Phased Implementation

The impact of this decision on all aspects of the Trinity Education Project has been explored and particular consideration given to the following items:

- The linkages between entry routes, subject combinations, pathways, and fixed timetable.
- The set-up of the new architecture in SITS. This requires admission and progression for a given programme to happen within one model or in parallel (i.e., a hybrid model is not possible between the current programme structures and the TEP architecture).
- The touchpoints in the TEP architecture between Single and Joint Honors programmes

In light of the above, and recognising the importance of not pre-empting an outcome from the external review, we are phasing implementation of the Trinity Education Project as follows:

Academic Year 2018/19 (Phase 1) implementation of:

1. New Academic Year Structure approved by the University Council February 2017
2. Admission of Junior Fresh students via the four new Science streams (entry routes) to Year 1 of the new programme architecture.
3. Admission of Junior Fresh students to Year 1 of the new programme architecture in programmes which are not impacted by the external review i.e. Engineering, Engineering with Management, Medicine, Dental Science, Dental Technology, Human Health and Disease, Nursing, Midwifery, Children’s and General Nursing, Pharmacy, Occupational Therapy, Physiotherapy, Radiation Therapy.

Please Note: For 2018/19: Admission of Junior Fresh students to Year 1 in all other programmes (Single Honors, TSM and other two subject combinations, multidisciplinary, common entry) will remain ‘as is’, as will the existing programme structures.

Academic Year 2019/20 (Phase 2) implementation of:

1. Admission of Junior Fresh students to Year 1 of the new programme architecture in all other programmes (Single Honors, TSM and other two subject combinations, multidisciplinary, common entry) following the external review of entry routes to TSM and other two subject combinations.

The touchpoints between subjects offered within FEMS and TSM/two subject combinations e.g. Mathematics and Geography will have to be managed during the transition period and when Phase 2 of the roll out is implemented in the academic year 2019-20

By phasing the implementation, further detailed work can continue at course/programme level including:

- Curriculum review and embedding of graduate attributes.
- Implementation of the assessment framework.
- The Capstone project/independent piece of work.
- Development of the Trinity Electives and Approved Modules

If there is any aspect of this on which you have queries, please don’t hesitate to contact the Trinity Education Project Manager, Fedelma McNamara trinityeducationproject@tcd.ie