graduates from this faculty are in employment.

The Director noted that MyCareer was launched by the service last year with a great deal of input from the Students' Union and thanked those who were involved.

The report will next be considered at University Council.

USC/17-18/076 Draft Trinity Employability and Employment Guide

The Draft Trinity Employability and Employment Guide, together with a memorandum from the Director of Careers, dated 19 April 2018, had been circulated. The Senior Lecturer/Dean of Undergraduate Studies invited the Director of Careers to speak to this item.

The Director of Careers advised that the HEA has requested that an institutional-level Employability and Employment Guide be developed by each higher education institution and published on their website by the end of the 3rd quarter 2018. The guide must be user friendly and written in a way that is easily understandable to students and parents. The circulated Draft Trinity Employability and Employment Guide was structured in a way to meet the key requirements stipulated by the HEA. It was also noted that the HEA will be looking for discipline specific employability statements in 2019-20.

Members noted that it would be important to avoid having a narrow definition of workplace and employability. The statement should not be treated as a response to job training as programmes within Trinity are pedagogically different from this model.

Another member noted that in ensuring the document is accessible to students and their parents, it should capture that students are active participants in their process of learning. The tone should capture that Trinity supports students' personal development. Another member noted that the tone was business-focused and should incorporate statements on creative work. The Senior Lecturer/Dean of Undergraduate Studies felt that the statement could be enriched with more examples. A member noted that the current language was quite academic and if the statement will be used as a marketing tool it would need to use more dynamic and interesting language.

Another member felt it would be useful to include commentary that the workplace is changing and Trinity graduates will be able to adapt to these changes.

The Senior Lecturer/Dean of Undergraduate Studies asked that members provide feedback directly to the Director of Careers. The revised statement will then be reviewed at the next USC.

USC/17-18/077 Programme Handbook Policy

A draft of the Programme Handbook Policy, together with a memorandum from the Quality Officer, dated 18 April 2018, had been circulated.

The Senior Lecturer/Dean of Undergraduate Studies invited the Academic Secretary and Quality Officer to speak to this item. The Academic Secretary noted that the results of a recent International Student Barometer Survey were very critical of Trinity with regards to accessibility of information on courses. It has taken some time to research and draft the policy, which Council wishes to have approved by the end of the academic year.

Further context for the creation of the policy is the Trinity Education Project. The start of the Academic Year has been brought forward by 2 weeks and initial research on handbooks indicated that many were not available at the start of previous academic years in late September. Additionally new students will be on a different programme architecture than

continuing students and it will be important to ensure the provision of correct information to both cohorts.

The Quality Officer opened by stating that the Programme Handbook policy aims to standardise handbook content and access for taught programmes across Trinity. The Programme Handbook Policy and Appendix are designed to reflect existing practice within College and good practice in policies from other Universities. The policy acknowledges the vital role of handbooks in communicating key information to students across College; and that programmes must have some flexibility in whether the handbook is at programme, year or subject-level.

The policy requires that handbooks are available on the Friday preceding Orientation Week and that soft copies may be provided as long as students are notified of where the document can be found in print or soft copy.

Section 7.8 of the policy advises on the management of changes to the handbook after publication and ensures that students are involved in this process, particularly where there are major changes to programme content or assessment.

The Appendix brings accessibility and visual identity guidelines and the requirements of the College VLE Policy into one central resource, and will be updated annually to reflect changes to policy and requirements. The Appendix may support programmes in meeting the earlier timeline for handbooks.

The policy also outlines that where different departments are involved in the delivery of a programme, collaboration is expected in order to endure consistency of details for students.

The Student Representative noted that the language used in handbooks should be accessible to students, particularly those in the earlier years of study.

Several members felt that section 7.8 was not clear enough on what types of changes to assessment necessitated the agreement of students and that obtaining the consent of all students on a programme is not workable. The Education Officer noted that this consent is important where there is a disagreement on the changes, while other members noted that obtaining consent is practice within their School at present. It was noted that where changes to assessment are made without appropriate consultation, student cases and appeals may arise.

Another member felt that the required content was significant and that the handbook should capture the most important details; in particular, module descriptors should not be contained within the handbook, but on the School website. It was noted that module descriptors must be published within the VLE at minimum.

A member noted that a number of items referred to in the handbook are intrinsically linked to the Calendar, which is often not published or available by the start of the Academic Year. This would be impact the ability to meet the deadline for handbook publication.

A member queried if instead of using programme handbooks, each module should produce a detailed syllabus with other information is published elsewhere. Another member noted that the handbook should also be seen as a marketing tool for prospective students and that the information should be made available much earlier to them. Another member noted that education at Trinity is taking a programme-based approach and the handbook should follow along those lines.

The Senior Lecturer/Dean of Undergraduate Studies noted that section 7.8 and the details relating to the inclusion of module descriptors should be reviewed ahead of the next USC. The availability of the Calendar and its relation to handbook publication should also be looked at, but is not likely to be resolved at this time.

USC/17-18/078 Any other business

There were no items for discussion under this section.

USC/17-18/079 Minutes

USC noted the following minutes

1. Draft Minutes of the Marino Institute of Education, Associated College Degrees Committee (MIE ACDC), Wednesday, 14 February 2018

USC/17-18/080 Items for noting