

Appendix 1: Programme Handbooks - Core Content

*Please note the order of items in the appendix is not prescriptive. Programmes should use their local expertise and student feedback to ensure items are in an order appropriate to their programme. This version of the Appendix applies to academic year **2025-26**.*

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| Section | Item | Description/Further Information | Reference/Source |
|-------------------------------------|---|--|--|
| Organisation & Structure | Title Page | Stating the School, Programme, Academic Year and Year of Study, if applicable | Trinity Visual Identity Guidelines |
| Organisation & Structure | Organisation | Contents Page Glossary Standard Text: Alternative formats of the Handbook can be made on request. | Accessible Information Policy |
| Organisation & Structure | Statement on General Regulations | Standard Text: In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail. | Calendar, Part II, General Regulations and Information Calendar, Part III, Section I General Academic Regulations |
| General Information | Student Supports Co-curricular activities TCDSU, GSU & student representation structures | Student Services Handbook (PDF) developed, maintained and hosted by Student Services. | Student Services Handbook Student Supports & services website |
| General Information | Emergency Procedure | Standard Text: In the event of an emergency, dial Security Services on extension 1999 Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff | Emergency procedures |

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| General Information | | <p>and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.</p> <p>Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.</p> <p>It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).</p> <p>It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.</p> | |
| General Information | Data Protection | Link to website | Data Protection for Student Data |
| General Information | Research Ethics | On relevant programmes, Schools should provide relevant links and information on good practice in research, as well as information on College and Faculty policies and procedures. | Policy on Good Research Practice |
| General Information | Key Locations | Include programme offices, laboratories, online learning environments, libraries, Academic Registry, places of faith/prayer rooms, photocopiers and any relevant introductory information on these locations. | Blackboard Academic Registry |

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| Teaching & Learning | Academic Integrity and Referencing Guidance | <p>Standard Text on Academic Integrity: to be copied from the Calendar, with a link to (i) the Academic Integrity webpage, (ii) the Library Guidelines on Academic Integrity and (iii) declaration text for submitted assignments.</p> <p>Standard Text on GenAI: <i>Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.</i></p> | <p>Calendar, Part II, General Regulations and Information, 'Academic Integrity'</p> <p>Calendar, Part III, Section I: General Regulations and Information, 'Academic Integrity'</p> <p>Library Guides - Academic Integrity</p> <p>Coversheet Declaration</p> <p>Library guidelines on acknowledging and reference GenAI</p> <p>College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024)</p> |
| Teaching & Learning | Explanation of ECTS Weighting | <p>Standard Text: The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.</p> | <p>ECTS in undergraduate programmes: Guidelines</p> |

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| Teaching & Learning | | <p>The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.</p> <p>The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.</p> | |

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| General Information | Health and Safety Statements | Applicable information relating to health and safety in the classroom, laboratories or other locations as relevant. | General Safety, Health & Welfare Information |
| Scholarships & Prizes | Foundation Scholarships | Details on the College regulations for achievement, as well as the structure and duration of the examinations for the programme. | Calendar, Part II, Foundation and Non-Foundation Scholarships |
| Scholarships & Prizes continued | Prizes, medals and other scholarships | Locally awarded items, including eligibility and information on how each item is awarded. | |
| Teaching & Learning | Absence from Examinations | Standard Text to be copied from the Calendar. | Calendar, Part II, General Regulations and Information, 'Absence' Calendar, Part III, Section III, 'Examinations, Assessment and Progression' Academic Policies |
| Teaching & Learning | Reference to Relevant University Regulations | Add links to University regulations, policies and procedures. | Academic Policies Student Complaints Procedure Dignity & Respect Policy Equality Policy |

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| Core Content for Programme Handbooks. Programme Handbook Template (see Appendix 2). | | | |
| General Programme Information | Introduction | To be written by the Head of Programme or their nominee. | |
| General Programme Information | Contact Details | Contact details for all staff members in the School can be provided in the School/department handbook. A list of staff involved in the management, coordination and delivery of the programme should be provided in the programme handbook. | |
| General Information | Key Locations | May include programme offices, laboratories, online learning environments, libraries, Academic Registry, places of faith/prayer rooms, photocopiers and any relevant introductory information on these locations. | Blackboard Academic Registry |
| General Programme Information | Key Dates | Important dates and submission deadlines | Important Dates |
| General Programme Information | Timetable | Where the timetable is through MyTCD a statement stating this to be provided. Where it is published elsewhere, a clear statement on accessibility of timetable. | My TCD |
| General Programme Information | Internships/ Placements for Credit | To include information about field trips, professional placements or internships. | Internship and Placement Policy |
| Teaching & Learning | Programme Architecture | Information on the programme's architecture and the available pathways to award. Undergraduate programmes. This information should include the following caveat: available | Trinity Education Programme Architecture and Pathways |

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| | | | |
| Teaching & Learning | Marking Scale | <p>All undergraduate programmes will be required to provide clear grade descriptors representing a pass. (Regulation 3: Progression Threshold).</p> <p>Where the institutional marking scale is employed, programmes may refer to the Calendar. Programmes where this scale is not in use, such as a number of those in the Faculty of Health Sciences, must include information on the School/programme marking scale.</p> | Calendar, Part II, General Regulations and Information |
| Teaching & Learning | Progression Regulations | Where a programme or subject has specific regulations, or where there are derogations to the General Regulations, these must be published in full in the handbook. | Calendar, Part II, General Regulations & Information Calendar, Part II, Part C Calendar, Part III, Section III 'Examinations, Assessment and Progression' and 'Assessment and Progression Regulations' |
| Teaching & Learning | Awards | <p>Degree options available to students on the undergraduate programmes, e.g. Single Honours, Joint Honours, Major with Minor, or Multidisciplinary, where Exit Awards (B.A. (Ord.)) exist this information must be included.</p> <p>For postgraduate taught programmes, e.g. P.Grad.Cert, P.Grad. Dip, M.Sc. or MA, where Exit Awards (P.Grad.Dip) exist, this information must be included.</p> | National Framework of Qualifications Trinity Pathways Trinity Courses |

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| | | A statement on the QQI – NFQ Level must be included. | |
| Teaching and Learning | Professional and Statutory Body Accreditation | Where the programme is subject to professional accreditation, an overview of additional requirements and links to the body and relevant policies must be provided. | |
| Teaching and Learning | Careers Information & events | Specific to the programme and links to Trinity Careers Service | Trinity Careers Service My Career |
| Teaching & Learning | External Examiner | The name and title of the External Examiner. If the External Examiner is from outside the EU/EHEA the student is to be informed that their personal information i.e. exam script is going outside the EU/EHEA. | Procedure for the transfer to external examiners of students assessed work |
| Teaching & Learning | Learning Outcomes | Programme/subject level learning outcomes for all award pathways at undergraduate-level, or postgraduate-level, e.g. PG. Cert, PG. Dip, or MSc, in which the content is offered. | |
| Teaching & Learning | Graduate Attributes (UG Programmes) | A clear statement on the graduate attributes that are achieved within the programme/learning outcomes. | |
| Teaching & Learning | Capstone (UG Programmes) | The Capstone project — though defined differently by different subjects — is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a | Capstone website |

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| | | <p>significant level of independent research by the student.</p> <p>The Capstone should:</p> <ul style="list-style-type: none"> • be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across the four years of study. • result in the production of a significant piece of original work by the student. • provide students with the opportunity to demonstrate their attainment of the four graduate attributes: to think independently, to communicate effectively, to develop continuously and to act responsibly. <p>Students should refer to School and College policies and procedures with regards to research guidelines and ethical practices.</p> | <p>Policy on Good Research Practice</p> |
| Teaching & Learning | Module Descriptor Preface | <p>Insert text: The School reserves the right to amend the list of available modules and to withdraw and add modules.</p> <p>Timetabling may restrict the availability of modules to individual students.</p> | |
| Teaching & Learning | Module Descriptors & Compulsory Reading List | Full Module Descriptors for Core and Open Modules | A link to College-hosted website or VLE may be used in place of full descriptors. |

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| Teaching & Learning | Attendance Requirements | Both College-level and programme-level, programmes should include information on self-certification procedures, and where medical certificates should be returned to. Where the professional statutory accreditation bodies specify attendance requirements, including those that apply to professional placements, these should be in the handbook. | Calendar, Part II, General Regulations and Information Calendar, Part III, General Regulations and Information, Section I 'Attendance and Off-Books'; Section II 'Attendance'; Section III 'Attendance, Registration, Extensions'; Section IV 'Attendance and Examinations' |
| Teaching & Learning | Feedback and Evaluation | Statement on College requirements for evaluation and feedback, as well as an outline of additional feedback practices at a local level. | Student Evaluation and Feedback Student Partnership Policy Procedure for the conduct of Focus Groups |
| Teaching and Learning | Postgraduate taught research models | The model(s) for PGT research components selected by the course director for the programme should be outlined in the programme handbook. More than one model may be employed per course. | 5 Model Framework for Postgraduate Taught Research |