## TEP Project Charter

<table>
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<tr>
<th>Project Title</th>
<th>Trinity Education Project – Phase 4: Implementation and Mainstreaming</th>
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<tr>
<td><strong>Section A</strong></td>
<td>Project Outline</td>
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<tr>
<td><strong>Project Rationale</strong></td>
<td>To complete the Trinity Education Project (TEP) with TEP activities mainstreamed into the work of existing or newly created units.</td>
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<td><strong>Broad statement of Scope</strong></td>
<td><strong>Implementation and Mainstreaming</strong></td>
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<td>Delivery of all features of TEP, solving of the logistical and other challenges that arise due to the implementation of TEP, and planning and coordination of transition to ensure management and maintenance of TEP achievements over the long term.</td>
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<td><strong>Project Objectives</strong></td>
<td>• To plan and coordinate the transition of TEP activities to ensure they are mainstreamed by project end, September 2020, and maintained over the long term.</td>
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<td>• To solve the logistical and other challenges that arise due to the implementation of TEP.</td>
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<td>• To establish sub-project activities through which Trinity will deliver 7 key differentiating characteristics for its undergraduate curriculum for which a Trinity Education will be known: (i) Co-curriculum Reflection, (ii) Culture Change - Assessment, (iii) Trinity Electives, (iv) Trinity Approved Modules, (v) “Capstone for Every Student”, (vi) 1 in 2 students do a global placement/exchange, (vii) Trinity employability and leadership awards/scholarships.</td>
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<td>• To ensure project success by effective communication with all stakeholders, by ensuring that national, EU and international marketing strategies are aligned with TEP activities and by formulating a communications strategy around the new TEP features, culminating in the launch of the Trinity Education in September 2020.</td>
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<td><strong>Description of Overall Project Objective</strong></td>
<td>UG Curriculum in which are embedded 21st century learning skills, with renewed attention to critical thinking; global citizenship; engagement with employers; and integrating extra-curricular and co-curricular learning opportunities for all students.</td>
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<td><strong>Anticipated Benefits</strong></td>
<td>• A Trinity Education that will meet the challenges of changes which result from developments in technology and globalisation, the changing needs and expectations of students, employers, and of society at large.</td>
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| | • A Trinity Education that will provide our students with a solid disciplinary foundation and with the mental flexibility that will prepare them for living and working in this rapidly
changing world and for living fully their responsibilities and potential as global citizens.

**Key Success Factors**

- All logistical challenges solved and features delivered as required for current and new entrants for the 2018/19 and 2019/20 academic years onwards.
- All Trinity Electives delivered within budget for rollout in 2019/20 and 2020/21.
- All TEP activities mainstreamed into the work of existing or newly-created units by September 2020.
- A culture change effected, underpinned by buy-in from academic and professional staff for TEP activities and for their continuous improvement.

**Quality Definition**

- TEP features implemented that meet the Council-approved criteria and guidelines.
- Existing functions (e.g. timetable, space usage, exam timetabling) that perform better and more efficiently, and support the implementation of TEP.
- Units that are capable of dealing with management and maintenance of TEP activities in the long term, and of providing sufficient support and guidance for students to benefit from the changes.

**Major Deliverables**

- Trinity Teaching and Learning resources and business processes aligned with the requirements of the new approach to the curriculum.
- Academic Registry resources and business processes aligned with the needs of the new approach to the curriculum.
- Trinity Online Services CLG resources and business processes re-focused so that they align with the requirements of the new approach to the curriculum (e.g. the development of the Trinity Electives).
- University Council academic committees and sub-committees’ Terms of Reference revised or drafted and approved, as required.
- Structures in place to ensure TEP achievements maintained over the long term.
- Culture change of continuous improvement effected.
- A new fixed/stable timetable.
- A timetable that uses available physical spaces in an optimal way to minimize under-utilization.
- Logistical challenges of examinations in the new AYS solved.
- Programme flexibility enabled (including 2nd/3rd subject, Trinity Electives and Trinity Approved Modules).
- The 7 TEP ‘Features’ delivered:
  - Co-curriculum reflection enabled for all UG students in a semi-formal way
  - Culture Change – Assessment (i.e., effecting a cultural change around assessment that will lead to a reduction in the number of summative examinations)
- Trinity Electives
- Trinity Approved Modules
- “Capstone for Every Student”
- 1 in every 2 students do a global placement/exchange
- Trinity employability and leadership awards/scholarships.
- Stakeholder engagement plan compiled and executed.
- National/EU/International marketing aligned with TEP activities in UG curriculum.
- Communication strategy compiled and delivered around TEP Features.
- Successful launch of Trinity Education, September 2020.

**Estimated Timeframe**
- September 2018 to September 2020

**Estimated Budget**
- €800k (€400k p.a.)

**Constraints**
- Timeline – no leeway with September 2018 student intake or September 2019 student intake deadlines.
- Fixed/stable timetable – limits range of offering of approved modules and 2nd/3rd subject.
- Shorter assessment weeks to schedule examinations (if assessment not sufficiently diversified).
- Quotas/capacity of approved modules and 2nd/3rd subject.
- Limited resources to develop online and other components of Trinity Electives.

**Assumptions**
- Fixed/stable timetable will accommodate Trinity Electives, approved modules and taking of 2nd/3rd subject to provide sufficient breadth opportunities for students.
- The number of summative examinations will be reduced sufficiently to be accommodated in reduced number of assessment weeks.
- Sufficient capacity and range of appropriate approved modules will be offered by each programme for students to take from 2019/20 (but mainly from 2020/21).
- Sufficient capacity and range of 2nd/3rd subjects will be available for students to choose to take from 2020/21.
- Sufficient capacity and range of Trinity Electives will be available for students to take from 2019/20.
- TEP activities will be mainstreamed by aligning Trinity Teaching and Learning, Academic Registry and Trinity Online Services resources and business processes with the needs of the new approach to the curriculum.
- TEP achievements over the long term will be maintained.

**Potential Risks**
- Fixed/stable timetable unable to be fully implemented due to complexity of variety of practices at programme-level such as cross-year teaching.
- Insufficient capacity of approved modules to accommodate students on a programme due to insufficient number of approved modules offered, and lack of available spaces.
• Insufficient capacity of 2nd/3rd subjects leading to limited offerings due to timetable restrictions and lack of available spaces.
• Negative impact on smaller subjects in AHSS if 2nd/3rd subject breadth option unable to be delivered due to timetabling/quota constraints.
• Continued reliance on summative examinations due to lack of buy-in from academic staff resulting in problems with timetabling of examinations.
• Insufficient alignment of Trinity Teaching and Learning, Academic Registry, Trinity Online Services CLG resources and business processes with the needs of the new approach to the curriculum leading ultimately to slippage of TEP achievements.
• Insufficient buy-in from academic and professional staff due to inadequate change management resulting in stagnation in culture of continuous improvement.
• Insufficient support and guidance available for students to benefit from the changes.

Section B
Factors to address re: other projects and processes

Project Dependencies

External to the Project:
• Digital Transformation Strategy: Development and recalibration of systems (mainly SITS) to align with TEP activities and enable their implementation (including online enrolment, facilitation of pathway choice).
• Estates Strategy: Space strategy, which links to the TEP objective of the timetable using available physical space in an optimal way.
• Quotas on entry, which will determine availability of space on 2nd/3rd subject.

Internal to the Project:
• Planning and coordination for transition and mainstreaming dependent on input from Logistics and Features.
• Trinity Electives and approved modules and 2nd/3rd subject dependent on fixed/stable timetable providing time to ensure sufficient availability to meet student demand.

Impact of project on other processes

• Scholarship examinations
• S2S Student mentoring (requires familiarisation with new TEP activities)
• Tutorship (requires familiarisation with new TEP activities)
• Appeals – timing
• Orientation – information given to Junior Freshman students
• Timing of Trinity Ball

Section C
Structure/Personnel/Information Requirements

Project Structure/Personnel

Project Chair: Provost
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<th>Information Requirements</th>
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<td>• Quarterly reporting of Steering Committee to Plenary Committee</td>
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<td>• Monthly Reporting of Workstreams to Steering Committee</td>
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<td>• Approval of policies (changes to existing and new) by Council and relevant Academic Committees (and Board/Principal Committees as required)</td>
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<td>• Updates to USC and Council as required</td>
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<td>• Communications to External stakeholders (donors, employers, government agencies, prospective students, their parents, the public) and Internal stakeholders (students, staff, alumni)</td>
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<th>Section D</th>
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<tr>
<td><strong>Project Charter Decision</strong></td>
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<td>Accepted</td>
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**Approved by University Council**

**Date: 26 September 2018**

On approval, this document will serve as the charter for the Trinity Education Project, Phase 4 – Implementation and Mainstreaming.