



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

GRADUATE STUDIES COMMITTEE

Minutes of the meeting held in College Boardroom in Trinity Business School
at 10am on Thursday 26 March 2026

XX = Council relevance

Present (Ex officio):

Professor Martine Smith, Dean of Graduate Studies (Chair)

Directors of Teaching and Learning (Postgraduate) as follows:

Professor Rachel Mc Loughlin, School of Biochemistry & Immunology

Professor Xiaoning Liang, Trinity Business School

Professor Iouri Gounko, School of Chemistry

Professor Gavin Doherty, School of Computer Science and Statistics

Professor Padhraig Fleming, School of Dental Science

Professor Keith Johnston, School of Education

Professor Breiffni Fitzgerald, School of Engineering

Professor Alice Jorgenson, School of English

Professor Russell McLaughlin, School of Genetics & Microbiology

Professor Deirdre Ahern, School of Law

Professor Paul Conroy, School of Linguistic, Speech & Communication Sciences

Professor Andreea Nicoara, School of Mathematics

Professor Stephen Maher, School of Medicine

Professor Micha Ruhl, School of Natural Sciences

Professor Brian Keogh, School of Nursing & Midwifery

Professor Cathal Cadogan, School of Pharmacy & Pharmaceutical Sciences

Professor Graham Cross, School of Physics

Professor, David Hevey, School of Psychology

Professor Selim Gulesci, School of Social Sciences & Philosophy

Professor Eavan Brady, School of Social Work & Social Policy

Professor Susan Pike, Academic Director, Portal

Patricia Maguire, Academic Secretary (TT&L)

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

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

Dr Geoffrey Bradley, Information Technology Services

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

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

In attendance:

2nd Graduate Student Representative (PGR): Lindiwe Mpofu

In attendance for all items:

Prof. Wladislaw Rivkin, Associate Dean of Graduate Studies

Leona Coady, Programme Director, Postgraduate Renewal Programme

Frances Leogue, IT support Administrative Officer, Office of the Dean of Graduate Studies

In attendance for all items (Guest):

Professor Joseph Roche, Associate Dean of Research, on behalf of Prof. Sinéad Ryan, Dean of Research

Apologies:

Professor Sinéad Ryan, Dean of Research

Professor Evangelia Rigaki, School of Creative Arts (Research Leave)

Professor Christine Morris, School of Histories & Humanities

Professor Théophile Munyangeyo, School of Languages, Literatures & Cultural Studies

Professor Jude Lal Fernando, School of Religion, Theology, and Peace Studies

1st Graduate Student Representative (PGT): Aziel Zafar

Breda Walls, Director of Student Services

In attendance for individual items:

Dr Elizabeth Donnellan, Education Policy Developer (Academic Affairs, TTL) for items GS/25-26/107 to GS/25-26/109

Beibhinn Coman, Director of Marketing (Trinity Global) for item GS/25-26/111

Rima Fitzpatrick, Assistant Academic Secretary – Academic Affairs (TT&L) for item GS/25-26/113

Dr Rionnagh Sheridan, Strategic Projects Officer (Academic Services Division) for item GS/25-26/114

XX Section A

XX GS/25-26/103 Minutes of GSC of 26 February 2026

The minutes were approved as circulated.

XX GS/25-26/104 Matters Arising

The Dean advised members that all Actions from the February meeting had been completed or attended to. She also noted that all Decisions on Agenda A and B from the previous meeting were approved by the last Council on 11 March 2026. Most Matters Arising were closed off and covered in the Dean's memorandum circulated in advance of the meeting.

The Dean shared with members the Council's appreciation for the GSC's work over the duration of the PG Renewal Programme. She noted that, over the past two years, meeting times were extended from two to three hours, amounting to the equivalent of an additional year of meetings in terms of total time.

Re GS/25-26/096(iii) The Dean advised that the induction event for March PhD registrants has been scheduled for 7 April, and the students were invited to attend. DTLPs were encouraged to disseminate the date among supervisors of the new March registrants to promote participation. The event is also open to PGRs who had registered in September. Students affected by the conflict in the Middle East will be able to access the induction materials online. All such students are supported as far as feasible by Trinity Global.

Action GS/25-26/104: DTLPs were asked to disseminate the date of the induction event on 7 April amongst supervisors of the new March registrants to encourage their students to participate in the event.

XX GS/25-26/105 Calendar Changes for 2026/27 – Dean of Graduate Studies to introduce

The Dean presented Calendar changes relating to regulations on PGR part-time registration and the section on supervision of research students. The Dean noted that the proposed revisions aim to

introduce greater flexibility in relation to part-time registration by removing the current restrictions, extending the context within which part time registration can occur and clarifying the financial consequences of early completion on the part time register.

In a short discussion which ensued the Dean clarified that

- 1) Non-EU applicants are not eligible for a visa on the part-time PhD Register.
- 2) Part-time PhD students finishing at the end of year 3 are charged only the equivalent of three years of full-time fees; those who finish at the end of years 4 or 5 are charged the equivalent of four years of full-time fees.

One issue highlighted for consideration was the current prohibition on transferring from part-time to full-time registration, and whether the restriction should be retained. The Committee was of the view that an amendment should be developed to allow such transfers where supported by the student's supervisor. It was proposed that the existing regulatory prohibition be replaced with a financial provision requiring the student, upon thesis submission, to pay any applicable difference between part-time and full-time fee.

Action GS/25-26/105: The Dean is to propose a regulation change for Calendar III for 2026/27 to remove the current prohibition on transfer from part-time to full-time PhD registration.

In relation to PGR supervision, the Dean advised that most of the proposed amendments are technical in nature and reflecting recently agreed changes to titles. However, two substantive proposals were made. One would place a clearer onus on supervisors to familiarise themselves with the relevant PGR regulations, noting that Calendar regulations are updated annually. Members agreed with the proposed supervisory responsibilities but questioned how compliance with this requirement would be ensured. The second amendment related to co-supervision, which the Dean proposed to reclassify from "permitted" to "encouraged," though it would not be regarded as the standard approach. Some members preferred the wording "strongly encouraged," noting that it could imply a shift towards making co-supervision mandatory to replace individual supervision. However, most members opposed the change, arguing that smaller Schools would not have sufficient staff to implement co-supervisory arrangements for every PhD student making the stipulation unworkable.

It was acknowledged that co-supervision could benefit new Assistant Professors with limited supervisory experience. However, some members argued that Schools should ensure appropriate mentoring is provided to new appointees in relation to supervision, rather than requiring them to secure a co-supervisor. It was also noted that students might perceive such arrangements as representing a lower standard of supervision, if early career supervisors appear not permitted to supervise independently. At the same time, it was recognised that inadequate supervision contributes to a significant number of PGR student cases each year, often requiring mediation assisted by the Postgraduate Student Support Officer. Members further observed that supervisors are not required to undertake mandatory "best practice" training at Trinity or across other Irish HEIs, with the result that proposed mentoring arrangements at School level may not be consistently aligned with internationally recommended standards.

The Committee agreed that the Calendar should include a general rule on PGR supervision, leaving the detailed guidance on 'best practice' to the Research Supervision Policy. It was also agreed that further discussion on mandating co-supervision, and on supervision as a skill and how its development should be supported by Schools, would take place in the next academic year.

Decision GS/25-26/105: The Committee approved all Calendar changes for 2026/27 proposed by the Dean including the amendment, which changes the wording on co-supervision from “permitted” to “encouraged.”

The Dean indicated that Calendar changes relating to the regulation of Off Books, will be brought to the May meeting.

XX GS/25-26/106 IUA Guidelines on integration of Artificial Intelligence (AI) across Irish Higher Education and AI student literacy – Leona Coady, Programme Director, Postgraduate Renewal Programme, to introduce

The PGR Programme Director spoke to the “High Level Principles for Postgraduate Researchers on the Use of Generative AI in Research” co-authored on behalf of the IUA Deans of Graduate Studies Sub-Committee. The principles-based document, to be formally launched in June, provides a structured framework for postgraduate researchers intended to be tailored to each institutional context with respect to already established policies, procedures, regulations and aligned resources. It stresses that AI may support, but must not replace, students’ critical thinking or original contribution. AI may assist with literature scoping, coding, or language editing, but critical evaluation, interpretation, and substantive content must remain student-led. Students are advised to consult their own institution’s specific policies for further guidance.

The recommended key principles include: students retain full responsibility for the accuracy and integrity of their work; all AI use must be transparently disclosed; AI should function only as a supplementary (“human-in-the-loop”) tool; sensitive or unpublished data must not be uploaded to AI systems; and all AI-generated outputs must be independently verified. The Principles document will next be considered by the IUA Deans of Research, and then formally launched at the IUA Symposium on Doctoral Supervision on 16 June. Following the launch, the document will be shared with Trinity’s PGR community, including students and academic staff. Members were asked to reflect how the Principles intersect with the demands of their respective disciplines.

In a discussion which ensued, the following comments were made:

- 1) The merits of ““High Level Principles” were highly commended for providing a clear, overarching framework for postgraduate researchers navigating the responsible use of Generative AI in research.
- 2) The Library has its own statement on Generative AI. In addition, a separate group within the Dean of Research’s area is reviewing the applicability of Generative AI in the research space. A separate College Statement is also currently under review. It is anticipated that, if the High Level Principles are adopted, they will inform and impact the College Statement. A coordinating working group, led by the Senior Lecturer, will be convened shortly and will liaise with the other GenAI reviewing groups.
- 3) The IUA Principles cannot be overly prescriptive, as they need to accommodate the local statements already in place at each HEI. They will function as an overall framework to which the local statements will align.
- 4) Concern has been raised about the practicality for students using GenAI of tracking multiple prompts (rather than resulting outputs), as their sheer number could exceed the length of the research text. It was noted that an ‘appropriate record’ of prompts need not be interpreted as requiring the capture of every prompt but should include some form of roadmap reflecting how the student’s reasoning was guided by GenAI.
- 5) It was acknowledged that students have the right to ask their examiners whether GenAI was used in the assessment of their thesis.
- 6) Trinity’s next step is to develop a framework for enacting the ‘High Level Principles.’
- 7) There are currently no reliable tools for detecting the undeclared use of GenAI in research.

- 8) The Centre for Academic Practice has curated resources and tools on the use of GenAI.

The Dean thanked members for their contribution to the discussion.

XX GS/25-26/107 Updates relating to GenAI - Memorandum from Dr Elizabeth Donnellan, Education Policy Developer (Academic Affairs, TT&L) to present

Continuing the discussion on Generative AI, the Dean invited the Education Policy Developer to join the meeting to present a suite of documents relating to GenAI and its interface with Academic Integrity. The circulated memorandum outlined the key proposed amendments, clearly indicated through tracked changes.

The Education Policy Developer outlined updates to three academic policies—Academic Integrity, Assessment and Academic Progression, and Late Submission of Assessment (Extensions)—to incorporate reference to the College Statement on Artificial Intelligence and the responsible use of GenAI in assessments. The Curriculum Glossary, the Calendar Part III entry on Academic Integrity, and the Coversheet Declaration submitted with student assessed work have also been updated accordingly.

Members were reminded that, in the previous year, USC approved a regulation permitting the use of GenAI unless otherwise specified in programme handbooks, with a requirement that any use be appropriately acknowledged and cited in line with Library guidelines, and that any module-level restrictions be explicitly stated in the module outline, the course handbook and the institutional VLE. The Committee recommended that an equivalent regulation be incorporated into Part III of the Calendar to ensure consistency across undergraduate and postgraduate teaching and learning.

In the short discussion that ensued, members expressed concern that the requirement to acknowledge the use of GenAI may be difficult to operationalise, given the lack of clear and standardised referencing methods other than the traditional citations. It was noted that students may find it challenging to determine the appropriate level of detail to include, particularly where multiple or iterative prompts are involved. Members further observed that, in the absence of reliable tools to independently verify the undeclared use of GenAI, staff may find it difficult to assess whether such disclosures are complete and accurate. This could lead to inconsistency in how the requirement is interpreted and applied across modules.

Decision GS/25-26/107: The Committee approved the proposed updates relating to the use of GenAI pertaining to Academic Integrity, Assessment and Academic Progression, and Late Submission of Assessment (Extensions) policies and incorporating a GenAI regulation into Calendar III for Council approval.

XX GS/25-26/108 Updates to Awards Policies - Memorandum from Dr Elizabeth Donnellan, Education Policy Developer (Academic Affairs, TT&L) to present

The Education Policy Developer presented further two policies for consideration. The tracked changes facilitated a review related to the Academic Awards Policy and the Dual and Joint Awards Policy with a view of aligning both policies with the current Trinity Strategy and contemporary sectoral practice.

In the short discussion that followed, it was noted that Microcredentials were excluded from the Policy, while exit awards, diploma supplements and Higher Doctorates have been incorporated. There is no clear statement on Trinity's official pages that a Diploma Supplement is automatically issued to all graduates (unlike in some other Irish universities) but rather on demand when requested from the Academic Registry.

In respect of the Dual and Joint Awards Policy (Appendix 06b), it was noted that it has not undergone substantive review since its development in 2015. A comprehensive review of this policy, together with associated procedures and resources (including the International Partnership Toolkit), is planned for 2026/27. The current proposed amendments are intended to align the policy with Trinity Strategy and to streamline its content. One significant change clarifies that joint and dual awards (normally pertaining to NFQ Level 8 and 9) at Level 10 are considered on a case-by-case basis by the Dean of Graduate Studies. This reflects the complexity arising from the definition of a dual award—typically involving two separate, complementary curricula—which is not readily compatible with the requirements of a single unified programme of research leading to a Level 10 award. Additional amendments seek to clarify responsibilities and to ensure that the requirements relating to parchments and related processes are clearly articulated.

After considering the proposed revisions to both policies the Committee recommended them to Council for approval.

Decision GS/25-26/108: The Committee recommended the proposed revisions to the Academic Awards Policy and the Dual and Joint Awards Policy to Council for approval.

XX GS/25-26/109 Draft Policy/Procedure for the Recording of Lectures - Dean of Graduate Studies to present

A working group on recording lectures, convened in the autumn 2025, has completed their review of the existing online Trinity guides and resources for academic staff on the use of Panopto and developed a draft policy on the recording of lectures. Students have long advocated for access to lecture recordings as a support for their learning. At the same time, academic staff have raised concerns regarding the potential impact of such recordings on student attendance.

As Trinity is not a distance-led institution, it is important to ensure students benefit from in-person participation in lectures. However, the increasing diversity of the student body, along with challenges such as commuting times, financial pressures and students discharging parental commitments can make attendance difficult for some students. The draft policy seeks to balance the competing considerations. Following consultation with IFUT, it is recommended that, if approved, the policy be tested for 18 months, and then be subject to a formal review of its impact at the end of that period.

The Dean went through a detailed list of key features of the proposed policy including the stipulations such as

- Recordings and provision of recordings by academics is not mandatory
- Only the recording of formal, in-person teaching events is in scope while other teaching events and formats e.g. labs, field trips are out of scope
- Only the recording of the lecture slides with a voice-over from the lecturer is in scope while video or audio recording and capturing of the student audience is not in scope.
- Recording of lectures by students who have permission to do so as a reasonable accommodation is not in scope as it is covered by *Guidelines on Permitting Students with a Disability to Record Lectures*
- Recordings are not a substitute for lectures but a resource to support student learning
- While College owns the intellectual property rights in lecture recordings created for educational purposes, teaching staff own their performance rights and neither College nor students may use a lecture recording for any purpose other than its original educational intent; College may not re-use the performance without the lecturer's permission

- Where it is planned to record a lecture, this should, where possible, be communicated to students in advance via the VLE.

In the short discussion that ensued, members expressed a range of views on the proposal including:

- 1) The policy statement recommending that lectures be recorded should be revised from 'strongly encouraged' to 'supported' in order to avoid creating the impression that such recordings are becoming mandatory.
- 2) As many lecture rooms are not equipped for recording, expectations for recordings should be set appropriately and aligned with the technical provision.
- 3) A likely outcome of operationalising the new policy may be an increase in student non-attendance.
- 4) There is some evidence appearing to suggest the student learning decreases with the provision of recorded lectures.
- 5) Recording lectures is aligned with Universal Design for Learning principles aiming to create environments, products, and communications usable by all students to the greatest extent possible, without specialized design.
- 6) The policy should accommodate students who for valid reasons may miss a lecture and should have an opportunity to request a recording – particularly referencing those students who have parenting or caring commitments.
- 7) Pre-recorded preparatory Panopto lectures or shortened summaries, as supplementary resources, could be more useful than recordings of live lectures and the choice of a suitable format should be left to the lecturer's discretion.

Action GS/25-26/109: The Dean undertook to pass members' feedback to the working group for revision of the proposed policy, with a view to it being discussed again by USC in April and GSC in May, for possible recommendation to the May Council for approval.

The Dean thanked members for their feedback.

XX GS/25-26/110 Revised Policy: Capacity to Study – Memorandum from Prof. Richard Porter (Dean of Students), Martin McAndrew, Postgraduate Student Support Officer, to present

The Postgraduate Student Support Officer presented the item, noting that GSC approved a revised Fitness to Study Policy in Trinity Term 2024. Following subsequent revisions to the 2010 Consolidated Statutes (specifically the chapter and attendant schedules on Student Conduct and Capacity) in 2024/25, the policy now requires updating.

Revisions to the policy were listed including a change in title and the incorporation of statutory requirements. Key updates included a shift in terminology (from Fitness to Capacity), greater emphasis on students' needs alongside those of the wider College community, an expanded range of decision-makers, and a move toward incremental case management. The revised policy aims to provide an enhanced support for transparency and balance consistency with necessary flexibility. An equality impact assessment has been completed to ensure alignment with equity and inclusion principles.

The revised policy provides clearer guidance for Schools, supports decision-makers, and clarifies processes, responsibilities, and potential actions for students and their representatives in managing complex cases where severe student ill-health raises concerns about the student's ability to continue their course of study or, where relevant, to live independently in College. The Student Capacity Advisory Group advises Schools on all queries relating to such cases. The Senior Lecturer, Dean of Graduate Studies and College Secretary may temporarily suspend a student from their course or the latter from Campus where there is a reasonable presumption of imminent risk to the student or the

College community. Disciplinary cases where the Junior Dean or Conduct Committee identifies capacity concerns can be redirected to the Capacity to Study procedures. A suspended student may be temporarily required to remain off Campus while remaining registered; in some cases, de-registration may be necessary for the student to go “off books.” Given the complexity of the policy, an adjunct One Page Summary has been created to define the Capacity to Study policy, identify decision-makers, outline the procedure and possible outcomes, and confirm the mechanics of appeal, advice, and representation.

Action GS/25-26/110: The Postgraduate Student Support Officer has undertaken to forward the One Page Summary to the Dean of Graduate Studies to be included in the induction programme for new students and academics.

In a discussion which ensued a number of issues were raised including

- 1) Where a case initially raised under Fitness to Practice is deemed more appropriately addressed under Capacity to Study, it is referred to the Student Capacity Advisory Group dealing with the student health for resolution. Subsequently, when the student is declared to have capacity to study, the fitness to practice process resumes. The practice element does not disappear when the capacity issue arises but is deferred.
- 2) Emergency suspension from course or Campus is always referred to the Student Capacity Advisory Group to review the duration of the suspension and any decision to reinstate the student.
- 3) Where a case initially raised under Dignity and Respect is deemed more appropriately addressed under Capacity to Study, it is referred to the Student Capacity Advisory Group to be resolved first.
- 4) Any student or staff member may initiate a case concerning a student by sending an email expressing concern about the student’s behaviour to the Dean of Students. This is referred to as a “notice of concern.”

The Dean thanked the Postgraduate Student Support Officer for his presentation and members for their feedback.

Decision GS/25-26/110: The Committee recommended the revised Capacity to Study policy (which replaces the Fitness to Study policy) for onward consideration and approval by Council.

XX GS/25-26/111 Trinity Marketing - PGT Marketing Supports - Beibhinn Coman, Director of Marketing (Trinity Global) to present

The Director of Marketing updated the Committee on supports Trinity Global offers for PGT programme recruitment for September 2026 admissions. Available resources include targeted emails to prospective students (with a database of 20,000 applicants for September 2026, segmented by School/course), digital advertising campaigns, day-in-the-life social media content, and course videos. Schools were asked to ensure all content on the postgraduate course listings page is up to date, particularly Course Director contact details, course details and strong career information, and student/graduate testimonials. It was noted that Director of Marketing was available at Trinity.Marketing@tcd.ie to provide targeted support to Schools and Course Directors.

Action GS/25-26/111: The Director of Marketing asked DTLPs to invite marketing staff from their Schools to participate in her next meeting focused on training staff in the use of AI for quality content generation to enhance the Trinity brand for recruitment.

In the short discussion that ensued, the Director of Marketing responded to queries from the floor. She clarified that Trinity has been investing considerable resources to promote the Trinity brand in twenty new geographical regions that are currently under-represented, with the aim of diversifying the student body. In response to an intervention from one DTLP, she undertook to enhance support for updating video content on School pages. This facility, currently managed by the Academic Registry, will be transferred to Trinity Global.

The Dean thanked the Director of Marketing for her presentation.

XX GS/25-26/112 PGT Course Structures: Lifecycle and Development - Prof. Wladislaw Rivkin, Associate Dean of Graduate Studies, and Rima Fitzpatrick, Assistant Academic Secretary: Academic Affairs, to present

The item was deferred to the next meeting due to a shortage of time.

XX GS/25-26/113 Proposal for GSC Sub-Committee for Approval of PGT New Programmes and Microcredentials - Prof. Wladislaw Rivkin, Associate Dean of Graduate Studies, and Rima Fitzpatrick, Assistant Academic Secretary: Academic Affairs, to present

The Assistant Academic Secretary: Academic Affairs noted that ensuring rigour in the review of proposed new courses is a key responsibility of GSC. At present, this responsibility is distributed across the 24 DTLPs represented on the Committee. In Autumn 2025, the Graduate Studies Committee (GS/25-25/036) considered the review of the two-stage postgraduate programme process, during which one recommendation was to consider establishing an academic sub-committee tasked with reviewing proposals for taught postgraduate programmes prior to their consideration by GSC. A sub-committee of this kind has been in operation for Microcredentials since 2023, supporting programme development, reviewing new and revised proposals, and recommending them to GSC.

Drawing on experience from the MC sub-committee and in collaboration with the Office of the Dean of Graduate Studies, Academic Affairs has developed a proposal for a Postgraduate Taught and Microcredential Sub-committee. This sub-committee would support programme development, offer feedback, and make recommendations to GSC. Its structure and meeting frequency would facilitate a more agile development and approval process. GSC would retain overall responsibility for making recommendations to Council. The rationale, proposed structure involving representation from professional units such as Trinity Global and Careers, and Terms of Reference were outlined in the circulated memorandum, and members were invited to provide input to inform arrangements for the coming academic year.

In a discussion which ensued a number of views were shared:

- 1) The new sub-committee should be composed of members with expertise relevant to the proposals under consideration.
- 2) By submitting a proposal for the sub-committee's consideration, the proposer would benefit from multi-faceted feedback, enhancing the quality of the submission before it reaches the GSC.
- 3) The external review takes place in parallel or in advance of the GSC meeting.
- 4) In principle, all current GSC members have the responsibility to review every course proposal submitted for consideration. This can sometimes be uncomfortable for members whose expertise is unrelated to the discipline of the proposed course.
- 5) Some members indicated that they were unable to take on membership in an additional sub-committee due to time constraints.

- 6) At this stage, it would be difficult to estimate the number of course proposals expected for consideration in the following year, and therefore to gauge the likely time commitment required to serve on the new sub-committee.
- 7) Concern was expressed that, as the new sub-committee appears to be intended as developmental rather than solely for vetting, the time commitment required of members may be considerable. The Associate Dean explained that the plan is to hold a maximum of four meetings in the next academic year. Proposers will be identified early and supported by Academic Affairs in developing their submissions before they reach the sub-committee, where further input from professional units will be provided. The sub-committee meetings will be scheduled to align with GSC meetings.
- 8) The DTLP from the School hosting a course proposal may recommend up to three academic representatives to be included in the sub-committee; however, the School DTLP will not participate in the decision-making stage.
- 9) Membership from professional units may be fixed, while GSC members could rotate, with the configuration depending on the incoming proposals.

Members expressed broad support for the proposal but requested that the Terms and Conditions be reviewed in light of the feedback from the discussion, so that the revised version could be considered at the next meeting.

Action GS/25-26/113: The Committee requested that the Terms and Conditions of the proposed GSC Sub-Committee for Approval of PGT New Programmes and Microcredentials be reviewed in light of feedback from discussion, so that they could be considered at the next meeting for recommendation to Council.

XX GS/25-26/114 Horizon 2: Postgraduate Programme Renewal (Development App) - Dr Rionnagh Sheridan, Strategic Projects Officer (Academic Services Division) to present

Dr Sheridan reminded members that, on 1 May 2025, Work Package 1 of the Postgraduate Renewal Programme presented an Interim Report on the Two-Stage New Programme Development Pilot to GSC. A key recommendation was that significant revisions were required to enhance the user experience and accessibility of the Proof of Concept and Curriculum Plan documentation (operational aspects only).

Since then, a new web-based application has been developed with Canvas Power Apps, while SharePoint is used to house and track data. The application mirrors the information required in the Proof of Concept and Curriculum Plan documents and offers enhancements including a single structured workflow, improved data consistency, reduced manual administration, better collaboration and version control, a more effective maintenance and update environment, and potential for future reporting and analytics.

Dr Sheridan provided a brief live demonstration to give members an overview of the tool and its core functionality. Members were advised that some final work remains prior to full launch, expected in approximately three to four weeks. Due to time constraints, there was no opportunity for questions. The Dean thanked Dr Sheridan for her presentation.

XX GS/25-26/115 Pilot Implementation of AI for PGT Admissions – Prof. Wladislaw Rivkin, Associate Dean of Graduate Studies, to present

The item was deferred to the next meeting due to a shortage of time.

XX GS/25-26/116 Serials Crisis and Open Scholarship: is it time for radical decisions? Christoph Schmidt- Suppryan, Head of Content Management & Open Scholarship (Library), to present

The item was deferred to the next meeting due to a shortage of time.

XX GS/25-26/117 Any Other Business – updates from Dean of Graduate Studies

- i) LERU Doctoral Summer School 2026, September 6-11 (Leuven, Belgium) - Three candidates have been selected to proceed to the Summer School. The Dean extended thanks to the review panel, and congratulations to the candidates.
- ii) Intersectoral doctoral programmes – These structured PhD tracks integrate academic research with direct collaboration from non-academic sectors, including industry, government, and civil society. The Dean wanted to re-engage with the theme to progress a commitment set out in the Strategic Plan. She invited any School currently engaged in, or considering, collaboration with an external partner to get in touch so that potential supports could be considered.

Action GS/25-26/117(ii): DTLPs were asked to check within their Schools for PhD projects that are engaged in, or considering, collaboration with an external partner, and to encourage those involved to contact the Dean of Graduate Studies to explore potential support opportunities.

- iii) The dates for GSC in 2026/27 will be made available at the next GSC meeting.
- iv) **Action GS/25-26/117(iv):** The Dean asked DTLPs to inform the GSC Secretary whether they will be continuing in their role in 2026/27.

XX Section B for Noting and Approval

XX GS/25-26/118 Request from School of Nursing and Midwifery to add a Framework structure to existing MSc in Gerontological Nursing from 2026/27

The committee endorsed a request from the School of Nursing and Midwifery to add a three-year part-time framework structure for the current MSc in Gerontological Nursing programme (DPTNMG TNU-1P09) while retaining the traditional two-year part-time admission route into the Masters course.

Decision GS/25-26/118: The committee recommended for Council approval addition of a three year part-time framework structure for the current MSc in Gerontological Nursing programme (DPTNMG TNU-1P09) while retaining the traditional two-year part-time admission route into the Masters course in the School of Nursing and Midwifery.

XX GS/25-26/119 Request from School of Nursing and Midwifery to approve structured Cat 2 module “Applied Qualitative Research Methods for PhD Students” from Semester 2 in 2026/27

The committee endorsed a request from the School of Nursing and Midwifery to approve structured Cat 2 module “Applied Qualitative Research Methods for PhD Students” from Semester 2 in 2026/27.

Decision GS/25-26/119: The committee recommended for Council approval a new structured Cat 2 module “Applied Qualitative Research Methods for PhD Students” from Semester 2 in 2026/27 in the School of Nursing and Midwifery.

XX GS/25-26/120 Request from Ronan Hodson, Head of Admissions, to approve with immediate effect new TOEFL scores for PG Admissions

The committee endorsed a request from the Head of Admissions to approve, with immediate effect, revised TOEFL score requirements for postgraduate admissions.

Decision GS/25-26/120: The committee recommended to Council, for approval with immediate effect, the request from the Head of Admissions to approve revised TOEFL score requirements for postgraduate admissions.

XX GS/25-26/121 Request from Marino Institute of Education for continuous suspension of MES in Leadership in Christian Education for 2026/27

The committee endorsed a request from the Marino Institute of Education for continuous suspension of MES in Leadership in Christian Education for 2026/27.

Decision GS/25-26/121: The committee recommended for Council approval the request from the Marino Institute of Education for continuous suspension of MES in Leadership in Christian Education for 2026/27.

Section C for Noting

GS/25-26/122 Deadline of 7 April for Schools to submit Calendar III changes for 2026/27 - Memorandum from Frances Leogue, Administrative Officer (Office of the Dean of Graduate Studies)

The Committee noted that Calendar III changes for 2026/27 need to be returned by Schools to the Office to the Dean of Graduate Studies via genadgso@tcd.ie by 7 April.

GS/25-26/123 Draft Minutes of Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 3 February 2026

The Draft Minutes of Royal Irish Academy of Music Associated College Degrees Committee (RIAM ACDC) of 3 February 2026 were circulated to members for noting.

The Dean thanked all the committee members. The meeting ended at 1.15pm with three Agenda items deferred to the next meeting due to a shortage of time.

Prof. Martine Smith

Date: 26 March 2026