## **Proposal for a New Undergraduate Course: Single Subject Entry**

Please complete this form where a new single subject course on the common architecture is proposed. The Single Subject Curriculum Mapping tool should be completed in conjunction with this proposal; please request this form from Academic Affairs at academic.affairs@tcd.ie. Please review the [Academic Affairs](https://www.tcd.ie/teaching-learning/academic-affairs/course-development/course-proposals/new/new-ug-course-proposal.php) webpages for additional templates and further information.

Following Council approval, [completed proposal documents](https://www.tcd.ie/teaching-learning/academic-affairs/course-development/course-proposals/undergraduate/index.php) are posted to the Academic Affairs website.

The attention of proposing Schools is drawn to the website for [Academic Practice](https://www.tcd.ie/CAPSL/)  for good practice concerning the teaching, assessment and supervision of students.

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| **1. Title of Single Subject Course** |  |
| **2. Subject ECTS volume (out of 240)** |  |
| **3. Award title (& exit award, if relevant)** |  |
| **4. NFQ: award level and type** | Level 8 - Major |
| **5. Available Trinity award pathways** | Single honors & major with minor |
| **6. Proposing School** |  |
| **7. Faculty name** |  |
| **8. Course start date** |  |
| **9. Course Co-ordinator** |  |
| **10. Course duration and mode** | 4 years, full-time |
| **11. Course group** | Undergraduate |
| **12. Student quota (EU & Non-EU)** | EU: | Non-EU: |
| **13. Date of course approval by School Executive Committee** |  |
| **14. Date of course and financial analysis approval by Faculty Dean**  |  |
| **15. Date of submission to USC** |  |
| **16. Date of submission to Council** |  |
| **17. Names and contact details of** **three potential external reviewers** | Name:E-mail: |
| Name:E-mail: |
| Name:E-mail: |

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| **ACADEMIC PROGRAMME** |
| **18. Rationale for the creation of this new course, including how it aligns to the College Strategic Plan, School strategy and any recent recommendations from Quality reviews.** |
| **19. Indicate in which timetabling pillar (1, 2, 3 or 4) this subject should be placed and the academic rationale for this choice (where relevant).** |
| **20. Programme** [**Learning Outcomes**](https://www.tcd.ie/CAPSL/resources/Curriculum-design/writinglo.php) **(10 approx.), with embedded** [**Graduate Attributes**](https://student-learning.tcd.ie/assessments/graduate-attributes/)**, associated with the Single Honors and Major Awards available from this entry route on the Common Architecture. Please indicate below if any of programme learning outcomes relate only to the single honors award pathway.****On successful completion of this single honors/major subject, students should be able to:**

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| --- | --- | --- |
| SH | Major | **LO1.** |
| SH | Major | **LO2.** |
| SH | Major | **LO3.** |
| SH | Major | **LO4.** |
| SH | Major | **LO5.** |
| SH | Major | **LO6.** |
| SH | Major | **LO7.** |
| SH | Major | **LO8.** |
| SH | Major | **LO9.** |
| SH | Major | **LO10.** |

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| **21 (i). Will a Minor Award be available where a student takes this subject up in Year 2 as a New Subject?** |
| **Yes/No:**  | **Student quota:** |
| **21 (ii). If yes, please indicate the Programme Learning Outcomes****On successful completion of this subject, as a minor, students should be able to:** |
| **21 (iii). If no, please outline the academic reasons for not offering a minor in the subject.** |
| **22. Are any modules or parts thereof shared with other undergraduate programmes? Please provide details.** |
| **23. Provide a summary of the approach being taken in relation to assessment across the whole course with particular reference to assessment of learning, assessment for learning and assessment as learning. Please consult** [**resources on assessment**](https://www.tcd.ie/CAPSL/resources/assessment/) **or contact staff in** [**Academic Practice**](https://www.tcd.ie/academicpractice/about/) **for guidance.** |
| **24. Summarise the approach being taken to ensure inclusivity through the curriculum.** (e.g., How does the curriculum support engagement and representation across **all** Trinity students? Does it present information and content in a variety of ways? Does it utilise a range of assessment methods to enable students to demonstrate their learning?*See:* [Universal Design for Learning - AHEAD](https://www.ahead.ie/udl) *for more information and guidance, and* [Inclusive Curriculum - Equality - Trinity College Dublin](https://www.tcd.ie/equality/projects/inclusive-curriculum/) *for insights from Trinity students)* |
| **25. Please provide a summary of the approach taken to incorporate** [**technology-enhanced learning (TEL)**](https://www.tcd.ie/academicpractice/teaching-learning/digital_teaching_learning/) **on this course.** |
| **26. All undergraduate programmes must make space in their curriculum for students who wish to participate on Erasmus, Study Abroad and/or international work placement. Please show how this is facilitated in this course.** |
| **27. All undergraduate programmes are required to have an employability statement. Each School has access to a** [**Careers Consultant**](https://www.tcd.ie/Careers/people/) **to support them with this exercise. Please consult with them and provide the agreed Employability Statement.** |
| **ADMISSIONS & RECRUITMENT** |
| **28. Specific minimum requirements for entry to the single subject programme, if any (e.g. H6 in Mathematics,)** |
| **29. Specific minimum requirements for entry to the Minor programme from 2nd year, if any (e.g. H6 in Mathematics)** |
| **30. Please contact the Associate Director: Student Recruitment, Global Relations, Mr Declan Coogan, for assistance with 29 (i) – (iii).****(i) Please conduct an analysis of competitor programmes and provide details.****(ii) Provide details of potential target markets (EU and non-EU), with reference to evidence of demand.****(iii) Include confirmation statement from the Associate Director: Student Recruitment as to the marketability of the course title.** |
| **31.** **Expected applicant profile e.g., school leavers/ mature students/ FET/ TAP/ international students** |
| **32. Provide details of the predominant entry mechanism(s) e.g., CAO/ direct entry/ interviews/ admissions committee** |
| **RESOURCING, ADMINISTRATION, LIBRARY**  |
| **33. Staffing requirements and arrangements for the delivery of the new programme to ensure a high-quality student experience should be detailed.****Please provide details of:****(i) The numbers of new, existing and revised modules** **(ii) An analysis of the expected staff teaching and supervision load, particularly in relation to new modules and capstone projects****(iii) Staff recruitment plans, as approved by the Faculty Dean****(iv) Expected impact of the implementation of new College policies, e.g., fixed timetabling etc…**  |
| **34. Arrangements to support the administration of the programme (if shared across more than one school, confirm where responsibility for course administration falls and provide details on the co-ordination of support between the Schools)** |
| **35. Indicate any specific and/or additional Library requirements (these must be agreed with your Subject Librarian prior to submission)** |
| **QUALITY ASSURANCE** |
| **36. Name of school or course committee that will oversee the management of this course. Please provide summary membership details.** |
| **37. Please provide details of external examiner arrangements and indicate if any new external examiners will be required for this course of study.** |
| **38. Outline the plans for** [**evaluation of the course**](https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php) **at module and programme level by students, including any Student Liaison Committees or student membership on course committees.** |

Template updated 23/09/2022

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**Please confirm that:**

* This course will align with all of the pathways available in the Single Subject Architecture.
* This course and its pathways to award align with [College Progression and Award Regulations](https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/index.php).
* The modules available on the pathway(s) to award align with [Module Size Regulations](https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/module-size-regulations.php)
* There is provision for a [Capstone project](https://www.tcd.ie/teaching-learning/academic-affairs/course-development/undergraduate/capstone/index.php) of 20-ECTS in the Final Year of the course.
* This course is semesterised and aligns with the [Academic Year Structure](https://www.tcd.ie/calendar/academic-year-structure/).

**Please note that the delivery of the curriculum is subject to timetabling constraints.**

**Appendices**

**Appendix A:** Module summary – student workload and assessments (Template B)

**Appendix B:** All module descriptors (including capstone module descriptor) (Templates C & D)

**Appendix C:** Calendar entry

**Appendix D:** Module learning outcomes to programme learning outcomes mapping tool

(Template E)

**Appendix E:** Financial Analysis

**Appendix F:** Confirmation memorandum from Faculty Dean related to resources, the staffing level and any staff recruitment plans

**Appendix G:** Confirmation from heads of schools for shared teaching, where applicable (e.g., service teaching and specific shared modules – not for Trinity Electives or Open Modules from the general pool)