

GRADUATE STUDIES COMMITTEE

Minutes of the meeting held in College Boardroom in Trinity Business School and online at
10am on Thursday 8 December 2022

XX = Council relevance

Present (Ex officio):

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

Directors of Teaching and Learning (Postgraduate) as follows:

Professor David Finlay, School of Biochemistry & Immunology

Professor Stephen Connon, School of Chemistry

Professor Ivana Dusparic, School of Computer Science and Statistics

Professor Paula Quigley, School of Creative Arts

Professor Ioannis Polyzois, School of Dental Science

Professor Noel Ó Murchadha, 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 David Prendergast, School of Law

Professor Manuela Kulaxizi, School of Mathematics

Professor Catherine Darker, 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 Ladislav Timulak, School of Psychology

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

Professor Marvin Suesse, School of Social Sciences & Philosophy

Professor Erna O'Connor, School of Social Work & Social Policy

Professor Jake Byrne, Academic Director, Tangent

Dr Geoffrey Bradley, Information Technology Services Representative

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

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

In attendance for all items:

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 Leona Coady, Programme Director, Postgraduate Renewal Programme

Ms Ewa Adach, Administrative Officer, Graduate Education – IT support

Not in attendance – Vacant:

Graduate Students' Union President

Graduate Students' Union Vice-President
Director of Internationalisation, Trinity Global

Apologies:

Professor Wolfgang Schmitt, Dean of Research
Professor Laurent Muzellec, Trinity Business School
Professor Ashley Clements, School of Histories & Humanities
Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences
Professor Irene Walsh, School of Linguistic, Speech & Communication Sciences
Dr Cormac Doran, Assistant Academic Secretary, Graduate Education, TT&L

In attendance for individual items:

Prof. Carlos Bruen, School of Medicine, for item GS/22-23/053
Prof. John Gormley, School of Medicine, for item GS/22-23/054
Mr Ronan Hodson, Admissions Officer (Academic Registry), for item GS/22-23/055 and GS/22-23/056

XX Section A

XX GS/22-23/051 Minutes of GSC of 10 November 2022

The minutes were approved as circulated.

XX GS/22-23/052 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.

The Dean also noted that the last Council in November approved all GSC decisions recommended at the November meeting on Agenda A and B:

Section A:

- GS/22-23/022 Postgraduate course proposals - School-based business case: The first meeting of the working group exploring a new two-phase process of approval has taken place and a proposal may be brought to the next meeting of the GSC.
- GS/22-23/031 Student representation: The Students Union have advised that elections have now taken place in all Schools and PG representatives are due to attend GSC and Council.
- GS/22-23/032(ii) Any Other Business: The uplift of €500 in stipend payments to students funded through SFI and IRC awards recently provided to the university is ready to be disbursed to students.
- GS/22-23/039 Applied Social Data Science (MSc & MSc Top-up): The course was approved by Council at its November meeting.
- GS/22-23/041 Blackboard Access for External Examiners: New IT page - notified.
- GS/22-23/043 Revised proposal for the Award for Excellence in Supervision of Research Students: The amendments were approved at the last Council meeting in November.

Section B:

- GS/22-23/046 GSC Sub-committee on Micro-credentials – Minutes of 18 October 2022 on the Proposal Approval - approved by Council.
- GS/22-23/047 Permanent date change of admissions to MSc in Economic Policy from January to September from 2023/24 - approved by Council.
- GS/22-23/048 Change of course title from MSc in Entrepreneurship to MSc in Entrepreneurship & Innovation and a corresponding change to the Pg Dip exit award title from 2023/24 - approved by Council
- GS/22-23/049 HEA-funded Global Mobility stand-alone module for credit “Spaces of Engagement” (5ECTS) – The Dean advised that the module was withdrawn.
- GS/22-23/050 Temporary Fee Profile Change for 2022/23: Entrepreneurship for Nature-based Enterprises Micro-credential - approved by Council.

XX GS/22-23/053: New course proposal (revision of MSc in Health Services Management): MSc in Health Policy and Management. Prof. Carlos Bruen (School of Medicine) to present

The Dean welcomed Prof. Carlos Bruen, from the School of Medicine. Prof. Bruen’s proposal seeks to change the title of the current MSc in Health Services Management to MSc in Health Policy and Management, to add an additional one-year full-time MSc delivery format and to amend module content of the revised course.

The Dean spoke to a slide presentation and pointed out that the current part-time programme in Health Services Management over two years, has been highly successful for many years in recruiting at or near capacity, but has seen both a decline in student registrations since 2017 and a rise in competitor courses, often at more favourable fee rates. The revised proposal represents a significant change as it incorporates a shift in focus towards a policy emphasis, associated curriculum changes including changes to programme learning outcomes, revisions of seven modules and discontinuation of five modules, the introduction of a structural change by offering a full-time delivery format over one year in order to appeal to a wider pool of applicants and a recalibration of fees to come more in line with potential competitor programmes. Of the 90 ECTS, only one 5 ECTS module is retained in its existing structure. The full-time route over one year combines 60 ECTS of taught modules and 30 ECTS of research modules. Part-time students take 45 ECTS of taught modules in Year 1 and 15 further ECTS in taught modules in Year 2, as well as the dissertation and research methods training of 30 ECTS. In addition, the extent of online synchronous teaching and learning resources is increased. The revisions are reflected in the proposed course title modified to “MSc in Health Policy and Management”. The pass mark is 50%, i.e., the norm for the discipline and no compensation is permitted between modules. Students are permitted to present for supplemental examination or re-submit required work. Only one resubmission or re-assessment is permitted per assignment and re-submitted assignments are marked as pass/fail only. The course has the support of the Head of School and the Dean of the Faculty of Health Sciences.

When asked for comments, Prof. Bruen noted that the proposed revisions are a result of a strategic review of the MSc, which included a market and system needs analysis, structured engagement with stakeholders throughout 2021, a review of the curriculum conducted in the last 12 months, as well as building on recommendations generated through international peer-review of the MSc in Health Service Management in 2018. Prof. Bruen responded to a couple of queries. He stated that the

rationale behind the new one-year full-time option, in addition to retaining a two-year part-time route, is that it aims to meet the needs of non-EU resident learners and early career learners. The two-year part-time route aims to meet the needs of professionals employed within the health and social care systems and people who have constraints on their time. Prof. Bruen also clarified that while developing a new vision for the course, feedback was sought from public and private health services. The Dean thanked Prof. Bruen for his comments and members recommended the revised course for Council approval.

Decision GS/22-23/053: The committee recommended for Council approval the proposal for revision of the MSc in Health Services Management, which includes a course title change to MSc in Health Policy and Management and the introduction of an additional one-year full-time MSc delivery format and a revised module content. The course proposal is to be externally reviewed.

XX GS/22-23/054: New course proposal (extension): MSc Top up in Clinical Exercise Online – Prof. John Gormley (School of Medicine) to present

The Dean welcomed Prof. John Gormley from the School of Medicine. Prof. Gormley's proposal is to extend the current PG Dip and PG Cert in Clinical Exercise (Online) to an MSc Top up in Clinical Exercise (Online). The new Top up will be a one-year part-time programme of 30 ECTS, open only to those who have completed the PG Dip in Clinical Exercise (Online) and offering students the opportunity to gain research experience in the growing area of clinical exercise.

The existing PG Cert and PG Dip will be retained as the change lies only in the introduction of an additional component to support research development. The sole entry route to the MSc Top up is via the PG Dip. Students are permitted to progress directly to the MSc Top up on completion of the PG Dip or may exit with the postgraduate diploma award and return within a five-year window, apply for the MSc Top up and rescind the postgraduate diploma award upon successful completion of the Masters year. There is no direct admission into the MSc Top up.

The aim of the MSc Top up is to increase research activity and to support professional staff whose careers may be positively impacted by extending their skills in evidence-based practice. Students are required to complete an independent research dissertation, benefitting from the expertise of their supervisors and, where relevant, leveraging their own clinical experience ultimately adding to the knowledge base of clinical exercise science and benefitting patient health. The Postgraduate Certificate and Postgraduate Diploma are fully online, and supervisors will endeavour to support research projects online, where feasible and academically appropriate. However, some research projects may require a period of training and/or data collection in the project supervisor's laboratory in Dublin. While projects will be considered on an individual basis, the decision of the course committee will determine whether proposed projects can be facilitated fully online, and their decision will be final. There is therefore no guarantee to students that projects can be completed at a distance. As entry to the MSc Top up is by progression from the Postgraduate Diploma in Clinical Exercise Online, students intending to enter the MSc Top up course will be in regular communication with the academics involved regarding potential research projects before they commence the Masters Top up.

After the Dean's presentation, Prof. Gormley responded to a couple of queries. Firstly, asked to comment on resources for supervision, Prof. Gormley clarified that around ten staff have been secured as supervisors, but he anticipates that on average five supervisors will be active in a year as the number of Masters students is likely to be initially small. Secondly, he was asked if graduates from postgraduate diploma courses completed outside Trinity could be admitted. Prof. Gormley explained that the MSc Top up is an extension of Trinity's bespoke Postgraduate Diploma delivered in his School and the proposed MSc Top up is an integral composite course of Trinity's own PGT programme in Clinical Exercise. Outside postgraduate diploma graduates can only be admitted to the programme under the RPL policy which will not recognise the credit for the 60 ECTS. In addition, he was sceptical that there will be such a demand forthcoming as normally HEIs would have their own local Masters programme in Clinical Exercise. The Dean stepped in to note that should such a demand materialise going forward, a new policy will need to be set up – currently, a Top up course is an extension on the existing course structure in Trinity. The Dean thanked Prof. Gormley for his comments and members recommended the extended course for Council approval.

Decision GS/22-23/054: The committee recommended for Council approval the MSc Top up in Clinical Exercise Online. The course proposal is to be externally reviewed.

XX GS/22-23/055: PG Cases in PGT applications – Memo and slide presentation from Mr Ronan Hodson, Admissions Officer (Academic Registry)

The Dean referred to the circulated memorandum from Mr Ronan Hudson, Admissions Officer, Academic Registry (AR), which referred to the 2021/22 Postgraduate Taught Application Cycle summary data. The memorandum highlighted an increase (by 3.4%) in the number of applications for PGT courses over the previous year. The number of offers increased by 1.1% and the number of offers accepted increased by 4.7%. The improved acceptance rate of offers is positive and indicates an improvement in the processing of PGT applications across all Schools and their improved workflow shared with the AR.

The document attached to the memorandum, 'Postgraduate Taught Admission Summary 2021/22 Application Cycle', shows tables and graphs illustrating the application cycle of the previous academic year. Of the 344 cases requiring some review either by the Admissions Officer or by the Dean of Graduate Studies, almost two thirds involve applicants whose undergraduate degree award did not meet the threshold of II.1. The data illustrates that approval was granted for 97% of cases where exemptions from admissions criteria were requested. In terms of the overall admissions data, there is a peak of activity in applications early in the year, while decisions peak in April-July and applicants accept offers much closer to the registration deadline, although there is a relatively stable line of activity in acceptances. Based on the data it appears that there can be a lag in decisions on applications within Schools, but there are many factors behind the apparent lag, which may not in any way reflect a lack of activity in the Schools. That was reflected in a discussion which followed.

The discussion focused primarily on adhering to the turnaround KPI of 20 working days put in place as a target both for the AR and the Schools to limit, ideally, the processing period of applications to 10 days at each end to ensure that decisions are returned to applicants efficiently and PGT courses are subscribed to as fully as possible. The following issues were raised:

- 1) As a result of concentration of applications at some months in the admissions cycle, especially in the summer, both the AR and the Schools can exceed the turnaround KPI of 10

days due to capacity issues, staff on annual leave, outstanding documentation on conditional offers (constituting 60% of initial offers) etc.

- 2) In order to improve the School performance, the Admissions Officer's team will be running information sessions online for Schools, especially useful to new staff in their roles as admissions assessors, to explain the inner working of the admissions cycle and availability of resources assisting assessors in making their decisions including trouble shooting on "tricky" applications, setting up a calendar of deadlines, in depth reports to be requested from the AR at short notice (especially outside the peak season) etc.
- 3) Should Schools not be able to follow the rolling applications 10 days KPI for whatever reasons, they should put in place "watersheds" at least once a month to clear away applications sitting in the system for a long time.
- 4) Schools have been asked to be pro-active in following up directly with their applicants on outstanding documentation. However, the AR will be re-introducing an auto notification facility to applicants if their offer is due to expire.
- 5) Later applications happen when a course is under-subscribed, and the Dean allows it to be re-opened for recruitment which is not ideal especially from the international applicants' perspective. The Admissions Officer proposed that such a practice would be confined only to the third week in August.
- 6) "Corporate" graphs of averages and trends across the University are normally not very helpful to individual Schools as they do not reflect conditions of any particular School. In order to understand what is going on one needs to go down to the level of each School and examine its admissions needs and popularity of courses as these vary hugely even within the same School.
- 7) When courses are popular and oversubscribed Schools prefer to review a whole pool of applicants to choose the best quality ones (i.e., trying to recruit "excellence") instead of reviewing incoming applications on the first come first served i.e., on the "promptness" basis; this may create an impression of a delay but as there is a sufficient number of quality applicants to choose from the course is fully filled although the KPI is not met. There are courses with 15 places (like an MPhil in Creative Writing) which may get over a hundred applicants, and this ensures good academic quality of selected students even at the cost of extending the KPI-determined period beyond the mandated 10 days.
- 8) However, it was noticed that when Schools are perceived to take too long to arrive at their decisions, "excellent" (especially international) candidates may be put off and apply to other HEIs.
- 9) The Admissions Officer noted that for oversubscribed courses Schools can put a stop on the KPI to manage their pipeline by activating the buttons within SITS such as "the additional assessment scheduled" or "on the waiting list" combined with a communication to the applicant explaining what their current situation is. This yields a much better applicant experience and allows the School to manage their pipeline more effectively.
- 10) Delays at Schools' end may be caused by incomplete documentation which makes it impossible for Schools to arrive at a decision. Schools note that frequently applicants claim difficulty with uploading outstanding materials, but the Admissions Officer assured committee members that such feedback was not accurate as it is easy for applicants to upload outstanding papers onto the system.

- 11) The Admissions Officer noted a trend that an increasing number of applications will go hand in hand with an increasing number of incomplete ones.
- 12) When an application has outstanding documents, the Admissions Officer advised that the system be set on “incomplete” rather than “conditional offer”. However, the system does not generate an auto email with such information to the applicant and the School needs to dispatch an appropriate email directly to the applicant. It is hoped that the system should be able to generate such auto emails in the future.
- 13) Given the small size of the Admissions Officer’s team working on PGT applications comprising only three staff members, Schools need to be proactive in keeping applicants interested especially when a decision is being delayed for whatever reason. In such a situation, Schools are requested to advise applicants when decisions will be made.
- 14) The Director of Student Services advised that the AR is setting up bespoke application forms for UG, PGT and PGR candidates which will ensure that area-specific information is adequately captured for Schools to arrive promptly at a decision. The bespoke application forms will replace the current form used as a standard by all UG, PGT and PGR candidates.
- 15) Some Schools experience difficulties with re-activating deferred applications during the next application cycle.
- 16) The system currently does not recognise certain sponsors for payment of fees and students are required to pay deposits themselves, but this is being resolved for the next round of admissions.
- 17) Working on special admission cases requiring a review either by the Admissions Officer or by the Dean is very time consuming and the Admissions Officer referred to a list of grounds on which applicants seek exemptions the most popular of which is not complying with a II.1 grade requirement.
- 18) The Admissions Officer went over two sets of short-term improvements (i.e., from the AR end and from the Schools’ end) aimed at enhancing the efficiency of the admissions turnarounds in College.

The Dean thanked members for their comments and the Admissions Officer for his informative presentation and for an outline of improvement measures due to be undertaken by his Office and recommended to be taken up by the Schools.

XX GS/22-23/056: Recalibration of Duolingo scores: Implications for admissions 2023/24 – Memo from Mr Ronan Hodson, Admissions Officer (Academic Registry) and Prof. Lorna Carson (Head of LSCS School); Mr Ronan Hodson to present

The Dean invited Mr Ronan Hudson, Admissions Officer, Academic Registry to speak to his and Prof. Lorna Carson’s memorandum on recalibration of Duolingo scores. The Admissions Officer noted that in recent months, Duolingo has recalibrated scores on their test relative to other widely used English language competence measures and has recommended that where previously a score of 110 was deemed equivalent to a score of 6.5 on IELTS, the advice now is that the equivalence be raised to a score of 120. Details of the comparisons were set out in the circulated memo prepared by Prof. Lorna Carson. A small number of offers was already based on the current cut off point of 110 but it is recommended that the new criteria would apply for any new offers issued, rather than new applications submitted.

Members took the opportunity to share a few comments:

- 1) Some Schools noted increased difficulty with English competence of some international students this year.
- 2) Students with similar score appear to show different competence especially in written English.
- 3) There is concern about the validity of the scores being presented for admission. Although there is comparability between Duolingo and IELTS scores, they are not the same test, and applicants can present with different profiles even though they have comparable scores.
- 4) Trinity will review a spectrum of tests allowed for entry and the use of Duolingo scores will be part of that discussion.
- 5) The issue was raised if supervisors could be consulted when there is uncertainty with respect to the English entry competence of research applicants being on the boundary as different level of English competency may be required in different science disciplines; in some disciplines technical English is more important than more general English proficiency. The Dean commented that it might be too much responsibility to assign to supervisors to make a determination on the English language. Instead, additional supports on offer in College could be availed of. Trinity offers a useful pre-session programme for research applicants on conditional offers to improve their English prior to admission.
- 6) PR renewal WP1 is currently addressing the issue of English Language Competence requirements for admissions purposes and the Admissions Officer is leading on this deliverable.

The Dean thanked the Admissions Officer for his presentation and participation in the discussion. Members recommended for Council approval the implementation of the revised minimum threshold and sub-scores in Duolingo English Test for 2022/23 admissions with immediate effect after Council approval i.e., to apply to all new offers issued from January.

Decision GS/22-23/056: To accept a score of 120/130 in the Duolingo English Test as equivalent to IELTS 6.5/7.0, and to accept the related proposed changes to entry requirements, including sub-scores, for 2022/23 admissions offers with immediate effect after Council approval.

XX GS/22-23/057 Masters Dissertations – Memo from Dr Cormac Doran, Assistant Academic Secretary, Graduate Education (TT&L)

The Dean referred members to the circulated memorandum from Dr Cormac Doran, Assistant Academic Secretary, Graduate Education. The memorandum discussed the assessment and progression regulations concerning taught Masters and listed options for consideration with respect to how to deal with failed dissertations. A desktop review of selected IUA and LERU institutions in terms of their assessment and progression regulations concerning taught Masters was undertaken to ascertain practices related to the management of failed elements, in particular the research element of Taught Masters.

The Dean spoke to a slide presentation to better illustrate the issues to be considered by members. She explained the ambiguous situation that arises if students fail the dissertation component of a Masters degree. In most if not all Masters programmes, students are permitted to repeat or re-

submit assessment elements associated with taught modules. However, the dissertation module is normally required to be passed at a first attempt. The general Calendar III regulation states that “Students on a Masters course who do not achieve a pass mark in the research element or dissertation, will be deemed to have failed the course, and may apply to the relevant school for permission to repeat it.”

Although the regulation seems straightforward in the context of the traditional Masters structure, it is a source of potential confusion for students and staff alike on framework-based programmes, where there are three separate (though inter-connected) elements, each of which is a ‘course’ – Postgraduate Certificate, Postgraduate Diploma (Top up), and MSc (Top up). Within the framework structure, it is not clear whether “permission to repeat it” refers to the composite ‘course’ that has been failed (i.e., the 30 ECTS Masters Top up) or the 90 ECTS programme of three interlinked ‘courses’. If the former, (i.e., the 30 ECTS), there is a discrepancy between what is permitted for those undertaking a full-time traditional Masters and a part-time framework structure. If the latter, students who fail the 30 ECTS may be required to undertake a further 3 years in order to achieve a Masters, despite having successfully passed the first two years of the PG Cert and PG Dip and might even have collected a postgraduate diploma award along the way.

The desktop review of practice in comparator HEIs undertaken by Dr Doran resulted in four options of how best to address the issue of failing dissertations in Trinity:

- 1) No change to current regulations (i.e., no repeat of the dissertation as a standalone element, regardless of programme structure).
- 2) A change to regulations, but only for those students whose mark is close to the pass mark and whether there is evidence of illness or exceptional *ad mis* circumstances.
- 3) A change to regulations for all students, permitting students to repeat the 30 ECTS dissertation element as a standalone component (i.e., the ‘it’ refers specifically to the dissertation). Marks may be capped at the “pass” mark relevant to the discipline and students would be liable for the fee equivalent of a top-up Masters. Decisions on whether the same dissertation topic would be permitted would rest with the School.
- 4) Introduce a change to regulations in line with the current practice in research degrees (with Masters theses), permitting minor corrections, major revisions, or a full re-submission of a new dissertation, each option reflected in a fee structure.

A discussion followed which overwhelmingly supported option 3 as the most worthwhile to flesh out in detail. Additional issues were identified as follows:

- (i) Minor and major corrections on PGT dissertations would be too workload-intensive for staff to supervise as the resubmission timing would overlap with the teaching of the following cohort of students, and therefore option 3 is a lot “cleaner” from the staff perspective.
- (ii) It is very difficult to set up boundaries for “minor” revisions which on research theses are sometimes rather extensive. Dissertation supervisors would need to be brought in again to assess whether mandated revisions have been fully addressed before submission. In the School of Education there is a current practice of passing the student at the court of examiners with minor corrections but there is a practical difficulty in

subsequently ensuring that corrections are executed before the dissertation is submitted.

- (iii) Should option 3 be chosen, there is still an ambiguity in how to treat a dissertation fail resulting from plagiarism and perhaps such a fail should not be accommodated in the same assessment regulation as the one resulting from the fail “on merit”.
- (iv) Dissertation failures are reasonably rare. There are two substantially different reasons for a dissertation to fail namely, failure resulting from mishandling the topic and failure resulting from deficits in core research competence. While allowing the student to repeat a dissertation in the first instance is reasonable, the same permission in the second case may be unwarranted.
- (v) Permission to repeat a failed dissertation might need to be linked to the student’s performance on taught modules, and constraints barring students from repeating a failed dissertation could be linked to their failure on two taught modules.
- (vi) Permission to repeat a dissertation raises a question as to what students are repeating namely, whether they are improving to rescue a defective dissertation or starting a new topic. Such a nuanced distinction may be difficult to capture in a regulation.
- (vii) Attention should be given to the fee which should be set at a level covering only additional supervision and overheads rather than being a revenue source for the School.

The Dean thanked members for a very constructive discussion. She noted that members are in favour of amending the Calendar regulation and have chosen option 3 allowing the repeat of a failed dissertation regardless of the circumstances. A more detailed regulation will be drafted for consideration at the January meeting. The regulation might have to incorporate constraints making students ineligible and thresholds to be reached for students to be eligible to repeat a failed dissertation.

Action GS/22-23/057: DTLPs to discuss option 3 with colleagues in their Schools and return feedback to the Dean for a draft of a regulation for dissertation repeat for the January meeting.

XX GS/22-23/058: PG Renewal update – Ms Leona Coady, Programme Director, PG Renewal Programme

Ms Leona Coady, Programme Director, Postgraduate Renewal Programme, spoke to a slide presentation updating members on key developments for the month of December. The Programme Director noted that her report is grouped around the five themes currently being reviewed under Horizon I namely Financial, Structured PhD & Doctoral Programmes, Curriculum and Triple I, Student/Staff Experience and Student Life Cycle.

The financial theme is looking at all aspects of the funding for PGR students such as internal awards, non-EU fee differential and direct payment for learning supports provided by PGR students. A consolidated analysis of the findings will be presented to the January meeting together with a reconsidered vision statement which has been under discussion with the College community via recent workshops and will be formulated for consideration in collaboration with Trinity Communications.

All WPs will come together in a workshop planned to take place on December 15th. The Dean and the Programme Director have been doing a road show around School Committees and have presented at five such meetings during Semester 1. There are more such meetings scheduled for Semester 2. Recruitment of the programme team is ongoing, and the Programme Manager has recently been appointed to support in particular WP3 and WP5.

Structured PhD & Doctoral Programmes WP is currently very active reviewing supervision guidelines, considering a model for the student-supervisor agreement, and roles and responsibilities for the student's development of multi-dimensional skills set. Separately, learning supports provided by PGR students and guidelines for thesis committee are also under review.

Curriculum and Triple I WP is reviewing English language requirements for admission and the assessment model for research component of Masters courses. It is benchmarking best practices for the cyclical reviews of PGT programmes. This review is assisted by appointment of SUMS Consulting, a higher education consultancy providing strategic and operational management supports for driving efficiencies and transformations in the HEI sector.

Student/Staff Experience WP has been very active during Semester 1. PG skills for success, appeals, provision of space for PG students and expansion of the orientation programme are under review within the student space. Within the staff space, a review is being carried out of best practice in conflict management and identifying opportunities to integrate adjunct staff, aligned with the Academic Integrity Initiative, into the academic community.

With respect to the Student Life Cycle WP, it has already been noted that the Programme Manager has been appointed to kick start work on the package's areas of responsibility from January. However, in the meantime a pilot involving three Schools to enhance course content on their websites supported by the Director of Marketing was completed. A review of the success of that initiative is currently being finalized. In addition, work on diversification of the application form for UP, PGT and PGR applicants and the systems improvement covering the third-party sponsors are well under way.

Concluding her presentation, the Programme Director has invited DTLPs to share her slide with their colleagues in their Schools.

The Dean thanked the Programme Director for her presentation. The School of Engineering DTLP advised that the Dean's roadshow in her School was very successful, and feedback was extremely positive: staff were aware that the PG Renewal was taking place and appreciated an opportunity to get an understanding how things were progressing in actuality. The Dean noted that there were great discussions in each visited School and lots of great ideas were generated.

Action GS/22-23/058: DTLPs to share the December PG Renewal update slide with their colleagues in the Schools.

XX GS/22-23/059: Academic Integrity Working Group 2022/23 – Dean of Graduate Studies to update

The Dean read out activities that may compromise Academic Integrity and asked for the members' input to check whether the list was exhaustive. The drafted list comprised:

plagiarism, self-plagiarism, collusion (unauthorized collaboration), submitting as one's own work, that which has been purchased, generated or otherwise obtained, misrepresentation of contribution to collaborative work, impersonation, use of unauthorized assistance during an examination/assessment (e.g. unauthorized notes, resources, communication), fabrication or falsification of data in assessment or in seeking reassessment (e.g. in relation to appeals), improper accessing/obstruction of materials/system (e.g. hiding or destroying materials available to all, intentionally overloading an online or digital system to prevent completion of an assessment or improperly obtaining and giving access to assessments) and unauthorized distribution of intellectual property.

The Dean advised that in relation to the last item listed, she has recently received communication from students about a website hosting over 300 instances of lecture notes, slides and recordings of Trinity content amongst others. Legality of such uploads is currently being looked into, and in the course of the investigation, it was noted that some uploaded materials could be clearly identifiable as belonging to Trinity because such ownership was written on the slide or because it was a full set of slides from a lecturer. In other instances, the uploads are the student's summary of the content of the lecture which is a grey area to determine whose intellectual ownership this is. There are also the student's reflections in general about the module which appears to be the student's intellectual property. The Dean passed on an immediate recommendation to members that all materials shared with students such as slides and lecture notes have a copyright identifier i.e., that at a minimum, © Trinity College Dublin [2023] is included on all lecture resources. Accordingly, an email from the Junior Dean will be circulated about the importance of promoting awareness of IP of lecture resources.

The Dean shared a short essay on screen. She explained that a prompt "Write a short essay on the prevalence of academic misconduct in Trinity College Dublin" was put into the bot by Prof. Kevin Kelly in Engineering, to check what it would generate - yielding the essay on the screen. She noted that the bot, freely available online, picked up even spelling mistakes and generated an essay with a click of a button. This simple example highlights the nature of the challenge to be addressed, and the importance of identifying activities which should be categorised as academic misconduct.

Overarching parameters constituting academic transgressions set up today would have to be sufficiently broad to capture unforeseen misconduct practices of the future.

The Dean advised that the Academic Integrity working groups have reconvened in the last month and agreed to slightly re-focus activities into two streams of work once academic misconduct descriptions have been agreed on. The first group will concentrate on promoting academic integrity and preventing academic misconduct (and will be relying on academics to devise assessments less vulnerable to academic misconduct practices). The second group, led by the Dean, will focus on identifying and responding to instances of academic misconduct. The Dean underlined that students' awareness would need to be raised and they would need to understand the impact of academic misconduct beyond being caught in terms of what it is doing to them by engaging with the practice.

The Dean invited members to share feedback on misconduct activities which might have been missed from the drafted list. She explained that the purpose is to change the approach taken in the current Calendar which refers primarily to plagiarism. As no immediate comments were forthcoming, the Dean invited members to consult with colleague in their Schools and email their ideas directly to her.

One member raised an issue of the student being a victim of academic misconduct rather than a perpetrator, especially in the supervisor-student relationship. He suggested that “coercion” should be included as an example how this misconduct type can manifest itself: ambitious supervisors may insist on writing students into paper authorship and students do not have sufficient voice to remove themselves.

The Dean concluded with a suggestion that a whistle-blower policy is required to be set up.

Action GS/22-23/059 (i): DTLPs to advise their academic colleagues in Schools that all materials shared with students such as slides, lecture notes have to have a copyright identifier whose intellectual property the material is; that at a minimum, © Trinity College Dublin [2023] is included on all lecture resources.

Action GS/22-23/059 (ii): DTLPs to consult with academic colleagues in their Schools and email additional examples of academic misconduct directly to her.

XX GS/22-23/060 Any Other Business

No issues under AOB were raised.

XX Section B for noting and approval

XX GS/22-23/061: Changes to format of the Higher Doctorate corpus submitted to the Library – Memo from Dean of Graduate Studies

The Dean referred members to the circulated memorandum on the Higher Doctorate Corpus Library submission. Currently, Higher Doctorate corpora typically have a high percentage of content that is subject to copyright restrictions. If the existing submission process for a whole corpus was to change to an electronic form using Trinity’s Access to Research Archive (TARA), College would be at risk of breaching copyright legislation. To overcome this obstacle and reduce the volume of paper while also ensuring that Higher Doctorates are accessible to researchers, it is proposed that future submission of Higher Doctorate corpora to the Library will be fully electronic via TARA providing a short commentary not exceeding one thousand words and a list of all titles that made up the examined corpus. This list must include the Digital Object Identifier of each piece of work. Removal of full versions of work included in the examined corpus in the version submitted to TARA will ensure copyright legislation is adhered to while also providing access to interested parties through DOIs.

Decision GS/22-23/061: Proposed changes to the format of the Higher Doctorate corpus submitted to the library have been recommended for Council approval.

XX GS/22-23/062: Cessation of MSc in Clinical Supervision from 2023/24 – Memo from Prof. Ladislav

Timulak (School of Psychology DTLP) and Memo from Prof. Gail McElroy (AHSS Faculty Dean)

A circulated memorandum from Prof. Ladislav Timulak, School of Psychology DTLP, proposed the cessation of the MSc in Clinical Supervision due to the early retirement of the MSc's course director; the feasibility of the overall programme was deemed unsustainable due to the required expertise not being currently available.

Decision GS/22-23/062: The committee recommended for Council approval the cessation of the MSc in Clinical Supervision from 2023/24.

XX GS/22-23/063: Revised English language requirements in 4 MPhil courses in Centre for Language and Communication Studies from 2023/24 admissions – Memo from prof. Lorna Carson (Head of LSCS School)

The Dean referred members to the memorandum from Prof. Lorna Carson, Head of the School of Linguistic, Speech and Communication Sciences, regarding revisions to English language entry requirements in M.Phil. courses in the Centre for Language & Communication Studies, from 2023/24 admissions. The memorandum requested to change the English language requirements from an overall score of 6.5 in IELTS (or equivalent) to an overall score of 7 in IELTS (and equivalent), with no minimum band score under 6.5 (or equivalent). The affected courses are:

- PTLS-ALIN-1F M.Phil. in Applied Linguistics (full-time)
- PTLS-ALIN-1P M.Phil. in Applied Linguistics (part-time)
- PTLS-ELTE-1F M.Phil. in English Language Teaching (full-time)
- PTLS-ELTE-1P M.Phil. in English Language Teaching (part-time)
- PTLS-LING-1F M.Phil. in Linguistics (full-time)
- PTLS-LING-1P M.Phil. in Linguistics (part-time)
- PTLS-SLPR-1F M.Phil. in Speech and Language Processing (full-time)
- PTLS-SLPR-1P M.Phil. in Speech and Language Processing (part-time)

Decision GS/22-23/063: The committee recommended for Council approval the change in the English language requirements from an overall score of 6.5 in IELTS (or equivalent) to an overall score of 7 in IELTS (and equivalent) in the MPhil courses in the Centre for Language and Communication Studies from 2023/24), with no minimum band score under 6.5 (or equivalent).

XX Section C for noting

XX GS/22-23/064: Draft Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) of 17 November 2022

The draft minutes of 17 November 2022 of the Marino Institute of Education Associated College Degrees Committee were noted by members.

XX GS/22-23/065: Schedule of Research Supervisor Development Programme 2022/23

The Dean referred members to her memorandum detailing the Research Supervisors Development Programme proposed for 2022/23.

The Dean thanked all members. There being no other business, the meeting ended at 1pm.

