



GRADUATE STUDIES COMMITTEE

Minutes of the online meeting held via Zoom at
10am on Thursday 21 April 2022

XX = Council relevance

Present (Ex officio):

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

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Sarah Jane Scaife, School of Creative Arts

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 & Microbiology

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 Lina Zgaga, School of Medicine

Professor Cian O'Callaghan, School of Natural Sciences

Professor Mary Hughes, School of Nursing & Midwifery

Professor Hongzhou Zhang, School of Physics

Professor Gillian Wylie, School of Religion, Theology and Peace Studies

Professor Paula Mayock, School of Social Work & Social Policy

Professor Jake Byrne, Academic Director, Tangent

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

Ms Breda Walls, Director of Student Services

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

Ms Gisèle Scanlon, Graduate Students' Union President

In attendance for all items:

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

Ms Fedelma McNamara, Director of Internationalisation, TCD Global

Dr Geoffrey Bradley, Information Technology Services Representative

Ms Leona Coady, Programme Director, Postgraduate Renewal Programme

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

Catherine Allen (Executive Office, Academic Secretariat) Zoom access support

Dr Rhiannon Carey Bates (Academic Affairs, TT&L)

Apologies:

Professor Wolfgang Schmitt, Dean of Research

Professor Rachel Mary Mc Loughlin, School of Biochemistry & Immunology



Professor Frank Barry, Trinity Business School
Professor John Boland, School of Chemistry
Professor Owen Conlan, School of Computer Science and Statistics
Professor Isabella Jackson, School of Histories & Humanities
Professor Manuela Kulaxizi, School of Mathematics
Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences
Professor Ladislav Timulak, School of Psychology
Professor Agustín Bénétrix, School of Social Sciences & Philosophy

Ms Abhiswetta Bhattacharjee, Graduate Students' Union Vice-President

Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L
Ms Ewa Adach, Administrative Officer, Graduate Education – Zoom access support

In attendance for individual items:

Dr Seán Delaney, Registrar, Marino Institute of Education (MIE), for item GS/21-22/100
Prof. John Walsh, School of Education, for item GS/21-22/101
Prof. Caroline Brophy, School of Computer Science and Statistics, for item GS/21-22/102
Prof. Yvonne Lynch, School of Clinical Speech & Language Studies, for item GS/21-22/103
Ms Clare Whelan, Clinical Skills tutor, School of Medicine, for item GS/21-22/104

The Dean welcomed all to the meeting and noted apologies.

XX Section A

XX GS/21-22/098 Minutes of GSC of 24 March 2022

The minutes were approved as circulated.

XX GS/21-22/099 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. The Dean also noted that the last Council approved all GSC decisions as recommended at the March meeting.

GS/21-22/082 Postgraduate marketing: The Dean noted that the Director of Marketing is working with a number of Schools which expressed interest in receiving assistance from Trinity Global in the re-design of their course websites.

GS/21-22/083 Outline proposal for MC Award Pathways: The Dean noted that the proposal was approved by the last Council and that there was a constructive discussion at the meeting.



GS/21-22/084 Proposed model for defining workload distribution for external examiners: The Dean noted that the model for defining workload distribution for external examiners as amended by the last GSC to include a 10%/90% split for research external examiners, was forwarded to the USC for discussion before further proceeding to the HR and Council.

GS/21-22/085 Draft Report on teaching contributions and payment for PhD students: The Dean noted that the report on payment for teaching contributions of PhD students was discussed at the last Council meeting. Council gave broad welcome to GSC for their work on the issue. Council approved all eight recommendations with the following outcomes:

1. The Calendar limit on earnings in excess of 18k will be removed from 2022/23. The Dean stated that a memo on the revised Calendar entry is on the GSC agenda for consideration at today's meeting.
2. Schools will need to provide clear information in a single source (e.g., PGR handbook) to students on (i) what teaching opportunities are available and how they are allocated; (ii) the nature of teaching activities students can expect to be asked to undertake; (iii) the number of hours they can anticipate; (iv) how those hours are paid; and (v) how students can raise concerns within the School about teaching commitments.
3. A full revision of the internal PhD award schemes will be undertaken in 2022/23 to ensure an equitable and reasonable level of stipend for any student in receipt of an internal award. Consequently, there will be no new 1252, PPA or Ussher awards released in the academic year 2022/23. Students intending to register in 2022/23 as new PhD students are still eligible for these awards. However, no new funding will be dedicated during 2022/23, meaning that there will be no new registrants on these awards expected to start in September 2023. The funds saved will instead serve as seed funding for a new model of PhD student award, yet to be determined and agreed by all the stakeholders. It is hoped that a revised model of awards will be presented to Council in time to release a new scheme to recruit students for 2023/24.
4. A full review of the costs to Schools for teaching activities currently delivered by PGR students is needed to ascertain how best to manage delivery of the curriculum, effective support for PGR students, and School finances.

GS/21-22/087 Any Other Business

- (i) **Trinity response to the Ukrainian crisis:** The Dean advised that a new website has been set up (www.tcd.ie/ukraine/) aimed at addressing any queries about how Trinity is responding to the crisis. Any specific queries can also be addressed to global.response@tcd.ie for all matters related to students or staff, current or incoming.

GS/21-22/093 List of PhD structured modules in College: The Dean thanked members for their input into ensuring the accuracy of the data.



XX GS/21-22/100 New validated course proposal from MIE: Master in Education Studies in Primary Mathematics Education (Online)

The Dean welcomed Dr Seán Delaney, Registrar of Marino Institute of Education (MIE), to the meeting. The MIE is one of Trinity's Associated Colleges. The proposal has been reviewed and recommended by the MIE Academic Council, but as Trinity is the designated awarding body, the approval process for a validated PG course is the same as for any course delivered through Trinity.

The MIE Registrar spoke to his slide presentation on the course rationale, online delivery format, learning outcomes, course structure and course assessment. The course comprises 90 ECTS, offered online as a part-time programme over two years due to commence in September 2022. The key target recruitment market is primary school teachers with an interest in mathematics education. The MIE Registrar noted that the proposed course is innovative and unique and draws on research and practice in primary mathematics education in Ireland and further afield. Few opportunities currently exist in Ireland for primary teachers to study for a dedicated and online Masters degree where all the credits are awarded for study and research in primary mathematics education. The course is framed to provide clear interaction between theory and practice.

The Dean thanked Dr Seán Delaney for the presentation and opened the floor for comments. In response to queries the MIE Registrar noted that the new course is both timely and necessary because a new primary school mathematics curriculum is scheduled to be introduced in Ireland within the next five years and the proposed course will help develop leaders who can bring about a significant change in mathematics teaching at primary school level. He also noted that the course proposal had already been externally reviewed. The report was very positive, and the version being considered by the committee took on board the reviewer's feedback. The MIE Registrar clarified that all taught modules were core and particular specialisms chosen by students are dealt with in their dissertation. In relation to funding, he explained that students pay their own fee although there was a limited opportunity for them to apply for a refund to the Department of Education. Finally, he clarified that the new course does not lead to accreditation with the Teaching Council, but it is primarily a CPD course for primary teachers whose qualification has been accredited by the Teaching Council. Completion of the programme will not automatically result in increased financial remuneration but should be advantageous in terms of career progress.

Decision GS/21-22/100: GSC recommended the course proposal for Master in Education Studies (Primary Mathematics Education) Online to Council for approval.

XX GS/21-22/101 New course proposal: revised PME (Post Primary)

The Dean introduced Prof. John Walsh from the School of Education who explained that recent recommendations from the Teaching Council require some revisions to the current structure of the Professional Master of Education (Post Primary) course offered through the School, in order to maintain accreditation. Prof. Walsh outlined the rationale, core changes and continuity of current parameters of the course. He noted that Professional Master of Education (Post Primary) is delivered



full time over two years and is weighted at 120 ECTS (60 ECTS as a Pg.Dip.). The revised course is due to start in September 2022. The Professional Master in Education award is a required qualification for those wishing to work as post-primary school teachers in the Republic of Ireland and a recognised teaching qualification within the EU. The revised course will continue to be a research-informed programme underpinned by in depth engagement with research and scholarship in initial teacher education at post-primary level.

The main features of the reconceptualised programme include an expansion of the school placement element (from 20 to 24 weeks over the two years and expansion of its credit weighting from 40 to 50 ECTS), underpinned by stronger support and preparation for students undertaking placement, and emphasis on acquiring research skills in conjunction with school placement. The course learning outcomes are also being amended to reflect the seven core elements identified by the Teaching Council, namely: Inclusive Education, Global Citizenship Education, Professional Relationships and Working with Parents, Professional Identity and Agency, Creativity and Reflective Agency, Literacy and Numeracy, Digital Skills. Some changes were introduced at the module level. For example, the History of Education module has become an elective instead of a core module. Elective modules are now offered in Year 2 rather than Year 1. The five credit ICTS module in Year 2 is being phased out and the five credit ICTS module in Year 1 has been amended and re-titled as 'Digital Learning'.

The Dean thanked Dr Walsh for his presentation and opened the floor for questions. In response to a query about staffing resources in the School of Education to support the extended school placement, Prof. Walsh noted that the School has so far relied on part time occasional staff for that support but acknowledged that it would be an issue going forward and will be further discussed with the Faculty Dean although a sufficient staffing level has been secured for 2022/23.

Decision GS/21-22/101: GSC recommended the revised Professional Master of Education (Post Primary) course proposal to Council for approval.

XX GS/21-22/102 New course proposal: MSc in Statistics and Sustainability

The Dean welcomed Prof. Caroline Brophy from the School of Computer Science and Statistics, to the meeting and introduced her proposal by speaking to a slide presentation on the broad course outline, course rationale, learning outcomes, course structure and admission requirements. She noted that the proposed course has a traditional full time structure comprising 90 ECTS for the MSc award and 60 ECTS for the Pg.Dip. (exit award only). It is offered over one year and due to start in September 2023. It is intended for students who wish to deepen their statistical quantitative skills and develop an in-depth and applied understanding of sustainability from a variety of perspectives including engineering, natural sciences, geography and philosophy. It caters for applicants who already have an undergraduate degree in mathematics, statistics, or other highly quantitative subjects. The course comprises seven compulsory modules, carrying 5 or 10 ECTS each, and a Dissertation module of 30 ECTS. Three core and two optional modules are offered online and two optional modules will be delivered in blended format. The Dean noted that the proposed course is a



new transdisciplinary Masters proposal, and the second to be developed as part of the E3 initiative. It combines modules drawn from other existing Masters courses in the participating Schools and delivers bespoke new modules to achieve its learning outcomes.

The Dean opened the floor for questions. In response to a query about whether the proposed Masters course might compete with a new Postgraduate Diploma course in Statistics and Data Science currently under development, Prof. Brophy clarified that the MSc in Statistics and Sustainability focuses on the development of high-level quantitative skills to address the challenges of sustainability. The E3 marketing team will develop a bespoke strategy to maximise the recruitment potential of the Masters course. In reference to sustainable finance query, Prof. Brophy confirmed that the course will prepare students in terms of dealing with technology and financial data to effectively respond to the identified needs of the industry. The Dean thanked Prof. Brophy for her course proposal and concluded that in general efforts will need to be enhanced to set up effective marketing strategies to enable successful recruitment into all newly approved PG course proposals.

Decision GS/21-22/102: GSC recommended the MSc in Statistics and Sustainability course proposal to Council for approval.

XX GS/21-22/103 SATLE20 project: Co-designing a blended model of practice education

The Dean noted two presentations on the meeting's agenda related to initiatives funded by SATLE20. The first presentation was delivered by Prof. Yvonne Lynch from the School of Clinical Speech and Language Studies. Prof. Lynch spoke to the 'Co-designing a blended model of practice education'. She emphasized that practice education, where students develop professional and clinical competence, is a core component of healthcare professional education. The SATLE20 project team developed a framework for technology-enabled practice education and an open-access online toolkit through a series of iterative workshops. Prof. Lynch advised members that the toolkit resources will be available freely online and the toolkit's launch is scheduled at the end of May. The Dean thanked Prof. Lynch for an informative presentation and opened the floor for questions but there were none.

XX GS/21-22/104 SATLE20 project: Supporting Student Success Through Clinical Teacher Training

The second SATLE20 project, 'Supporting Student Success Through Clinical Teacher Training', was presented by Ms Clare Whelan, Clinical Skills Tutor in the School of Medicine. She introduced the project which pivots around exploring healthcare students and clinical teachers' perspectives on effective teaching and learning in the clinical environment, identifying barriers and enablers, and which resulted in an open access digital teaching and learning module for clinical teachers. Ms Whelan noted that the project had two deliverables, namely a qualitative research study exploring the perspectives of healthcare students in Trinity and clinical teachers on effective clinical teaching and the dissemination of the research study results adding to the existing evidence, and developing a student- and peer-reviewed, evidence-based online teaching and learning module for clinical



teachers. She advised that any healthcare professionals were welcome to use the project online resources which were being developed in collaboration with the Trinity Online Services.

The Dean thanked Ms Whelan for her presentation noting that the module offers support to adjunct clinical staff to transition to the role of educators. In a short discussion which followed, Ms Whelan responded to a query about a possible overlap with a nursing module and stated that she would reach out to the School of Nursing and Midwifery for further dialogue. She clarified that her team comprises representatives from the Schools of Medicine, Dental Science and Linguistic, Speech and Communication Sciences but she intends to also contact the School Pharmacy and Pharmaceutical Sciences regarding further collaboration on her project.

XX GS/21-22/105 Planned revisions to Research Handbook and Supervision Guidelines

The Dean referred back to the September meeting of GSC which considered the revised versions of Research Handbook and Supervision Guidelines, when it was noted that further changes might be needed. The Dean asked members to review both documents and identify amendments in time for the GSC May meeting. This will allow for a further comprehensive revision of the two documents over the early summer to have them ready for circulation at the start of the academic year 2022/23. She asked members to send their suggestions to Ewa Adach at genadgso@tcd.ie. The Dean anticipates that these documents will be an important focus also for the PG Renewal activities.

Action GS/21-22/105: Members to email suggestions for revisions to the Research Handbook and Supervision Guidelines to genadgso@tcd.ie in time for the May meeting.

XX GS/21-22/106 Proposed Calendar III change for 2022/23 re Postgraduate Teaching Commitments – revised Calendar entry

The Dean referred members to her circulated draft memorandum detailing the proposed Calendar III changes for 2022/23 with regard to postgraduate teaching commitments. She noted that Council recently approved the recommendation from the last GSC that reference to an income limit should not be written into Calendar regulations. Council also required that further changes be made to the current entries to clarify ambiguities about the nature of work that PGR students can be asked to undertake and the kinds of circumstances that might justify increasing the number of hours per week from the mandated maximum six hour currently allowed. The Dean acknowledged that the latter changes will require consultation with Schools, students, and with HR to ensure that a relevant revised Calendar entry is fit for purpose. She therefore proposed a two-stage process: (i) that the Calendar entry for 2022/23 be revised to remove reference to the current income threshold but without addressing the other aspects of the nature and extent of responsibilities students may be asked to undertake; (ii) that consultation be undertaken to ensure that a revised entry accurately reflects the needs of all stakeholders and is presented during the academic year 2022/23 for consideration by GSC, to be implemented in 2023/24.



Decision GS/21-22/106: The committee accepted the two-stage process (i) two proposed revised entries for inclusion in Calendar III for 2022/23 and (ii) to further consult in relation to the regulation regarding postgraduate teaching commitments in Calendar III in 2023/24.

XX GS/21-22/107 Postgraduate renewal update: workplan for 2022/23

The Dean noted that a discussion on the “Postgraduate Renewal Programme Report on Initial Consultation and Proposed Approach for Programme Delivery” was a substantive agenda item. She was particularly keen to receive members’ feedback on whether (1) the proposed vision statement can go out for consultation or should still be further enhanced and (2) on the proposed workplan for 2022/23. The workplan is part of a larger ambition that is tentatively sketched out in Appendix 5 of the report, but the deliverables listed for Horizons 2 and 3 are subject to change as wider consultation gets under way. The Dean invited Ms Leona Coady, Programme Director, Postgraduate Renewal Programme, to speak to a presentation on the proposed vision.

Ms Coady stated that as a result of a six-month period of broad consultation from October 2021 with the College community (PG students, academic, research and professional staff) the Postgraduate Renewal Programme has emerged with a breadth of seven domains each containing multiple issues to be developed as separate projects. Given the sheer volume of data generated through the questionnaire responses, the primary data source in developing the vision statement was the responses to the question about the three defining features/attributes of doctoral education in Trinity. Through multiple iterative cycles of analysis and discussion, a final set of 10 themes was generated whose subsequent review resulted in the emergence of final four categories (or lenses) grouping the chosen themes: the student, the research environment, the nature of the research itself, and Trinity as an institution.

Through further iterative process of refining and re-organising themes and their relationships with the lenses, a draft vision has emerged which speaks to each of the four themes/lenses listed above i.e. “Our vision for postgraduate education at Trinity is that for curious minds and pioneering thinkers [the student and staff lens], we provide an inclusive, stimulating and collaborative education and research environment [the environment lens] that upholds standards of excellence and pushes frontiers of knowledge and learning [the institution lens], supporting generations of independent, critical thinkers to fulfil their potential [the student lens], advance our understanding of the world and solve the grand challenges of today and tomorrow [research lens].”

The Dean opened the floor to members to share their views on the proposed vision. In a short discussion which followed the following comments were made that the proposed vision:

- (i) may not be sufficiently holistic; is focused primarily on academic dimensions rather than the pastoral and caring aspects within the PG education; should be inclusive acknowledging the uniqueness of every student
- (ii) should embrace an understanding of our shared pasts as well as the future
- (iii) may be perceived as exclusionary in referencing “critical minds” and “pioneering thinkers”
- (iv) appropriately highlights excellence in research



The Dean summed up the discussion that the vision statement should emphasise inclusivity, reference the past, be inclusive of all disciplines in Trinity and be explicitly linked to a workplan expressed in measurable steps. She noted that the vision statement will return to the Steering Group for reconsideration before it will be submitted to Council and wider consultation amongst the College community the following year.

Action GS/21-22/107 (i): The current vision statement to return to the Steering Group incorporating the GSC feedback before it becomes submitted to Council.

Ms Coady noted that the Postgraduate Renewal Programme is ambitious in its intent on delivering a roadmap that enables Trinity to provide a world-class experience, delivering highly skilled employable graduates, equipped to tackle the challenges of the coming decades, underpinned by a supportive and nurturing environment that enables graduates to fulfil their potential and be impactful global citizens. To realise this intent, an incremental programme of renewal across three Horizons is proposed, aligned to a vision for postgraduate education at Trinity. A programme of work for Horizon 1, including the academic year 2022/23, has been developed and its components will be presented to Council for consideration. The Horizon 1 work programme sets out two categories: (a) deliverables in 2022/23 and (b) analysis activities in 2022/23 to inform Horizons 2 and 3. In each category, the proposed focus of activity spans five key areas: Funding, Student Lifecycle, Structured PhD, Curriculum and Student and Staff Experience.

The Dean acknowledged that the financials underpinning the proposed workplan are still to be identified. Consideration would also need to be given to what processes can be streamlined and what infrastructure digitalised in order to set up seamless integrated systems underpinning staff and student work. The Dean asked members to review Table 5 on Proposed Work Programme for Horizon 1 to see if they can spot any omissions. She opened the floor for comments. In a short discussion which followed, members shared their feedback as follows:

- 1) overall academic workload (i.e., teaching loads and duties) needs to be considered
- 2) more administrative staff are needed
- 3) a new source of finances is needed for new hires and new processes as it is generally acknowledged that finances are scarce or not readily available
- 4) a proposal to introduce supervision contracts is constructive
- 5) training for supervisors should be formalised

The Dean thanked members for their engagement with the proposal and advised that their feedback will inform the documents which will be presented to Council.

Action GS/21-22/107 (ii): The current workplan will be reviewed in light of the feedback from GSC members before being submitted to Council.

XX GS/21-22/108 Any Other Business



The Dean enquired about members' preference for the format of the GSC meeting in May. Her preference would be to have the May meeting in person in the Trinity Board Room, followed by a light lunch for those who can attend. She noted however that she would be happy to facilitate online attendance for anyone who could not attend in person. However, if the majority preference were to be for online, it would be counter-productive to have some members attending in person and many more on the screen. She therefore asked that members let Ewa Adach (genadgso@tcd.ie) know of their preference no later than Friday April 29th, so that the booking currently held on the Board Room can be released if it is not needed.

Action GS/21-22/108: Members to let Ewa Adach (genadgso@tcd.ie) know of their preference for the GSC meeting in May no later than Friday April 29th

XX Section B for noting and approval

XX GS/21-22/109 Minor changes proposed to approved eight micro-credentials

A memorandum from Dr Ruth Pritchard, Director of Micro-credentials, was referred to for members consideration.

Decision GS/21-22/109: The Committee recommended for approval by Council the following changes:

- (1) To withdraw Semester 2, 2021/22 iteration of four micro-credentials Legal Training for Child Protection and Welfare Practitioners (PESW-LTCP-1M), Leading Teams (PEBU-LTEA-1M) Negotiating for Value (PEBU-NFVA-1M), and Leading Digital Marketing Strategy (PEBU-LDMS-1M) on the basis of lack of applicant numbers.
- (2) To insert 'Mental Health' into the title and learning outcomes of the Disability and Child Protection: Towards New Understanding (PESW-DCPT-1M), and to rename the Nurse/Midwife Authority to Refer for Radiological Procedures (PENM-ARRP-1M) micro-credential to 'Nurse Authority to Refer for Radiological Procedures'.
- (3) To run the first iteration of Enacting Human Rights in the Lives of Adults with Intellectual Disabilities (approved 09 March 2022 but no SITS course code created yet) micro-credential in Semester 1, 2022/23 instead of Semester 2, 2021/22, as originally planned and to run the Equality, Diversity and Inclusion: Policy and People (approved 09 March but no SITS course code created yet) micro-credential once only, in Semester 1 2022/23.

XX GS/21-22/110 Exam arrangements for Semester 2, and contingency dates -

A memorandum from the Director of Academic Registry on the Semester 2 examination sessions was circulated to members. It outlined the operational details for the conduct of Semester 2 and reassessment 2022 examination session. As in Semester 1, the Academic Registry has created a hybrid timetable as requested by Schools for the Semester 2 examination session 2022. Both online exams and in-person examinations have been scheduled as part of this examination session. The



memorandum detailed additional parameters which have been included to accommodate the hybrid timetable. The Dean noted that the arrangements would mainly affect UG students.

Decision GS/21-22/110: The Committee recommended for Council approval the operational details suggested by Academic Registry for the Semester 2 examination session 2022.

XX GS/21-22/111 Calendar III changes for 2022/23 from Schools

The combined tracked changes to the Calendar as requested by each School were noted. The Dean asked members to ensure that the proposed changes were accurate and complete.

Decision GS/21-22/111: The Committee recommended for Council approval the proposed Calendar III changes for 2022/23.

XX Section C for noting

XX GS/21-22/112 Reminder: Development of postgraduate course proposals in 2022/23: submission of online notification form by 17 June 2022

The Dean reminded members by referring to the memorandum from the Assistant Academic Secretary (Academic Affairs) seeking submission by 17 June 2022 of an expression of interest form for new postgraduate courses intended for the GSC consideration in 2022/23. The form is available online (https://forms.office.com/Pages/ResponsePage.aspx?id=jb6V1Qaz9EWAZJ5bgvvlK-D_zfo9H7pHgsrYzCfWBQNUNEUxRUdESEdDTDE0QVICUVNIVU5JQVY4Ny4u). This submission of intent form will alert the Academic Affairs team to members' plans, so that development of new course proposals can be scheduled in their workflow and the proposals will make the GSC at the agreed dates.

Proposed dates for GSC meetings in 2022/23, including dates for the consideration of course proposals will be circulated in May 2022 (this was introduced in May 2021 - GS/20-21/111) and an updated timeline for the submission of new course proposals will be published on the Academic Affairs website.

On receipt of the completed form (one form per course) Academic Affairs will contact the Course Director concerned to discuss the proposal and to provide guidance, information and advice as needed. Resources to support the development of course proposals are available from the Academic Affairs website <https://www.tcd.ie/teaching-learning/academic-affairs/graduate-education/graduate-resources/>.

There being no other business, the meeting ended at 12pm.

Prof. Martine Smith

Date: 21 April 2022