

Incorporating any amendments approved at subsequent Council meetings

XX = Board relevance

**Trinity College Dublin  
The University of Dublin**

**A meeting of the University Council was held on 6 April 2022 at 11.15am in the Trinity Board Room, Trinity Business School.**

<i>Present</i>	Provost, Vice-Provost/Chief Academic Officer, Senior Lecturer/Dean of Undergraduate Studies, Pro-Senior Tutor, Dean of Graduate Studies, Dean of Research, Dean of Students, Dean of Arts, Humanities and Social Sciences, Dean of Health Sciences (joined remotely), Professor L. Carson, Professor P. O'Grady, Professor D. Romelli, Professor A. O'Connor, Professor M. Monaghan, Professor M. Ruffini, Professor L. O'Driscoll, Professor M. Gill, Professor C. Donnellan, Prof. AM. Malone (joined remotely), Dr. O. Gobbo, Professor A. Long, Ms. B. Genockey, Ms J. Bochenek, Ms. Z. Cummins, Mr. D. Lee.
<i>Apologies</i>	Registrar, Dean of Science, Technology, Engineering and Mathematics, Professor A. Bray, Professor M. Lyons, Professor S. Smith, Vice-President for Global Engagement, Ms. N. Aluthge Dona, Ms. S. Sutton, Ms. A. Bhattacharjee, Mr. J. McLaughlin.
<i>In attendance</i>	Interim Chief Operating Officer, Secretary to the College, Librarian and College Archivist, Academic Secretary, Assistant Academic Secretary, Ms. A. Crawford (joined remotely).
Observers	-

**SECTION A.1**

The Provost welcomed everyone to Council and requested that Council members declare any potential conflicts of interest relating to the agenda. The Secretary noted that there were two conflict of interests reported as follows, Professor M. Gill, had declared a conflict of interest for item A.6 'Proposal to Establish new Discipline of Medical Education in the School of Medicine', as he is Head of School of the School of Medicine, and and [this information is restricted for reasons of HR confidentiality] had declared a conflict of interest for item D. [this information is restricted for reasons of HR confidentiality]. The Secretary recommended that Professor M. Gill and [this information is restricted for reasons of HR confidentiality] withdraw from the meeting for discussion of their respective items.

**CL/21-22/146    Declarations by New Members and Observers**

The new member of Council made the required statutory declaration.

**CL/21-22/147    Minutes**

The minutes of the meeting of Council on 9 March 2022 were approved and signed.

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**CL/21-22/148 Matters Arising**

The Secretary to College referred Council to actions CL/21-22/124.2 and CL/21-22/124.3 relating to the Policy Management Framework. He informed Council that in the future the Policies webpage [www.tcd.ie/about/policies](http://www.tcd.ie/about/policies) will signpost webpages relating to other policy areas, such as Academic Policies, HR, and Research Policies. Referring to his review of the policy checklist in appendix 2 of the Policy Management Framework, he advised that additional wording was included in the appendix before the policy was presented to Board for consideration and approval. He advised that Board had approved the Policy Management Framework on 23 March 2022.

Professor Paula Murphy, Chair: Micro-credential Award Architecture Working Group, and Dr. Ruth Pritchard, Programme Director: Micro-credentials joined the meeting.

**CL/21-22/149 Options for Micro-Credentials Award Pathways**

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The Provost welcomed Professor Murphy and Dr. Pritchard to Council.

Professor Murphy presented an overview of the context for micro-credentials in Trinity, explaining that Goal 1.10 of the Trinity Strategic Plan 2020-25 commits to ‘...flexible learning and programme delivery in the areas of professional development and micro-credentialing’. Four Schools are participating in the micro-credential pilot project that is funded by the Higher Education Authority (HEA) Human Capital Initiative (HCI) Pillar 3, namely, the School of Engineering, the School of Nursing and Midwifery, the School of Social Work and Social Policy, and the Trinity Business School. The micro-credential award architecture working group, Professor Murphy advised, was established by Council in June 2021 (CL/20-21/213.1). Its remit is to review, advise on, and recommend a postgraduate level award architecture for micro-credentials leading to a non-major award. Professor Murphy outlined the membership of the micro-credential award architecture working group.

Professor Murphy presented three options (not mutually exclusive) for a flexible structured framework for micro-credentials proposed by the micro-credential award architecture working group for Council’s consideration, as follows:

- **Option i:** To retain micro-credentials as stand-alone offerings and use Recognition of Prior Learning (RPL), with no requirement to tether to an award pathway.
- **Option ii:** A non-major award pathway built entirely from micro-credentials within the 15-30 ECTS range.
- **Option iii:** A credit exemption pathway permitting credit exemptions for approved named micro-credentials promoting access to existing non-major and major awards when micro-credential learning outcomes are aligned to programme learning outcomes up to a maximum of 30 ECTS.

Professor Murphy explored each option in detail highlighting the merits of each and concluded her report by thanking the Programme Director: Micro-credentials for her contribution to the development of the framework.

The Provost thanked Professor Murphy and invited questions and comments.

The Dean of Graduate Studies highlighted that the framework had generated significant discussion at the Graduate Studies Committee’s (GSC) March 2022 meeting. She noted that while there is significant interest amongst Schools outside of the pilot to offer micro-credentials, Trinity does not currently have the necessary IT systems and infrastructure in place to scale-up micro-credentials. She explained that micro-credentials are set-up as programmes in SITS, which requires significant work on the part of the Academic Registry (AR). To expand

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the micro-credential offering beyond the four pilot Schools there is a need for College to commit to resourcing the development of an IT infrastructure to enable micro-credential offerings. The Chief Operating Officer (COO) concurred, highlighting the need for careful and considered design of an IT architecture to accommodate micro-credentials and for funding to be secured for the systems development prior to the expansion of the pilot. The Vice-Provost/Chief Academic Officer agreed, and also emphasised the need for Trinity to establish the strategic direction it wishes to take on micro-credentials before further expansion takes place.

Responding to a comment from the Provost on the need to decouple micro-credentials from the traditional programme structure, Professor Murphy advised that in the absence of a bespoke regulatory framework for micro-credentials there is a need to fit micro-credentials into the existing regulatory infrastructure in the interim. The Academic Secretary noted that a decision on the strategic direction of micro-credentials will inform the development of an appropriate regulatory mechanism and suite of policies specific to micro-credentials.

Addressing queries raised by the Senior Lecturer/Dean of Undergraduate Studies relating to the delivery of micro-credentials by other participating universities and the uptake of Trinity micro-credentials to-date, the Programme Director: Micro-credentials advised that Trinity is roughly a year ahead of other universities reporting that the University of Limerick (UL) is offering micro-credentials using the credit exemption model, with University College Dublin (UCD) and Dublin City University (DCU) about to launch their respective portfolio of micro-credentials. She acknowledged that the uptake of Trinity micro-credentials has been slow and this can be attributed to the novelty of micro-credentials, the Covid-19 pandemic, and the absence of robust marketing of micro-credentials.

The Provost reiterated the importance of Trinity considering the strategic direction it wishes to take on micro-credentials. She drew attention to a national portal that will act as a one-stop-shop for micro-credentials, and the Programme Director: Micro-credentials advised that the portal will be available by the end of quarter 1 in 2023. The Dean of Graduate Studies noted that the first experience of prospective students with Trinity will be through its IT systems.

Responding to a member's query on the fees charged for micro-credentials, the Programme Director: Micro-credentials advised that the fee is determined by the discipline, the mode of delivery of the micro-credential, and the target audience - industry, the public sector or individual employees. She stated that the Trinity fee range is €500-€2,000 per a 5 ECTS micro-credential. The Dean of Graduate Studies highlighted that an appropriate fee structure will need to be determined in the event that micro-credentials lead to awards.

The Provost thanked Professor Murphy and the Programme Director: Micro-credentials advising that consideration will need to be given to what is meant by 'student' in the future.

**Decision:**

**CL/21-22/149.1:** Council approved the three options for Micro-credential Award Pathways namely, (i) retaining micro-credentials as stand-alone offerings and using RPL, (ii) non-major awards consisting entirely of micro-credentials, and (iii) credit exemptions for approved, named micro-credentials.

Professor Paula Murphy, Chair: Micro-credential Award Architecture Working Group, and Dr. Ruth Pritchard, Programme Director: Micro-credentials left the meeting.

**CL/21-22/150 Student Partnership Policy**

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The Vice-Provost/Chief Academic Officer extended her thanks to the TCD Students' Union (TCDSU), the Graduate Students Union (GSU), Academic Officers, the Academic Secretary, and the Director of Student Services for their work on the Student Partnership Policy.

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The TCDSU Education Officer explained that the aim of the policy is to improve the student experience by involving and engaging students as partners in Trinity's governance and decision-making structures, as well as participation in teaching and learning and in the wider College community. She highlighted the importance of the Agreement in reinforcing the joint commitment of Trinity and the TCDSU in developing and supporting effective student partnership, engagement, and representation. She explained that the Policy sets out the responsibilities of students and staff and utilises performance indicators for determining the effectiveness of partnership participation. The Policy comprises three sections, Section A: Student Engagement and Representation, Section B: Partnership Theme and Associated Projects for 2021-22, and Section C: Scope of the Partnership Agreement Policy.

The TCDSU Education Officer noted that the Policy wasn't reviewed in 2020/21 due to the Covid-19 pandemic with the Policy last approved by Council in December 2019. The Policy was developed in consultation with the Dean of Students, the Director of Student Services, and the Vice-Provost/Chief Academic Officer, with students also consulted through the TCDSU weekly email, class representatives, and the TCDSU Education Committee.

Speaking to the item, the TCDSU Education Officer informed Council that the 2021/22 theme for all students is 'Student Life and Partnership in Trinity Education and Renewal'. Following the completion of the Trinity Education Project (TEP), there is a need for undergraduate students and staff to work hand-in-hand to target key problem areas around assessment, workload, feedback, and the wider learning experience. The TCDSU Education Officer concluded her presentation by outlining the proposed amendments to the Policy as follows:

- Noting innovative/diverse assessment types and the inclusion of take-home and online exams where feasible.
- Noting Academic Integrity as an area for enhancement.
- Noting the provision of hybrid/remote learning where appropriate and feasible.

The Provost thanked the TCDSU Education Officer and invited questions and comments.

The Dean of Arts, Humanities and Social Sciences (AHSS) welcomed the Partnership Policy but noted that throughout the year Faculty staff have complained that many of the Schools had no postgraduate student representatives and that there had been very low participation by the AHSS Faculty convener. These concerns were echoed by the Dean of Graduate Studies. Responding to the concerns expressed, the postgraduate student member (Health Sciences) advised that while he couldn't speak for Schools outside of the Health Sciences, there were School convenors in place in two of the four Health Sciences' Schools along with postgraduate student representatives and class representatives. The Vice-Provost/Chief Academic Officer expressed her disappointment that the Graduate Students' Union (GSU) had not engaged with the Student Partnership Policy despite several opportunities to do so during the academic year. She noted that extensions were granted to facilitate engagement by the GSU but that this had not been forthcoming. She informed Council that the GSU President had expressed her dissatisfaction with the Policy and requested a further deferral. However, the Vice-Provost/Chief Academic Officer explained that there was ample opportunity for the GSU to engage and cooperate with the process. She noted that she had 14 separate instances where invitations had been presented to the GSU President to engage, and she further noted that the Policy should have come to the January Council but was deferred on several occasions to allow for GSU input. A first draft response from the GSU President, which did not include edits merely a list of objections, was received after the April Council papers were circulated. The postgraduate student representative (Health Sciences) advised that the GSU President had asked him to convey to Council that it was the GSU's preference that amendments be made to the Policy, and he explained that he was not involved in the drafting of the Policy. The Provost expressed her disappointment that the GSU had not contributed to the development of the Policy. She noted that the Students' Unions operate as independent entities and the University does not wish to interfere with the business of the Unions. She suggested that in the future it

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might be useful if College Officers met with incoming TCDSU and GSU Officers to discuss what student partnership means, to develop the relationship between College and the Students' Unions, and to convey the Institution's commitment to student engagement.

The Student Partnership Policy was welcomed by Council members with the Senior Lecturer/Dean of Undergraduate Studies stating that he was looking forward to working with the TCDSU Education Officer and her successor on assessment and academic integrity. The TCDSU Education Officer noted that while the Policy includes reference to the postgraduate student experience, the GSU did not engage with the development of the policy, which was regrettable. She expressed a wish for greater proactive engagement from the TCDSU, the GSU, and College Officers in the annual revision of the policy.

The Provost thanked all involved in the development of the Policy.

**Decision:**

**CL/21-22/150.1:** Council approved the Student Partnership Policy, 2022.

**CL/21-22/151**      **Report on the Allocation of, and Payment for Teaching Contributions by Postgraduate**  
XX                      **Research Students**

The Dean of Graduate Studies informed Council that there are eight recommendations that it is being asked to consider and approve relating to the allocation of and payment for teaching contributions by postgraduate research students. She extended her thanks to DTLPs, the School of Law School Manager, the GSU representative, Alexandra Corey, and to Ewa Adach and Jemimah Bailey from the Graduate Studies Office for their contributions to the report.

Speaking to the item, the Dean of Graduate Studies highlighted several issues relating to the allocation and payment of teaching contributions by postgraduate research students, as follows:

- Internal and external pressures to account for teaching demands and payment of postgraduate research students.
- Context of chronically underfunded PhD students, which is a sectoral problem also.
- Within Trinity structures, there is an element of conflation of internal income, review liability, stipend conditions, and pedagogical opportunities.
- Regulations, policy decisions.

Referring to income, stipends, and revenue, the Dean of Graduate Studies highlighted barriers presented by Trinity Calendar Part III regulations that limit opportunities for students in receipt of an income level of €18,000 (after payment of fees) to avail of internal College awards. She noted that Revenue removed reference to an income threshold in its regulations on income from Scholarships in February 2021. The Dean of Graduate Studies stated that Calendar regulations should set out policy and not set income thresholds.

On the matter of the allocation and monitoring of teaching loads, the Dean of Graduate Studies explained that graduate students may be required to demonstrate or otherwise assist in the work of their School/Discipline at the discretion of the Head of School/Discipline. Such work is paid for at agreed College rates and does not exceed six hours per week on average, except in circumstances agreed between the graduate student, Head of School, and the Dean of Graduate Studies.

Online surveys undertaken with postgraduate research students and Schools revealed that 82% of respondent students had been offered the opportunity to teach, with 42% required to teach and 30% feeling over-burdened. Most students learned of opportunities/obligations through a supervisor rather than through the programme handbook or induction experience. Most

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student respondents reported that their teaching commitments were completed in years 1-3 with their hours consisting of 100 hours or less. A small minority reported teaching hours far in excess of 100 hours. Project supervision was found to be particularly problematic, with some respondents reporting significant time spent on supervising undergraduate Capstone Projects. Referring to the Schools' perspective, the Dean of Graduate Studies highlighted that most Schools (70%) reported offering teaching opportunities to all students, with teaching a requirement in 60% of Schools. Roughly half of respondent Schools reported having a policy in place on managing the allocation of teaching. Schools reported the allocation of hours to small group tutorials, laboratory demonstrations, and marking assignments, with a maximum of 44 hours allocated to teaching or 72 hours if assessment was included. Examining the payment of hours, the Dean of Graduate Studies presented findings relating to work that students are paid for and how they are paid.

Concluding, the Dean of Graduate Studies presented recommendations for Council's consideration and approval as follows:

- i. Recommendation 1: Reference to an income limit of €18,000 should be removed from the Calendar Part III regulations for the academic year 2022/23, both as an overall limit on income that can be earned by a student within the University (Section II, paragraph 75) and as a limit on personal income for students applying for Trinity College research awards (Section XI, paragraph 5).
- ii. Recommendation 2: A revised Calendar entry should be presented for consideration by GSC and Council, for implementation in the academic year 2022/23.
- iii. Recommendation 3: Consideration be given to the development of guidelines clarifying the nature of activities that are considered appropriate for research students.
- iv. Recommendation 4: Clear information about the nature of expectations and the process of allocation of teaching responsibilities be provided to students as a single source of 'truth' for each School.
- v. Recommendation 5: Students be encouraged to monitor and evaluate the time they allocate to teaching activities and to raise concerns where appropriate with their supervisor or DTLP.
- vi. Recommendation 6: Consideration be given to developing means for sharing good practice across Schools.
- vii. Recommendation 7: Further consultation to take place with Schools to better understand the financial costs associated with teaching-related contributions of research students.
- viii. Recommendation 8: A full review of the existing internal awards be undertaken, with a view to developing a coherent and equitable award scheme that provides equal rewards across all types of competitive schemes.

The Provost thanked the Dean of Graduate Studies and invited questions and comments.

Members welcomed the report and recommendations with a member from the School of Engineering highlighting that teaching activities were discussed at length during a quality review of Engineering professional programmes by an accrediting body. He agreed to send the report to the Dean of Graduate Studies. There was a consensus that while postgraduate research students are required to support curricular teaching and supervise laboratory work and capstone projects, the commitment asked of students requires further examination.

**Decision:**

**CL/21-22/151.1:** Council approved the Report on the Allocation and Payment of Teaching Contributions by Postgraduate Research Students and recommendations (i) to (viii) as outlined above.

**CL/21-22/152 Proposal to Establish new Discipline of Medical Education in the School of Medicine**

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The Dean of Health Sciences conveyed his support for the proposal to establish a new discipline of Medical Education in the School of Medicine that will provide expertise in educational policy and curriculum development to the Head of School, School Curriculum Committee, the DUTL and to the Heads of Disciplines.

The Vice-Provost/Chief Academic Officer asked for clarification on a number of areas in the proposal, namely, the relationship of the proposed Head of Discipline with the DUTL; the new discipline's relationship with programmes offered by allied disciplines in the School such as radiology and physiotherapy; and if a discipline or a unit is being proposed. She also noted a Head of Discipline is normally elected rather than appointed. The Head of School of Medicine clarified that the proposal is for a medical education discipline that will work across disciplines in the Medical School to ensure coherence and alignment in teaching, learning, assessment, and professional education. He acknowledged that while the DUTL has responsibilities in this area, the Head of Discipline who will be elected, will provide academic leadership in medical education within the School and will work in close collaboration with clinical and non-clinical disciplines. He noted that the education structures within the School are unclear and outdated and that there is a need for the discipline to provide expertise in educational policy and curriculum development and to perform research to inform evidence-based medical education in the School of Medicine. He clarified that the focus of the discipline will be on medical education rather than on courses taught with industry. He further clarified that it was not intended to extend the position to the allied disciplines within the School of Medicine. In response to a query from the Academic Secretary on the title of the Head of Discipline, the Head of School of Medicine clarified that while the Quality Review Report (26 March 2020) referred to the Head of Discipline as a Director of Medical Education, the School of Medicine considers the post to hold the title Professor of Medical Education.

In response to a comment from the Senior Lecturer/Dean of Undergraduate Studies that the DUTL will continue to be represented on USC, the Head of School of Medicine agreed that this will be the case.

Professor Gill left the meeting for discussion of the item.

Members expressed their support in principle for the proposal with the Vice-Provost/Chief Academic Officer noting that it has the support of the Medical Council and visiting agencies. However, there was consensus that the proposal requires additional work as it was not clear what is being proposed. It was felt that there is a need for greater synergies across the allied professions within the School, and clear boundaries are needed between the responsibilities of the DUTL and the Head of Discipline. The Dean of Health Sciences advised Council that he had discussed the proposal with the School of Medicine DUTL, who supports the position. He concurred with the view that there is an opportunity for greater synergies across the allied health professions/disciplines within the School.

Professor Gill re-joined the meeting.

The Provost advised the Head of School of Medicine that while Council was generally supportive of the proposal it was not in a position to approve it in its current form due to a lack of clarity on what is being proposed. She recommended that a revised proposal should address:

- the inconsistencies in the proposal relating to terminology i.e. a discipline or a unit,
- the role of the Head of Discipline as it relates to the role of the DUTL,
- possible synergies across the allied health disciplines and Schools in the Faculty,
- clarity on the title of the position, Director or Professor.

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She advised that the School of Medicine liaise with the School of Education on how it manages its professional development programmes for School leaders and the teaching profession.

**Decision:**

**CL/21-22/152.1:** The Head of School of Medicine to address Council's recommendations above in a revised proposal on establishing a new Discipline of Medical Education in the School of Medicine, and to present the proposal to Council for consideration at a later date.

**CL/21-22/153 Facilitated Entry Grades: Trinity Access Programme Foundation Courses and TCD Partnership CDET B (City of Dublin Education and Training Board) Courses**

The Senior Lecturer/Dean of Undergraduate Studies provided an overview of the facilitated entry process for Trinity Access Programme (TAP) Foundation courses and TCD Partnership City of Dublin Education and Training Board (CDET B) Foundation Courses for progression to Trinity undergraduate courses, which are mapped to CAO points. He explained that under the current admissions policy students must achieve the required grades presented in Table 1 of the memorandum (page 2), which are reviewed each year, and specific subject requirements where they apply. Due to the Covid-19 pandemic, the Leaving Certificate assessment process underwent considerable change, resulting in Leaving Certificate grade inflation and an increase in CAO points for 2020 and 2021. This impacted on TAP and CDET B Foundation Course grade requirements for admission in 2022, as these are mapped to the 2021 CAO points, resulting in twenty-six Degree courses requiring a minimum of a distinction for entry. The Senior Lecturer/Dean of Undergraduate Studies explained that this has created inequity, as assessment requirements for TAP and CDET B Foundation Courses have not changed, and he proposed that Foundation Course requirements revert to a five-year average from 2015-2019 to account for grades and points fluctuations from year to year. He also proposed that as new Degree pathways were introduced under the Joint Honours Common Architecture in 2020, grades for new Degrees be mapped to the five-year average for the corresponding pre-existing Two-Subject-Moderation (TSM) Degrees, where they existed, such as Sociology and Social Policy. Where Degrees have less than five-years of grades, it is proposed that an average of the existing grades be used.

**Decision:**

**CL/21-22/153.1:** Council approved the proposed changes as above to Facilitated Entry Grades for TAP Foundation Courses and TCD Partnership CDET B Courses.

**CL/21-22/154 Provost's Report**

The Provost offered her congratulations to the School of Medicine for receiving an Athena SWAN Bronze Award and to the two Trinity researchers who were honoured with Gold Medals from the Royal Irish Academy on 4 April 2022.

Referring to the war on Ukraine, the Provost informed Council that a steering committee on Ukraine has been convened by the Vice-President for Global Engagement, which is addressing five areas – supports for students, supports for staff, fundraising, advocacy and sectoral issues, and community engagement. She noted that the level of demand from students and staff who may wish to come to Trinity remains unclear and explained that Maynooth University has undertaken to act as a Clearing House for students in Ukraine who wish to study in Ireland. The Provost advised that the Minister for Further and Higher Education, Research, Innovation and Science advised the Irish Universities Association (IUA) that Irish students studying Medicine or Dentistry in Ukraine may need to be accommodated by Irish universities. Trinity as a University of Sanctuary and an active member of the Scholars at Risk network is exploring ways of providing practical assistance.

Speaking to the item, the Provost informed Council that Mr Tom Clonan has won the Seanad by-election and she extended her thanks to all involved in the work of the election. She advised Council that she recommended to the IUA that Senators representing the universities be invited to meet the IUA annually to present and discuss the work that they are undertaking in relation to higher education.

The Provost advised that the IUA is continuing to engage with government on the Higher Education Authority Bill, 2022 and that she will keep Council advised.

**CL/21-22/155 Any Other Urgent Business**

There was no any other urgent business.

The Vice-Provost/Chief Academic Officer left the meeting.

**SECTION A.2**

**CL/21-22/156 Requirements to Submit Hardcopy Version of Research Theses**

The Dean of Graduate Studies advised that in the future it would be her preference to eliminate the requirement for submission of a hardcopy version of research theses, however, at present the infrastructure to support this is not yet in place. The Librarian and College Archivist noted that is part of a larger body of work on digital preservation and infrastructure on research.

**Decision:**

**CL/21-22/156.1:** Council approved the requirement that students submit both an electronic version and a hardcopy version of Research Theses from 1 September 2022.

**CL/21-22/157 Revised 'Return of Coursework' Policy**

**Decision:**

**CL/21-22/157.1:** Council approved the revised Return of Coursework Policy.

**CL/21-22/158 Undergraduate Course Proposal – Revised Music Curriculum**

**Decision:**

**CL/21-22/158.1:** Council approved the revised undergraduate Music curriculum for single- and joint-entry subject entry routes, to be phased-in on an annual basis from September 2022.

**CL/21-22/159 Postgraduate Course Proposals**

- (i) M.Sc. in Applied Clinical Neuropsychology

**Decision:**

**CL/21-22/159.1:** Council approved the proposal for the blended course in Applied Clinical Neuropsychology leading to an MSc (90 ECTS) and Postgraduate Diploma (60 ECTS) exit award in Applied Clinical Neuropsychology at NFQ level 9 offered by the School of Medicine, with a first intake in September 2022/23.

- (ii) PG. Cert./PG. Dip. Top-up in Immune Therapies (HCI P3)

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**Decision:**

**CL/21-22/159.2:** Council approved the revised proposal for the two-year part-time blended course in Immune Therapies (HCI Pillar 3) consisting of a Postgraduate Certificate in Immune Therapies (30 ECTS) with progression to a top-up Postgraduate Diploma in Immune Therapies (30 ECTS) at NFQ level 9 offered by the School of Medicine in collaboration with the School of Biochemistry and Immunology, with a first intake in September 2022/23.

**SECTION B****CL/21-22/160 Graduate Studies Committee**

The minutes of 24 March 2022 were noted and approved

**CL/21-22/161 Research Committee**

The minutes of 15 February 2022 were noted and approved

**CL/21-22/162 Student Life Committee**

The minutes of 15 February 2022 were noted and approved

**CL/21-22/163 Undergraduate Studies Committee**

The Senior Lecturer/Dean of Undergraduate Studies referred Council to the proposals for a Trinity Elective on Music Making, the Arts and Society, developed by the Royal Irish Academy of Music (RIAM) and the Trinity Elective on Creativity and Technology hosted in the School of Engineering. He advised that a Memorandum of Understanding (inter-institutional collaborative agreement) between the School of Education and RIAM will be presented to Board in due course.

The minutes of 22 March 2022 were noted and approved

**Decision:**

**CL/21-22/163.1:** Council approved the minutes of 22 March 2022 and appendices (i) proposals for a new Trinity Elective and (ii) progression and awards regulation derogation.

**SECTION C****CL/21-22/164 Council Business Approved by Written Procedure**

The Council noted that the following circulated documents were noted/approved as appropriate by the Council via written procedure on 25 March 2022:

- (i) **Title of Personal Chair**  
Memorandum from the Vice-Provost/Chief Academic Officer dated 23 March 2022

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- (ii) **Selection Committee**  
Memorandum from the Director of Human Resources dated 24 March 2022
- (iii) **Nominations for Appointment**  
Summary of nominations for Appointment (see Appendix 2 to this minute)

**CL/21-22/165 New Degree Award: Bachelor in Laws and History**

The Council noted and approved the circulated memorandum from the Registrar dated 25 March 2022.

**CL/21-22/166 Consolidated List of External Examiners 2022-2023**

The Council noted and approved the circulated memorandum from the Senior Lecturer/Dean of Undergraduate Studies dated 30 March 2022.

**CL/21-22/167 Higher Degrees—Reports of Examiners**

The Council noted and approved the reports of examiners on candidates for higher degrees (higher degrees list), as circulated.

(i) **Professional Higher Degrees by Research Alone**

**M.D.** Caoilfhionn Ní Leidhin

(ii) **Higher Degrees by Research Alone**

**Ph.D.** Sahar Ahmed, Jack Banks, Alicia Paula Karla Byrne Keane, Sarah Curristan, Maria Davern, Nuria De Cos Lara, Marco Forte, Adrian Neville Howlett, Alex Liddicoat, Ciara Maguire, Marlena Klaudia Mucha, Katie O'Neill, Adeyemi Rahman, Alberto José Rojas-Salazar, Maxime Savatier, Zoe Vance, Matthew George Ward

**M.Sc.** Diogo Domingues Ferreira, Cormac David Keane

(ii) **Correction: Student incorrectly approved for degree of Ph.D. by Higher Degrees Sub-Committee at its meeting of 25 March 2020**

**M.Sc.** Luke Davison

**CL/21-22/168 Head of Discipline**

The Council noted and approved the following nominations:

- (i) Professor Gaia Narciso as Head of Discipline of Economics, School of Social Sciences and Philosophy, from 1 June 2022 to 31 May 2025;
- (ii) Professor Jan Skopek as Head of Discipline of Sociology, School of Social Sciences and Philosophy, from 1 June 2022 to 31 May 2025.

**SECTION D**

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In compliance with the Data Protection Acts, this information is restricted.

Signed .....

Date .....

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