Curriculum Glossary (Interactive Version)

Context

The Curriculum Glossary comprises definitions relating to the theme of curriculum in Trinity. The Glossary was developed by Academic Affairs in consultation with Trinity Teaching and Learning (TT&L) divisions, the Human Capital Initiative (HCI) Project Manager and Cluster Chairs, and other units and divisions across Trinity. The Glossary drew from several sources, including definitions listed in Academic Policies, the Trinity Education Project Glossary, a draft Glossary developed through HCI, with the definitions refined and agreed through the consultation process. The Glossary was approved by University Council on 1 June 2022.

The Glossary is a living document and will be subject to standard periodical review.

Definitions are provided for each of the areas presented under 'Definition Index'. Click on the relevant definition heading to view definitions relating to the heading. The 'return icon' provided at the top and end of each section will bring you back to this page.

Definition Index

Assessment

Term	Definition
Assessment	Assessment plays a key role in driving and facilitating student learning and serves a range of purposes. The scope and purpose of assessments is commonly conceptualised in three ways: Assessment OF Learning Assessment FOR Learning Assessment AS Learning Although not mutually exclusive, the facilitation of student learning is a key goal of each concept. • It measures achievement (summative assessment/assessment *of* learning): **Assessment of learning**/summative assessment measures a student's demonstration of learning outcomes. It ensures standards, acts as a focus for institutional accountability and quality assurance, and involves making judgments about students' achievement for purposes of selection and certification. These assessments are usually **graded, high-stakes** assessments that count towards a student's final mark. • It fosters learning (formative assessment/ assessment *for* learning): **Assessment for learning**/formative assessment is concerned with **feedback** on learning. These assessments may be **graded** or **ungraded** but the main purpose is to provide feedback on students' work in order to help them learn and to **improve** their performance in future assessments. • It enables learners to become aware of how they learn (assessment **as** learning): **Assessment as learning** is assessment that **empowers** and **engages** students to become **better learners.** The focus is on developing students' skills in reflecting on and assessing their own work, and on having a deeper understanding of the assessment process and its expected standards of achievement. Peer- and self-assessment are examples of assessment as learning.
Assessment Component	An assessment component is a discrete unit of assessment, e.g., an examination paper, an essay, an oral examination, a practical which contributes a defined weighting to the overall assessment for the module.
Assessment Criteria	Provide students with information about the assessment task that will be used to measure their demonstration of learning outcomes. Assessment criteria do not define how well students demonstrate those characteristics; that is the job of standards and rubrics.

Term	Definition
Assessment Literacy	A term that refers to staff and students' understanding of the principles of assessment practices including: ➢ the relationship between assessment and learning ➢ assessment criteria, standards and quality assessment strategies and techniques
Assessment Rubric	A rubric is a descriptive tool that determines the level of a student's performance against pre-established criteria. Rubrics assist staff in grading and support student feedback.
Assessment Standards	Assessment standards are pre-defined statements that outline different levels (or standards) of achievement in a programme, module or assessment component. They are typically expressed in terms of the assessment criteria and describe what students are expected to know or be able to do in order to achieve that standard.
Authentic Assessment/Real world assessment	Assessments designed to prepare students for the realities of what they do in life beyond university. Examples include assessment pedagogies that encourage engagement with problems drawn from real life; broad scale assessment pedagogies such as problem-based learning or Objective Structural Clinical Examinations; or outward facing assessments that are showcased to external audiences.
Coursework	Coursework is both written or/and practical work done by a student during a course of study, usually assessed in order to count towards a mark or grade. Students complete coursework as part of the requirements of their programme of study. Examples of coursework to be assessed include the writing of essays, the sitting of tests and assessments, attendance at practical classes, and field trips, performances, and submission of practical books, the carrying out of laboratory or field projects, and the satisfactory completion of professional placements. The school, department or course office, whichever is appropriate, publishes its requirements for satisfactory completion of coursework in handbooks and elsewhere, as appropriate. **See also the Calendar, Parts II and III at www.tcd.ie/calendar/**
Feedback	Feedback provides students with an opportunity to reflect on their learning and identify areas for improvement. Feedback can come from staff, fellow students (peer feedback), or via self-assessment, and can include formal grades and written/verbal comments or suggestions.
Graduate Attributes (UG)	Graduate attributes are 'the qualities, skills and understandings a university community agrees its students should develop during their time with the institution' (Bowden et al., 2000). There are four Trinity graduate attributes: • to think independently; • to communicate effectively; • to develop continuously; to act responsibly.
Peer Assessment	A student-centred assessment approach where students evaluate the work of their peers, either anonymously, individually or in a group.

Term	Definition
Programme-focussed assessment	Programme-focussed assessment looks at the totality of the assessment across a programme of study. It maps assessment practices across the programme and brings together various contributors to the programme to discuss and evaluate assessment. An important outcome is that it enables students and academic staff to experience the programme as a cohesive and coherent whole. This sort of assessment mapping and dialogue can also take place at subject level and/or across a year.
Self-assessment	A student review of his/her own performance, for the purpose of assessment as/for learning. See also **Assessment**.
Summative assessment	See **Assessment**.

Awards, qualifications and certification

Term	Definition
Academic credit	Students are required to pass a defined number of module credits in order to progress and to attain an award. Academic credit may also be attained through the successful completion of standalone modules or micro-credentials. In Trinity, all modules and programmes are measured in terms of ECTS credits (with the exception of one programme leading to a level 5 award on the National Framework of Qualifications). See also **European Credit Transfer and Accumulation System (ECTS)**.
Award	An award is an academic qualification (degree, diploma or certificate) conferred in recognition of the successful completion of a higher education programme of study, either at undergraduate or postgraduate level, and issued by a designated awarding body. The National Framework of Qualifications sets out the criteria for major and non-major awards within Ireland. Non-major awards include, minor awards, special purpose awards and supplemental awards.
Awarding Body/Institution	An awarding body/institution is an organisation which is legally empowered to establish and confer awards. See also **Designated Awarding Body**.
Award Parchment	An award parchment is evidence of the academic qualification attained and is presented to successful candidates at a Commencement(Degree)/Diploma/Certificate ceremony
Certificate	A certificate is a non-degree award granted upon successful completion of a prescribed programme of study
Certification	Certification is the process of verifying and evidencing educational achievements and awards through the issuing of transcripts and parchments.
Degree	A degree is a major award granted upon the successful completion of a prescribed programme of study, i.e. a Bachelor, Master or Doctorate.
Designated Awarding Body	A Designated Awarding Body is a higher education institution with the legal authority to make awards, and to whom the Qualifications and Quality Assurance (Education and Training) Act 2012 applies.
Diploma	A diploma is a non-degree award granted upon successful completion of a prescribed programme of study.
European Credit Transfer and Accumulation System /ECTS	The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives and learning outcomes 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.
Major award	See **National Framework of Qualifications** and https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/.

Term	Definition
Micro-credential	The record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared, and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.
Minor Award	See **National Framework of Qualifications** and https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/.
National Framework of Qualifications	The **National Framework of Qualifications (NFQ)** is a system of ten levels used to describe the Irish qualification system. The NFQ describes what learners should know, understand and be able to do on the basis of a given qualification in broad terms. • **Major awards** are the principal class of awards made at a given NFQ level and reflect a significant volume of learning, e.g. Honours Bachelor Degree (NFQ, Level 8), Master Degree (NFQ, Level 9), Doctorate Degree (NFQ Level 10). • **Minor awards** are for partial completion of the outcomes of a Major Award. • **Special Purpose** awards are made for narrow/purpose specific achievement. • **Supplemental** awards are for learning that is additional to a Major Award • **Professional** awards See https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/.
Professional award	See **National Framework of Qualifications** and https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/
Special purpose award	See **National Framework of Qualifications** and https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/.
Supplemental award	See **National Framework of Qualifications** and https://www.tcd.ie/teaching-learning/academic-affairs/undergraduate-studies/ug-resources/trinity-awards-structure-ug/.
Transcript (or academic transcript)	A transcript is a detailed record of a student's studies, which confirms the course of study, period of registration, the modules that have been taken, the number of credits and grades achieved.

Cessation/suspension

Term	Definition
Cessation of programme	Cessation of a programme of study refers to the permanent discontinuation of a programme of study.
Suspension of programme	Suspension of a programme of study refers to the temporary discontinuation of a programme of study with the intention of recommencing it at a future date.

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Curriculum design and structures

Term	Definition
Academic Year Structure	The academic year normally begins at the end of August, and consists of three terms (Michaelmas, Hilary and Trinity). Teaching for the majority of courses takes place during two semesters: • Semester 1, September to December; Semester 2, January to April/May. A limited number of professionally accredited courses extend teaching and or assessment outside of the prescribed academic year structure. See also https://www.tcd.ie/calendar/ and the current Almanack https://www.tcd.ie/calendar/general-information/almanack.pdf for more detailed information.
Competence	A student's demonstrated capacity for the effective application of knowledge, skills or behaviours in a specific context.
Continuing Professional Development	Continuing professional development (CPD) is learning that maintains and improves a student's knowledge, understanding and skills, in order to enhance their practice.
Co-requisite module	A module that must be taken at the same time as another specified module. **Please note,** for online module enrolment purposes only, the Academic Registry defines co-requisite modules as modules for which a student registers to take in the same academic year. See https://www.tcd.ie/academicregistry/trinity-pathways/staff/OME_UAT.php
Course	A Course is normally a complete set of modules with an approved curriculum which may include options (e.g., optional modules, strands), meaning that students on the same course may not all follow exactly the same content. Where a course leads to an award it is often used interchangeably with the term programme, though the term programme is more commonly used.
Curriculum	A dynamic, interactive, planned process of teaching and learning within a defined unit, e.g., a module, subject, programme of study.
Curriculum Principles (UG)	The broad principles underpinning the design and delivery of the curriculum for all undergraduate programmes. The curriculum: 1. provides structured but flexible pathways that support the achievement of the programme level outcomes and the development of the graduate attributes; 2. is programme-focussed; 3. is research-centred; 4. employs a range of teaching, learning and assessment strategies; 5. is supported by appropriate technology-enhanced approaches.

Term	Definition
Framework-based programme structure (PG)	A framework-based programme structure is a sequence of three one-year part time courses (bearing the same title), each worth of 30 ECTS credits, allowing students' progression, either consecutively or with interruption at each stage, from Postgraduate Certificate to Postgraduate Diploma (top-up) and to Masters (top-up). Approved by Council in June 2014 (CL/13-14/191).
Internship/placement	Internship/placement
Interprofessional Education	Interprofessional education is described as occasions when two or more professions learn with, from and about each other to improve collaborative practice and quality of care.
Learning Outcomes	A learning outcome is a statement of what a learner is expected to know, understand and/or be able to demonstrate on completion of a process of learning, e.g., on successful completion of a module or programme of study.
Mandatory module	A compulsory module that must be taken by all students on the programme in order to satisfy the academic requirements of the particular programme of study.
Module	A module is a self-contained unit of teaching, learning and assessment on particular topics, with learning outcomes, modes of delivery and assessment schemes. In Trinity, modules are normally the building blocks of programmes and carry defined credit values. However, they may also be delivered as: • A **Standalone Module for Credit** is a module offered with a defined academic credit value which may be taken on its own or within a programme of study (e.g., UG-Trinity Elective). Normally these have no pre- or co- requisite modules. A **Standalone Module Not for Credit** is a module which does not have a defined academic credit value and is not offered as part of a programme of study. Normally these have no pre- or co- requisite modules.
Online learning	Online learning is any form of learning which is facilitated wholly via the internet, encompassing both asynchronous and synchronous activities.
Optional module	Optional modules provide students with choice within their core curriculum. Normally, students select a defined number of optional modules offered by their programme of study. The range of modules, their credit weighting and when they are offered depends on the programme of study.
Pre-requisite module	A module "X" which must have been completed before a student can undertake module "Y". **Please note**, for online module enrolment purposes only, the Academic Registry defines a pre-requisite module as a module which a student has completed in a previous academic year. See https://www.tcd.ie/academicregistry/trinity-pathways/staff/OME_UAT.php

Term	Definition
Programme	A Programme is a set of modules or course options, such as strands or subject pathways, that has programme learning outcomes and leads to an award (e.g. a degree). The terms programme and course are often used interchangeably when the course leads to an award (e.g., degree course, certificate course) though the term programme is more commonly used.
Programme Strand (PG)	A Programme Strand is a set of modules that creates a distinct thematic pathway within a programme of study. The strand learning outcomes must relate to the overall learning outcomes of the parent programme.
Student mobility	Student mobility refers to opportunities for students to study in a university overseas (e.g., as part of an Erasmus exchange) or to undertake an elective placement/internship overseas, usually for credit.
Subject (UG)	A subject refers to a branch of learning or discipline. The term is of particular relevance to undergraduate education in Trinity where programme architectures enable the study of single, two and multiple subjects to Bachelor's degree level.

Inclusive education

Term	Definition
Culturally responsive pedagogy	Culturally responsive pedagogy is a student-centred approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.
Inclusive Curriculum	An inclusive curriculum is one in which all students, regardless of background, personal circumstances, or learning backgrounds, abilities or strategies, have equitable opportunity to engage fully in their studies and achieve their learning goals. See also https://www.tcd.ie/equality/projects/inclusive-curriculum/about-Trinity-INC.php
Reasonable accommodations	A Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness. See https://www.tcd.ie/disability/current/Reasonable-acc.php

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Inter-institutional agreements

Term	Definition
Articulation arrangement	An articulation arrangement is a process that enables students who satisfy academic criteria on one programme to be admitted with advanced standing to a subsequent stage of a programme of a different degree awarding body. These arrangements are subject to a formal agreement between the parties.
Collaborative education partners	These are: i. non-awarding institutions with whom Trinity has a formal agreement to co- deliver a programme of education where Trinity's quality assurance policies and procedures apply to the programme delivered by the provider and the award conferred by Trinity College Dublin or The University of Dublin is on the National Framework of Qualifications; ii. designated awarding bodies in Ireland and internationally with whom Trinity has formal arrangement to co-deliver programmes of education under the Trinity's 'Collaborative and Transnational Education Policy or Dual and Joint Awards Policy.
Collaborative Provision	Collaborative Provision refers to two or more providers being involved by formal agreement in the provision of a programme of higher education and training.
Linked Provider	A linked provider is a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider delivers a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body (Ref. Qualifications and Quality Assurance (Education and Training) Act 2012).
Student mobility	Student mobility refers to opportunities for students to study in a university overseas (e.g., as part of an Erasmus exchange) or to undertake an elective placement/internship overseas, usually for credit.
Transnational Education	Transnational Education is the provision or partial provision of a programme of education in one country by a designated awarding body based in another country.
Validated programme	A Validated Programme is a programme of study that is developed, delivered and managed by a linked provider but approved and quality assured by the designated awarding body leading to one of its awards.

RPL

Term	Definition
Formal Learning (RPL)	See **Recognition of Prior Learning**
Informal Learning (RPL)	See **Recognition of Prior Learning**
Non-Formal Learning (RPL)	See **Recognition of Prior Learning**
Recognition of Prior Learning	Recognition of Prior Learning (RPL) is defined as a process by which prior learning is given a value (European Commission 2008; NQAI, 2005; OECD 2004). The focus of RPL is on the outcome of learning, rather than the experience of learning. It recognises learning that has taken place, but has not necessarily been assessed or measured. Such prior learning may have been acquired through formal, informal or non-formal routes. **Formal Learning** takes place through programmes of education or training delivered by education and training providers. It refers to learning which has already attracted formal certification within an education system. **Informal Learning** takes place through life and work experience. It may also be referred to as experiential learning. Often it is learning that is unintentional or unplanned and the learner may not recognise at the time of the experience that it contributed to his or her knowledge, skills and competence. It may be assessed, but does not result in formal certification of achieved learning. **Non-Formal Learning** is learning which is acquired through planned activities (e.g., an extramural course), but does not result in formal certification of achieved learning.

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Teaching and learning

Term	Definition
Asynchronous learning	Learners engage in learning activities or events at a time that is convenient to them, usually within a specified timeframe, and not necessarily at the same time as other learners. See also **Online Learning**.
Blended learning	Blended learning refers to the integration of complementary in-person learning experiences with online learning experiences.
Competence	A student's demonstrated capacity for the effective application of knowledge, skills or behaviours in a specific context.
Continuing Professional Development	Continuing professional development (CPD) is learning that maintains and improves a student's knowledge, understanding and skills, in order to enhance their practice.
Digital Learning	Digital learning refers to the use of digital technologies to enable and/or facilitate learning and teaching experiences, activities and processes. Digital learning encompasses a wide variety of learning models and approaches including blended, hybrid and online learning.
Extra Curriculum	Involvement in off-campus community initiatives and/or other recreational activities are referred to as 'extra-curricular activities'. In the Trinity context, extra-curricular activities are non-credit bearing. See also https://www.tcd.ie/students/reflection/awards.
Hybrid learning	Hybrid learning refers to modules or programmes that can be taken simultaneously by students, some attending online and some in-person, working together as a single cohort. Also called "hybrid-flexible" or "hyflex" learning.
Hyflex learning	See **hybrid learning**.
Internship/placement	An internship/placement is defined as an approved and monitored work experience that meets specific learning goals consistent with programme learning outcomes and is within the scope of Trinity's Internships and Placements policy.
Interprofessional Education	Interprofessional education is described as occasions when two or more professions learn with, from and about each other to improve collaborative practice and quality of care.
Learning Outcomes	A learning outcome is a statement of what a learner is expected to know, understand and/or be able to demonstrate on completion of a process of learning, e.g., on successful completion of a module or programme of study.
Masterclass	A master class is a 'special event' class given to students of a particular discipline by a subject matter expert of that discipline.

Term	Definition
Micro-credential	The record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared, and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.
Online Course	A course where materials, learning activities, assessment and communication are delivered online in synchronous or asynchronous formats, or in a combination of both.
Online learning	Online learning is any form of learning which is facilitated wholly via the internet, encompassing both asynchronous and synchronous activities.
Synchronous learning	Learners engage in learning activities or events in real time. See also **Online Learning**.
Technology Enhanced Learning (TEL)	Technology Enhanced Learning (TEL), originally known as eLearning and also known as technology-enabled learning is the inclusion of technology in teaching and learning to enhance the student learning experience. TEL can enhance the effectiveness of teaching using unique instructional strategies, and provide flexible access to online materials, activities and resources to students.
VLE (Virtual Learning Environment)	This is an integrated collection of web-based tools which enable the facilitation, management and delivery of teaching, learning and assessment activities; provide online access to content; facilitate assessment and feedback activities and processes. Examples include Blackboard, Moodle, Brightspace, Canvas.

Undergraduate Education

Term	Definition
Capstone (UG)	An independent piece of work completed in the Senior Sophister year, which provides students with an opportunity to integrate the knowledge, skills and competencies, which they have acquired during their undergraduate studies, and to demonstrate these in a form appropriate to the discipline. Depending on the discipline, it should enable students to showcase their ability to: • conduct independent empirical/laboratory and/or desk-based research; • engage in critical thinking; • analyse and synthesise material from a range of sources; • work in a self-directed way; • engage with methodologies and modes of inquiry appropriate to their field of study; • manage information according to the norms of academic inquiry and integrity; • set goals and manage time; • present their work in a form and register appropriate to the discipline and the audience/readership; • integrate, where appropriate, learning from internships/ placements; • be creative. The format of the capstone project is specified by the relevant discipline or school. Examples include: ➢ a dissertation ➢ a composition ➢ a performance ➢ a recital ➢ a film ➢ a case study ➢ design of a product/software to meet a specific need The Capstone in Trinity is weighted at 20 ECTS credits.
Co-Curriculum (UG)	The co-curriculum refers to non-credit bearing learning opportunities (e.g. certain work placements and volunteering) that complement the academic curriculum and may be recognised formally by the University by means of an extended academic transcript or other form or certification. See also https://www.tcd.ie/students/reflection/awards/.
Common Architecture (UG)	This is the overarching structure for undergraduate programmes of study in Trinity. There are a number of architectures within the common architecture, some of which provide students with the option to select different pathways leading to the award. The common architecture facilitates the achievement of programme-level outcomes, the development of graduate attributes and, within some architectures, provides options for students to experience breadth in the form of New Minor Subjects, Open Modules from outside their discipline(s), and Trinity Electives.

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Term	Definition
	The following are architectures within the Common Architecture: single honours, joint honours, common entry, multi-disciplinary, professional, science or clinical. See also https://www.tcd.ie/calendar/undergraduate-studies/common-architecture.pdf
Core Curriculum (UG)	The core curriculum comprises the totality of modules, both mandatory and optional and inclusive of internships and academic exchanges, which a programme of study.
Curriculum Principles (UG)	The broad principles underpinning the design and delivery of the curriculum for all undergraduate programmes. The curriculum: 1. provides structured but flexible pathways that support the achievement of the programme level outcomes and the development of the graduate attributes; 2. is programme-focussed; 3. is research-centred; 4. employs a range of teaching, learning and assessment strategies; 5. is supported by appropriate technology-enhanced approaches.
Graduate Attributes (UG)	Graduate attributes are 'the qualities, skills and understandings a university community agrees its students should develop during their time with the institution' (Bowden et al., 2000). There are four Trinity graduate attributes: • to think independently; • to communicate effectively; • to develop continuously; to act responsibly.
New Minor Subject (UG)	A New Minor Subject (NMS) is an additional subject that may be taken up by students on a single subject programme, in their second year. At the end of the second-year students may choose to continue with the NMS in their third and fourth years and finish with a major with minor degree. See also **Common Architecture and Pathways**.
Open Module (UG)	An open module is a new or existing module that enables students to step outside their core curriculum (i.e., totality of modules available, including mandatory and optional modules) and expose themselves 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. An open module may also be categorised as: • Bespoke open module, • Designated open module
Pathways (UG)	The defined options available to students on specified architectures on the common architecture, in which the entry route may be de-coupled from the exit route. For example, a student who enters on a Single Honours programme may choose to take a Major with Minor pathway, by picking up a New Minor Subject, and exit with an award in two subjects instead of the one subject they took up on entry. Depending on the programme architecture and the pathway options available to students, the following Bachelor's degree options may be available: Single Honours, Joint Honours, Major with Minor and Multidisciplinary.

Term	Definition
	See **Common Architecture** and https://www.tcd.ie/calendar/undergraduate-studies/common-architecture.pdf
Subject (UG)	A subject refers to a branch of learning or discipline. The term is of particular relevance to undergraduate education in Trinity where programme architectures enable the study of single, two and multiple subjects to Bachelor's degree level.
Trinity Electives (UG)	Trinity Electives add breadth to student learning through engaging students in learning opportunities outside of their core subject area/s. They are stand-alone, institution-wide modules, weighted at 5 ECTS credits, available to most undergraduate students across the University. There are different types of Trinity Elective: • Trinity Electives linked to Trinity's Research Themes; • Trinity Electives that address key societal challenges, usually from a multidisciplinary perspective; Trinity Electives that explore Languages and cultures.
Undergraduate Common Architecture	See **Common Architecture** and https://www.tcd.ie/calendar/undergraduate-studies/common-architecture.pdf

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