



GRADUATE STUDIES COMMITTEE

Minutes of the online meeting held via Zoom at
10am on Thursday 2 December 2021

XX = Council relevance

Present (Ex officio):

Professor Martine Smith, Dean of Graduate Studies (*Chair*)

Professor Wolfgang Schmitt, Dean of Research

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Rachel Mary Mc Loughlin, School of Biochemistry and Immunology

Professor John Boland, School of Chemistry

Professor Owen Conlan, School of Computer Science and Statistics

Professor Ioannis Polyzois, School of Dental Science

Professor Keith Johnston, School of Education

Professor Sarah McCormack, School of Engineering

Professor Bernice Murphy, School of English

Professor Russell McLaughlin, School of Genetics and Microbiology

Professor Isabella Jackson, School of Histories & Humanities

Professor James Hadley, School of Languages, Literatures & Cultural Studies

Professor Blanaid Clarke, School of Law

Professor Kathleen McTiernan, School of Linguistic, Speech & Communication Sciences

Professor Manuela Kulaxizi, School of Mathematics

Professor Lina Zgaga, School of Medicine

Professor Cian O'Callaghan, School of Natural Sciences

Professor Mary Hughes, School of Nursing and Midwifery

Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences

Professor Hongzhou Zhang, School of Physics

Professor Ladislav Timulak, School of Psychology

Professor Gillian Wylie, School of Religion

Professor Tara Mitchell, School of Social Sciences & Philosophy

Professor Paula Mayock, School of Social Work and Social Policy

Professor Jake Byrne, Academic Director, Tangent

Ms Gisèle Scanlon, Graduate Students' Union President

Ms Abhiswetta Bhattacharjee, Graduate Students' Union Vice-President

In attendance for all items:

Ms Patricia Callaghan, Academic Secretary, Head of Trinity Teaching and Learning, (TT&L)

Ms Fedelma McNamara, Director of Internationalisation, TCD Global

Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L

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

Dr Geoffrey Bradley, Information Technology Services Representative

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

Ms Leona Coady, Programme Director, Postgraduate Renewal Programme

Ms Ewa Adach, Administrative Officer, Graduate Education – Zoom access support

Ms Laoise Quinn (Academic Affairs, TT&L): Secretary to the Committee

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



Apologies

Professor Frank Barry, Trinity Business School

Professor Sarah-Jane Scaife, School of Creative Arts

Ms Breda Walls, Director of Student Services

In attendance for individual items:

Professor John Gallagher, School of Education for item GS/21-22/040

Professor Philip Nolan, Junior Dean for item GS/21-22/041

Ms Jennifer Pepper, Director of Academic Registry, and Mr Peter Hynes, Head of Business Support and Planning, Academic Registry, for item GS/21-22/042

Professor John Walsh, School of Education for item GS/21-22/043

Professor Stephanie Holt, Head of School, School of Social Work and Social Policy, for item GS/21-22/051

The Dean welcomed all to the meeting and noted apologies. She especially welcomed Leona Coady, Programme Director, Postgraduate Renewal Programme, who would be in attendance at the current and upcoming meetings while the Postgraduate Renewal Programme is being formulated.

XX GS/21-22/038 Minutes of GSC of 4 November 2021

The minutes were approved as circulated.

XX GS/21-22/039 Matters arising

The Dean advised members that all Actions from the previous meeting had been attended to. Actions with more specific updates provided by the Dean were referred to below.

Re **GS/21-22/006(i)**: The Dean advised that a teaching assistant representative had joined the working group on Postgraduate Research Student Workload.

Re **GS/21-22/027(i)**: The Dean reminded members to contact the Director of Marketing, TCD Global, if necessary, in relation to updating School videos.

Re **GS/21-22/027(iii)**: Based on results of a poll of Directors, the Director of Marketing, TCD Global had proposed Thursday 17 February 2022, 5-7pm for Postgraduate Open Day. Her memo included two requests: that one academic representative per School to be available for 30 minutes via MS Teams for a video Q&A session and that each School to submit one slide to the Director of Marketing, TCD Global, for inclusion in the postgraduate research presentation. It was noted that Schools could update their course video if wished.

Decision GS/21-22/027(iv): GSC agreed that Postgraduate Open Day 2022 would take place on Thursday 17 February, 5-7pm and that one academic representative would be present for 30mins via MS Teams for a video Q&A session and that each School would submit one slide to the Director of Marketing, TCD Global, for inclusion in the PGR presentation.

Re **GS/21-22/028**: The Dean reported no further feedback had been received on 'Assessment and Academic Progression Policy' following the November GSC.

Re **GS/21-22/029**: The Dean reported feedback on the proposed Excellence in PhD Research Supervision Award structure relating to the focus of the award, its name and a concern about



creating perceived inequity by rewarding some supervisors only.

Action GS/21-22/029(i): Any further feedback on the structure of the proposed Excellence in PhD Research Supervision Award should be sent to genadgso@tcd.ie. The Dean confirmed that feedback would be incorporated into a revised proposal and brought to GSC in advance of going to Council.

Re **GS/21-22/030:** Over 30 nominations for the Postgraduate Teaching Awards had been received. Due to the large volume, it was expected that the review panel would need to hold an additional meeting before the announcement of award recipient(s) in February 2022. The Dean thanked the DTLP for School of Languages, Literatures and Cultural Studies, for volunteering to join the review panel and noted that an additional Director may also be required.

Action GS/21-22/030(i): The Dean may approach a Director to join the review panel for Postgraduate Teaching Awards.

Re **GS/21-22/031(ii):** The draft policy on conducting virtual viva voce examinations was updated and had been circulated to members. Members gave feedback on the updated document:

- (No.5) It was suggested to include a statement such as 'Although the Dean's permission can be sought, authority to grant permission to hold a remote viva may be delegated to DTLPs'.
- (No.7) It was suggested that if a student was permitted to withdraw consent to have their work examined via online viva up to and including the first hour of the viva voce examination, it could potentially be open to abuse if a student felt that they were in danger of not passing the examination. A rewording was suggested e.g. 'For technical reasons or for ill-health, the student or any member of the panel may need to end the viva voce. The decision to do so would rest with the Chair.'
- It was suggested that the phrase 'remote' or 'online' be used instead of 'virtual' when describing the viva voce examination throughout the document.

Action GS/21-22/031(iii): Feedback from the GSC will be incorporated into a revised version of the guidelines and will be circulated again to the GSC.

Re **GS/21-22/033:** Postgraduate student representatives were to be announced to Schools in the week beginning 8 November 2021 but a quick poll by the Dean showed at least half of the Schools had not, at the time of the meeting, received the names of the elected representatives. Members deemed this delay in notification of student representatives to be disruptive and unacceptable given that it was the final teaching week of Semester 1. Members expressed their dissatisfaction and disappointment at the process. It was noted that postgraduate students had also voiced their dissatisfaction with the lack of sufficient engagement from the Graduate Students' Union via module feedback forms, citing an inability to have their voices heard at meetings. Some Schools had delayed School meetings so as to have student representatives present. It was suggested that an agreement be put in place that if student representatives are not in place by a given date that there would be a facility for students to volunteer and for the School to facilitate choosing of student representatives. The President of the Graduate Students' Union accepted that the process had not functioned as



planned but stated that representatives had been elected and their names would be shared with the Schools as soon as possible. She explained that students reps were elected for the first time via an online system and assured members that glitches would be erased for the next academic year.

Action GS/21-22/033(i): The President of the Graduate Students Union will provide details of postgraduate student representatives to Schools as soon as possible (no later than Friday 3 December).

XX GS/21-22/40 School of Engineering – proposal for expansion of PgDip in ‘Engineering for Climate Action’

The Dean welcomed Prof. John Gallagher to the meeting and introduced his proposal to members. Prof. Gallagher explained that the proposal was to expand the course structure of the existing 1-year full-time PgDip in ‘Engineering for Climate Action’ that had been approved during the previous academic year. Recruitment ambitions for the course were high but many applicants were unable to commit to a full-time course. The proposal was to supplement the existing course structure with a 2-year part-time framework-based PgCert/PgDip top-up from 2022/23 under existing Human Capital Initiative (HCI) Pillar 3 funding.

As there was no change in content, there was no need for the proposal to go for external review. There were no questions from members and the Dean thanked both Prof. Gallagher and Ms. Ewa Sadowska who had worked with Prof. Gallagher on the proposal.

Decision GS/21-22/040: GSC recommended the expansion of the existing 1-year full-time ‘PgDip in Engineering for Climate Action’ with the introduction of a 2-year part-time framework PgCert/PgDip top-up from 2022/23 under Human Capital Initiative (HCI) Pillar 3 to Council.

XX GS/21-22/041 Plagiarism

The Dean welcomed Prof. Philip Coleman, Junior Dean to the meeting. The Junior Dean’s memo had been circulated to members. The Junior Dean advised members that undergraduate and postgraduate students would receive an email that day alerting them to issue of plagiarism, stating that it is their responsibility to be aware of plagiarism and reminding them that sanctions would follow if cases are brought to his attention. He welcomed members’ suggestions on possible short-term and long-term measures which could be taken to address plagiarism and invited members to share current School/Department measures for postgraduate students.

It was reported that merely asking students to sign a declaration that they have not committed plagiarism was not effective. Some Schools held specific research classes where plagiarism was explained and discussed. A system in one School was outlined whereby one seminar at the beginning of the term was devoted to students’ presenting on their planned coursework assessment essay. This approach gives students time to prepare their essay and avoid last-minute pressure to purchase an essay from an essay mill. In addition, following discussion, some essay topics were adapted or amended, further reducing the risk of essay purchase or extensive plagiarism. It was noted that this strategy had resulted in reduced counts of plagiarism and although time intensive, was considered to be an effective and efficient way of addressing the issue collaboratively with students.



One Director described a process in their School whereby following a talk on plagiarism, students were asked to look at a sample piece of work for their dissertation having put it through Turn-It-In. Any issues with the submitted sample were then discussed with the student and it was noted that this approach had proved effective.

Turn-It-In was in use in Schools, but the Junior Dean advised members that this system is not flawless, and it was cited that clever work-arounds, such as placing parenthesis in white font, could be engaged to reduce the reported similarity percentage.

Many Directors noted that spending time with individuals to discuss plagiarism in submitted work was effective, but time-consuming. One member expressed a School's desire to give informal feedback and a soft warning when plagiarism is encountered early in the student's first year of postgraduate studies, noting that it had proved a successful strategy to combat plagiarism.

There was a discussion on the difference between careless referencing and plagiarism and the Junior Dean noted that postgraduate students should be held to higher standards and should be expected to reference appropriately, and this is reflected in penalties (e.g. no Level 1 offences) and the immediate escalation of plagiarism within a dissertation to Level 4. It was noted that there is a particular problem if the first incident of plagiarism occurs in the dissertation and therefore guidance for students should be held early in the student's course.

It was also noted that there were cultural differences in understandings of plagiarism particularly in some universities outside Ireland. It was suggested that such cultural difference should be addressed in education/awareness sessions in the first instance. It was also suggested that students did not fully understand what constitutes plagiarism, especially in relation to presenting scientific data (e.g., appropriate citing, understanding how to present data etc.) It was suggested that it was very important that clear guidance about plagiarism and the policies and procedures within Trinity for dealing with plagiarism should begin early in the postgraduate student's studies.

It was further suggested that students rarely aimed to mislead examiners in a devious manner and that in many cases plagiarism occurred when a student was under personal pressure, found the work difficult and panicked. It was noted that this had become more prevalent among postgraduate taught students and it was advised that more supports could be given to postgraduate students.

It was recognised that the issue of plagiarism has increased workload for all staff. One suggestion was that responsibility for academic integrity, including plagiarism might be made an explicit element of the role of Directors of Research. Alternatively, Schools might appoint local Integrity Office Champions with a designated responsibility for guiding students. Regardless of where responsibility was assigned, it was agreed that guidance for Directors or other School-based role holders was important, and that consistency of application of the regulations and of the message was paramount. It was further suggested that centralised oversight could lead to the establishment of an Academic Integrity Office, similar to the Equality, Diversity and Inclusion (EDI) Office.

The Dean thanked members for their inputs and suggested that the conversation would remain ongoing for the rest of the academic year, including as part of Postgraduate Renewal. Some members also noted their interest in joining a working group on plagiarism.



GS/21-22/042 Academic Registry presentation on course structures

The Dean welcomed the Director of Academic Registry and the Head of Business Support to the meeting. Slides had been circulated to members in advance. The Head of Business Support spoke to the slides and gave a short presentation on the difference between the two existing postgraduate taught models (Traditional Postgraduate Taught Model and the newer [2014] Framework Structure) and the implications of each model.

A case study of a collaboration project between the Academic Registry and the School of Nursing and Midwifery was detailed. The project was to review all of the School's postgraduate taught programmes based on the Framework model from the coding perspective in the AR. Where necessary, programmes were recoded to streamline the curriculum model and a review of Framework-based fee structures in SITS took place.

The Dean advised that it would be very important for Schools to ensure that prospective students would be aware of the two models of taught programmes and the implications of each. It was confirmed that the infographic could be shared by Schools and uploaded to their websites as necessary. The project with the School of Nursing and Midwifery included updating the programme details on the School website for all stakeholders to access.

The Director of Academic Registry expressed a hope to roll this out to other Schools on a phased basis. She invited interested Schools to contact the Academic Registry in order to arrange meeting dates to discuss any initiatives related to existing PGT courses. Schools proposing new courses should, in the first instance, contact Trinity Teaching and Learning.

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GS/21-22/043 Memo from School of Education requesting introduction of 'Mode B' for dissertation component of Masters of Education

The Dean welcomed Prof. John Walsh, School of Education, to the meeting. She gave a summary of the School request to seek approval to make an amendment to the format of the dissertation component on the M.Ed. programme to enable students who already hold a doctoral level qualification to submit an alternative format of dissertation. The revised format proposed requires submission of two distinct research papers with a word length of 8,000 words each, with Introduction and Conclusion sections book-ending the research papers to create a coherent dissertation, which would meet the programme learning outcomes.

It was queried whether recommendation to Council of this request would set a precedent for other courses. However, it was agreed to treat future requests on a case-by-case basis and should a critical mass be reached, a more general regulation may be formulated for consideration by Council.

Decision GS/21-22/043: GSC recommends the request from School of Education for a 'Mode B' for the dissertation component of Masters of Education. It was noted that this request could only take place from the upcoming academic year 2022/23 as the change would need to be reflected in Calendar III.



GS/21-22/044 PhD Thesis word count

The Dean circulated a memo regarding clarification of what was currently included in a thesis wordcount. The current regulations specify that footnotes and bibliography are not included in the word count. The Calendar refers only to ‘numerical appendices’ that may appear as additional material and does not clarify whether these additional materials are included or excluded from the overall wordcount.

The Dean proposed that to accommodate the practice in those disciplines where appendices are routinely used to provide greater detail on the research process, quality indicators or examples of data and data analysis, appendices should also be excluded from the word count. Members were invited to share their views.

It was suggested that it might be open to interpretation whether a discipline ‘routinely’ used appendices to provide greater detail, and therefore, less ambiguous terminology should be used. The Dean clarified that reference to discipline was for the rationale of the proposal only and the current Calendar insert “exclusive of footnotes and bibliography” would be amended to state “exclusive of footnotes, appendices and bibliography”.

It was suggested that the thesis guidelines should include a caution that appendices should not be considered a repository for excess material and the amount that an examiner would be expected to read would be clarified.

Action GS/21-22/044(i): The Dean of Graduate Studies will incorporate members’ feedback on PhD thesis wordcount and an updated proposal and associated calendar change will be brought to GSC in due course.

Action GS/21-22/044(ii): The Dean of Graduate Studies will incorporate related feedback into the PhD thesis guidelines.

GS/21-22/045 ISSE Survey data

The Dean advised that the ISSE survey data returns had been sent to all Schools. She noted that some themes were common among Schools, (e.g., students’ sense of isolation). The Dean will meet Directors individually to discuss important themes from each School’s data recurring trends would be addressed early in 2022.

Action GS/21-22/045: The Dean will meet with Directors individually early in 2022 to discuss important themes arising from the data and actions that may be taken at School or university level.

GS/21-22/046 LERU Summer School Utrecht 2022

The Dean gave a short presentation on the planned 12th LERU Summer School 2022 in Utrecht, 4-8 July 2022, with the theme “The University of the Future. Rethinking the role of universities worldwide in the face of the challenges of the 21st century”. The draft programme had been circulated to members.



The Dean advised that, as in previous pre-pandemic years, it was likely that two Trinity students (in the later stages of their PhD) would participate. Nominations would be accepted by early February 2022 and shortlisted candidates sent to LERU in early March.

The Dean noted that Graduate Studies Office would pay a €600 levy to selected candidates to cover accommodation and social costs aside from transport. Students or their Schools would be liable for travel costs. She confirmed that attendance at the LERU Summer School would provide PhD students with network and engagement opportunities.

Action GS/21-22/046: The Dean will email postgraduate research students, along with a follow-up reminder early in January 2022 informing PGR students of LERU Summer School 2022 applications. Directors are also asked to actively promote the event.

XX GS/21-22/047 Postgraduate Renewal

The Dean introduced and welcomed Leona Coady, Programme Director, Postgraduate Renewal Project, who spoke to its terms of reference. Slides had been circulated in advance. She advised members of the governing structure of the project (as per p.9), noting that the Dean of Graduate Studies is the project sponsor. The Vice-Provost is Chair of the Postgraduate Renewal Steering Committee and the committee has responsibility for oversight of six work packages focusing on various aspects of postgraduate activities in Trinity.

The Dean clarified that the project was currently in pre-consultation stage and formal consultation would take place January – April 2022. Following the consultation period, short, medium and long-term priorities would be determined. However, issues that could be addressed easily and immediately would be implemented in advance of the official implementation period (e.g., word limit on PhD thesis).

Decision GS/21-22/047: GSC recommended the terms of reference of the Postgraduate Renewal Programme governance for Council's approval.

XX GS/21-22/048 COVID-19 and update from COLSAG

The Dean noted that focus of the recent COLSAG meeting was the December/January examination sessions, and it attempted to balance the need to protect the health and safety of people undertaking in-person exams with the increased workload associated with deferral.

An email was circulated to all staff and students stating that the Semester 1 examination session would take place as planned for Schools that had indicated a wish for in-person examinations.

Three suggested scenarios for deferral (January, Semester 2 exam period and supplemental session) had been deemed problematic. Therefore, COLSAG determined that certain dates and times (late afternoon and early evenings) in February be selected for deferred examinations, whether in-person or online. There would be no further deferral period until the supplemental period. It was proposed that the mark entry deadline for deferred examinations would be aligned with Semester 2 mark-entry deadline.

The Dean noted that the outlined deferral referred to examinations only and much postgraduate



assessment was continuous assessment. As per 2020/21, Schools would have the discretion to change the assessment format or give coursework extensions as necessary.

A member stated that although supportive of the deferral of the exam period, the significant costs (time taken from teaching, research and family) should be recognised. It was noted that such adjustments and additional workload were possible only on the basis of goodwill and such good will should be formally appreciated as the additional demands on academic and administrative staff might have an impact on their physical and mental health. It was feared that hugely increased administrative load could also lead to the possibility of error. It was suggested therefore that some larger Trinity-based initiatives, (e.g., Faculty quality reports, marketing and perhaps postgraduate renewal) could be scaled back in the current academic year so as to balance against the additional burden of Covid-related examination deferrals.

Action GS/21-22/048: The Dean will inform Trinity Living with Covid of the added pressure and stress created for academic and administrative staff by additional examination deferral periods and would note the suggestion that perhaps some larger scale Trinity projects could be scaled back during the current academic year to balance against the additional workload.

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GS/21-22/049 Any Other Business

- (i) FAQ section of Graduate Studies webpage

The Dean informed members that the FAQ section of the Graduate Studies webpages had been updated: <https://www.tcd.ie/graduatestudies/faq/>

Action GS/21-22/049(i): Members are asked to forward any further FAQ suggestions to genadgso@tcd.ie

- (ii) Revised part-time PhD Fees

The Dean noted members that part-time PhD students normally have six years to complete their thesis. However, if the thesis is submitted early at end of Year 4, students are liable for the full-time equivalent of a 4-year PhD programme. Under the existing policy, students who submit in Year 5, are liable for full-time equivalent for 4 years plus the part-time equivalent for Year 5. Those who submit in Year 6 are liable for 6 years of part-time fees. It was clear that an anomaly had evolved, excessively penalising those students who submit in Year 5. However, following representation from the Dean of Graduate Studies, a revised policy has been agreed to ensure that students who submit early, pay the equivalent of part-time fee for 6 years, but have no further charge. The Dean advised that the fee reduction would take immediate effect and current students within the system would receive notification of same.

- (iii) Change of Micro-credential start dates within approved Semester

The Dean informed members that she had received a number of requests for GSC to approve changed start dates of micro-credentials. Circulated papers for December GSC included a memo



from the Programme Director: Micro-credentials requesting permission to change the start date of two micro-credentials to another date within the originally approved semester. A memo from the Head of School of Social Work and Social Policy had a similar request of a start date change within the originally approved semester.

It was agreed that GSC would give the Dean of Graduate Studies the authority to approve start date changes of micro-credentials that remained within the semester originally approved by GSC. Any change outside of the originally approved semester would be brought to GSC for approval.

Decision GS/21-22/049: GSC agreed to give the Dean of Graduate Studies the authority to approve changes of Micro-credential start dates that remained within the semester originally approved by GSC.

(iv) Need for PhD student desk space

The DTLP of School of Histories and Humanities noted her appreciation of the Dean hosting meetings with small groups of Directors. At one of the meetings, the pressing need for additional desk space for PhD students, both for practical reasons of having an appropriate place to work and also for building a sense of community, was discussed.

Action GS/21-22/049(ii): The Dean will raise at Council the pressing need for additional desk space for PhD students, both for practical reasons of having an appropriate place to work and also for building a sense of community.

(v) Defined operational guidelines for Micro-credentials

The DTLP of Nursing and Midwifery asked when operational guidelines for Micro-credentials would be available. She noted that her School had encountered difficulties in relation to submission dates, return dates and registration dates for modules that cross over two semesters.

Action GS/21-22/049(iii): The Dean will raise the need for operational guidelines for Micro-credentials with the Programme Director: Micro-credentials and the Dean will revert to participating Schools in advance of January GSC.

XX Section B for noting and approval

XX GS/21-22/050 Memo from School of Religion requesting change of course title – MPhil in Intercultural Theology and Interreligious Studies

A memorandum from the DTLP of the School of Religion requested a change of the course title of MPhil (and related Postgraduate Diploma), from 'Intercultural Theology and Interreligious Studies' to 'Contextual Theologies and Interfaith Relations'. The Masters award (MPhil) would remain generic, but the exit Postgraduate Diploma title would change to 'Postgraduate Diploma award in Contextual Theologies and Interfaith Relations'.

Decision GS/21-22/050: GSC recommended for Council's approval the requested change of



course title for School of Religion's MPhil (and related Postgraduate Diploma) in 'Intercultural Theology and Interreligious Studies' to 'Contextual Theologies and Interfaith Relations' with its related postgraduate diploma award.

XX GS/21-22/051 Memo from School of Social Work and Social Policy requesting reclassification of PgDip and Masters in Child Protection and Welfare

The Dean welcomed Prof. Stephanie Holt, Head of School of Social Work and Social Policy. Her memo requested GSC consideration for the re-classification of PgDip in Child Protection and Welfare worth 60 ECTS from a part-time to full-time from 2022/23 and the creation of a progression linkage for students completing the re-classified one year full time PgDip in Child Protection and Welfare to an already existing part time Masters in Child Protection and Welfare Top up of 30 ECTS in year 2 (without the additional admission fee of €50) once they meet the entry criteria. The memo noted that the proposal deals with the two existing postgraduate courses for administrative purpose only, and there would be no change to the academic, fee and management set up.

Decision GS/21-22/051: GSC recommended for Council's approval the requested re-classification of School of Social Work and Social Policy's PgDip in Child Protection and Welfare from a part-time to full-time from 2022/23 and the creation of an automatic progression linkage for students completing the re-classified one year full time PgDip in Child Protection and Welfare of 60 ECTS to an already existing part time Masters in Child Protection and Welfare Top up of 30 ECTS in year 2 (without the additional admission fee of €50) once they meet the entry criteria.

XX GS/21-22/052 Memo from Dean of Arts, Humanities and Social Sciences requesting fee change for postgraduate taught courses in School of Languages, Literatures and Cultural Studies

The Dean noted that responsibility for financial approval of courses including their fee structure was held by Faculty Deans. However, she asked members to consider a memorandum from the Dean of Arts, Humanities and Social Sciences in order to facilitate the Faculty Dean's bringing the request to Council.

The GSC considered a memorandum from the Dean of Arts, Humanities and Social Sciences confirming her support for the Head of School of Languages, Literatures and Cultural Studies' request for fee changes for the following full-time and part-time postgraduate taught courses in that School: PgDip and MPhil in Comparative Literature, PgDip and MPhil in Humanities and Culture, PgDip and MPhil in Identities and Cultures of Europe, PgDip and MPhil in Literary Translation, PgDip and MPhil in Middle East in a Global Context, PgDip in Old Irish and MPhil in Early Irish.

The memo noted that the change implied revised fees from the 2022/23 admission cycle and that the School would utilise its existing resources to cover staffing and other associated costs in order to deliver the programmes within the revised fee financial model.

Decision GS/21-22/052: GSC recommended for Council's approval the requested fee changes for the following postgraduate courses in School of Languages, Literatures and Cultural Studies from the 2022/23 admission cycle, noting that the School would utilise its existing resources to cover staffing and other associated costs in order to deliver the programmes: PgDip and MPhil in Comparative Literature, PgDip and MPhil in Humanities and



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Culture, PgDip and MPhil in Identities and Cultures of Europe, PgDip and MPhil in Literary Translation, PgDip and MPhil in Middle East in a Global Context, PgDip in Old Irish and MPhil in Early Irish.

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Section C for noting

There were no items in Section C.

There being no other business, the meeting ended at 12.00pm.

Prof. Martine Smith

Date: 2 December 2021