



**A meeting of the Undergraduate Studies Committee was held on 20 February 2018 at 2.15pm in the Boardroom.**

Present: Professor Gillian Martin, Senior Lecturer/Dean of Undergraduate Studies (*Chair*)  
 Ms Patricia Callaghan, Academic Secretary  
 Professor Aidan Seery, Senior Tutor  
 Professor Kevin Mitchell, Associate Dean of Undergraduate Science Education  
 Professor Derek Nolan, School of Biochemistry and Immunology  
 Professor Kristian Myrseth, School of Business  
 Professor Paula Colavita, School of Chemistry  
 Professor Mike Brady, School of Computer Science and Statistics  
 Professor Nicholas Johnson, School of Creative Arts  
 Professor Derek Sullivan, School of Dental Science  
 Professor Stephen Minton, School of Education  
 Professor Alan O'Connor, School of Engineering  
 Professor Alice Jorgensen, School of English  
 Professor Peter Cherry, School of Histories and Humanities  
 Professor Rachael Walsh, School of Law  
 Professor Pauline Sloane, School of Linguistic, Speech and Communication Sciences  
 Professor Joe Harbison, School of Medicine  
 Professor Naomi Elliott, School of Nursing and Midwifery  
 Professor John Walsh, School of Pharmacy and Pharmaceutical Sciences  
 Professor Elizabeth Nixon, School of Psychology  
 Professor Cathriona Russell, School of Religions, Peace Studies and Theology  
 Professor Mark Hennessy, School of Natural Sciences  
 Professor Stephen Matterson, Director of TSM  
 Professor Michael Wycherley, School of Social Sciences and Philosophy  
 Professor Philip Curry, School of Social Work and Social Policy  
 Professor Frank Wellmer, School of Genetics and Microbiology  
 Professor Rachel Hoare, School of Languages, Literatures and Cultural Studies  
 Professor Vladimir Dotsenko, School of Mathematics  
 Ms Siobhán Dunne, Library Representative  
 Ms Alice Mac Pherson, Education Officer, Students' Union  
 Ms Sally Anne McCarthy, Student Representative

Apologies: Professor Kevin O'Kelly, Dean of Students  
 Professor Paul Eastham, School of Physics

In attendance: Mr John O'Neill, Director, Academic Affairs Office, Trinity Teaching & Learning; Ms Marie McPeak, Academic Affairs Office, Trinity Teaching & Learning; Dr Ciara O'Farrell, Senior Academic Developer; Ms Leona Coady, Director of Academic Registry; Associate Professor Charles Patterson and Associate Professor Hongzhou Zhang from the School of Physics, for USC/17-18/051; Ms Mary McMahon, TEP Project Officer, for USC/17-18/052

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The Senior Lecturer/Dean of Undergraduate Studies opened the meeting and noted apologies from members.

**USC/17-18/049 Minutes of the meeting of 23 January 2018**

The following corrections to the minutes of the meeting of 23 January 2018 were noted:

- Items had been numbered starting with USC/18-19/001, when they should have continued from the numbering used at the meeting of 12 December 2017 and started with USC/17-18/042.
- The title on item USC/17-18/45e was incorrect and should have read “Derogations for Progression and Awards from School of Nursing & Midwifery” as opposed to “Proposals for the Scheduling of Examinations from 2018/19”
- Dr Ciara O’Farrell had been present at the USC on 23 January 2018, but this had not been recorded.

#### **USC/17-18/050 Matters arising**

**USC/17-18/043** A communication on the Academic Year Structure for Supplemental and Special Examinations 2017/18 had been circulated to academic and admin staff and to students.

**USC/17-18/027** Recruitment of applicants to the Trinity Laidlaw Research and Leadership Scholars Programme had opened and an information session for prospective scholars was held on Wednesday, 14<sup>th</sup> February 2018. The closing date for completed applications is Thursday, 29<sup>th</sup> March 2018. Members were asked to promote the initiative to students in their programmes.

**USC/17-18/045d** The Senior Academic Developer provided an update on this item and noted that work was progressing on enhancing the existing resources on assessment with links to relevant technology-enhanced learning resources.

#### **USC/17-18/051 Proposal for an Articulation Agreement between Trinity College Dublin and University of Science and Technology Beijing**

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The proposal for an Articulation Agreement between Trinity College Dublin and the University of Science and Technology Beijing with appendices and a memorandum had been circulated, dated 14 February 2018. Professor Charles Patterson and Professor Hongzhou Zhang from the School of Physics were welcomed to the meeting for this item.

Professor Patterson introduced the University of Science and Technology Beijing (USTB), noting that it has approximately the same number of students and that there is a focus on Metallurgy and Materials Science, which provides a good fit with the School of Physics here. USTB has several articulation agreements in place with the University of Waterloo in Canada, the University of Dundee and the University of Limerick.

Through this articulation agreement, the School of Physics is seeking to increase the number of international students from 1-2 per year to 10 per year in order to meet its own targets and align itself with College and national strategy. It was noted that they have had difficulty in the past developing strategic partnerships at the undergraduate level, but that this agreement is likely to succeed due to the established relationships between the Head of the School of Physics at Trinity and the Dean of the School of Mathematics and Physics at USTB, as well as established links between teaching staff in both universities.

Professor Patterson noted that in the mapping of the USTB curriculum to the Trinity programme, it is important to be aware of the fact that students entering the USTB course are required to undertake Physics as part of the National College Entrance Examination (NCEE or Gaokao). The learning achieved for this is equivalent to several modules in theoretical physics, which are taught during the Fresher years of the course here at Trinity. Also of note is that the Ministry of Education in China defines programme learning outcomes and, as a result, the module outcomes at USTB are structured differently and are broadly conveyed. In a number of instances, portions of multiple modules meet the outcomes of one module in Physics at Trinity.

A delegation from Trinity visited Beijing in the summer of 2017, delivering some lectures to USTB students who had recently finished their first year and were participating in a summer

school. Professor Patterson noted that these students are very strong and would be an ideal group, from which to recruit. It was noted that students may experience some challenges in adjusting to study at Trinity. Those challenges concern language proficiency in relation to technical terminology in English, decreased contact hours with lecturers in comparison to USTB, and assessment structures. A support committee will convene to monitor these issues and students will be encouraged to engage with societies and their class representatives.

The current eligibility criteria set out that students from USTB must achieve an average of 80% or higher over their first four semesters, which places them in the top 25% of students in their course. The promotion of the programme will be shared between Trinity and USTB. The term of the agreement is for 5 years, but it may be terminated with a notice period of twelve months.

In response to a member's query on facilitating a Capstone Project with an increasing cohort of students in the next few years, Professor Patterson noted that the School had anticipated this and had identified how to manage the larger cohort within the constraints.

A member queried a statement on admission procedures in Appendix 4 where a student may meet the eligibility criteria, but not qualify for participation on the articulation agreement. Professor Patterson noted that there were no set criteria in relation to this. It was recommended that the School of Physics make contact with the Academic Registry in order to set criteria for this type of situation and in order to confirm financial arrangements set out in the agreement, which would see a discount in tuition fees granted in certain circumstances.

It was confirmed to the meeting that the agreement would apply initially to the moderatorship in Physics. It was recommended that the School of Physics contact Professor Sarah O'Brien in Centre for English Language Learning and Teaching to find out about supports for students in English language. A further query arose as to whether students would be allowed to return to USTB to complete their studies should the need arise and it was confirmed that this possibility would be available to participants.

It was noted that recruiting students from one non-EU country was not necessarily contributing to a diverse student body. In response to one member's query whether the School had considered interviewing prospective students, it was noted that USTB interviews all students who apply to participate in an articulation agreement.

Feedback was provided on the quality of the document, with the request that the system of calculating credit in China be explained and that the School clarify how the agreement will transition with the move from the current programme architecture to the new programme architecture. It was also noted that Table 1B in the module mapping document seemed to be missing some information.

USC recommended that the articulation agreement go forward to Council, incorporating the necessary clarifications.

## **USC/17-18/052 Trinity Education Project**

### **a) CAO: Calendar**

A memorandum from John O'Neill, dated 20 February 2018, had been circulated.

The Director of Academic Affairs spoke to memorandum, highlighting that an email requesting information for the 2019/2020 CAO handbook, as well as a draft version of this handbook, had been circulated by the Admissions Officer on 14<sup>th</sup> February 2018.

Schools were invited to return the following information by 16th March 2018:

- any new undergraduate course that will commence in September 2019;
- changes to the titles of existing undergraduate courses;
- proposals to withdraw existing courses;
- proposed changes to the application/admissions process that may impact on the entry in the CAO handbook.

The Director confirmed that any new entry or proposal to withdraw a course must be supplied to the CAO by 16th March 2018 in order for it to be included in the preliminary list of CAO Codes, but that a proposed amendment to a programme title, which already exists in the CAO handbook, does not need to be submitted for that date.

The Director noted that proposed changes to the Two-Subject Moderatorship will be considered by the University Council on the 7th March and that the outcome will be communicated to Schools, together with instructions for submission of changes for inclusion in the 2019/20 CAO handbook.

Members were reminded that any new programme proposal or title change will need to have been approved by the Course Management, School and Faculty prior to submission to Undergraduate Studies Committee for consideration. Schools must allow sufficient time for any new programme to go for external review prior to being brought to University Council for approval. The documentation for these changes is available on the Undergraduate Studies website or may be requested from Academic Affairs. Schools preparing new course proposals are advised to make early contact with Marie McPeak in the Academic Affairs section of Trinity Teaching and Learning for guidance.

Members felt that this memo should be circulated more widely to those involved in the day-to-day running of TSM programmes who may be preparing their CAO and Prospectus entries at present. Members also sought clarification on whether exit route options are required at this time. It was noted in response that the CAO wants entry information, but that the Prospectus must contain information on exit awards.

Several members noted that the Prospectus and CAO links to the College and local websites: these are valuable marketing tools and should contain accurate and up-to-date information. With the significant changes anticipated for 2019/20, it was essential to have all information sources correctly aligned. Co-ordination at a local level is paramount to ensure that the information is relevant and correct and Schools must adhere to the deadlines outlined in the memorandum for 2019/20.

#### **b) Update on Non-Satisfactory Attendance & Coursework**

A memorandum from the Chair of TEP Sub-group 6, dated 15 February 2018, had been circulated together with the current Calendar entry on “Non-Satisfactory attendance and course work” and the “Terms and Conditions of being a Registered Student at TCD”. This item had been briefly discussed at the meeting on 12 December 2017.

The Chair of Sub-group 6 opened the discussion by noting that the current Non-Satisfactory Policy was designed more as a deterrent and has rarely been used since its implementation. Sub-group 6 reviewed how this policy could be implemented in the context of the new progression and award regulations, which grant students the automatic right to supplemental exams in all years if they fail; and to repeat only failed modules in a subsequent year. The regulations also state that only failed components of failed modules should be re-examined

Subgroup 6 considered how an NS policy can be implemented at the level of modules and components, reviewing where the responsibility should lie for setting the criteria for

satisfactory attendance/engagement for any given module and to which components these criteria apply, as well as whether it is appropriate to apply criteria on a “programme” level, given that students will be availing of modules outside their discipline. An appropriate outcome for students deemed Non-Satisfactory or Absent without Permission was also considered. They have also made several recommendations arising from their review.

Members agreed with the recommendation of Sub-group 6 that Non-Satisfactory Attendance and Coursework, Absence without Permission parameters should be set and monitored by a module co-ordinator, but that the NS policy would need to provide certain thresholds to support this and ensure consistency. The recommendation for an early warning system to notify students in advance of the possible application of an NS grade, with a clear path for escalation and communication, should also be established so as to ensure consistency. The Senior Tutor noted that the student’s tutor must be involved in this process. It was further agreed that programmes should remind students of their responsibility to attend and engage in all components of a module, the details of which should be reiterated in course handbooks at the start of each academic year.

Members agreed that where an overall grade of NS should be applied at module level and where a grade of ‘absent without permission’ is used, the new NS regulations should apply. In these instances, the student will be deemed ‘not qualified to proceed’ and will be required to repeat the module in full in the following academic year. In these situations the student will not have the right to reassessment.

A member queried if it would be possible to define non-satisfactory in relation to coursework performance, particularly where a student has poor attendance. The Chair of Sub-group 6 confirmed this would be included.

Other members asked if the policy would legislate or provide guidance on what is ‘a fair attempt’, such as an instance where a student attends an examination, but submits a blank examination booklet. It was suggested that, in this instance, it would be difficult to know if a student was unwell or deliberate in such an action. The Chair noted that the policy cannot legislate for all possible cases and judgement will need to be used in some instances.

Several members noted that their programmes do not use the current non-satisfactory policy due to its bureaucratic nature and the fact that there was only a penalty if a student was NS for two semesters. In some cases, the programme has made their own expectations clear to students and has implemented its own penalty system – in one course, students are advised that they must have full attendance and are deducted marks for poor attendance. In other instances, students must achieve a minimum mark on an assessment in order to show that they have engaged with the learning and not simply attended.

It was noted by a member that students participating in TSM may encounter varying practices when it comes to NS, the Chair advised that it would be desirable to have a general agreement across TSM modules or programmes that involve multiple subjects or disciplines.

The Student Representative noted that, in many cases, the School outlines attendance requirements, but that students would benefit from clarity around the requirements for and submission of medical certificates.

Members sought clarity on the timeline for development and approval of a new policy. The Chair noted that the intention is to bring a policy through Committees by the end of the academic year and implement it with the new regulations in 18/19.

**XX****c) Revised Calendar Regulations – Objectives of the Moderatorship and General Regulations**

Further revisions to “The Educational Objectives of the Moderatorship” and the “General Regulations” sections in Calendar 2018/19, Part II had been circulated, dated 16 February 2018.

The Senior Lecturer/Dean of Undergraduate Studies brought members through the most recent and significant changes to the Educational Objectives of the Moderatorship and the General Regulations of the Calendar, Part II.

The changes to the Educational Objectives of the Moderatorship included additions to Section 1 where items (d) and (e) were introduced to further capture the graduate attributes within the objectives. The second paragraph of Section 2 was amended to better reflect that students entering in 2018/19 on programmes in Phase 1 of TEP roll out will complete a capstone. Section 3, which relates to Broad Curriculum, was reintroduced with amendments referring specifically to the Trinity Electives in order to address the period of overlap between old and new programme architectures.

The amendments to the General Regulations section included the consistent use of the terms ‘assessment’ and ‘reassessment’ sessions. Item 6 had been amended in line with a suggestion from member at the last USC meeting to reflect that ‘All undergraduate results are published by student number’, rather than anonymously.

Item 11 of the General Regulations now includes the phrase ‘appropriately evidenced’, and will include a link to evidence requirements based on those used currently in the Appeals process. Some paragraphs had been altered and combined to eliminate duplication of text.

Item 18 had been amended to include other assessment types in relation to the requirement that assessments be retained by schools and departments for thirteen months from the date of the meeting of the Court of Examiners.

In response to a member’s query, it was confirmed that off books, i.e., OBN, will continue to be an option to students after 2018/19, but that off books for the purposes of assessment, i.e., OBA, will only be available for students registered in 2017/18 for the year 2018/19. It will no longer be available to students after 2018/19, unless a programme derogation allowing it as an option has been approved.

A query arose as to whether the wording on item 25 would require amendment depending upon the outcome of the review of the Non-Satisfactory Attendance Policy. In response, it was felt that the item was broad enough to align with any outcome from the review of that policy.

USC approved the current draft of the Educational Objectives of the Moderatorship and the General Regulations sections in Calendar 2018/19 Part II. They will go forward to Council through the minutes of this meeting

**d) Report from the Long Table on Student Voice in Assessment**

A memorandum from the Director of Undergraduate Teaching and Learning, School of Creative Arts, the Senior Academic Developer, CAPSL, and the Education Officer, TCDSU, dated 14 February 2018, had been circulated.

The Director of Undergraduate Teaching and Learning, School of Creative Arts spoke to the report, confirming that on 7 February 2018 a “Long Table” ideas exchange was hosted by the authors of the report on the topics of “The Student Experience of Assessment” and “Beyond Essays and Examinations”. The objective of the session was to capture direct and

constructive feedback about how third-level students understand and evaluate current assessment practices, and to gather ideas about the future of assessment in Irish higher education.

The event was funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education (Seminar Series) and was developed in a three way partnership between Academic Practice, Creative Arts, and SU Education/USI. The cohort of attendees comprised predominantly students from Trinity; however the event was advertised nationally and there were contributors from other institutions. All three faculties of Trinity were represented among attendees at both sessions.

The “Long Table” format, pioneered at TCD by the TEP Fellows, is an innovative form of public dialogue that is consciously democratic, and it can be used to open conversations around contentious or challenging issues in institutional contexts. The methods and outcomes from the series of TCD Long Tables are currently being developed for publication, in order to share this approach beyond Trinity.

The Trinity Education Project has an Assessment Framework, in which Recommendation 2 states: “A range of assessment practices equips students to apply their learning in contexts beyond the University.” One goal of the long table was to validate that claim from a student perspective, and to gather student opinions on what “a range” of assessment practices means to them. The inclusion of students in governance issues at TCD reflects the “student partnership” model agreed with the SU.

The main points made by students include that examinations are not always relevant to either their discipline or the likely future career associated with the discipline and that assessments, which are related to career readiness, such as placements, are often not counted as meaningful in terms of credit.

Students also noted that the dominance of end-of-module examinations limits opportunities for feedback and for students to learn from their assessments during the year. Similarly, the long delay in feedback on essays/continuous assessment is problematic for the learning cycle. Overall, students expressed a desire for less, more relevant assessment and see significant learning benefits from self- and peer-assessment, both formal and informal.

The report recommends that members seek to include the student voice in local curriculum development plans and to expose colleagues to student feedback on current local assessment practices so that it may be considered in new curriculum developments.

The report further recommends that members avail of resources from the Trinity Education Project, the National Forum, CAPSL professional development, and/or through other means in order to develop a suite of appropriate assessments beyond examinations.

USC will be notified when formal publication of this data occurs. Members who wish to explore further research outcomes from this project, or who would like to use the “Long Table” format as a form of student feedback should contact the Senior Academic Developer in CAPSL.

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**e) Additional Derogations from School of Nursing & Midwifery**

A proposed additional derogation to Council-approved regulations on progression and awards in respect of Nursing and Midwifery had been circulated on 16 February 2018.

The Director of Undergraduate Teaching and Learning in the School of Nursing and Midwifery confirmed that the need for this additional derogation arose as a result of the revisions to the course approved at USC on 12 December 2017.

The revised curricula integrate more learning across the nursing and midwifery programmes, dispersing the content contained currently in one module across a number of different modules and leading to a shift in ECTS values in the revised curricula. Further, the revised curriculum is informed by different requirements and standards to those informing the existing curricula. Therefore, a student who fails one module in AY2018-19 would potentially have to repeat a number of modules to demonstrate achievement of the learning outcomes.

The School of Nursing and Midwifery has requested that they be allowed to use off books with assessment for the phasing out period of the existing curricula for students registered for the Senior Fresh year in 2018-19. The revised curricula will be implemented from September 2018 and will run concurrently with the existing curricula (pre-September 2018) until AY 2020-21, when the existing curricula come to their conclusion. The implementation of the revised curricula will occur at the same time as the TEP progression regulations are implemented across College.

Members queried what may happen in a number of scenarios and it was acknowledged that this derogation could not legislate for every possible situation, but that it would legislate for common past scenarios.

In response to a member's query on the impact of the new programme architecture on current JF students on other programmes and what would happen in these cases, the Senior Lecturer/Dean of Undergraduate Studies advised that this would depend upon the amount and level of revision undertaken by each course and that alternative solutions may be more workable in those instances.

The Senior Tutor noted that students on long-term absence from the College may be required to agree to enter the new programme architecture. It was noted that "The Terms and Conditions of Registration" are agreed by students on a year-by-year basis as opposed to the entire duration of their programme.

USC approved that the derogation go forward to Council.

#### **f) Update on Trinity Electives and Approved Modules**

The Senior Lecturer/Dean of Undergraduate Studies provided an update on Trinity Electives/Approved Modules from Sub-group 3, chaired by the Provost.

The Senior Lecturer/Dean of Undergraduate Studies noted that a call for Trinity Electives had been circulated to staff on the 16<sup>th</sup> February. She reminded members of the three 'categories' of Trinity Electives: those linking to current strategic research themes of the College; those addressing key societal challenges; and languages.

Meetings had taken place with Research Theme leads and there are currently five modules in development for 2019/20, including 'Smart Sustainable Planet', 'Digital Engagement', 'International Development', 'Identities in Transformation', and 'Making Ireland'. A further elective in 'Introduction to Mandarin Language and Culture' was also in development. The call for Trinity Electives, which had just been issued, relates to the second category of elective, i.e., proposals for electives focused on societal challenges.

Options on managing the transition from Broad Curriculum to Trinity Electives had also been discussed by sub-group 3. A recommendation had gone forward to the TEP Steering Committee, and was approved by that Committee that Broad Curriculum cease from the end of 2018/2019, with the provision that students on the old programme architecture who are eligible to take Broad Curriculum, would be able to take Trinity Electives from 2019/2020. As part of the transition, it had also been recommended that the stand-alone modules from



Broad Curriculum should be aligned with the principles of the Trinity Electives with a view to their continuation as electives. Likewise, where Broad Curriculum modules are core modules for some programmes, but open to students outside of those programmes, these would transition to the Approved Modules framework. The language modules will continue to be offered.

The Senior Lecturer/Dean of Undergraduate Studies noted that it is difficult to predict the number of students who will avail of Trinity Electives as the new architecture allows students different options for 'breadth' outside of their core programme. A probability analysis is being undertaken so as to enable planning and manage potential challenges.

A memo on Approved Modules had also been circulated. The Senior Lecturer/Dean of Undergraduate Studies encouraged members to identify modules in their Schools, which may be opened up to students in other disciplines. Directors have been asked to return the information by the end of March. It was emphasised that the purpose of the exercise was to start the process of identifying approved modules and that this process will be ongoing over the coming months. Once all of the submissions have been collated, a workshop will be held with Directors.

A member noted that, subject to further exploration of timetabling options, there will likely be a relatively straightforward mechanism to open modules up to other programmes.

One member queried if there was any flexibility on the March deadline and it was noted that this was a first step to allow for scoping of possible approved modules.

Queries arose in relation to which module classification applies for those who were availing of a module under the 'Subject 2' options. It was noted that this could technically fall under the Approved Module heading. It was pointed out that this would particularly apply in the case of Common Entry programmes where a student may change their degree pathway.

Some members noted that they are hesitant to recommend modules due to timetabling and capacity constraints. It was noted that module co-ordinators will be able to set limits for places on approved modules.

**USC/17-18/053 Any other business**

The Senior Lecturer/Dean of Undergraduate Studies reminded members that Faculty-based "Teach-Meets" on 'Embedding and Assessing the Graduate Attributes' will be taking place and that details would be circulated from the Trinity Education Project in the next few days. Members are encouraged to share the relevant event details with colleagues.

**USC/17-18/054 Minutes**

USC noted the following minutes

1. Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC), Wednesday 26th November, 2017

**USC/17-18/055 Items for noting**

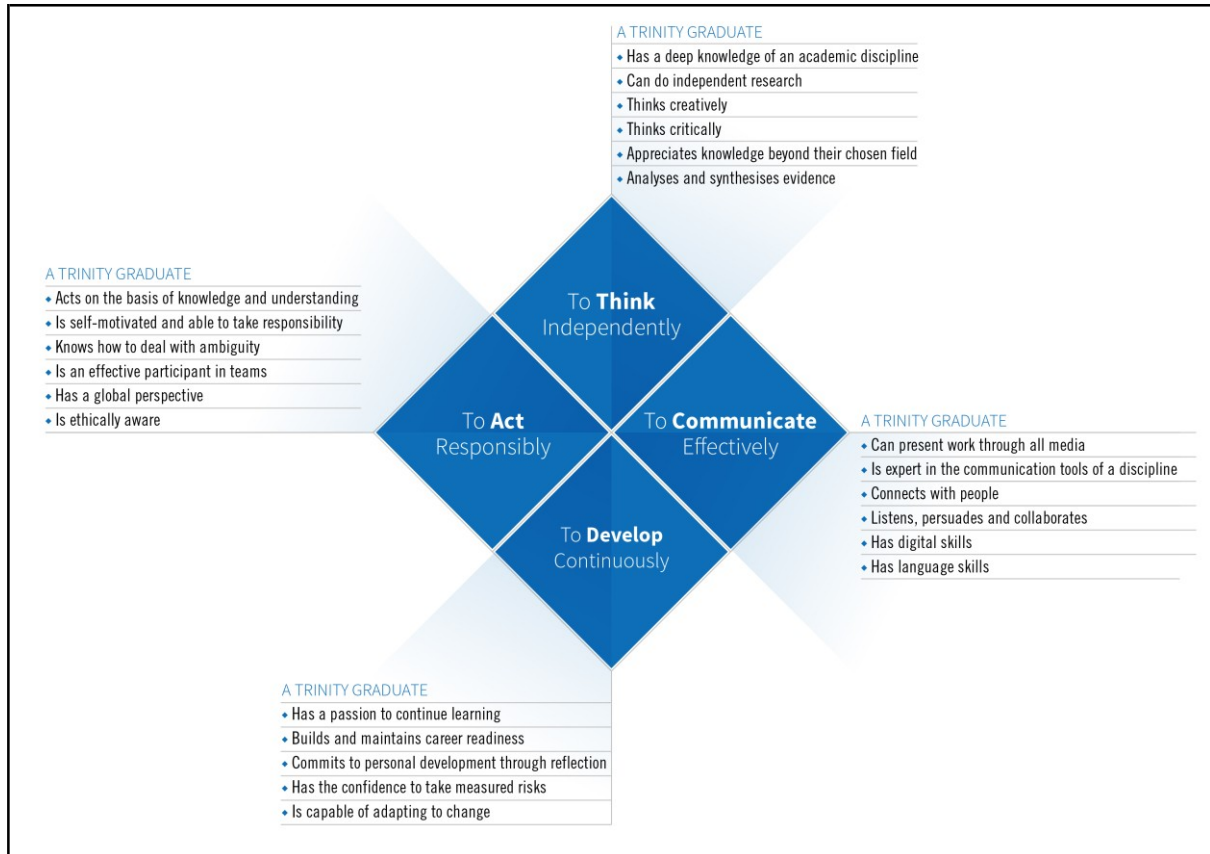
USC noted the following items:

1. Trinity Disability Examinations Policy together with Memorandum on Deadlines for Exam Accommodations from the Directors of Disability and Academic Registry, dated 12 February 2018

## **General Regulations and Information**

### *I THE EDUCATIONAL OBJECTIVES OF THE MODERATORSHIP*

Throughout an undergraduate degree programme students are provided with opportunities to develop and achieve the Trinity Graduate Attributes supporting their academic growth and shaping the contribution they will make to their field of study, profession and to society. The Trinity Graduate Attributes may be achieved through academic and co- and extra-curricular activities.



1 All moderatorship degree courses entail a broad base of knowledge of both a general and particular nature, and the intellectual skills that must be mastered are broadly similar in all areas.

All moderatorship degree courses seek to impart the following:

- (a) a strong broad base of knowledge that introduces the student to all the main aspects of the discipline or disciplines concerned, and to relevant aspects of closely related disciplines;
- (b) advanced expertise in the major subject that provides the students with a thorough understanding of the basic principles and methodology of the discipline and of the means by which the frontiers of the discipline can be expanded and new knowledge discovered;
- (c) a range of intellectual skills that develop as fully as possible the complete range of mental abilities, i.e. the enlargement and proficiency of mind that has long been a fundamental goal of university education.

These skills may be divided into two categories:

(i) *Thinking skills*

These include the capacity:

A – to make sense of what one learns, to analyse and sort data and solve problems

B – to extend what one has learned, to generate new ideas and concepts, to apply what one has learned to new contexts

C – to deal with knowledge in a critical way, to develop the capacity to evaluate information and ideas.

D – to act on the basis of knowledge and understanding.

(ii) *Communication skills*

These involve the capacity to organise information and arguments and conclusions, and to present them in a clear and well-reasoned manner.

- (d) a foundation, on which to continue developing professionally and personally beyond completion of the moderatorship;
- (e) a capacity to act in a responsible, informed and aware manner on the basis of knowledge and understanding.

*Structure of undergraduate degree courses*

2 All undergraduate degree courses are designed to support students in achieving Trinity Graduate Attributes together with the objectives described above. In the first two years there is an emphasis on acquiring a broad base of knowledge in the major subject(s) and in related areas that complement the major subject(s) and increase the students' understanding of them. In the third year there is a gradual shift to the in-depth study with a greater emphasis on small group learning and on independent work and on the development of a critical and analytical approach to the subject matter.

In the fourth year, students having acquired a solid grasp of the fundamental elements and methodology of the particular subject(s) and a broad base of knowledge, are in a position to undertake advanced, intellectually demanding work, such as the capstone project, requiring extensive independent research, the ability to critically evaluate knowledge and data, the search for new interpretations, and the rigour, discipline and independence of effort that are designed to develop the students' mental capacities and creative skills.

Students typically do much of their formal work in this fourth year in tutorials, in seminars or in the laboratory, where they are required to present reports on particular problems and have to deal with the criticism of their peers and lecturers. Their assessments require them not merely to reproduce facts but to show understanding and to make sense of what they have learned.

The object of this fourth year is to ensure that students emerge with a high level of expertise in a chosen field and with versatile skills of a high order that equip them to proceed at once to advanced research or to bring to bear in whatever employment they enter the capacity to master quickly new areas of expertise, to solve problems, to generate ideas and to communicate well.

3 Broad Curriculum cross-faculty modules and, where appropriate, Trinity Electives and approved modules provide students with the opportunity to study outside of their principle subject(s). The availability and timing of these modules depends on the student's programme of study.

*Ordinary Bachelor's degrees (Level 7, National Framework of Qualifications)*

4 Qualifications which signify completion of the first cycle at ordinary Bachelor's level are awarded to students who have completed a course of study which enables them to show:

- (a) a comprehension (that builds on and supersedes their general secondary education) of the theory, concepts and processes pertaining to a field or (in the case of joint degrees) fields of learning;
- (b) a knowledge, supported by the use of advanced textbooks, of one or more specialised areas;
- (c) that they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study;
- (d) that they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems;
- (e) that they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues;
- (f) that they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex and heterogeneous groups;
- (g) that they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- (h) that they have developed those learning skills which are necessary for them to continue to undertake further study at an honors Bachelor or a Higher Diploma level.

*Honors Bachelor's degrees (Level 8, National Framework of Qualifications)*

5 Qualifications which signify completion of the first cycle at honors Bachelor's level are awarded to students who have completed a course of study which enables them to show:

- (a) a comprehension (that builds on and supersedes their general secondary education) of the theory, concepts, methods and processes pertaining to a field or (in the case of joint degrees) fields of learning;
- (b) a detailed knowledge, supported by the use of advanced textbooks, of one or more specialised areas, some of it at the current boundaries of the subjects;
- (c) that they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study;
- (d) that they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems, or to conduct closely guided research;
- (e) that they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues;
- (f) that they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex and heterogeneous groups;
- (g) that they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- (h) that they have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

## **General Regulations and Information**

### **Submission of Assessed Work and Conduct of Examinations**

Programmes have discretion to utilise a broad range of assessment practices that are programme-focussed, equip students to apply their learning in contexts beyond the University and assess the graduate attributes appropriately throughout the programme. An assessment component is a discrete unit of assessment, e.g., an examination paper, an essay, an oral/aural examination, practical, field trip, professional placement, performance which contributes a defined weighting to the overall assessment for a module. Programmes must make available to students details of the assessment components, together with their weightings, for each module, including details of penalties applying for late submission.

1. There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas Term) and following the end of teaching term in semester two (in Trinity Term). There is one reassessment session which is held at the beginning of Michaelmas Term.
2. The dates of these formal assessment sessions are given in the *Calendar* PART I - ALMANACK. Examinations should be confined to these sessions. However, if and when approved by the University Council, certain courses, normally professional, are permitted to hold examinations outside of the standard academic year structure.
3. Examination timetables are published in advance of the dates of examinations on the College website at <https://www.tcd.ie/academicregistry/exams/timetables-dates/>\*. The College reserves the right to alter the published time and date of an examination in exceptional circumstances. Students should ensure that they are available for examinations for the duration of the relevant formal assessment session as stated in the *Calendar* PART I - ALMANACK.
4. No notice is required of intention to take an end-of-semester examination or reassessment examination in the course for which students have registered.<sup>1</sup> The onus lies on each student to establish the dates, times and venues of examinations by consulting the relevant timetable on the College website. No timetable or reminder will be sent to individual students by any office.
5. The College has approved the practice of anonymous marking for undergraduate examinations. This does not apply to continuous assessment.
6. All undergraduate results are published by student number. The results for assessment completed in semester one are provisional until moderated by the Court of Examiners in Trinity Term.
7. Students are required to complete all assessment components for each module as prescribed by the programme regulations. An assessment component is a discrete unit of assessment, for example, an examination paper, an essay, an oral examination, or a practical which contributes a defined weighting to the overall assessment of the module.
8. Students are not permitted to repeat successfully completed assessments or examinations in order to improve their performance.
9. Students who are unable to complete such assessment components necessary to complete a module or modules at the end of the appropriate semester due to certified illness, disability,<sup>2</sup> or other grave cause beyond their control may seek, through their tutor, permission from the Senior Lecturer to present at the reassessment session. Where certified illness, disability, or other grave cause beyond their control prevents

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<sup>1</sup>Notice is required for Foundation Scholarship.

<sup>2</sup>Full details of examination procedures for students with disabilities can be found at <https://www.tcd.ie/academicregistry/exams/student-guide/#withdisability>.

\* USC 18 Jan 2018 – SU Rep requested that approximate dates of publication might be included.

a student from completing at the reassessment session they may seek, through their tutor, permission from the Senior Lecturer to repeat the required module/s in the following academic year.

10. Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the examination session to defer the examination/s to the reassessment session. Students who have commenced the examination session, and are prevented from completing the session due to illness should seek, through their tutor, permission from the Senior Lecturer to defer the outstanding examination/s to the reassessment session.
11. Where such permission is sought, it must be **appropriately evidenced**:
  - (a) For illness: Medical certificates must state that the student is unfit to sit examinations/complete assessment and specify the date(s) of the illness and the dates on which the student is not fit to sit examinations/complete assessment. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.
  - (b) For other grave cause: Appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.
12. Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.
13. Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.
14. If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that **appropriate medical certificates** are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. Where appropriate please see the regulations governing Fitness to Practice.
15. Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.
16. The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

#### ***Access to scripts and other assessed work and discussion of performance***

17. All students have a right to discuss their examination and assessment performance with the appropriate members of staff. This right is basic to the educational process. Students are entitled to view their scripts and other assessments when discussing their performance. For work completed during semester one students should note that all results are provisional until moderated by the Court of Examiners in Trinity Term. In Trinity Term, students' performance cannot be discussed with them until after the publication of the end-year results.
18. Written assessment components and assessment components which are recorded by various means (e.g., video, audio) are retained by schools and departments for thirteen months from the date of the meeting of

the Court of Examiners which moderates the results in question and may not be available for consultation after this time period.

***Re-check/re-mark of examination scripts and other assessed work***

19. Having received information about their final results approved at the Court of Examiners in Trinity Term and having discussed these and their performance with the Director of Teaching and Learning (undergraduate) or the Head of Discipline and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe:
  - (a) that the grade is incorrect because of an error in calculation of results;
  - (b) that the examination paper or other assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment;
  - or
  - (c) that bias was shown by an examiner in marking.
20. In the case of (a) above, the request should be made through the student's tutor to the Director of Teaching and Learning (undergraduate) or Course Director as appropriate.
21. In the case of (b) and/or (c) above, the request should be made through the student's tutor to the Senior Lecturer. In submitting such a case for reconsideration of results, students should state under which of (b) and/or (c) the request is being made.<sup>3</sup>
22. Requests for re-check or re-mark should be made as soon as possible after discussion of results and performance and no later than twelve months from the date of the meeting of the Court of Examiners which moderated the results in question.
23. Once a result has been formally published following the Court of Examiners it cannot be amended without the permission of the Senior Lecturer.
24. Any student who makes a request for re-check or re-mark that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the request has been confirmed.

***Academic progress: Bachelor programmes***<sup>4</sup>

Some programmes with professional accreditation have received a derogation from specific regulations on progression by University Council. The relevant programme entry provides the detail.

25. In order to rise with their class, students must obtain credit for the academic year by satisfactory attendance at lectures and tutorials and by carrying out, submitting and sitting the required assessment components. In, addition students must pass the year by achieving, at a minimum, an overall credit-weighted average pass mark for the year (40 per cent or 50 per cent, as per programme regulations) and either:
  - (a) accumulate 60 credits by achieving at least the pass mark in all modules
  - or
  - (b) passing by compensation. All modules and components within modules are 'compensatable'.<sup>5</sup>

To pass a year by compensation, in programmes that locate the pass mark at 40 per cent, a student must achieve the pass mark in modules carrying a minimum of 50 credits and obtain a module mark of at least 35 per cent in any remaining module(s). A student may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 35-39 per cent.

<sup>3</sup>Details of the procedures relating to the re-check/re-mark of examination scripts and other assessed work are available on the College website at <https://www.tcd.ie/academicregistry/exams/results/recheck/>. Text at this link may need revision to include 'other assessed work'.

<sup>4</sup> See individual entries for certificate and diploma courses.

<sup>5</sup> Except in particular professional programmes where compensation does not apply.

To pass a year by compensation, in programmes that locate the pass mark at 50 per cent, a student must achieve the pass mark in modules carrying a minimum of 50 credits and obtain a module mark of at least 45 per cent in any remaining module(s). A student may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 45-49 per cent.

The end-of-year or degree result moderated by the Court of Examiners must be returned and recorded on the student record.

26. Progression is on an annual basis. Within a year students may carry failed modules from one semester to the next but not from one academic year to another; that is, they will not be able to rise to the next year of their programme until they have successfully completed the preceding one(s). Students who have not passed their year are required to present for reassessment when:
  - (a) they obtain in excess of 10 credits at qualified pass (QP) (i.e., marks between 35-39 per cent where the pass mark is 40 per cent; or 45-49 per cent where the pass mark is 50 per cent);
  - (b) they fail any module (i.e., achieving marks below 35 per cent where the pass mark is 40 per cent; or 45 per cent where the pass mark is 50 per cent);
  - (c) they do not obtain an overall pass mark for the year;
  - (d) or any combination of (a) - (c).
27. If a student has achieved both fail and QP grades at the first sitting or has exceeded the 10 credit limit allowed for compensation and is not permitted to rise with their year, they must present for reassessment in all failed components of all modules for which they obtained a fail and/or a QP.
28. Different modalities of assessment are permitted in the reassessment session as determined by the programme.
29. The same compensation regulations apply at the reassessment session as outlined in 28. above.
30. Students who fail to satisfy the requirements of their year at the reassessment session are permitted to repeat the year on a module-by-module basis taking only those modules with a grade of fail and/or QP. Where a failed module may not be offered in the repeat year, the programme should prescribe an appropriate alternative module, of the same credit weighting, to be successfully completed in its place. Where the failed module is not mandatory, the programme may permit students to take another optional module of the same credit weighting.
31. Students are permitted to repeat any year of an undergraduate programme<sup>6</sup> subject to not repeating the same year more than once and not repeating more than two academic years within a degree course, except by special permission of the University Council.
32. The maximum number of years to complete an undergraduate degree is six years for a standard four-year programme and seven years for a five-year programme.
33. The Board of the College reserves the right to exclude from the College, on the recommendation of the University Council, students whose academic progress is unsatisfactory.

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<sup>6</sup> Students are not permitted to repeat year 5 of the integrated programmes leading to the Master in Computer Science; Master in Engineering (or Engineering with Management) (Studies); Master in Engineering with Management; and the National Pharmacy Internship Programme.

There are also programmes in the Faculty of Health Sciences with regulations pertaining to the number of years within which the programme must be completed (Please consult programme entries within the Faculty of Health Sciences section in the Calendar). Please see the relevant entries for programmes in the Health Sciences where there are regulations about the number of years within which the programme must be completed.





**Trinity Education Project**  
**Progression and Awards – Derogations from Council approved regulations**  
**Nursing and Midwifery**

Progression Regulations	Programme seeking derogation from this regulation	Reasons for requesting a derogation
<p><b>7. Repetition of a year</b></p> <ul style="list-style-type: none"> <li>i. Students should be allowed to repeat all years.</li> <li>ii. Students should not repeat any academic year more than once within a degree programme and may not repeat more than two academic years within a degree programme [See Recommendation 6].</li> <li>iii. Students who are required to repeat should do so on a module-by-module basis.</li> </ul> <p>NB. The student's academic record on their transcript will show clearly the time lost through repetition of a year.</p>	<p><b>Nursing and Midwifery</b></p>	<p><b>iii Repeat on a module-by-module basis</b></p> <p>Off books with assessment is needed for the phasing out period of the existing curricula for students registered for Senior Fresh year 2018-19. New, revised curricula will be introduced for the Nursing, Children's Nursing and Midwifery undergraduate programmes based on the Requirements and Standards, as set out by the Nursing and Midwifery Board of Ireland (NMBI 2016). The new, revised curricula will be implemented from September 2018 and will run concurrently with the existing curricula (pre September 2018) until AY 2020-21 when the existing curricula come to their conclusion. The implementation of the new, revised curricula will occur at the same time as the TEP progression regulations are implemented across College.</p> <p>Students undertaking the existing curricula will be <u>unable to repeat modules on books</u> for the following reasons:</p> <ol style="list-style-type: none"> <li>1. Module learning outcomes have been reconfigured across the revised curricula.</li> <li>2. There is more integration of learning across the nursing and midwifery programmes in the revised curricula, so the content of each module has been dispersed across modules. Therefore, the student repeating as a result of failing one module (AY 2018-19) may be required to repeat a number of modules on</li> </ol>



Progression Regulations	Programme seeking derogation from this regulation	Reasons for requesting a derogation
		<p>books to attain the theory required for assessment. If this were to be the case, the student would need to be assessed in all the modules taken, thereby increasing student burden and effort.</p> <ol style="list-style-type: none"><li>3. Module ECTS between the existing (5 credits) and revised curricula (10 credits) are not comparable.</li><li>4. The new, revised curriculum is informed by different Requirements and Standards to those informing the exiting curricula.</li></ol> <p>The options therefore, for the phasing out period of the existing curriculum for students entering Senior Fresh in AY-2018-2019, who are unsuccessful in their assessments are:</p> <ol style="list-style-type: none"><li>1. Continuation of current Off Books Taking Assessment regulation for students registered for Senior Fresh in 2018-19 who fail and must repeat.</li><li>2. The provision by the School of Nursing and Midwifery of bespoke modules for a potentially small number of students. This has cost and resource implications.</li></ol>

TEP document for USC