Appendix 1

Trinity Education Survey Results

Work carried out by Professor Patrick Geoghegan and colleagues in relation to the Trinity Education informed the strategic plan 2014-19 and highlighted the need to review our education offering. In May 2014 a further memo to Council outlined a summary of a survey of all academic members of staff (informed by a survey circulated to all undergraduates and discussed at the Undergraduate Studies Committee in February 2014)

Summary Results

1. **T-Shaped Curriculum.** There is strong support for the idea of a T-shaped curriculum, with students developing specialist skills as part of the vertical line, and more general skills as part of the horizontal line - with 74% agreeing or strong agreeing. 15% disagreed or strongly disagreed.

2. **Final Year Dissertation.** The greatest support overall was for the idea of having every student complete a final-year project or dissertation in one of their final year two years – with 87% agreeing or strong agreeing. 10% disagreed or strongly disagreed. It also had the highest number of ‘Strongly Agree’ for any question with 56%.

3. **Assessments.** There is strong support for each course using a range of assessments, and not relying on written exams at the end of the year - with 74% agreeing or strong agreeing. However 20% disagreed or strongly disagreed.

4. **First Year Assessment.** There was good support for the idea of having some kind of formal assessment in each course in December so that students could get a sense of how they were doing in January. This was supported by 70% and opposed by 16%.

5. **Experiential Learning.** There was good support for incorporating experiential learning into courses, with 56% in favour (agreeing or strongly agreeing) and 21% opposing.

6. **International Outlook.** Encouraging more international study (either in person or online) was supported by 67% and opposed by 15%.

7. **Innovation and Entrepreneurship.** The idea of developing internships for students across all disciplines was supported by 49% and opposed by 32%. However the idea of providing credit for voluntary internships was opposed by 41% and supported by only 37%.

8. **Broad Curriculum.** The idea of asking all courses to open an existing module to students from other disciplines was supported by 51% and opposed by 26%.

9. **Learning Outside of the Classroom.** There was a recognition of the importance of learning outside the classroom, with 67% supporting College doing more to facilitate it and only 10% opposing.

10. **Implementing the Strategy.** The idea that all courses should be assessed regularly to demonstrate how they align to the principles of the Trinity Education was supported by 55% and opposed by 23%.
Appendix 2
Trinity Education Project – Steering Committee, Strand Group membership and Terms of Reference

TRINITY EDUCATION PROJECT
STEERING COMMITTEE

Membership
Provost (Chair)                        Vice-Provost (Sponsor)
Dean of Undergraduate Studies/Senior Lecturer Associate Dean for Online Education
Dean of Students                        Librarian
Vice-President for Global Relations Prof. Patrick Geoghegan
Director, IT Services                  Academic Secretary
Senior Academic Developer              Project Manager
Education Officer, Student’s Union
Bursar & Director Strategic Innovation

Trinity education is rooted in a curriculum inspired by current research and scholarship. Our programmes combine disciplinary expertise with the acquisition of a broad range of critical skills. Recognising that the context in which our graduates compete is ever-changing and that university education is a globally competitive activity, the overall purpose of the Trinity Education Project is to ensure that the undergraduate curriculum enhances Trinity’s reputation as a university of global consequence delivering a distinctive student experience and the Trinity graduate attributes.

Terms of Reference
1. The Steering Committee has overall responsibility for the sponsorship, planning and delivery of the Project.
2. It will agree the plans, milestones, timelines and deliverables of each strand.
3. Based on these it will agree an overall coherent project plan and timeline, with appropriate milestones.
4. It will monitor progress on each of the strands through regular reports from the Chairs and project manager and use these to track progress on the overall Project.
5. It will consider and decide on any requests for changes to the plans, milestones and timelines.
6. The Steering Committee is responsible for assessing and managing risks as they arise during the Project.
TRINITY EDUCATION PROJECT
STRAND 1
STAKEHOLDER MANAGEMENT & COMMUNICATIONS

Terms of Reference

1. To identify the internal and external stakeholders which have an interest in the outcome of the Trinity Education Project.
2. To develop an appropriate communication plan for internal stakeholders based on an analysis of their involvement, support and potential impact on the Project.
3. To develop an appropriate communication plan for external stakeholders throughout the Project lifestyle.
4. To manage the expectations of stakeholders as the Project progresses through regular communication and engagement.
5. To report regularly to the Steering Committee on stakeholder management and communication and the issues and risks arising.
Membership
Vice Provost
Dean of Undergraduate Studies/Senior Lecturer
Dean of Students
Associate Dean Undergraduate Science Programmes
Director of TSM
Associate Dean Online Education
Academic Secretary
Senior Academic Developer
Education Officer, Student’s Union
Project Manager

Chair
Dr Gillian Martin
Prof Kevin O’Kelly
Prof Kevin Devine
Dr Sarah Smyth
Dr Tim Savage
Ms Patricia Callaghan
Dr Ciara O’Farrell
Ms Molly Kenny
Ms Fedelma McNamara

Terms of Reference

1. To bring forward to the Steering Committee draft principles underlying the undergraduate curriculum which
   - ensure delivery of the Trinity graduate attributes
   - promote a discipline-specific research-inspired curriculum
   - promote development of broader skills
   - promote a breadth of knowledge and understanding beyond the discipline
   - promote co-curricular learning and global citizenship
   - reflect best international practice in terms of both teaching and learning

2. Based on the agreed curriculum principles to bring forward to the Steering Committee proposals for an architecture for undergraduate programmes which
   - establishes the programme types to be on offer (e.g., single honors, professional, joint, major/minor)
   - provides disciplinary integrity and coherence for each programme type
   - provides flexibility in programme pathways
   - proposes a minimum/maximum credits (ECTS) required for a degree award in a given discipline and for progression from year to year in a given discipline
   - provides appropriate opportunities for learning beyond a given discipline, co-curricular learning, study abroad and internships.
   - Proposes new ways of teaching and embedding these across the programmes
   - provides appropriate standardisation of progression regulations across programmes

3. To bring the Steering Committee’s attention to changes required in any structural issues that would impede implementation of the curriculum principles, such as
   - Modularisation
   - Semesterisation
   - Fixed timetable
4. Any other issue the Chair considers relevant

5. To contribute to the work of Strand 1 Stakeholder Management and Communication
   
   - in ensuring the objectives of the Strand are communicated and understood.
   - In ensuring, through consultation and communication, buy-in from the university community for the Strand’s objectives.
TRINITY EDUCATION PROJECT
STRAND 3
ASSESSMENT

Membership
Dr Ciara O’Farrell, Senior Academic Developer  
Assoc. Prof. Computer Science  
Prof. Mechanical and Manufacturing Eng.  
Clinical Speech and Language Studies  
Law  
School of Education  
Education Officer, Student’s Union  
Project Manager  
Chair  
Prof. Brendan Tangney  
Prof. David Taylor  
Dr Pauline Sloane  
Dr Des Ryan  
Dr Aidan Seery  
Ms Molly Kenny  
Ms Fedelma McNamara

Terms of Reference
1. To bring forward to the Steering Committee a proposed assessment framework for undergraduate programmes that
   a. embeds the graduate attributes
   b. is coherent at programme level
   c. provides opportunities for students to be actively engaged in the assessment process within and beyond the discipline-specific
   d. reflects the Curriculum Principles (Strand 2)
   e. is informed by best international practice

2. To bring forward to the Steering Committee proposals on how to support academic staff in developing innovative assessment methods that are authentic, relevant and integrated.

3. Other issues the Chair considers relevant

4. To contribute to the work of Strand 1 Stakeholder Management and Communication in ensuring the objectives of this Strand are communicated and understood.
TRINITY EDUCATION PROJECT

STRAND 4

INTERNSHIPS AND STUDY ABROAD

Membership
Vice-President for Global Relations Chair
Trinity Teaching and Learning Ms Patricia Callaghan
Industry Engagement Liaison, TR&I Dr Chris Keely
Computer Science Prof Siobhán Clarke
Head of the Citi Service Centre (External) Ms Cecilia Ronan
Student’s Union, Ms Molly Kenny
Health Sciences Dr Derek O’Sullivan
Health Sciences Dr Martina Hennessy
(Aine Wade as alternate)
EMS Dr Catherine Rose
AHSS Dr Mary Lee Rhodes
Project Manager Ms Fedelma McNamara
Others members as required by the Co-Chairs

Terms of Reference

Internships
1. To bring forward to the Steering Committee a draft policy, informed by the Curriculum Principles (Strand 2) and best international practice, which supports current activities and facilitates the development of experiential learning through internships.
2. This draft policy to articulate what constitutes a valid internship, how such internships should be defined, monitored and assessed as part of an undergraduate programme, the appropriate ECTS credit available for internships.
3. The draft policy to articulate the obligations of the university and the internship host in respect of the student.
4. To bring forward to the Steering Committee a draft implementation plan for the agreed policy.
5. Other issues the Co-Chair considers relevant.

Study Abroad
6. To bring forward to the Steering Committee a draft policy, informed by the Curriculum Principles (Strand 2) and best international practice, which supports current activities and facilitates the development of study abroad as part of an undergraduate programme.
7. This draft policy to articulate what constitutes study abroad, for what period, in which year of undergraduate programmes, how study abroad should be monitored and assessed, the appropriate ECTS credit available for study abroad,
8. The draft policy to articulate the obligations of the university and the host university in respect of the student.
9. To bring forward to the Steering Committee a draft implementation plan for the agreed policy.
10. Other issues the Co-Chair considers relevant.
TRINITY EDUCATION PROJECT
STRAND 5
TECHNOLOGY ENHANCED LEARNING

Membership
Associate Dean for Online Education Co-Chair, Prof Tim Savage
Director, IT Services Co-Chair, Mr John Murphy
Computer Science and Statistics Professor Vinny Wade
Librarian nominee Ms Arlene Healy
Economics Mr Ronan Lyons
Education Officer, Student’s Union Ms Molly Kenny
Project Manager Ms Fedelma McNamara
Others members as required by the Co-Chairs

Terms of Reference
1. To bring forward to the Steering Committee proposals, informed by the Curriculum Principles (Strand 2) and best international practice, which enable
   a. Development of technology-enhanced learning to enhance the student learning experience and development of graduate attributes
   b. Embedding of innovative forms of assessment (Strand 3)
   c. Delivery of the graduate attributes
   d. Other issues the Co-Chairs consider relevant
2. The agreed proposals to be then incorporated into and implemented through the Digital Transformation Strategy
3. To contribute to the work of Strand 1 Stakeholder Management and Communication in ensuring the objectives of this Strand are communicated and understood.
TRINITY EDUCATION PROJECT
STRAND 6
LEARNING SPACES

Membership
Bursar Co-Chair, Professor Veronica Campbell
Librarian Co-Chair, Ms Helen Shenton
IT Director/nominee Mr John Murphy
IT Online Services Mr Tom Aherne
Head of Capital Projects & Planning Mr Greg Power
Innovation Academy Dr Daniel Rogers
Education Officer, Student’s Union Ms Molly Kenny
Director, College Disability Services Mr Declan Treanor
Project Manager Ms Fedelma McNamara
Others members as required by the Co-Chairs

Terms of Reference
1. To bring forward to the Steering Committee recommendations for learning and teaching spaces, informed by best international practice, which
   a. enable delivery of the graduate attributes
   b. enable small-group teaching, collaborative working and experiential learning
   c. enable innovative teaching and assessment
   d. support technological change in the delivery of education
   e. make best use of existing spaces for teaching and learning
   f. will inform the plans for new buildings
   g. other issues the Co-Chairs consider relevant

2. The agreed proposals to be then incorporated into and implemented through the Estates and Infrastructure Development Plan.

3. To contribute to the work of Strand 1 Stakeholder Management and Communication in ensuring the objectives of this Strand are communicated and understood.
TRINITY EDUCATION PROJECT
STRAND 7
DIFFERENTIATION AND POSITIONING

Membership

Professor Patrick Geoghegan  Professor in History
Director of Public Affairs and Communications  Mr Tom Molloy
Interim Director Marketing  Ms Sarah McDonough
Development  Ms Nicole Matthews
Communications Officer, Students Union  Ms Aifric Ni Chriodain
Student Recruitment Officer  Dr Seán O’Reilly
EMS  Professor Sinead Ryan
Health Sciences  Dr Aileen Patterson
AHSS  Dr Maija Salokangas
Career Advisory Service  Mr Sean Gannon
Project Manager  Ms Fedelma McNamara

Focus Groups to be established as and when required (alumni, students etc.)

Others members as required by the Chair

Terms of Reference
Recognising that university education is a globally competitive activity and that Trinity must compete internationally for the best students, staff, research funding and partnerships:

1. To articulate the distinctiveness of a Trinity undergraduate education and the benefits of such an education for graduates and for the global economy
2. To ensure that the outcomes of the Trinity Education Project continue to deliver and build on that distinctiveness
3. To develop a communications plan for external stakeholders (prospective domestic and international students, government, employers, industry partners, professional bodies, donors, etc) on the outcomes of the Project that demonstrates the university’s distinctiveness.
4. To engage and communicate with and ensure input from our alumni community
Appendix 3
Benchmarking Curriculum Reform

Benchmarking Curriculum Reform
An approach

Niamh Brennan
Programme Manager, Research Informatics
5/6/15
Objective

Use a range of benchmarking methodologies to contribute to an approach to curriculum reform in Trinity College Dublin by:

- Identifying institutions ‘similar’ to TCD in terms of size (by student numbers and/or staff numbers and/or other criteria) – who have recently engaged in curriculum reform.

- Examining timelines and best practice examples of curriculum reform.
Methodology

- Analysis of institutions who are internationally recognized for their recent curriculum reform initiatives to discover commonalities with Trinity’s strategic objectives and academic culture.

- Analysis of Institutions who are ‘like’ Trinity in terms of their demographics (student numbers, staff numbers etc.) to discover if they have completed or are about to embark upon a curriculum reform initiative.

- Analysis of institutions with existing agreements with Trinity (SEAs, MOUs) to find matches with 1 and/or 2 above.

- Literature review to discover best practice examples of curriculum reform, including analysis of the current strategic plans of a number of institutions who are ‘like’ Trinity but have yet to engage in curriculum reform/innovation.
# UK Higher Education Academy Report 2013

<table>
<thead>
<tr>
<th>Initial responses (Responded to open call for evidence)</th>
<th>Wider group (Participated in in-depth interview)</th>
<th>Case studies (Institutional visits and discussions with a range of staff and students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Montreal, Canada</td>
<td>Liverpool John Moores University, UK</td>
<td>Curtin University, Perth, Australia</td>
</tr>
<tr>
<td>University of Brighton, UK</td>
<td>Moi University, Kenya</td>
<td>Kingston University, UK</td>
</tr>
<tr>
<td>Middlesex University, UK</td>
<td>University of Leeds, UK</td>
<td>The Royal Conservatoire of Scotland</td>
</tr>
<tr>
<td>University Campus Suffolk, UK</td>
<td>University of the West of Scotland</td>
<td></td>
</tr>
<tr>
<td>University of Karachi, Pakistan</td>
<td>University of Bedfordshire, UK</td>
<td></td>
</tr>
<tr>
<td>University of Southampton, UK</td>
<td>University of Campinas, Brazil</td>
<td></td>
</tr>
<tr>
<td>Leeds Metropolitan University, UK</td>
<td>University of Hull, UK</td>
<td></td>
</tr>
<tr>
<td>Kenyatta University, Kenya</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## King’s Warwick Joint Project

<table>
<thead>
<tr>
<th>King’s Warwick Project: Institutions visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utrecht University</td>
</tr>
<tr>
<td>Maastricht University</td>
</tr>
<tr>
<td>University of Cape Town</td>
</tr>
<tr>
<td>University of the Witwatersrand</td>
</tr>
<tr>
<td>Stellenbosch University,</td>
</tr>
<tr>
<td>University of Chicago</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Harvard University</td>
</tr>
<tr>
<td>Brown University,</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td>Temple University</td>
</tr>
<tr>
<td>University of Melbourne</td>
</tr>
<tr>
<td>University of Sydney,</td>
</tr>
<tr>
<td>University of Western Australia</td>
</tr>
<tr>
<td>University of Hong Kong</td>
</tr>
<tr>
<td>Chinese University of Hong Kong</td>
</tr>
<tr>
<td>Hong Kong University of Science and Technology</td>
</tr>
<tr>
<td>University of Aberdeen</td>
</tr>
<tr>
<td>University of Southampton</td>
</tr>
<tr>
<td>The London School of Economics and Political Science</td>
</tr>
<tr>
<td>Imperial College</td>
</tr>
<tr>
<td>University of Manchester</td>
</tr>
</tbody>
</table>
Institutions ‘like’ Trinity (by numbers)

Sources consulted: Thomson Reuters Institutional Profiles, Institutional annual reports, THE & QS World University Rankings, U-Multirank

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of academic staff</th>
<th>No. of research staff</th>
<th>No. of publications</th>
<th>No. of students</th>
<th>Research income ($)</th>
<th>Institutional income ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity</td>
<td>839</td>
<td>722</td>
<td>1,758</td>
<td>15,503</td>
<td>106,605,922</td>
<td>305,125,285</td>
</tr>
<tr>
<td>Maastricht</td>
<td>792</td>
<td>2,487</td>
<td>15,476</td>
<td>4,500</td>
<td>246,599,303,14</td>
<td>408,969,802</td>
</tr>
<tr>
<td>UCC*</td>
<td>705</td>
<td>510</td>
<td>1,111</td>
<td>15,898</td>
<td>98,650,207,29</td>
<td>332,223,656,04</td>
</tr>
<tr>
<td>Brown</td>
<td>601</td>
<td>318</td>
<td>2,597</td>
<td>8,557</td>
<td>173,892,000</td>
<td>693,740,000</td>
</tr>
<tr>
<td>Goettingen</td>
<td>586</td>
<td>372.44</td>
<td>2,661</td>
<td>24,549</td>
<td>229,395,983,79</td>
<td>847,103,300,48</td>
</tr>
<tr>
<td>Bristol</td>
<td>1,132</td>
<td>1,052</td>
<td>3,204</td>
<td>17,409</td>
<td>174,215,657</td>
<td>630,341,111</td>
</tr>
<tr>
<td>Leiden</td>
<td>1,164</td>
<td>578</td>
<td>3,575</td>
<td>19,876</td>
<td>171,893,147,50</td>
<td>596,980,255</td>
</tr>
<tr>
<td>University of Aberdeen</td>
<td>798</td>
<td>491</td>
<td>1,678</td>
<td>13,115</td>
<td>320,552,437</td>
<td></td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>914</td>
<td>799</td>
<td>3,417</td>
<td>20,483</td>
<td>591,402,688</td>
<td></td>
</tr>
<tr>
<td>ETH Zurich</td>
<td>1,229</td>
<td>1,041</td>
<td>4,603</td>
<td>17,781</td>
<td>527,929,770,77</td>
<td>883,514,781</td>
</tr>
<tr>
<td>Oxford</td>
<td>1,658</td>
<td>3,709</td>
<td>8,130</td>
<td>19,694</td>
<td>557,364,844,90</td>
<td>1,500,976,366,32</td>
</tr>
<tr>
<td>Edinburgh*</td>
<td>1,750</td>
<td>1,431</td>
<td>4,257</td>
<td>25,582</td>
<td>285,257,016</td>
<td>1,035,283,604</td>
</tr>
<tr>
<td>Kings*</td>
<td>1,800</td>
<td>1,455</td>
<td>4,144</td>
<td>21,062</td>
<td>228,574,594</td>
<td>818,641,064</td>
</tr>
<tr>
<td>Univ Chicago</td>
<td>2,019</td>
<td>808</td>
<td>5,509</td>
<td>13,381</td>
<td>447,775,000</td>
<td>3,134,660,000</td>
</tr>
<tr>
<td>Cornell*</td>
<td>2,108</td>
<td>905</td>
<td>5,841</td>
<td>21,131</td>
<td>508,649,552,00</td>
<td>1,803,333,000</td>
</tr>
<tr>
<td>Univ Manchester*</td>
<td>2,258</td>
<td>1,857</td>
<td>4,998</td>
<td>36,562</td>
<td>277,723,781,39</td>
<td>1,192,483,013</td>
</tr>
<tr>
<td>Emory</td>
<td>2,878</td>
<td>1,972</td>
<td>3,769</td>
<td>12,990</td>
<td>505,119,262</td>
<td>3,755,125,941</td>
</tr>
<tr>
<td>Duke</td>
<td>3,231</td>
<td>1,865</td>
<td>5,849</td>
<td>15,231</td>
<td>1,354,904,000</td>
<td>4,505,162,000</td>
</tr>
</tbody>
</table>
## Selected Institutional Strategies

<table>
<thead>
<tr>
<th>Trinity College Dublin</th>
<th>King’s/ Warwick Project</th>
<th>University of Madison- Wisconsin</th>
<th>Maynooth University</th>
<th>University of Aberdeen</th>
<th>‘New’ Harvard General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-inspired curriculum; undergraduate research</td>
<td>A research-rich environment</td>
<td>Substantial research experiences that generate knowledge and analytical skills.</td>
<td>Developing new subject combinations across the sciences, social sciences and humanities to prepare graduates for emerging roles in the economy and society</td>
<td>To make our approach distinctive within the UK and aligned with developments in some of the world’s leading universities.</td>
<td>Prepares students for civic engagement</td>
</tr>
<tr>
<td>Programme flexibility</td>
<td>Interdisciplinarity</td>
<td>Global and cultural competencies and engagement.</td>
<td>Ensuring students are highly competent in their own subject areas, but also giving students structured opportunities to broaden their education so they can appreciate different perspectives and operate in interdisciplinary teams</td>
<td>To enhance the Aberdeen learning experience</td>
<td>Teaches students to view themselves as products of - and participants in - traditions of arts, values and ideas</td>
</tr>
</tbody>
</table>
## Selected Institutional Strategies (contd.)

<table>
<thead>
<tr>
<th>Trinity College Dublin</th>
<th>King’s/Warwick Project</th>
<th>University of Madison-Wisconsin</th>
<th>Maynooth University</th>
<th>University of Aberdeen</th>
<th>‘New’ Harvard General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key skills: problem-solving, critical thinking, communication</td>
<td>Advanced academic literacy</td>
<td>Leadership and activism opportunities.</td>
<td>A strong emphasis on the important intellectual skills of reflection, analysis, critical thinking and problem-solving</td>
<td>To enhance disciplinary study</td>
<td>Prepares students to respond critically and constructively to change</td>
</tr>
<tr>
<td>Technology enhanced, new learning paradigms</td>
<td>Community engagement</td>
<td>Application of knowledge in the “real world” Wisconsin.</td>
<td>To produce better informed, more rounded and more intellectually flexible graduates</td>
<td>Develops students understanding of the ethical dimension of what they say and do.</td>
<td></td>
</tr>
<tr>
<td>Fostering creativity &amp; entrepreneurship</td>
<td>A global perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement with employers &amp; contemporary work practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More comprehensive evaluation; non-traditional assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum reform & institutions like TCD

<table>
<thead>
<tr>
<th>Institution</th>
<th>Curriculum Reform Exemplar</th>
<th>'Like' TCD in size?</th>
<th>Common goals/culture</th>
<th>Dates of Curriculum reform</th>
<th>Existing Agreement with TCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y - SEA</td>
<td></td>
</tr>
<tr>
<td>Brown University</td>
<td>Y</td>
<td>Y</td>
<td>Y -</td>
<td>Mid- 2000's</td>
<td>Y - MOU</td>
</tr>
<tr>
<td>University of Maastricht</td>
<td>Y</td>
<td>Y</td>
<td>Y - PBL</td>
<td>ONGOING</td>
<td></td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Aberdeen</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td>Y - SEA</td>
<td></td>
</tr>
<tr>
<td>Utrecht University</td>
<td>Y</td>
<td>N</td>
<td></td>
<td>Y - SEA</td>
<td></td>
</tr>
<tr>
<td>Imperial College London</td>
<td>Y</td>
<td>N</td>
<td>Y - see UROP:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undergraduate Research Opportunities Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>King's College London</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>2009-2011</td>
<td></td>
</tr>
<tr>
<td>University of Warwick</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>2009-2011</td>
<td></td>
</tr>
<tr>
<td>Hong Kong University</td>
<td>Y</td>
<td>N</td>
<td></td>
<td>2009-2011</td>
<td></td>
</tr>
<tr>
<td>Shaping curriculum reform initiatives</td>
<td>Engagement and implementation</td>
<td>Evaluation and sustainability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: A vision for change needs to be broadly shared and anchored in the teaching and mission of an institution and an agreed approach for the delivery of a quality student experience.</td>
<td>4: Student engagement and involvement at all levels, and through all phases, enhances the process of curriculum reform and can have positive benefits at the implementation phase.</td>
<td>8: Early on, change leaders need to consider the issues of evaluation (process and outcomes) and to put in place an evaluation plan (not just plan an evaluation).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: The shared vision should be drawn from a considered review of the external and internal context and elucidate a clear purpose to curriculum reform.</td>
<td>5: Staff and student involvement in agreeing the approach to implementation for the new curriculum is important and has the potential to mitigate the risks of reputational harm during the implementation period.</td>
<td>9: The inclusive consultation processes should be reflected in inclusive evaluation plans which capture the views of all stakeholders (academic staff, students, employers, professional bodies).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: The intended outcomes of change need to be clearly articulated in relation to the institutional philosophy and approach to learning and teaching.</td>
<td>6: Cross-institutional communities of practice focused on specific disciplines, teaching and increasingly employability offer crucial insights into their areas of practice and should be actively engaged in the change process at the start of the discussions.</td>
<td>10: Reform initiatives need to provide a curriculum architecture, learning and teaching philosophy and disciplinary review process that can sustain flexibility in response to future requirements for institutional change and continual development in response to the external environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: Short and longer-term staff development activities that enhance student learning through better knowledge of curriculum design are required to develop staff confidence and capability. Programmes such as the PG Certificate in Teaching and Learning in Higher Education and HEA accreditation could explicitly connect to, and support reform initiatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phases of Curriculum Reform
From Anne Pegg, Higher Education Academy Report 2013

<table>
<thead>
<tr>
<th>Phases of reform</th>
<th>Precursors</th>
<th>Phase 1: Architecture</th>
<th>Phase 2: Redesign and Revalidation</th>
<th>Phase 3: Implementation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variations in time identified</td>
<td>Most often strategies, projects and activities taking place during the last two years.</td>
<td>Most frequently one year rising to three years in some cases.</td>
<td>Shortest six months, most frequently one year. Exceptionally two and three years.</td>
<td>Big bang or phased/incremental implementation by Faculty and Department. Immediate whole institution start to maximum five years, commonly three years.</td>
<td>Varies from no explicit evaluation to routine five-year programme review. Few explicit evaluation strategies. Differences between process (formative) and outcomes (summative) evaluation.</td>
</tr>
</tbody>
</table>
Next steps?

1. Examine the case studies provided
   • Filter the list of best practice institutions to suit TCD requirements
   • Contact the institutions and survey/interview/visit.
   • Focus on institutions 'like' Trinity in terms of size and/or goals/objectives i.e.

   - **University of Aberdeen** [very like TCD in terms of size, institution-wide curriculum reform, 'big bang']
   - **University of Western Australia** [very like TCD in terms of size, institution-wide curriculum reform, 'big bang']
   - **Brown University** [somewhat like TCD, institution-wide curriculum reform, iterative]
   - **University of Wisconsin-Madison** [not like TCD in terms of size, institution-wide curriculum reform, 'big bang']

2. Elicit 'lessons learned' from:

   - **University of Warwick**
   - **King's College London**
   - **Curtin University** [unlike TCD in terms of size, but currently at the post-reform evaluation stage]
### Appendix 4 (i) Trinity Education Project – Consultation Overview

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Consultation Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual meetings with all Schools <em>(see Appendix 4 (ii) and (iii) below)</em></td>
</tr>
<tr>
<td>2</td>
<td>Heads of School Committee – October, December 2015, February, April, May, June 2016</td>
</tr>
<tr>
<td>3</td>
<td>Undergraduate Studies Committee – November 2015, January, February, March, April, Special meeting in May, June 2016</td>
</tr>
<tr>
<td>4</td>
<td>Employers – November 2015</td>
</tr>
<tr>
<td>5</td>
<td>Council – November 2015, January, March, April, May, June 2016</td>
</tr>
<tr>
<td>6</td>
<td>Fora on Graduate Attributes, Assessment, Learning Spaces, Technology Enhanced Learning, Curriculum Architecture, Internships and Study Abroad, Assessment &amp; Academic Year Structure <em>(see Appendix 4 (vi) below)</em></td>
</tr>
<tr>
<td>7</td>
<td>Ad hoc working groups in Science and Arts, Humanities and Social Sciences (part of Strand 2 work) 2015/16</td>
</tr>
<tr>
<td>8</td>
<td>Various committees across the institution including Faculty of Health Sciences Forum, AHSS Executive, Therapies (Radiation Therapy, Occupational Therapy, Physiotherapy) Science Course Committee etc.</td>
</tr>
<tr>
<td>9</td>
<td>Graduate Attributes Roadshows x 9 with course/curriculum committees hosted by the Provost and Dean of Students (Nursing and Midwifery, Law, Linguistics, Speech and Communication Science, Social Work and Social Policy, TSM, Science, Computer Science and Statistics, Business, Medicine and Therapies) <em>(see Appendix 4 (iv) below)</em></td>
</tr>
</tbody>
</table>
## Appendix 4 (ii) Trinity Education Project – Consultation

Initial discussions with Heads of School in relation to the Trinity Education Project, September 2015–January 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Schools</th>
<th>School Head &amp;/or Other reps</th>
<th>Director UG Teaching &amp; Learning</th>
<th>School Admin</th>
<th>TEP representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/10/2015</td>
<td>TSM</td>
<td></td>
<td></td>
<td>Andrea Yeates</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>08/10/2015</td>
<td>FEMS</td>
<td></td>
<td></td>
<td>Anne O'Reilly</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>12/10/2015</td>
<td>AHSS</td>
<td></td>
<td></td>
<td>Lena Doherty</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>19/10/2015</td>
<td>Engineering</td>
<td>Brian Foley</td>
<td></td>
<td>Michael Slevin</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>19/10/2015</td>
<td>Course Directors</td>
<td></td>
<td></td>
<td>Kevin Devine &amp; Sarah Smyth</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>20/10/2015</td>
<td>Nursing &amp; Midwifery</td>
<td>Catherine Comiskey</td>
<td></td>
<td>Frank O'Rourke</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>20/10/2015</td>
<td>Social Work and Social Policy</td>
<td>Eoin O'Sullivan</td>
<td></td>
<td>Jennifer O'Toole</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>20/10/2015</td>
<td>Law</td>
<td>Oran Doyle</td>
<td></td>
<td>Catherine Finnegan</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>20/10/2015</td>
<td>Linguistics, Speech and Communications Science</td>
<td>Martine Smith</td>
<td></td>
<td>Pauline Sloane</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>21/10/2015</td>
<td>Physics</td>
<td>Igor Shvets</td>
<td></td>
<td>Charles Patterson</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>23/10/2015</td>
<td>Psychology</td>
<td></td>
<td></td>
<td>Siobhan Walsh</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>27/10/2015</td>
<td>Natural Sciences</td>
<td>Fraser Mitchell</td>
<td></td>
<td>Mary Foody</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>27/10/2015</td>
<td>Drama, Film and Music</td>
<td></td>
<td></td>
<td>Gail Weadick</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>27/10/2015</td>
<td>Mathematics</td>
<td>Sinead Ryan</td>
<td></td>
<td>Karen O'Doherty</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>27/10/2015</td>
<td>Medicine</td>
<td>Paul Browne</td>
<td></td>
<td>Orla Bannon</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>28/10/2015</td>
<td>Chemistry</td>
<td>Sylvia Draper</td>
<td></td>
<td>Sinead Boyce</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>28/10/2015</td>
<td>English</td>
<td>Christopher Morash</td>
<td></td>
<td>Ruth Archbold</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>29/10/2015</td>
<td>Pharmacy</td>
<td>Anne-Marie Healy, Cecilia McAllister</td>
<td></td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>29/10/2015</td>
<td>Computer Science</td>
<td>Gail McElroy</td>
<td></td>
<td>Olivia Lombard</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>02/11/2015</td>
<td>Social Science and Philosophy</td>
<td>Elaine Moriarty</td>
<td></td>
<td>Olive Donnelly</td>
<td>Fedelma McNamara</td>
</tr>
<tr>
<td>Date</td>
<td>Schools</td>
<td>School Head &amp;/or Other reps</td>
<td>Director UG Teaching &amp; Learning</td>
<td>School Admin</td>
<td>TEP representatives</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>02/11/2015</td>
<td>History and Humanities</td>
<td></td>
<td>Debra Birch</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>05/11/2015</td>
<td>Religions, Peace Studies and Theology</td>
<td>Iain Atack</td>
<td></td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>13/11/2015</td>
<td>Biochemistry and Immunology</td>
<td></td>
<td>Conor Spillane</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>30/11/2015</td>
<td>Law</td>
<td>Oran Doyle, Des Ryan</td>
<td></td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>30/11/2015</td>
<td>Chemistry</td>
<td>Sylvia Draper</td>
<td>Michael Bridge</td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>01/12/2015</td>
<td>Pharmacy and Pharmaceutical Sciences</td>
<td></td>
<td></td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>08/12/2015</td>
<td>Psychology</td>
<td>Jean Quigley</td>
<td>Howard Smith</td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>11/12/2015</td>
<td>Physics</td>
<td>Igor Shvets</td>
<td>Charles Patterson</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>11/12/2015</td>
<td>Computer Science</td>
<td>Jeremy Jones</td>
<td>Mike Brady</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>11/12/2015</td>
<td>Dental Science</td>
<td>Brian O'Connell</td>
<td>Derek Sullivan</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>11/12/2015</td>
<td>Engineering</td>
<td>Brian Foley</td>
<td>Ciaran Simms</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>11/12/2015</td>
<td>Nursing &amp; Midwifery</td>
<td>Catherine Comiskey</td>
<td>Imelda Coyne</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>14/12/2015</td>
<td>Linguistics, Speech and Communications Science</td>
<td>Martine Smith</td>
<td></td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>14/12/2015</td>
<td>Social Work and Social Policy</td>
<td>Eoin O'Sullivan</td>
<td>Robbie Gilligan</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>14/01/2016</td>
<td>Drama, Film and Music</td>
<td></td>
<td></td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>15/01/2016</td>
<td>TSM</td>
<td>Sarah Smyth</td>
<td></td>
<td>Fedelma McNamara and Senior Lecturer</td>
<td></td>
</tr>
<tr>
<td>22/01/2016</td>
<td>Deaf Studies</td>
<td>Lorraine Leeson</td>
<td></td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
<tr>
<td>26/01/2016</td>
<td>Education</td>
<td>Michael Shevlin</td>
<td>Keith Johnston</td>
<td>Fedelma McNamara</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 4 (iii) Trinity Education Project – Consultation with Heads of School, February – May 2016 (in relation to Strand 2 work)

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>TEP Reps</th>
<th>Head of School</th>
<th>DUTL</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/02/16</td>
<td>Linguistics, Speech and Communications Science</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Martine Smith</td>
<td>Pauline Sloane</td>
<td></td>
</tr>
<tr>
<td>01/03/16</td>
<td>Nursing &amp; Midwifery</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Sylvia Huntley Moore</td>
<td>Imelda Coyne</td>
<td></td>
</tr>
<tr>
<td>01/03/16</td>
<td>Medicine</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Paul Browne</td>
<td>Kevin Conlon</td>
<td></td>
</tr>
<tr>
<td>08/03/16</td>
<td>Psychology</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Ian Robertson (not available for meeting)</td>
<td>Howard Smith</td>
<td></td>
</tr>
<tr>
<td>08/03/16</td>
<td>Computer Science and Statistics</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Jeremy Jones</td>
<td>Mike Brady</td>
<td></td>
</tr>
<tr>
<td>09/03/16</td>
<td>Dental Science</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Brian O'Connell</td>
<td>Derek Sullivan</td>
<td></td>
</tr>
<tr>
<td>15/03/16</td>
<td>Law</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Oran Doyle</td>
<td>Des Ryan</td>
<td></td>
</tr>
<tr>
<td>15/03/16</td>
<td>Engineering</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Brian Foley</td>
<td>Ciaran Simms</td>
<td></td>
</tr>
<tr>
<td>15/03/16</td>
<td>Social Work and Social Policy</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Eoin O'Sullivan (not available for meeting)</td>
<td>Robbie Gilligan</td>
<td></td>
</tr>
<tr>
<td>15/03/16</td>
<td>History and Humanities</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>David Ditchburn</td>
<td>Peter Cherry</td>
<td></td>
</tr>
<tr>
<td>22/03/16</td>
<td>Languages, Literature &amp; Culture Studies</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Juergen Barkhoff</td>
<td>James Hanrahan</td>
<td></td>
</tr>
<tr>
<td>22/03/16</td>
<td>English</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Chris Morash</td>
<td>Jarlath Killeen</td>
<td></td>
</tr>
<tr>
<td>24/03/16</td>
<td>Economics</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Michael Wycherley</td>
<td>Did not attend -</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Chairperson</td>
<td>Acting Head/Supervisor</td>
<td>UG Committee Members</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>30/03/16</td>
<td>Education</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Michael Shevlin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30/03/16</td>
<td>Confederal School of Religions, Peace Studies</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Iain Atack (not available for the meeting)</td>
<td>Fainche Ryan</td>
<td></td>
</tr>
<tr>
<td>30/03/16</td>
<td>and Theology</td>
<td></td>
<td>Gail McElroy</td>
<td>Elaine Moriarty</td>
<td></td>
</tr>
<tr>
<td>31/03/16</td>
<td>Mathematics</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Sinead Ryan</td>
<td>David Wilkins</td>
<td></td>
</tr>
<tr>
<td>31/03/16</td>
<td>Pharmacy and Pharmaceutical Sciences</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Anne-Marie Healy</td>
<td>Astrid Sasse</td>
<td></td>
</tr>
<tr>
<td>01/04/16</td>
<td>Drama, Film, Music</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td>Acting Head Matthew Causey</td>
<td>Chrissie Poulter, Gail Weadick - School Administrator</td>
<td></td>
</tr>
<tr>
<td>20/04/16</td>
<td>Engineering</td>
<td>Mary McMahon, Senior Lecturer, Dean of Students</td>
<td>Brian Foley</td>
<td>Ciaran Simms</td>
<td></td>
</tr>
<tr>
<td>22/04/16</td>
<td>Computer Science and Statistics</td>
<td>Fedelma McNamara, Mary McMahon, Senior Lecturer, Dean of Students</td>
<td>Jeremy Jones, Mike Brady</td>
<td>UG Committee members: Kenneth Dawson, Martin Emms, Aideen Keeney, Hugh Gibbons</td>
<td></td>
</tr>
<tr>
<td>22/04/16</td>
<td>Law</td>
<td>Fedelma McNamara, Senior Lecturer, Sarah Smyth</td>
<td>Oran Doyle (not available for meeting)</td>
<td>Des Ryan, Mark Bell - Regius Professor of Law</td>
<td></td>
</tr>
<tr>
<td>25/04/16</td>
<td>Therapies (Medicine)</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td></td>
<td>Aileen Patterson - Medicine, Mary Keating - School Administrator, Medicine</td>
<td></td>
</tr>
<tr>
<td>29/04/16</td>
<td>Engineering</td>
<td>Mary McMahon, Senior Lecturer, Dean of Students</td>
<td>Brian Foley</td>
<td>Ciaran Simms</td>
<td></td>
</tr>
<tr>
<td>04/05/16</td>
<td>Law</td>
<td>Fedelma McNamara, Senior Lecturer, Mary McMahon, Sarah Smyth</td>
<td>Oran Doyle</td>
<td>Des Ryan</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Faculty</td>
<td>Chair</td>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04/05/16</td>
<td>Computer Science and Statistics</td>
<td>Fedelma McNamara</td>
<td>Jeremy Jones</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer</td>
<td>Mike Brady</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/05/16</td>
<td>Social Work and Social Policy</td>
<td>Fedelma McNamara</td>
<td>Head of School not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer</td>
<td>Robbie Gilligan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/05/16</td>
<td>Linguistics</td>
<td>Fedelma McNamara</td>
<td>Martine Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer</td>
<td>Pauline Sloane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/05/16</td>
<td>Psychology</td>
<td>Fedelma McNamara</td>
<td>Not available - Ian Robertson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>Howard Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Smyth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/05/16</td>
<td>Education</td>
<td>Fedelma McNamara</td>
<td>Not available - Michael</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>Shevlin, Acting Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Smyth</td>
<td>Keith Johnston</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marita Kerin - Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinator School of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20/05/16</td>
<td>English</td>
<td>Fedelma McNamara</td>
<td>Aileen Douglas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>deputised for Chris</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Smyth</td>
<td>Morash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jarlath Killeen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amanda Piesse - Head of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/05/16</td>
<td>History and Humanities</td>
<td>Fedelma McNamara</td>
<td>David Ditchburn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>Peter Cherry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean of Students,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Smyth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/05/16</td>
<td>Engineering</td>
<td>Fedelma McNamara</td>
<td>Head of School not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>Ciaran Simms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/05/16</td>
<td>Drama and Lir Academy</td>
<td>Mary McMahon</td>
<td>Brian Singleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Smyth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24/05/16</td>
<td>Computer Science and Statistics</td>
<td>Fedelma McNamara</td>
<td>Jeremy Jones</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice Provost,</td>
<td>Mike Brady</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Lecturer,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Course</td>
<td>Facilitators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25/05/16</td>
<td>Law</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oran Doyle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Des Ryan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30/05/16</td>
<td>Maths</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sinead Ryan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>David Wilkins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30/05/16</td>
<td>Therapies &amp; Linguistics</td>
<td>Fedelma McNamara, Senior Lecturer,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor Kevin Conlon, John Gormley - Physio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(unable to attend, Assoc. Professor Emma Stokes to deputise)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tadhg Stapleton - Occupational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(unable to attend, Assist. Prof. Joan Brangan to deputise), Agnella Craig - Radiation. Declan Byrne - Human Nutrition &amp; Dietetics, Eric Downer - Human Health &amp; Disease; Martine Smith - Head of School, Linguistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pauline Sloane - Linguistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irene Walsh - Linguistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31/05/16</td>
<td>Music</td>
<td>Fedelma McNamara, Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Richard Duckworth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 4 (iv) Trinity Education Project – Consultation Graduate Attributes Roadshow with Course/Curriculum Committees hosted by Provost and Dean of Students, March - May 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Time/Date</th>
<th>Course Curriculum Committee</th>
<th>Venue</th>
<th>Attendees</th>
</tr>
</thead>
</table>
| Tuesday 29th March | 4.00 pm      | Clinical Speech and Language                                                               | Room 103-104 South Leinster Street (First Floor, within Clinical Speech & Language Studies) | Head of School – Dr. Martine Smith  
Dr. Irene Walsh  
Director of Teaching and Learning (UG) – Dr. Pauline Sloane  
Dr. Vania de Aguiar  
Dr. Margaret Walshe  
Margaret Lalor  
Caroline Jagoe  
Pat Matthews  
Lorraine Leeson  
Teresa Lynch  
Carmel Grehan  
Elaine Ui Dhonnchadha  
Breffni O’Rourke  
Ailbhe Ni Chasaide  
Lorna Carson  
Gessica De Angelis  
Sarah O’Brien  
Chrisrer Gobl  
Jeff Kallen  
John Saeed  
Sarah O’Brien  
Adrian Tien |
| Tuesday 29th March | 5.00 pm      | Social Sciences and Philosophy                                                              | College Green Conference Room (6th Floor, above Political Science Dept) | Head of School – Gail McElroy  
Director of Teaching and Learning (UG) - Elaine Moriarty  
Dr David Landy  
Dr Shane MacGiollabhui  
Dr Paul Scanlon |
<table>
<thead>
<tr>
<th>Dr James Miller</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Nursing and Midwifery</strong></th>
<th>D’Olier House Room 2.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Mary McCarron - Dean</td>
<td></td>
</tr>
<tr>
<td>Dr. Imelda Coyne – Dir. UG Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Cecily Begley – Dir. UG Teaching and Learning</td>
<td></td>
</tr>
</tbody>
</table>

- Frank O’Rourke – School Administrator
- Carmel Doyle – Asst. Prof
- Dr. Frances O’Brien - Asst. Prof
- Michael Nash – Asst. Prof Psychiatric Nurs
- Dr. Gillian Shorter - Research fellow
- Carole King - Asst. Prof
- Thelma Begley – Asst. Prof
- Mary Mooney - Asst. Prof
- Paul Keenan - Asst. Prof
- Dr. Fintan Sheerin - Asst. Prof
- Denise Lawler - Asst. Prof
- Gobnait Byrne – Asst.Prof
- Joan Lalor - Assoc. Prof./Dir of Teaching and Learning PG
- Dr. Damien Brennan – Asst.Prof
- Amanda Drury - Research Asst.
- Anne-Marie Malone - Asst. Prof
- Dr. Patricia Cronin - Asst. Prof
- Dr. Claire Donnellan – Asst. Prof
- Dr. Gabrielle McKee  Assoc. Prof
- Dr. Anne-Marie Brady – Assoc. Prof
- Dr. Aileen Lynch - Asst. Prof
- Maryanne Murphy - Asst. Prof
- Dr. Kevin Connaire – Asst. Prof
- Eleanor Hollywood - Asst. Prof
- Colm O’Boyle - Asst. Prof
- Dr. John Gerard Dinsmore – Research Fellow
- Mark Monahan – Asst. Prof
- Paul Horan – Asst. Prof
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Meeting Type</th>
<th>Participants</th>
</tr>
</thead>
</table>
| Tuesday 17th | 1.00 pm  | Science (course committee meeting) | FEMS Conference Room 28 Westland Row | Margaret Carroll - Assoc. Prof  
Kathryn Muldoon – Head of Midwifery  
Tracey O’Neill - Nurse Tutor  
The Associate Dean of Undergraduate Science Education, Professor Kevin Devine chairs the TR071 Science Management Committee meeting and members of the committee are:  
Dr. Derek Nolan - Biochemistry  
Dr. Michael Bridge - Mathematics  
Dr. David Wilkins – Natural Sciences  
Dr. Mark Hennessy - Physics  
Dr. Charles Patterson – Genetics and Microbiology  
Dr. Kevin Mitchell - Genetics  
Dr. Alistair Fleming - Microbiology  
Mr. Aidan Kelly (Physiology)  
Dr. John Rochford - Director of Biology Teaching Centre  
Dr. P. Noelle Scully - Chemistry  
Prof John Parnell - Botany  
Dr. David Chew - Geology  
TCDSU General Science Convenor – Mr Niall Cooke  
Science Course Administrator – Ms Anne O’Reilly |
| Wednesday 18th | 10 am   | TSM                               | Arts Building Conference Room 2026 | TSM Management Committee:  
Ms. Andrea Yeates – TSM Course Administrator  
Dr. Sarah Smyth – Director  
Dr. Mark Hennessy - Director of UG Teaching and Learning – Natural Sciences  
Dr. - Peter Cherry – Director of UG Teaching and Learning, Histories  
Dr. Fáinche Ryan - Director of UG Teaching and Learning, Religion  
Dr. Elaine Moriarty – Director of UG Teaching and Learning, Social Sciences  
Dr. Howard Smith - Director of UG Teaching and Learning, Psychology  
Dr. David Wilkins - Director of UG Teaching and Learning, Mathematics  
Dr. James Hanrahan – Director of UG Teaching and Learning, Languages  
Dr. Jarlath Killeen - Director of UG Teaching and Learning, English  
Dr. Eric Weitz - Director of UG Teaching and Learning, Drama |
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>3.30 pm</td>
<td><strong>BBS/BESS</strong> Room 4.34, level 4, Aras an Phiarsaigh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor Andrew Burke, Dean, Trinity Business School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Mary Lee Rhodes, Director of Teaching &amp; Learning (Undergraduate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Jenny Berrill, Course Director, BBS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Sarah Brown, Course Director, Law &amp; Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Magella Giblin, Course Director, Business &amp; Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. John Quilliam, JF Year Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Martin Fellenz, SF Year Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Jimmy White, JS Year and Exchange Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Padraic Regan, SS Year Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Michael Wycherley, Course Director, BESS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Siobhan O’Brien, Administrator (Business/SS&amp;P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Ceara O’Connor, Programmes Administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mrs. Yvonne Agnew, Undergraduate Executive Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Law</strong> Room 11 in House 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Oran Doyle* - Head of School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Des Ryan* - Director of UG Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. David Prendergast – Comparative Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor Ivana Bacik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor Hilary Biehler – Public Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Julien Sterck*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Nazli Heimann* - Law and German</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Deirdre Ahern*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. David Fennelly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Diarmuid Rossa Phelan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Catherine Finnegan* - School Administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Reiltin O’Connor – Senior Executive Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. James Hanrahan - French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Florence Signorini* - Adjunct Professor, French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Katrin Eberbach* - Senior Language Tutor, German</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And all UG student reps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The above all sit on our Undergraduate Course Committees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Those confirmed thus far are marked with an *</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Friday 27th</td>
<td>10 am</td>
<td>Engineering &amp; Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printing House</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 30th</td>
<td>4.00 pm</td>
<td>Medicine and Therapies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TBSI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Secretary: Aine Wade, Programme Manager
Professor Joseph Barry, Professor of Population Health/Medicine
Dr Michael Barry, Head of Clinical Pharmacology & Therapeutics
Dr Elaine Burke, Intern Co-ordinator
Dr Declan Byrne, Course Director, Human Nutrition & Dietetics
Professor Lorraine Cassidy, Professor of Ophthalmology
Dr Jennifer Conlon, 3rd Medical Year Co-ordinator
Ms Liz Connolly, Senior Lecturer in Surgery and Associate Director of Undergraduate Teaching & Learning
Ms Agnella Craig, Head of Radiation Therapy
Professor Paul Browne, Professor of Haematology
Professor Seamus Donnelly, Professor of Clinical Medicine
Dr Eric Downer, Course Director, Human Health and Disease
Dr Emmanuel Egom, Final Medical Year Co-ordinator
Dr John Gormley, Head of Physiotherapy
Dr Joseph Harbison, Head of Medical Gerontology
Dr Martina Hennessy, Associate Professor of Medical Education
Professor Michael Gill, Professor of Psychiatry
Dr Aine Kelly, Head of Physiology
Dr Nick Kennedy, Course Director, Human Nutrition & Dietetics
Dr Nick Mahoney, Acting Head of Anatomy
Ms Marie McPeak, Freshman Student Co-ordinator
Professor Eleanor Molloy, Professor of Paediatrics
Professor Deirdre Murphy, Professor of Obstetrics and Gynaecology
Professor Tom O'Dowd, Professor of General Practice
Professor John O'Leary, Professor of Histopathology and Morbid Anatomy
Dr Dermot O'Toole, Acting Head of Department of Clinical Medicine
Dr Aileen Patterson, Lecturer in Medical Education and Associate Director of Undergraduate Teaching & Learning
Dr Richard Porter, Senior Lecturer in Biochemistry
Professor John Reynolds, Professor of Surgery
Professor Tom Rogers, Professor of Clinical Microbiology
Professor Orla Sheils, Professor of Histopathology
Mr Tadhg Stapleton, Head of Occupational Therapy
Professor Con Timon, Professor of ENT
Appendix 4 (v) Trinity Education Project – Consultation
Graduate Attribute discussion outcomes - Presented to Council June 8, 2016

Graduate Attributes
This paper presents a summary of outcomes from discussions at College level including Employer forum, College-wide Graduate Attributes Forum, Council discussions, 9 x Graduate Attribute Roadshow meetings between 29 March 2016 – 30 May 2016 (Nursing and Midwifery, Law, Linguistics, Speech and Communications Science, Social Work and Social Policy, TSM, Science, Computer Science and Statistics, Business, Medicine and Therapies), Trinity Education Project Steering Committee and Strand meetings.
It provides the context for the presentation of the revised Trinity Graduate Attributes to be presented at Council 08 June 2016.

The Trinity Curriculum is composed of the academic curriculum (credit-bearing) and the co-and extra-curriculum (non-credit bearing).
Co-curricular and extra-curricular activities:
- an extension to a student’s university studies, complements the academic curriculum,
- promotes the student’s academic, personal and professional development,
- Examples include involvement with clubs and societies, volunteering, peer mentoring, and summer work placements.

Co-curricular specific types of activity formally recognised by the university – (possibly in an enhanced transcript)
Extra-curricular activities are not formally recognised by the University for inclusion in the extension to the transcript.

Graduate Attributes
Attributes = Qualities, skills, understandings that students develop during their time at university, and that shape the contribution they make to their profession and to society.
Throughout their time at Trinity, our students will be provided with opportunities to develop and evidence achievement of a range of graduate attributes that support their academic growth. Graduate attributes can be achieved in academic and co- and extra-curricular activities.
Proposed Graduate attributes
A Trinity education should produce graduates who think independently, communicate effectively, develop continuously, and act resiliently.
C= academic curriculum CC = co-curriculum

Attribute – To think independently
In order to develop any of the attributes and to be able to communicate effectively, grow/develop continuously, think independently, act responsibly - need to come from a position of strength – comes from deep knowledge of discipline – this should be a key feature of all of the graduate attributes. Strong deep base required for all attributes - articulate as descriptor under each one? Put depth in middle of diamond?

Our graduates are independent thinkers with the capacity to think critically and deeply and the ability to construct, analyse and synthesise knowledge.

Independent thinking is both a process and a philosophy of education that focuses on empowering students to acquire knowledge independently and to think deeply and critically when faced with arguments or new knowledge. Independent thinking equips our graduates for life beyond the University, giving them the confidence to exercise reason and to make informed judgment when seeking, creating or evaluating knowledge. As critical and independent thinkers our graduates are able to question, explore, create and synthesise information in order to achieve their academic, professional or personal goals. In Trinity our students develop the capacity for independent thinking in a research-inspired context, where our pedagogies empower them to acquire skills of enquiry and critical evaluation, to achieve depth of knowledge in their academic discipline, and to appreciate and connect to knowledge beyond their chosen field.

Current proposal

<table>
<thead>
<tr>
<th>C</th>
<th>Deep knowledge of an academic discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Ability to do independent research</td>
</tr>
<tr>
<td>C</td>
<td>Appreciation of knowledge beyond chosen field</td>
</tr>
<tr>
<td>C</td>
<td>Ability to analyse and synthesise evidence</td>
</tr>
</tbody>
</table>

Proposed changes following Roadshow discussions

- Deep knowledge of an academic discipline
- Capacity for independent, autonomous, creative and critical thinking
- Ability to do an independent piece of scholarly work
- Appreciation of knowledge beyond chosen field
- Ability to analyse and synthesise evidence

Comments

- Immersion in the discipline – need academic purity and breadth combined
- Make critical thinking explicit under the descriptors – critical thinking is different to independent thinking. Need opportunity to demonstrate can think independently.
- Critical and independence both important – need to carefully balance – can’t express one in terms of the other. Communication is a tool not an outcome
- Presentation should also be part of the independent thinking piece
- Autonomous learning – provide opportunity for autonomous learning
- Law – mooting, debating directly contribute to this attribute
Attribute – To communicate effectively (part of think independently?)

Our graduates have high levels of communication skills and can structure and present their ideas clearly, cogently, creatively and ethically, using appropriate oral, visual, digital and written mediums. Communication skills form an important part of career progression and graduates must be able to communicate effectively both professionally within the discipline and with non-specialists, as a member of a community, or in cross-cultural context. Effective communication is about expressing information and ideas clearly and convincingly using a variety of communication tools that encompass oral, visual, written or digital; it also about the ability to listen to others and build rapport, and to appreciate the diversity of communication styles used by others. In Trinity students learn to communication individually and as part of a team, so that they can assimilate and synthesise information and communicate their ideas appropriately and effectively to a variety of audiences using a range of media.

Current proposal

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Proposed changes following Roadshow discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Ability to structure and present work coherently</td>
<td>• Ability to structure and present work coherently both written and verbal through all mediums</td>
</tr>
<tr>
<td>C Ability to synthesise complex material</td>
<td>• Gather, assess and synthesise and handle complex material, and present in a form accessible to a variety of audiences.</td>
</tr>
<tr>
<td>CC Be a connector</td>
<td>• Capacity to connect with people at all levels and appreciate the diversity of communications styles used by other</td>
</tr>
<tr>
<td>C Ability to write</td>
<td>• Excellent communications, active listening, persuasion and collaboration skills</td>
</tr>
<tr>
<td>C Presentation skills</td>
<td>• Presentation skills</td>
</tr>
<tr>
<td>C Digital skills</td>
<td>• Digital skills</td>
</tr>
<tr>
<td>C,CC Language skills</td>
<td>• Language skills</td>
</tr>
</tbody>
</table>

Comments

- Critically reflective
- Effective communicators; confident communicators;
- Problem recognition and solution and confidence to communicate this
Attribute – To act resiliently (act with resilience, act purposefully, act fearlessly, act responsibly, act sustainably, act reflectively, act deliberately, contribute actively, engage, participate positively in society, act knowingly, act wisely (linked to depth, develop continuously)?)

Our graduates have a global perspective and the capacity and motivation to act responsibly and ethically - personally, professionally and as a global citizen.

It is important that our students not only acquire knowledge and skills, but that they can also apply them in practice in a variety of contexts, ethically and responsibly. In Trinity we want our graduates to have a global outlook and the ability and motivation to engage with multiple perspectives, behaving appropriately as part of a global community, embracing diversity, equality and sustainability. While this requires excellent team working and cross-cultural communication skills, it also requires ethical awareness and an understanding of the rights and responsibilities of citizenship. In Trinity our students learn that the ability and motivation to act ethically should be a key driver for them, both within the discipline and beyond, and that this requires tolerance, respect of others, resilience, and a willingness to take responsibility for one’s actions.

<table>
<thead>
<tr>
<th>Current proposal</th>
<th>Proposed changes following Roadshow discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>C,CC Be self-motivated</td>
<td>• Ability to apply the knowledge and skills acquired in practice in a variety of context</td>
</tr>
<tr>
<td>C,CC Ability to take responsibility</td>
<td>and act on the basis of this knowledge and understanding</td>
</tr>
<tr>
<td>C,CC Team membership skills</td>
<td>• Self-Motivation and commitment to a global outlook/perspectives and viewpoints.</td>
</tr>
<tr>
<td>C,CC Awareness to equality and sustainability</td>
<td>Encourage to take responsibility and act responsibly</td>
</tr>
<tr>
<td>C,CC Have global perspectives and viewpoints</td>
<td>• Commitment to professional values and behaving appropriately as part of a global</td>
</tr>
<tr>
<td>C,CC Know how to deal with ambiguity</td>
<td>community, embracing diversity, equality and sustainability</td>
</tr>
<tr>
<td>C,CC Face open-ended challenges</td>
<td>• Ethical awareness and a commitment to understanding of the rights and responsibilities of citizenship</td>
</tr>
<tr>
<td>C,CC Understand citizenship</td>
<td>• Ability to deal with ambiguity, uncertainty and face open-ended challenges</td>
</tr>
<tr>
<td>C,CC Ethically aware</td>
<td>• Excellent team working and cross-cultural communication skills</td>
</tr>
<tr>
<td></td>
<td>• Be emotionally intelligent and respect ones’ self and others – be civic-minded and do good</td>
</tr>
<tr>
<td></td>
<td>• Positively participate in society</td>
</tr>
<tr>
<td></td>
<td>• Professionalism (make it explicit)</td>
</tr>
</tbody>
</table>
**Comments**

- Person is resilient but an action is not. Inherent attribute – either resilient or not.- place resilience as a descriptor. Resilience linked with survival mode, sometimes in relation to a challenging environment.
- Commitment to professional values and ethical standards
- Responsibility to society, contribution to society is very important from employer perspective. Could ask students to contribute to full college – allow students to give back. Demonstrate how students can give back through working on a project e.g. design a system to fix x, y, z @ institutional level etc.
- Commitment to the highest values
- Caring
- Service to people and society – making a difference
- Innovation and leadership – importance of being a leader, being innovative, team working and developing entrepreneurial skills
- Review the word resiliently – confidently, fearlessly, responsibly, purposefully, deliberately, sustainably, reflectively.
- Engage/contribute actively?
- Act with….act with resilience? (acting with a set of values). Want students to respond to this set of attributes through their programmes. Link deep knowledge with action. Confident from deep education to act – act on basis if deep understanding
- Ethically, socially and professionally aware. Act as responsible citizens. Awareness not enough – replace with commitment to..
- Add in take care of yourself – emotional intelligence
- Civic mindedness - “To do good”
- Professionalism – honest workload

**Attribute – To grow (develop) continuously**

Our graduates have the skills and passion to identify and pursue learning opportunities that will enable them to grow continuously throughout their lives, academically, professionally and personally.

Graduates should be prepared for a lifetime of learning and continuous growth so that they can address the challenges of the world they are entering. They should be career-ready and have the knowledge, skills and behaviours necessary for success both within their discipline and beyond. However, it is also important that they have the capacity to connect these attributes as a whole and to apply them throughout their lives in response to changing contexts. This requires skills of judgment, self-awareness, and flexibility to be open to change. Throughout their careers, graduates will have to make complex judgments about their own work and the work of others. In Trinity students learn how to assess knowledge critically so that they will be able to evaluate at any given time the completeness of their own learning and that of others. We also encourage our graduates to use their curiosity and their passion to seek out new ways of understanding so that they are always open to learning, professional or personal development in order to enhance the discipline, the community and the self.
<table>
<thead>
<tr>
<th>Current proposal</th>
<th>Proposed changes following Roadshow discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>A life-long passion for new knowledge and understanding with intellectual curiosity to help them meet fresh challenges and opportunities</td>
</tr>
<tr>
<td>C</td>
<td>Aptitude for flexible approaches to learning, for autonomous, self-regulated and self-reflective learning and continuous professional development</td>
</tr>
<tr>
<td>C,CC</td>
<td>A commitment to and aptitude for the continuous building of their skills base, to enhance their work/career readiness</td>
</tr>
<tr>
<td>C,CC</td>
<td>A commitment to enhancing personal development through continuous self-reflection and enquiry</td>
</tr>
<tr>
<td>C,CC</td>
<td>Commitment to develop social skills</td>
</tr>
<tr>
<td>C,CC</td>
<td>Flexibility of mind, sense of confidence and personal resilience that will enable them to prepare for, navigate and adapt to new and complex circumstances and environments</td>
</tr>
<tr>
<td>C,CC</td>
<td>Confidence to take measured risks as and when appropriate</td>
</tr>
</tbody>
</table>

Comments

- Commitment to instead of awareness *(noting a previous iteration)*
- Develop (instead of to grow continuously). College can help/support the development
- Commitment to continuous professional and personal growth as CPD is essential and not solely about aptitude for some disciplines
- Appreciation of risk is important – informed risk? Confidence to take appropriate risks?
- Imbue students with a passion for learning. Enthuse the students - how we teach more than what students need to do
- Cultivate a sense of curiosity, appreciate the importance of enjoying teaching and learning
General comments

Attributes

- Innovation and Entrepreneurship *(fit into the grow/develop continuously box)* – convey creativity and innovation – encourage risk and innovation – take measured risks – more about acting pro-actively- managing and mitigating risks. Taking a calculated risk is tied in with deep knowledge (ability to manage risk)
- May not be necessary to number the graduate attributes given that they are all linked in some way
- Each of the 4 attributes has a box – implies equal measure? Need to provide time and opportunities – not all about measuring
- How are these distinctive to other graduate attributes *(making more of depth, final year project/independent piece of work - need to make sure that students see our plan for them – that they can aspire to these and that the GA’s are meaningful etc. )* 
- Problem recognition and solution – ability to solve problems in own discipline or on larger scale *(put into communicate effectively attribute)*
- Concern that we are destroying what we want to achieve by introducing rigid structure
- Audit of characteristics for Business graduate – what distinguishes a TCD business graduate from another business graduate 
  - Make impact on own career and that of the organisation
  - Ethical values (moral compass) – put in more than take out
  - Well-being, physical happiness, mental happiness etc
  - Thought leaders – link to relevant research agenda
  - Experiential (co-curricular dimension)
- Graduate attributes go beyond the formal curriculum – they encourage the students to take up new skills
- Mobility needs to be built in to these attributes. Students should have a better chance of success if these attributes were developed throughout their undergraduate programme and beyond
- Terminology throughout the strands needs to be consistent – explicit assessment a key feature of the assessment framework – assessment of all graduate attributes is not possible. Not making it prescriptive or compulsory to achieve graduate attributes – more about providing time and space , giving opportunities and taking away obstacles.
- No measurement Attributes have been here for a long time – resist making them “sellable”
- Many of the attributes are all about “me”. Students need to be encouraged to contribute to the global fabric, to global society.
- Some students don’t achieve their full potential as they don’t have self-confidence. Encourage to take responsibility. Act responsibly
- Needs editing job – activities are framed as outcomes. Mix of activities, statements etc
- Accrediting bodies already looking at wider issues such as migrants and how to deal with this and other cultural issues
- From real world perspective need co-curricular activity to be able to survive (medicine etc). Not enough to be academically brilliant (that is a given).
Co-curricular

- Co-curricular needs to be done for the right reasons. Should these be translated into the academic curriculum? Should not be codified (academic – university, personal formation – left to others – should be done in parallel – happen simultaneously. Some softer attributes can be aided by the university but not dominated by university. Co-curricular helps teaching and learning – benefits the classroom experience. Opportunity should be given to students to make their own decision around co-curricular activity. Encourage use of time to pursue attributes – open possibilities for all

- CV with e-portfolio would allow co-curricular activity to be captured – transcript would be counter-productive. Roll of honour could be extended. Blog could be used to capture this type of learning/activity. Need tool to show progression towards the development/achievement of graduate attributes

- There is a balance required between academic and the co-curriculum

- Role of co-curricular – don’t want to embed in a contrived way

- Co-curricular – central monitoring is not good – assumes that academics know best about how students and in what activities they should engage

- Need time and space for students to engage with co-curricular activity. Current intensification impacts – consider spreading out the contact time. Advantage with students and faculty networking with societies

- Some student cohorts are extremely competitive so need to be mindful of how the co-curricular activity is recognised. Need to ensure that the appropriate value is placed on this activity. Lot of co-curricular already done and recognised at programme level at time of awarding results, reference etc.

- E-portfolio could be a mechanism to capture this activity and place a value on it without credit. Work with tutors to see the value of this type of learning. If credit students will compete.

Student

- Students need to see the value of co-curricular learning and link it to the academic curriculum *(programme level mapping)*

- The articulation of these attributes should allow students to see the benefit of what the education is trying to achieve for them. Content versus process of learning is important. Look at teaching them to learn. Teaching(freshman years) vs Learning (sophister years)

- Recognising where TCD graduate strengths are is important. Students should be able to map the development of their own attributes onto the generic institutional set of attributes – student needs to see progression.

Academic

- Need to be more critical of what we teach – cover less. It is not just about contact time

- We need to ensure that the onus is on the student to know what the graduate attributes are so that they can be developed

- Why disrupt perfectly good programmes with new architecture that is trying to develop a generic set of graduate attributes? *(introduce breadth to complement depth (additive, allow*
breadth/knowledge outside of the subject area, to identify purposes of a university education and have a common goal)

- Programme architecture – not getting due recognition that there is already breadth in the programmes (engineering, computer science). With the proposals asking students to specialise earlier. Appears to signal death-knell for 2 year + 3 year specialist programmes – puts students under too much pressure (professional pathway allows programme to choose where they place the breadth (10 Trinity Electives and 20 Approved modules)

- Programme architecture – what do students achieve with breadth. Broad curriculum was anything but good – would love to see the practical details – no roll out plan whatsoever. Roll out slowly, check if works, implication that a lot will be destroyed (i) definition developed around breadth - trinity electives and approved modules (ii)2018/19 for introduction of new programme architecture , (iii) speed of change externally at a faster rate than internal changes)

**Implementation and/or assessment at programme level**

- Articulation of Graduate attributes will be important at a programme level – move away from employability to career readiness (multiple careers)
- The translation of the attributes is missing – needs to include how these attributes are “embodied” and then enacted in practice (discipline level - support will be provided)
- Concern about how some of the graduate attributes fit into the curriculum. If co-curricular and not credit bearing how can these attributes be measured /assessed e.g. how can you measure acting resiliently? How assess a passion for learning (tie in with assessment framework at programmatic level)
- There should be space to allow students to develop language skills (should be at programmatic level rather than university level)
- Capacity issues in relation to improving digital capacity
- Practical classes where academics challenge students and facilitate staff/student engagement (e.g. small group teaching – AHSS, laboratories in Science) - decide what is essential so that students emerge with the opportunity to develop these attributes
- Some of the graduate attributes cannot be measured/assessed through the academic curriculum e.g. act resiliently. Opportunity should be provided rather than having a rigid expectation. There is no need to be too prescriptive
- No compulsion element to achieving these graduate attributes. Students will normally go through multiple careers – graduate attributes are at a higher level than the programme
- Provide opportunity for autonomous learning – deliver through how we teach rather than how we assess. Through process rather than assessment
- Recognition that different disciplines will come with different sets/mix of skills – expectations are different and what we expect them to do e.g. maths very different to English.
- Attributes linked to curriculum principles to programme outcomes is a pathway rather than just a module and assessment
- One size will not fill on when rolling/implementing this element of the project
➢ Need to take into account challenges that come with changes outside of our control and the impact on the curricula e.g. project maths

➢ If the project is striving to achieve this set of graduate attributes there will be a cost associated with it in terms of resources, space etc.

➢ Perception that we have a poor track record in relation to rolling out change to date (FIS, SITS, restructuring etc) (Totality of change is significant, however some programmes have certain elements embedded already so unlikely to be revolution -rather an evolution – aim of the project is not one of revolution)

➢ In clinical programmes heavy reliance on teaching outside the classroom by those not employed directly (80% non TCD employees in clinical areas) needs to be factored in – need to persuade them of these changes as necessary

➢ Professionally accredited programmes already embedding many of these attributes into their programmes – other programmes can learn

➢ Challenge of attaching value but not being prescriptive – have is as a differentiator but need to promote it as such – encourage participation in the right way – motivation has to be right

➢ Policy needs to be reviewed – one society tied to programme? Students in medicine want to volunteer but some impediments are in the way

➢ Communicate what this is and reinforce how it fits in.

Other

➢ Look at the student experience across the institution – for some areas it is very different e.g. staff student ration in medicine is 1:6, in Political science it is 1:38. Perceived inequity in the system. In general ratio is 1:20 – there is a general agreement to keep hold of the presentations, small group teaching etc

➢ Articulation of what the Trinity Education Project is trying to achieve is cognate with the new BBS programme

➢ Important to look at student satisfaction as well as employer satisfaction. Should look at the evolution along the path of a 4 year degree

➢ Encourage sense of identity through articulation of graduate attributes – graduates express pride
Graduate Attributes (Institutional Level)

1. to think independently
   - Deep knowledge of an academic discipline
   - Capacity for independent, autonomous, creative and critical thinking
   - Ability to do an independent piece of scholarly work
   - Appreciation of knowledge beyond chosen field

2. to communicate effectively
   - Ability to structure and present work coherently both written and verbal through all mediums
   - Gather, assess and synthesise complex material and present in a form accessible to a variety of audiences
   - Ability to synthesise complex material
   - Capacity to connect with people at all levels and appreciate the diversity of communications styles used by others
   - Excellent communications, active listening, persuasion and collaboration skills
   - Ability to write
   - Presentation skills
   - Digital skills
   - Language skills

3. to act Resiliently
   - Self-Motivation and commitment to a global outlook/perspectives and viewpoints
   - Commitment to professional values and behaving appropriately as part of a global community, embracing diversity, equality and sustainability
   - Ethical awareness and a commitment to understanding the rights and responsibilities of citizenship
   - Ability to deal with ambiguity and face open-ended challenges
   - Excellent team working and cross-cultural communication skills
   - Be emotionally intelligent and respect ones' self and others – be civic-minded and do good

4. to grow continuously
   - Flexibility of mind, sense of confidence and personal resilience that will enable them to prepare for, navigate and adapt to new and complex circumstances and environments
   - Confidence to take measured risks as and when appropriate

A life-long passion for new knowledge and understanding with intellectual curiosity to help them meet fresh challenges and opportunities

Aptitude for flexible approaches to learning, for autonomous, self-regulated and self-reflective learning and continuous professional development

A commitment to and aptitude for the continuous building of their skills base, to enhance their work/career readiness

A commitment to enhancing personal development through continuous self-reflection and enquiry

Commitment to develop social skills

C C C Ability to apply the knowledge and skills acquired in practice in a variety of context and act on the basis of this knowledge and understanding

C C C Self-Motivation and commitment to a global outlook/perspectives and viewpoints

C C C Commitment to professional values and behaving appropriately as part of a global community, embracing diversity, equality and sustainability

C C C Ethical awareness and a commitment to understanding the rights and responsibilities of citizenship

C C C Ability to deal with ambiguity and face open-ended challenges

C C C Excellent team working and cross-cultural communication skills

C C C Be emotionally intelligent and respect ones' self and others – be civic-minded and do good
## Appendix 4 (vi) Trinity Education Project – Consultation

### TRINITY EDUCATION PROJECT FORUM TIMETABLE

<table>
<thead>
<tr>
<th>Area</th>
<th>Facilitator</th>
<th>Date/Time</th>
<th>Venue</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Attributes</strong></td>
<td>Vice Provost/Chief Academic Officer</td>
<td>2nd December 2015 @ 5.15pm</td>
<td>Printing House (completed)</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Dr Ciara O’Farrell, Senior Academic Developer, Lead Strand 3 : Assessment</td>
<td>27th January 2016 @ 5.15pm</td>
<td>Innovation Academy (completed)</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Spaces</strong></td>
<td>Librarian and Bursar/Director Strategic Innovation Leads Strand 6 : Learning spaces</td>
<td>10th February 2016 @ 5.30pm</td>
<td>Innovation Academy, Karen Latimer, Medical &amp; Healthcare Librarian, Queens University Belfast (completed)</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Enhanced Learning</strong></td>
<td>Associate Dean On-Line Education &amp; Director IT Services, Leads Strand 5 : Technology Enhanced Learning</td>
<td>10th March 2016 @ 5pm</td>
<td>Innovation Academy (completed)</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum Principles and Programme Architecture</strong></td>
<td>Vice Provost, Senior Lecturer</td>
<td>16th March 4 sessions x 2 venues, Long Room Hub and Printing House</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proposed Assessment Framework and Academic Year Structure</strong></td>
<td>Co-chaired by the Dean of Undergraduate Studies/Senior Lecturer, Dr. Gillian Martin and Senior Academic Developer, Dr. Ciara O’Farrell Strand 2 : Curriculum Principles and Architecture &amp; Strand 3: Assessment</td>
<td>18th April 2016 @ 2.30pm</td>
<td>Printing House (completed)</td>
<td></td>
</tr>
<tr>
<td><strong>Internships and Study Abroad</strong></td>
<td>Vice-President Global Relations, Lead Strand 4 : Internships and Study Abroad</td>
<td>18th April 2016 @ 5.30pm</td>
<td>Printing House (completed)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Curriculum Principles and Programme Architecture

Proposed Curriculum Principles and Architecture

1. Proposed Curriculum Principles

The Trinity Curriculum is structured around five principles. The curriculum for all undergraduate programmes:

- provides structured but flexible pathways that support the achievement of the programme-level outcomes and the development of the graduate attributes
- is programme-focussed
- is research-centered

It employs

- a range of teaching, learning and assessment strategies

and is

- supported by appropriate technology-enhanced approaches.

2. Flexible in achieving programme level outcomes

A curriculum provides structured but flexible pathways that support the achievement of the programme-level outcomes and the development of the graduate attributes:

1. Each programme enables students to engage in learning opportunities and experiences beyond and outside of the core programme within parameters that respect the coherence of the programme. In this way, students are able to engage in learning beyond their discipline and/or in inter-professional learning;
2. The curriculum architecture provides time and space for students to engage in co-curricular learning;
3. The curriculum provides opportunities for students to integrate knowledge, skills and competencies acquired through the taught curriculum with what they have learned through internships and/or international study experience and co-curricular activities;
4. Teaching and learning draws on a range of pedagogies and assessment paradigms that are responsive to different learning styles and aligned with different outcomes.
3. **Rationale for the Proposed Common Architecture**

**Depth/breadth:** The architecture ensures a balance between depth and breadth within the subject and some breadth outside the subject area through the approved modules, Trinity elective modules or additional subject(s).

**Flexibility in pathway choice:** The architecture provides students with the opportunity to change pathway during their degree programme within clearly defined parameters.\(^1\)

**Simplicity:** It is a common, shared architecture which allows new subject combinations to emerge within a structured framework. Progress through the structure is governed by one set of shared/agreed regulations.

4. **Principles underlying Proposed Common Architecture**

**Entry routes:** Students enter into a one-, two- or three-subject\(^2\) first year, or into a common entry programme (e.g. BESS, PPES) or into a multi-disciplinary programme (e.g. European Studies).

**Exit routes:** Degree awards are a function of the number and academic level of credits accumulated in one or more subjects in the last two years of study. This model is predicated on/ensures harmonisation of requirements for particular degree awards.

Not all programmes may currently be able to offer all exit pathways (e.g. not all programmes may be able to offer a Single Honors exit pathway).

**Foundation level and degree level:** The Freshman years provide the foundation for more specialist study in the Sophister years.

**Flexibility and breadth:** Students may give up a subject after their Junior Freshman year and may take up a new subject at foundation level in the Senior Freshman year. In some pathways, they may keep this ‘new’ second subject on as a minor.

The Senior Freshman year also provides students with the opportunity to continue their studies in their chosen subject(s) and to broaden their learning by selecting approved modules, Trinity elective modules or an additional subject.

**Capstone:** The capstone — though defined differently by different subjects — is the common element across all exit routes. In all subjects, it requires a significant level of independent input by the student. It should allow students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. The credit value of the capstone is 20 ECTS, although some flexibility may be permitted, recognising that a one-size-fits-all approach is not always appropriate.

---

\(^1\) Transfer of pathway does not normally apply in the case of professionally accredited programmes.

\(^2\) The three-subject entry route does not exist at present, but may offer future opportunities for programmes to opt into.
Regulations: A student's progression through the undergraduate degree structure is governed by rules which are common to all courses. For example:

1. Students may only be registered for one full-time award at Trinity.
2. Full-time undergraduate study comprises 60 credits in each year of study.
3. Any student who has not attained the required credit points for their year of study (e.g. 60 credits for full-time students) may be required to take resit exams or additional courses to make good the deficit.
4. Unless granted a concession by the Course/Programme Director, students must comply with the pre-requisite and co-requisite requirements of modules.
5. Students are required to have satisfactorily completed a minimum of 20 ECTS in academic level 2 modules in a given subject to be eligible to take academic level 3 modules in that subject.
6. Students are required to have satisfactorily completed a minimum of 20 ECTS in academic level 3 modules in a given subject to qualify for an award in that subject.

5. Common Architecture

5.1 The proposed common architecture decouples programme entry routes from exit routes (awards). For example, a student enters via a common entry route (e.g. BESS) and exits with either a single honors or a joint honors degree. In the same way, a student may enter via a single subject route and could exit with a single honors degree or a single honors with a minor award.

The architecture is predicated on a programme comprised of a two-year freshman cycle followed by a two-year sophister cycle which, intrinsically, determines the exit award.

A student acquires 120 credits in the freshman, or foundation, years before progressing to their 120 credit sophister programme. The architecture presents students with a number of opportunities to navigate a structured, but flexible pathway towards their final degree. The award of the final degree is governed by completion of foundation modules and by the amount of accumulated credit in the sophister years at the appropriate academic level.

Professional Pathway (non-clinical programmes)

The professional pathway applies to Single Honors degree programmes which are subject to external professional accreditation or whose curricula are necessarily shaped by the content requirements of professional bodies. Examples include Engineering and Computer Science.

Transfer to a different pathway is not normally possible within the professional pathway.
### Table 1: Possible exit routes for each entry route

<table>
<thead>
<tr>
<th>Entry route</th>
<th>Exit route</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Subject</strong></td>
<td>▶ Single Honors</td>
</tr>
<tr>
<td></td>
<td>▶ Major with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Single Honors with minor</td>
</tr>
<tr>
<td><strong>Two subjects</strong></td>
<td>▶ Single Honors</td>
</tr>
<tr>
<td></td>
<td>▶ Major with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Single Honors with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Joint Honors</td>
</tr>
<tr>
<td><strong>Three subjects</strong></td>
<td>▶ Single Honors</td>
</tr>
<tr>
<td></td>
<td>▶ Major with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Single Honors with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Joint Honors</td>
</tr>
<tr>
<td><strong>Common Entry</strong></td>
<td>▶ Single Honors</td>
</tr>
<tr>
<td>(e.g., BESS, PPES)</td>
<td>▶ Major with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Single Honors with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Joint Honors</td>
</tr>
<tr>
<td><strong>Multi-discipline</strong></td>
<td>▶ Single Honors</td>
</tr>
<tr>
<td>(e.g., European Studies)</td>
<td>▶ Major with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Single Honors with minor</td>
</tr>
<tr>
<td></td>
<td>▶ Joint Honors</td>
</tr>
<tr>
<td><strong>Professional (non-clinical)</strong></td>
<td>▶ Single Honors (Professional)</td>
</tr>
<tr>
<td>(e.g., Computer Science, Engineering)</td>
<td></td>
</tr>
</tbody>
</table>

See also 6. Entry routes -> Exit routes below.

### 5.2 EXAMPLE: Student entering via a Single Subject Route

#### 5.2.1 Junior Freshman
Students entering a chosen Single Subject route attain 60 ECTS in their core programme of study in the Junior Freshman year. Modules are at foundation level (i.e., academic level 1) and provide a firm basis in knowledge, skills and competencies of that subject.

#### 5.2.2 Senior Freshman
Programmes release 20 ECTS for continuing students to allow a second subject to be chosen or for approved modules or Trinity elective modules to be studied. Students who choose to continue primarily in their main subject add breadth either by selecting a second complementary or related subject (20 ECTS) or by choosing 20 ECTS in approved modules or Trinity elective modules. Alternatively, students may choose to study three subjects in the Senior Freshman year (their main subject, a second complementary or related subject, and a third subject or approved modules.

---

3 A multi-discipline entry route offers a multi-discipline exit route (award) when three or more subjects are studied in all years of the programme.
or Trinity elective modules (20 ECTS). (Students opting to take approved modules or Trinity Elective modules must take 10 Trinity Electives and 20 approved modules over the course of their programme).

Where students take up a second or third subject, they will normally be required to opt for Foundation or academic level 1 modules, in order to ensure that they have the required knowledge and skills to advance further in the subject.

5.2.3 Sophister years
At the end of the Senior Freshman year, students are required to choose their Sophister pathway. A student may elect to continue towards a Single Honors degree award and is required to complete 90 ECTS in their core subject at academic levels 3/4 and 10 ECTS in their second subject or in approved modules or Trinity elective modules. A capstone project weighted at 20 ECTS is compulsory.

Alternatively, students can pursue a Single Honors degree with a minor award in another subject. They must complete 60 ECTS in the core subject at academic levels 3/4 and 40 ECTS in the minor, of which 20 ECTS must be at academic levels 3/4. A capstone project weighted at 20 ECTS is compulsory.

5.2.4 Professional Programmes
Professional programmes (i.e., degree programmes which are subject to external professional accreditation or whose curricula are necessarily shaped by the content requirements of professional bodies).

All such Single Honors programmes must enable students to take modules to the value of 30 ECTS outside their core programme. Of the 30 ECTS:

- 10 ECTS must be Trinity electives;
- 20 ECTS must be approved modules.

- The programme determines when over the four years this breadth should be enabled.
- All students must take 10 ECTS Trinity electives and 20 ECTS approved modules.
- Each programme must ensure that:
  - the agreed curriculum principles are aligned with the programme architecture;
  - the programme architecture enables the development of the graduate attributes;
    while meeting the requirements of the accrediting bodies.

5.3 Academic Levels, Subjects, Approved Modules, Trinity Electives
Breadth is provided by the student taking a second/third subject; or a combination of approved modules and Trinity electives.

5.3.1 Academic Levels
- A minimum number of credits in one subject must be achieved at academic levels 1/2 before a student may progress to the sophister years in the same subject.
- All Sophister exit options require students to complete a minimum number of modules at academic levels 3/4 before the award of a degree.

The working group tasked with pathways and progression will also include the academic levels within its remit. At programme level, modules will need to be mapped to the agreed framework.

### 5.3.2 Subject 2, Subject 3 (e.g., within a Single Subject pathway)
- Each programme of study agrees and provides a list of subjects which complement or relate to the core subject.
- Students choose their second (or third) subject from the agreed/approved list of complementary or related subjects.
- The programme releases sufficient credits from the core programme to enable a student to select a preferred pathway.
- Subject 2 (and Subject 3) is chosen by the student before progressing to the SF year.

### 5.3.3 Trinity Electives and Approved Modules

Trinity electives and approved modules, together with their aims, are described in Table 2 below.

**Table 2: Trinity Electives and Approved Modules**

<table>
<thead>
<tr>
<th>Trinity Electives</th>
<th>Approved Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-alone, institution-wide modules</td>
<td>New or existing modules, within defined groups (eg. AHSS, STEM, HS)</td>
</tr>
<tr>
<td>Available to students from all disciplines across the university</td>
<td>Modules in fields related or complementary to the student’s core subject area</td>
</tr>
<tr>
<td>Not available within a core programme of study</td>
<td>May be core modules for other subject/s, but are not in the student’s core subject/s</td>
</tr>
<tr>
<td>Student chooses which modules to take</td>
<td>Programme determines the range of approved modules from which students may choose</td>
</tr>
</tbody>
</table>

The following principles apply in relation to Trinity elective modules and approved modules:

- The programme releases sufficient credits from the core programme to enable students to select Trinity elective modules and approved modules;
- Student choice drives their selection of Trinity elective/s;
- The programme of study determines the range of approved modules, from which students may choose. Students then select their 20 ECTS approved modules from the defined list of modules;
- Places on Trinity electives and approved modules are subject to module size limits and timetable constraints.

6. Entry routes -> Exit routes

6.1 Entry route: Single subject

| JF year | 60 ECTS in one subject only (Subject 1) |
| SF year | 40 ECTS in Subject 1 and 20 ECTS in a second subject (Subject 2) OR 40 ECTS in Subject 1 and 20 ECTS in approved modules or Trinity elective modules OR 20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in a third subject (Subject 3) OR 20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in approved modules or Trinity elective modules. |

Sophister Years (Years 3 and 4)

Exit Route 1  Single Honors degree

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in Subject 2 (already taken) OR 90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in approved modules or Trinity elective modules AND 20 ECTS in the capstone project (in Subject 1)

Exit Route 4  Single Honors with a minor subject degree (award title to be confirmed)

60 ECTS in Subject 1 @ academic levels 3/4 and 40 ECTS in Subject 2 (of which 20 ECTS are at academic level 2 and 20 ECTS are at academic levels 3/4) AND 20 ECTS in the capstone project (in Subject 1)
6.2 Entry route: Professional (e.g., Computer Science, Engineering)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JF year</strong></td>
<td>60 ECTS in one subject only (Subject 1)</td>
</tr>
<tr>
<td><strong>SF year</strong></td>
<td>60 ECTS in one subject only (Subject 1)</td>
</tr>
</tbody>
</table>

**Sophister Years** (Years 3 and 4)

**Exit Route 2**  Single Honors (Professional) degree

70 ECTS in Subject 1 @ academic levels 3/4 and 30 ECTS in approved modules or Trinity elective modules* AND 20 ECTS in the capstone project

* NB. The programme determines when the student takes approved and Trinity elective modules, meaning that these may be taken in the Freshman and Sophister years.

6.3 Entry route: Two subjects

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JF year</strong></td>
<td>30 ECTS in Subject 1 and Subject 2</td>
</tr>
<tr>
<td><strong>SF year</strong></td>
<td>40 ECTS in Subject 1 and 20 ECTS in a second subject (Subject 2) OR 40 ECTS in Subject 1 and 20 ECTS in approved modules or Trinity elective modules OR 20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in a third subject (Subject 3) OR 20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in approved modules or Trinity elective modules.</td>
</tr>
</tbody>
</table>

**Sophister Years** (Years 3 and 4)

**Exit Route 1**  Single Honors degree

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in Subject 2 *(already taken)* OR 90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in approved modules or Trinity elective modules AND 20 ECTS in the capstone project (in Subject 1)

**Exit Route 3**  Major with a minor subject degree *(award title to be confirmed)*

70 ECTS in Subject 1 @ academic levels 3/4 and 30 ECTS in Subject 2 (of which 30 ECTS are at academic levels 3/4) AND 20 ECTS in the capstone project (in Subject 1)
Exit Route 4  Single Honors with a minor subject degree *(award title to be confirmed)*

60 ECTS in Subject 1 @ academic levels 3/4 and 40 ECTS in Subject 2 (of which 20 ECTS are at academic level 2 and 20 ECTS are at academic levels 3/4)

**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 5  Joint Honors degree

50 ECTS in Subject 1 @ academic levels 3/4 and 50 ECTS in Subject 2 @ academic levels 3/4

**AND**

20 ECTS in the capstone project in either subject.

---

**6.4 Entry route: Three subjects**

**JF year** 20 ECTS in each of three subjects

---

**SF year**

40 ECTS in Subject 1 and 20 ECTS in a second subject (Subject 2)

**OR**

40 ECTS in Subject 1 and 20 ECTS in approved modules or Trinity elective modules

**OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in a third subject (Subject 3)

**OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in approved modules or Trinity elective modules.

---

**Sophister Years** (Years 3 and 4)

Exit Route 1  Single Honors degree

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in Subject 2 *(already taken)*

**OR**

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in approved modules or Trinity elective modules

**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 3  Major with a minor subject degree *(award title to be confirmed)*

70 ECTS in Subject 1 @ academic levels 3/4 and 30 ECTS in Subject 2 (of which 30 ECTS are at academic levels 3/4)

**AND**

20 ECTS in the capstone project (in Subject 1)
Exit Route 4  
**Single Honors with a minor subject degree (award title to be confirmed)**

60 ECTS in Subject 1 @ academic levels 3/4 and 40 ECTS in Subject 2 (of which 20 ECTS are at academic level 2 and 20 ECTS are at academic levels 3/4)  
**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 5  
**Joint Honors degree**

50 ECTS in Subject 1 @ academic levels 3/4 and 50 ECTS in Subject 2 @ academic levels 3/4  
**AND**

20 ECTS in the capstone project in either subject

---

### 6.5 Entry route: Common entry (e.g., BESS, PPES)

**JF year**  
60 ECTS spread across three or more disciplines

**SF year**  
60 ECTS spread across three or more disciplines **OR**

40 ECTS in Subject 1 and 20 ECTS in a second subject (Subject 2) **OR**

40 ECTS in Subject 1 and 20 ECTS in approved modules or Trinity elective modules **OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in a third subject (Subject 3) **OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in approved modules or Trinity elective modules.

---

**Sophister Years** (Years 3 and 4)

Exit Route 1  
**Single Honors degree**

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in Subject 2 *(already taken)*  
**OR**

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in approved modules or Trinity elective modules  
**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 3  
**Major with a minor subject degree (award title to be confirmed)**

70 ECTS in Subject 1 @ academic levels 3/4 and 30 ECTS in Subject 2 (of which 30 ECTS are at academic levels 3/4)  
**AND**

20 ECTS in the capstone project (in Subject 1)
Exit Route 4  **Single Honors with a minor subject degree (award title to be confirmed)**

60 ECTS in Subject 1 @ academic levels 3/4 and 40 ECTS in Subject 2 (of which 20 ECTS are at academic level 2 and 20 ECTS are at academic levels 3/4)

**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 5  **Joint Honors degree**

50 ECTS in Subject 1 @ academic levels 3/4 and 50 ECTS in Subject 2 @ academic levels 3/4

**AND**

20 ECTS in the capstone project in either subject

---

### 6.6 Entry route:  Multi-discipline (e.g., European Studies)

**JF year**

60 ECTS spread across three or more disciplines

**SF year**

60 ECTS spread across three or more disciplines **OR**

40 ECTS in Subject 1 and 20 ECTS in a second subject (Subject 2) **OR**

40 ECTS in Subject 1 and 20 ECTS in approved modules or Trinity elective modules **OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in a third subject (Subject 3) **OR**

20 ECTS in Subject 1 and 20 ECTS in Subject 2 and 20 ECTS in approved modules or Trinity elective modules.

---

**Sophister Years** (Years 3 and 4)

Exit Route 1  **Single Honors degree**

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in Subject 2 *(already taken)*

**OR**

90 ECTS in Subject 1 @ academic levels 3/4 and 10 ECTS in approved modules or Trinity elective modules

**AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 3  **Major with a minor subject degree (award title to be confirmed)**

70 ECTS in Subject 1 @ academic levels 3/4 and 30 ECTS in Subject 2 (of which 30 ECTS are at academic levels 3/4) **AND**

20 ECTS in the capstone project (in Subject 1)
Exit Route 4  **Single Honors with a minor subject degree** *(award title to be confirmed)*

60 ECTS in Subject 1 @ academic levels 3/4 and 40 ECTS in Subject 2 (of which 20 ECTS are at academic level 2 and 20 ECTS are at academic levels 3/4) **AND**

20 ECTS in the capstone project (in Subject 1)

---

Exit Route 5  **Joint Honors degree**

50 ECTS in Subject 1 @ academic levels 3/4 and 50 ECTS in Subject 2 @ academic levels 3/4 **AND**

20 ECTS in the capstone project in either subject

---

Exit Route 6  **Multi-discipline degree**

120 ECTS in three or more disciplines @ academic levels 3/4, to include a capstone project at 20 ECTS.

---

7. **Programme Architecture – Science**

The Undergraduate Science Education Working Group (USEWG) which reports into Strand 2 – Curriculum Principles and Architecture through the Associate Dean for Undergraduate Science Programmes, was established to make recommendations on the future programme architecture of Trinity undergraduate degrees in the Sciences which should:

- provide disciplinary integrity and coherence for each programme type;
- provide flexibility in programme pathways;
- provide appropriate opportunities for learning beyond a given discipline, co-curricular learning, study abroad and internships;
- provide appropriate standardisation of progression regulations across programmes;
- enable/facilitate the achievement of curricular principles agreed via Council.

The proposals outlined below have been informed by, and reflect input from the following multiple sources over a period of six months:

- Multiple strands of the Trinity Education Project;
- The TR071 Undergraduate Science Review;
- Deliberations of the USEWG Committee;
- *Ad hoc* meetings with scientists from all science disciplines.
This proposed architecture is predicated on the following:

1. Introduction of 3 streams:
   - Chemistry and Physics
   - Life Sciences
   - Earth Sciences, Geography

2. Breadth in the core curriculum.

3. Each student to have the opportunity to take up to 50 ECTS in approved modules.

4. Each student must take 10 ECTS in Trinity elective modules.

8. Programme Architecture – Clinical Programmes

8.1 Clinical Programmes (eg. Medicine, Therapies)

Each programme must ensure:
- that the agreed curriculum principles are aligned with the programme architecture;
- that the programme architecture enables the delivery of the graduate attributes;
while meeting the requirements of the accrediting and statutory bodies.

Further work in relation to the development of interprofessional modules will take place in conjunction with the new appointment of Assistant Professor in Interprofessional Learning in the Faculty of Health Sciences. This appointment will support Schools across the Faculty with the academic development, expansion, co-ordination and implementation of interprofessional learning.
Appendix 6 – Strand Reports

Strand 4 Report: Internships and Study Abroad Report

Terms of Reference

Internships

11. To bring forward to the Steering Committee a draft policy, informed by the Curriculum Principles (Strand 2) and best international practice, which supports current activities and facilitates the development of experiential learning through internships.
12. This draft policy to articulate what constitutes a valid internship, how such internships should be defined, monitored and assessed as part of an undergraduate programme, the appropriate ECTS credit available for internships.
13. The draft policy to articulate the obligations of the university and the internship host in respect of the student.
14. To bring forward to the Steering Committee a draft implementation plan for the agreed policy.
15. Other issues the Chair considers relevant.

Study Abroad

16. To bring forward to the Steering Committee a draft policy, informed by the Curriculum Principles (Strand 2) and best international practice, which supports current activities and facilitates the development of study abroad as part of an undergraduate programme.
17. This draft policy to articulate what constitutes study abroad, for what period, in which year of undergraduate programmes, how study abroad should be monitored and assessed, the appropriate ECTS credit available for study abroad,
18. The draft policy to articulate the obligations of the university and the host university in respect of the student.
19. To bring forward to the Steering Committee a draft implementation plan for the agreed policy.
20. Other issues the Chair considers relevant.

Both

21. To contribute to the work of Strand 1 Stakeholder Management and Communication in ensuring the objectives of this Strand are communicated and understood.

MEMBERSHIP

1. Vice-President for Global Relations Chair
2. Trinity Teaching and Learning Ms Patricia Callaghan
3. Industry Engagement Liaison, TR&I Dr Chris Keely
4. Computer Science Prof Siobhán Clarke
5. Head of the Citi Service Centre (External) Ms Cecilia Ronan
6. Student’s Union, Ms Molly Kenny
The committee have met on four occasions to date and have had one forum for all staff (18th April 2016). Following this event the Student Union representative surveyed the student body on both issues.

It was noted that although Internships and Study abroad were viewed as separate that overlap(s) are possible. Study abroad and internships can be part of the same programme.

**RATIONALE**

“Geographical diversity in our student community is critical in developing an educational milieu which fosters cross-cultural understanding and prepares all students for a life of global citizenship” Trinity Strategy Plan 2014-19 (p.20)

“Our programmes combine disciplinary expertise with the acquisition of a broad range of critical skills, preparing our graduates to work adaptively in diverse settings” Trinity Strategy Plan 2014-19 (p.24)

Trinity’s Strategic Plan 2014-19 emphasises the importance of providing an education that strengthens the international experience and employability of our graduates. The significance of this is supported by the findings of the ERASMUS Impact Study, 2014⁴, which shows that 85% of Erasmus students go abroad in part to improve their chances of employment. The report identifies that students believe enhancing employability abroad is increasingly important and employers believe that transversal skills are the skills most improved during a period abroad. Transversal skills, evidence of knowledge in the graduate’s own field and relevant work experience rank highly in terms of what employers look for. Students who study abroad and/or gain work experience are in better position to find their first job and to enhance their career development. The 2016 Erasmus Impact Study – Regional Analysis⁵ reports that employment rates in the ten years post Erasmus are positively affected by mobility and five to ten years after graduation significantly more Erasmus alumni (64%) than non-mobile alumni (55%) hold a management position. Mobility also fosters an entrepreneurial spirit, and 38% of Erasmus alumni in Eastern Europe plan to create a start-up.

According to the European Funding Guide, November 2015⁶, there here has been a dramatic shift in recent years in the attitude of employers to international experience. Over 50% of employers surveyed as part of an ERASMUS study consider international experience an important factor in

---

⁶ [www.european-funding-guide.e](http://www.european-funding-guide.e)
choosing employees, and 30% consider it a basic requirement for the job and many consider international experience the norm and therefore a basic job requirement.

Study abroad and work experience develop many of the Trinity Graduate Attributes including resilience, independence, adaptability, and global awareness. An increasing number of students are guided on university choice by the opportunities for study abroad and internship opportunities. Employers are increasingly looking for graduates who can navigate a globalised marketplace, and the report 2020 Outlook: The future of Employer Branding\(^7\) shows that what is taking precedence in the way companies recruit is an increasing emphasis on the ‘cultural fit’ of new hires.

In a global survey\(^8\) by Universum of more than 2,000 CEOs and HR professionals on their view of the 2020 talent market, 58% of respondents listed “work experience” as the most important qualification for hires, followed by a student’s personality at 48%. Informal research by Grad Ireland has identified ‘relevant work experience or any other work experience’ as one of the most important attributes that employers look for in recent graduates, and this is supported by the findings of the IBEC National Survey of Employers’ View of Irish Higher Education Outcomes, 2012\(^9\). An internship or work placement also broadens the student experience and provides an environment where they can “fail safely”. Globally there is an increase in work placements as part of undergraduate degrees and a recent survey by the Trinity Students’ Union of the student body found that 77% of the 699 respondents expressed a high interest in an internship as part of their programme, while 115/699 (17%) reported having had completed an internship.

These and numerous other survey findings on graduate employment, suggest the growing importance of internships and international experience as part of the university curriculum.

As well as the benefits noted above for graduates, closer institutional and school-level engagement with national and international industry will raise Trinity’s profile and enhance opportunities to strengthen strategic partnerships and increase research opportunities, policy development and the potential for industry affiliate programmes.

In addition to the benefits to the student there are considerable benefits for Trinity of having student exchanges with Universities globally. Student exchanges are often the first step in identifying and developing other partnership opportunities including research collaborations, joint degree programmes. Increased internationalisation of a university can improve its reputation (often symbolised by rankings), visibility and competitiveness; improves competitiveness in the market for talented students and scholars; enhances employability and social engagement.

Definitions

(i) Internship

The terms internship and placement are used interchangeably and usually individual universities define their meaning in line with their own custom and practice. In Trinity, for example, ‘placements’ are used in the Health Sciences, Education and Social Work; Engineering and Computer

\(^7\) http://universumglobal.com/2020outlook/
\(^8\) http://universumglobal.com/articles/2015/03/view-2020-talent-market/
Science use the term internship and Law uses ‘Clinical Legal Education’, which is common in the legal profession.

A placement usually refers to an extended period of experience, which is integral to the degree programme. The duration is typically a number of months and is part of the academic year and may include summer months. Placements are normally associated with degrees that have a professional (vocational) element such as medicine, education, nursing, social work etc. They have defined learning outcomes, and generally have a specified credit value.

For the purposes of the Trinity Education Project, the following definition of Internship is proposed:

An Academic Internship is an approved and monitored work experience that meets specific learning goals consistent with the programme learning outcomes, is credit bearing and normally related to the student’s academic field of study. A learning statement is agreed between the academic supervisor, the site supervisor and the student. An academic internship duration and credit value is programme specific and agreed by the School involved.

(ii) Study Abroad

The Student mobility report to Council in March 2016 identified that currently 23% of the undergraduate students engage in study abroad activities during their studies. These include semester and year exchanges under Erasmus or through non-EU exchanges, research placements overseas, elective clinical placements overseas and more recently through summer schools with partner universities. Since 2011/12 there has been a considerable increase in the number of Study Abroad opportunities particularly with respect to non-EU exchanges.

For the purposes of the Trinity Education Project, the following definition of Study Abroad is proposed.

Study Abroad is defined as any of a number of educational activities in which students participate outside of Ireland as a recognised part of their degree programme. Such activities include inter alia lectures, research, internships, and service learning.

RECOMMENDATIONS

(i) Policy

It is recommended that:

- All undergraduate programmes make provision for study abroad opportunities as part of the core or elective curriculum
- All undergraduate programmes make provision for academic internship opportunities as part of the core or elective curriculum
- The credit-value of the study abroad and the internship modules is programme specific and the learning experience supports the programme learning outcomes
Specific institutional targets over a five year period to achieve programme compliance with the policy be agreed and academic and infrastructure supports put in place to enable success

Study abroad and internships foster the Trinity Graduate Attributes and students are supported in their articulation of the attributes specifically attained by participation in study abroad and/or internship module.

(ii) Academic and Infrastructure Supports

If the above draft policy recommendations are approved, it will be necessary to develop an academic and support infrastructure to facilitate successful implementation and growth. It is recognised that:

- Development of a cross function structure that deploys existing expertise and knowledge within Schools, Development and Alumni Office, Trinity Research and Innovation, Global Relations, Careers Advisory Service and Trinity Teaching and Learning to provide a platform to enable the implementation of a College policy on internships
- Global Relations will continue to develop college wide international exchanges and work with Schools to develop School level exchanges to enable a greater number of opportunities.
Appendix 1

Current Position: Internships & Study Abroad

A number of the Undergraduate programmes have work placements or internships as compulsory or optional and likewise with study abroad. Table 1 provides details of the compulsory internship and study abroad opportunities by programme. Table 2 provides details of the optional work placements and study abroad by programme.

Table 1: Undergraduate programmes with compulsory work placements and study abroad

<table>
<thead>
<tr>
<th>Programme</th>
<th>Work placement Compulsory</th>
<th>Study abroad Compulsory - year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies and French</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Business and German</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Business Studies and Polish</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Business Studies and Spanish</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Business Studies and Russian</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Computer Science and a Language</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>European Studies</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Law and French</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Law and German</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td></td>
<td>X JS</td>
</tr>
<tr>
<td>Clinical Speech and Language</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Social Studies (Social Work)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Deaf Studies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dental Science</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td>Work placement optional</td>
<td>Study abroad optional</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Ancient and Medieval History and Culture</td>
<td></td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>Classics</td>
<td></td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>History and Political Science</td>
<td></td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>Law</td>
<td>3 week legal placements SS</td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>Law and Business</td>
<td>3 week legal placements SS</td>
<td>Erasmus full or half year JS College wide exchanges</td>
</tr>
<tr>
<td>Programme</td>
<td>Duration/Details</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Law and Political Science</td>
<td>3 week legal placements SS, Erasmus full or half year JS, College wide exchanges</td>
<td></td>
</tr>
<tr>
<td>Drama and Theatre Studies</td>
<td>Exchanges with European and US universities. Full year JS</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>4-6 weeks end of JS, SS or 5th year</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>Erasmus exchanges Hilary term SF</td>
<td></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Erasmus exchanges Michelmas term SS</td>
<td></td>
</tr>
<tr>
<td>TSM</td>
<td>Erasmus and non-EU exchanges full or half year JS, College wide exchanges</td>
<td></td>
</tr>
<tr>
<td>Science TR071</td>
<td>Can avail of college wide exchanges when well matched</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opportunities for research projects in Universities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>overseas usually Michelmas of SS</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Internships 4th year, College wide exchanges</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Internships 4th year, UNITECH, INSA Lyon</td>
<td></td>
</tr>
</tbody>
</table>

It is estimated that there are currently 26 programmes that do not provide students with the opportunity to participate in internships/work placements. In terms of study abroad the estimated number of programmes with no opportunities is 21.

Existing TSM programmes can pose difficulties for study abroad as the student needs permission from both and timing may be very difficult to achieve, however, it is expected that this barrier will be removed with the introduction of the new curriculum architecture and principles.

There are an increasing number of opportunities for Trinity students to undertake part of their study overseas and the current data was presented in the Summary Report on Student Mobility to University Council in March 2016. Since 2011/12 the number of students involved in Erasmus exchanges has increased by 28% and the number going on non-EU exchanges has increased by
200%. In 2015/16 approximately 23% of Trinity undergraduate students eligible to take part in a mobility programme did so. The calculation is based on the main mobility programmes. In 2015/15 the number of UG students who were overseas for part of their programme was 730. The number of non-EU exchanges was 78 and the goal is for this to be 100 next academic year.

Expansion of mobility options will include further expansion of the college wide exchange programme, School level exchanges and consideration of other opportunities such as summer schools, work and research placements overseas.
Trinity College Dublin
Internship Scheme
Proposal

Version 2.0 submitted May 2015 by:
Molly Kenny (TCDSU Education Officer)

Version 1.0 submitted May 2012 by:
Rory Dunne (TCDSU President Elect)
Ryan Bartlett (TCDSU President)
Rachel Barry (TCDSU Education Officer)

Contents

Executive Summary ........................................................................................................ 75
Introduction .................................................................................................................. 76
What we want to offer students ................................................................................... 78
The structure of the scheme and the search for partners ........................................... 79
  1) Recruitment of partner institution/organisation/individual .................................. 79
  2) Promotion of the Scheme ..................................................................................... 82
  3) Selection Process Development ........................................................................... 83
  4) Programme Review/Renewal .............................................................................. 84
The role of TCD in the Scheme ................................................................................... 84
Benefit to and role of Employers ................................................................................ 86
What is the current internship market like? ................................................................. 87
Survey results of TCDSU Internship/Study Abroad Survey 2016 ............................... 88
Appendix 1: Example of internship scheme ................................................................. 93
Appendix 1: Internship scheme SCSS ........................................................................ 94
Executive Summary

At a time when Trinity College is embarking on an Education Renewal Project that aims to maintain Trinity’s status player on the international stage, TCDSU feels that there is a perfect opportunity to connect with alumni and supplement the teaching and learning experience. By using the flexibility afforded by its unique degree structure students can take advantages of learning opportunities outside the classroom, within the working world.

We therefore seek to offer an internship scheme, exclusive to Trinity students, which would provide students with the opportunity to learn invaluable skills outside the classroom environment, gain valuable work experience to maximise their employability after Trinity.

This objective is directly compatible with the Global Relations Strategy, which identifies “Establish a student-alumni mentoring programme, including an internship programme for students.”\textsuperscript{10} As well at the Trinity Education Project Graduate Attributes.

This proposal outlines the potential for Trinity to engage with its alumni, corporate partners and non – government organisations to achieve its ambition of producing graduates who have are not only highly knowledgeable in their fields but exceptionally well rounded and highly employable citizens who put Trinity on the map for decades to come.

\textsuperscript{10} https://www.tcd.ie/globalrelations/assets/pdf/Strategy_fullV7_web.pdf
Introduction

Many Graduate Attributes can be achieved through an internship, which can be seen here:

Would this be attractive to students?

In a research piece conducted by Grad Ireland employer’s consistently ranked ‘relevant work experience’ or ‘any other work experience’ highly across all sectors as the most important attribute they seek in recent graduates. The other attributes prized by employers were a good academic record and specialist subject knowledge, key parts of the Trinity learning experience that are already addressed directly in the educational objectives of Trinity moderatorships.

---

12 The University of Dublin Calendar 2011/12 Part 1, H1
16.5% of the students who took part in the survey, this is where they got the information about their internship:

This shows clear areas which Trinity would need to be working on are the Careers service, who currently get on average 500 companies promoting Internships to them. An opportunity for Schools and the Alumni service to run Networking events with Alumni and companies so that students can make contacts to contact within industry for internship advice.
What we want to offer students

We therefore seek to offer an internship scheme, exclusive to Trinity students, which would provide students with the opportunity to learn invaluable skills outside the classroom environment, gain valuable work experience to maximise their employability after Trinity. It may also provide an invaluable means of supplementing the core mission of college to provide generic and transferrable skills as well as subject specific knowledge, in line with national recommendations\textsuperscript{13}.

This would create a unique selling point for Trinity College when recruiting students, both nationally and internationally. It will increase the visibility of the campus worldwide and cement long term partnerships with alumni both international and domestic. Indeed, for those alumni with whom the College is looking to build its relationship, it offers the opportunity for a non-monetary contribution. Collaboration between the proposed scheme and the Alumni office could see this relationship grow and result in monetary contributions in years to come.

Such a programme would operate as an additional opportunity for students, rather than a replacement opportunity, to experience and learn from life outside the classroom as well as the more traditional methods of volunteering and travelling.

\textsuperscript{13} The National Strategy for Higher Education (Hunt Report), ‘From Transaction to Transition: Outcomes of the Conference on the Transition from Second to Third-Level Education in Ireland’
The structure of the scheme and the search for partners

A key element to the success of such a scheme would be the ability to find partners and a good structure. We address these elements below.

The internship scheme would be divided into distinct programmes based on area of study. For the purposes of this proposal, we have focused on three programmes but this of course has the potential to be expanded. Each programme would demand a different approach to the four stages of programme development:

1. Recruitment of partner institution/organisation/individual
2. Promotion of scheme
3. Selection process development
4. Programme review/renewal.

Every stream will operate at both domestic and international level. A domestic profile will encourage participation due to familiarity of students with the partner organisations and locations of placements, supplementing the clear advantages of the international aspect of the scheme as outlined in this document.

Each programme may be named after a notable Trinity alumnus, marrying the development of new and innovative schemes with the rich traditions of Trinity College.¹⁴

1) Recruitment of partner institution/organisation/individual

The following outlines examples of how the first stage of the programme would work in particular fields.

Programme One: Law, Business & Politics

¹⁴ See appendix 1
Law

- Allocation of Trinity-exclusive places on existing internship schemes in large commercial law firms, such a programme could be achieved through both Alumni and contacts within Human Resources departments.
- The Trinity College Law society has identified itself as a useful associate in the search for contacts within both domestic and international law firms. There is an existing practice of law firms offering internships as prizes for Moot Court Competitions\(^\text{15}\)
- The Law School has many links with commercial law firms, demonstrated by the appointment of the McCann FitzGerald Chair of Corporate Law.
- Additionally, the Law School advertises many opportunities in alternative legal areas, such as the Thomas Addis Elliot Fellowship, the Dave Ellis Internship, etc. Applications for these programmes are always oversubscribed.
- There are in place already Trinity exclusive arrangements – e.g. with the Department of Justice and Law Reform.

Business

- There is huge potential to allocate Trinity – exclusive places on existing schemes. The increase of positive exposure within college would incentivise participation.
- The application process for such schemes has the potential to be creative and innovative, and a great opportunity for students to apply their knowledge even if they are not successful. This is demonstrated by the *ad hoc* schemes such as the TATA Apprentice\(^\text{16}\), run by the Trinity Entrepreneurial Society or the ‘Trinternship’ program arranged by the Dublin University Business & Economics society.
- There is an obvious opportunity for TCD to formalise existing opportunities into an internship scheme, allowing TCD to advertise to incoming students all over the world the opportunities available in Trinity College Dublin.

\(^{15}\) The Holland & Knight All Ireland Moot Court Competition, ‘The Advocate’ (McCann FitzGerald)

**Politics**

- The unique position of having three College Senators in Seanad Éireann could present valuable opportunities for work placement. We have been informed by Senator Norris that such internship schemes are already in place within Leinster House. Another source however notes that these schemes are at risk. By officially designating a Trinity internship scheme, the College can take advantage of its close links with Leinster House.

- It is also evident that Trinity Alumni are in a position to help students in this regard. Former TCDSU President Senator Averil Power currently advertises two summer positions every year to History and Politics students. Whilst this is clearly a fantastic opportunity for students, it is also something that has the potential to be formalised as part of a Trinity Exclusive internship programme, and expanded upon with other alumni.

**Programme 2: Culture and Arts**

Internships in this area are far more difficult to precisely define, given the less certain nature of the sector. It is within this sector however that we propose to combine the scheme with the college’s existing commitment to civic engagement. Some of the main funders within this sector in recent years have been the One Foundation and Atlantic Philanthropies. However, as both foundations are withdrawing from their Irish operations, the sector is currently stretched. We believe that this presents the perfect opportunity for Trinity College Dublin to demonstrate its commitment to Irish life by creating Trinity – exclusive internships in these areas. This will also help students whose field of study does not traditionally lend itself to internship opportunities in the same way that could be said for business politics and law.

**Programme 3: Engineering and (Health) Sciences**

**Sciences**

- Trinity boasts some of the leading professionals in their fields, with connections both locally and further afield. On discussing the matter with Professors in the field of Biochemistry, named institutions included Duke University and Calgary University.
In the recent CALFS event, one of the most successful discussions was in the field of science, with Dr. Aoife McLysaght inspiring students to apply for summer lab placements. Many students are initially put off applying for these placements simply because they do not know how to apply for them – by creating a structured, Trinity specific programme, Trinity can take full advantage of these connections.

**Pharmaceutical Industry**

- Ireland is a world leader in the Pharmaceutical industry, with many links in and around college to leaders of big players in this world.

**Engineering**

- The Unitech programme\(^{17}\) is a prime example of how Trinity has the potential to work with corporate partners to provide valuable work experience to students. We believe that the success of this programme has the potential to be replicated across the college.

2) **Promotion of the Scheme**

The Careers Advisory Service (CAS), the Alumni Office and the Students’ Union have increased collaboration this year on various initiatives, and all parties have expressed an interest in working together on projects in the future. As well as promoting internships provided under the scheme, the VACWORK internship database would serve as a natural home for internships created under the scheme – we would however suggest that these internships be filed under a separate category as they would be unique to Trinity.

Once the college has identified a concrete home for the scheme, the Students’ Union can then implement its promotional work through the undergraduate students email, Facebook pages\footnote{Trinity College Students’ Union (6,970 likes), The University Times (4,584 likes), Trinity Ents (8,361 likes) – figures correct as of 25th May 2012}, the University Times\footnote{Print run of 3,000, generally read by 5,000 students, website receiving approx 140,000 page views per month (SU Council Minutes 21st February 2012)} website\footnote{http://www.tcdsu.org} and campus poster locations.

The scheme could also be a central component to recruitment drives for new undergraduate students upon realising its potential.

3) Selection Process Development

An efficient administrative process would be necessary for this stage in the programme. It would be envisaged that the selection process for each internship would need to be tailored to the demands of the partner organisation/institution/individual.\footnote{https://www.scss.tcd.ie/internships/}

We briefly alluded above to the potential for creativity and innovation in this process. Selection can take place in a variety of ways, from academic achievement (i.e. an internship going to the person with the highest grade in a particular module) to more creative means (i.e. as prizes for competitions such as Dragon’s Den, The Apprentice).

There is also an opportunity to link the scheme into the curriculum in providing a reward for more innovative methods of teaching and learning. An example could be the application of the scheme to an assessment process that takes place in the law school: second year law students, as 20% of their mark in Contract Law, are required to compete in pairs in a Moot Competition. Supported by a seminar series, this requires them to submit written work and present their work on a particular evening, which is judged by postgraduate students who give marks. It is easy to see that an additional incentive for students could be the prize of an internship, which
could also potentially provide a source of funding for this innovative type of assessment.

There is a clear opportunity for Trinity to be creative, and provide as much opportunity to learn for those applicants that are unsuccessful as to those who secure the internship opportunity.

**Example of current practice:**
From looking at the SCSS there is a very structured model of recruiting students, in which students submit an Internship Details form, meet companies at an event run with the DUCSS (Dublin University Computer Science Society) where employers are invited in to give talks to the students and a networking lunch, they apply then for specific positions in companies and the company then decides on the student.

**4) Programme Review/Renewal**

This last stage provides a chance for all parties to review the entire programme. The nature of innovation means that we don’t always get everything right the first time. It is important that this is not recognised as a failure on behalf of the college and its partners, but rather an opportunity to reshape the scheme and keep it fresh. The renewal aspect would be considered vital in the continued success of any internship proposal, and in the ability of Trinity to market the benefits of the scheme.

This aspect of the programme would require administrative support.

**The role of TCD in the Scheme**

The nature of the scheme proposed would mean that it would be offered the greatest chance of success if Trinity College Dublin committed to its delivery on the basis of a streamlined scheme bearing the name of the College. When sourcing potential partners, it is vital that the approach comes from the College, as the College needs to be able to stand over the Scheme.
We envisage that the scheme will require some administrative support, particularly at the selection process and the renewal stage. The Trinity Foundation may be approached about supporting an administrative role financially to deliver this new support to students. TCDSU could facilitate the recruitment and oversight of student in this role, ensuring that at a low cost it delivers results that will have a direct positive impact for students and can become a flagship programme demonstrating the work of the foundation.

We also envisage that the Alumni Office and the Careers Advisory Service can play a crucial role in contacting alumni and key organisations who are willing to engage with current students.

Seen in Appendix 2 is the role of the Academic Supervisor which is currently being using in SCSS, which runs a very successful internship module at the moment, here it can be clearly seen for both the student and staff their rights and responsibilities in the internship programme.
Benefit to and role of Employers

From the Grad Ireland Graduate Salary and Recruitment threads it is clear that the value an internship and/or study abroad gives students competences that they believe to be the top reason to recruit them, therefore we are providing industry with future employees which already have the skills which they see as valuable.

<table>
<thead>
<tr>
<th>Methods by which graduates can improve their soft skills</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing an internship or industrial placement</td>
<td>0.0%</td>
<td>2.2%</td>
<td>3.3%</td>
<td>18.9%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Gaining international experience (study or working abroad)</td>
<td>0.0%</td>
<td>2.2%</td>
<td>15.7%</td>
<td>39.3%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Taking on a leadership position in a student society</td>
<td>0.0%</td>
<td>2.2%</td>
<td>18.9%</td>
<td>46.7%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Competing in student competitions e.g. National Student Challenge, Leaders of tomorrow etc.</td>
<td>3.4%</td>
<td>5.7%</td>
<td>21.8%</td>
<td>43.7%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Carrying out team-based exercises at university</td>
<td>0.0%</td>
<td>1.1%</td>
<td>16.7%</td>
<td>60.0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Undertaking skills workshops run by the careers service</td>
<td>2.3%</td>
<td>10.2%</td>
<td>21.6%</td>
<td>48.9%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Taking part in team-based sports at university</td>
<td>0.0%</td>
<td>3.4%</td>
<td>19.1%</td>
<td>60.7%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Respondents were asked to rate effectiveness on a 5 point scale from not effective (-2) to very effective (+2).

The Host Organisation’s Role (SCSS example)

1. Plan and schedule the overall internship to ensure that it provides maximum opportunity for students to achieve their learning outcomes.
2. Pay students an appropriate stipend for the period of the internship. The level of the stipend is at the discretion of the organisation – guideline figures are available on request.
3. Provide students with real practical experience of system level design.
4. Provide students with an opportunity to demonstrate ability to solve a challenging technical problem.
5. Mentor and guide students on a continuous basis during the internship.
6. Provide feedback on the intern’s performance, presentations and reports (or equivalent).
7. Help coordinate visits by our staff, which is generally comprise of an initial meeting and two subsequent visits.

What is the current internship market like?

Internships continue to gain in popularity and value 85.7% of employers now offer internship programmes and 93.5% of these programmes are paid – with pay averaging between €1,400 and €1,599 per month.

At the moment Trinity has no specific places for TCD students in any undergraduate internships, which is both not good for students or the companies who in most cases would like to pay to run recruitment drives in TCD and specific advertising on websites as can be seen by the amount of employers seeking to do this via the Students’ Union, through societies, who could still organise these drives for the approved internships.

Handbook provided by SCSS when recruiting companies for their programme outlines the specific benefits of a SCSS student, this could be tailored by School and the Alumni and Development Centre in order to run recruitment drives as well as the Careers service playing a vital role in both the development of the student in preparation and the linking in with employers.
Survey results of TCDSU Internship/Study Abroad Survey 2016

699 students took part in this survey

Count of Which Faculty to you study in?

- Engineering, Maths & Sciences: 43.3%
- Arts, Humanities and Social Sciences: 44.3%
- Health Sciences: 12.3%

What year of study are you currently in? (699 responses)

- 1st year (Junior Freshman): 35.5%
- 2nd year (Senior Freshman): 28%
- 3rd year (Junior Sophister): 11.7%
- 4th year (Senior Sophister): 23.9%
- 5th year: 1.7%
Due to Health Science having built in placement I don’t think this survey appealed much to them, of those that did answer these are the courses they come from:

<table>
<thead>
<tr>
<th>Year</th>
<th>EMS</th>
<th>AHSS</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF</td>
<td>110</td>
<td>105</td>
<td>33</td>
</tr>
<tr>
<td>SF</td>
<td>84</td>
<td>85</td>
<td>27</td>
</tr>
<tr>
<td>JS</td>
<td>80</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>SS</td>
<td>24</td>
<td>47</td>
<td>11</td>
</tr>
<tr>
<td>5th</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>301</td>
<td>307</td>
<td>86</td>
</tr>
</tbody>
</table>

**Where the HS Participants from?**

![Bar chart showing distribution of participants across different fields]
Internship

What year of study would you like to complete a possible internship?
(699 responses)

How interested would you be in an INTERNSHIP through a program provided by your school?
(699 responses)
Do you believe that such a program should be recognised/accredited? (699 responses)

- Yes: 82.4%
- No: 11%
- Don't know: 6%

Which is your preferred length for an internship? (699 responses)

- 3 months: 51.1%
- 6 months: 31.8%
- 9 months: 8.2%
- Just a couple of weeks: 3.5%
- Other: 3.7%

Have you done an internship during your time in college? (699 responses)

- Yes: 83.7%
- No: 16.3%
115 students who took part in the survey had completed an internship

If you answered Yes to the Question above- How do you rate your experience of the internship?
(41 responses)

Having completed Internships, likelihood of recommending [1-5]

- 3: 9%
- 4: 8%
- 5: 83%
## Appendix 1: Example of internship scheme

### Law, Business and Politics
- Mary Robinson Internship Programme

### Culture and the Arts
- Samuel L. Beckett Internship Programme
- The National Art Gallery
- Gaiety Theatre
- NGOs

### Engineering and (Health) Sciences
- William Hamilton Internship Programme
- Pfizer, Eli Lilly
- Arup

### Domestic (examples):
- KPMG, Deloitte
- Arthur Cox, MOPS
- Accenture

### International (examples):
- MAPLES
- Washington Ireland
- Amnesty International
- European Union
- UNESCO
- University Placements
- Bristol-Meyers Squibb
- Microsoft
Appendix 1: Internship scheme SCSS

Internship Academic Supervision

Quick Guide

Internships are administered through the Internship Coordinator based in the SCSS Teaching Unit. Students benefit from collaboration between the Internship coordinator, the Course Director and Academic Supervisors in preparing, coordinating and supervising students completing an internship.

Currently, both the Integrated Computer Science Programme and the D / CD streams of the Bachelor of Engineering have an integrated internship option.

Students in their fourth year of study are eligible for placement as long as they gain at least fifty percent in their Junior Sophister exams and are committed to taking the Masters track.

The internships commence in mid-January and finish in early August. Some placements are shorter, but should be at least five months within this period.

Students are responsible for securing their own placement. Available jobs are advertised to them on the SCSS Internships website.

https://www.scss.tcd.ie/internships/

Internship Supervision – Requirements

As an internship supervisor you should;

1. **Complete three company visits** with the student and his/her employer. These should be dispersed throughout the internship period.

2. **Offer advice on Internship course work.** It’s good to encourage students to keep their reflective diary ongoing rather than writing the whole thing at the submission deadline.

3. **Attend the Internship Poster Presentation** in April.

4. **Supervise and mark the Internship Technical Report** submitted towards the end of the internship.

5. **Attend the Internship Presentation** in the host company. This usually constitutes the third company visit.

6. **Second-read an additional Internship Technical Report.** Usually the second-readers for the technical reports are chosen from the internship supervision pool.
7. Grade / evaluate the overall internship. Marking forms for the internship and technical report will be provided in August. The grades are returned to the internship coordinator prior to the exam board meeting in September.

Important Dates and Deadlines (2016)

- **Friday 12th February** – Deadline for submission of Internship Goals. (or for later placements, two weeks after the start of the position). (The document should be handed in at SCSS reception as well as being emailed to the academic supervisor and internship coordinator)
- **Early April** - Submission date for Internship Poster. (Emailed to supervisor and internship coordinator)
- **Mid April** – Internship Poster Presentation Event.
- **Friday 29th April** – Submission of Reflective Diary (electronically only) for mid-point assessment.
- **Monday 8th August** – Deadline for submission of Technical Report and final version of Reflective Diary (Computer Science Reception and online at link provided).
- **Friday 27th August** – Deadline for submission of internship marks to the Internship Coordinator.
- **Monday 12th September** – Internship mark meeting (MCS / MAI)
- **Tuesday 13th September** – Preliminary exam board meeting. (MCS only)
- **Wednesday 14th September** – Formal exam board meeting. (MCS only)
- **Thursday 15th September** – Publication of results. (MCS only)
Study Abroad
Count of What year of study do you think should be a study abroad?

- 3rd year (Junior Sophister): 73.4%
- 2nd year (Senior Freshman): 20.8%
- 4th year (Senior Sophister): 5%
- 1st year (Junior Freshman): 0%

How interested would you be in STUDYING ABROAD (699 responses)

- 1: 20 (2.9%)
- 2: 28 (4%)
- 3: 63 (9%)
- 4: 140 (20%)
- 5: 419 (60.5%)

Would you rather go for one semester or the full year? (699 responses)

- One semester: 49.6%
- Full Year: 45.8%
- Other: 4.6%
Comments on the One Semester or Full Year

One Semester

In order to get the benefit of the needed modules in the law school it may be better to only go for one semester.

Compulsory to do a full year in our course but it is very long and possible to get a year’s credits in one semester. Second semester is just an internship and a lot of waiting around for year to be over.

there is the opportunity to study abroad but I wish there were designated internship/placement opportunities

Necessary for my course to study entire year abroad but I would rather 1 semester. I think 1 semester allows for full trinity experience and would allow you to implement things you learned abroad immediately

It would be particularly helpful for students of Modern Irish if we were given the option to study abroad for one semester, it would be a good compromise in my opinion.

I am an English and French student, and the French department allows you to go on an Erasmus for the full year in second year or for one semester in third year. I did an Erasmus exchange during MT this year, my third year. I was a lot more confident going over as a third year and wouldn't have been ready as a second year but I do think it would have been more beneficial to do it for a full year. However, the grades you get on an Erasmus in third year count for your degree, which added a lot of pressure to the experience as the grading system seemed to be quite harsh in Paris. I don't know how this would be best rectified, but I definitely wouldn't have gone for the full year in third year out of concern for my grades, even though it would have been such a good experience. Maybe a summer internship in conjunction with an Erasmus exchange would help students practice the language in a work environment while not having to worry about grades.

Full Year
I am currently abroad and it is the best thing I've ever done, would recommend it to anyone and feel everyone should have an opportunity to go.

It makes administration/overall enjoyment and settling into the year so much more difficult if you only go away for one semester (from my experience).

I think it would be great if Trinity offered more non western places for study abroad, especially Africa and south america, seeing as there are none right now. A shame to see this much opportunity unused.

A semester is a waste of time - you get a superficial experience without an entire year.

It really upsets me that I can't find a college that we are partnered with because I am very passionate about travelling and experiencing other cultures. The sole reason of me doing this course was because I want a career that will enable me to travel and I feel part of my education should include travel. It's difficult to coordinate study abroad for TSM students due to the different schools involved and approved universities.

The problem is, if you go abroad in third year, the mark you get abroad at that university counts towards 50% of your college degree. Not one person in German was willing to take that risk, as a result nobody went on Erasmus abroad

I am on study abroad now, I'm in third year and I'm away for the full year and I love it (hence the 5/5 indication of my interest) - however I know before I went abroad I think I would have said I'd rather go for one semester, it is only since I've come that I've changed my mind and think one year is better.

My year abroad was incredible and it should be an option offered to all students

The fact that a language student is unable to spend at least a semester in both countries or a year in one because of difficulties between the departments and Mode 1 exam constraints is absolutely deplorable. I would have reconsidered my choice of Trinity had I known how frustratingly complicated the Erasmus programme would turn out to be.

For TSM French, you are only eligible to go for a full year in second year which I believe is far too early in terms of learning development, and also the department don't advertise it that well, so the deadline would be very easily missed by a first year not knowing the system it is compulsory for us to go

Completed a study abroad program in 2nd year and would definitely recommend it due to the difficulty faced in a foreign country. Better to do it in 2nd year rather than 3rd year because you just have to pass the year and achieving higher grades can be a lot more difficult in foreign countries so it could impact your entire grade if completed in 3rd year (depending on whether it's counted).

I am currently on study abroad in st.andrews and it was the best decision I have ever made. My one concern is the appalling trinity admin which complicates all tasks relating to admin and the possible difficulty of getting involved in societies next year as committees have already been chosen.

Study abroad system seems unfair because they go by your 1st year grades to apply and no one in my course was told this. I was 2% of a 2.1 and was not allowed to apply for Study Abroad regardless of how I was doing in my 2nd Year modules.

Trinity's Erasmus programme in TSM is appalling
As I study a language, I need to go to Germany for at least 3 months to complete my course. Otherwise I am not allowed to graduate. Because I study 2 subjects, both need to agree on me going away. The Drama Department didn't recognise any exams in Germany, so I had to take a year off-books (and thus do 5 years of college). I find this a bit silly and it needs to be changed. This is the case with a lot of TSM courses - especially those with a language.
I did an Erasmus semester in France in JS for the first term and I enjoyed it but the problem with doing it in JS year is that you have the added pressure of having your grades count towards your degree that year. I think what would be better is like what they have in UCD and other colleges i.e. the option to take a year out and do Erasmus without it counting (or at least not by much) towards your final marks.

Many do Erasmus in SF year but they struggle when going to a foreign country and doing everything in a foreign language as they've only had one year of said language so far.

**Comments for those who studies abroad; on what they learned:**

- Independent team work adapting different situations and skills
- Adaptability, self-motivation, curiosity
- ability to adapt to a different culture  
  I took classes that were not available in Trinity
- Social skills, working with different cultures
- Language learning, living in a different culture.
- Language, presentations
- Analytics
- Interpersonal skills, language, world experience, confidence
- Inter cultural skills in particular. Also the ability to adapt to new academic environments
- Living independently
- Language; Communication; More varied curriculum
- Different perspective on my studies; interpersonal skills; international outlook; presentation skills; improve the skills we already develop in TCD in a different environment - research, analytical, organisational etc.
- More applicable and relevant course content whilst studying abroad and learned different academic skills due to different way of teaching
- As I am only doing 4/5 years of my course I didn't have the choice to study abroad which I find unfair.
- Communication skills and independence
- Appreciating cultural differences, networking
- Independence
- Awfully worded question, also disregard my answers below as I have not studied abroad and the questions should not be mandatory
- Intercultural communications
- Living independently and having to research more efficiently
- I was fully trained in specific lab techniques and equipment which are not available in the research labs in Trinity. I also participated in a symposium where I had to present my summer research.
- Facing new challenges
- Life skills
- Foreign language, experience of a new culture.
- So many. A lot of life experience, putting theory into practice, actually feeling like my study is worth something, learning a deeper understanding of the language, different perspectives, different people and ideas, different world views, the ability to recognise pros/cons in different things.
Appendix 6 – Strand Reports

Strand 5 Report: Technology Enhanced Learning

Introduction

Technology enhanced learning (TEL) provides new and evolving opportunities for increased engagement, performance, and enhanced assessment strategies to positively impact the student learning experience. However in order to realize these opportunities Trinity needs to enhance the student experience through the innovative use of learning technology, enabling the cultural change within the academic community to embrace the learning technology, and ensuring the alignment of College structures and policies to support this change.
The recommendations of the Strand 5 working group reflect these elements within three broad categories; cultural change in academic practice through a competency based approach, the student learning experience, and organizational change.

The renewed Trinity education should have a reputation for innovation in its teaching and learning experience based on the appropriate use of digital technologies and evidence led best practice. Technologies, present and future, are tools that can enhance teaching and learning. They cannot, however, implement innovation in teaching. Technology enhanced learning is both an enabler and a driver for this renewal. The Strand aims to support the development and adoption of technology-enhanced learning to enhance the student experience and the development of the graduate attributes. Moreover it aims to enable academics to lead this renewal. The Strand initiative will support the goals and objectives of the Learning Spaces, Assessment, and Curriculum Principles and Architecture strands of the Trinity Education Project.

A culture of technology enhanced learning as the institutional norm is necessary, and prioritizing this change is a key piece in the renewal and enhancement of the Trinity education. This change needs to emerge from both students and academics, whilst been underpinned by best practice and pedagogical impact.

The key outcomes of this Strand will be an enhanced student learning experience through innovation and best practice, led by the academic community, and a holistic set of structures and policies to enable the renewal of the Trinity education. The competency based approach will generate a flexible and dynamic competency framework for technology enhanced learning that is distinctive to Trinity College and represents both best practice and the expertise and commitment of the academic staff.

Glossary

- Technology enhanced learning: Any online facility or system that directly supports learning and teaching. This may include a formal VLE, an institutional intranet that has a learning and teaching component, a system that has been developed in house or a particular suite of specific individual tools\(^ {23}\) i.e. classroom technologies such as lecture capture.

- Blended or flexible learning: Between 30 and 80 percent of the course content delivered online.\(^ {24}\)
- Online learning: At least 80 percent of the course content is delivered online.\(^ {25}\)

Key recommendations

- Enable cultural change and academic development in TEL through a competence based approach
  - Adopt a competency based approach to support academic development in technology enhanced learning
  - Identify a core competency set for TEL in collaboration with academic staff

\(^{23}\) http://www.ucisa.ac.uk/~/media/groups/dsdg/TEL%20Survey%202014_29Sep2014.ashx
\(^{24}\) http://www.onlinelearningsurvey.com/reports/ChangingCourse.pdf
\(^{25}\) http://www.onlinelearningsurvey.com/reports/ChangingCourse.pdf
o Establish a project working with Schools to co-identify core TEL competencies within their discipline recognizing the diversity of teaching practice within the academic community and between disciplines
  o Align staff support and training with the competency sets
  o Evaluate the impact of a competency based approach within each School
  
  • Enhance the student learning experience through appropriate technology
    o Evaluate the existing learning technologies available and competencies required
    o Investigate and evaluate a range of appropriate learning technologies to address key learning challenges within Trinity
    o Utilize technology enhanced learning as an enabler for other strands within the Trinity Education Project, in particular Learning Spaces and Assessment
    o Expand student support structures for technology enhanced learning
  
  • Organizational change
    o Implement, enhance and evaluate College policies towards technology enhanced learning (in areas such as use of the virtual learning environment and blended learning)
    o Ensure the development of individual TEL competencies and innovations are recognized within the current promotion process
    o Improve the provision and support for staff training and use of technology enhanced learning
    o Create a clear structure for TEL activities with strong academic leadership
    o Ensure the activities are research led and informed and evaluated to ensure optimal impact
    o Enable engagement and commitment from College services

Rationale for change

The potential of technology enhanced learning has been well documented, however within many higher level institutions it has not fulfilled its promise to transform learning and teaching practice26. Tools such as VLE’s, semi-automated assessment technologies, collaboration tools, etc. are integr
to higher level institutions but are sometimes not used to their full potential27. Digital learning can provide students with a rich, seamless learning experience from before application to beyond graduation by providing systems which are personalized, easy to use and feature rich and all accessible via mobile technologies.

The shift within student, societal, policy, economic and technological landscapes is driving the need for change within technology enhanced learning. Institutional drivers such as financial situation, ranking position shifts, teaching reputation, improving academic administration processes, and an increased focus on teaching quality are driving this rationale for change. Student drivers such as changing student characteristics, feedback, demand for flexible learning opportunities, increased access to course materials, and increasing expectations of technology enhanced learning are all significant considerations.

27 https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/11037
As part of the HEA Mission-based Performance Compact\textsuperscript{28}, Trinity has committed technology enhanced learning as an indicator of success against which institutional performance is measured, and funding allocated.

Thus, the key reasons for change are to:

- Enhance the quality of learning and teaching\textsuperscript{29}
- Meet the increasing student expectations
- Improve access to learning for students off campus
- Meet or exceed the quality demands of a top University
- Improve administrative processes through clearer provision of student information and additional support for academics.
- Improve availability of TEL support staff
- Improve availability and access to tools and content

Key learning technology trends which Higher Education is adopting to meet some of these include:

- Adoption of mobile technologies and “bring your own device” (BYOD)\textsuperscript{30}313233.
- Integrate blended learning within degree programs and curricula
- Inform learning and curriculum management through analytics\textsuperscript{3435}
- Support flexible access to digital learning resources\textsuperscript{36}

Where do we want to go (Objectives)

The key objectives of the transformation to greater technology enhanced learning in Trinity are:

Create Cultural Change

- Create a culture of technology enhanced learning college-wide as evidenced by:
  - The pervasive and coherent use of learning technologies embedded within the curriculum and academic practice.
  - Broad adoption of a range of other technologies such as lecture capture and collaboration tools.

\textsuperscript{28}http://www.hea.ie/sites/default/files/tcd_1_final_mission_based_performance_compact_2014_2016_revised_4_6_14_with_crest.pdf
\textsuperscript{29}http://www.ucisa.ac.uk/~/media/groups/dsdg/TEL%20Survey%202014_29Sep2014.ashx
\textsuperscript{30}http://unesdoc.unesco.org/images/0021/002196/219637E.pdf
\textsuperscript{31}https://www.ucisa.ac.uk/~/media/Files/publications/case_studies/ASG_Effective_Use_Mobile%20Learning
\textsuperscript{32}http://repository.alt.ac.uk/2231/1/ALT-C_2012_abstracts_1.1.pdf
\textsuperscript{33}https://library.educause.edu/resources/2015/8/2015-student-and-faculty-technology-research-studies
\textsuperscript{34}http://learninganalytics.net/LearningAnalyticsDefinitionsProcessesPotential.pdf
\textsuperscript{35}https://tekri.athabascau.ca/analytics/
• Support the staff in the development of their own digital education practice and competencies through structured engagement strategies including increased communication and training activities with TEL staff.

Enhance the Student Experience

• Enhance the student experience through the innovative use of new digital and technology enhanced pedagogies and strategies across College. This includes blended learning, flipped classroom, mobile and BYOD learning, learning analytics, flexibility of access and a distributed organizational model.
• Provide students with a more personalised and engaging educational experience that is more aligned to their current and future needs.

Enable Organizational Change

• Devise appropriate policies and structures aligned to Trinity’s aim to support the renewal of the Trinity education

Align with Other Strands

• Align technology enhanced learning with the other key strands of the Trinity Education Project; learning spaces, curriculum and assessment.

Recommendations

Enable culture change and academic development in TEL through a competency based approach

• Adopt a competency based approach to support academic development in technology enhanced learning
• Identify a core competency set for TEL in collaboration with academic staff
• Establish a project working with Schools to co-identify core TEL competencies within their discipline recognizing the diversity of teaching practice within the academic community and between disciplines
• Align staff support and training with the competency sets
• Evaluate the impact of a competency based approach within each School

Competency based professional development seeks to embed the abilities and behaviours required to use technology enhanced learning in a meaningful manner to enhance the student learning experience. The competency based approach focuses on the ability to integrate the technology into the teaching and learning process rather than the technical skill in using a technology tool.

A key element of the Trinity competency based approach will be the collaborative identification of relevant core TEL competencies appropriate across the Trinity teaching disciplines. This allows competencies to be developed that are appropriate to the discipline, the context (large or small class, differing levels with a single class and so forth), and the individual academic’s existing teaching practice, experience and expertise.
The competencies will typically involve core competencies applicable across many teaching programmes, discipline specific competencies which are tailored to particular disciplinary domains, and competencies specific to particular teaching contexts as shown in the diagram below.

```
Discipline Specific Competencies
• Linked to programme outcomes

Core TEL Competencies
• Common to many modules

Context Specific Competencies
• Such as large/small class
```

The collaborative identification of both the core and the specific competencies leverages the existing knowledge and expertise of the academic’s own practice as well as highlighting areas of innovation and potential for enhancing the student learning experience. This approach allows academics to identify areas that they themselves require competency improvement in. The competencies therefore provide guidance to the areas that training, support and resources are required in. Furthermore such a competency set is dynamic and be extended as new technologies and strategies emerge.

Once the competencies have been identified, they provide to the individual and the discipline a range of benefits and functions specific to their requirements and vision:

- Establishing a vision of innovation of TEL practice
- Establishing a roadmap of professional development activities
- Identification or benchmarking of current practice
- Identification of training and support and resource needs
- A tool for the evaluation of impact of professional development activities

Taken together, these benefits form a framework for the cultural change and evidence-based renewal of the TEL teaching practice.

Examples of core and contextual competencies are provided in the Appendix.
Enhance the student learning experience through appropriate technology

- Evaluate the existing learning technologies available and competencies required

An evaluation of the existing technologies and a mapping to the competencies is required to identify the skills necessary for successful usage of the technology for student learning. These technologies include such technologies as the institutional VLE, web conferencing software and lecture capture facilities. Evaluations of the usage and impact on learning of these technologies are required along with adoption strategies if appropriate.

- Investigate and evaluate a range appropriate learning technologies to address key learning challenges within Trinity

Through the competency based approach we will identify a set of key student learning challenges and investigate emerging technology based solutions capable of addressing them.

- Utilise technology enhanced learning as an enabler for other strands within the Trinity Education Project, in particular Learning Spaces and Assessment
- Expand student support structures for technology enhanced learning

Organisational change

- Implement, enhance and evaluate College policies towards technology enhanced learning (in areas such as use of the virtual learning environment and blended learning)

Policies that outline the principles relating to TEL in the University are required in relation to various areas including expectations regarding the use of the virtual learning environment and providing expectations that support the student experience in new paradigms of technology supported learning such as the flipped classroom and blended learning.

- Ensure the development of individual TEL competencies and innovations are recognized within the current promotion process

The competency based approach gives the opportunity for academic staff to provide evidence of engagement and commitment to enhancing the student learning experience.

The ability to present evidence of competency development by academic staff within the promotion process increases intrinsic motivation.

- Improve staff support, training and motivation for technology enhanced learning

A competency based approach will require changes to the way that staff support and training is delivered. The self-selection of competency development enabled by this approach may require the development of more online resources to support the varied development needs of the academic community. The expansion of current recognition systems (such as the Provost Teaching Awards) should be expanded to increase motivation.
• Create clear organisational structures at College and School level to support TEL activities with strong academic leadership

The range of activities presented in this report (including collaborative competency development, technology reviews and policy creation) require a clear structure and focus for the project’s aims to be realised.

• Ensure the activities are research led and evaluated to ensure optimal impact

Technology enhanced learning and technology development in general is a fast paced and rapidly evolving area. There is a strong requirement for the all those involved in these initiatives to be current with the research in the area in addition to being able to conduct impact evaluations to the highest standard. This evidence-based approach is a necessity to inform technology selection and implementation and to measure the impact on learning.

• Enable engagement and commitment from College services

The engagement with College services across a range of areas is required to underpin many of the activities outlined in this report.

**Enablers**

• Professional development and support for staff
• Motivation for academics including promotion opportunities
• Increased engagement and awareness with staff
• Enhanced collaboration between students and staff. Student engagement is important in the change management process.
• Recognition that students use teaching and learning it their own way and that technologies must support the mission and infrastructure needs to keep up.

**Key Challenges**

There are a number of key challenges to technology enhanced learning within Trinity. These include:

• Lack of institutional and departmental culture of technology enhanced learning
• Lack of clarity for recognition of TEL innovation within the promotion process

• Lack of policies to for both the operation and uptake policies of TEL
• Uneven academic staff experience with of TEL opportunities across the disciplines
• Perceived lack of time for academic implementation of technology enhanced learning
• Academic concerns around the use of technology in learning
• Financial constraints
• Resourcing appropriate supporting academic administrative services
• Lack of coordination and cooperation across Trinity’s organization

• Uneven uptake of learning technology across College (e.g. low uptake of VLE, high dependency still on paper, lack of staff digital skills competencies)
• Supporting the diversity of learning approaches across College

Key Risks

• Reputational damage due to perceptions of reduction of quality
• High quality students and staff will not be attracted to Trinity
• Lack of clear responsibility for learning technology adoption, promotion and operation within College
• Staff will not be supported or educated in technology enhanced learning causing an uneven uptake, understanding and innovative processes within departments

Next Steps

• Scope, develop and implement competency based approach and resulting framework
• Review current technologies available within College and the competencies required to utilize them
• Identify the key student learning challenges
• Assess Policy and structural requirements
• Review training and support for students and academics in the light of a competency analysis
• Develop an engagement strategy with academics for input and awareness raising

Appendix

Core TEL competencies could include such skills as
• Basic instructional design – this would allow academics to structure their learning materials and content in a virtual learning environment in a manner that maximises the impact on the student learning experience

• Technology enhanced assessment – these competencies would allow the academics to most effectively utilise learning technologies such as online multiple choice quizzes, technology support peer assessment

• Online communication and computer supported collaborative learning (CSCL) – a deep understanding of the role and functions of these communication technologies in learning would allow for more interaction between the academic and the students and between the students themselves and aligns with many of the characteristics of the student body

Discipline and context specific competencies allow the academics to identify specific TEL requirements within their teaching context or discipline. Examples of these areas could include:

• Flipped classroom – A course or discipline with large classes may wish to develop competencies in the flipping the class to increase the engagement within the face-to-face sessions

• Class feedback systems – Another useful TEL competency in large class teaching is the use of in-class feedback systems (such as Clicker technologies or online real-time voting systems) which allow the lecturer to identify comprehension levels, misconceptions and student understanding.
Appendix 6 – Strand Reports

Strand 6 Report: Learning Spaces

INTRODUCTION

Higher education is being transformed by innovations in technology and novel forms of pedagogy. Such transformation is changing the methods and means of teaching and learning and is challenging conventional notions of *place* within the campus setting. This educational revolution is firmly underway in Trinity through the catalyst of the Trinity Education Project (TEP). The refreshed curriculum will offer new opportunities for creativity, teamwork, novel forms of assessment and uses of technology, so Trinity must address the challenge of providing optimal learning spaces to underpin these innovative education initiatives.

The Learning Spaces strand of the TEP considered existing teaching spaces and international best practice for the provision of learning spaces. The Terms of Reference for Strand 6 were:

1. To make recommendations to the Steering Committee on learning and teaching spaces, informed by international best practice, which
   - enable delivery of the graduate attributes
   - enable small-group teaching, collaborative working and experiential learning
   - enable innovative teaching and assessment
   - support technological change in the delivery of education
   - make best use of existing spaces for teaching and learning
   - will inform the plans for new buildings
   - other issues the co-Chairs consider relevant
2. The agreed proposals to be then incorporated into and implemented through the Estates Strategy
3. To contribute to the work of Strand 6 Stakeholder Management and Communications in ensuring the objectives of this Strand are communicated and understood.

The group met on 4 occasions, hosted a College-wide Learning Spaces forum (10th February 2016) and undertook a site visit to the Universities of Birmingham and Manchester (2-3 February 2016). As part of the “Library of the Future- Future of the Library” series of events, several invited guest speakers including leading architects, with both international and national experience, and a range of experts with Irish experience of library design, provided their perspective on learning spaces (25th February 2016). A lecture on “Campus of the Future” was also hosted on 22nd March 2016.
KEY RECOMMENDATIONS

1. Adopt the principle that the entire campus is a teaching and learning space.

2. Develop a strategy for the provision of informal learning and break-out spaces and prioritise a programme of projects to enhance existing learning spaces and create new learning spaces.

3. Facilitate students with the ability to book rooms for their learning activities, including activities associated with learning outside of the classroom.

4. Consider the appointment of a learning spaces officer, as an additional resource, to assist with annual College-wide space utilisation surveys and the design of fit-for-purpose teaching and learning spaces. This was identified as best international practice.

5. Devise an academic development programme on the effective use of flexible learning spaces.

6. Use creative furniture solutions to provide flexible and adaptable spaces.

7. Ensure that the input of students is sought for the design/refurbishment of teaching and learning spaces.

8. Revise existing space policies to ensure that the use of learning spaces can be shared across the College in an efficient manner.

9. Change the culture of space territorialism in order to minimise under-utilisation and thereby ensure that all teaching and learning spaces can be used for maximum benefit of the College.

10. Instigate a student design competition to refurbish a break-out zone in a selected building.

11. New buildings and refurbishments should allocate a portion of space to informal learning spaces.

RATIONALE FOR CHANGE

The ability to recruit the best students into Trinity is competitive, both nationally and internationally. Globally, the leading universities are placing the student experience at the heart of their estate & infrastructural planning as an indication of the importance of place in higher education. This is a response to contemporary needs of the student learning experience where new technologies and curricular change are driving new requirements from existing, often historic, infrastructure. Prospective students place an emphasis on the

38 The Dean of Students, in partnership with the SU, is currently scoping options to create student break-out zones in the Hamilton Building, Arts Building and Stone Building, SJH.
quality of teaching and learning spaces offered by an institution when deciding on where to study and, consequently, many universities are intensely focusing on the quality of their learning spaces. For example, in the UK, many institutions have created Learning Commons, a continued investment in learning spaces and a student focus to their campus planning. Within Ireland, other institutions have invested in new libraries such as Maynooth University whilst others are about to invest, such as DIT and University of Limerick. Trinity is currently behind its peers in the provision of informal learning and break out spaces. The paucity of informal and break out spaces was highlighted during the Learning Spaces forum and has also been expressed in the Strategic Estate Review that was conducted by Turnberry Consulting and presented to Board in March 2016. The theory of learning should drive the types of spaces that are required, recognising that different types of spaces are required for different learning styles and levels.

From the students’ perspective, there are currently a limited number of rooms available for them to book for their learning activities, such as group work, design work or maker space. It is also noteworthy that many of our teaching spaces are uninspiring, windowless rooms with poor lighting and inflexible furniture, although some new buildings have provided improved laboratory teaching space (ie. TBSI).

For the TEP to achieve the renewal of the curriculum, the nature, quality and access to Trinity’s teaching & learning infrastructure must also undergo a parallel step change in institutional approach to data collation, investment, attitude and design.

“A fantastic ‘learning’ building speaks volumes about the approach that the institution takes to learning and teaching and should support the approach that is articulated in the learning and teaching strategy, but it should also be part of the technology strategy of the institution, its recruitment and retention strategy, its marketing strategy and its strategy for engaging with the local community.”

“All an engineer needs in College now is a laptop and a nice space”.

WHERE DO WE WANT TO GO (OBJECTIVES)

Competition for students in higher education is strong and our students deserve to be provided with quality teaching and learning spaces that will support the evolving Trinity curriculum. We should aim for:

- **Flexibility** in the interior design of formal learning spaces. This allows for the educator and students to adapt the learning space to suit the needs of that particular class/project. Adopting this practice in any new formal learning space should see immediate benefits.
- **Connectivity** in informal learning spaces. This would see the digital resources that are available to Trinity students to be available wherever students make an informal learning

---

39 https://www.jisc.ac.uk/guides/learning-spaces
40 5th year student and engineering entrepreneur award winner.
space their own. It would facilitate a more effective learning experience and should promote the use of the informal learning space. It would also link with the concept that everywhere on campus is an environment for learning.

**- Efficiency.** Trinity must develop a transparent approach to space allocation, timetabling and room bookings to drive efficiency and also to ensure that students, as well as Schools, can book rooms for activities that support their learning. Robust data and systems will be required to facilitate efficiency, allow changes and continuous improvements and to propose benefits realisation as further justification for continued investment.

**ENABLERS**

1. Inclusion of a student learning spaces project as a component of the Trinity Campaign
2. Map formal and informal learning spaces across the campus and ensure that the room facilities, accessibility, capacity and condition are recorded and updated on a regular basis.
3. Identify and share good practice across the institution and provide a forum for dissemination
4. Revise existing space policies to facilitate more transparent sharing of learning spaces across College.
5. An ability to conduct comprehensive annual space utilization surveys will enable efficient space allocation. Other institutions have invested in technology to support this function.
6. Revise procedures to enable room bookings by students to a broader extent than has been the case heretofore.
7. Agree a 5 year rolling programme of prioritised projects, and funding source. The first of these projects should be the 3-type (campfire, cave and waterhole) prototype ‘mock-up’ and student competition-designed space, which will hone design/type and practical functionality of the spaces we seek.
8. Invite the Commercial Director to consider the use of existing catering spaces at off-peak periods for use as learning commons, where students could bring their own food and meet.

**KEY CHALLENGES**

1. Identification of funding to support refurbishment projects on a rolling basis.
2. Overcoming the existing culture of space “ownership” created by the historic allocation of teaching rooms to Disciplines/Schools
3. There is currently limited resource available to collate and analyze the full complement of data on space utilization across the university on an annual basis.
INCREASING RISKS

1. An inability to improve teaching and learning space is a risk to student recruitment, both nationally and internationally.
2. An inability to allocate teaching and learning spaces in the most efficient manner represents a financial risk.
3. No action will result in the continued dis-improvement of Learning Spaces, below that of our peers who are actively improving and increasing these spaces as a strategy.
Executive Summary

Past surveys by TCDSU and consultation with student services such as the disability service have contributed to these recommendations. The key findings of both surveys below indicate a lack of available hang out space and places where students can eat or heat food.

Appearance and comfort are two major factors in the organization of this space and are predicted to be the two biggest contributors to use and enjoyment of the space. Design of the space should be clear, bright, well lit and comfortable to maximize the potential of this development.

Other key considerations when regarding a student population is facilities. The study, dining and hang-out environment are often merged into one as this is how students interact with college space. Students spend large portions of time on campus and do much of their socializing, eating and work in and around the campus space. Items such as phone chargers, information noticeboards, plug sockets and computers are therefore highly important in a students space.

See case studies in the index for examples.
Section 1: What do TCD students want? Survey Data

2014 (Hilary Term) Survey undertaken by TCD Students Union with input from Student Counselling and the Disability Service

- 139 respondents

Key findings summary

- **Key Finding 1**: Arts bloc and non-science spaces have much higher usage. This is in line with our experience as students and as officers who target campaigns towards students.

- **Key Finding 2**: The most important aspects are social, eating and food preparation space and simple casual hang out space. The concept of open space and comfort should be noted as particularly important.

- **Key Finding 3**: Core furniture is the key aspect for students. This includes seating and, by extension, tables. Again it the appeal lies in the comfort of the seating and the visual appeal of the space ie. Is it bright and fresh looking or dark and austere? Information points are also important and would greatly assist the SU and other college service in providing that service (Student Counselling, Disability etc.) Therefore noticeboard

- Most are science students which is our target audience- show breakdown
Courses studied by participants

Science 23
TSM 16
Computer Science & Stats 11
School of Medicine 11
School of Law 11
Business 10
Engineering 9
Nursing & Midwifery 8
History 6
Psychology 5
Other 29

Other:

Pharmacy 4
Social sciences & philosophy 4
Dental science 4
European studies 4
PHD4
Drama, theatre & music 3
Religion & theology 2
Clinical speech & language 2
Education 1
English 1
Key Finding 1: Arts bloc and non-science spaces have much higher usage. This is in line with our experience as students and as officers who target campaigns towards students.

What spaces do you currently use on campus for relaxing, meeting friends etc?

<table>
<thead>
<tr>
<th>Space</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Block</td>
<td>67</td>
</tr>
<tr>
<td>Buttery</td>
<td>35</td>
</tr>
<tr>
<td>Outdoor spaces</td>
<td>27</td>
</tr>
<tr>
<td>SU cafe</td>
<td>26</td>
</tr>
<tr>
<td>Pav</td>
<td>19</td>
</tr>
<tr>
<td>Hamilton Café &amp; Restaurant</td>
<td>18</td>
</tr>
<tr>
<td>GMB</td>
<td>17</td>
</tr>
<tr>
<td>Hamilton Building</td>
<td>16</td>
</tr>
<tr>
<td>Parlour</td>
<td>15</td>
</tr>
<tr>
<td>Society Rooms</td>
<td>12</td>
</tr>
<tr>
<td>Other buildings on campus</td>
<td>9</td>
</tr>
<tr>
<td>Global Room</td>
<td>8</td>
</tr>
<tr>
<td>Dining hall/restaurants on campus</td>
<td>8</td>
</tr>
<tr>
<td>Library</td>
<td>6</td>
</tr>
<tr>
<td>Arts Café</td>
<td>6</td>
</tr>
<tr>
<td>Student rooms</td>
<td>4</td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>4</td>
</tr>
<tr>
<td>Science Gallery</td>
<td>3</td>
</tr>
<tr>
<td>Computer labs</td>
<td>3</td>
</tr>
<tr>
<td>Goldsmith Hall</td>
<td>3</td>
</tr>
<tr>
<td>Players</td>
<td>2</td>
</tr>
<tr>
<td>Off campus</td>
<td>2</td>
</tr>
<tr>
<td>KEA</td>
<td>1</td>
</tr>
</tbody>
</table>

Key Finding 2: The most important aspects are social, eating and food preparation space and simple casual hang out space. The concept of open space and comfort should be noted as particularly important.

What type of student space do you feel is lacking from Trinity College?

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>More seating</td>
<td>46</td>
</tr>
<tr>
<td>Common room - chill out/relax</td>
<td>39</td>
</tr>
<tr>
<td>Place to eat packed lunch indoors</td>
<td>29</td>
</tr>
<tr>
<td>Area to prepare food - microwaves, kettles etc.</td>
<td>20</td>
</tr>
<tr>
<td>More open space (less crowded)</td>
<td>17</td>
</tr>
<tr>
<td>Somewhere to chat (not have to be quiet)</td>
<td>7</td>
</tr>
<tr>
<td>Group study room</td>
<td>7</td>
</tr>
</tbody>
</table>
Comfortable space 6
A space on the arts block side 6
Central SU building 5
Games Room (tv, movies, pool etc) 5
Music 4
A place to nap 3
Fun/creative/decorated space 3
Bar 2
Meditation space 2
Evening access 1
Book swap 1
Indoor smoking area 1
Outdoor shelter 1

Key Finding 3: Core furniture is the key aspect for students. This includes seating and, by extension, tables. Again it the appeal lies in the comfort of the seating and the visual appeal of the space ie. Is it bright and fresh looking or dark and austere? Information points are also important and would greatly assist the SU and other college service in providing that service (Student Counselling, Disability etc.) Therefore noticeboard

What aspects of this space are most appealing?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable seating</td>
<td>83</td>
</tr>
<tr>
<td>Board games</td>
<td>35</td>
</tr>
<tr>
<td>Lightbox</td>
<td>32</td>
</tr>
<tr>
<td>Comfort/relaxing element</td>
<td>26</td>
</tr>
<tr>
<td>Info on how to deal with stress</td>
<td>24</td>
</tr>
<tr>
<td>Books</td>
<td>24</td>
</tr>
<tr>
<td>Mental health info</td>
<td>20</td>
</tr>
<tr>
<td>Mindfulness resources</td>
<td>16</td>
</tr>
<tr>
<td>Multisensory area</td>
<td>14</td>
</tr>
<tr>
<td>Informality of space</td>
<td>9</td>
</tr>
<tr>
<td>Everything appealing</td>
<td>6</td>
</tr>
<tr>
<td>Social/chatting element</td>
<td>5</td>
</tr>
<tr>
<td>Quiet</td>
<td>5</td>
</tr>
<tr>
<td>Space for enough people</td>
<td>3</td>
</tr>
<tr>
<td>Multipurpose space</td>
<td>1</td>
</tr>
</tbody>
</table>
Survey on Student Space by TCD Students’ Union 3/9/2014 - 241 respondents

Key findings summary:

- Students need more space
- This should be a comfortable and welcoming space
- Key considerations are; comfort (seating), suitability for work, facilities to heat food and make tea/coffee.

1. Do you think students need more space in college?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90.42% (217)</td>
</tr>
<tr>
<td>No</td>
<td>4.58% (11)</td>
</tr>
<tr>
<td>Don't Know</td>
<td>5.00% (12)</td>
</tr>
</tbody>
</table>

2. Are there enough spaces for students to eat their own food?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6.22% (15)</td>
</tr>
<tr>
<td>No</td>
<td>92.53% (223)</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1.24% (3)</td>
</tr>
</tbody>
</table>

Total 241

5. What would you want out of a student (space)?

- Easily accessible
- Comfortable, seating
- Places to eat
- Study space (work stations)
Section 2. Index and examples

1. Phone chargers

The model shown here, featuring 6 chargers from various brands, is currently available in the SU kitchen. They can be encased in wood and bolted down to ensure protection. The full cost is ? and they can be ordered from ?
2. Multiple use spaces

University of Queensland, Australia, have developed good model for open spaces which incorporate elements social and work life. The furniture is a mix of basic resting space (eating, talking), comfortable (resting, eating, talking, idea sharing) and structured (solo work, group work, reading, study)

The full study and all relevant details can be accessed here

3. Study spaces

UCL have developed spaces useful for study. Again the lighting and colour add to the space
4. Casual space

Student spaces can offer an opportunity for innovative design to maximize the space. The example below uses unconventional furniture to provide a feel of being open while also providing flexibility and plenty of seating space.