



GRADUATE STUDIES COMMITTEE
Minutes of the online meeting held via Zoom
at 10am on Thursday 20 May 2021

XX = Council relevance

Present (Ex officio):

Professor Martine Smith, Dean of Graduate Studies

(Chair)

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Rachel Mary Mc Loughlin, School of Biochemistry and Immunology

Professor Mary-Lee Rhodes, Trinity Business School

Professor John Boland, School of Chemistry

Professor Owen Conlan, School of Computer Science and Statistics

Professor Sarah-Jane Scaife, School of Creative Arts

Professor Keith Johnston, School of Education

Professor Biswajit Basu School of Engineering

Professor Bernice Murphy, School of English

Professor Matthew Campbell, School of Genetics and Microbiology

Professor Ashley Clements, School of Histories & Humanities

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

Professor Deirdre Ahern, School of Law

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

Professor Manuela Kulaxizi, School of Mathematics

Professor Kumlesh Dev, School of Medicine

Professor Mary Hughes, School of Nursing and Midwifery

Professor Cristín Ryan, School of Pharmacy & Pharmaceutical Sciences

Professor Hongzhou Zhang, School of Physics

Professor Ladislav Timulak, School of Psychology

Professor Daniele Pevarello, School of Religion

Professor Thomas Chadefaux, 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 Breda Walls, Director of Student Services

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 Ewa Adach, Administrative Officer, Graduate Education – Zoom access support
Ms Ewa Sadowska (Academic Affairs, TT&L): Secretary to the Committee
Ms Laoise Quinn (Academic Affairs, TT&L): Minute taking

Apologies

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Ioannis Polyzois, School of Dental Science

Professor Cian O'Callaghan, School of Natural Sciences

Dean of Research: Vacant

In attendance for individual items:

Prof Lorna Loughrey (School of Pharmacy & Pharmaceutical Sciences) for item GS/20-21/103

Prof Jerrard Hayes (School of Biochemistry & Immunology) for item GS/20-21/105

Prof Joanne Banks (School of Education) for item GS/20-21/106

Tamara O'Connor (Learning Support Psychologist, Student Counselling) for item GS/20-21/107

Doris Alexander (Associate Director, European Engagement, Trinity Research & Innovation and TCD Global) and Brendan Tighe (Erasmus and European Partnerships Manager, TCD Global) for item GS/20-21/108

Ms Jennifer Pepper (Director, the Academic Registry) for item GS/20-21/109

As this was the final meeting of the academic year 2020/21, the Dean thanked all members of GSC for their work throughout the year and gave a special mention to Ewa Sadowska for organising all the GSC meetings, as well as Ewa Adach and Laoise Quinn who have recently joined Trinity Teaching & Learning. The Dean also especially thanked the members for whom this was their last meeting. As there were a number of people who indicated that they were finishing their terms of office, the Dean noted that she would name them individually at the first meeting of the next academic year.

GS/20-21/101 Minutes of 22 April 2021

The minutes were approved as circulated.

GS/20-21/102 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 are referred to below.

Action GS/20-21/044(i) *The Dean will contact GSC members directly regarding membership of a working group on a postgraduate research teaching survey.*



This is ongoing and the Dean will continue to contact members as appropriate.

Action GS/20-21/064(i): Members to email the Dean if they anticipate difficulties with F2F deliveries and how the Dean could address them

The Dean noted that she had received communication from some DTLPs and that she still welcomes feedback from members regarding any anticipated challenges with face-to-face deliveries in 2021/22.

Action GS/20-21/064(iii): Members are to contact the Dean if they anticipate any further challenges with face-to-face delivery or with assessments in 2021/22.

Action GS/20-21/078(vi) The Dean is to follow up with the Academic Registry with regards to forwarding links to recent AR reports and a link to AR webpage explaining structure of AR and listing associated contacts to GSC members.

The Dean confirmed that information had been received from Jennifer Pepper, Director of Academic Registry.

Action GS/20-21/078(vii): Graduate Studies Office will circulate contact information received from Jennifer Pepper, Director of Academic Registry - links to recent AR reports and a link to AR webpage explaining structure of AR and listing associated contacts to GSC members.

Action GS/20-21/023(iii) The Dean will circulate an email re mitigation measures for postgraduate students to School Managers, for distribution to course directors, who, in turn, can respond to individual students.

An email regarding mitigating measures was circulated.

Action GS/20-21/090: The Dean will confirm 31 July 2021 as the closing date for admission to PGT programmes with Academic Registry.

The date of 31 July was confirmed for closing of applications to the PGT programme.

Action GS/20-21/091: The Assistant Secretary, Graduate Studies will liaise with the Academic Registry to confirm the electronic version of a final thesis, as uploaded into TARA, was now the version of official record.

The Assistant Academic Secretary, Graduate Education had confirmed with the Academic Registry that the electronic version of the thesis is the copy of record.

GS/20-21/092 Dean of Graduate Studies Annual Report 2019/20: The Annual Report was approved by Council at the last meeting.

Action GS/20-21/93 The Dean will liaise with DTLPs to gain an understanding of the approximate number of students that could be involved in the pilot screening for COVID-19 during the summer months in advance of Academic Year 2021/22.

This configuration of the pilot is still in development and the Dean advised members to expect communication over the coming weeks.



GS/20-21/095 PG renewal update: This was approved by Executive Officers' Committee and was to be submitted to Council for the June meeting. However, there were a number of amendments. The Dean and the Assistant Academic Secretary, Graduate Education are collating the document and it is to be circulated following GSC meeting and in advance of the paper being sent to Council.

Action GS/20-21/095: Graduate Studies Office is to circulate an amended version of the PG Renewal paper following the May GSC meeting. Members are to receive the paper in advance of it being sent to Council for their meeting at the end of May.

Decision GS/20-21/097: *GSC approved change to new strand proposal (HCI 3) in Zero-Carbon Technology to restructured MSc/PgDip/PgCert in Mechanical Engineering – reducing ECTS for 'Research Methods' from 15 ECTS to 5 ECTS, with additional 10 ECTS to be made up from optional modules already part of the course proposal.*

The Dean noted that this decision was to be brought to Council for the May meeting.

Decision GS/20-21/098: *GSC approved change of course title from 'Professional Diploma' to 'PgCert' in Sustainable Development for Business*

The Dean noted that this decision was approved by Council.

XX GS/20-21/103 New course proposal (HCI 3): PgDip/MSc in Pharmaceutical Manufacturing (Online)

The Dean welcomed Prof Lorna Loughery, School of Pharmacy and Pharmaceutical Sciences, to the meeting and the Dean gave a short summary of the proposal, PgDip/MSc in Pharmaceutical Manufacturing, a Level 9 course of 60/90 ECTS. The course has received HCI Pillar 3 funding for the first three years. It is a two-year part-time online only course, with the first intake due in January 2022. 60 ECTS comprise the taught elements. These are recognised by the Health Products Regulatory Authority as fulfilling requirements for registration as Qualified Person in pharmaceutical industry, responsible for manufacture of human and veterinary medicines. The target market for this new course is science, engineering, veterinary and medical graduates, especially Irish and EU graduates, due the shared regulatory environment.

It was noted that this course forms a natural progression from the longstanding MSc in Pharmaceutical Manufacturing Technology and aims to futureproof graduates with skills for the emerging technologies in pharmaceutical and medical device industry. There has been a collaboration with key industry partners and the course was developed in partnership with industry experts and the regulatory authority.

The structure is 4 x 10 ECTS and 4 x 5 ECTS (totalling 60 ECTS) compulsory modules in 'Pharmaceutical Processing', 'Pharmaceutical Chemistry', 'Pharmacology and Drug Assessment', 'Pharmaceutical Dosage Forms', 'Pharmaceutical Biology', 'Health Product Analysis', 'Regulation of Health Products', 'Manufacturing and Innovation' and 'Leadership in Health Product Manufacturing'. An additional 30 ECTS research project is required for MSc.



Admission requirements are a Level 8 degree at II.1 or higher in chemistry, pharmaceutical chemistry, medicine and technology, biology and/or industry experience. Assessment is by both examination (50%) and continuous assessment (50%), with a pass mark of 50%. Supplemental assessment is permitted, but with marks capped at 50%. There are no compensatable modules. Students are permitted to apply to repeat the year if unsuccessful in supplemental examinations, although they may not repeat the dissertation component. Students may be awarded the PgDip as an exit award.

Prof Loughrey confirmed that this course has been run for 30 years, and that the HCI funding was very welcome. In addition to providing funding for digitisation of the course, it supports funding of another staff member. She noted that the Trinity programme has been very successful for a number of years and the HCI funding should help Trinity maintain its premier position in this market among industry partners.

Decision GS/20-21/103: GSC recommended the new course proposal (HCI 3): PgDip/MSc in Pharmaceutical Manufacturing (Online) to Council.

XX **GS/20-21/104 New course proposal (HCI 3): MSc in Smart Medicines**

The Dean noted that this course is being proposed by Prof Kumlesh Dev, DTLP School of Medicine. She further noted that this proposal had been due for discussion at the April meeting but the strong relation between it and a PgDip proposal approved in October had been observed. The basis for this strong relationship is set out in the course documentation. The Dean drew attention to the fact that a proposal to suspend intake on the PgDip for one year was on the current Agenda B of the same meeting.

The Dean gave a short overview of the course – a one-year full-time Level 9 MSc (90 ECTS), with the option of a PgDip exit award (60 ECTS) funded under HCI Pillar 3. The proposed start date is September 2021, with an initial target maximum intake of 20, which would be later extended to 30. The course aims to provide new skills and knowledge to applicants from a non-biology background in drug discovery and pharmaceutical development, or conversely to develop commercialisation skills in those with a biology background. It covers the complete life cycle, from birth of an idea to death by competitive market and encompasses business, science and healthcare. This course has been created in conjunction with Tangent and the School of Pharmacy and Pharmaceutical Sciences, both of whom have sent in letters of support, which accompany the proposal.

The course is structured around five content pillars – cells, disease, therapies, clinical, pharmaceutical, commercial and research – and four indication and research champion areas – cancer, neuroscience, immunology, ageing and frailty. The purpose of the indication areas is to ensure pillar cross-cutting, as well as to promote research, enhance networks and to engage external stakeholders. It was noted that the course has strong industry links through existing programmes and through personal contacts, spanning pharmaceutical, healthcare, business and future investors. It was further



noted that this course has a clear employability map.

The course is structured in twelve 5-credit modules and a research dissertation worth 30 ECTS. The mode of delivery is blended, incorporating flipped classroom approaches with pre-recorded content, as well as live sessions. There is an extensive list of external contributors. The core module structure consists of an Introduction session (live, online), external contributors for face-to-face teaching sessions, delivered in 1.5 day 'bootcamp' experiences onsite and Revision of live online tutorial sessions.

There is to be a gradual expansion of online resources and assessment is based on participation, essay and group presentation. The research dissertation is linked to research champions, drawing on external expertise, but with support from within the School.

Admission criteria is at least II.1, Level 8 in science, health science or business. There is a pass mark of 50% and supplemental assessment permitted, with marks capped at 50%. A distinction is awarded if a student has a credit-weighted average of 70% with no failed component. The PgDip is an exit award.

Prof Dev thanked the Dean for her presentation and the Dean facilitated questions and comments from GSC.

A concern was raised by the DTLP for Trinity Business School about an overlap of module descriptors 10, 11 and 12, to be delivered by Tangent, and which, it was suggested, are exactly the same topics as are being taught on TBS programmes.

Prof Dev noted that the focus of this course is on drug development and collaboration with Tangent on modules focuses on the commercial element of drug development alone. He noted that the course title was originally 'Smart Medicines and Entrepreneurship', but the latter part of the title was removed to maintain the focus on new medicines and to ensure understanding that it is not a business or commercial course.

It was noted that there had been similar concerns from the School of Pharmacy and Pharmaceutical Sciences, given that the programme is closely related to the offerings from within that School. It was further noted that the two Heads of Schools (Medicine and Pharmacy and Pharmaceutical Science) had come to an agreement to work together and it was hoped that this closer working relationship would alleviate any potential future concerns.

The DTLP for the Trinity Business School stated that she was happy for the MSc in Smart Medicines to be recommended to Council, given the timelines involved, but wished to note that TBS is concerned about their lack of involvement and a lack of consultation with TBS in relation to the business content within the course. The Academic Director of Tangent acknowledged the concerns and noted that he would raise them with Tangent.

It was suggested that it can become difficult to create interesting and exciting



proposals that may be slightly related to other Schools if a proposal can then be vetoed and for this reason, Schools may be reluctant to design such proposals.

It was also suggested that the issue under discussion was a discussion that should have taken place between Trinity Business School and Tangent and that the role of GSC is to approve courses on academic merit. The Dean noted that for future proposals, such discussions should be held in advance and that if there is a potential overlap, written evidence that these have been resolved should be submitted before a proposal is submitted to GSC.

Decision GS/20-21/104(i): GSC recommended the new course proposal (HCI 3): MSc in Smart Medicines to Council.

Decision GS/20-21/104(ii): GSC agreed that any potential overlap or close relation between a new offering and an existing course should be discussed prior to the proposal reaching GSC, with written evidence given to GSC prior to the GSC meeting, to confirm the issues have been resolved.

XX **GS/20-21/105 New course proposal (HCI 3): PgCert and PgDip in Immune Therapies (Top-up)**

The Dean welcomed Prof Jerrard Hayes, School of Biochemistry and Immunology, to discuss the proposal. The Dean began by giving a short summary of the proposal, PgCert and PgDip (top-up) in Immune Therapies.

A Level 9 course, funded under HCI Pillar 3, it comprises a PgCert and Diploma (top-up) undertaken on a part-time basis over two years. Direct entry is to the PgCert only, after which one can exit with a Cert (30 ECTS) or a Diploma (a further 30 ECTS). A blended course, it is 50% online and 50% an in-person/blended mix. The course has been developed in collaboration with Tangent, with a letter of support from the School of Education. This course is closely aligned with existing MSc in Immunology and MSc in Immunotherapeutics and aims to enable scientists, medics and engineers to transition into immunotherapeutic and biopharmaceutical jobs. The PgCert aims to upskill employees in relevant industries, leading into the PGDip, and an employability map is included in the proposal. There is a work-based focus within modules, but no placement as part of the programme. It has been co-developed with industry partners - Pfizer, Avectas and Inflection Biosciences and has synergies with the existing MSc offerings with a range of shared or partly shared modules and two new online modules. One in-person module is partially shared (for technology aspects of Advanced Immunotechnologies). Three modules are blended: 20-50% online and all are shared or partially shared with existing modules. There are four online modules, two of which are new and two are partially shared or shared.

The structure is 2 x 10-credit and 2 x 5-credit modules (totaling 30 ECTS). There is a range of assessment components for each module, all including MCQ exams, presentations, tutorial assignments, reflective report and case studies. All modules are compulsory and all are compensatable for marks >45%, with 50% as the pass mark.



Prof Ryan thanked the Dean for her presentation and confirmed that although it is closely aligned with existing MSc course, the reviewer had noted that this proposed course complements those programmes rather than compete with or dilute them.

It was queried whether graduates of the diploma would get credit towards a Masters programme. Prof Ryan noted that they were hoping to develop a separate top-up MSc programme but at present there is no credit for entry to an existing Masters programme.

In response to a query about the pricing of the Cert and Diploma, it was noted that the €5,951 charge is per annum – therefore the total cost of the Diploma is €11,902 (€5,951 each year for two years).

Decision GS/20-21/105: GSC recommended the new course proposal (HCI 3): PgCert and PgDip in Immune Therapies (top-up) to Council.

XX **GS/20-21/106 New course proposal: PgCert in Diversity and Inclusion**

The Dean welcomed Prof Joanne Banks (School of Education) to the meeting and the Dean began by giving a short presentation on the PgCert in Diversity and Inclusion. She noted that unlike the previous proposals at the current meeting, this was not HCI funded. She also congratulated the School of Education for putting together the course in a short timeframe in collaboration with the City of Dublin Education and Training Board (CDETb).

A Level 9, PgCert, this will be undertaken on a part-time basis over one year. It was developed in collaboration with the City of Dublin Education and Training Board (CDETb), who in addition to providing staff to contribute to the course, have also committed to funding up to 35 students per annum. The proposal is aimed at supporting professional development of those involved in Further Education and Training, where learners often have additional requirements and needs. It was noted that a key strategic initiative for the CDETb is to foster inclusion through enabling quality educational experiences for all learners, using principles of universal design for learning. The aim of the course is to upskill FET educators to enhance their practice to support inclusion and to develop a community of practice under the Professional Development Strategy. It was further noted that this course proposal aligns with School and College strategic ambitions.

A collaborative design, this programme comprises 3 x 10 ECTS, all new modules and all core modules, which are non-compensatable. Course delivery is blended, with face-to-face teaching in Weeks 1 and 8 and online participation in weeks 2-7, containing asynchronous content, synchronous online interactive sessions as well as offering Open Hours and an online student social space.

Admission to the course will normally be with a Level 8 degree. In light of the target participant group, a bespoke framework for evaluation of recognition of prior learning will be developed to enhance inclusion and diversity in recruitment. It was noted that



due to the blended delivery, there would be prerequisites in terms of access to technology for all participants.

Prof Banks noted that this was an exciting opportunity. The School has worked well with CTETB and had interesting discussions on diversity and inclusion and the diverse learner student population in the FET sector.

It was noted that the award is defined as a minor award and so it was queried whether there would be an intention of the School to enable students to continue on to a Diploma and Masters. Prof Banks noted that it was hoped that in the future, a progression pathway of this sort would potentially be an option.

It was suggested that the explicit collaboration with the Centre for Universal Design could take place in the future. Prof Banks noted that the Centre did feed into the designing of the programme, but that perhaps explicitly linked supports and professional development could take place in the future.

Decision GS/20-21/106: GSC recommended the new course proposal: PgCert in Diversity and Inclusion to Council.

XX GS/20-21/107 Structured PhD Module (Category 4 Dean's Basket): Planning and Managing your Research Process

The Dean welcomed Dr Tamara O'Connor, Learning Support Psychologist, Student Counselling to answer questions to the module. The Dean began with a short presentation on the module, which had been developed in collaboration by Student Counselling Services, Postgraduate Advisory Service and Library, Teaching & Research Support Unit, as a Category 4 ("Dean's basket") module for Structured PhD students.

It was noted that this module replaces PRMC1001-1-SEM20202021. The two key learning outcomes were stated – (i) select, practice and reflect on skills and strategies that contribute to planning and managing the PhD research process and individual wellbeing and (ii) develop, apply, and evaluate skills to manage themselves, their relationships and their research process and practice. This module is to comprise in-person workshops or live webinars and online self-directed sessions. Students would be offered a choice of a variety of session, choosing 12 of 16 offerings and progression is via continuous assessment.

Dr O'Connor confirmed that a similar module had been run very successfully for the last 10 years and that many students have noted that they had found this was of great support and helped them gain confidence. It was queried whether distance students could undertake the course and it was confirmed that online sessions are recorded and could be accessed at a later date, although it was noted that it was also important to have live sessions so as to allow for student interaction.

The Dean noted that there have been many requests for additional options for PhD students and so this proposal was of strong interest to GSC members, especially those



involved with non-resident PhD students.

Decision GS/20-21/107: GSC recommended the new module: Structured PhD Module (Category 4 Dean's Basket): Planning and Managing your Research Process to Council.

XX GS/20-21/108 Erasmus mobility opportunity for Graduate Studies

The Dean welcomed Doris Alexander (Associate Director, European Engagement, Trinity Research & Innovation and TCD Global) and Brendan Tighe (Erasmus and European Partnerships Manager, TCD Global) and noted that due to time constraints the memo and slides could be taken as read. In her presentation, Ms Alexander referred to slide numbers for reference.

The new Erasmus programme 2021-2027 was launched in March 2021 and sets the scene for engagement in this area for the foreseeable future. With a budget of €26.2 billion, it provides almost double the amount of funding compared to the Erasmus programme 2014-2020 (€14.7 billion).

The new iteration of Erasmus+ programme aims to be more inclusive and to support the green and digital transitions. The programme will also be more international, encouraging cooperation with countries outside of Europe. It will support the development of digital skills and introduce new formats to accelerate the digital transition of education and training. Financial incentives will also be awarded to projects and/or mobilities promoting awareness of environmental

Whilst the Erasmus programme is traditionally associated with undergraduate student mobility, it holds significant opportunities for many individuals and groupings in the University. Included in this grouping is doctoral candidates, postdoctoral researchers and academic staff at all levels in terms of both staff mobility for teaching and/or training purposes, and funded cooperation projects. Non-academic staff are also now included.

The countries involved in this programme are EU member states, some non-EU member state countries (including Republic of North Macedonia, Iceland, Lichtenstein, Norway, Turkey and Serbia). It was noted that other countries, including UK may be considered as a third/partner/international country.

The period of exchange has also been broadened. Students in any field, as well as those on traineeships or internships can study abroad for 2-12 months. A blended option of 30 physical days with compulsory virtual component is also included in the new offering. Doctoral and recent postdoctoral graduates can avail of 2-12 months or 5-30 days, with or without a virtual mobility component. Staff that are teaching or training in any field, leading to professional development, can spend between 2 days and 2 months for programme countries and between 5 days and 2 months for international countries and invited staff from enterprises can avail of Erasmus+ for one day. It was noted that Erasmus Mundus has moved to KA2 and there is a delayed start to the International Credit Mobility (KA171).



Ms. Alexander noted that this new programme allows for more flexible doctoral mobility and that slides 8-13 gave further details on the Blended Intensive Programme (BIP) and details of the Erasmus Mobility Funding was on slides 14-16.

Slide 8 explored the BIP, which has a minimum of three country HEIs. The coordinating institution applies for funding to develop the programme as part of the standard application for a mobility project and the each of the coordinating institution and partners fund travel and subsistence of their own students and staff using their own mobility funds. It was noted that a minimum of 15 participants is required in order to be eligible for funding of 5-30 days. One physical mobility period per BP can be applied for with a compulsory virtual component, with no specified duration, and it must award at least 3 ECTS. Before, during and/or after physical mobility, the virtual component facilitates collaborative online learning exchange and teamwork as participants must work simultaneously on specific assignments integrated in the programme, which count towards the overall learning outcomes.

Some of the advantages of blended intensive programmes were outlined. They provide new and more flexible mobility formats as well as innovative ways of learning and teaching. BIPs help develop and promote collaborative online learning exchange and teamwork. They practice a multi-disciplinary, challenge based and international approaches as well as having more flexible curricula. Therefore, it is deemed an excellent opportunity for doctoral candidates to develop pedagogical skills and prepare for working in 'universities of the future'.

Ms. Alexander noted that Erasmus+ should be considered as an opportunity for professional development and transversal skills development. She noted that they would appreciate members' feedback on whether Erasmus+ was something that Trinity should engage in, and following GSC members' positive response, she suggested that a focus group could take place among interested parties to discuss how best to maximise initial engagement and developing a longer term strategy on engagement for doctoral students and staff. She noted that it would be hoped that a number of disciplines would be involved in this feedback process.

Action GS/20-21/106: Any GSC members who wish to partake in a focus group regarding Erasmus + should contact doris.alexander@tcd.ie erasmus@tcd.ie brendan.tighe@tcd.ie



XX **GS/20-21/109 PGT application process**

The Dean welcomed Jennifer Pepper, Director of the Academic Registry to the meeting and congratulated her on her new appointment. The Dean noted that the Academic Registry had identified some problems that lead to delays in processing applications and a memo from the Director had been circulated to GSC.

The Director of Academic Registry noted that a discussion had taken place at the AR's monthly meeting with School Managers and she wished to share the discussion with DTLPs within GSC. She further noted that the three options discussed were still in draft form and that she welcomed any other inputs from DTLPs or their Schools.

The current status when a primary assessor is on leave is that the system has to be updated to remove the primary assessor, upgrade a secondary assessor and add an additional assessor. Later, when the primary assessor returns, all the changes need to be reversed. As there is much work involved in this, three alternative options were suggested.

The first option was that any assessor changes are made on a monthly basis on a defined day, with some scope for emergency changes, if necessary, with the approval of the Head of School or the School Manager.

The second option was that the primary assessor would be an administrator within the School – e.g. School Manager or delegate. In this way the likelihood of changes having to be made is lessened.

The third option was that School Managers or the Head of School would be given portal functionality for this task and they can delegate the role accordingly within the School, thereby avoiding the necessity for contact with the Academic Registry.

It was agreed that Schools having control of the portal (option 3) would save time. However, it was queried whether this would bring an added administrative workload to the School and there was a request that Schools might be permitted to decide whether they wish to take on this role should option 3 be enacted. It was also noted that there is significant workload involved in emails being sent to Academic Registry to make the changes, wait for the changes to be implemented and then later to contact the Academic Registry again to undo the changes when the assessor has returned from leave. Therefore, it was suggested that this option may result in less work for Schools rather than more.

It was agreed that the third option should be researched further, and the Director of Academic Registry noted that she would engage in discussions with IT Services on how this option could potentially be rolled out. She noted that she hoped that the changes could take place for October 2021, i.e., the beginning of the next admissions cycle. It was suggested that option 2 could potentially be used as a 'stop gap' until option 3 could be put into effect.

The Director of Academic Registry referred to the 34% increase in PGT applications



during the current academic year in comparison to 2019/20. She confirmed that currently staff have been reassigned to work in this area and informed directors that if there are any delays in the processing of applications, the issue can be escalated to Jacinta Ryan. Following this, the Director of Academic Registry can be contacted.

It was noted that no decisions would be made at GSC; rather the forum was to collect feedback and the Director of Academic Registry would return to GSC with an update in due course.

Action GS/20-21/109: Schools experiencing delays associated with the postgraduate application process should escalate queries to Jacinta Ryan, Academic Registry.

XX **GS/20-21/110 PhD thesis committees across Schools**

The Dean noted that she would circulate a discussion paper separately, but further noted that the responses from DTLPs indicate that there is wide variability in the implementation of thesis committees across those Schools who have responded. However, the Dean further noted that responses also highlighted some possible misunderstandings or misconceptions on the structure as approved by Council. She confirmed that rather than being prescriptive, the guidelines on thesis committees need to be clarified so that they can serve the varied purposes in different Schools. The key responsibility of the committee is to monitor progress and provide an extra safeguard for everybody involved, which at a minimum would be meeting with the student once per year and signing off on a progress report. The Dean noted that 17 Schools have responded and she requested that any DTLP who has not yet responded, would do so as soon as possible.

Action GS/20-21/110(i): DTLPS (7 Schools) who have not yet responded are asked to send the Dean a short account of how PhD thesis committees are organised in their own School.

Action GS/20-21/110(ii): The Dean will circulate a paper on PhD Thesis Committees across Schools.

XX **GS/20-21/111 Discussion of GSC workplan 2021/22**

The Dean proposed some changes to the schedule of meetings and how the work of GSC is planned. She noted the importance of protecting time for discussion of issues of relevance to the GSC, beyond new course proposals. She also noted that it is important to document the natural rhythm of GSC business so that there is some predictability regarding what is due and when it is due. Therefore, she proposed the following:

- **Course proposals:** All respondents to the recent survey indicated that GSC plays an important role in quality assuring new course proposals, and the majority were happy that sufficient time is available to ensure rigour in that review. All but one respondent supported the proposal to designate some meetings to focus on other matters. Views were split on whether every course proposal should be reviewed by the full GSC, but the majority favoured either the status quo or else 'grouping' course proposals so that they were all circulated but where members were given



responsibility for specific proposals. On that basis, the Dean suggested that for 2021-22 (a) there would be some meetings that do not accept course proposals and (b) GSC would continue with the status quo for Semester 1 and review at the end of the semester.

- The Dean noted that proposed dates for GSC meetings, including a timetable planned for reviewing course proposals were visible at the bottom of the agenda. She noted that Trinity Teaching and Learning developed an associated timeline for course proposal development, so that proposers can view the approximate route through to a GSC meeting.
- The Dean noted that an additional meeting was planned for September and clarified that this may be a shorter meeting and is primarily intended as an opportunity to map out the workplan for the year (e.g. dates Annual Reports, Calendar changes etc. will be discussed). She requested that any School already planning innovations, including new courses, should contact the Dean before she sends out an email (in June) about the upcoming meeting.
- The Dean reminded members that the GSC annual survey allows members to give anonymous feedback on the running of GSC meetings (see also later within the current agenda).

Action GS/20-21/111(i): GSC members to contact the Dean if there are any items to be included on the agenda for the additional GSC meeting in September, especially any planned course proposals, when the workload of GSC during the upcoming academic year would be planned.

Action GS/20-21/111(ii): Dean will inform GSC members via email in June about upcoming GSC planning meeting in September 2021.

XX **GS/20-21/112 COVID-19 and update from COLSAG**

The Dean noted that COLSAG has not met during the previous week and so a verbal update was given. She noted that three main issues were under discussion, with the focus on planning for teaching during the upcoming academic year.

The Department of Further Education and Research had requested that an announcement on the COVID-related structure of the upcoming academic year was to be announced by all third level institutions collectively. It had been hoped that his announcement would take place by the end of May 2021, but it would appear to now be due to take place in June, due to the changing COVID profile. She noted that the announcement was likely to include some element of blended or online offerings particularly for larger groups. The Information Technology Services Representative noted that IT Services had undertaken a review of the technological resources that are in place and noted any upgrades required in various teaching rooms. An additional 72 postgraduate spaces are to be upgraded. A draft proposal for that upgrade was presented to the Trinity Living with Covid group, earlier that day and it would go to Planning Group the following week.



Adaptations to assessments and how the adaptations would successfully meet the learning outcomes were also discussed at COLSAG. The Dean again reminded members to contact her with any anticipated difficulties, as per Matters Arising – Action GS/20-21/064(i).

The third area under discussion at COLSAG was that there was a gap in policies related to students who choose to make recordings during a lecture and to share these recordings outside of the structures agreed for recording of lectures for educational purposes. The Dean confirmed that the policy in relation to dealing with inappropriate use of recordings currently rests among several areas, and there is a need for this to be centralised. She noted that, unfortunately, this type of inappropriate behaviour may be likely to become more prevalent.

It was queried whether there was an ambition to eliminate examinations as a form of assessment and it was suggested that this was under discussion with regards to undergraduate students. The Dean confirmed that more robust discussion was required and there was no discussion at COLSAG to remove assessment from future agendas. The focus of discussion was on whether we wish as an academic community to return to our previous heavy reliance on intense examinations in large crowded venues as a primary mode of assessment. She also noted that assessment at postgraduate level generally tends to be more diverse than assessment at undergraduate level, even outside of COVID restrictions.

XX **GS/20-21/113 LERU update**

The Dean confirmed that the final list of successful candidates had been agreed and that LERU would contact the students directly to inform them of their success. Following this correspondence, the Dean noted that emails would be issued to other students and she again thanked Profs Campbell and Ryan for their support with this process.

The Dean requested that if members knew of any PGR students who would be willing to volunteer with the organisation of the summer school, especially the social programme, they should send their names to genadgso@tcd.ie

Action GS/20-21/113: GSC members who know of PGR students who are willing to volunteer with the organisation of the LERU summer school programme, especially the social programme, to send names to genadgso@tcd.ie

XX **GS/20-21/114 PG renewal update**

The Dean noted that this had been presented to the Executive Officers' Group the previous week and a slightly revised proposal will be circulated to GSC before being sent on to Council.



Action GS/20-21/114: The Dean will circulate the PG renewal proposal (which was slightly amended following presentation to EOG) to GSC before it is forwarded to Council.

XX GS/20-21/115 GSC Survey 2020/21

The Dean noted that the GSC Annual Survey would be released following the current GSC meeting. She noted that the memo to members listed the questions and members were requested to complete the survey as soon as possible. She noted that the survey was anonymous, and responses would help with the future planning of GSC meetings.

Action GS/20-21/115: Members are to complete the GSC Annual Survey online (details within memo) so as to help the planning of future meetings. It is noted that this is an anonymous survey.

XX GS/20-21/116 Any other business

There was no other business.

XX Section B for noting and approval

GS/20-21/117 Subcommittee of USC and GSC on HCI 3 Micro-Credentials – endorsement of decisions on MC proposals of 11 May 2021

GSC was asked to endorse the recommendation of the sub-committee to approve eight modules.

School of Engineering

- Cyber-physical Systems and Control *Level 9, 10 ECTS, to commence September 2021*
- Low Carbon Power Technology *Level 9, 10 ECTS, to commence September 2021*
- Air Pollution: Monitoring, Assessment and Control *Level 9, 5 ECTS, to commence September 2021*

School of Nursing and Midwifery

- Nurse/Midwife Authority to Refer for Radiological Procedures *Level 9, 5 ECTS, to commence November 2021*
- Safeguarding Adults at Risk of Abuse *Level 9, 5 ECTS, to commence September 2021*
- Professional, Ethical, Legal and Communication Issues informing Nurse and Midwife Prescribing and Clinical Practicum *Level 9, 10 ECTS, to commence September 2021*

School Social Work and Social Policy

- Digital Technologies in Human Services *Level 9, 10 ECTS, to commence February 2022*
- Disability and Child Protection: Towards New Understanding *Level 9, 5 ECTS, to commence Semester 1 2021/22*



- Legal Training for Child Protection & Welfare Practitioners *Level 9, 5 ECTS, to commence September 2021*

It was noted that all eight micro-credential modules, along with the one endorsed at the April GSC, 'Professional, Ethical, Legal and Communication Issues informing Nurse and Midwife Prescribing and Clinical Practicum' (School of Nursing and Midwifery) have received financial approval from their respective Faculty Deans.

The Dean expressed her thanks to the members of the sub-committee and the Chair, Prof Owen Conlon, for the huge amount of work done and noted that the sub-committee has agreed to meet in June to re-review eleven micro-credential modules that were not approved at the May meeting. On request from the Dean, GSC agreed to electronic approval of the sub-committee's recommendation.

Decision GS/20-21/117(i) GSC endorsed the recommendation of the USC/GSC Sub-Committee on HCI Pillar 3 Micro-Credentials to approve eight micro-credential modules to be brought to Council for approval – 'Cyber-physical Systems and Control', 'Low Carbon Power Technology', 'Air Pollution: Monitoring, Assessment and Control' (School of Engineering), 'Nurse/Midwife Authority to Refer for Radiological Procedures', 'Safeguarding Adults at Risk of Abuse' (School of Nursing and Midwifery) and 'Digital Technologies in Human Services', 'Disability and Child Protection: Towards New Understanding', 'Legal Training for Child Protection & Welfare Practitioners' (School of Social Work and Social Policy). It was noted that the eight modules, along with the one micro-credential module approved at April GSC - 'Professional, Ethical, Legal and Communication Issues informing Nurse and Midwife Prescribing and Clinical Practicum (School of Nursing and Midwifery) – have been given financial approval from their respective Faculty Deans.

Decision GS/20-21/117(ii) GSC agreed to undertake electronic approval of the USC/GSC Sub-Committee on HCI Pillar 3 Micro-Credentials following their meeting in June 2021.

GS/20-21/118 Retitling of 'MEd strand in Leadership and Management' to 'Education in Leadership and Policy' and resulting Calendar III change for 2021/22

The Dean noted that the requested change of title for this Med strand would also result in a Calendar III change for 2021/22 and asked GSC members approval for both.

Decision GS/20-21/118: GSC approved the change of strand title of 'MEd strand in Leadership and Management' to 'Education in Leadership and Policy' and GSC further approved the resulting Calendar III change for 2021/22.

GS/20-21/119 PgDip in Cognitive Behavioural Psychotherapy (DPDMD-CPSY-1P09)

The Dean noted that the School of Medicine had submitted a request to extend the teaching term for the PgDip in Cognitive Behavioural Psychotherapy to accommodate the demands on the students and to reflect their work context.

Decision GS/20-21/119: GSC approved the request to extend the teaching term for the PgDip in Cognitive Behavioural Psychotherapy (School of Medicine).



GS/20-21/120 Changes to MES in Leadership in Christian Education

The Dean noted the request from Marino Institute of Education to make changes to their MES in Leadership in Christian Education, as outlined in the memo from the College Registrar sent to GSC.

Decision GS/20-21/120 GSC approved the changes to MES in Leadership in Christian Education, as per circulated memo and endorsed the resulting Calendar III changes.

GS/20-21/121 Calendar III changes 2021/22 for validated PG courses from MIE and RIAM

The Dean noted the request for Calendar III 2021/22 changes for validated postgraduate courses from the associated colleges, Marino Institute of Education and the Royal Irish Academy of Music.

Decision GS/20-21/121 GSC endorsed the Calendar III 2021/22 changes for validated PG courses from MIE and RIAM.

GS/20-21/122 Suspension of PgDip in Entrepreneurship Biotech and Pharma for entry in 2021/22

The Dean noted that this request is in conjunction with the course proposal for MSc in Smart Medicines (GS/20-21/104), which GSC agreed to recommend to Council earlier in the current meeting.

Decision GS/20-21/122: GSC approved the suspension of the PgDip in Entrepreneurship Biotech and Pharma entry in 2021-22.

GS/20-21/123 MD proposal (School of Medicine)

The Dean noted that the School of Medicine were renewing their MD offering and memo was sent to GSC members detailing their proposal for a transparent procedure concerning the special case of graduates of Trinity who wish to submit a thesis for the degree of MD/MCh/MAO which is solely on published work. The memo was taken as read and as there were no questions or observations, the proposal was noted by GSC.

Decision GS/20-21/123: GSC approved the MD proposal from the School of Medicine regarding special case of graduates who wish to submit a thesis for the degree of MD/MCh/MAO which is based solely on published work.



XX Section C for noting

There were no agenda items for Section C to note.

The Dean once again thanked all GSC members for their patience, engagement and discussions over the current academic year and she gave a special thanks and sent best wishes to those whose term of office on GSC had come to an end at this final GSC meeting of 2020/21.

There being no other business, the meeting ended at 12.10pm.

Prof. Martine Smith

Date: 20 May 2021