Academic Induction
Check in – Day 2

Louise Power
Learning and Development Manager
6th September 2017

Can you fill in your choice on the menu sheet on the desk for Tomorrow’s lunch!

Travel pass – tax saver scheme – closing 29th September!
HouseKeeping

- Fire escape / Meeting point
- College Emergency Number – ext 1999
- Access to Loyola contact Louise 086 8042417
- Next tea break 10.45am
- Mobile Phones/laptops
Academic Induction

Our objective is to provide you with a broad overview of the University and what is expected of you as a Professor

Tuesday - General Orientation & Meet
Provost and Deans
Completed

Wednesday – Global Relations / Education Project/
Public Affairs & Comms / Tutorial Service

Thursday - Research / Teaching and Learning
What was your key takeaway from yesterday?

How are you feeling today?

Together come up with one sustainable action that you will take on during your first year that you can do personally.
Commit to A Sustainable Action for the next year

TCD GREEN CAMPUS

Policies

1. Energy, Climate Change & Greenhouse Gas Emissions
2. Waste Management, Recycling & Litter Reduction
3. Water and Wastewater
4. Sustainable Transport
5. Resource Use & Sustainable Food
6. Biodiversity & Trees
7. Green Procurement
8. Education & Research
9. Communication, Student Involvement & Transparency

Green Campus Committee
Examples of good commitments:

- I will strive to reduce my personal carbon footprint by: driving less & cycling/walking more, eating less meat & reducing food miles, eliminating energy wastage (screens/heating left on),
- I will recycle correctly (no contamination) and eliminate waste at source (zero packaging),
- I will think of whole life cycle costs for purchases (will it be recycled, how much energy does it use over lifetime),
- I will not waste water and only boil as much water as I need;
- I will avoid printing where possible and if I do print I will use double sided;

Visit the TCD Green Pages for further ideas: [http://www.tcd.ie/GreenPages/]
Got a Passion for Sustainability?

Join the Staff Sustainability Champions:
- Advocate for good environmental habits
- Communicate policies and behaviours
- Implement sustainable practices in your dept
- Attend peer networking sessions

Join the Green Campus Committee
- Meet first Thursday each month at 1pm in Civil Eng. Library, Museum building. All welcome!

Go to the Trinity Green Pages for more helpful information [https://www.tcd.ie/GreenPages](https://www.tcd.ie/GreenPages)

Contact mhallaha@tcd.ie to get connected
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30</td>
<td>Global Relations</td>
</tr>
<tr>
<td>10:15</td>
<td>Tutorial Services in College</td>
</tr>
<tr>
<td>11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:30</td>
<td>Trinity Education Project</td>
</tr>
<tr>
<td>12:30</td>
<td>The Long Room Hub – Visit &amp; Lunch</td>
</tr>
<tr>
<td>14:15</td>
<td>Media and Social Media Skills</td>
</tr>
<tr>
<td>15:00</td>
<td>Break</td>
</tr>
<tr>
<td>15:15</td>
<td>Contract Performance Management and career development programme One Year Later - An Assistant Professor's experience</td>
</tr>
</tbody>
</table>
Tutorial Service in College

Professor Aidan Seery
Senior Tutor
The Tutorial Service in College
Senior Tutor: Aidan Seery, House 27.

• The oldest academic and personal support service in College dating from the foundation of College
• Undertaken by volunteer Academics in all disciplines
• A confidential Service
• Gateway to other College Services
The Tutorial Service

• Individual attention & personal relationship
• A listening ear and advice on decision-making, matters of health and well-being, College regulations.
• Please consider tutorship next year!

• Senior.tutor@tcd.ie
15 Minute Break
Trinity Education Project
Academic Induction Programme 2017

Wednesday 6 September 2017

Dean Undergraduate Studies/Senior Lecturer, Dr Gillian Martin
TEP Project Manager, Fedelma McNamara
A Trinity Education Project will focus on embedding 21st-century learning skills in the curriculum, with renewed attention to: critical thinking; global citizenship; engagement with employers; and integrating extracurricular and co-curricular learning opportunities for all students;
Trinity Education Project – Phased Timeline

- April 2013 – March 2015
  - Phase 1 Research & Analysis
- October 2015 – June 2016
  - Phase 2 Design
- July 2016 – May 2018
  - Phase 3 Planning for implementation
- June 2018 – July 2019
  - Phase 4 Year 1 of new programme architecture

Project set up – March - October 2015
Strategic Plan 2014-2019
Goal 3

Renew the Trinity Education

• Promote a research-inspired curriculum
• Introduce flexibility in programme patterns
• Develop key skills of critical thinking, leadership, effective communication, life-long learning
• Ensure curricula are enhanced through technology
• Support academic staff in developing new teaching and assessment methods
Phase 2: Design Phase

Following elements approved by Council as at June 2016

- Graduate Attributes
- Curriculum Principles
- Programme Architecture
- Assessment Framework & Academic Year Structure*

*Academic Year Structure approved by Council June 2016 subsequently amended and approved by Council February 2017
Graduate Attributes

*Academic Year Structure approved by Council June 2016 subsequently amended and approved by Council February 2017
Graduate Attributes:
Approved by Council 8 June
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-centred.

It employs:

- a range of teaching, learning and assessment strategies;

and is:

- supported by appropriate technology-enhanced approaches.
Graduate Attributes

Curriculum Principles

Programme Architecture

Assessment Framework & Academic Year Structure
Programme Architecture

1. Common Architecture
   Single Subject, Two Subject (TSM+), Common Entry (Business, Economics and Social Studies; Philosophy, Political Science, Economics and Sociology. (2), Multidisciplinary (Ancient and Medieval History and Culture; Computer Science and Language; European Studies; Human Health and Disease; Management Science and Information Systems Studies; Middle Eastern and European)

2. Professional Architecture
   Computer Science; Engineering; Engineering with Management; Law; Music Education; Social Studies (6)

3. Science Architecture
   Biological and Biomedical Sciences; Chemical Sciences (Chemistry, Medicinal Chemistry and Nanoscience); Geography and Geoscience; Physical Sciences (Physics, Physics with Astrophysics and Nanoscience). (4)

4. Clinical Architecture
   Children’s and General Nursing; Clinical Speech and Language Studies; Dental Science; Medicine; Midwifery; Nursing; Occupational Therapy; Pharmacy; Physiotherapy; Radiation Therapy. (10)
1. Programme Architecture: Common Rationale

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

**Depth/breadth**: 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.
Principles of the Common Architecture

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

**Exit routes:** Degree awards are a function of the number and level of credits accumulated in one or more subjects in the last two years of study. *Not all programmes may currently be able to offer all exit pathways.*

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

**Capstone:** Common element across all exit routes. Integrative exercise allowing students to showcase skills and knowledge they have developed across a range of subject areas and across their four years of study.
What Breadth adds to Depth

- Exposure to other subjects and their ways of thinking and doing enables students to evaluate and engage more critically with their core programme of study;

- Ability to understand problems from different perspectives and to work effectively on solving those problems with those who have different disciplinary perspectives enhances capacity for multi-dimensional thinking;

- Counterbalances increasing knowledge specialisation and recognises the opportunities for heterogeneous groups of learners to generate a rich learning environment that reinforces the interconnectedness of knowledge;

- Provides insights into the kinds of challenges that students will confront in their professional lives, e.g., working with colleagues from different disciplinary backgrounds.
Trinity Electives

Trinity Electives
- Add breadth to student learning through engaging students in learning opportunities *outside of core subject area(s)*
- Provide students with opportunities to develop *graduate attributes* (to think independently, to communicate effectively, to develop continuously, to act responsibly)
- Expose student to the wider aspects/dimensions/implications/consequences of an issue/topic(s), where possible through teaching and learning using a *multidisciplinary approach*

**Delivery** should ensure that students:
- Exposed to a range of teaching, learning and assessment methods including innovative methods
- Take an active and self-regulated approach to their own learning

<table>
<thead>
<tr>
<th>Trinity Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should be stand-alone, institution-wide modules weighted at 5 ECTS, taught and assessed within one semester</td>
</tr>
<tr>
<td>Available to students from all disciplines across the university, taken during their Senior Fresh or Junior Sophister year</td>
</tr>
<tr>
<td>Not available within a core programme of study (breadth versus choice)</td>
</tr>
<tr>
<td>Trinity Electives are determined by student choice</td>
</tr>
<tr>
<td>Programmes release sufficient credit from the programme to enable students to select Trinity Elective modules</td>
</tr>
<tr>
<td><strong>Suite</strong>: Linked to <em>research themes</em>, <em>Languages</em> and TE’s that broaden student knowledge and understanding of <em>key societal challenges</em>, both contemporary and historical &amp; ideally amenable to <em>multidisciplinary exploration</em></td>
</tr>
</tbody>
</table>
Approved Modules

- New or existing modules that enable a student to step outside their core curriculum (totality of modules available, i.e. mandatory and optional) and expose them to relevant aspects of closely related disciplines or to disciplines which are deemed relevant to or are considered to enrich the student’s core curriculum.
- Approved modules add breadth to student learning through engaging them in learning opportunities outside of their core curriculum.
- Approved modules should provide students with opportunities to enrich the study of their core curriculum and to develop the graduate attributes (to think independently, to communicate effectively, to develop continuously, to act responsibly).

<table>
<thead>
<tr>
<th>Approved Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or existing modules, within defined groups</td>
</tr>
<tr>
<td>(e.g., AHSS, STEM, HS)</td>
</tr>
<tr>
<td>Modules in fields related or complementary to the student’s core subject area</td>
</tr>
<tr>
<td>May be core modules for other subject/s, but are not in the student’s core subject/s</td>
</tr>
<tr>
<td>Programme determines the range of approved modules from which students may choose</td>
</tr>
<tr>
<td>Programmes of study must release sufficient credit from the core curriculum to enable students to select approved modules on offer (according to the approved programme architecture)</td>
</tr>
<tr>
<td>Weighted at 5 ECTS or 10 ECTS; Approved modules of 5 ECTS credits are taught and assessed within one semester; Approved modules of 10 ECTS credits can be taught and assessed over one or two semesters</td>
</tr>
</tbody>
</table>
Common Architecture

**FRESHMAN YEARS: 120 ECTS**

<table>
<thead>
<tr>
<th>ENTRY ROUTE:</th>
<th>Single Subject</th>
<th>Professional</th>
<th>Two Subject</th>
<th>Three Subject</th>
<th>Common Entry</th>
<th>Multi-Disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF</td>
<td>S1 60 ECTS</td>
<td>S1 60 ECTS</td>
<td>S1 30 ECTS</td>
<td>S2 20 ECTS</td>
<td>S1 10 ECTS</td>
<td>S1, S2, S3 60 ECTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2 30 ECTS</td>
<td>S3 20 ECTS</td>
<td>S2 10 ECTS</td>
<td></td>
</tr>
<tr>
<td>SF</td>
<td>S1 40 ECTS</td>
<td>S1 60 ECTS</td>
<td>S1 20 ECTS</td>
<td>S1 20 ECTS</td>
<td>S1, S2, S3</td>
<td>S1, S2, S3 60 ECTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2 20 ECTS</td>
<td>S3 20 ECTS</td>
<td>S4 10 ECTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S3/AM/TE 20 ECTS</td>
<td>Other 10 ECTS</td>
<td>Other 10 ECTS</td>
<td></td>
</tr>
</tbody>
</table>

**SOPHISTER YEARS: 120 ECTS**

<table>
<thead>
<tr>
<th>ENTRY ROUTE:</th>
<th>Single Honors [Professional]</th>
<th>Single Honors</th>
<th>Major with Minor</th>
<th>Single Honors with Minor</th>
<th>Joint Honors</th>
<th>Multi-Disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS</td>
<td>S1 90 ECTS @ LEVELS 3/4</td>
<td>S1 70 ECTS @ LEVELS 3/4</td>
<td>S1 60 ECTS @ LEVELS 3/4</td>
<td>S1 50 ECTS @ LEVELS 3/4</td>
<td>S1, S2, S3 100 ECTS @ LEVELS 3/4</td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>S2/AM/TE 10 ECTS</td>
<td>AM/TE 30 ECTS</td>
<td>S2 30 ECTS OF WHICH 30 ARE AT LEVELS 3/4</td>
<td>S2 50 ECTS @ LEVELS 3/4</td>
<td>S2 40 ECTS OF WHICH 20 ARE AT LEVEL 2 &amp; 20 ARE AT LEVELS 3/4</td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>CAPSTONE 20 ECTS</td>
<td>CAPSTONE 20 ECTS</td>
<td>CAPSTONE 20 ECTS</td>
<td>CAPSTONE 20 ECTS</td>
<td>CAPSTONE 20 ECTS</td>
<td>CAPSTONE 20 ECTS</td>
</tr>
</tbody>
</table>

**AWARD:**

SINGLE HONORS | SINGLE HONORS [PROFESSIONAL] | MAJOR WITH MINOR | SINGLE HONORS WITH MINOR | JOINT HONORS | MULTI-DISCIPLINARY

KEY: S1: SUBJECT 1; S2: SUBJECT 2, ETC. | AM: APPROVED MODULES | TE: TRINITY ELECTIVES | JF: JUNIOR FRESHMAN, SF: SENIOR FRESHMAN, JS: JUNIOR SOPHISTER, SS: SENIOR SOPHISTER.
Future proofing - Three subject

**FRESHMAN YEARS: 120 ECTS**

**ENTRY ROUTE:**

- **JF**
  - S1 20 ECTS
  - S2 20 ECTS
  - S3 20 ECTS

- **SF**
  - S1 40 ECTS
  - S2/AM/TE 20 ECTS

**COMMON ARCHITECTURE**

**SOPHISTER YEARS: 120 ECTS**

- **JS**
  - S1 90 ECTS @ LEVELS 3/4
  - S2/AM/TE 10 ECTS
  - CAPSTONE 20 ECTS

- **SS**
  - S1 70 ECTS @ LEVELS 3/4
  - S2 30 ECTS OF WHICH 30 ARE AT LEVELS 3/4
  - CAPSTONE 20 ECTS

**AWARD:**

- SINGLE HONORS
- MAJOR WITH MINOR
- SINGLE HONORS WITH MINOR
- JOINT HONORS

**KEY** — S1: SUBJECT 1, S2: SUBJECT 2, ETC. | AM: APPROVED MODULES | TE: TRINITY ELECTIVES | JF: JUNIOR FRESHMAN, SF: SENIOR FRESHMAN, JS: JUNIOR SOPHISTER, SS: SENIOR SOPHISTER.
2. Programme Architecture - Professional

- Applies to degree programmes which are subject to external professional accreditation or whose curricula are necessarily shaped by the content requirements of professional bodies (Engineering, Law, Computer Science).

- All such 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 (likely to be Senior Freshman/Junior Sophister)

- Each programme must ensure:
  - that the agreed curriculum principles are aligned with the programme architecture
  - that the programme architecture enables the development of the graduate attributes
  - while meeting the requirements of the accrediting bodies.
Computer Science; Engineering; Engineering with Management; Law; Music Education; Social Studies

**FRESHMAN YEARS:** 120 ECTS

**ENTRY ROUTE:**

- **JF**
  - S1
  - 60 ECTS

- **SF**
  - S1
  - 60 ECTS

**SOPHISTER YEARS:** 120 ECTS

**AWARD:**

- **JS**
  - S1
  - 70 ECTS
  - Levels 3/4

- +
  - AM/TE
  - 30 ECTS

- **SS**
  - **CAPSTONE**
  - 20 ECTS

**COMMON ARCHITECTURE**

KEY – S1: SUBJECT 1; S2: SUBJECT 2, ETC. | AM: APPROVED MODULES | TE: TRINITY ELECTIVES | JF: JUNIOR FRESHMAN | SF: SENIOR FRESHMAN | JS: JUNIOR SOPHISTER | SS: SENIOR SOPHISTER.
3. Programme Architecture - Science (approved by Council, November 2016)

New Science streams

- Biological and Biomedical Sciences
- Chemical Sciences (Chemistry, Medicinal Chemistry and Nanoscience)
- Geography and Geoscience
- Physical Sciences (Physics, Physics with Astrophysics and Nanoscience)

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Programme</th>
<th>Approved Modules</th>
<th>Trinity Elective Modules</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ECTS</td>
<td>ECTS</td>
<td></td>
</tr>
<tr>
<td>JF</td>
<td>40</td>
<td>20</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>SF</td>
<td>40</td>
<td>20</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>JS</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>SS</td>
<td>60</td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>180</td>
<td>50</td>
<td>10</td>
<td>240</td>
</tr>
</tbody>
</table>

Minimum credits in core programme 180 ECTS
Credits in approved modules up to 50 ECTS
Credits in Trinity elective modules 10 ECTS

60 credits in core programme is compulsory in SS year and includes a capstone project @ 20 ECTS
Programmes ensure:

- Curriculum principles are aligned with programme architecture;
- Programme architecture provides opportunities for the development of the graduate attributes;
- Curriculum meets requirements of accrediting and statutory bodies;
- Breadth in curriculum, e.g., interprofessional modules.
Graduate Attributes

Curriculum Principles

Programme Architecture

Assessment Framework & Academic Year Structure
Assessment Tenets

Assessment in Trinity will:

1. Support the acquisition of graduate attributes;
2. Support learning;
3. Be programme-focused;
4. Support meta-learning;
5. Actively engage students and staff.
### Academic Year Structure - ‘As is’

<table>
<thead>
<tr>
<th>Michaelmas Term</th>
<th>Winter session</th>
<th>Hilary Term</th>
<th>Trinity Term</th>
<th>Summer session</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-Aug-15</td>
<td>07-Sep-15</td>
<td>14-Sep-15</td>
<td>21-Sep-15</td>
<td>28-Sep-15</td>
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<tr>
<td>14-Dec-15</td>
<td>21-Dec-15</td>
<td>28-Dec-15</td>
<td>04-Jan-16</td>
<td>11-Jan-16</td>
</tr>
<tr>
<td>04-Jan-16</td>
<td>11-Jan-16</td>
<td>18-Jan-16</td>
<td>25-Jan-16</td>
<td>01-Feb-16</td>
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<tr>
<td>08-Feb-16</td>
<td>15-Feb-16</td>
<td>22-Feb-16</td>
<td>29-Feb-16</td>
<td>06-Mar-16</td>
</tr>
<tr>
<td>13-Mar-16</td>
<td>20-Mar-16</td>
<td>06-Apr-16</td>
<td>13-Apr-16</td>
<td>20-Apr-16</td>
</tr>
<tr>
<td>19-Apr-16</td>
<td>26-Apr-16</td>
<td>03-May-16</td>
<td>10-May-16</td>
<td>17-May-16</td>
</tr>
<tr>
<td>26-May-16</td>
<td>02-Jun-16</td>
<td>09-Jun-16</td>
<td>16-Jun-16</td>
<td>23-Jun-16</td>
</tr>
<tr>
<td>30-Jun-16</td>
<td>07-Jul-16</td>
<td>14-Jul-16</td>
<td>21-Jul-16</td>
<td>28-Jul-16</td>
</tr>
<tr>
<td>04-Aug-16</td>
<td>11-Aug-16</td>
<td>18-Aug-16</td>
<td>25-Aug-16</td>
<td>01-Sep-16</td>
</tr>
<tr>
<td>08-Aug-16</td>
<td>15-Aug-16</td>
<td>22-Aug-16</td>
<td>29-Aug-16</td>
<td>06-Sep-16</td>
</tr>
</tbody>
</table>

- **Orientation week**: 2 weeks
- **Teaching**: 6 weeks
- **Study week**: 5 weeks
- **Christmas Period**: 6 weeks
- **Scholarship Examinations**: 5 weeks
- **Teaching**: 5 weeks
- **Study Week**: 4 weeks
- **Trinity Week / Revision week**: 8 weeks
- **Assessment**: 4 weeks
- **Marking/Results/Appeals**: 5 weeks
- **Research**: 8 weeks

- **Michaelmas Term**: 5 weeks
- **Winter session**: 4 weeks
- **Hilary Term**: 5 weeks
- **Trinity Term**: 6 weeks
- **Summer session**: 6 weeks

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**Trinity College Dublin, The University of Dublin**
Revised Academic Year Structure, 2018/19

- Requires an earlier start to the academic year (2 weeks earlier)
- Includes **11 teaching weeks in both semesters**, with a Study/Review week occurring after 6 weeks
- A Revision week will occur immediately before the Semester 1 assessment week and before Trinity Week in Semester 2
- Semester 1 assessment (1 week) occurs before Christmas; Semester 2 assessment (1 week) occurs after Trinity Week; **reassessment occurs at the start of Semester 2**
- Marking/results and Orientation occur before the start of teaching and learning in Semester 1 (1 week), marking/results occurs at the start of Semester 2 (1 week) and towards the end of Semester 2 (**3 weeks**)
- A summer research period of **13 weeks** is included.
## AYS: Comparison of Current, Proposed and Revised options

<table>
<thead>
<tr>
<th>Activity</th>
<th>Current AYS</th>
<th>Revised new AYS (approved at Council 8 February 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of academic year</td>
<td>Week 5</td>
<td>Week 3</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>22 weeks</td>
<td>22 weeks</td>
</tr>
<tr>
<td>Study/Review</td>
<td>5 weeks*</td>
<td>5 weeks*</td>
</tr>
<tr>
<td>Formal assessment</td>
<td>6 weeks</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Scholarship Examinations</td>
<td>1 week</td>
<td>1 week</td>
</tr>
<tr>
<td>Marking/results</td>
<td>7 weeks</td>
<td>5 weeks^</td>
</tr>
<tr>
<td>Summer research</td>
<td>8 weeks</td>
<td>13 weeks</td>
</tr>
</tbody>
</table>

* includes Trinity Week  
^ includes Orientation Week  
Not included: Christmas period (4 weeks)
Trinity Education Project
Curriculum Review by Programmes

Programme committees to take into consideration;

• a programme-based approach to delivering the graduate attributes
• a programme-based approach to introducing diverse forms of assessment
• Facilitating the introduction of approved modules into the curriculum
• Facilitating the development of Trinity electives
• Facilitating study abroad/internships in the curriculum
• Facilitating co-curricular activities
## Key activities from Phases 1, 2 & 3

### Institutional

<table>
<thead>
<tr>
<th></th>
<th>Graduate Attributes (GA’s)</th>
<th>To Think Independently, To Communicate effectively, To Develop Continuously, To Act Responsibly</th>
<th>Approved by Council June 2016 – implementation to be incorporated into new TEP sub-group #4 Pedagogy (LINK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Year Structure</td>
<td>New academic year structure to be implemented from 2018/19.</td>
<td>Approved by Council, February 2017 (revised version) – implementation to be incorporated into Sub-group #2 Technology &amp; Business processes, Re-engineering, mainstreaming &amp; planning/mgt. of transitions and systems (LINK)</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum Principles and Programme Architecture</td>
<td>Curriculum principles to be aligned with curriculum architecture.</td>
<td>Approved by Council, June 2016 - implementation to be incorporated into new TEP sub-group #4 Pedagogy (LINK)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensuring breadth elements are included, e.g. second subject, Trinity Electives, approved modules and the capstone project.</td>
<td></td>
</tr>
</tbody>
</table>
## Key activities

| Institutional | 4. Module Sizes | • Recommendations on standard module sizes for taught modules.  
| | | • Assessment should be commensurate with module sizes - guidelines to be developed as part of assessment framework. | Approved by Council, 10 May 2017 – implementation to be incorporated into new TEP sub-group #4 Pedagogy (LINK) |
| Assessment Framework | • Programme-based approach to introducing diverse forms of assessment.  
| | | • Ideas Exchanges led by CAPSL and Teaching Fellows give opportunities to share a variety of approaches to assessment in Trinity, and to explore how the assessment framework can be realised. | Approved by Council, May 2016 – implementation to be incorporated into new TEP sub-group #4 Pedagogy (LINK) |
| Progression and Awards | • Proposed recommendations relate to:  
| | | • Progression regulations  
| | | • Annual progression  
| | | • Progression Threshold  
| | | • Minimum credits to pass a year  
| | | • Degree award calculations  
| | | • Reassessment  
| | | • Repetition of year and modalities of repetition. | Approved by Council 10 May 2017 – implementation to be incorporated into new TEP sub-group #6 Progression & Awards, Fixed Timetable, Learning spaces design (LINK) |
## Key activities

### Institutional

| 7. | Fixed Timetable | • Review of existing timetabling practices and gathering requirements exercise for an institutional fixed timetable is ongoing. | Ongoing – to be incorporated into new TEP sub-group #6 Progression & Awards, Fixed Timetable, Learning spaces design (LINK) |
| 8. | Trinity Electives | Approved recommendations:  
• Trinity Electives linked to Research Themes to promote research-centred teaching.  
• Electives that broaden student knowledge/understanding of key societal challenges and, ideally, amenable to multidisciplinary exploration.  
• Languages to promote the internationalisation agenda.  
• Guiding operational principles and modalities of delivery to support consistency and transparency  
• Guiding principles to support the development, approval, delivery, assessment and quality processes.  
• Promotion and Marketing | Approved by Council, April 2017 – implementation to be incorporated into new TEP sub-group #3 Trinity Electives and Approved Modules (LINK) |
<table>
<thead>
<tr>
<th>Key activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional</strong></td>
</tr>
<tr>
<td><strong>9. Approved Modules</strong></td>
</tr>
<tr>
<td>• Approved modules provide students with opportunities to enrich the study of their core curriculum and to develop the graduate attributes.</td>
</tr>
<tr>
<td>• Guidelines will be issued to course and programme committees to assist with the identification of suitable approved modules.</td>
</tr>
<tr>
<td>Approved by Council, June 2016, <em>Guidelines issued as part of Newsletter #, May 2017 (LINK)</em></td>
</tr>
<tr>
<td><strong>10. Internships and Student Mobility</strong></td>
</tr>
<tr>
<td>• Interim Report approved by Council.</td>
</tr>
<tr>
<td>• Schools to consider how internships and student mobility opportunities can be incorporated into undergraduate programmes.</td>
</tr>
<tr>
<td>Approved by Council, April 2017 — to be incorporated into new TEP Sub-group #5 Internships &amp; Careers, Student Exchanges/Mobility &amp; Co-Curriculum Activities (LINK)</td>
</tr>
<tr>
<td><strong>11. Communications Differentiation and Positioning</strong></td>
</tr>
<tr>
<td>Development and roll-out of communications plan:</td>
</tr>
<tr>
<td>• Prospectus (front sheets)</td>
</tr>
<tr>
<td>• Monthly newsletter from April 2017</td>
</tr>
<tr>
<td>• Updated TEP Website</td>
</tr>
<tr>
<td>• Student Council &amp; A5 flyer</td>
</tr>
<tr>
<td>• Meetings with Guidance Counsellors</td>
</tr>
<tr>
<td>Ongoing, from April 2017 — to be incorporated into new sub-group #1 TEP Public Affairs, Marketing and Internal communications</td>
</tr>
</tbody>
</table>
## Key activities

### Institutional

| 11. | Co- and Extra-Curriculum | Recommendations relate to:  
• Student spaces  
• Flexibility in assessment and deadlines  
• Reduced academic loads  
• Timetables/schedules  
• Opportunities to develop transferable skills  
• Increase opportunities for broader engagement. | Interim Report to Council, 10 May 2017 noted —to be incorporated into new TEP sub-group #5 Internships & Careers, Student Exchanges/Mobility & Co-curriculum activities (LINK) |
Trinity Education Project Structure for 2017/18

Trinity Education Project Steering Committee
Provost (Chair), Vice-Provost/CAO (Project Sponsor), Registrar, Bursar, Fedelma McNamara (Project Manager), Fellows’ Representative, SU Education Officer, Sub-Group Chairs & Leads

#1 TEP Public Affairs, Marketing and Internal Communications
VP/CAO & Communications Officer

#2 Technology & Business Processes Re-engineering, Mainstreaming and Planning/Management of Transition and Systems
IT Director & Director of Student Services

#3 Trinity Electives & Approved Modules
Provost & Senior Lecturer

#4 Pedagogy
Senior Lecturer & Senior Academic Developer

#5 Internships & Careers, Student Exchanges/Mobility & Co-Curriculum Activities (Employability)
Dean of Students & Academic Secretary

#6 Progression & Awards, Fixed Timetable, Learning Spaces Design
Associate Dean UG Science Education & ASD Manager
Key priorities for 2018/19

- **Semesterised assessment** – assessment review and aligning to new Academic Year Structure, module sizes for Phase 1 programmes

- **Assessment framework** – fewer more meaningful assessment, graduate attributes etc.

- **Curriculum Planning & Development:**
  - Approved Modules and Trinity Electives and provision of space
  - Implementation for Implementation Progression & Awards regulations

- **Communications, student and staff engagement, Marketing**

- **Planning**
  - TSM+ review – outcome expected December 2017
  - New Progression and Awards regulations
### Phased Parallel Implementation of AYS, New Programme Architecture and Progression & Awards over 2 years (2018/19 and 2019/20)

<table>
<thead>
<tr>
<th>TEP Component</th>
<th>2018/19</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>Assessment (Semesterisation)</td>
<td>All (ug + pg) programmes</td>
<td>All (ug + pg) programmes</td>
</tr>
<tr>
<td>Module ECTS Approved Structure (5, 10, 20 credits)</td>
<td>All UG years of Science, Engineering, Engineering Management, CSLS, Health Sciences</td>
<td>All UG programmes</td>
</tr>
<tr>
<td>Progression rules (Annual)</td>
<td>All UG programmes</td>
<td>All UG programmes</td>
</tr>
<tr>
<td>Calculation of Award (30:70)</td>
<td>Programme Architecture Phase 1</td>
<td>Existing (Legacy) Award Calc. Rules apply</td>
</tr>
<tr>
<td>New Programme Architecture</td>
<td>Programme Architecture Phase 1</td>
<td>Old Programme Architecture</td>
</tr>
<tr>
<td>Trinity Electives</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Approved Modules</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>
Contacts...

- Website: [www.tcd.ie/academic-services/tep](http://www.tcd.ie/academic-services/tep)
- Fedelma McNamara @ 3765 fmcnamar@tcd.ie or trinityeducationproject@tcd.ie
Thank You
The Long Room Hub
Visit and short talk, followed by Lunch in the Long Room Hub

Dr Catriona Curtis
Institute Manager
Note 3pm session for assistant professors only. Others can leave.

Tomorrow morning – coffee at 8:45 to 9:15 – start “class” at 9:15am.

Thank you!

Media and Social Media Skills/Services

Mr Tom Molloy,
Director of Public Affairs and Communications
15 Minute Break

Rest break
This is your rest break. Make sure you stand up and walk away from your computer on a regular basis. Just walk around for a few minutes, stretch, and relax.

Rest break for 4:14 minutes

Skip  Postpone
Performance Management and Development Programme

Louise Power
Learning and Development Manager
Main Focus

- Mentoring
- Expectations
- Development Opportunities
The Approach

70% on the job experiential learning

10% formal learning

20% coaching and mentoring
**What is Mentoring?**

“Off-line help by one person to another in making significant transitions in knowledge, work or thinking”

Mentoring in Action - Megginson and Clutterbuck

<table>
<thead>
<tr>
<th>Offline Help One Person to Another</th>
<th>Not in the normal day-to-day job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>from direction to advice to simply listening</td>
</tr>
<tr>
<td></td>
<td>doesn't have to be a more senior person but usually more experienced person</td>
</tr>
<tr>
<td></td>
<td>Not about significant transfer of knowledge, work or thinking - but about helping the mentee develop so that they make significant transitions in these areas</td>
</tr>
</tbody>
</table>
Mentoring Schemes in Trinity

Early Career Mentoring

Momentum Programme

Head of School and/or Dean will assist in finding a mentor
Mentoring will help:

Focus on what matters - address the issues and concerns of their daily working life and find solutions that work for them

Raise performance

‘Learn the ropes’ - know the key organisational and decision-making structures in Trinity

Networking - build relationships with colleagues and feel part of the community

Get the balance right - manage the integration of job, career and personal goals
“I’m looking for a mentor who can show me how to get rich without boring me with a lot of advice.”
Key Assessment Areas

- Teaching
- Contribution and Scholarly Activity
- Research
Assistant Professor Expectations

- Focus on excellence in teaching, research, engagement and service
- Teaching will require **vision and flair**
- Research will require **excellence, originality, rigour and significance**
- Engagement and service will require **impact**
Assistant Professor - Teaching Expectations

You are expected to be an effective and committed teacher, to support student learning and evidence your skills as an educator.

Teaching

- Co-ordination, preparation and delivery of lectures, labs, seminars, tutorials, professional-clinical programmes
- Supervision or co-supervision of masters and doctoral students
- Development and re-development of the curriculum
- Introduction of new methods of teaching and assessment
- Enhancement of high quality teaching in the subject
- Advice and support to students
- Reflection on how teaching and assessment practices and promote advanced student learning
## Teaching measurement

- Student evaluation (sustained over time)
- Peer review (where this is used in Schools)
- Curriculum re-design e.g. new modules, programmes, pedagogies
- Teaching portfolio
- Awards/commendations for teaching
- Innovation grants for teaching/curriculum design
- Publication of educational texts/resources
- Participation in programme of events
Contribution and Scholarly Activity Expectations

- Engage with external bodies (local, national and international)
- Contribute to public life
- Disseminate your research outputs to a non-specialised audience
- Create valuable partnerships with industry/business/cultural institutions
### Contribution / Scholarly Activity

- Significant involvement with external communities of a sustained and mutually beneficial kind
- Engagements with disciplinary and professional bodies, including accreditation bodies, scholarly societies and professional organisations
- Invited public addresses
- Significant media contributions and involvement in public fora which enable wider dissemination of research outputs etc
- Conference presentations, key-note lectures, participation in networks of collaborators, review panels, editorial boards, external examining etc
- External consultancies, membership of boards etc
- Policy development and advice to governmental and other bodies
- Administration or management activity at discipline, School or University level
**Assistant Professor - Research Expectations**

You are expected to be an active researcher with a clear vision, positive trajectory and achievement.

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear identification of your research niche</td>
</tr>
<tr>
<td>• Having and independent research programme</td>
</tr>
<tr>
<td>• Producing discipline appropriate high quality research</td>
</tr>
<tr>
<td>• Publishing in high quality venues</td>
</tr>
<tr>
<td>• Attracting recognition by peers as an expert in your field</td>
</tr>
<tr>
<td>• Applying for grants and exploring creative avenues for funding</td>
</tr>
</tbody>
</table>
Faculty specific

Balanced between qualitative and quantitative measures

Additional indicators may be added over time
### Arts, Humanities and Social Sciences

- Broad and flexible measures
- Outputs to be measured, not activities or impact
- Publication with top academic publishers/journals of high standing
- Other, more diverse outputs, not limited to published materials
- Principal Investigator on a major grant application
- In the immediate past six year period be the author or co-author of a book published by a recognised publisher
- OR
- In the immediate past four year period have four outputs of demonstrable high quality research
### Engineering, Mathematics and Science

- Sustained, high quality, peer-reviewed publication record
- Benchmark of four high quality publications [one book=3 publications]
- At least two publications as first or senior/corresponding author
- Publications in at least two different calendar years
- At least one publication without previous PhD or postdoc supervisors
- Track record of grant applications as a PI or co-PI e.g. H2020 / ERC
- Success in obtaining external grant funding of c. €100K
- 1 PhD student progressing
Assistant Professor – Research Measurement

Health Sciences

- Indicative: will vary from School to School
- At least four high-quality, peer-reviewed publications, two should be as first or last author [1 x patent application = 2 x original research articles]
- At least one publication without a previous PhD student or postdoc supervisor
- At least two applications for externally funded competitive grants. One of these must be H2020 / ERC or equivalent
- At least one success in grant funding of c. €100K
- One invited talk at local level and one invited talk at international level
- An AP working in an applied or commercial area will be expected to make at least one Invention Disclosure Form
- Evidence of a network of international collaborations
- Evidence of discipline appropriate patient and public involvement
- Invited reviewer for at least eight papers in well respected journals
Assistant Professor Performance Cycle 2017-18

Step 1: Agree Objectives & Personal Development Planning
- Review your role description
- Create your plans
- Review the development events available to you
- Meet your mentor; Head of Discipline; Head of School
- Write down your objectives
- Agreed your objectives with Head of School
- Email agreed objectives to M O’Riordan by Friday 10th November 2017

September – October 2017

Step 2: Interim Conversations
- Review progress & performance to date, adjust goals & personal development plans, capture changes in priorities etc.
- Document current performance & expectations going forward.

November - April 2018

Step 3: Probation performance conversation
- Meet your mentor
- Prepare a self-reflection on your performance & submit to Head of School
- Meet with Head of School for Year 1 Formal review of performance
- Head of School submits probationary performance to relevant area

April – May 2018

Step 4: Prepare Year 2 Objectives
- Meet your mentor
- Reflect on feedback
- Identify and build on strengths
- Ensure performance gaps are addressed with personal development plans
- Draft Year 2 Objectives

June – August 2018

Step 5: Agree Year 2 Objectives
- Review your role description
- Review the development events available to you
- Meet your mentor;
- Head of Discipline/ School
- Write down your objectives
- Agreed objectives with your Head of School
- Email agreed objectives to M O’Riordan by 10th November 2018

September 2018

Ongoing coaching, feedback and personal
Probation Partners

- Dean
- Vice Provost
- Head of School
- Head of Discipline
- Staff Member
- Council
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Role</td>
<td>1st September 2017</td>
</tr>
<tr>
<td>Objectives to be set and submitted</td>
<td>10th November 2017</td>
</tr>
<tr>
<td>Notification from HR; staff member fills in their self assessment;</td>
<td>Mid February 2018 to start</td>
</tr>
<tr>
<td>Probation Review with Head of School.</td>
<td></td>
</tr>
<tr>
<td>Candidate probation end date</td>
<td>1 year from start date</td>
</tr>
</tbody>
</table>

*HR will support tracking the developmental journey at each stage*
Year 1 Development Opportunities

- Masterclasses
- Special Purpose Certificate in Academic Practice
- Professional Skills for Research Leaders
- CAPSL Brown Bag Seminars
- HR Learning Events
- University Learning Events

See the booklet
Tips

- Identify your goals, values and have a plan
- Manage your own career
- Work with your Mentor, and look out for role models
- Seek feedback and listen
- Do not ignore any part of the requirements
- Manage your Research Profile
- Define your independence as a researcher, have your own unique research area with big plans
- Commit; Invest and be a Good Citizen
One Year Later, An Assistant Professor’s Experience

Dr Mark Faulkner
Dr Stephen Maher
Thank you and see you tomorrow 8.45am/9am
Reception tomorrow evening 16.45-18.00

Louise Power
Learning and Development Manager
Thank You