Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Trinity Education Project

Update : Strand 2 Curriculum Principles and Architecture

Health Sciences Faculty Forum 14 April 2016

A Trinity Education

— 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 – Strand 2

- ❖ Graduate Attributes
- ❖ Curriculum Principles
- ❖ Proposed Programme Architecture
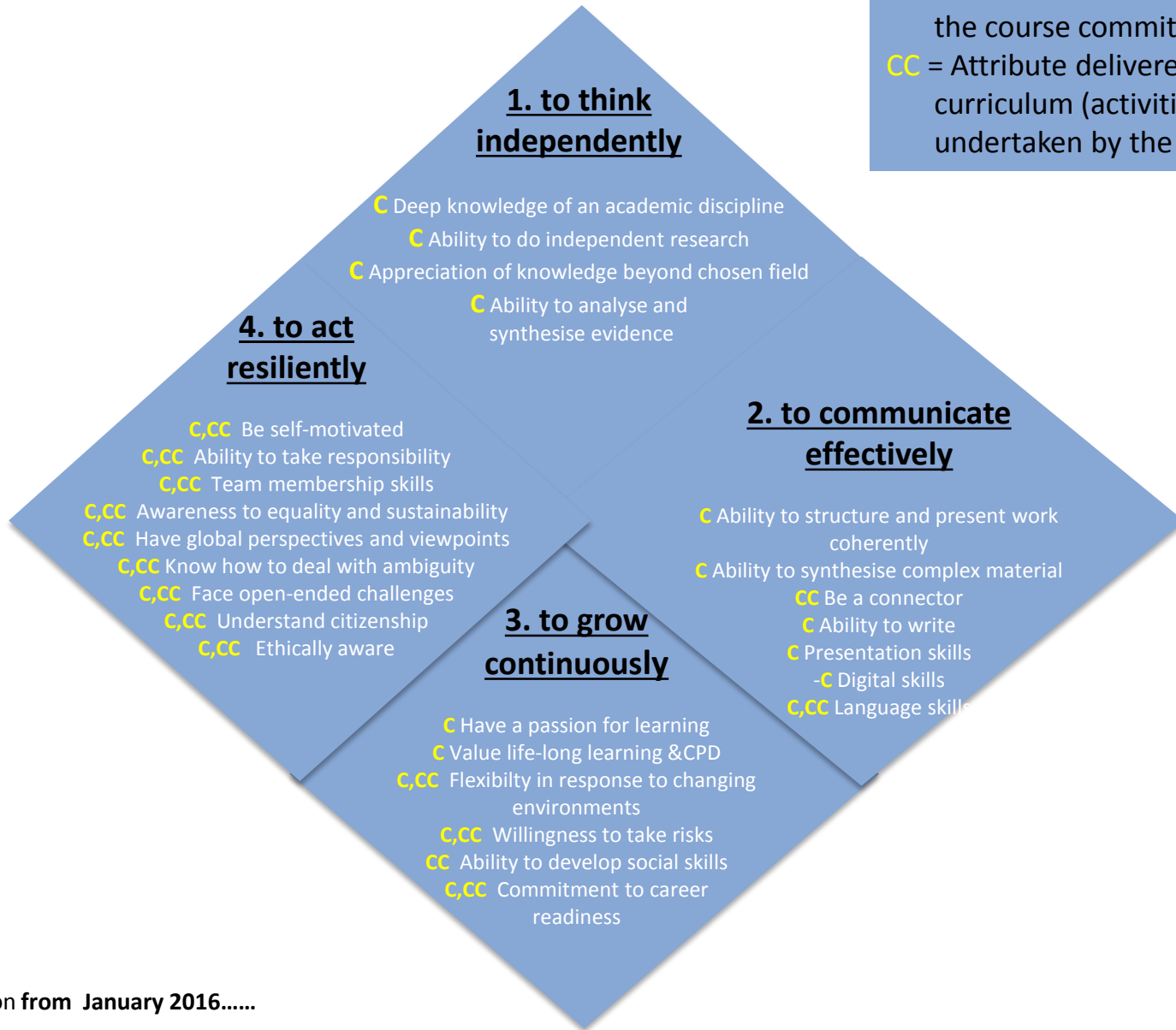
Graduate Attributes

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.

Graduate Attributes (Institutional level)

1. to think independently

C Deep knowledge of an academic discipline
C Ability to do independent research
C Appreciation of knowledge beyond chosen field
C Ability to analyse and synthesise evidence

4. to act resiliently

C,CC Be self-motivated
C,CC Ability to take responsibility
C,CC Team membership skills
C,CC Awareness to equality and sustainability
C,CC Have global perspectives and viewpoints
C,CC Know how to deal with ambiguity
C,CC Face open-ended challenges
C,CC Understand citizenship
C,CC Ethically aware

2. to communicate effectively

C Ability to structure and present work coherently
C Ability to synthesise complex material
CC Be a connector
C Ability to write
C Presentation skills
-C Digital skills
C,CC Language skills

3. to grow continuously

C Have a passion for learning
C Value life-long learning &CPD
C,CC Flexibilty in response to changing environments
C,CC Willingness to take risks
CC Ability to develop social skills
C,CC Commitment to career readiness

In consideration **from January 2016……**

The Trinity Curriculum

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.

Proposed Curriculum Principles

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

- **provide structured but flexible pathways that support the achievement of the programme-level outcomes and the development of the graduate attributes**

- be programme-focussed

- be research-centered

It will employ

- a range of teaching, learning and assessment strategies

and will be

- supported by appropriate technology-enhanced approaches.

Proposed Curriculum Principles –
flexible in achieving programme level outcomes

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

1. Each programme will consist of core, approved and elective modules;

2. Each programme will enable 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 will be able to engage in learning beyond their discipline and/or in inter-professional learning;

3. The curriculum architecture will provide time and space for students to engage in co-curricular learning;

4. The curriculum will provide 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;

5. Teaching and learning will draw on a range of pedagogies and assessment paradigms that are responsive to different learning styles.

Working definitions for Pathways Models

Core programme

prescribed curriculum for the programme, includes mandatory and optional credit-bearing modules which can be taught and/or experience-based.

Approved modules

credit-bearing modules approved by the programme in related or complementary fields.

"Free" elective modules

elective credit-bearing modules not included in the list of core or approved modules and available to all students. They are chosen by the student subject to:
(a) the student having the necessary, prior learning,
(b) the School/discipline quota for the module not having been reached,
(c) the timetable permitting the module selection.

Working definitions for Co-curricular, Extra-curricular

Co-curricular and extra-curricular activities encompass a broad range of activities, which are an extension to a student's university studies and complement the academic curriculum. They promote the student's academic, personal and professional development and, in this way, contribute to the achievement of the graduate attributes. Examples include involvement with clubs and societies, volunteering, peer mentoring, and summer work placements.

➢ **Co-curricular** activities are not credit-bearing, although specific types of activity might be formally recognised by the university and recorded as an extension to the student's transcript.

➢ **Extra-curricular** activities are not formally recognised by the university for inclusion in the extension to the transcript.

What should be managed by a programme?

1. Programmes will enable students to **learn beyond their discipline**, and must **enable students to exercise choice** in terms of whether they take the specified maximum or minimum number of credits within core programme.

2. All programmes will permit a choice of **approved modules** and provide access to free electives up to a specified credit threshold.

3. Programmes determine the pre-, co- and post-requisites and the levels at which modules must be taken whilst respecting the principle of flexibility

4. Programmes must enable all undergraduate students to complete an independent project or dissertation in one of their final two years

Continued…..

What should be managed by a Programme?

5. Programmes will enable opportunities for study abroad, placements, internships, experiential learning, inter-professional learning etc., as appropriate.

6. Timetabled time and space must be included for co-curricular learning.

7. Timetabled space must be included for project and group work (The Trinity Education Project will advance the principle that students will have access to bookable space)

8. Programmes will ensure access to modules at the required level for professional accreditation, postgraduate study or Teaching Council requirements.

Trinity Education Project
Decision levels

1. **Decisions @ Institutional Level to include**
   - Semesterisation & Academic Year Structure
   - Progression
   - Consolidation of entry routes (TGRUSE)
   - Appropriate balance between "depth" and "breadth"

2. **Decisions @ School/Programme/Course level to include**
   - Types of degree programme
   - How curriculum meets curriculum principles
   - How curriculum enables development and achievement of graduate attributes for academic growth

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Trinity Education Project Timeline

Trinity Education Project – Phased Overall Timeline
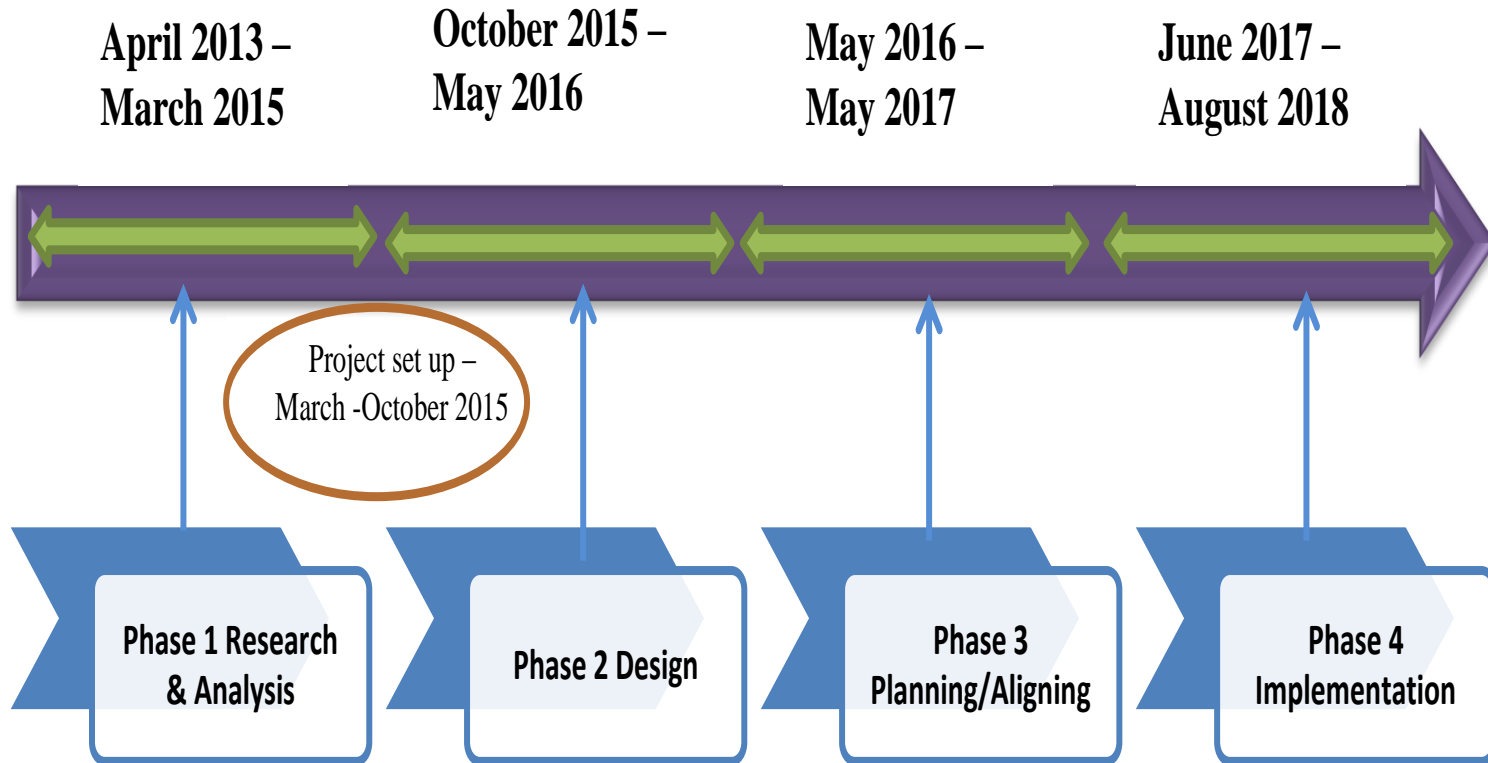
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Thank You