



GRADUATE STUDIES COMMITTEE

Minutes of the meeting held at 10am on Thursday 7th December 2017
Boardroom, Provost's House

XX = Council relevance

- Present:** Professor Neville Cox, Dean of Graduate Studies (*Chair*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Rachel Mary McLoughlin, School of Biochemistry and Immunology
Professor James Quinn, School of Business
Professor Dónall Mac Dónaill, School of Chemistry
Professor Owen Conlan, School of Computer Science and Statistics
Professor Paula Quigley, School of Creative Arts
Professor Michael O'Sullivan, School of Dental Science
Professor John Walsh, School of Education
Professor Philip Coleman, School of English
Professor Justin Doherty, School of Languages, Literatures & Cultural Studies
Professor Lorna Carson, School of Linguistic, Speech & Communication Sciences
Professor Deirdre Ahern, School of Law
Professor Andreea Nicoara, School of Mathematics
Professor Stephen Smith, School of Medicine
Professor Mary Bourke, School of Natural Sciences
Professor Fiona Timmins, School of Nursing and Midwifery
Professor John Gilmer, School of Pharmacy & Pharmaceutical Sciences
Professor Mauro Ferreira, School of Physics
Professor Jean Quigley, School of Psychology
Professor David Shepherd, Confederal School of Religions, Peace Studies and Theology
Professor William Phelan, School of Social Sciences & Philosophy
- Mr Shane Collins, Graduate Students' Union President (*Ex officio*)
Mr Madhav Bhargav, Graduate Students' Union Vice-President (*Ex officio*)
- Dr Alison Oldam, Director of Services (in attendance *Ex officio*)
Ms Helen O'Hara, Information Technology Services Representative (in attendance *Ex officio*)
Ms Siobhan Dunne, Sub-Librarian for Teaching, Research and User Experience (in attendance *Ex officio*)
Ms Patricia Callaghan, Academic Secretary, CAPSL Representative (*Ex officio*)
Ms Helen Thornbury (Office of Dean of Graduate Studies) (*Ex officio*)



Apologies:

Professor Linda Doyle, Dean of Research (Ex officio)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Richard Reilly, School of Engineering
Professor Seamus Joseph Martin, School of Genetics and Microbiology
Professor Eunan O'Halpin, School of Histories & Humanities
Professor Virpi Timonen, School of Social Work and Social Policy

In attendance:

Ms Ewa Sadowska (Trinity Teaching and Learning),	Secretary (Ex officio)
Prof. Declan McLoughlin (School of Medicine)	for item GS/17-18/138
Prof. Anil Kokaram and Prof. Henry Rice (School of Engineering)	for item GS/17-18/141
Prof. Brett Duane (School of Dental Science)	for item GS/17-18/142
Declan Treanor (Director of College Disability Service)	for item GS/17-18/143
Leona Coady (Director of Academic Registry)	for item GS/17-18/144

GS/17-18/136 Minutes of 26th October 2017

The minutes were approved as circulated.

GS/17-18/137 Matters Arising

Re: GS/17-18/124 A new MSc course proposal in Energy Science: The Dean advised that the course proposal had been approved by Council.

Re: GS/17-18/133 English language competence for postgraduate students: The Dean advised that the GSC proposal of treating a 2.1 examination mark from the pre-sessional course offered by the Centre for English Language Training as an alternative metric of student English language competency for incoming PG students had been approved by Council. A Calendar change to this effect will be submitted to GSC at the next meeting.

XX GS/17-18/138 A new course proposal: Postgraduate Certificate in Biological Psychiatry

The Dean noted that a new approach to reviewing course proposals would be tried out respecting the role of the GSC as the gatekeeper of academic quality. The Dean suggested a pilot aimed at reducing committee time while ensuring robust quality control of new course offerings. According to the new approach members read course proposals circulated a week in advance of the meeting, and email the Dean their queries by Tuesday evening the following week. The Dean seeks clarification on any uncertainties from course proposers. At the meeting he briefly introduces the proposal, taken as read, and asks the prospective course director for specific comments. Members may then ask additional questions and, where appropriate, other relevant issues are discussed. The committee discusses the proposal and decides on next steps. Members were in support of such an approach, and the Dean welcomed Prof. Declan McLoughlin (School of Medicine) for discussion of the proposed new Postgraduate Certificate course in Biological Psychiatry.



The Dean provided a brief summary of the course proposal. He noted that the proposed one-year course would replace **the two-year part-time MSc in Biological Psychiatry (PTMD-BPSY-1P) due to be closed down as of September 2018.**

The MSc course had been suspended since 2014/15, as there was no interest in it mostly due to its high fees and the recent discontinuation of training grants previously awarded to trainees in psychiatry, the main target group for the Masters course. The proposed Postgraduate Certificate in Biological Psychiatry was a timely and attractive alternative proposition designed to reinvigorate the discipline. The new course was based on the taught modules of the former Masters course but new modules were less advanced and deliberately oriented to address the basic and translational sciences components of the Basic Specialist Trainee curriculum of the College of Psychiatrists of Ireland as well as that of the UK Royal College of Psychiatrists.

The Dean reported on the obtained clarifications on issues raised in advance of the meeting namely that the reference on the course document that it would accept 0 minimum and maximum number of non EU applicants referred to the fact that non-EU students would be unlikely to be attracted by the course rather than prevented from consideration should they apply; that supplementals would be provided for failed examinations, and that one resubmission per module would be allowed rather than one across the whole course.

The DTLP from Medicine clarified that the date of approval of the course proposal by the School was 17 November. In response to a question from the floor Prof. McLoughlin clarified that a statement in the Introduction that the course would be aimed at “allowing students to translate scientific understanding into effective clinical practice” meant that the course, not targeting practising clinicians, would be exploring links between major neuroscience developments and challenges in psychiatry and their clinical applications rather than training participants into the clinical neurological practice. Prof. McLoughlin, assisted by the School DTLP, also explained that the course would not run at a financial loss and undertook to make changes to the proposal to convey the projected financials more clearly.

The committee approved the proposal for an external review subject to a change to be made to the proposal clearly conveying the projected financials.

XX GS/17-18/139 Credit weighting for Masters dissertation

This item was a continuation of GS/17-18/125 to do with flexibility in the dissertation space and related also to Agenda item 9. The Dean explained that he had been contacted by a number of Schools in relation to the ECTS weighting for Masters dissertations. This issue was seen as critical for the development of postgraduate taught courses because the number of students that could be accommodated on courses would be, in part, determined by the availability of dissertation supervisors. Market research suggested two opposite trends – depending on the discipline at issue. In some courses, applicants were primarily attracted by taught modules, and were effectively put off by “excessive” number of 30 credits for a dissertation, whereas in other courses, applicants would prefer to have more credits dedicated to the dissertation as this would enable them to spend longer in a lab thereby possibly



generating papers for publication. These two conflicting logics also played into the 'supervision' issue as some Schools needed to reduce supervision workload and hence a reduced ECTS value for the dissertation would be appreciated whereas in other Schools, potential supervisors would be attracted by the possibility of supervising students if they could spend longer in the lab and contribute to a joint publication.

The Dean noted that under the Calendar part 3 the norm for a dissertation is 30 ECTS. In 2007 a communiqué from the Bologna Desk, suggested that the norm was '(not less than) 30 ECTS' – thereby implying that ascribing in excess of 30 ECTS for a dissertation actually fell within the norm. The Dean suggested that it could be inferred that there was no blanket rule that one could not offer less than 30 ECTS – albeit that departure from the norm would have to be justified to the GSC in its role as the gatekeeper of the academic quality. He therefore proposed that course directors, including of prospective courses, would review the weighting of dissertations having regard to the needs of the School and the likely approach of the market. He suggested that for some courses there would be no need to alter the current approach while others could opt for a change. On the other hand, where such a change was proposed, this would need to be discussed by GSC rather than merely being noted as a course change.

He opened the floor for discussion with a view to bringing the recommendations to Council. The DTLP from the School of Business noted that their postgraduate course directors already wished to follow the approach of leading comparator business schools in the Universities of Oxford and Cambridge and the Imperial College London which were providing non-traditional alternatives for students to obtain the "dissertation space" credits. The 30 credits for dissertation in Trinity was higher than the 25 credits required by UCD for its Masters courses in business. The DTLP from the School of Biochemistry and Immunology supported the idea of flexibility in the dissertation space and noted that disciplines had different needs. The only meaningful research in some science disciplines could be six months' work in a lab, and therefore the basic issue would be to determine what "meaningful research" meant in a given discipline. The DTLP from the School of Medicine suggested that, as undergraduate dissertations carry a 20 ECTS weighting, hence postgraduate dissertation should not be lower than that.

The query arose as to the impact on the concept of an 'exit- postgraduate diploma' in a situation where a dissertation has more than 30 credits. In such circumstances, after all, a student could not (under normal course rules) have taken more than 50 ECTS taught credits whereas any postgraduate diploma including an exit-diploma must carry 60 ECTS. The Dean proposed that, where it becomes obvious at an early stage that a student will not have done sufficiently well in his or her taught courses to progress to the 'Masters' component, or where [s]he chooses that [s]he would like to exit with a postgraduate diploma, it would be necessary for the student to make up any outstanding credits through taking additional taught modules. On the other hand, it must be conceded that, if the dissertation component on a course carries more than 30 ECS, this will necessarily reduce the availability of an exit postgraduate diploma where a student either fails the dissertation component or



where the student's inability to progress to submit a dissertation (under course rules) arises because of poor performance in second semester modules.

The committee agreed on the following process for proposing alternatives to the standard 30 credit dissertation module. The School would have to approve it locally and make a submission to the GSC as an agenda A item for discussion. The committee would have a choice to approve the submission, to reject it or to refer it for an external review. A view was expressed that clear criteria should be put in place to identify additional requirements for an increased-value dissertation module in terms for example of additional learning outcomes or, possibly, an extra paper for publication. It was also noted that even the current 30 credit dissertation modules require different amount of supervisory workload in different disciplines. The Dean stated that the change to the dissertation credit volume would operate within the current Calendar provisions permitting some flexibility. It was noted that some professional courses, for example in Clinical Dentistry where dissertation was worth 10 credits, had already utilised it. The committee concluded by supporting the Dean's proposal for flexibility in the dissertation space.

XX GS/17-18/140 Update on Dissertation Options for MSc in Entrepreneurship

This agenda item was taken earlier as it was linked to the previous issue. The update was a follow on to the discussion at the September meeting (GS/17-18/126) at which members had supported the proposal from the DTLP from the School of Business for a group project as an alternative to the traditional dissertation on this course but expressed concern about adequate assessment of group projects. Prof. Quinn spoke to his circulated "Group project peer evaluation form" and advised that it had been developed in consultation with the Academic Developer from CAPSL, Dr Martin Fellenz, Associate Professor in Business Studies who had designed a peer appraisal protocol some years before, and incorporated feedback from the Universities of Oxford and Cambridge and the Imperial College London.

The peer-group evaluation form was put together based on assessing three core areas for each student of the team of three i.e. a clear allocation of work package, clear appraisal and reflective process. The assessment of individual students within a team will be ensured through the division of labour within the team and the assignment of specific tasks to each student. The final document will comprise distinct sections each of which reflecting the work of individual members. Work allocation is fundamental to ensure that each group member completes a piece of work worth 30 ECTS. A peer appraisal protocol will be applied. This allows team members to assess the performance of their colleagues across a range of criteria and award marks to other team members based on their contribution to the whole project. The final evaluation for each individual member will be based on the main project report (80%) and a personal reflection essay (20%), where the student has to critically assess the work completed in group. The main project report mark will then be allocated on a 50:50 basis by incorporating the supervisor's mark and marks awarded through the peer review. In response to a query from the floor asking for clarification of the numerics used in the calculation of marks on the group project, the DTLP from the School of Business explained that for transparency purposes a detailed protocol would be put in place and made available to students describing



how the assessment of the team project works. The committee approved the proposed alternatives to the dissertation on the MSc in Entrepreneurship.

XX GS/17-18/141 A new course proposal: MSc in Electronic Information Engineering

The Dean welcomed Prof. Anil Kokaram (School of Engineering) and Prof. Henry Rice (Head of School of Engineering). The Dean briefly summarised the proposed course, taking the proposal as read. He explained that the new course had been inspired by the existing MSc in Engineering by Module to capitalise on the public interest in modern computational products and systems. The curriculum of the new course would be delivered by the staff associated with the Discipline of Electronics and Electrical Engineering. The proposed new course was created from a pool of already existing modules shared with the integrated five year Master in Engineering (MAI) degree in Engineering and Engineering with Management programme. He noted that the proposed MSc underpins planned expansion of student numbers, in particular non EU student numbers, which was a key aspect of the School's Strategic Plan for 2014-2019 and reflected the School's strategic aim of aligning teaching at postgraduate level with research strengths.

The Dean drew members' attention to the increased 40 credit dissertation. In a discussion which followed Prof. Kokaram explained, in relation to paragraph 7 (on page 16 in the proposal) which refers to students who do not submit dissertation or who fail it, that such students will only have undertaken 50 ECTS taught credits whereas 60 ECTS is required for a postgraduate diploma award. It was agreed to insert into the proposal that in order to obtain a postgraduate diploma award a student will need to undertake a further 10 credits of taught modules and that the postgraduate diploma, in any event, can only be awarded where the student has completed 60 ECTS of modules. However, it was also noted that where students fail the dissertation there would be no time to take the extra modules. In such a situation it was agreed that the postgraduate diploma award would be, in practice unavailable. Once it is established at the end of the first semester on the basis of continuous assessment that some students are straggling, they will be ushered into the postgraduate diploma by taking another taught module which contains some reduced elements of the specialism that they lean toward. This approach was approved by the committee.

It was clarified with respect to an issue of pre-requisites which arose during a discussion that the course would be targeting not only electrical engineering graduates but also graduates from physics, statistics, computer science, applied mathematics and all engineering disciplines, and that the proposal, including the Calendar entry, would have to be amended where necessary to reflect that. In response to a query about the course title the Head of School clarified that the Masters course would be launched and marketed under the title of Electronic Information Engineering subject to a review at a later stage. It was also noted that if the research methodology module of 15 credits were to be added to the research project module of 40 credits the total research volume of 55 credits would be making the new course nearly on par with a research Masters programme. The Head of School commented that the School had sound experience in running taught Masters with exit postgraduate diploma awards not available on



research Masters, and hence it was the preference of the School to offer the new course as a taught Masters.

The committee agreed to send the course proposal for an external review subject to amendments to be made as indicated above.

XX GS/17-18/142 A new course proposal: Dental Public Health strand of Doctorate in Dental Surgery (D.Ch.Dent.)

The Dean welcomed Prof. Brett Duane (School of Dental Science). In line with the new approach he briefly summarised the proposed course, taking the proposal as read. He explained that the proposed new strand in Dental Public Health was a timely addition to the doctoral strands of the D.Ch.Dent. programme which should attract students from within Ireland and overseas. The proposed strand was designed to fulfil the possible future requirements of the Dental Council of Ireland for an educational and training programme leading to accreditation in the speciality of Dental Public Health. The Dental Council, which has, in Ireland an overall responsibility for regulating dental education, recognises the Irish Committee for Specialist Training in Dentistry (ICSTD) as the body to grant evidence of satisfactory completion of specialist training. The new strand curriculum had been developed to meet the requirements of the approved 2014 ICSTD Manual. The curriculum had also been developed to best practice standards agreed by the Dental Public Health Specialist Advisory Committee of the ICSTD. The standards had also been mapped against the UK Specialist Advisory Committee in Dental Public Health, to ensure compatibility and recognition between both programmes. Students would gain experience in all dental public health aspects of provision of dental services, and would rotate on professional placements between different island of Ireland sites, in Scotland and in England. Prof. Duane noted that it would be for the first time that Ireland would be training its own specialists in Dental Public Health who were to date recruited over from abroad. In response to a query he clarified that the new strand would run most years and the number of students would be limited by staff capacity and availability of professional placements. He also explained that a special financial allocation in the budget was destined for the local library in the School. The Dean noted that modules in this new doctoral strand proposal were expressed through credits (unusually, for a professional doctorate) in order to enable adequate calculations of teaching and clinical hours and related student effort for professional reasons.

The committee agreed to send the course proposal for an external review. Both the Dean and the DTLP from the School of Dental Sciences expressed at that point appreciation for the staff member of Academic Affairs in Trinity Teaching and Learning who supported the development of this course proposal specifically, but, more generally whose work in relation to the development of postgraduate course proposals is invaluable.

GS/17-18/143 Reasonable Accommodation Policy for Students with Disabilities

The Dean explained that the Director of Disability Service would be speaking to the circulated new *Reasonable Accommodation Policy* and *Code of Practice* for students with disabilities prepared in consultation with Trinity Teaching & Learning, himself and the Senior Lecturer/Dean of Undergraduate Studies. He noted that Trinity had obligations under the law to make 'reasonable accommodations' for students with



disabilities. He summed up the proposed provisions under the new policy and the guidelines by noting that in order to obtain accommodation a student must register with the Disability Service to be evaluated. A LENS report is produced at that point identifying the student's needs and the accommodations necessary. Under the policy 'reasonable accommodations' fall under two categories. The first are standard 'baseline' measures applied unless the relevant School or discipline outlines clear reasons why they might be inappropriate. The second are unusual 'non baseline' measures about which the disability service will liaise with the School/discipline in order to identify mutually agreeable provisions to be applied. If such an agreement cannot be reached, then undergraduate cases would be adjudicated by the Senior Lecturer/Dean of Undergraduate Studies while postgraduate ones by the Dean of Graduate Studies. In certain circumstances, generally in relation to examination arrangements for research students, the Disability Service may liaise directly with the Dean of Graduate Studies.

The Dean explained that from the perspective of the GSC there were two issues for discussion namely (a) the policy setting out these principles and (b) the specific definition of what constitutes a 'baseline or non-baseline accommodation'. He invited the Director of Disability Service at that point to take members through the policy. The Director clarified that the policy and code of practice had been written on the basis of legislative requirements and had been aligned with a national policy of 'Inclusive Learning and the Provision of Reasonable Accommodations to Students with Disabilities in Irish Higher Education' (2017). He noted that the proposed policy aims to standardise reasonable accommodation in teaching, learning, and assessment for students with disabilities in Trinity, and sets out a clear procedure for dealing with non-standard measures. This policy had been considered by the Undergraduate Studies Committee in November 2017 and would be submitted to Council subject to approval by the GSC. The Director further noted that research students were particularly high users of the Disability Service which was an issue in itself, and that taught and research students had many a different needs. Around 20-30 students a year would require non-standard accommodation and recommendations for non-standard provisions come to the Disability Service from the disciplines where students are taught and where their needs become apparent.

The Dean noted that the proposed policy encapsulated the existing practice on the ground, and he emphasized that its aim was not to create an unfair advantage for students with disabilities but to level a playing field.

In a discussion which followed members requested that a LENS report be made also available to the DTLP in the School and a relevant course director. The Director of the Disability Service explained the process students had to undergo while registering with the Service. A member raised an issue of colour blindness especially pertaining to male students (8% in College) who do not report the condition but which negatively impinges on effectiveness of their studies. It was agreed that the issue should be publicized more widely to raise awareness of the condition.

An issue of recording lectures and in-class discussions came up. It was confirmed that the practice was permitted in College but when sensitive topics were to be



recorded alternative measures should be resorted to. The Director of Disability Service read out at that point legal feedback obtained with respect to similar concerns raised earlier at the Undergraduate Studies Committee.

The committee agreed to proceed with the policy to the next Council subject to amendments to do with the wider availability of LENS report referred to above.

GS/17-18/144 New Academic Year Structure (AYS)

This item was a continuation of GS/17-18/135 AOB (iii). Following the last GSC meeting the Dean asked members to advise him if they saw any particular concerns with the AYS as it applied to postgraduate taught courses. He thanked those who had responded and noted that no bespoke concerns were raised to do with taught courses but that there was a concern to do with research students. The concern was from the School of Physics which only has research students who teach as lab assistants. A teaching training module in year 1 is a compulsory part of the students' PhD programme and their participation in the undergraduate labs is an integral part of the assessment. However, because the new year structure will start earlier than usual, the School will need to have lab assistants in place much earlier than usual and this will impact on the School's ability to assign and train the postgraduate students before labs start. The School already finds it difficult to assemble all research students by the end of September, particularly the first year students who come from abroad. The new academic year will start earlier and will make this task more challenging.

The Dean invited Leona Coady, Director of the Academic Registry to explain the issues around changes that had arisen with respect to the introduction of the new academic year structure in 2018/19. The Director spoke to a presentation and explained that the Academic Registry had recently analysed the impact of the introduction of the new academic year structure in 2018/19 and was recommending an adjustment to the normal schedule for supplemental and special examinations in 2017/18 only as the transition period makes the ending of the 2017/18 academic year overlap with the start of the 2018/19. From 2018/19 onwards, assessment periods would be as defined in the new academic year structure. The Director explained that based on feedback received from School and Course Administrators at recent meetings of the AR Forum, it was proposed to frontload supplemental examinations to the earlier part of the session in order to provide staff in Schools/Course Offices with more time to mark and process examination results. She presented two options (A and B) which had considered current turnaround times for associated activities and processes in Schools and Course Offices. She noted that the differences between Option A and Option B were in respect of the turnaround times for finalising results (one extra day), and outcome of Academic Appeals (one extra day). She invited members to consider these options before a final proposal would be brought to Council for approval. After a short discussion the committee agreed to Option B. There was concern about the feasibility of the 6 September deadline for supplemental exam results, and it was agreed to take this off line for now until further discussion at the next GSC in January to which the Director had been invited. The Dean extended a huge thank you to the Director and her staff in the Academic Registry for their work in support of postgraduate students.



GS/17-18/145 AOB

- (i) The Dean noted that the Academic Registry had brought it to his attention that there were courses still open for application since the beginning of November with non EU applications outside the ten day rule. He asked the DTLPs to link in with relevant course directors to process these.
- (ii) The Dean noted that the Quality Committee had considered both the results of the Survey of PGR students from earlier this year and also was seeking to review one aspect of this and, more generally, the kinds of questions that should be asked on a future 'nationwide' survey. He would send a memo to all DTLPs seeking feedback on this.
- (iii) The Dean congratulated the Graduate Students' Union Vice-President who had to leave early on account of his graduation.
- (iv) The Dean thanked Professor William Phelan, the DTLP from the School of Social Sciences & Philosophy, for his superb contributions to the committee over the years and noted that Prof. Phelan would take another role as head of discipline in the School and would be replaced on the committee.
- (v) The Dean thanked whole-heartedly all course directors and administrators working on postgraduate taught programmes in the Schools and the staff of TTL for their ongoing onerous support, and wished everybody happy Christmas.

Section B for noting and approval

XX Re 11. MPhil in Chinese Studies – change to course structure

The committee approved a request from the School of Linguistic, Speech and Communication Sciences to change the MPhil course in Chinese Studies from 2018/19 by reducing its credit volume from 120 to 90 ECTS, changing its duration and mode of delivery from two years full time to one year full time or two years part time, removing both strands, changing the status of some core modules to optional, deleting one core module entirely, and introducing a new optional module "Experience China". It was confirmed that the award would remain unchanged.

XX Re 12. Suspension of intake to Disability Studies (M.Sc./P.Grad. Dip.)

The committee approved a request from Head of School of School of Social Work & Social Policy to suspend intake on the MSc in Disability Studies (DPTSW-DISS-1P09 & DPTSW-DISS-1F09) for 2018/19 due to low application numbers over the previous academic years and resource implications in that the course was extremely resource intensive and the low applicant numbers did not justify the input of significant resources. The committee approved the request.

XX Re 13. Master in Theological Studies to Master in Theology: change of course title

The committee noted that at the request of the College Registrar and as part of the renegotiation of the existing Memorandum of Understanding between the Church of Ireland Theological Institute and the College, the School of Religions, Peace Studies and Theology proposed that the official name of the course taught for the award of MTh (Master in Theology) be changed from 'Master in Theological Studies' to 'Master in Theology', in order to allow the Calendar entry and official documents



(including the Memorandum of Understanding) to reflect the name which was used in practice (including promotion of the course). The committee approved that proposal which had been recommended by the School Executive of the School of Religions, Peace Studies and Theology on 29th November 2017 and by the School's Graduate Studies Committee. The new course title will be reflected in a Calendar part III change for 2018/19 to be submitted in due course.

XX Re 14. MSc in Advanced Nursing Practice –changes to December 2017 cohort

This item was a continuation of Re 7 from the October meeting. The committee approved a course title change from “Advanced Nursing Practice” to “Nursing – Advanced Practice” which was in keeping with (i) the course name as approved by the Nursing and Midwifery Board of Ireland for delivery to the December 2017 intake only and (ii) the course name in use by the consortium at the date of the previous GSC meeting held on Thursday 26th October 2017.

XX Re 15. MSc in Nursing-Advanced Practice –changes to September 2018 cohort

The committee noted and approved further changes required by the consortium to the course for the September 2018 and subsequent cohorts as follows: change of the course title from “Nursing - Advanced Practice” to “Nursing-Advanced Practice (ANP)”; a new exit award and a new entry point directly to part time 1 year Postgraduate Certificate pathway (30 ECTS) accompanied by a new entry point at the Postgraduate Diploma level for possible returners to the course at a later stage (but required to *complete* the Masters course within *two years* of first entering the Postgraduate Certificate due to clinical reasons); changes to progression resulting from the introduction of the new postgraduate certificate entry point, and a revision of the course structure.

XX Re Additional B Item: a new Psychology of Education strand proposal to MEd course

The item was deferred to the January meeting, or possibly to an earlier sub-committee meeting, as the new strand consisted of more than 30ECTS worth of new modules and the strand proposal would need a more thorough assessment.

Section C for noting

Re 16 The committee noted Minutes of the Marino Institute of Education, Associated College Degrees Committee (MIE ACDC) of 10 May 2017

Re 17 The committee noted Minutes of the Royal Irish Academy of Music, Associated College Degrees Committee (RIAM ACDC) of 1 February 2017 and 31 May 2017

Re 18 The committee noted “Trinity response to QQI Blended Learning Guidelines”.

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

Prof. Neville Cox

Date: 7 December 2017