



Incorporating any amendments approved at subsequent Council meetings

The University of Dublin

Trinity College

A meeting of the University Council was held on Wednesday 11 March 2015 at 11.15 a.m. in the Board Room.

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| <i>Present</i> | Provost, Vice-Provost/Chief Academic Officer, Dean of Undergraduate Studies/Senior Lecturer, Dean of Graduate Studies, Senior Tutor, Dean of Research, Dean of Arts, Humanities and Social Sciences, Professor M Junker-Kenny, Professor D Faas, Professor J Walsh, Professor G Watson, Professor R Dahyot, Professor I Donohue, Dean of Health Sciences, Professor C Comiskey, Professor M Clarke, Professor P Cronin, Dr S Bloomfield, Vice-President for Global Relations, Dean of Students, Ms K Byrne, Mr A Hanna, Ms S Kearney. |
| <i>Apologies</i> | Registrar, Professor E O'Dell, Dean of Engineering, Mathematics and Science, Professor JP Spiers, Professor D Kelleher, Ms D Alexander, Ms S Baker, Ms M Kenny, Mr A Miller, Chief Operating Officer, Secretary to the Scholars (Ms A P Worrall), Mr S Hatton (GSU). |
| <i>In attendance</i> | Secretary to the College, Librarian, Academic Secretary, Ms S De Brunner. |
| <i>Observers</i> | None. |
| <i>By invitation</i> | Dr Seán Delaney, Registrar of the Marino Institute of Education, and Professor Brendan Tangney for CL/14-15/125. |

SECTION A

The Provost requested that Council members declare any potential conflicts of interest in relation to the agenda items. The Vice-President for Global Relations declared an interest in Item A7 (CL/14-15/127) and it was noted that she would excuse herself from the meeting for consideration of the item.

CL/14-15/121 Minutes

The minutes of the meeting of 11 February 2015 were approved and signed.

CL/14-15/122 Matters Arising:

- (i) **CL/14-15/098:** The Academic Secretary noted that the membership of the Science (TR071) Taskforce has been finalised and comprises:

Dean of Undergraduate Studies/Senior Lecturer (Chair)
Professor Graeme Watson (former Science Director)
Professor Ken Mok (School of Biochemistry and Immunology)
Professor Sylvia Draper (School of Chemistry)
Professor Charles Dorman (School of Genetics and Microbiology)
Professor Mark Hennessy (School of Natural Sciences)
Professor Igor Shvets (School of Physics)
Professor Sinead Ryan (School of Mathematics)
Ms Katie Byrne (Students' Union Education Officer)
Mr Aaron Barry (Science TR071 student representative)
Professor Stephen Busby (external member)

Professor Ian Williams (external member)

CL/14-15/123 Provost's Report

- (i) The Provost informed Council that discussions had taken place with the Department of Education and Skills through the Irish Universities Association (IUA) in relation to the Universities (Amendment) Bill and that a further meeting would take place between Professor Andrew Deeks (President of UCD and current President of the IUA), Mr Ned Costello (Chief Executive Officer, IUA) and the Minister for Education and Skills later that day. He commented that the level of engagement was promising and he hoped the legislation would progress in a form that is consistent with the principle of institutional autonomy.
- (ii) The Provost reported that the steering group for the Trinity Education Project is being finalised and that attention is now turning to the process for the appointment of a project manager, who would manage the overarching project and a number of its sub-projects. The Vice-Provost/Chief Academic Officer noted that the detailed scope and the guiding academic principles for the project, and its sub-projects, will be presented a future-meeting of Council. She confirmed that the reviews of Science (TR071) and the Two-Subject Moderatorship are being conducted under the aegis of this project. Responding to a query, the Vice-Provost/Chief Academic Officer confirmed the importance of the involvement of the Library in the Trinity Education Project and it was noted that she and the Librarian would discuss the form this involvement would take.
- (iii) The Provost invited the Dean of Research to speak to the revision of the Government's research and innovation strategy for Ireland. The Dean of Research noted that the Government adopted the Strategy for Science, Technology and Innovation (SSTI) in 2006, which underpinned significant levels of investment in research and postgraduate education in Ireland. This strategy was superseded by the National Research Prioritisation Exercise which led to the identification of 14 priority research areas deemed to have societal and economic impact, however, those impacts were perceived to be narrowly construed and short term in focus.

The strategy review is being led by the Interdepartmental Committee on Science, Technology and Innovation, comprising members from a number of Government departments, which launched a consultation process in February 2015; responses to the consultation document are due to be submitted by the 23 March 2015. He noted that the scope of the strategy, as indicated in the consultation document, has been broadened to include the humanities and social sciences and that this consultation process provides the first opportunity in a number of years to influence policy in this area. He commented on the importance of the future strategy taking a more holistic view which should: support researchers in their career development; recognise the necessity of linkages with educational provision; provide better support for doctoral students; and seek to address the deficits in the infrastructure within, and funding of, higher education in Ireland. He concurred with concerns expressed by the Vice-Provost/Chief Academic Officer, that whilst the humanities and social science have been included in the document, these areas have not been integrated in a meaningful or thought-out way.

The Dean of Graduate Studies spoke to the problem of reduced funding and fewer supports for PhD students; especially in areas of research which are not attached to large scale research projects or centres. She also highlighted the present focus on technology ready research which does not align with a significant proportion of research being carried out in Trinity College. It was also noted that under Horizons 2020, true inter-disciplinarity, between subjects in the humanities and sciences, is being promoted. In response to her former comments, the Dean of Research noted that under this process greater attention is being given to research infrastructure and the support of PhD students.

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The Dean of Arts, Humanities and Social Sciences noted the high international rankings performance of areas within his Faculty and commented that he hoped that these areas would be represented commensurately in the review process.

It was noted that the strategy review had been discussed at the last meeting of the Research Committee and that staff in Trinity Research and Innovation are currently working to formulate Trinity's response. It was noted that both the Dean of Graduate Studies and the Dean of Arts Humanities and Social Sciences would provide input into Trinity's submission.

CL/14-15/124 University Matriculation

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 4 March 2015, was circulated along with draft consultation documents on matriculation and entry requirements from the Irish Universities Association Task Group on the Reform of University Selection (TGRUSE).

The Dean of Undergraduate Studies/Senior Lecturer referred to the discussion of this matter at the previous Council meeting (CL/14-15/102) and reminded members that decisions would need to be taken over the coming months on issues related to the harmonisation and simplification of matriculation and course entry requirements, and the development of a new common points scale. In relation to matriculation requirements she noted that the Undergraduate Studies Committee (USC) and Board affirmed the clear position expressed by Council previously, that Trinity should retain mathematics and a language other than English; this position has been communicated to the chair of TGRUSE and members of the Task Group.

TGRUSE is now seeking more formal feedback from the Academic Councils in each of the seven universities on the circulated proposals. She summarised TGRUSE's position, noting that it had not altered since the last Council meeting, however, they have produced a document explaining the rationale behind their proposals. They argue that the proposals are student centred allowing them, in so far as possible, to concentrate on subjects in which they are truly interested, thus leading to deeper learning, rather than choosing subjects only to cover institutional matriculation requirements. In their view, the incentivisation of subjects, for example, through the use of bonus points, would be a better approach to take for priority subject areas.

The proposals operate on three layers:

- i) the simplification and harmonisation of minimum matriculation requirements;
- ii) the harmonisation of mandatory subject requirements across universities for courses in the same subject area (e.g., requiring a HC3 in mathematics for all engineering programmes);
- iii) in addition, universities may recommend certain other subjects which would be advantageous to student entering a particular course.

Outlining her own views on the proposals, she commented on the benefits of simplifying matriculation requirements but noted that the removal of the other language and mathematics requirements would be a retrograde step since these are subjects which aid cognitive ability, logical thinking and reasoning abilities. Their removal would not be consistent with arguments being made in wider political and business contexts in relation to the importance of these subjects for Ireland's economic and social development and may be inconsistent with the approach adopted in the Foreign Languages in Education Strategy, due to be published by the Department of Education and Skills later this year. The removal of the additional language requirement for matriculation purposes could lead to a large drop-off in the number of students taking a modern language at second-level; she illustrated this point with evidence from the United Kingdom which saw the proportion of students sitting a GCSE in another

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language drop from 78% in 2001 to 43% in 2011 following a decision which made the study of a foreign language non-compulsory after the age of 14. She noted that the requirement for Irish has been retained by constituent universities of the National University of Ireland and, in this regard, TGRUSE has already compromised its own principles, therefore, Trinity should retain its other language and mathematics requirements.

She then drew Council's attention to a procedural clause related to the mechanism for agreeing matriculation and subject requirements which states, 'Each individual institution is responsible for the mechanism by which requests for changes are brought to the Joint Universities Group. The Joint Universities Group will forward its decisions to the Academic Councils of the participating Universities, for noting.' If approved, this clause would undermine the authority of academic councils and the autonomy of the universities to make their own admission decisions. In relation to the harmonisation of mandatory subject requirements for specific courses, on a sectoral basis, she cautioned that this should be balanced with ensuring that minimum subject requirements are appropriate for the study of a particular course in a particular institution along with the autonomy of institutions to set their own admissions policies. She noted that minimum subject requirements would have to be reviewed in the context of the new Leaving Certificate grading bands and that the new bands will require the development and adoption of a revised common points scale across the universities. She will be liaising with course directors and schools soon in relation to the former and a working group, comprising directors of teaching and learning (undergraduate), has been established to review options from TGRUSE on the latter.

During the course of the discussion the views of the Dean of Undergraduate Studies/Senior Lecturer were supported by the majority of speakers and the following comments were made:

- the Strategic Plan 2014-2019 highlights the importance of intercultural competences - active engagement with another language is a key element in the development of such competences;
- there are pedagogical difficulties with the reasoning that school-going students should only be taught in subjects that they like;
- future Irish graduates would be at a disadvantage when competing for jobs in the international context without competence in an additional language;
- the proposal in the document to set 300 points as a minimum for entry is inconsistent with the findings in UCD (presented in Document C) that the completion rate for those entering with 300 points is significantly lower than those entering with higher points;
- data presented on UCD's ineligible candidates highlights that the Irish language requirement impacts on eligibility to a far greater extent than the additional language requirement does for students applying to courses in the arts and humanities;
- any acceptance of the erosion of institutional autonomy, such as that proposed in relation to the mere noting of matriculation and entry requirements by academic councils, is inappropriate in the context of the parallel discussions occurring in relation to autonomy and the Universities (Amendment) Bill;
- the fact that few students leave second-level education with the mastery of an additional language suggests that there are problems in the way modern languages are taught in schools;
- the Leaving Certificate cycle is fundamentally different from the A-Level cycle, therefore, copying elements such as early specification in subject choices would not work in Ireland – arguably the Leaving Certificate, being broader, provides a better educational basis for university entrants and as future employees;
- given that Trinity College considers itself to be Ireland's university on a global stage it is important that internationalisation is properly supported;
- requiring that mandatory matriculation subjects are passed at the same Leaving Certificate examination sitting is inflexible and will negatively affect a proportion of students;
- the lack of additional languages amongst a large proportion of Trinity students presents a barrier to organising outward bound student exchanges – in many cases exchanges have to be organised with institutions delivering teaching in English;

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- the proposals appear to take a short-term utilitarian view of education, particularly related to the first career choice of graduates.
- Trinity College must retain its current matriculation requirement in respect of maths and another language.

Some alternative views were expressed in relation to the other language requirement in that proficiency in another language is not necessary to study subjects in the sciences, it cuts off a number of potential applicants to this field and that many students must take additional Leaving Certificate subjects to make up for poor performance in Irish and/or another language.

The Provost requested the Dean of Undergraduate Studies/Senior Lecturer to provide feedback to TGRUSE based on the foregoing discussion and, in particular, in relation to the following:

- Trinity's current matriculation requirements in relation to mathematics and another language, which could be Irish, should be retained;
- Council does not support the diminution of its current role in relation to matriculation and course entry requirements to one of merely noting amendments agreed by the Joint Universities Group;
- There should be greater consistency between the outputs of TGRUSE and national policies.

The Dean of Research and the Dean of Students retired from the meeting.

Dr Delaney and Professor Tangney joined the meeting for the next item.

CL/14-15/125 Marino Institution of Education Academic Strategy

The Provost welcomed Dr Delaney, Registrar of the Marino Institute of Education (MIE) and Professor Tangney, of the School of Computer Science and Statistics, to the meeting.

The Vice-Provost/Chief Academic Officer spoke to her memorandum, dated 3 March 2015, and introduced the item. She noted that a working group, comprising members from MIE and Trinity College, had been established to develop an academic strategy for MIE which would draw on the strengths of both institutions. This in turn would support MIE in maintaining a distinctive position within the Irish teacher education landscape, thereby creating the momentum for the delivery of new high-quality innovative programmes in education and the development of research partnerships, and would help to facilitate the development of MIE as an attractive institution for international students.

Delivering a joint presentation with Dr Delaney, Professor Tangney reported that the Working Group met on three occasions between December 2014 and February 2015 and focussed on those areas in which Trinity College and MIE could achieve greater results together than on their own. Dr Delaney noted that strategy goals are organised under three headings as follows:

- Inclusion - building on links with the Trinity Access Programmes, specific pathways and supports will be developed to ensure that MIE's student body broadly reflective and inclusive of all strands of society, thereby feeding through to the teaching profession in general. MIE also has interests in pluralism and society, particularly in the field of religious diversity.
- Teaching and Learning – MIE adopts innovative teaching methods, currently drawing from research rather than contributing significantly to it, therefore, the link with Trinity which has recognised strengths in research is key.
- Special Interest Areas – In the area of professional education, MIE has a wealth of experience which can be shared with Trinity College. Also of interest to MIE is the

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development of capacity in instructional design and the study and promotion of minority languages, especially Irish.

Professor Tangney noted a number of areas where the collaboration between MIE and Trinity College would produce mutual benefits. Trinity College could assist MIE in building its research capacity, whilst both institutions could link into the global networks of the Christian Brothers under the banner of internationalisation. In addition, technology for education is another area for potential synergy.

The Vice-Provost/Chief Academic Officer noted that the Academic Strategy had been presented to, and approved by MIE's Governing Body in February. Following its discussion at Council, an implementation group would be appointed, chaired by the President of MIE, charged with developing its associated Strategic Implementation Plan. MIE's Strategic Plan 2015-2020 is being drafted and will include the agreed Academic Strategy; this will come before the MIE-TC Oversight Board, comprising MIE's President, the chair of MIE's Governing Board, the Provost and the Vice-Provost/Chief Academic Officer, during April.

The Academic Strategy for MIE was commended by members of Council and suggestions were put forward for specific areas of collaboration which would fit within its auspices. The Provost thanked Dr Delaney and Professor Tangney for providing an overview of the Academic Strategy to Council and thanked all those who had been involved in the process.

Dr Delaney and Professor Tangney withdrew from the meeting.

CL/14-15/126 Quality Review

A memorandum from the Vice-Provost/Chief Academic Officer, dated 4 March 2015, was circulated along with the report from the external reviewers in relation to the School of Languages, Literatures and Cultural Studies (SLLCS), and with responses from the Head of School, the Dean of the Faculty of Arts, Humanities and Social Science and the Vice-Provost/Chief Academic Officer.

The Vice-Provost/Chief Academic Officer summarised the reviewers' report noting that they recognised the current constraints on the School and commended all staff members for their hard work, on the positive student feedback, and they particularly complimented the School on maintaining its strong international research profile. Despite the foregoing, however, their report contained a number of significant concerns at College, Faculty and School levels which are impacting negatively on the School. These included: the additional burden placed on staff since the implementation of SITS; the absence of a fixed timetable; the number and complexity of degree programmes delivered by SLLCS; the lack of clear committee reporting lines from College to Faculty to School, meaning there is confusion about where authority lies; the lack of clear and consistent financial information, details of the financial model applicable to the Schools and deficits in management information generally; the lack of a clear strategic vision for the School at College and Faculty levels; the internal structure and management of SLLCS, in which the old departmental structures have remained, contributing to an environment in which a diversity of practices thrive along with patchy knowledge of College policies and regulations; the lack of stability in staffing and imminent retirements; and issues related to the support of research generally.

The external reviewers made the following recommendations, noting that some of these are repeated from the previous quality review of the School in 2008:

- (i) That four Chairs be appointed to replace retirements. SLLCS should make a strategic case for the replacement of these Chairs, based on research quality and grant income, undergraduate and postgraduate numbers, growth, and inter-disciplinarity.

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- (ii) That the staffing crisis in the Italian Department be immediately addressed, with at least two new appointments, ideally in fields of study which are strategic at both departmental and school level.
- (iii) That a strategic case also be made to ensure the continued presence of dynamic junior staff, given the extent to which at present the SLLCS is alarmingly dependent on staff whose short-term contracts will soon expire. Again, this case should not simply replicate the School's historic distribution of staff but look to growth areas in research and teaching.
- (iv) That every effort be made, as a matter of principle and fair treatment of staff, to regularise the contracts of temporary, part-time and hourly-paid staff.
- (v) That the School make faster and more sustained progress towards rationalising its structures. This implies greater centralisation of administrative functions in particular, but also greater standardization of practices across the School led by the relevant committees. Furthermore, this more effective investment of time and effort should be achieved with no reduction in FTE of support staff, but rather with the view of decreasing the administrative burden of teaching staff.
- (vi) That, as already noted in the 2008 Review, the TSM programme be revised with the view of introducing a model which allows students to spend a Year Abroad, similarly to European Studies students (and to the vast majority of Modern Languages joint honours students in Irish and UK institutions).
- (vii) That the School should address issues of quality assurance at UG and PG level, again driven through the appropriate committees and with a view to standardizing practice and efficient record-keeping.
- (viii) That the School should establish a school-wide staff-student committee, as part of this quality assurance.
- (ix) That the School/Faculty further develop its commitment towards better resources for the support of research activity of both an individual and collaborative nature.
- (x) That sabbatical leave should be guaranteed on equal grounds to individual members of staff across all departments.
- (xi) That the organization of the postgraduate/research seminar programme be revised.
- (xii) That a better record of the members of staff's research output and plans should be kept and elaborated in order to allow the Director of Research and the Head of School to identify areas for improved support, collaboration and exchange of best practice.

The Vice-Provost/Chief Academic Officer noted that a number of these recommendations are already being addressed through, for example, the enhancement programme in the Academic Registry, and others will be advanced as part of the Education Project such as the review of TSM and the implementation of a fixed timetable.

The Dean of Arts, Humanities and Social Sciences emphasised the severe financial and staffing problems highlighted by the reviewers and the structural and governance deficiencies in the School. In relation to the latter issue he proposed the establishment of a taskforce to consider and address the associated issues. It was noted that some of the staffing issues are already being addressed, such as, the recruitment to the positions of Professor of German (1776) and through the mainstreaming of two temporary posts, one in French and the other in Hispanic Studies.

Responding to a comment about the lack of financial information available in College, the Vice-Provost/Chief Academic Officer noted that quality reviewers, up to this point, have not received financial information, as standard. In the case of this review, the reviewers received information from different sources which proved to be inconsistent; however, for future quality reviews, both the external reviewers and the relevant head of school will receive clear and standardised financial information.

A number of members commented that the structural problems identified in SLLCS were also present in other multi-discipline schools especially in the Faculty of Arts, Humanities and Social Sciences. Re-organisation at the School level should help to ease the administrative burden,

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however, it was commented that students and alumni identify strongly with departments and disciplines and this should be protected.

The Dean of Graduate Studies advised that she is trying to address the issue of knowledge deficits in relation to postgraduate research regulations and procedures through the hosting of workshops and the production of a handbook; the implementation of the research strand into SITS should also help to achieve consistency across College. She noted the importance of adherence to College regulations and compliance with the Quality and Qualifications Ireland (QQI) policy and review of quality assurance processes for research degree programmes.

The Provost reinforced the necessity for all academic staff to adhere to College regulations and procedures and noted that autonomy demands a high level of responsibility and transparency. He noted that staff members in SLLCS are working extremely hard but the structures in place are counter-productive.

The Dean of Arts, Humanities and Social Sciences noted that systems, structures and governance need to be thought through fully, as does the systemic underfunding of certain areas. In response, the Vice-Provost/Chief Academic Officer highlighted that many of the recommendations put forward by the reviewers relate to structural problems and the impact on the School in the absence of a fixed timetable as well as the difficulties caused by the number and variety of courses which the School delivers. The Dean noted that not all recommendations carry equal weight and that the first three or four were directly related to funding problems.

In order to address the concerns highlighted in the report, Council approved the establishment of a taskforce to implement the reviewers' recommendations and noted that the taskforce will report directly to Council. It was further noted that the outcomes of this taskforce would, in all likelihood, affect the way similar schools in College operate.

The Vice-President for Global Relations withdrew from the meeting for the next item.

CL/14-15/127 Physiotherapy – Headship of Discipline

A memorandum concerning the Headship of the Discipline of Physiotherapy, dated 9 March 2015, was tabled. The Provost noted that this was being considered under Section A due to the unusual outcome of a draw in the initial ballot for the Head of Physiotherapy, then followed by a lack of candidates in the repeat election.

Council approved the following with respect to Headship of Physiotherapy, taking effect from 11 March 2015 onwards:

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| Head of Discipline for the initial three-year period: | Professor John Gormley |
| Deputy Head of Discipline for the initial three-year period: | Professor Emma Stokes |
| Head of Discipline from 11 March 2018 for three-year period: | Professor Emma Stokes |
| Deputy Head of Discipline from 11 March 2018 for two-year period: | Professor John Gormley |

A new Deputy Head may be elected in March 2020.

The Vice-President for Global Relations returned to the meeting.

CL/14-15/128 Quality Assurance – Academic Quality Assurance: Faculties Report

Due to a lack of time this item was deferred to the next meeting of Council.

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CL/14-15/129 Conflicts of Interest at Council

A memorandum from the Secretary to the College, dated 3 March 2015, was circulated along with a proposed protocol on the processing of conflict of interest matters at Council.

The document was taken as read and Council noted and approved the protocol as circulated.

CL/14-15/130 Proposal for Advanced Radiation Therapy Practice (Online Delivery)

A proposal for a new online course in Advanced Radiation Therapy Practice leading to awards of Postgraduate Certificate/Postgraduate Diploma in Advanced Radiation Therapy Practice/Master in Science, depending on the entry route and number of modules taken, was circulated.

The Dean of Graduate Studies, speaking to the proposal noted that this online course would run alongside the corresponding M.Sc. in Advanced Radiotherapy Practice, an existing face-to-face course delivered on a part-time basis. Market research was carried out prior to the development of the online course and it was seen that few students can take the face-to-face course due to work commitments, however, approximately 12 students take an online course in the United Kingdom annually. Another consideration in the development of the proposal was the difficulty with which non-EU residents gain a study visa in Ireland for part-time courses. She noted that the training offered in the proposed course will soon be mandatory for radiation therapists in Ireland.

She explained the structure of the course and its entry routes, and noted that the certificate and postgraduate diploma levels would be offered online from 2015/16 with the master's level available thereafter from 2016/17. There are two strands, one in clinical practice and the other in treatment planning. Students may enter either the certificate course (30 ECTS) or the postgraduate diploma course (60 ECTS) directly. Alternatively, the postgraduate diploma course (30 ECTS) may be undertaken as a top-up course provided that students apply within five-years of the completion of the certificate course; students successfully completing the top-up course are awarded the Postgraduate Diploma in Advanced Radiation Therapy Practice upon the rescission of the lower level award. Entry to the master's level course as a top-up (additional 30 ECTS) and eligibility for the award of M.Sc. operate under similar rules.

The Dean of Graduate Studies informed Council that the proposal had been reviewed by Professor Geoff Delaney, Director of Area Cancer Services from Sydney South West Health District in Australia, who complimented the proposal, and affirmed the academic merits of the course along with its applicability to employment.

Council noted and approved the proposal for online course delivery in Advanced Radiation Therapy Practice leading to the awards of Certificate in Advanced Radiation Therapy Practice/Postgraduate Diploma in Advanced Radiation Therapy Practice, commencing in the academic year 2015/16, with the top-up course leading to the Master in Science commencing in 2016/17.

CL/14-15/131 Any Other Urgent Business

The Senior Tutor advised that the Tutorial Service is recruiting new tutors and asked Council members to inform colleagues and encourage them to apply.

SECTION B**CL/14-15/132 Undergraduate Studies Committee**

The Dean of Undergraduate Studies/Senior Lecturer drew Council's attention to the proposed A-Level recalibration model approved by USC. The draft minutes of the meeting of 17 February 2015 were noted and approved.

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CL/14-15/133 Graduate Studies Committee
 The draft minutes of the meeting of 19 February 2015 noted and approved.

CL/14-15/134 Quality Committee
 The draft minutes of the meeting of 5 March 2015 were noted and approved.

SECTION C

CL/14-15/135 Higher Degrees by Research Alone —Reports of Examiners
 The Council noted and approved the reports of examiners on candidates for higher degrees, approved by the sub-committee of Board and Council on 11 February 2015 and noted by Board on 25 February 2015.

PhD Sharee Basdeo; Sven Batke; Allen Bellew; William Thomas Burchill; Seung-Hwa Chung; James Gerard Clarke; Simon Dardis; Finn De Bri; Maria Ficara; Sarah Frank; Kristian Handler; Susan Heavey; Adam Kane; John Johnston-Kehoe; Karen Loxton; Corrina Maguinness; Niamh Maher; Alicja Misiak; Rahul Siram Naidu; Curtis O’Kelly; Grady Steele Parker; Aleksandra Rutkowska; Seppe Wiet Henriette Johan Verheyen; Brian Walshe.

MSc Elizabeth Forde.

CL/14-15/136 Church of Ireland College of Education – External Examiner
 The Council noted and approved a memorandum from the Dean of Undergraduate Studies/Senior Lecturer, circulated, dated 19 February 2015.

CL/14-15/137 Headships

- (i) **Philosophy**
 The Council noted that Professor Paul O’Grady has been elected to the headship of Philosophy for 9 February 2015 to 30 June 2018, in place of Professor Vasilis Politis.
- (ii) **Head/Dean of School Business**
 The Council noted that the Board had approved the nomination of Professor Andrew Burke as Head/Dean of School of Business from 1 March 2015 until the end of Trinity Term 2019.

CL/14-15/138 Senior Academic Promotions 2014-2015 – Faculty Review Committees
 The Council noted and approved a memorandum from the Acting Secretary, Senior Academic Promotions Committee, circulated, dated 2 March 2015.

CL/14-15/139 Foundation Scholarship
 The Council noted and approved a memorandum from the Dean of Undergraduate Studies/Senior Lecturer, circulated, dated 4 March 2015.

SECTION D

In compliance with the Data Protection Acts this information is restricted

Signed

Date

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