



GRADUATE STUDIES COMMITTEE

Minutes of the meeting held at 10am on Thursday 23 January 2020
Trinity Boardroom, Trinity Business School

XX = Council relevance

Present: Professor Neville Cox, Dean of Graduate Studies (Chair)

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Nigel Stevenson, School of Biochemistry and Immunology
Professor Sinéad Roden, Trinity Business School
Professor John Boland, School of Chemistry
Professor Owen Conlan, School of Computer Science and Statistics
Professor Nicholas Brown, School of Creative Arts
Professor Keith Johnston, School of Education
Professor Matthew Campbell, School of Genetics and Microbiology
Professor Ashley Clements, School of Histories & Humanities
Professor Justin Doherty, School of Languages, Literatures & Cultural Studies
Professor Manuela Kulaxizi, School of Mathematics
Professor Kumlesh Dev, School of Medicine
Professor Cian O'Callaghan, School of Natural Sciences
Professor Fiona Timmins, School of Nursing and Midwifery
Professor Mauro Ferreira, School of Physics
Professor Gillian Wylie, School of Religion
Professor Thomas Chadefaux, School of Social Sciences & Philosophy
Prof. Jake Byrne, Academic Director, Tangent

Ms Shaz Oye, Graduate Students' Union President
Ms Gisèle Scanlon, Graduate Students' Union Vice-President

(in attendance Ex officio)

Mr Geoffrey Bradley, Information Technology Services Representative
Ms Ewa Sadowska (Academic Affairs, Trinity Teaching and Learning)
Secretary to the committee

Apologies:

Professor Linda Doyle, Dean of Research (Ex officio)

Directors of Teaching and Learning (Postgraduate) as follows:
Professor Ioannis Polyzois, School of Dental Science
Professor Biswajit Basu School of Engineering
Professor Philip Coleman, School of English
Professor Deirdre Ahern, School of Law



Professor John Saeed, School of Linguistic, Speech & Communication Sciences

Professor Carlos Medina Martin, School of Pharmacy & Pharmaceutical Sciences

Professor Ladislav Timulak, School of Psychology

Professor Paula Mayock, School of Social Work and Social Policy

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

Observers in attendance for all items:

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

Marie Mc Peak, Education Support Officer, Academic Affairs, TT&L

Fedelma McNamara, Director of Internationalisation, TCD Global

Breda Walls, Director of Student Services

Martin McAndrew, Postgraduate Student Support Officer,

Senior Tutor's Office

In attendance for individual items:

Professor Deirdre Connolly (School of Medicine) for item GS/19-20/345

Professor Ashish Kumar Jha (Trinity Business School) for item GS/19-20/346

Orla Bannon, Director and Fiona Hayes, Careers Consultant (Careers Advisory Service) for item GS/19-20/347

Leona Coady, Director and Peter Hynes, Head of Business Support & Planning (Academic Registry) for item GS/19-20/348

The Dean congratulated Professor Matthew Campbell from the School of Genetics and Microbiology for having recently secured a significant ERC grant and welcomed Professors Cian O'Callaghan, Nicholas Brown, Ladislav Timulak and Gillian Wylie as new members on the committee from January 2020.

GS/19-20/343 Minutes of 21 November 2019

The DTLP from TBS requested the insertion of 'and retain' to the November minutes under GS/19-20/336 *Postgraduate Certificate in Leadership and Project Management: a new course proposal* (top on page 6) as follows: "(...) if Tangent were to engage in 'business education' this would imperil the capacity of TBS to attract and retain external accreditation." Following this change, the minutes were approved.

GS/19-20/344 Matters Arising

Re: GS/18-19/278(iii) In relation to the 2019/20 Provost's Project Awards (PPA) scheme, the Dean advised that the forty winners had been announced, and Trinity has launched forty fully funded PhD positions across a wide variety of disciplines.



Re: GS/19-20/318 Postgraduate Certificate in Workplace Wellness - a new course proposal: The Dean advised that the proposal had been approved by Council in December 2019.

Re: GS/19-20/323 (i) AOB: The Dean advised that applications for the 2019/20 Postgraduate Teaching Awards had been shortlisted, interviews would take place in early February and results should be known to members by the next meeting.

Re: GS/19-20/335 Postgraduate Certificate in Orofacial Pain – a new course proposal: The Dean advised that the proposal would be considered by the February Council.

Re: GS/19-20/336 Postgraduate Certificate in Leadership and Project Management – a new course proposal: The Dean advised that the proposal had been withdrawn by Tangent.

Re: GS/19-20/337 MPhil in Film Studies – a new strand proposal in Screenwriting: The Dean advised that the proposal had been approved by the December Council via the GSC November minutes.

Re: GS/19-20/339 AOB

- (i) *1252 awards 2020:* The Dean advised that he had approached the Vice Provost/Chief Academic Officer to seek improved financial terms for the award to cover four years of fees and three years of stipend. Failing this, he had sought clarification of whether the original GSC proposal – that the awards would run for four years, with the fourth year fees being deducted from the already paltry three year student stipend – had been accepted. He will notify the committee of the outcome at a future meeting.
- (ii) *CA7000:* The Dean noted that he had been in touch with the Academic Registry and was awaiting their feedback on how to ensure module visibility to named persons within Schools.
- (vi) The Dean noted that the Director of Internationalisation had been in touch with the HR with respect to creating a new category for certain group of visitors coming into Trinity who are neither staff/visiting researchers nor students.

Re: GS/19-20/340 The Dean advised that the new external 5 ECTS LAST (Laboratory Animal Science Training) module made available free of charge from 2019/20 to PGR students in Trinity as part of their structured PhD requirement had been approved by Council at its December meeting.

Re: GS/19-20/341 The Dean advised that the proposed changes to the MD had been approved by Council at its December meeting and the Planning Group Secretary had been notified.

GS/19-20/345 M.Sc. in Cancer Survivorship: a new course proposal



Having noted that members had had an opportunity to review the new proposal in advance of the meeting, the Dean welcomed Professor Deirdre Connolly from the School of Medicine and provided a brief outline of the new course.

The Dean noted that a new Masters course in Cancer Survivorship is being proposed by combined efforts of the Disciplines of Physiotherapy and Occupational Therapy in the School of Medicine. The course will upskill health care professionals from a wide range of backgrounds on the principles of assessment and management of physical and psychosocial issues in cancer survivorship and provide skills for the implementation of evidence-based cancer survivorship care. The MSc in Cancer Survivorship is being introduced as part of the Education Programme of the Trinity St James's Cancer Institute under the Cancer theme in the College strategic plan 2014-2019. The overall aim of the course will be to provide an evidence-based foundation of knowledge to design and deliver cutting edge cancer survivorship care. The course will carry 90 ECTS credits in total; 30 credits for a research dissertation and 60 credits for nine taught modules. The course can be taken full time over one year or part time over 2 years. In addition to direct entry to the MSc, parallel Postgraduate Certificate and Postgraduate Diploma entry routes will be offered. Recruitment will occur directly to the MSc register (1-year full-time or 2-year part-time formats of delivery). However, alongside the direct MSc entry route, two other postgraduate entry options will be available i.e. to a full-time Postgraduate Certificate and to full-time Postgraduate Diploma. These three options are offered to provide healthcare professionals who are working in cancer-related services, an opportunity to enter at a level that suits their workload and financial resources to undertake postgraduate studies. The course will have one Director but two Coordinators responsible for clearly identifiable activities in the day-to-day running of the course in collaboration with the course administrator. The Dean also noted that an external reviewer's report had just become available which was highly complementary about the proposed course.

In a discussion which followed Professor Connolly pointed out that one of the new course's strengths would be its strong multi-disciplinary delivery involving staff from physiotherapy, occupational therapy, physiology, psychology, health economics, sciences and nursing. A good uptake by applicants from various fields was therefore anticipated. The DTLP from the School of Nursing and Midwifery (SNM) expressed appreciation for the proposal and indicated that the School would be willing to collaborate on the course delivery in the future. Professor Connolly clarified that while working on the proposal she had considered the courses currently offered by the SNM and thought them sufficiently distinctive from hers but admitted that there might be convergence with the SNM Masters in Palliative Care though no direct competition. She undertook to explore further increasing synergies with the SNM. Members expressed willingness to investigate how pooling modules across Schools and courses could be expanded while admitting that there might be difficulties to maximise sharing of the offerings due to timetabling clashes. A costing model should also be put in place. The DTLP in the School of Medicine confirmed that the new course was strongly supported by the School. Professor Connolly left at that point. The DTLP from SNM reflected on the current proposed course title of "cancer survivorship" by stating that the term should be reconsidered with a view to being



replaced by an alternative term for example “rehabilitation”. The committee recommended that a letter from the Head of SNM would be required to confirm her support for the proposed course. There were no further questions from the floor, and the committee agreed to recommend the new course proposal to Council subject to changes being made to it as requested at the meeting and in the external report.

Decision GS/19-20/345.1: The committee recommended the new proposal for Council approval subject to the Head of SNM confirming that it did not clash with any offerings in the School.

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GS/19-20/346 M.Sc. in Business Analytics: a new course proposal

The Dean noted that members would have had an opportunity to read the new proposal in advance of the meeting. He welcomed Professor Ashish Kumar Jha from the Trinity Business School and provided a course outline. He noted that the proposed M.Sc. in Business Analytics is the latest course in a portfolio of programmes put forward in furtherance of the School’s Strategic Plan agreed by the College Board. Additionally, the course underpins the University strategy to substantively expand its focus and activities in analytics. The rationale for offering a specialised PGT course in Business Analytics is to enable Trinity to address an increasing market demand, take full advantage of Trinity’s unique location and reputation while achieving economies of scope and scale. The M.Sc. in Business Analytics is a key part of the School’s development and growth strategy. It is a pioneering semi-technical course as it enables its students to be technically literate managers in an era of increasing technical complexity. The M.Sc. in Business Analytics will be delivered full-time over one year or part-time over two years. The course comprises 12 compulsory modules, carrying 5 ECTS credits each, and Dissertation or Company Project module, carrying 30 ECTS credits, in total 90 ECTS and 2250 student effort hours.

A brief discussion followed in which Professor Ashish Kumar Jha clarified that offering a specific degree course in business analytics at an undergraduate level might be too specialised but the School was planning to introduce an undergraduate module in this area. The DTLP from the School of Computer Science and Statistics thanked Professor Ashish Kumar Jha for having engaged with the School in preparation of the proposal. The DTLP from TBS clarified that the School had been planning to develop this course for a long time as it complements the current Masters portfolio. Although the new course is to commence in September 2020 and the marketing period may appear to be comparatively short, the School stands ready to market the course heavily and expects a big intake. The School hopes to run the course with a full staff complement. The Dean noted that the course proposal had already gone out for an external review and a report should be back by the end of January. Professor Ashish Kumar Jha left at that point. There were no further questions from the floor, and the committee agreed to recommend the new course proposal to Council subject to a positive external review.

Decision GS/19-20/346.1: The committee recommended the new proposal for Council approval subject to a favourable external review.



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GS/19-20/347 Development of Blended Careers and Employability module (10 ECTS) for PhD students in partnership with industry

The Dean welcomed Orla Bannon, Director and Fiona Hayes, Careers Consultant from the Careers Advisory Service (CAS). The CAS Director went through the circulated Project Overview document and noted that the Careers Service had recently received funding through the National Forum for the Enhancement of Teaching and Learning to develop a blended learning (10 ECTS) Careers and Employability module for PhD students to be delivered in partnership with industry. This module will be developed as an option during 2020 with a view to becoming part of Trinity's structured PhD programme from 2021 to prepare students to become more workplace ready. The module responds to the results of recent student surveys, including the Irish Survey of Student Engagement of PGR students and the International Student Barometer, which show a clear demand from research students for careers and employability initiatives.

The initiative aligns with Trinity's new Strategic Plan, which includes a focus on increasing student engagement with career and personal development activities, renewal of PG education in Trinity and an increased emphasis on next generation teaching and learning. In addition, the Careers Service has a renewed focus on engaging and collaborating with national and global employers across a broad range of sectors to enable Trinity students to get access to modern and developing work practices, so that they are better prepared to enter the workplace of the future.

The proposed module will include shared and self-directed learning and a mentoring component. The work-based learning component will offer a unique opportunity for students to undertake work that creates real value for an industry partner. The interdisciplinary nature of the module and contact with employers will help students to establish networks and make professional contacts for the future. The development of the module's online components will be used as a model to inform future online module development by the Careers Service.

The CAS Director invited DTLPs to join the project consultation process to take place over the coming weeks. She noted that students' voices are represented on the project.

In a brief discussion which followed, the VP GSU confirmed that PGR students will be contributing to the development of the new module. In response to a query, the CAS Director clarified that volume-wise the module will be worth 10 ECTS but that a leaner version of 5 ECTS will also be made available. There was cognizance that a balance would need to be struck between generic modules and discipline-specific modules available on the structured PhD in Trinity. The Dean undertook to reflect on how to package all structured PhD modules thematically and report back at a future meeting. The DTLP of Mathematics expressed a view that PGR students in Mathematics tended, primarily, to focus on an academic career. The CAS career Consultant explained that the new module would provide training for all career options and not solely for industry. It will also take into consideration participation and career needs of Non EU students and those who will pursue careers outside Ireland in Europe. The Dean noted that one needs to be mindful that the number of



PGR graduates fortunate in securing academic positions is steadily decreasing and those who have to look for a job outside academia should be prepared to have reasonable alternatives.

A module proposal will be brought to the committee for approval when complete.

XX GS/19-20/348 Academic Registry Annual Report 2018/19

The Dean welcomed Leona Coady, Director and Peter Hynes, Head of Business Support & Planning from the Academic Registry (AR) to speak to the circulated *Academic Registry Annual Report 2018/19*.

The AR Director spoke to the circulated power-point presentation. She introduced the item by noting that the report has been broken into three parts. Part one deals with the organisational structure of the AR. Part two is on service delivery and operations and part three contains Appendices. The AR Director concentrated on postgraduate issues such as processing times for turning around PG applications which she acknowledged would still need to be improved, statistics for PG student body in comparison to previous years, an increased number of PG student cases in 2018/19 in comparison to the previous three years, statistics by Faculty for turning accepted PG applications into offer and admissions and PGR examination results. She noted that a high staff attrition rate in the AR continued and adversely impacted on the effective dealings of the area with PG issues over the recent year.

The AR Director referred to the recent review of the AR by the PwC brought in to assess the adequacy of the AR current resource levels. PwC Review highlighted that without addressing resourcing needs, the AR will face considerable challenges in supporting the projected growth in students of 5,000 to the year 2023 and future strategic objectives dependent on Academic Registry participation. The AR Director emphasised the contribution of all her staff including temporary staff, on whom the area relies heavily, towards achieving AR targets in inadequately resourced conditions. This appreciation was unreservedly shared by all members of the committee. The Postgraduate Student Support Officer expressed his gratitude on behalf of PG students for flexibility shown by the AR financial section to do with payment of fees in hardship cases. The Dean and the whole committee underlined that they all stand by the AR to support its push for more resources to be urgently put in place. The Director of Student Services advised that the AR is an administrative area in College with an exceptionally broad range of activities, a lot of manually conducted processed and staffed by much smaller numbers (35%) than registries in UK universities. In addition, the AR appears to be used as an entry route into administrative jobs in College resulting in its notorious attrition problem and chronic dependency on temporary staff. Members indicated their concern that inadequate resources of services and administrative areas such as the AR would negatively affect the PG space which the impending Strategic Reform aims to enhance.

On behalf of the whole committee the Dean acknowledged in particular sustained contributions of Kathryn Walsh, Joe Faulkner, Ella Halfacree, Rebecca Brady, Naomi Baldwin, Ciaran O'Brien, Michelle Greally and Lorraine Norton in the AR and their



tireless assistance given to DTLPs on PG admissions, student cases, examination and graduations issues. He thanked the AR Director and the Head of Business Support & Planning for the report and the whole AR staff for their hard and unwavering work. The AR Director noted that the AR team would be heartened by the GSC continuous support.

XX **GS/19-20/349 PG Strategic Reform**

A number of issues were discussed. Firstly, the Dean referred to three broad issues related to the agenda item, namely his ongoing meetings with Schools to identify PGT and PGR priorities, impending Focus Groups with students due to start from the following week and finally the convening of various working groups to consider PG reform. The Dean asked members whom he had not yet met to discuss the PG reform to email him suitable dates for a meeting. Next month he would convene the various working groups that members had already signed up for. He noted that he intended to complete the process by writing a report outlining suggestions on PG reform in time that it can be presented to the committee in March or, at the latest, in April. The purpose of the report would be to provide an optional starting point for those who, from September onwards would be tasked with reform.

The Dean raised some further PG reform issues for detailed discussion. He noted that the committee had made significant efforts to speed up the PhD/Research Masters examination process through, for example the requirement, to come into force with e-submission, that examiners exchange pre *viva* reports, and then finalise post *viva* reports on the day of the exam. Subject to Council approval, the changes will come into effect in March because AR has confirmed that this is when the electronic submission of theses will become the norm. The Dean then raised the possibility that a move should be made to a situation where, as a default position, examiners are appointed prior to thesis submission, as this is the only remaining obstacle that delays the examination process.

He proposed that save in extraordinary circumstances, examiners for a thesis would be appointed *before* submission so that, when the thesis is submitted electronically, it can be sent straight out. In order to achieve this, all students would be required to send, to the DTLP or relevant other person, a notice of intention to submit. He noted that students are supposed to do so already but it rarely happens. This would take place at least a month before submission and trigger the normal process of seeking to identify and nominate examiners. The Dean acknowledged that in some cases it can prove very difficult to identify an external examiner, and therefore, even if the nomination process begins prior to submission it may not be completed by that point. He further noted the *in absentia* comments from the DTLP from the School of English that supervisors would need to engage more promptly with the nomination process if this ideal was to become a reality.

The proposal was supported by members in principle. In a short discussion which followed some observed that students frequently seek Dean's Grace which would delay submission by a month even when the intent to submit would have already gone out and the identified examiner might have expected the thesis to come in by an originally indicated deadline. A concern was thus raised that external examiners



would become unhappy and unavailable if the date for submission becomes unrealistic in spite of intention. Members agreed with the Dean's iteration of his proposal to change the current practice to a new norm that the notice of intention to submit by the student would need to indicate a realistic submission date. Intention to submit must therefore be issued a month in advance of a *realistic* submission date (including Dean's Grace) and on that basis, the expectation would be that examiners would be appointed *in advance of* submission of the thesis.

Action GS/19-20/349.1: The Dean to email PGR students to remind them that intend to submit form (to be revised) is mandatory. Schools to move to a model where appointment of examiners *prior to* submission of theses became the norm.

The next issue discussed was whether there should be more flexibility in policies in relation to remote PGR supervision and remote student attendance at PGR *vivas*. In relation to the former, the Dean noted that some disciplines where students work in labs might not find this suitable while others where students work in libraries might benefit from a 'distant arrangement'. The Dean clarified that a *distance PhD arrangement* might make a huge financial sense for many PGR students who find rents in Dublin very high and frequently beyond their means. He emphasised that no School will be required to offer a *distance PhD arrangement*, but this will be an option for those Schools willing to avail of it. Some universities in the UK e.g. University of Edinburgh and Birmingham have had a *distance PhD arrangement* in place for some time and their experience will inform the practice if adopted in Trinity. A discussion followed in which a number of views were expressed:

- i) The discipline of languages would be keen to try it out as the model works well in a number of UK universities; language students want to maximise the time spend in the country of their studied language.
- ii) If implemented in Trinity, a distance learning PhD arrangement would still require students to participate in discipline-related mandatory activities taking place outside Trinity such as archaeological digs.
- iii) Distance learning PhD students should regularly come to Dublin not only on individually scheduled visits but to partake in academic/research collective activities especially scheduled for those visits.
- iv) Distance learning PhD could be attractive to students from some countries such as China or United Arab Emirates which have restrictions to do with student travel other than financial.
- v) Distance learning PhD could open up supervisory cooperation in distant countries.
- vi) Distance learning PhD would require well planned structured supports and also would need to be strictly conditioned.
- vii) Distance learning PhD will be good for students in financial hardship as currently students are relocating outside Dublin to avail of cheaper rents.
- viii) The narrative around the concept of distance learning PhD needs to be balanced so that it would not lead to an idea of the dissolution of universities or giving the government an excuse not to adequately fund universities.
- ix) Schools will decide on the maximum time spend abroad appropriate for their disciplines.



- x) Doing a PhD while based in Trinity is part of gaining valuable academic experience and networking whereas a distance-based PhD might isolate the researcher academically; the idea of community of practice needs to be considered.

The Dean concluded the discussion by stating that on balance members were agreeable in principle to explore the issue in more detail at a further meeting, and he undertook to circulate a more detailed proposal for consideration.

Action GS/19-20/349.2: The Dean to circulate to members a proposal on opening up the possibility of permitting *distance learning PhDs*;

The Dean introduced a related issue of broadening out the availability of organising remote PGR *vivas*. He stated that he had been receiving ever more applications for those and would be willing to extend the facility. He advised that improved technology should guarantee a reasonable *viva* condition. Remote *vivas* would give Trinity more access to world experts whom it would be financially prohibitive to fly over. Environmental sustainability would benefit from reduced carbon print. The Dean opened up a brief discussion on the understanding that the norm would remain the F2F *viva* in Schools, and that Schools would have to apply to the Dean for permission to set up every remote *viva*. Members confirmed that they were happy to consider the issue in more detail at the next meeting. The Dean undertook to draft an indicative memo outlining regulations for Dean's discretion to assess Schools' applications.

Action GS/19-20/349.3: The Dean to circulate to members a memo outlining regulations for remote *viva*;

Members raised an issue of applicants' eligibility for appointment as PGR external examiner referring in particular to a requirement that "Examiners of research dissertations may not be appointed until at least five years have elapsed since the end of their previous appointment." (External Examiners' Policy 7.5.5). They emphasised that in academic niche areas such requirement is causing difficulties where there is only a very limited number of experts in the field.

Action GS/19-20/349.4: The Dean undertook to discuss the issue with the Academic Secretary and report back at a further meeting if changes can be made.

Continuing with the same issue of applicants' eligibility for appointment as PGR external examiner, members referred to another policy stipulation that the "The external examiner should not be a collaborator in the candidate's research" (7.3.2.ii) by stating that when it comes to co-authorship on publications with multiple authors the level of independence might be sufficiently remote to warrant appointment. The Dean reassured members that he had been assessing applications for appointment with an open mind in this respect, and would continue to do so as the revised appointment application form now requires DTLPs to confirm that there is no conflict of interest on the part of a nominated external examiner.



Finally, the Dean noted that he was working on the manual for staff involved with PG education with a view to presenting a draft for the February meeting.

Action GS/19-20/349.5: The Dean to submit a PG education manual to a further meeting.

XX GS/19-20/350 AOB

- (i) A member asked about moving to facilitate the availability of co-tutelle opportunities in College and the Dean undertook to raise this as an agenda item at a future meeting.
- (ii) The Dean advised that the IUA Deans of Graduate Studies met the week before and would be jointly writing to the IRC seeing an increase in their PGR stipend.
- (iii) The Dean alerted members to the recent HEA Human Capital Initiative aiming to deliver an investment targeted towards increasing capacity in higher education in skills-focused programmes designed to meet priority skills needs. Pillar 1 of this call, which had been launched the previous week, focused on graduate conversion courses. He encouraged members to apply for the funding.
- (iv) The Dean reminded members of the upcoming PG Open Day to take place on 13th February 2020.

XX Section B for noting and approval

GS/19-20/351 MSc in Development Practice

The Dean drew members' attention to the revised MSc in Development Practice to be amended from 2 year full time to 1 year full time and/or two year part time from September 2020. The course will continue to have the same learning outcomes as the existing two year full time Masters course, lead to the same named degree award, adhere to the current progression regulations for the exit award of Postgraduate Diploma, have the same course administrator and course director, the same external examiner, the same 25 student effort hours per 1 ECTS amounting to 1,500 effort hours across the taught components of 60 ECTS, the same Quality Assurance arrangements and the same admissions criteria (candidates will normally hold at least an upper second class honors in their primary degree or equivalent). The Dean also noted that the revised Masters course will have a reduced credit volume from 120 ECTS to 90 ECTS, a different full time course structure with 60 ECTS of taught modules and 30 ECTS for the placement and dissertation module (twelve taught modules and dissertation completed during one academic year from September to the following August), a new two year part time delivery option which will allow working students to take the course (6 taught modules in year 1, and another 6 taught modules and the dissertation module in year 2), will have revised progression rules, an assessment model in SITS, a dissertation module, an internship/fieldwork payment structure and a list of taught modules on offer, will be governed by a revised committee drawn from the existing MSc course but with reduced membership reflecting the new range of modules taught, and will have reduced EU and non-EU fees (given that students will now pay for their own internships/fieldwork rather than receiving stipends for these).



Decision GS/19-20/351:

The committee approved the proposed revisions to the existing course to become 1 year full time and two year part time from September 2020 in the School of Natural Sciences with an accompanying Calendar III entry for 2020/21.

GS/19-20/352 Suspension of MPhil in Music Composition for 2020/21

Decision GS/19-20/352:

The committee approved the proposed suspension of MPhil in Music Composition (PTDM-MUSC-1F) applicable to both full time and part time options for 2020/21.

GS/19-20/353 Cessation of MSc in Occupational Therapy from 2019/20

Decision GS/19-20/353:

The committee approved the proposed closure of MSc in Occupational Therapy (PTMD-OTHY-1P) from 2019/20 in the School of Medicine.

GS/19-20/354 Cessation of MSc in Cardiology from 2019/20

Decision GS/19-20/354:

The committee approved the proposed closure of MSc in Cardiology (PTMD-CARD-2P) from 2019/20 in the School of Medicine.

GS/19-20/355 Cessation of MSc in Implementation Science from 2019/20

Decision GS/19-20/355:

The committee approved the proposed closure of MSc in Implementation Science (DPTMD-ISCI-1F09 full time option and DPTMD-ISCI-1P09 part time option) from 2019/20 in the School of Medicine.

XX

Section C for noting

There were no items.

Prof. Neville Cox

Date: 23 January 2020