

**University of Dublin  
Trinity College**

*Internal Memorandum*

**From:** The Senior Lecturer  
**To:** Undergraduate Teaching and Learning Committee  
**Subject:** **Report on Broad Curriculum Initiative, 2005-06**  
*and enrolments for 2006-07*  
**Date:** 31<sup>st</sup> October 2006

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**Introduction**

The Policy on the Broad Curriculum (see [http://www.tcd.ie/Broad\\_Curriculum/pdf/policybc.pdf](http://www.tcd.ie/Broad_Curriculum/pdf/policybc.pdf)) was approved by Council and Board in 1999, representing a formalisation of educational objectives that have been at the heart of the Trinity learning experience for many years. It aims to promote the qualities seen to be desirable in a graduate, namely: analytical ability; creativity and reflectiveness; curiosity; adaptability and breadth of reading; social and personal responsibility; international outlook; articulacy; literacy and numeracy, and to support them in acquiring the skills which will enable them to make a valuable contribution to society and to be active, thoughtful learners in their life after graduation.

In 2001, College received funding from The Atlantic Philanthropies to support two key aspects of the Broad Curriculum Initiative: (1) facilitating students to read outside their discipline through the establishment of twelve cross-faculty courses and (2) the promotion of small group teaching and learning through the funding of sixty postgraduate teaching studentships.

The twelve cross-faculty courses were seed-funded for a five-year period through the provision of a Broad Curriculum lectureship. Departments accepting the five-year contract position were required to guarantee to assimilate the cross-faculty course into their overall teaching commitments at the end of the contract period, without additional resources.

The sixty postgraduate teaching studentships were awarded, through a competitive process, across 38 departments over the three-year period 2001/02 to 2003/04. The studentships were designed to promote small group teaching and learning, and to offer practical experience and training in pedagogy to senior postgraduate students.

**1. Cross-Faculty Courses**

*1.1 Courses available*

These courses, which are primarily aimed at Senior Freshman and Junior Sophister students, are designed to promote breadth of reading at undergraduate level. The first six cross-faculty courses were launched in 2002-03, ten were offered in 2003-04, eleven in 2004, thirteen in 2005, and there are again thirteen courses available in 2006/07 (see Table 1 below). Twelve of the courses are funded for a five-year period by The Atlantic Philanthropies, while the Department of Economics has continued funding for its course until 2007/08, from Development Cooperation Ireland.

Students who are eligible to take a Cross-Faculty course are contacted via email from mid-May onwards and invited to apply through the Broad Curriculum website: [www.tcd.ie/Broad\\_Curriculum](http://www.tcd.ie/Broad_Curriculum), which is updated with details of the new courses, course outlines, credit regulations and timetables. The courses are

also advertised through posters and flyers which are displayed around College. As of 16<sup>th</sup> October 2006, there are 539 students registered for cross-faculty courses in 2006/07. Registrations at this time in previous years were 593 in 2005, 523 in 2004, 603 in 2003 and 591 in 2002.

The following table details the thirteen Cross-Faculty courses on offer in 2006/07 and their launch dates:

*Table 1*

<b>Broad Curriculum course</b>	<b>Department/ School/ Centre</b>	<b>Launched</b>
Citizens, Politics and Decisions	Political Science	2002/03
Critical Thinking	Psychology	2002/03
Working with Film: History, Context and Detail	Drama	2002/03
Ireland's Changing Landscapes	Geography and Geology	2002/03
Sustainable Development and the Law	Law	2002/03
The Foundation of Human Values	Philosophy	2002/03*
Understanding Literature	English	2003/04
Art and Society	History of Art and Architecture	2003/04
Global Environmental Change	Botany	2003/04
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	2003/04
The 'Rise' of the West and the Origins of the Modern World	Modern History	2004/05
The Challenge of Development: Achieving the Millennium Development Goals in Developing Countries	Economics	2004/05
Business and Enterprise	Business Studies	2005/06

\* Did not run in 2004/05.

## *1.2 Student Feedback*

The Centre for Academic Practice and Student Learning (CAPSL) surveyed students in Hilary Term 2006 to elicit feedback on the cross-faculty courses. A student feedback questionnaire, was developed by the Senior Lecturer's Office in consultation with CAPSL and the course lecturers so as to allow feedback of a qualitative and a quantitative nature. An overview of the feedback from the thirteen Cross-Faculty courses in 2005-06 is included as Appendix 1, with the courses being identified only as A to M, in order to maintain anonymity.

As with the previous year's feedback, respondents rated the course content highly and expressed a strong level of satisfaction with having the opportunity to read outside their own discipline in a structured way. The enthusiasm of lecturers for their subjects and their ability to communicate clearly and effectively were also rated highly.

Students who withdrew from a course after October 2005 were asked to give details to ascertain their reasons for withdrawing (113 students responded, representing approximately 85% of the students who withdrew from a course). The reasons most cited again were that of heavy workload and timetable clashes (52%). Timetablers endeavor not to schedule classes at times when Broad Curriculum cross-faculty courses are scheduled (lunchtimes and evenings), however some irresolvable clashes do occur each year due to timetable constraints. Other students indicated that their withdrawal was due to there being no credit or substitution arrangement for Broad Curriculum courses on their home course.

### 1.3 Credit/substitution Arrangements

In 2003 Council endorsed the principle that substitution be adopted as a means of credit for Broad Curriculum courses, in order to integrate the Broad Curriculum, and avoid overload to students wishing to follow a course.

For 2005/06 a European Credit Transfer System (ECTS) weighting of six credits was applied to all cross-faculty courses.

Credit and substitution arrangements are given on the Broad Curriculum website, at [http://www.tcd.ie/Broad\\_Curriculum/cfc/creditregulations.php](http://www.tcd.ie/Broad_Curriculum/cfc/creditregulations.php). In 2005-06, 63% percent of courses (including individual subjects within Two-Subject Moderatorship) were providing for full substitution of Cross-Faculty courses for elements of the curriculum in 2005-06 (60% in 2004/05). Students taking a further 15% of courses were permitted to gain extra marks towards their annual examinations upon successful completion of a Cross-Faculty course (13% in 2004/05).

Significant barriers to participation in the Broad Curriculum cross-faculty courses currently remain in the Faculty of Health Sciences due to the demands of professional bodies, timing of clinical placements and the impediments to participation for students who are based off the College Green campus. Attempts in previous years to provide local Broad Curriculum programmes have not generally continued due to staff time and resource restraints.

Appendix 2 shows student numbers and retention rates on Cross-Faculty courses in 2002-03, 2003-04, 2004-05 and 2005/06 (including numbers registered for 2006/07). In 2005/06, 78% of students who completed cross-faculty courses were taking the course on a substitution basis.

### 1.4 Student Numbers on Cross-Faculty courses 2005/06

The overall retention rate in 2005/06 was 78%, a decrease of 6% from the previous year, although more students (460) completed a Broad Curriculum course in 2005/06 compared to 2004/05 (438). (figures based on number of students registered at 14<sup>th</sup> October 2005 compared to those listed for Court of Examiners 3<sup>rd</sup> May 2006).

For those programmes where successful completion of a Broad Curriculum cross-faculty course will be noted on the student's transcript, the retention rate was 83%. The retention rate for visiting students was 90%. These retention figures were reached comparing class lists dated 23<sup>rd</sup> November 2005 and students returned to the Court of Examiners on 3<sup>rd</sup> May 2006.

A breakdown of the 'home' faculties of students for each of the Cross-Faculty courses is provided as Appendix 3.

### 1.5 Assessment 2005/06

Twelve courses were assessed through course work and other continuous assessment and the remaining course by continuous assessment and formal examination. The Court of Examiners for all Broad Curriculum Cross-Faculty courses took place on 3<sup>rd</sup> May 2006. The meeting was chaired by the Senior Lecturer, supported by administrative staff from the Senior Lecturer's Office and attended by all the Broad Curriculum lecturers. Results were returned to the students' home departments/faculties and published on the Broad Curriculum website.

The breakdown of results achieved in assessment / examination is shown in Appendix 4 *Summary of grades achieved in Broad Curriculum assessments 2005/06*. It can be seen from this appendix that 111 students (24%) achieved a first and 206 (45%) achieved a second-class honor.

## 2. Small Group Teaching

Sixty Postgraduate Teaching Studentships were funded by The Atlantic Philanthropies to enable College to pursue the Broad Curriculum strategy in promoting small group teaching and learning, and at the same time offer practical experience and training in pedagogy to senior postgraduate students. The recipients of the Postgraduate Teaching Studentships participated in small group teaching workshops as part of the courses offered by CAPSL. As studentships are funded for a three-year period, the majority of those awarded have now finished. Details of studentships awarded are available on the Broad Curriculum website at [http://www.tcd.ie/Broad\\_Curriculum/postgrad/pgsawarded.php](http://www.tcd.ie/Broad_Curriculum/postgrad/pgsawarded.php).

Departments in receipt of a studentship are required to complete an evaluation report each year. An evaluation form was sent to the relevant departments for completion by (i) the academic staff member responsible for the small group project and (ii) the holder of the studentship. Each small group teaching project/course is assessed by students on an annual basis and a report on student feedback must be returned with the evaluation reports. A report on end-of-year assessments received for studentships operating in 2005-06 is provided as Appendix 5. The evaluations for all years of the project have been positive, highlighting tangible benefits to students, departments and the postgraduate students involved.

## 3. Language Modules

The Centre for Language and Communication Studies (CLCS) has offered language modules since 1993/94. The objectives of the modules are

- i. to develop students' communication skills for purposes of study, travel or work experience abroad during their undergraduate years, and
- ii. to enhance their academic qualifications, vocational prospects, and potential for future mobility.

Language modules in French, German, Italian, Spanish and Irish were on offer in 2005/06. In many cases where substitution of a Broad Curriculum cross-faculty course is permitted (normally in the Senior Freshman or Junior Sophister year), students may alternatively substitute a language module. Details of language modules for 2005/06 were included in the publicity material for Broad Curriculum courses and in the emails sent to eligible students from mid-May 2006 onwards.

## 4. Future issues for the Broad Curriculum Initiative

Numbers of students participating in Broad Curriculum cross-faculty courses have been relatively consistent for the last three years and have remained steady even though the number of courses offered has risen. Funding is not available to run additional courses on the same basis as the original twelve supported through Atlantic Philanthropies funding, and given the current curricular structures and participation levels it is by no means certain that the offering of extra courses would attract more students.

The lack of flexibility in curriculum structure to enable all students to take a Broad Curriculum option as a credit-bearing part of their course is a principal barrier to further developments in this area.

The report of the Working Group on Interdisciplinary and Service Teaching, recently considered by Council, recommends:

*If College is to build on the considerable effort put in thus far by those involved in the Broad Curriculum initiative, then curricular structures must be reviewed to provide the flexibility with which this can be achieved and properly credited by FTSE allocations in the future.*

It is not currently appropriate to introduce FTSE transfers in respect of participation in Broad Curriculum courses. This is due to the continuing variation in the value of courses for which Broad Curriculum courses may be substituted, the continuing existence of a number of courses where it has not been possible

to accommodate substitution, the disciplinary spread of courses currently on offer, and the contract lectureships awarded to Schools/departments which are still in operation.

A report from the Bologna Desk, approved by the Academic Affairs Committee in April 2005, recommended that *“all schools and departments be required to ensure that [...] all courses should feature, in the relevant year of course, a ‘credit slot’ equivalent to 6-8 credits, which could be used by a student either for a BC course or an elective module within the department/school.”*

More recently at its meeting on 28th June 2006, the University Council approved the following recommendation from the Bologna Desk, which was put forward to Council by the Senior Lecturer with the support of the Heads of School Committee: that, with effect from the 2007/08 academic year, *“all modules, whether in undergraduate or [taught] postgraduate programmes, should be designed to carry a credit weighting of 5 ECTS credits at their smallest, or multiples of 5 ECTS credits....”*

Broad Curriculum courses will be re-weighted at 5 ECTS with effect from the 2007-08 academic year, and appropriate review of course content and student input should take place during this academic year.

The College’s Strategic Plan update 2006 notes that curriculum development and refinement is ongoing and states that whatever College decides to do with regard to the outcome of the debate on modularisation, the curriculum will be broadened further to extend student choice.

The future success and development of the Broad Curriculum initiative is dependent on the current review of undergraduate curricula as part of the implementation of ECTS being able to introduce increased flexibility into the curriculum and enable students to undertake Broad Curriculum courses under clear and consistent substitution arrangements in all courses.

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***October 2006***

***Appendices***

1. Student Feedback – summary reports for all cross-faculty courses, 2005-06
2. Retention Rates for Broad Curriculum cross-faculty courses 2002-03, 2003-04, 2004-05 and 2005-06
3. Cross-Faculty Courses 2005-06 – ‘Home’ Faculties of Students as determined by their main course of study
4. Summary of grades achieved in Broad Curriculum assessments 2005/06
5. Small Group Teaching and Learning 2001/02, 2002/03, 2003/04, 2004/05, 2005/06 – report on end-of-year assessments

## Broad Curriculum Cross-Faculty Courses 2005/2006 Student Feedback General Summary Reports for All Courses

**Mean Scores have been calculated for each question. (Note: 1= Strongly Disagree ...5=Strongly Agree)**

	Number of respondents	1. The aims and objectives of the course have been clearly communicated to me	2. Information about the content, teaching methods and assessment requirements of the course was clearly communicated to me	3. Classroom facilities were adequate for this course	4. Main course readings were available from the College Library	5. The availability of computing facilities was sufficient to meet my needs	6. The content of the course was of interest	7. The material covered was at a suitable level	8. The course was intellectually challenging	9. The course has developed my interest in the subject	10. I enjoyed the opportunity to read outside my main discipline(s) in a structured way.	11. I would rate this course highly as part of my year's work.	12. I would recommend this course to other students
<b>Course A</b>	25	4.64	4.71	4.67	4.40	4.33	4.40	4.33	3.80	4.13	4.27	4.00	4.33
<b>Course B</b>	23	4.31	4.23	4.00	3.42	4.23	4.15	3.85	3.69	4.23	4.62	4.08	4.15
<b>Course C</b>	11	4.22	4.44	4.44	3.67	3.78	4.22	4.00	3.56	3.78	4.14	3.78	4.11
<b>Course D</b>	25	4.38	4.38	4.38	4.00	4.25	4.67	4.33	4.13	4.56	4.56	4.00	4.33
<b>Course E</b>	68	4.46	4.36	3.46	3.77	3.77	4.62	4.35	4.23	4.64	4.54	4.23	4.42
<b>Course F</b>	50	4.24	4.39	4.55	3.62	3.90	4.31	4.24	4.05	3.93	4.33	4.12	4.17
<b>Course G</b>	51	4.55	4.70	4.27	3.87	4.03	4.68	4.48	4.38	4.60	4.43	4.48	4.60
<b>Course H</b>	29	4.20	4.13	4.13	3.60	3.67	4.40	4.20	4.20	4.40	4.33	3.87	4.07
<b>Course I</b>	27	3.81	3.59	3.73	3.91	3.82	4.57	4.32	4.27	4.50	4.45	4.05	4.18
<b>Course J</b>	35	4.56	4.40	3.44	3.96	4.04	4.60	4.32	4.36	4.32	4.36	4.04	4.20
<b>Course K</b>	30	4.40	4.35	4.00	3.60	4.10	4.20	4.20	3.90	4.05	4.25	3.90	4.10
<b>Course L</b>	73	3.93	4.00	4.03	3.29	4.03	3.10	3.79	3.33	2.86	3.40	2.60	3.21
<b>Course M</b>	32	4.46	4.23	4.23	3.83	3.38	4.46	4.42	4.31	3.85	4.31	3.54	3.77
<b>All courses</b>	<b>479</b>	<b>4.32</b>	<b>4.61</b>	<b>4.10</b>	<b>3.76</b>	<b>3.95</b>	<b>4.34</b>	<b>4.22</b>	<b>4.02</b>	<b>4.14</b>	<b>4.31</b>	<b>3.90</b>	<b>4.13</b>

## Broad Curriculum Cross-Faculty Courses 2005/2006 Student Feedback

### General Summary Reports for All Courses

**Mean Scores have been calculated for each question. (Note: 1= Strongly Disagree ...5=Strongly Agree)**

13. I would be interested in taking another Broad Curriculum course for full academic credit	14. I would be interested in taking another BC Course as an extra curricular option (ie. with no or limited credit)	15. The information provided on this course (reading list, course outline, handouts etc.) was useful.	16. The relevance of each aspect of the syllabus was made clear	17. The course was well structured	18. The pace and delivery was about right	19. The lecturer communicated clearly and effectively	20. The lecturer was enthusiastic about the subject	21. The Web-based material was well integrated with material presented in lectures	22. I would have preferred more course material available on the web	23. I would have preferred more class activities using the Web	24. I found the Web-based course material very useful	25. The Web-based course material was easy to navigate
4.27	2.87	4.50	4.67	4.53	4.13	4.53	4.73	4.33	2.33	2.40	3.93	4.40
4.33	3.00	4.46	3.92	3.92	3.62	4.38	4.77	4.15	2.15	1.83	4.31	3.92
4.44	3.67	4.33	4.33	4.11	3.78	4.22	4.22	4.11	3.13	2.89	3.78	3.89
4.13	3.56	4.00	4.00	4.25	4.13	4.44	4.67	4.56	3.00	2.50	3.88	4.22
3.92	3.65	4.08	4.08	4.38	4.19	4.58	4.88					
3.88	3.32	4.24	3.76	4.17	3.88	4.37	4.69					
4.30	3.77	4.60	4.37	4.37	4.39	4.62	4.90	4.66	2.73	2.21	3.97	4.10
3.67	2.93	4.33	4.13	4.00	4.07	4.20	4.80	3.73	3.20	2.29	4.13	3.13
3.86	3.42	3.91	3.67	3.77	4.00	4.38	4.86					
3.68	3.20	4.52	4.28	4.24	4.28	4.68	4.88	4.20	2.60	2.32	3.84	4.00
4.15	3.35	4.45	4.15	4.50	4.05	3.68	4.40	3.65	2.85	2.68	3.25	3.30
3.07	2.63	3.67	3.62	3.93	3.60	3.70	4.24					
3.00	2.92	4.46	3.92	4.15	3.85	4.08	4.15					
<b>3.90</b>	<b>3.25</b>	<b>4.27</b>	<b>4.07</b>	<b>4.18</b>	<b>4.00</b>	<b>4.30</b>	<b>4.63</b>	<b>4.17</b>	<b>2.75</b>	<b>2.39</b>	<b>3.89</b>	<b>3.87</b>

**Appendix 2: Broad Curriculum Cross-Faculty Course Retention Rates 2002-03, 2003-04, 2004-05 and 2005-2006**

Cross-Faculty course	Department/ School/Centre	2002-03			2003-04			2004-05			2005-06			2006-07
		Students Registered October 2002	Students completing course	Retention Rate 02/03 %	Students Registered October 2003	Students Registered at 24 <sup>th</sup> March 2004	Retention Rate 03/04 %	Students Registered at 20 <sup>th</sup> October 2004	Students completing course	Retention Rate 04/05 %	Students Registered at 14 <sup>th</sup> October 2005	Students completing course	Retention Rate 05/06 %	Students registered at 17 <sup>th</sup> October 2006 %
Global Environmental Change	Botany	n/a	n/a	n/a	22	24	100%	31	36	100%*	31	24	77%	26
Business and Enterprise	Business Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	28	78%	59
History, context and Detail	Drama	157	62	39%	93	64	69%	77	66	86%	79	65	82%	84
The Challenge of Development	Economics	n/a	n/a	n/a	n/a	n/a	n/a	24	19	79%	21	21	100%	18
Understanding Literature	English	n/a	n/a	n/a	63	57	90%	63	59	94%	53	45	85%	49
Ireland's Changing Landscapes	Geography and Geology	25	13	52%	17	13	76%	16	21	100%*	28	23	82%	15
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	n/a	n/a	n/a	29	16	55%	17	15	88%	17	11	65%	17
and the Origins of the Modern World	History	n/a	n/a	n/a	n/a	n/a	n/a	43	28	65%	59	37	63%	50
Art and Society	History of Art and Architecture	n/a	n/a	n/a	68	55	81%	72	70	97%	69	50	72%	58
Development and the Law	Law	69	17	25%	60	48	80%	51	30	59%	35	28	80%	29
The Foundation of Human Values	Philosophy	66	29	44%	66	52	79%		n/a	n/a	49	31	63%	30
Citizens, Politics and Decisions	Political Science	88	26	30%	60	48	80%	42	42	100%	27	27	100%	16
Critical Thinking	Psychology	186	53	28%	125	101	81%	87	52	60%	89	70	79%	89
<b>TOTAL</b>		<b>591</b>	<b>200</b>	<b>34%</b>	<b>603</b>	<b>478</b>	<b>80%</b>	<b>523</b>	<b>438</b>	<b>84%</b>	<b>593</b>	<b>460</b>	<b>78%</b>	<b>540</b>

\*Numbers on these courses increased after 20th October 2004 due to late registrations.

**Appendix 3: Broad Curriculum Cross-Faculty Courses 2005/06**  
*'Home' Faculties of Students As Determined by their Main Course of Study*

Cross-Faculty course	Department/ School	'Home' Faculties of Students							TOTAL
		Arts & Humanities	Engineering & Systems Sciences	Health Sciences	Science	Social & Human Sciences	Multi- Faculty <sup>1</sup>	Two-Subject Moderatorship	
Global Environmental Change	Botany	1	1		13	2	3	4	<b>24</b>
Business and Enterprise	Business Studies	1	8	1	7	1	8	2	<b>28</b>
Working with Film: History, Context and Detail	Drama	12	5	2	4	19	11	12	<b>65</b>
The Challenge of Development	Economics		5		6	4	3	3	<b>21</b>
Understanding Literature	English	3		1	13	14	7	7	<b>45</b>
Ireland's Changing Landscapes	Geography and Geology	3			8	2	7	3	<b>23</b>
Globalisation: Changing Worlds Changing Minds	Geography and Sociology				6		5		<b>11</b>
The 'Rise' of the West and the Origins of the Modern World	History	2	1		10	10	12	2	<b>37</b>
Art and Society	History of Art & Architecture	6	1	1	10	10	10	12	<b>50</b>
Sustainable Development and the Law	Law	1			25	1		1	<b>28</b>
The Foundation of Human Values	Philosophy	8	3		5	8	5	2	<b>31</b>
Citizens, Politics and Decisions	Political Science	1	2		3	13	4	4	<b>27</b>
Critical Thinking	Psychology	4	12	1	23	19	4	7	<b>70</b>
<b>TOTAL</b>		<b>42</b>	<b>38</b>	<b>6</b>	<b>133</b>	<b>103</b>	<b>79</b>	<b>59</b>	<b>460</b>

<sup>1</sup> Includes 66 Visiting Students

*Appendix 4: Summary of Grades Achieved in Broad Curriculum Cross-Faculty Courses 2005/06*

Department(s)	Broad Curriculum Course	Grade achieved							Total
		I	II.1	II.2	III	F.1	F.2	Did not complete assessment	
Botany	Global Environmental Change	13	10				1		24
Business Studies	Business and Enterprise	25	2					1	28
Economics	The Challenge of Development	4	12	4				1	21
English	Understanding Literature	3	20	10	5	3	1	3	45
Film	Working with Film: History, Context and Detail	2	26	17	1	4	3	12	65
Geography/Geology	Ireland's Changing Landscapes	5	4	3	6	2	1	2	23
Geography/Sociology	Globalisation: Changing Worlds, Changing Minds	2	8	1					11
History of Art	Art and Society	15	16	10	5	1	2	1	50
History	The 'Rise' of the West and the Origins of the Modern World	14	16	5		1		1	37
Law	Sustainable Development and the Law	4	19	3		1		1	28
Philosophy	The Foundation of Human Values	1	22	2		4	2		31
Political Science	Citizens, Politics and Decisions	10	15	2					27
Psychology	Critical Thinking	13	36	14	2		4	1	70
	<b>Total</b>	<b>111</b>	<b>206</b>	<b>71</b>	<b>19</b>	<b>16</b>	<b>14</b>	<b>23</b>	<b>460</b>
	<i>Percentage</i>	<i>24%</i>	<i>45%</i>	<i>15%</i>	<i>4%</i>	<i>3%</i>	<i>3%</i>	<i>5%</i>	<i>100%</i>

*Appendix 5: Small Group Teaching and Learning, 2001/02, 2002/03, 2003/04, 2004/05 and 2005/06  
Summary of end-of-year assessments for 2005/06*

<b>Department / Centre / School of</b>	<b>Objective of the Small Group Teaching &amp; Learning Project</b>	<b>No of Studentships awarded in 2003-04</b>	<b>Total number of Students benefiting in 2005-06</b>	<b>No. of students/ Groups</b>	<b>Student Evaluation</b>	<b>Notes and Proposed Changes</b>
<i>Chemistry</i>	To enhance the current initiatives, which include a preliminary course, tutorials, MCQ assessment and a basic chemistry tutorial system. To develop small group teaching aimed at students with no background in Chemistry.	1	to follow			
<i>Civil, Structural and Environmental Engineering</i>	The project provided structured small group teaching within the JS Group Project. The aim was to build on the capacity of the Group Project to encourage students to be inquisitive, reflective and creative.	1	to follow			
<i>CLCS</i>	To provide Irish language teaching to students not taking Irish as part of their degree course.	1	to follow		Yes	
<i>Clinical Speech, Physiotherapy, Radiation Therapy</i>	To restructure the Radiobiology course delivered to junior sophister students. To give students the option of taking courses outside their core subjects.	1	90	2 x 31 1 x 19	Yes	2005/06 is the final year of the BC funded studentship. They will continue with Radiobiology and Basic Computer Skills courses and it is under discussion as to whether they can continue to offer the Journal Club.
<i>Engineering</i>	To raise awareness of the practical importance of good communication skills and to broaden students' appreciation of variable discourse communities.	2	164	3 groups varying in size	Yes	To be considered by UTLC
<i>English</i>	To maintain and extend the department's commitment to small group teaching throughout the curriculum and to provide proper support, experience and training to some of the department's highly qualified research students.	2	to follow			
<i>Geography</i>	To develop independent and critical thinking and presentation skills among students taking historical geography courses.	1	54	10 (5 groups)	Yes	In any future version of small group classes further assistance will need to be given in the Theoretical Exploration element.
<i>Geology</i>	To enhance the quantitative skills of SF and JS students using geology as the core material.	1	120	9-14 (10 groups)	Yes	2005/06 is the final year of the BC funded studentship. It is unlikely to continue due to financial pressure.
<i>Law</i>	To enhance students' skills in advanced legal research and writing.	1	75	2-3 (25 groups)	Yes	2005/06 is the final year of the BC funded studentship. It is unlikely to continue due to lack of funds

*Appendix 5: Small Group Teaching and Learning, 2001/02, 2002/03, 2003/04, 2004/05 and 2005/06  
Summary of end-of-year assessments for 2005/06*

<b>Department / Centre / School of</b>	<b>Objective of the Small Group Teaching &amp; Learning Project</b>	<b>No of Studentships awarded in 2003-04</b>	<b>Total number of Students benefiting in 2005-06</b>	<b>No. of students/ Groups</b>	<b>Student Evaluation</b>	<b>Notes and Proposed Changes</b>
<i>Mechanical &amp; Manufacturing Engineering</i>	To organise students in the Freshman years of the BAI programme into problem solving groups.	1	to follow			
<i>Neuroscience</i>	(i) To promote literacy, numeracy and articulatory, (ii) Integrate disparate parts of the neuroscience course.	1	to follow			
<i>Philosophy</i>	To support the Philosophy lectures in Value Theory and enable students to discuss the issues raised in the course and help them with writing a philosophy essay. To provide extra tuition on ethical theory in a small group setting.	1	to follow			
<i>Physic</i>	To foster appropriate attitudes in the medical undergraduate regarding Personal and Professional development of generic skills in ethical and legal reasoning. The format of module delivery was based on an active learning experience in small groups.	1	to follow			
<i>Psychology</i>	To empower students to be able to conduct their own research and to critically evaluate that produced by others.	1	45	15 (3 groups)	Yes	2005/06 is the final year of the BC funded studentship.
<i>Public Health &amp; Primary Care/ Psychiatry</i>	To encourage students to look outside their core discipline of medicine and assimilate new perspectives from the discipline of psychology into their critical analysis of complex medical problems.	2	to follow			
<i>Religions and Theology</i>	To develop articulatory, analytical, comparative, and evaluative skills in students of medicine & theology on issues of biomedical ethics.	1	148	Varying in size	Yes	2005/06 is the final year of the BC funded studentship.
<i>Sociology (2)</i>	To develop a problem-centered approach: encouraging students to see social theory not only as the product of great minds, but also as an attempt to comprehend particular dilemmas and contradictions.	1	90	30 (3 groups)	Yes	2005/06 is the final year of the BC funded studentship.
<b>Total:</b>		20	786			