![Trinity College Dublin — Coláiste na Tríonóide, Baile Átha Cliath — The University of Dublin]

A meeting of the Undergraduate Studies Committee was held on 23 January 2018 at 2.15pm in the Boardroom.

Present: Professor Gillian Martin, Senior Lecturer/Dean of Undergraduate Studies (*Chair*)
                 Ms Patricia Callaghan, Academic Secretary
                 Professor Aidan Seery, Senior Tutor
                 Professor Kevin Mitchell, Associate Dean of Undergraduate Science Education
                 Professor Kevin O'Kelly, Dean of Students
                 Professor Kristian Myrseth, School of Business
                 Professor Paula Colavita, School of Chemistry
                 Professor Mike Brady, School of Computer Science and Statistics
                 Professor Nicholas Johnson, School of Creative Arts
                 Professor Derek Sullivan, School of Dental Science
                 Professor Stephen Minton, School of Education
                 Professor Alice Jorgensen, School of English
                 Professor Peter Cherry, School of Histories and Humanities
                 Professor Rachael Walsh, School of Law
                 Professor Pauline Sloane, School of Linguistic, Speech and Communication Sciences
                 Professor Joe Harbison, School of Medicine
                 Professor Naomi Elliott, School of Nursing and Midwifery
                 Professor Paul Eastham, School of Physics
                 Professor Elizabeth Nixon, School of Psychology
                 Professor Cathriona Russell, School of Religions, Peace Studies and Theology
                 Professor Mark Hennessy, School of Natural Sciences
                 Professor Stephen Matterson, Director of TSM
                 Professor Michael Wycherley, School of Social Sciences and Philosophy
                 Professor Frank Wellmer, School of Genetics and Microbiology
                 Professor Rachel Hoare, School of Languages, Literatures and Cultural Studies
                 Professor Vladimir Dotsenko, School of Mathematics
                 Ms Siobhán Dunne, Library Representative
                 Ms Alice Mac Pherson, Education Officer, Students' Union
                 Ms Sally Anne McCarthy, Student Representative

Apologies: Professor Alan O'Connor, School of Engineering
                 Professor John Walsh, School of Pharmacy and Pharmaceutical Sciences
                 Professor Philip Curry, School of Social Work and Social Policy
                 Professor Derek Nolan, School of Biochemistry and Immunology

In attendance: Mr John O'Neill, Director, Academic Affairs Office, Trinity Teaching & Learning; Ms Elaine Egan, Academic Affairs Office, Trinity Teaching & Learning; Dr Alison Oldam, Director of Student Services; Ms Sheena Brown, TEP Project Manager, and Ms Mary McMahon, TEP Project Officer, for USC/17-18/045; Ms Leona Coady, Director of Academic Registry for USC/17-18/046

The Director of the Academic Affairs Office, Mr John O'Neill, was welcomed to the meeting.
Item 4e on the agenda was discussed immediately following item 3.

USC/17-18/042   Minutes of the meeting of 12 December 2017
                 The minutes of the meeting of 12 December 2017 were approved.

USC/17-18/043   **Matters arising**
USC/17-18/020   The Reasonable Accommodation Policy for Students with Disabilities had been amended to reflect changes arising from the meetings of the Graduate Studies Committee (GSC) and the Undergraduate Studies Committee (USC). The Policy was subsequently approved at the Council meeting of 17 January 2018. The attention of members was also drawn to the updated guidelines on recording lectures, contained in Section C of the USC documentation.
USC/17-18/022a   A proposal for the Academic Year Structure for Supplemental and Special Examinations 2017/18 was approved at the Council meeting of 17 January 2018. The Academic Registry will communicate the examinations schedule to the College community.
USC/17-18/022d   Issues around the proposal for the award of Gold Medals would be discussed at Sub-group 6 and subsequently brought back for consideration at USC.
USC/17-18/027   A document outlining the implementation process for the Trinity Laidlaw Research and Leadership Scholars Programme was approved at the Council meeting of 17 January 2018.
USC/17-18/028   The Nursing and Midwifery revised undergraduate curricula was approved at the Council meeting of 17 January 2018.
USC/17-18/029   The revised minimum admission requirements for the Hong Kong Diploma of Secondary Education were approved at the Council meeting of 17 January 2018. The revised requirements were circulated for noting at this meeting of USC.

USC/17-18/044   **Discussion on Global Relations Strategy and Intake Targets**
The Vice-President of Global Relations was welcomed to the meeting for this item. The Vice-President noted the objective in the Global Relations Strategy (GRSII) of having a student body comprising 18% non-EU students by 2018/19. This would represent approximately 3,000 students across undergraduate, postgraduate, and visiting cohorts, and this target had been largely achieved. The Vice-President had prepared slides to demonstrate the differences between the actual number of registered students and the GRS projection. She noted that many changes had taken place since the targets had been set, both within Trinity programmes and in outside organisations that sent students to Trinity.

The Global Relations Office was currently working on developing a new strategy for non-EU student intake. The strategy would target students for particular programmes in a more directed way, taking into account the capacity in these programmes. A discussion ensued where members highlighted how the current admissions system for non-EU students often led to programmes being oversubscribed. This could have negative consequences for programmes resulting in insufficient resources available and overcrowded lecture rooms. The Vice-President acknowledged the issues with the current system and agreed that a more carefully planned approach was required.

In response to a query regarding Brexit, the Vice-President confirmed that the College had a Brexit group which were discussing a Brexit strategy. The Senior Lecturer/Dean of Undergraduate Studies advised that clarification had recently been received from DES and that eligible UK students entering the Irish 3rd level sector in 2018 would be able, for the purpose of fees, to avail of the free fee schemes for the duration of their undergraduate programme. The situation for students entering in subsequent years was unknown.

The Director of Student Services emphasised that the Academic Registry would welcome a university-wide strategy on admissions that would bring together the different types of admissions in Trinity; Non-EU, CAO, visiting, etc. This would improve the operational efficiency of the Academic Registry and improve the admissions experience for students.

In response to a question, the Vice-President indicated that the Global Relations Office did not conduct research into the performance level of non-EU students in College. The Senior

Lecturer/Dean of Undergraduate Studies advised that College had started to look into the issues arising for non-EU students in the ISB surveys. It was noted that non-EU students place significantly higher demand on student services across College and the Director of Student Services provided the meeting with statistics to demonstrate the extent of this. In response to a query, the Vice-President agreed it might be appropriate to consider whether the funding model should be revised to reflect the higher usage of the services by non-EU students.

The Senior Lecturer/Dean of Undergraduate Studies emphasised the importance of local consultation in the next iteration of the Global Relations Strategy and thanked the Vice-President for updating the meeting.

USC/17-18/045   Trinity Education Project

a)   Nomenclature of Awards
A memorandum and paper from TEP Sub-group 6, dated 18 January 2018, had been circulated. Ms Sheena Brown and Ms Mary McMahon from TEP were welcomed to the meeting for the item. Following discussion of the nomenclature of awards at the USC meeting of 12 December 2017, the item had been considered and approved at the TEP Steering meeting on 18 January 2018. The paper had been amended to reflect minor changes suggested at TEP Steering and USC was now asked to approve the recommendations in the circulated document.

The Associate Dean of Undergraduate Science Education spoke to this item and highlighted the five recommendations outlined in the circulated paper. A member raised a concern with the recommendation for the credit weighting for the major with minor degree as it would reduce the weighting of the minor subject from 25% to 15% of the overall degree mark. She also noted the 30:70 degree award calculation would mean that where modules were taught in both the JS and SS years, a 10 credit module taken in the JS year would contribute 5% to the degree mark but almost 12% if taken in the SS year.   The Associate Dean advised that one should differentiate between the amount that is contributed to the degree mark and the effort that the student puts into each subject. He felt that the nomenclature reflected the effort that the student puts in. A member pointed out that the 30:70 calculation will affect all modules that are taught across JS and SS years, not just in relation to major with minor, and this directly reflects the premise that the SS year counts for more under the new architecture.   The discussion concluded that there was no way around this issue unless a GPA system were to be adopted.

A further discussion took place around the use of 'with' and 'and', whereby 'with' referred to a major with minor degree and 'and' referred to a joint honors degree. It was noted that the degree parchment would list the subjects as either 'with' or 'and' as appropriate. It was suggested that the precise meaning of the terms should be carefully communicated as the language was very similar, but denoted different types of awards. The Senior Lecturer/Dean of Undergraduate Studies thought that a member's suggestion to use the terms 'major minor' and 'major major' in place of 'with' and 'and' should be explored, before a final recommendation is brought back to USC.

b)   Amendments to the Calendar
    1. A revised draft of The Educational Objectives of the Moderatorship section of the General Regulations in Calendar 2018/19 Part II had been circulated together with a memorandum from TEP, dated 18 January 2018.

    Ms Mary McMahon spoke to the item. She noted that the section had been revised in order to articulate the Trinity Graduate Attributes as part of the objectives of the moderatorship. The Calendar would need to be further revised in future years to

reflect the implementation of the Trinity electives and approved modules.

Members were asked to comment and some errors in grammar and use of tense were noted. It was noted that further details should be included in relation to the capstone project to make clear the distinction as to when it will be implemented for programmes within the different TEP phases. It was agreed that following incorporation of the proposed revisions, the document would be circulated to USC to assist with the Calendar changes process.

2. A revised draft of the assessment and progression information in the General Regulations in Calendar 2018/19 Part II had been circulated together with a memorandum from TEP, dated 18 January 2018. The revised draft had been discussed by Sub-Group 6 and had been circulated to Schools for feedback. Ms McMahon briefly outlined the main changes that had been incorporated in order to reflect the new assessment and progression regulations. Feedback relating to the regulations had informed the draft Calendar entry, where appropriate. A response to feedback that was not directly related to the regulations would be provided through a FAQ on the TEP website or directly to the colleague who had raised the query.

A member asked that the sentence relating to publication of results by student number should be revised to remove the word "anonymously" as he suggested that the use of student numbers prevented the process from being anonymous. With reference to the retention of written work, a member noted that assessments were not always paper-based.

In response to a query regarding provisional results for semester 1, it was confirmed that these results should be published in SITS. The Senior Lecturer/Dean of Undergraduate Studies noted that the recommendation to Council had been that students should receive a provisional grade; however, as students are entitled to view their scripts/essays, it was suggested that students could be provided with their provisional mark. Members agreed with this suggestion.

In response to a query regarding the process for students who fail a year abroad and are required to repeat the failed modules, the Associate Dean of Science Education advised that programmes should identify equivalent modules to those that were failed. He emphasised that the modules should be academically equivalent, but did not need to be the same.

In response to a query whether a student who fails and is required to repeat, would then continue in the 'old' or 'new' programme, the Senior Lecturer/Dean of Undergraduate Studies advised that this issue was currently being looked at by TEP.

A member requested that gender-neutral language be used in relation to the section on students who become pregnant. She also pointed out that providing an approximate date for the examinations timetable would be beneficial to students.

The Senior Lecturer/Dean of Undergraduate Studies noted that the wording regarding students who need to present at the "next session" should be changed to clarify that it is the reassessment session that is being referred to. The Senior Lecturer/Dean of Undergraduate Studies noted the need to ensure that regulations concerning students with disabilities were consistent with the new policy and that the wording in points 16 and 18 should be more consistent.

The proposed changes would be incorporated into the draft sections and the draft entry would be circulated to USC.

c) Approved Modules

The Senior Lecturer/Dean of Undergraduate Studies noted that a proposal to assist in the identification of approved modules had been circulated in May 2017, but had not generated any concrete outcomes. Sub-Group 3 had recently identified a timeline and a process in relation to approved modules. The Senior Lecturer/Dean of Undergraduate Studies presented a brief outline of the process and noted that the new undergraduate Science programme was the only Phase 1 programme that would have approved modules in year 1. Engineering and Engineering with Management were also in Phase 1 and would determine where to place approved modules during the four years, but it was unlikely that there would be approved modules in year 1 of these programmes. It was proposed that Phase 1 programmes that require JF students to take approved modules in 18/19, i.e., Science, provide module details to TEP by the end of March 2018. For programmes in Phase 2, and also other Phase 1 programmes with approved modules in years later than 2018/19, the DUTLs would be asked to identify modules that could be offered as approved modules to students of other programmes – details of these should also be returned at the end of March.   A template would be provided to Schools. TEP will consolidate the returned information and provide this to Schools in April and hold workshops to assist with the 'matching' process. For many programmes, approved modules will first come on stream in 2020/2021. Members were asked to identify as many modules that could be offered as approved modules as possible.

In relation to a query on assessing approved modules for students on a different programme, the Senior Lecturer/Dean of Undergraduate Studies advised that a discussion should be held based on the current process around the Broad Curriculum modules. In response to another query, it was noted that in the new budgeting model, funding for Schools would follow the student. It was confirmed that a student's home programme would determine which available modules should be 'approved' for its students.

d) Assessment Resources

A memorandum from the Senior Academic Developer, CAPSL, and Education Support Officer, Trinity Teaching and Learning, dated 18 January 2018 had been circulated. Ms Eileen McEvoy, Education Support Officer, was welcomed to the meeting for this item.

Ms McEvoy explained that she had been working with CAPSL on how best to support disciplines in reviewing assessment within the guidelines of the new assessment framework. Members were asked to provide feedback as to the areas where they would most appreciate support.

A number of members noted that students appeared to favour modules that had examinations over modules with continuous assessment, with one member noting that students in her School had moved out of modules with continuous assessment and into modules with examinations. A member emphasised the need to ensure that modules involving the same credit weighting require the same workload, especially within a discipline. It was noted that disciplines should use the mapping tool and look at the effort hours involved when setting assessments.

The Senior Academic Developer emphasised the need to review assessment in a programme-focused way. She noted that the aim was not to simply replace examinations with continuous assessment, but rather to achieve more effective and meaningful assessment overall, while still achieving the learning outcomes; this may involve less assessment. It was agreed that efforts would be made to further communicate this point to disciplines. A member cautioned that disciplines should look at both the length and number of examinations a student may have to take.

Some members noted that they would appreciate support in relation to evaluation of the capstone project, especially for larger classes, and in relation to the assessment of programmes that have a large number of smaller-sized modules. Members agreed that a FAQ on assessment would be welcome. Members were asked to send further responses directly to Trinity Teaching and Learning.

e) Derogations for Progression and Awards from School of Nursing & Midwifery
The proposed derogations to Council-approved regulations in respect of Nursing and Midwifery had been circulated. The Senior Lecturer/Dean of Undergraduate Studies advised that there had been some amendments to the derogations requested by Nursing and Midwifery and which had previously been discussed at USC.

Two derogations were being sought: the first in relation to the credit load in each year of the Children's and General Nursing programme and the second in relation to the non-compensatability of certain modules. Professional accreditation requires students to complete the Children's and General Nursing programme over 4.5 years: therefore, students must complete 280 ECTS credits, taking 70 credits in each of the first three years and the final 70 credits in the final 1.5 years. The DUTL in the School of Nursing and Midwifery emphasised that this was already the practice in the programme and that the derogation from the 60 ECTS credit load for each year of a programme of study did not constitute a departure from current practice. Secondly, the assessment strategy of the Nursing and Midwifery Board of Ireland does not allow compensation of clinical practice placements. A list of modules setting out where compensation was not permitted had been circulated for the meeting.

A discussion took place around ECTS credits and it was noted that while credits represent a defined number of student effort hours, there were a few programmes for which this was not the case. These programmes comprised a workload that was largely dictated by outside bodies and it was not possible to adhere to the standard definition of workload when allocating credits per year.

USC approved that the derogations go forward to Council.

USC/17-18/046   Academic Registry Annual Report 2016/17
The Academic Registry Annual Report 2016/17 had been circulated. The Senior Lecturer/Dean of Undergraduate Studies advised that the report replaced the Senior Lecturer's and Dean of Graduate Studies' Reports and would be produced by the Academic Registry (AR) on an annual basis. Instead, the Senior Lecturer/Dean of Undergraduate Studies and Dean of Graduate Studies would produce a report with a strategic perspective on the data contained in the AR report and these reports would be brought to USC and GSC for discussion and, subsequently, to Council. The AR report had been considered at Council the previous week, but in future years would be considered by USC and GSC prior to submission to Council.

The Director of the Academic Registry was welcomed to the meeting for this item. She noted the evolution of the Academic Registry since its establishment in 2013 and the enhancement programmes that it had undergone. She highlighted the breadth and depth of the services provided by the AR. She also highlighted a number of key achievements of the AR, including improvements to the processing time for student cases and registration, the people first programme for AR staff, and the impact analysis to identify the development work required as a result of TEP.

The focus for the future was to prioritise the implementation of TEP, to develop a strategy to optimise contact points across student services in order to ensure a more coherent and

integrated service to students, and to manage the changes required to the processes associated with data management and data sharing in relation to the General Data Protection Regulation (GDPR).

The Director noted the need for a College-wide admissions strategy and highlighted how the lack of a coherent strategy significantly impacts on operational efficiency within the AR and on the student experience. She advised that the composition of the student body had been very consistent over the last five years and that it would be a good time to consider the composition for the coming years. A holistic strategy would replace the current set of diverse and fragmented admission strategies.

She cautioned that the data on alternative entry routes to Trinity differed to data that had been presented in the report of the Widening Participation Group and that this was being looked into.

She highlighted the increase in tuition fee income and the significant reduction in tuition debt over the prior year; the new process to record plagiarism cases and the need to monitor this; the movement in the data presented on the distribution of UG degree awards; and the need to monitor the increase in the number of commencement ceremonies. She invited feedback from USC for future editions of the report.

Members thanked the Director for the report and noted the usefulness of having all the data presented in one report. Members agreed with the need for an integrated admissions strategy, both to allow Schools to plan and to improve the student experience. A small number of members queried what appeared to be anomalies in the data provided. The Director undertook to investigate these further.

Members were invited to provide further comments or requests for richer analysis directly to the Director.

USC/17-18/047 Any other business
There was no other business.

USC/17-18/048 Items for noting
USC noted the following items:

1. Revised Hong Kong Diploma of Secondary Education (HKDSE)
2. Updates to Conversion Tables and memorandum from the Vice-President for Global Relations, dated 8 January 2018
3. Guidelines on Permitting Students with a Disability to Record Lectures