Dear Colleagues

As the new academic year begins, I would like to update you on the Trinity Education Project. This University-wide project to renew our undergraduate education provision continues to make good progress and has moved into implementation phase.

In this newsletter you will find an overview of the timelines for the implementation of the new Academic Year Structure, new Programme Architecture and new Progression Awards regulations over 2018/19 and 2019/20; and an outline of some of the current Trinity Education Project (TEP) priorities which I hope you will find useful.

These changes will benefit the student body and I appreciate your assistance and support with their implementation. Visits to curriculum committees/schools/course committees have started and will continue for the remainder of this term. If we can help you in any way with the changes, or if you have any queries on the project, please contact us in the TEP team via trinityeducationproject@tcd.ie.

Prof. Chris Morash, FTCD
Vice-Provost/Chief Academic Officer
### Phased Parallel Implementation of new Academic Year Structure, new Programme Architecture and new Progression Awards regulations over 2018/19 and 2019/20

18/19: Phase 1 programmes = Science, Engineering, Engineering with Management, Clinical Speech and Language Studies, Health Sciences programmes.

19/20: Phase 2 programmes = All other undergraduate programmes.

<table>
<thead>
<tr>
<th>TEP Component</th>
<th>Academic Year 2018-19</th>
<th>Academic Year 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 JF</td>
<td>Year 2 SF</td>
</tr>
<tr>
<td>1</td>
<td>Assessment (Semesterisation)</td>
<td>All (UG &amp; PG) programmes</td>
</tr>
<tr>
<td>2</td>
<td>Module sizes (5, 10 &amp; 20 ECTS)</td>
<td>Phase 1 Programmes</td>
</tr>
<tr>
<td>3</td>
<td>Progression rules</td>
<td>All UG programmes</td>
</tr>
<tr>
<td>4</td>
<td>Calculation of Award (30:70)</td>
<td>Phase 1 and Phase 2 Programmes</td>
</tr>
<tr>
<td>5</td>
<td>New Programme Architecture</td>
<td>Old Programme Architecture</td>
</tr>
<tr>
<td>6</td>
<td>Trinity Elective Modules</td>
<td>n/a</td>
</tr>
<tr>
<td>7</td>
<td>Approved Modules</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Please note: numbers & colours refer to the table above. Dates for submission of data, supplementals and 2017/18 special exams, actual start dates for formal assessment weeks and one reassessment week are to go to Council for approval. Further information is available via [www.tcd.ie/academic-services/tep](http://www.tcd.ie/academic-services/tep).

1. Schools/Programmes to review the timing of delivery of all modules, and the modalities of assessment/reassessment for all modules to be delivered in 2018/19 across all programmes. All programmes to confirm the semester in which each module is taught and how it will be assessed in 2018/2019. Schools to ensure that programmes are delivered via a balanced credit load in each semester.

2. Applicable to all years of Phase 1 programmes during 2017/18. Review all modules to be delivered in 2018/19, and (re)define in terms of 5, 10, 20 credit weightings. In 2017/18 all years of Phase 2 programmes to commence review of all modules to be delivered in 2019/20 and (re)define in terms of 5, 10, 20 credit weightings.

3. Supplementals available in all years
   - Repetition of all years permitted
   - New compensation rules apply
   - Repeat year on a module-by-module basis (including modular billing)
   - Provisional Semester 1 results (grades only)
   - Removal of Special Examinations and re-scheduled examinations within session
   - Enhanced transcripts for completion of 2018/2019 academic year

4. New award calculations will be phased in with implementation of new programme architecture.

5. Trinity Elective modules to be developed during 2017/18 and available for roll-out in Year 2 of Phase 1 programmes in 2019/20.

6. In 2017/18 all programmes to consider the introduction of appropriate approved modules as per the relevant programme architecture requirements.

7. Credit weightings refer to taught modules only and do not refer to internships or clinical placements. NB: 20 credit weightings are reserved for the capstone project only.

2. Some variation may be appropriate to accommodate requirements from external professional and accrediting bodies. A separate memo will be sent to Council in 2017/18.
What are the Trinity Education Project priorities for 2017/18?

Below are some of our key priorities for the project this term:

Preparing for the introduction of the new Academic Year Structure 2018/19

The agreed Academic Year Structure, including term start and end dates, study/review weeks and assessment periods, and a semester-based system for all students – both undergraduate and postgraduate – will be introduced at the beginning of the 2018/19 academic year. This will have an impact on assessment, business processes and systems and much work is underway to make the transition as smooth as possible. Information relating to the new academic year structure was circulated to all staff on 10 October. For detailed information on key dates, please refer to the Trinity Education Project website.

Getting ready for the introduction of the new progression and awards regulations

Work is underway for the roll out of the new progression and awards regulations.

There is a direct relationship between the decisions on progression, the introduction of the new academic year structure in 2018/19 and the new programme architecture agreed by Council in 2015/16. Whilst the admission of students to programmes with the new architecture will be phased between 2018/19 and 2019/20, the new progression regulations will be introduced for all students in 2018/19 and not just for new entrants. However, we would like to draw your particular attention to one exception:

- Regulation 5: The calculation of the degree award will be based on the final two years (JS and SS) on a 30/70 basis. This regulation will apply only to new entrants to the new programme architecture in 2018/19 (i.e. students entering in 2018 to study Science, Engineering, Engineering with Management, Clinical Speech and Language Studies, Clinical programmes) and 2019/20 (i.e. students entering all other programmes in 2019). Current award calculations will apply for students who are entering existing programmes in 2017 and 2018 and for continuing students.

Please note that some variation to the above may be appropriate to accommodate requirements from external professional and accrediting bodies. A separate memo will be sent to Council in 2017/18 in relation to this. Further detailed information is available here.

Designing and developing Trinity Electives

Trinity Electives add breath to student learning through engaging students in learning opportunities outside of their core subject area/s. This year will focus on the design and development of the new Trinity Electives. They are stand-alone, institution-wide modules, weighted at 5 ECTS credits, available to students across the University. For the first phase of roll-out in 2019/20, Trinity Electives will be linked to a number of Trinity’s research themes. Themes will include Identities in Transformation; International Development; and Smart Sustainable Planet. A module in Mandarin Language and Culture for beginners will also be developed for roll out.
What are the Trinity Education Project priorities for 2017/18? Cont/...

Preparing for the roll out of the first aspects of the new programme/course architecture in 2018/19

In 2018/19 students will be admitted to Year 1 of the new programme architecture/structure for Science (via the four new Science streams), as well as Engineering, Engineering with Management, Clinical Speech and Language Studies and Health Sciences programmes. All other undergraduate degree programmes will adopt the new programme architecture from the beginning of 2019/20. The old programme architecture will be phased out as illustrated in the diagram overleaf. Work is underway at the moment to ensure a smooth transitioning of these phases.

Resource Tool Kits

We would like to draw your attention to the resource tool kits that have already been developed over the past year. Work will continue regarding the development of these tools. Currently we are working on guidelines in relation to assessment equivalencies and student workload and this will be published shortly on the website.

Fixed timetabling, internships and student mobility

Work is also currently underway on moves towards a fixed timetable, facilitating internships, and making it easier for students to study abroad. Requests for input in relation to fixed timetabling, internships and student mobility have been circulated recently to Heads of Schools, Directors of Undergraduate Teaching and Learning and School Administrative Managers and course offices. Your views are important to us and will very much help shape these developments.

The Trinity Education Project website is a useful source of information and is updated regularly. If there is any aspect of the project on which you may have a query, please contact the TEP team at trinityeducationproject@tcd.ie