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

Trinity Education Project Interim Report
September 2018

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www.tcd.ie/TEP

1. Introduction

The Trinity Education Project (TEP) is an ambitious project, which was articulated as one of the goals of the University's Strategic Plan 2014-2019: to renew the Trinity Education[1]. This Interim Report follows on from the Interim Report provided to Council in June 2016[2]. The Executive Summary sets out everything that has been achieved to date from **Phase 2: Design** (October 2015 to June 2016) onwards. The Report then collates the key deliverables that have been achieved over the course of **Phase 3: Planning for Implementation** from September 2016 to June 2018 and sets out the proposed governance structure and key deliverables for the final **Phase 4: Implementation and Mainstreaming**, to be completed by the project end of September 2020. The end goal of Phase 4 is for all components of the Trinity Education Project to be embedded into the undergraduate curriculum and to be maintained over the long term, with the oversight and management of these to be mainstreamed into the University's existing administrative and governance structures.

As we enter into the last phase of the project, it is timely to record here the extensive engagement with and commitment to the delivery and implementation of the Trinity Education Project by staff and student representatives from across the University, in Schools, Professional, Technical and Support Areas, and the Library. There are few areas or staff members who have not had some involvement, either at TEP Subgroup level, or locally. The engagement of the Students' Unions, and the SU in particular, is to be commended; central to the Trinity Education Project are our students and many of the changes that have been sought by them for many years – semesterisation, Christmas exams, a balanced workload and breadth in the curriculum – are now being realised.

The Trinity Graduate Attributes

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[1] Strategic Plan 2014-2019, p.32
[2] Final version approved in September – see CL/16-17/005, 28 September 2016

1.1 Executive Summary of what has been achieved to date

Approved by University Council, 2015-16:

- A university-wide set of **Graduate Attributes** which will shape the kind of education we offer
- A set of **Curriculum Principles** that will underpin what we teach
- A new **Programme Architecture** which will support the achievement of the graduate attributes; which will deliver depth and breadth in undergraduate programmes and examinations; and will allow for flexibility in programme pathways
- A significantly different approach to the **Assessment** of students
- A **Capstone** or independent research project in the final years
- A new **Academic Year Structure** (for which the required statutory changes were approved by Board (December 2016) and assented to by the Fellows (February 2017))

Approved by University Council, 2016-17:

- A new structure for **Undergraduate Science**
- The **Standardisation of Module Sizes** to 5 or 10 ECTS (20 ECTS for Capstone)
- New university-wide **Progression and Awards Regulations**
- Recommendations and next steps for the development of **Trinity Electives**
- Report on **Internships and Student Mobility**
- Report on **Co- and Extra-Curricular Activities**

Approved by University Council, 2017-18:

- 13 **Trinity Elective proposals** approved for development and rollout in 2019/20 and 2020/21 (more to follow early Semester 1, 2018)
- **Nomenclature of Awards** for the new programme architecture
- **Gold Medal** award recommendations.

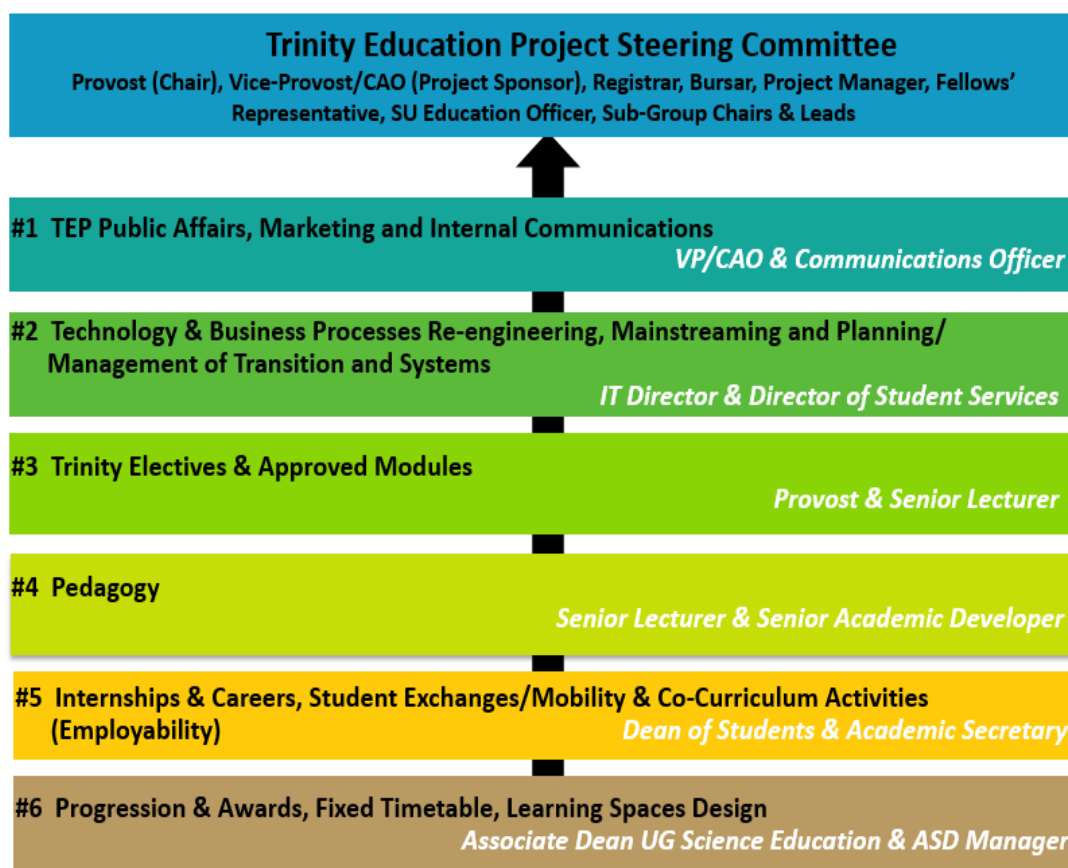### Work completed through TEP Governance Structure, 2016-18:

- Phase 1 and phase 2 programme **alignment with the Programme Architecture** (90% complete – list of all programmes to be brought to Council in 2018)
- List of **Approved Modules** to be considered within parameters of timetable pillars and used as basis for matching to programmes in 2018/19
- Assessment of extent of provision of **Internships** across all Schools and draft policy completed to be brought for approval to Council in 2018/19
- Suite of **Pedagogical Resources** provided to support staff and students with e.g. embedding the graduate attributes, providing diversified forms of assessment, introducing the capstone, and student workload.
- Modelling exercise completed of new joint honors combinations into pillars and block structures of **Stable Timetable** – agreed pillars to form basis for 2019/20 roll-out of timetable for new entrants to joint honors programmes.

1.2 TEP Governance Structure

The TEP governance structure is devised to ensure that the project achieves its overall objective, remains in scope and is delivered on time. It has evolved over the course of the project, designed to meet the needs of each phase. It comprises an overarching Steering Committee, which has overall responsibility for the sponsorship, planning and delivery of the project, into which report strands or subgroups. The Provost is Project Chair and the Vice-Provost/CAO is Project Sponsor. The Project Manager is based in the Academic Services Division.

The structure for Phase 3 of the project consisted of a Steering Committee chaired by the Provost, and five strands: (i) Education Working Group; (ii) Internships & Student Mobility; (iii) Communications, Stakeholder engagement and differentiation; (iv) Trinity Electives; (v) Co and extra curricula. In 2017/18, the structure moved to a Steering Committee with six subgroups, as set out below.

Trinity Education Project Structure for 2017/18

Trinity Education Project Steering Committee
Provost (Chair), Vice-Provost/CAO (Project Sponsor), Registrar, Bursar, 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

The membership of the Steering Committee consisted of the Chairs and Leads of each subgroup, plus the Registrar, Bursar/Director of Strategic Innovation, SU Education Officer and Fellows' representative. Membership of each Subgroup consisted of representatives from the SU and from academic and professional, technical and support staff from across the University. Any elements requiring a change to existing policies or structures are brought through the University's relevant governance structures, as appropriate, e.g., USC, Council and Board. The statutory change required by the new academic year structure went through the Fellows' assent process.

Regular updates on the project are provided to USC by the Senior Lecturer/Dean of Undergraduate Studies or Project Manager and to Council by the Vice-Provost/CAO. The Project Manager provides monthly updates to School Administrative Managers at the Academic Registry Forum, and to other groups as requested.

The governance structure for the final phase (Phase 4: Implementation and Mainstreaming) of the project was approved by Executive Officers Group on 4 September 2018 and is being brought to Council for approval on 26 September 2018. This is set out in Section 3 of the Report.

Examples of the Capstone

2. Phase 3 - Planning for Implementation

Phase 3: Planning for Implementation has focussed on enabling the curriculum principles and programme architecture in terms of the development of the fixed/stable timetable, Trinity Electives and approved modules, rules and regulations that address progression and awards and on the systems requirements to enable the implementation of these elements. Phase 3 has also focussed on providing support for programmes in renewing their curricula in line with the graduate attributes, curriculum principles and programme architecture. Work also commenced on developing academic policy around the proposals for change arising from the strand/subgroup focussed on internships, student mobility and the co- and extra-curriculum.

The task of identifying subject combinations and entry routes for the Two Subject Moderatorship (TSM) was taken out of the scope of the Trinity Education Project and dealt with separately in a review led by the Vice-Provost/CAO, ultimately resulting in an agreed set of joint honors entry routes, which will replace the old TSM entry routes[3].

The re-structuring of the undergraduate science programme was completed in readiness for first student intake in 2018/19 as part of phase 1 of implementation (which also includes Engineering, Engineering with Management, Clinical Speech and Language Studies and Health Science Programmes).

In 2016/17 a number of Trinity Education Fellows were appointed to work with the TEP team to assist a designated number of Schools to support planning for the implementation of decisions made by Council.

2.1 Programme Architecture

Preparation for the implementation of the new programme architecture has involved extensive work in Schools, multiple meetings of curriculum committees, all-School staff meetings, and discussions both within and between Schools to look at the range of programme offerings, how they are assessed, and how they are structured. With the exception of the clinical architecture where interprofessional learning will provide breadth, alignment of programmes with the new architecture required that space be created for the new breadth components such as Trinity Electives and approved modules. Re-configuration of programmes was also required for the balancing of workloads across the two semesters. For phase 1 programmes, the focus was on ensuring that modules meet the Council requirement for all taught module sizes to be either 5 or 10 ECTS[4] by 2018/19, with a 20 ECTS capstone in all programmes in the final year. There are some permitted exceptions to this in cases where constraints are imposed by external accrediting or professional bodies, in particular under the clinical architecture. Preparation is ongoing for phase 2 programmes, with the requirement for module sizes to be either 5 or 10 ECTS to be implemented by 2019/20.

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[3] CL/17-18/137, 7 March 2018
[4] CL/16-17/176, 10 May 2017

In November 2016, Council approved[5] the proposed structure for undergraduate science presented by the Associate Dean of Undergraduate Science Education, Professor Kevin Mitchell. The current undergraduate Science (TR071) course was restructured into four distinct entry routes and, at the same time, incorporated the existing denominated entry courses into the revised structure as separate moderatorship streams. The four streams at the point of entry are:

(i) Biological and Biomedical Sciences
(ii) Chemical Sciences (Chemistry, Medicinal Chemistry and Nanoscience)
(iii) Geography and Geoscience
(iv) Physical Sciences (Physics, Physics with Astrophysics and Nanoscience)

Streaming will allow for the delivery of a core curriculum specific to each stream whilst providing a certain level of flexibility to students in relation to moderatorship preferences. It also provides clearer pathways from first year through to the sophister years.

The new undergraduate science programme was launched by Nobel Prize winner and Trinity graduate, Professor William Campbell in November 2017.

Over the course of April to May 2018, a review was conducted by Trinity Teaching and Learning of the alignment of phase 2 programmes[6] with the programme architecture and, under the common architecture, the exit pathways available. In May 2018, the Academic Secretary reported to Council[7] that 90% of all programmes are aligned with the new programme architecture, and could offer most of the exit pathways in their chosen architecture. There are a small number of programmes that need to overcome difficulties regarding the release of credits, opening pathways, and generally endeavouring to fit their programmes to the new architecture. We are optimistic that these will be resolved in time for first intake in 2019/20. All programmes that are part of phase 1 intake are fully aligned.

2.2 Trinity Electives and Approved Modules
2.2.1 Trinity Electives
In April 2017[8], a set of draft recommendations and proposed next steps arising from the work of TEP Strand 4: Trinity Electives, was approved. The Trinity Electives will be 5 ECTS standalone modules, available to undergraduate students from across the University, who are free to choose their preferred Electives. The suite of Trinity Electives, when developed,

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[5] CL/16-17/060, 30 November 2016
[6] Phase 2 programmes are all programmes entering the new programme architecture other than Science, Engineering, Engineering with Management, Clinical Speech and Language Studies, and Health Science programmes which are part of phase 1 intake 2018/19.
[7] CL/17-18/186, 9 May 2018
[8] CL/16-17/150, 05 April 2017

will link to the University's current strategic research themes, broaden student knowledge of key societal challenges or cover languages and cultures.

Sixteen of the University's research themes have now committed to running or being involved in a Trinity Elective. Arising from a call in February 2018 issued to all Schools, Trinity Research Institutes and Trinity-led National Research Centres to submit proposals for Trinity Electives that address key societal challenges, 9 proposals have been selected to go forward for development. A total of 13 proposals were approved by USC on 29 May 2018, and noted by Council on 20 June 2018. An additional number will go forward for approval early in the 2018/19 academic year.

The list of confirmed Trinity Electives to date that will go forward for development in 2019/20 for rollout in either 2019/20 or 2020/21 is set out below in Table 1.

Table 1: Trinity Electives		
Title	**Named School/Module Coordinator**	**Roll out for delivery**
Research Themes		
Vaccines – Friend or Foe	Prof Clair M. Gardiner, Biochemistry and Immunology	2019-20
Engaging in the Digital World: Today and Tomorrow	Prof Vincent Wade, Prof Declan O'Sullivan, ADAPT Centre	2019-20
A World to Discover: Travel Writing at Trinity	Prof Anna Chahoud, Classics, Histories and Humanities	2019-20
Toolkit for a Smart & Sustainable World	Prof Yvonne Buckley, Natural Sciences, Prof Siobhán Clark, Computer Science & Statistics	2019-20
The Art of the Megacity	Dr Nicholas Johnson, Creative Arts	2019-20
Key Societal Challenges		
The EthicsLab: Responsible Action in the Real World	Professor Linda Hogan, Religion	2019-20
What is the Internet doing to me? (Security and Privacy for people in a connected world)	Dr Stephen Farrell, Computer Science and Statistics	2019-20
From Planets to the Cosmos	Dr Jose Groh, Physics	2019-20
Cultures and Societies of the Middle East and North Africa (MENA)	Dr Anne Fitzpatrick, Languages, Literatures and Cultural Studies	2019-20
Idea Translation Lab	Science Gallery Dublin	2019-20
Exercise for Health	Dr Áine Kelly, Medicine	2020-21
The Chemistry of Periodic Elements	Dr Aidan McDonald, Chemistry	2020-21

The Politics of Peace & Conflict in a Globalised World	Dr Carlo Aldrovandi, Religion	2020-21

2.2.2 Approved Modules[9]

In January 2018, DUTLs were asked to return information about modules within their programmes that they considered could be opened up to other programmes as approved modules, and to provide the number of places that could be made available. The data returned was analysed and mapped to the timetable pillars and brought to Subgroup 3 for consideration in June 2018. Next steps were agreed whereby the capacity required for approved modules would be determined and the matching process put in place to be completed by the end of Semester 1, 2018.

Programmes under the Science architecture have agreed their own set of approved modules.

2.2.3 Interprofessional Learning

Health Science programmes will offer interprofessional learning as their breadth component. Interprofessional learning describes occasions when two or more professionals learn with, from and about each other to improve collaborative practice and quality of care. TEP Subgroup #4 Pedagogy considered interprofessional learning as part of its work programme, and Dr Emer Guinan of the Faculty of Health Sciences provided information and guidance in this area.

2.3 Pedagogy

Support for staff and students for the implementation of the Trinity Education Project is vital, particularly in the areas of embedding the graduate attributes, identifying and delivering different types of assessment across programmes, developing Trinity Electives and introducing the capstone in the final year across all programmes. The TEP Fellows produced several resources during 2016/17 in the area of assessment, capstone and graduate attributes[10]. The TEP Pedagogy Subgroup worked with Academic Practice and eLearning (CAPSL) and Student Learning Development (SLD) to produce additional resources on workload and assessment mapping; a mapping tool for graduate attributes; assessment resources for staff (e.g., self-assessment, peer-assessment, reflection, online assignments) and for students - see www.tcd.ie/TEP/resources.php. The resources for students will be made available on the SLD website.
The School of Law agreed to participate in a video on 'Implementing the Assessment Framework in the School of Law'. A series of five videos on group work involving Dr Kevin Kelly, School of Engineering, Prof Brendan Tangney, School of Computer Science and

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[9] An approved module is a new or existing module that enables a student to step outside their core curriculum (i.e., totality of modules available, including mandatory and optional modules) and exposes 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.
[10]See http://www.tcd.ie/TEP/resources.php

Statistics, and Prof Martin Fellenz, Trinity Business School, was also completed. These can be viewed on the resources page of the TEP website.

Getting staff and students to engage with the bank of online resources available on both the CAPSL and TEP websites will be key in providing support for the implementation of the assessment framework and the embedding of the graduate attributes.

Several 'Teach Meets' took place in 2017/18 at Faculty level – one in AHSS; one in EMS, and two in HS (in Nursing and Midwifery, and in St James's). These are informal meetings, often held over lunchtime, facilitated by academic staff from within the Faculty. The Teach Meets provided staff with a forum in which to look at difficulties with introducing change within Schools both from an academic and student perspective and to share experiences of, for example, embedding the graduate attributes in learning outcomes, or how to assess reflective learning.

Two workshops were held to support the development of the Trinity Electives. The first (held in December 2017) focussed on the challenges in designing and delivering curricula with a multidisciplinary focus, and teaching and assessing students from multiple disciplines within the module. The second took two of the Trinity Electives as a prototype and looked at how they might be developed.

2.4 Internships and Student Exchanges/Mobility

Both internships and student mobility provide significant opportunities for attaining the graduate attributes. Internships require the student to participate in teamwork, to take on responsibility, and often to deal with ambiguity. Likewise, student mobility requires the student to adapt to change and builds confidence and a global perspective. On 5 April 2017, Council approved[11] preliminary recommendations brought forward by the Vice-President for Global Relations as Chair of the Strand responsible for internships and student mobility that would inform policy in this area and the next steps toward facilitating opportunities for academic internships and student mobility.

In 2017/18, the Chair (Dean of Students) and Lead (Academic Secretary) of TEP Subgroup 5 met with all Schools to look at existing internships in the University, and the support structures already in place. Of all 24 Schools, 14 have some form of credit-bearing internship and 10 have none. Of the 11 student representatives who attended the consultations, all were strongly in favour of internship opportunities for credit across the programmes. Schools that currently do not offer internships as part of their programmes reported that, on the whole, they are open to the possibility. Schools considered that key issues like resourcing, quality of placements, and achieving equivalency in learning outcomes would need to be addressed before internships for credit could be introduced.

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[11] CL/16-17/150, 5 April 2017

A draft policy on internships was approved by TEP Steering Committee on 27 June 2018 and will be brought to Council for approval in Michaelmas Term 2018. A business case was also presented that covered internships and placements for credit that form part of an academic undergraduate programme of study at Trinity and any other internship or placement approved by a School. It set out order of magnitude cost estimates based on introducing internships to all programmes except Health Sciences.

Student mobility targets form part of the new Global Relations Strategy III and as part of the next phase of TEP, Global Relations will report directly to TEP Steering on progress on achieving these targets.

2.5 Co-Curricular Activities

The work of the Strand responsible for co- and extra-curricular activities in 2016/17 focussed on the structural and operational requirements necessary to deliver the graduate attributes that are closely linked to the co-curriculum and extra-curricular activities. It also looked at the flexibility required in the structures, systems, policies, procedures and practices of the academic and administrative divisions to support the achievement of the graduate attributes. An interim report on co- and extra-curricular activities was brought to Council on 10 May 2017[12] by the Dean of Students. The particular focus of the report was on student spaces, flexibility in assessments and deadlines, the timetable, opportunities to develop transferable skills and broader engagement. Recommendations in the report to identify and evaluate systems for reflection and recognition of the graduate attributes informed the work of Subgroup 5 in 2017/18 and will continue to do so in 2018/19 as part of Phase 4 of the project.

2.6 Progression and Awards

Progression and awards regulations enable the embedding of the curriculum principles and the assessment framework in addition to governing the way in which learning outcomes are achieved at module and programme levels. Over the course of the 2016/17 academic year, the Strand responsible for progression and awards set out to develop a set of shared regulations that achieve the following:

- are aligned with and support the achievement of the curriculum principles, assessment framework, programme architecture and academic year structure;
- are consistent and reduce substantially the complexity and diversity of current regulations, and minimise exceptions through the creation of standardised models of progression;
- are academically robust;
- are fair and equitable to students across the University;
- are transparent and clear for all stakeholders.

In 2017/18, TEP Subgroup 6 considered other progression and awards regulations, such as Gold Medals, Nomenclature of Awards in the new programme architecture and Non-Satisfactory Attendance and Participation.

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[12]CL/16-17/176, 10 May 2017

2.6.1 Progression Regulations

In May 2017, Council approved[13] a set of nine recommendations on progression. The nine approved regulations are set out in Table 2 below.

Table 2: Council-approved Progression Regulations
Recommendation 1: Standardisation of Progression Regulations
• Progression regulations should be standardised as much as possible across undergraduate programmes.
Recommendation 2: Annual Progression
• Progression will be on an annual basis. • Students will be permitted to carry failed modules from semester to semester but not from year to year. • Students will receive provisional results after Semester 1 assessment. • Courts of Examiners will convene after Semester 2 and consider the results from both semesters.
Recommendation 3: Progression Threshold
• All undergraduate programmes will be required to provide clear grade descriptors representing a pass. • Progression threshold will not be higher than the pass mark in 4-year UG programmes. • There should be a standardised pass mark as far as possible across all UG programmes.
Recommendation 4: Minimum Credits to pass a year
• There should be a balanced credit-load across semesters. • All modules and components of modules will be compensatable. • The number of credits to pass a year will be 60. • 10 ECTS may be accumulated at 'Qualified Pass' (i.e. marks between 35-39% where the pass mark is 40% or 45-49% where the pass mark is 50% for some professionally accredited courses). • If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in all failed components in all modules for which they obtained either a fail grade or Qualified Pass. The reassessment session usually occurs at the end of August to coincide with the start of Semester 1 of the next academic year. • There is no aggregation.
Recommendation 5: Degree Award Calculations
• Students entering programmes with the new architecture will have their degree award calculated on their final two years' results, weighted at 30% and 70% respectively. • This regulation will apply only to new entrants to the new programme architecture in 2018-19 (i.e. students entering in 2018 to study Science Engineering, Engineering with • Management, Clinical Speech and Language Studies, Clinical programmes) and 2019-20 (i.e. students entering all other programmes in September 2019). • Current award calculations will apply for students who are entering existing programmes in 2017 and 2018 and for continuing students.
Recommendation 6: Number of years to complete a degree
• No change from existing practice. The maximum number of years to complete an undergraduate degree will be 6 for a 4-year programme and 7 for a 5-year programme.

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[13] CL/16-17/176, 10 May 2017

Recommendation 7: Repetition of a year
• Students are not permitted to repeat any academic year more than once and may not repeat more than two academic years within a programme.
• Students who are required to repeat should do so on a module-by-module basis.[14]
• A student's academic record on their transcript will show clearly the time lost through repetition of a year.

Recommendation 8: Reassessment
• Same progression regulations, including compensation, for assessments relating to semesters 1 & 2 and to reassessment.
• Automatic right to reassessment for a student who has achieved a fail grade in any of their modules and is not eligible for compensation.
• Students are not permitted to present for reassessment in any module for which they have achieved a pass grade, in order to improve their academic performance.
• Rescheduled exams within the session will no longer be permitted.
• Different reassessment modalities permitted.
• No capping of marks.

Recommendation 9: Special Examinations
• Special Examinations will no longer be available from 2018/19.

Of the nine recommendations approved by Council, one (recommendation 7) was subsequently revised in May 2018 further to the Board decision of 28 March 2018 (BD/17-18/178), which agreed to return the University's position in relation to supplemental exam fees and modular billing to the *status quo*. The implementation of modular billing was deferred for at least one academic year (2018/19), in order to facilitate a full and detailed analysis of all potential streams of revenue to fund it. Recommendation 7 was amended as follows:

- Repetition of a year is in full, i.e., all modules and all assessment components.
- There will be an option to repeat a year on an 'off-books' basis.

Progression and Awards regulations come into effect for all undergraduate programmes in 2018/19, with some derogations approved by Council in November 2017[15] and January 2018[16].

2.6.2 Gold Medal Recommendations

In April 2018[17], Council approved new recommendations for the award of a Gold Medal, which were proposed by TEP Subgroup 6 following approval of the new Progression and Awards regulations. The criteria for the award of a Gold Medal have been standardised and simplified in line with the new progression regulations and seek to ensure fairness and transparency. The number of Gold Medal categories has been reduced from the existing eight categories.

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[14] Subsequently revised by Board decision of 28 March 2018 (BD/17-18/178).
[15] CL/17-18/056, 29 November 2017
[16] CL/17-18/091, 17 January 2018
[17] CL/17-18/162, 4 April 2018

At its meeting on 4 April 2018, Council approved that:

- Gold Medals are awarded on the basis of the final, overall degree award mark (which will be calculated on a 30/70 basis over the final two years).
- Gold Medals are awarded on the basis of the overall degree award mark only (with the overall degree mark set at 75% or above). Each undergraduate degree programme will be required to confirm the percentage threshold for the award of a Gold Medal. Additionally, for those programmes which award a joint honors degree or a major with minor award a minimum mark of 70% in each named component of the degree award is also required for the award of a Gold Medal.
- Gold Medals are awarded on the basis of a single annual attempt (to include Semester 1 and Semester 2 assessments). A deferral counts towards the single, annual attempt, but reassessment is not counted, i.e., Gold Medals are not awarded to students who have been re-assessed.

Board approved the actions and timeline for implementation, and Phase 1 programmes confirmed their percentage threshold for the award of a Gold Medal to be approved by Board in Michaelmas Term 2018. Phase 2 programmes will confirm their percentage threshold for the award of a Gold Medal as early as possible during the coming academic year[18]. These new regulations come into effect for students who have entered the new programme architecture and reach their Senior Sophister year.

2.6.3 Nomenclature of Awards in the new Programme Architecture

TEP Subgroup 6 made a number of recommendations to USC and Council on the nomenclature of awards in the context of the new programme architecture. The recommendations aimed to:

- distinguish between award outcomes within the common architecture;
- add clarity with respect to subject specialisation in the Science architecture;
- clarify terminology.

In April 2018[19], Council approved the recommendations as set out in Table 3 below.

Table 3: Recommendations on Nomenclature of Awards
Recommendation 1
The pathways towards a Major with Minor and Single Honors with Minor award should be merged and are named **Major with Minor**.
Recommendation 2
A **Major with Minor** degree will be awarded where one subject at entry (major) is studied continuously over the course of the four years of the programme and a second subject (minor) is studied continuously over at least three years of the programme. A minimum of 60 ECTS in the minor subject (Subject 2) is required, with a minimum 20 ECTS at level 3 or above. The degree will be awarded as **Subject 1** and **Subject 2.** The transcript will indicate the major subject and the minor subject and clarify that the award is a major with minor award.
Recommendation 3

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[18] Medicine will be expected to align to the new Gold Medal criteria once it has completed its revisions to the calculation of the final degree award.

[19] CL/17-18/16, 4 April 2018

A **Joint Honors** degree will be awarded where the two subjects at entry are studied continuously over the four years of the programme. A minimum of 100 ECTS in Subject 1 and in Subject 2 (subjects at entry) is required; and a minimum of 50 ECTS in Subject 1 and Subject 2 in Sophister years at level 3/4. The degree will be awarded as **Subject 1** <u>and</u> **Subject 2.** The transcript will indicate the two subjects and clarify that the award is a joint honors award.

Recommendation 4
Currently the subject area is not included on the degree parchment for the award of a B.A. in Science programmes. It is proposed that the named Science subject (e.g., Chemistry) is included on the degree parchment as is the case in programmes in the FAHSS in the following format: **B.A. in Science – {Subject}**.
Recommendation 5
Within the new programme architecture, the calculation of a degree award is based on the results from the JS year (30%) and the SS year (70%). It is proposed that the results from the JS year in Moderatorship programmes be referred to as **Moderatorship Part 1** and from the SS year as **Moderatorship Part 2**.

These changes will come into effect from 2018/19.

2.6.4 Non-Satisfactory Attendance and Participation

In 2017/18, TEP Subgroup 6 worked on a revised policy on Non-Satisfactory attendance and coursework (NS) which would include the following:

- Non-satisfactory attendance
- Non-submission of coursework
- Participation/engagement
- Absence without permission.

The document was drafted in the context of the new progression regulations and proposed reporting NS on a modular basis. Bringing this proposal forward for consideration and approval through the Committee structures was paused following the Board (March 2018) and Council decisions (May 2018) not to proceed with modular billing in 2018/19.

2.6.5 Courts of Examiners

TEP Subgroup 6 looked at the role of Courts of Examiners for undergraduate programmes, particularly in the context of the new programme architecture where students may be taking approved modules, Trinity Electives or moving across programme pathways. A discussion document providing guidance on the role and composition of Courts of Examiners for undergraduate programmes to be read in conjunction with the External Examiners Policy went to USC on 15 May 2018[20]. Further consideration will be given and a revised document will go back to USC in due course.

2.7 Fixed Timetable

In 2016/17, initial work was carried out on developing a fixed timetabling model using 2015/16 enrolments. In 2017/18, TEP Subgroup 6 sought the expertise of SUMS, a not-for-

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[20] USC/17-18/087

profit organisation with extensive experience in UK HEIs, to review current timetabling practice and to design and evaluate timetable options. SUMS visited Trinity on several occasions between October 2017 and February 2018. A workshop with key staff who carry out timetabling was held in January 2018 and linkages with the University's Estates Strategy were also explored.

SUMS proposed a set of targets for Trinity to consider when looking at timetable improvements over the next five years. Achieving these targets would improve efficiency and effectiveness in timetabling, efficiency in space utilisation and could potentially improve student and staff experience. As part of this piece of work, TEP Subgroup 6 asked SUMS to consider potential approaches to timetabling, based on the University's plan to move to a stable timetable to support the outcomes of the Trinity Education Project. Two main approaches were explored: partial block timetabling and student choice timetabling. Whilst there was no significant difference in the ability of the approaches to deliver the University's requirements, the partial block approach was shown to be marginally better for the University at this stage.

Consultation with Schools is in progress, with a view to identifying issues that need to be resolved for the implementation of a stable timetable, such as cross-year teaching. There are several dependencies on the stable timetable, such as setting the parameters for the uptake of a new subject in the Senior Fresh year, the matching of approved modules to programmes, and identifying a fixed block in the timetable for Trinity Electives to enable them to be taken by students from across the university.

With regard to the timeline, it is envisaged that the initial step for implementation will be to provide a fixed timetable for new entrants to joint honors programmes in 2019/20, which subsequently will be developed, refined and extended year-on-year. Arising from that, governance structures for the timetable will need to be agreed and a draft timetabling policy that will include shared use of space and timetabling of a shared curriculum, brought to Council.

3. Phase 4 – Implementation and Mainstreaming

As set out in section 2 of this report, the TEP governance structures of each phase of the project are crucial in ensuring that the project's deliverables are achieved during each phase, within the timeline. The final phase of the project will take place over the next two academic years, 2018/19 and 2019/20, with a project end date of September 2020. For this final phase, proposed governance structures as set out in section 3.1 below were approved by Executive Officers Group on 4 September 2018 and are being brought to Council on 26 September 2018 for approval separately to this report.

3.1 TEP Governance Structures for Phase 4

It is proposed that overall TEP governance will be provided by a TEP Steering Committee chaired by the Vice-Provost/CAO. The work will be divided into four workstreams as follows:

(i) **TEP Transition** – Planning and coordination of transition to conclude TEP in September 2020.

(ii) **TEP Logistics** – Improving existing functions to make them operate more efficiently (i.e., timetabling, space usage, examination timetabling in new AYS).

(iii) **TEP Features** – Delivering fully the package of 7 key features that will make a Trinity Education truly distinctive:
- Co-curriculum Reflection
- Culture change - Assessment
- 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

(iv) **TEP Communications** – Ensuring project success by effective communication to all relevant parties, working towards a launch of the Trinity Education in September 2020.

A TEP Plenary will be held quarterly, chaired by the Provost, that will re-articulate the vision of TEP.

3.2 Conclusion

A project of this scale undoubtedly presents challenges for us all. However the interaction between staff within and across Schools, the discussions around pedagogy and assessment, and the debates about what can make a Trinity Education even better have been fruitful and have reinforced the strengths that make us distinctive as a University: our collegiality and commitment to providing a high-quality education that links our cutting-edge research to our undergraduate curriculum, and produces graduates who have developed to their full potential and are able to negotiate the challenges of our changing world with confidence.

We will continue to provide updates to University Council as we work through the final phase of the project.