University of Dublin

Trinity College

Final Report of the

Working Party on Teaching and Learning

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I. Introduction

(a) Terms of Reference
The Working Party on Teaching and Learning was established by the University Council in October 2001. Its aim was to review College policy and practice in relation to teaching and learning with a view to supporting high standards in teaching and enhancing the quality of students’ learning experience. Its objectives were to arrive at a set of recommendations on a number of specific initiatives which might be acted upon immediately and a set of recommendations on issues which will require longer term consideration by other committees in College. The terms of reference of the Working Party are set out in a memorandum from the Provost to the University Council dated 18th October 2001 and attached as Appendix 1.

(b) Membership
The membership of the Working Party was as follows:
- The Senior Lecturer (chair)
- The Dean of Graduate Studies
- The Senior Tutor
- Research Professor of Education – Professor J V Rice
- One member of the academic staff from each Faculty
  - Arts (Humanities) – Dr Michael Shevlin
  - Arts (Letters) – Professor David Little, Centre for Language and Communication Studies
  - BESS – Professor Colm Kearney, Business Studies
  - Engineering and Systems Sciences – Dr Peter Cullen, Electronic and Electrical Engin.
  - Science – Professor Eithne McCabe, Physics
  - Health Sciences – Dr Christine McCreary, Dental School
- Education Officer of the Students' Union – Mr D Memery/ Mr Ian Moynihan
- Vice-President of the Graduate Students' Union – Mr Brian McSharry/ Mr John Walsh
- Staff Development Manager - Ms Sylvia Huntley Moore
- Director of the Centre for Learning Technology – Mr Vincent Wade
- The Junior Dean – Mr Brendan Tangney
- Academic Secretary (secretary)

(c) Schedule of meetings
The first meeting of the Working Party was held on 4th December 2001 and twelve meetings have been held. Copies of agenda and minutes of the working party are available on its website

http://www.tcd.ie/Senior_Lecturer/teachwork/teachhome.htm

(d) Reporting
The Working Party had two deadlines. It had been agreed that by April 2002, it would make a submission on teaching and learning to the Provost to inform the ongoing deliberation on the College’s Strategic Plan. The second reporting date was originally set for the end of the 2001-02 academic year but this was subsequently revised to Michaelmas Term 2002 in order that the advice and comment of the Academic Affairs Committee could be sought prior to the submission of the report to Council.
II. Review of Current College Policy and Practice in relation to Teaching and Learning

(a) Existing Educational Philosophy and Policy

The Working Party reviewed existing written statements on the educational philosophy and policy of the College. The College has clearly adopted a minimalist approach in this regard. Although Trinity College has a strong ethos in relation to teaching and learning, the exact principles that underpin that ethos must be inferred from current practice and long standing traditions. Thus it was possible for the members of the Working Party to agree without much difficulty on the list of commitments with regard to learning and teaching (see next section) that characterize this College.

Two statements that enshrine the College’s formal position in relation to learning and teaching are in active use.

They are:

(i) The statement in the Calendar of the University of Dublin on the Educational Objectives of the Moderatorship

The statement reads as follows:

“All moderatorship degree programmes 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 programmes 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:
   A – the capacity to make sense of what one learns, to analyse and sort data and solve problems
   B - 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.

(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.

Structure of honor courses

All honor courses are designed to achieve the objectives described above. In the first two years there is an emphasis on acquiring a broad base of knowledge in the major subjects and in related areas that complement the major subjects and increase the student’s understanding of them. In the third year there is a gradual shift to the study in depth of particular areas of the major fields 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 the student, having acquired a solid grasp of the fundamental elements and methodology of the particular discipline and a broad base of knowledge, is in a position to undertake advanced, intellectually demanding work, requiring extensive independent research, the critical evaluation of data, the search for new interpretations, and the rigour, discipline and independence of effort that are designed to develop the 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. They also have to write extended essays or dissertations, which are elaborate exercises in independent research, analysis, argumentation and presentation. Their examinations 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.”

This statement has a restricted scope. The majority of the undergraduate degrees of the University of Dublin is classed as moderatorships but a substantial minority, such as those from professional schools, is not. However it is often assumed that the statement has relevance to the whole undergraduate curriculum. There is no comparable statement for postgraduate courses.

The statement dates from the early 1990s and emphasises the knowledge and skills that the degree programmes seek to impart to undergraduate students. While recognising the specificity of the disciplines involved, the statement is premised on the view that there are common qualities, achievements and skills that should be fostered in all programmes.

(ii) Policy on the Broad Curriculum 1999

The Policy on the Broad Curriculum (attached as Appendix 3) was approved by Council in March 1999. It had been fully discussed at Faculty level prior to being considered by Council. A small number of academics felt strongly that there was no need in the College for a policy of this kind since most of the principles underpinning it were already addressed in the curriculum. Notwithstanding these objections, the majority view was in support of the initiative.

In the adoption of this policy document, College signalled its commitment to promoting student learning which is broad as well as deep. In their degree programmes, students will attain specialised knowledge and skills. Expertise in a specific subject or discipline is very important but it is not enough. At Trinity College we consider that it is important to encourage the development of a wide range of transferable skills and to encourage students to make the best use of the many formal and informal learning opportunities that exist in the College. Thus students will learn from each other, from involvement in clubs and societies and from attending lectures in disciplines other than their own. In this way we hope to promote the development of each student's full potential and to support students in acquiring the skills which will allow them to make a valuable contribution to society and to be active, thoughtful learners in their life after graduation.

The Broad Curriculum policy represents a formalisation of educational objectives which have been at the heart of the Trinity learning experience for many years, and many of these objectives are achieved in the delivery of the specialist curriculum. Thus, for example, communication skills, both oral and written, will be honed as students work with academic staff towards their degrees.

The Broad Curriculum policy document sets out to promote nine attributes of the TCD student and graduate. The qualities seen to be desirable in a graduate are: inquisitiveness; analytical ability; adaptability; breadth of reading; ethical responsibility; international outlook; articulacy; literacy and numeracy.

A commitment to the promotion of these attributes now underpins a series of initiatives which the College has taken to further the broadening of the curriculum. These initiatives include a scheme to enable students to improve their proficiency in a continental language and one that supports all students in achieving competence in the use of computers.
In 2001 the College received funding from The Atlantic Philanthropies to support two further and central initiatives of the Broad Curriculum. These are (1) the promotion of small group teaching through the funding of 60 postgraduate teaching studentships and (2) facilitating students to read outside their discipline through the establishment of 12 Broad Curriculum lectureships.

As we review the 1999 Broad Curriculum initiative, it is clear that progress has been made in many areas. For example, small group teaching studentships have been established and are proving to be very successful. A major issue in relation to the cross-faculty courses that also applies to the language modules is that many students drop out because the courses are additional to their main programme of study. The analysis of the take-up rate for the broad-curriculum courses shows that where students are allowed to substitute a cross-faculty course for an element of their existing programme, they are more likely to sign up for cross-faculty courses. At the moment, a minority of departments permits substitution and clearly the success of these programmes will be jeopardised if substitution is not in place.

(b) Questionnaire on Approaches to Teaching and Learning

The Working Party developed and piloted a questionnaire (attached as Appendix 2) the purpose of which was to elicit information on approaches to teaching and learning at undergraduate course level. The questionnaire was circulated to Heads of Department and Course Co-ordinators. Respondents were invited to complete the questionnaire for each year of each undergraduate degree programmes. A total of 124 responses were received representing a response rate of 44%.

The main findings were as follows

- A wide variety of modes of delivery and modes of assessment is in use.
- Of the 124 responses, 102 included lectures as a mode of delivery. The percentage of the course delivered in this mode ranges from 0% to 100%. On average, 48% of the courses were delivered in this mode.
- There seems to be no meaningful distinction between seminars and tutorials. Class sizes range from 1-80 for both seminars and tutorials. The mean class size for seminars was 20 and for tutorials 14.
- 104 respondents used written end-of-year examinations and this accounted for 75% of total assessment on average.
- Respondents were asked to comment on their use of teaching strategies that might be considered novel. It appears to be accepted generally that small group interactive teaching strategies are both necessary and effective at all levels. Moreover putting knowledge to use in case studies, problem solving and other methods appears to be generally recognised as necessary and desirable for the development of understanding.
- Teaching strategies in use included the following: peer teaching of one form or another; apprenticeship model of teaching; team or group project work as well as individual project work; problem-based learning; web learning; workshops and practicals; discussion groups.
- Respondents were asked to comment on the impediments to utilising different teaching strategies and of the 117 responses, 75 indicated lack of time, 5 indicated lack of training, and 38 indicated lack of equipment or IT facilities. The latter is 31% of respondents.
- The questionnaire sought information on whether there is a written statement of the teaching philosophy and/or aims and objectives for the course/year and of the 110 responses, 62 answered No and 48 indicated Yes.
- Of the 120 responses, 61 use part-time staff to deliver some of the programme.
- Of the 120 responses, 69 use postgraduate students to deliver some of the programme, the average percentage delivered in this way being 13%. Twenty responses used post-doctoral researchers to deliver some of the programme, the average percentage delivered in this way is 2%.
- Respondents were asked for their definition of research-led teaching and there was considerable variation in the understanding of what this means. One interpretation is that the research interest of the lecturer informs the course content. Another is that research enhances the staff appreciation of the value of evidence-based learning. Some see it as referring to teaching that provides the students with skills relating to research. One respondent pointed out that educational research is an essential component of curriculum development. Another understood that research-led could refer to a teaching approach 'directed by pedagogic research data and by feedback from previous years'. Some see it as delivering course material linked directly to current research.
Being mindful of the fact that the survey results are not representative of all courses (defined as year long components of degree programmes) conducted by all Departments and Schools a number of significant trends and critical issues emerged from the research.

Modes of teaching and assessment are varied, notwithstanding the widespread dependence on lectures and written end-of-year examinations. In some instances teaching and assessment methods have clearly been selected on the basis of their appropriateness in assisting students to achieve specified learning outcomes. 40% of respondents indicated that their courses are underpinned by explicit teaching aims or learning outcomes. In response to a request, 12% submitted copies of the relevant documentation.

In more than half the courses surveyed respondents indicated a desire to introduce innovative teaching methods but were unable to do so because of lack of time; in about one third of the courses lack of equipment or information technology was identified as the main impediment with a smaller numbers of respondents highlighting problems arising from lack of appropriate teaching spaces and lack of training.

There are wide variations in the use of part-time, postgraduate and post-doctoral teaching assistants. Unfortunately, information on the modes of teaching employed by these groups was not sought.

Despite the limitations of this research it is evident that the introduction of guidelines to assist Departments and Schools in curriculum development and review would be beneficial.

Prior to the design and implementation of more comprehensive teaching development programmes it would be useful to conduct further research into the barriers to teaching innovation and the roles of part-time, postgraduate and post-doctoral teaching assistants.

(c) The College’s commitment to teaching quality and support for student learning

In relation to statements of educational philosophy it is undoubtedly the case that such statements exist at departmental and programme level, as indicated in the questionnaire findings discussed earlier. Many departments have developed their own range of initiatives to ensure that the learning experience of their students is rich and of the best quality. Such departmentally based initiatives are at the core of the students’ experience of academic life. It is important for the College as a corporate body to support the department and provide the best possible environment for student learning. At a central level, the College’s strong commitment to offering a high quality of instruction to its students and to supporting students in their learning can be seen in many aspects of its educational practice and in the policy decisions which it has taken in recent years.

For example,

The University of Dublin degree continues to be held in high regard nationally and internationally. This speaks to the quality of our students but also to the efforts of the academic staff and to all staff in ensuring that the College provides a stimulating and supportive context for learning.

Trinity College continues to attract students of high ability. For example in terms of Leaving Certificate points, 25% of the Junior Freshman intake achieved 545 points or more and were awarded Entrance Exhibitions. When surveyed, 58% of incoming students in 2001 indicated that the quality of teaching was their primary reason for applying to Trinity. Admission to postgraduate courses is competitive, and there is a high level of demand for many courses. Most applicants for research degrees have an upper second class honors undergraduate degree.

The College has vigorously defended its four year undergraduate degree on academic grounds and is convinced that the four year structure allows students to achieve a maturity of understanding which is valuable and distinctive.

The College has rejected semesterisation and radical modularisation in favour of a curriculum and mode of delivery that promote a coherent developmental engagement with the discipline. The introduction of a standard teaching unit could afford us increased capacity for cross-disciplinary arrangements.
In 1998 the College initiated a rigorous system of quinquennial departmental reviews. The quality of all aspects of each department’s activities, including teaching, is thereby scrutinised by external assessors who have high standing in their field.

The College has introduced awards for teaching excellence, the Provost’s Teaching Awards, which were conferred for the first time in 2001.

The College has also introduced a fund to support academic staff who wish to develop their teaching. The Teaching Development Grants scheme is now in its second year and has proved already to be very successful.

The Library offers a Library Skills Training Programme which has been available since 2000. This programme introduces students to a range of sources and instructs students in their use. Enhanced information handling skills assist students in becoming more sophisticated library users and more effective researchers.

The College has promoted and supported the development of e-learning as evidenced by its establishment of the Centre for Learning Technology, founded in 2000. This e-learning initiative is designed to enhance student engagement with their discipline by providing ‘active learning’ support for undergraduate and postgraduate students. It also seeks to empower academics in using e-learning in their teaching. Through the Centre for Learning Technology, the College offers e-learning consulting and advice services, funded e-learning project awards and a broad range of technical and pedagogic e-learning training programmes.

The Staff Development Unit offers a comprehensive central programme of workshops and seminars on key issues related to teaching and learning as well as providing support to Departments wishing to engage in strategic planning and curricular development.

There is a strong central commitment to the value of student evaluation of courses. On a voluntary basis the number of courses evaluated in this way has grown rapidly and the Quality Office now offers a central survey and analysis service which it is planned will eventually be made available to all courses.

The College continues to support and value its Tutorial System. The vast majority of undergraduate students has a tutor who attends to the student’s personal and academic welfare. Academic staff volunteer for this position and are given a small financial remuneration from the central College funds. Despite the dramatic growth in student numbers, the College has managed to maintain this service to students. This system remains at the heart of the College’s attitude to its students’ welfare and its concern to enable all to students to fulfil their potential.

In addition to the Tutorial System, other support services such as services for students with dyslexia are also provided. The Student Counselling Service provides counselling services for students in difficulty and runs courses in study skills, time management, reading, writing and examination skills. It has established various initiatives promoting the integration of generic skills, peer tutoring, and interactive web seminars. The Student Counselling Service has also conducted a number of valued research projects relating to student learning and progression.

There are several different support services for students with special needs such as the Disability Office, Mature Students Office, and the Trinity Access Programme.

To prepare students further for employment and life after graduation, the Careers Advisory Service offers guidance and advice to students as well as a wide range of courses which are advertised on their website. It has also pioneered a Personal Development Programme which is departmentally based and which aims to raise students’ awareness of the skills they are developing while in College.

**In summary** it was clear to the Working Party that the College has a strong historical and current commitment to providing the best possible support to students in their learning. The educational philosophy underpinning this commitment, however, has to be largely inferred and is not stated explicitly in a comprehensive manner.

It might be argued that this is a satisfactory state of affairs and that the College has not suffered from not having a global statement on its educational philosophy. The Working Party, however, is of the view that it will be useful in furthering our goal of arriving at recommendations to enhance the quality of teaching and learning if some basic principles are set out.
III. The Working Party's Proposed Value Framework for the Future of Teaching and Learning in Trinity College

(a) Values and commitments
In this section, we outline the values and commitments which we aspire to enshrine in the future educational practice of the College. Projecting five years into the future, the College's educational experience should reflect the following values and commitments:

Partnership in learning
All members of the College community are engaged in the learning process – undergraduate and postgraduate students, academic staff, administrative and support staff - reflecting the fact that TCD is a community in which there are many shared goals.

The College’s educational mission focuses on students and on the support that staff can give them in their learning. However it is also acknowledged that staff can learn from students and that students can learn from one another.

Active learning
Students are encouraged to make a deep engagement with their subject and to be active and self-directed learners and seekers after knowledge, not passive recipients of information. This applies irrespective of the mode or medium of instruction. For example, the use of technology in teaching and learning is widely employed for pedagogic reasons in order to increase staff interaction with students and to enhance the quality of student learning.

TCD continues to develop its long-standing commitment to small group teaching and values and encourages personal contact between students and academic staff.

Students are expected to be questioning, critical and reflective and to find their own voice. All undergraduates are expected to conduct their own independent research projects in the final year of their four-year programme. Creativity and originality are actively supported at postgraduate level.

Higher education as a progressive and developmental learning experience
Throughout their career in College, students progressively develop their skills and their competencies.

The undergraduate programmes are carefully designed to support the student’s learning and to help each student to attain the independence and maturity which characterizes our final year students.

In a wide range of masters programmes, we continue to help students to build their understanding of their discipline and their professional skills. Research postgraduates work closely with academic supervisors to become the scholars and researchers of the future.

Scholarly teaching
We expect all academic staff to be research-active and to demonstrate passion for research in their teaching. Above all, teaching in Trinity College is scholarly, informed by an up-to-date and expert engagement with the discipline to which that individual is making an active contribution as a scholar. It is also scholarly in the sense that staff will be aware of the latest developments in teaching and learning theory and practice and enabled to reflect on their practice and, where appropriate, conduct research in this area.

Lecturers employ modes of teaching that encourage their students to take an enquiry-based approach to learning and seek to improve their teaching and the quality of their students' learning through engagement in a continuous cycle of reflection, enquiry and evaluation of their practice.

A strong dedication to teaching and to students is a hallmark of this institution and is supported by an appropriate infrastructure.

Postgraduate students are given opportunities for apprenticeships in teaching. A staff development programme offers training for all staff and graduate teaching assistants.
The College places a strong emphasis on teaching excellence as demonstrated by the Provost’s Teaching Awards Scheme and Teaching Fellowships and as reflected in the recognition given to teaching in College promotions procedures.

**Promoting education in depth and in breadth**
Undergraduate education is broad as well as deep. The College encourages all students to widen their knowledge base and to develop a range of transferable skills. All students are expected to develop a deep knowledge of their subject. After completion of the four year curriculum Trinity students should have an advanced level of knowledge and understanding of their disciplines.

**Increasing access and equality of opportunity**
TCD actively seeks to widen participation of students from all backgrounds and of all ages.

The College seeks to ensure that students with disabilities, students from disadvantaged backgrounds, students from minority groups and mature students benefit fully from the educational experience.

**International in composition and multicultural in ethos**
As a result of the efforts of the International Office and other College offices, the number of international students is increased and College develops its multicultural ethos. An increased number of students are able to travel abroad to study.

**Using the best of traditional and modern methods**
TCD is committed to using the best of the traditional methods, such as lectures, seminars and tutorials and practicals, while also exploring and adopting innovative methods in relation to teaching and learning.
Many departments also adopt appropriate modern practices.

The Teaching Development Grants Scheme, established in 2001, is continued and expanded.

Individual academics as well as departments and faculties are increasingly developing and using e-learning resources to enhance student learning in a way that allows staff to spend more time in personal interaction with students. Work in this area is promoted through the Centre for Learning Technology as part of the Centre for Academic Practice and Student Learning (see page 22).

**Fostering personal development and supporting the student’s personal growth and welfare**
The College fosters the development of the student as a whole person. The total learning experience in Trinity is valued and the College actively supports student involvement in clubs and societies.
Student welfare is catered for by a wide range of support services.

The College’s Tutorial System is at the heart of student support services. Academic staff serve as personal tutors to undergraduates, ensuring that all undergraduates have an experienced advisor and advocate.
Pastoral care is extended to postgraduate students.

**Life-long learning**
The Trinity experience equips all students for life-long learning. Trinity graduates approach life after graduation as skilled, self-motivated learners. The record shows that Trinity graduates are highly employable and many Trinity graduates make remarkable contributions to their professions and to the wider society.

Through evening and short courses and taught postgraduate programmes, TCD encourages second-chance learners and graduates to continue their learning throughout their life course.

**Educating students and producing graduates who can make a contribution**
Trinity College is committed to service to the community. Through the work of societies and by their own initiative many of our students make valuable contributions to the wider society. The College aims to inculcate and support the development of leadership skills and produce graduates who are reflective but positive citizens. Our graduates are able to contribute to the economic growth of a knowledge society and to the cultural and social well-being of society.
Curriculum Review
Reviews of teaching and student learning experiences are conducted on a regular basis and are a central part of the five-yearly departmental review process.

(b) The Working Party's Definition of Teaching and Learning
The College should endorse an explicit definition of teaching and learning and the following is proposed by the Working Party.

Learning is a multi-faceted process, which can be conceptualised in a number of different ways. At its simplest, learning may be defined in terms of an increase in the quantity of information that a person has acquired and retained. Students may be deemed to have learned something new when they have acquired new facts, skills or methods. However learning also entails the transformation of this information, through a process of making sense of it, abstracting meaning and identifying ways in which this information relates to other information. Learning at this higher level is an active, interpretative process requiring advanced skills of synthesis and integration as well as knowledge.

Trinity College endorses a definition of learning as a process through which understanding is developed and becomes more profound. Ultimately, learning transforms oneself and one’s view of the world.

Teaching is a process that supports learning. It involves curriculum design, course management, instruction, assessment and an active commitment to scholarship. Teaching is the creation and sustaining of a social and academic context that promotes effective learning.

In Trinity, we aim to create a successful context in which effective and productive learning can take place. The staff and students are engaged together in the learning experience. Trinity College is a community of learners. One of our main shared goals is to help undergraduate students to emerge from their four years in Trinity with a range of valuable skills and attributes and to be on the road to development of their full potential as people.

(c) Attributes of the graduate
The College should move towards an explicit statement of the attributes of the graduate that it wishes to promote.

The educational objectives of the Trinity undergraduate degree are to encourage and foster the development of general thinking and communication skills as well as the more subject-specific expertise. The degree courses aim to encourage the student’s ability to inquire, analyse, reflect, create and evaluate knowledge and to do so with an independent mind and an international outlook. Undergraduate programmes, in combination with the other learning experiences provided through participation in the College community, foster articulacy, literacy and learning skills to a level of sophistication that allows the student to deploy and develop his/her abilities to maximum advantage in later life.

Thus at graduation, graduates should be able to demonstrate:

- a strong broad base of knowledge concerning the essential aspects of their degree discipline(s)
- the ability to inquire into, interpret, critically analyse, create, reflect on, evaluate and solve complex problems in the major subject areas of the degree
- the skills necessary to understand and carry out research which will at its best be at the frontiers of knowledge and practice related to the degree subject(s)
- the skills necessary for life long learning, both independently and collaboratively and to be engaged in ongoing personal development
- the communication, literacy and numeracy skills necessary to participate in the world of work at the highest level and to contribute to the wider community
- an awareness of ethical issues and a commitment to being socially responsible citizens.

Similarly we aim to support the learning experience of our higher degree students who are carrying their learning to a higher level, whether it be through a focus on professional development or on research.
IV. Proposed Principles to Underpin the College’s Learning and Teaching Strategy

The Working Party endorses the Calendar’s statement on the Educational Objectives of the Moderatorship. However, it is of the view that there is a need for a change of emphasis in relation to the undergraduate educational experience, away from what the College and each individual degree programme should offer the student, to an emphasis on the quality of student learning and how it can best be supported. Our view of learning, discussed also in Section III of this document is that learning is based on the acquisition, discovery and construction of new knowledge guided by mentoring rather than on the transmission of information.

The Working Party also endorses the policy on the Broad Curriculum and supports its further development.

The Working Party suggests the adoption of the following principles to mark the College’s renewed commitment to high quality in learning and teaching

A central goal of lecturers in Trinity College should be to enable students to become effective, independent learners.

The College should assist its graduates to become life-long learners, always open to new experiences and equipped with a range of skills that ensure flexibility and a capacity to cope with change.

The College should explicitly recognise that it is a learning organisation and therefore that all staff and students are part of a community of learners.

The College should examine and seek to remove the barriers to the full participation of all students in the learning experience and seek to support all students to achieve their highest potential.

The College should be strongly committed to ensuring that the student learning experience at undergraduate level is broad as well as deep.

The College should periodically review and revise its curricula in line with best educational practice, advances in knowledge and understanding and remain responsive to societal need.

The College should foster and reward good teaching more effectively than it has done in the past.

The College should continue to promote and facilitate e-learning across all faculties and departments and aim to be at the forefront of developments and innovation in this area.

The College should seek to promote the links between staff research and scholarship and student learning.

The College should explore new modes of curriculum delivery and introduce new methods on the basis of evidence.

The College should seek to improve the infrastructure to support teaching and learning.

V. Barriers to Teaching Excellence and to the Provision of an Optimally Supportive Environment for Student Learning

In the last decade, Trinity has experienced a significant decline in the state grant which has decreased from 66% in 1990/01 to 53% in 2000/01. In international terms, as highlighted by reports from external departmental reviewers, many departments are poorly resourced in terms of staff and other resources. The staffing situation is reflected in our adverse staff:student ratios, which averaged 1:17 across College in 2001/02. This is obviously a highly undesirable situation and one which the College will seek to rectify.

The adverse staff:student ratio and the ensuing increase in teaching and administrative loads has created excessive time pressures on individual academics and this affects the quality of both teaching and research.

The physical infrastructure for teaching in College is not conducive to excellence in practice or to the introduction of innovative methods of teaching and learning. The quality of teaching and learning can be...
undermined if teaching spaces are badly designed and are poorly furnished or equipped for teaching. The increasing pressure on availability of teaching space, the lack of universal access to teaching spaces and the inadequate ventilation and lighting in some teaching spaces are also of concern.

The strong commitment to small group teaching in College is being hampered by the lack of small group teaching spaces and deficiencies in the physical infrastructure.

The current promotions policy is not sufficiently developed to best promote teaching excellence. For example, the strong emphasis in the promotional system on research can be seen to devalue teaching.

There is a need to establish structures and procedures which will support innovative teaching programmes that are cross-departmental or cross-faculty.

The lack of training in third-level teaching can be seen as a barrier to teaching quality. There is a need to implement the formal training programmes recently designed by the Staff Development Office. These might be made available to both staff and PhD students. The success of such a scheme would be dependent on appropriate recognition and reward being given by the promotions committees.

In relation to the information infrastructure, while the library has many outstanding strengths it is weak in some specific subject areas and it is unable to exploit the full use of material stored. Public access computer facilities have grown significantly in recent years but are still not adequate to meet student needs.

VI. A Strategy to Promote and Enhance the Quality of Teaching and Learning

A central objective of the Working Party on Teaching and Learning is to enhance the quality of teaching and learning in the university at undergraduate and postgraduate levels. The Working Party has decided that this objective can best be achieved through the development of a teaching and learning strategy. A statement of aims and objectives is set out below together with targets and dates for implementation.

The Working Party envisages that a major enabler for the implementation of this strategy will be the proposed new Centre for Academic Practice and Student Learning1 (CAPSL) which is described in full in Section VII below. The establishment of the Centre will assist the College in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. The Centre will combine three main elements: (a) enhancement of academic practice; (b) support for student learning and the acquisition of generic skills and (c) the promotion of e-learning through the Centre for Learning Technology.

A second enabling mechanism would be the development of wireless networks and laptop computers to support innovation in teaching and learning. More detail on this initiative is set out in Section VIII below.

The aims of the proposed teaching and learning strategy (not listed in order of priority) are to

1. Increase the emphasis on the active engagement of students with the learning process
2. Enhance the generic and learning skills of students
3. Promote inclusiveness
4. Broaden the educational experience of undergraduates
5. Maintain excellence in teaching
6. Promote a strong connection between teaching and research/scholarship
7. Promote diversity and best practice in approaches to teaching and learning
8. Invest in teaching and learning infrastructure
9. Be responsive to national and international trends in international education

For each aim, the Working Party has identified objectives and actions required to achieve these objectives and this information together with targets and dates for implementation is given in more detail below.

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1 Title to be confirmed
1. **Aim: Increase the emphasis on the active engagement of students with the learning process**

Trinity College is committed to providing a student-centred learning environment where students engage deeply with their subject by being active learners and seekers after knowledge and not just passive recipients of information. Students should be encouraged to be aware of their own responsibilities as learners.

Modes of teaching such as practicals, fieldwork, and placements have a central role to play in ensuring the active engagement of students with their disciplines as well as educating them in core skills.

1.1 Objective: To ensure that modes of delivery are modified to suit the promotion of active learning

Action: Encourage the use of interactive learning methods and other means of increasing active learning

Responsibility: Academic Staff supported by Deans / CAPSL

Implementation date: Academic year 2003-04

1.2 Objective: To ensure that modes of assessment are modified to promote and reward active learning

Action: Support initiatives to promote active learning and develop and encourage new modes of assessment

Responsibility: Academic Staff supported by Deans / CAPSL

Implementation date: Academic year 2003-04

1.3 Objective: To explore further the benefits of a peer tutoring system

Action: Build on current projects being undertaken by the Student Counselling Service

Responsibility: Centre for Academic Practice and Student Learning

Implementation date: Academic year 2003/04

2. **Aim: Enhance the generic and learning skills of students**

As outlined in the Broad Curriculum policy (attached as Appendix 3), it is important that students develop a range of capacities and skills that allow them to benefit fully from the learning experience while in the university which prepares them for the challenges and complexities of life after graduation.

2.1 Objective: Increase the emphasis on the quality of student learning and enhance students’ learning skills and understanding of their own learning process

Action: Strengthen the support for student learning within College

Responsibility: Centre for Academic Practice and Student Learning

Implementation date: Academic year 2003-04

2.2 Objective: Embed in curricula the opportunity for students to acquire a range of transferable or generic skills that will enhance their employability and equip them for lifelong learning

Action: Continue to develop pilot projects aimed at highlighting and developing student skills

Responsibility: Director of the Careers Advisory Service / CAPSL

Implementation date: Academic year 2003-04

2.3 Objective: Ensure that all research postgraduate students receive training as university teachers

Action: Develop and implement an appropriate training programme for postgraduate students

Responsibility: Centre for Academic Practice and Student Learning

Implementation date: Academic year 2003-04
3. **Aim: Promote inclusiveness**

Universities have a social responsibility to help to build a more inclusive society through the increased participation of people from marginalized groupings and by developing graduates who can make a valued contribution to a fairer, more equitable society. As a result, inclusive education must permeate all aspects of university life and not be confined to isolated initiatives to increase access for non-traditional groups. This involves a challenge to staff to re-examine their curricula, teaching and assessment procedures to embody the principles and values underpinning inclusive education. The focus on this section is on promoting inclusiveness within the learning environment. The Working Party also endorses the view of College as a learning organisation in which the learning of students and all staff should be supported and encouraged.

3.1 Objective: Ensure that all students have the opportunity to benefit equally from the teaching and learning experience offered by the university

Action: Examine impediments to universal participation in the learning experience in the university

Responsibility: Centre for Educational Access and Community Development / Senior Tutor and the Disability Service / Senior Lecturer

Implementation date: Starting in academic year 2003-04

3.2 Objective: Ensure that all Heads of Department are aware of the need to promote universal access in all aspects of curriculum design, delivery and assessment

Action: Develop a training module for all academic staff in the universal access of courses

Responsibility: Centre for Academic Practice and Student Learning

Implementation date: Academic year 2003-04

3.3 Objective: Explore ways of improving the learning opportunities for all staff

Action: Facilitate and support all staff in their learning development

Responsibility: Vice-Provost/ CAPSL

Implementation date: Academic year 2003-04

3.4 Objective: Recognise and respect student and staff diversity in personal origins and commitments

Action: Review all aspects of our activity, including curriculum and services

Responsibility: Equality Committee/ Centre for Academic Practice and Student Learning / International Office, and other offices as appropriate

Implementation date: Academic year 2003-04

4. **Aim: Broaden the educational experience of undergraduates**

Through its four-year undergraduate degree, the College has valued education that encourages a depth of learning. However, we also recognise that the university experience, at its best, gives opportunities for students to broaden their minds through exposure to disciplines other than their own.

4.1 Objective: Encourage students to take courses outside their disciplines

Action 1: Agree the principle of substitution of broad curriculum courses for elements of existing specialist curricula

Responsibility: University Council

Implementation date: Academic year 2002-03

Action 2: Increase the number of broad curriculum courses (cross-faculty courses and language courses)

Responsibility: Senior Lecturer

Implementation date: Academic year 2003-04

Action 3: Encourage departments/faculties to consider the exchange of courses

Final Report of the Working Party on Teaching and Learning

18th February 2003
Responsibility: Deans and Heads of Department  
Implementation date: Starting in academic year 2003-04

Action 4: Encourage departments/faculties to develop new broad curriculum courses  
Responsibility: Faculty Deans  
Implementation date: Academic year 2002-03

4.2 Objective  
Ensure that students are given realistic workloads and are not prevented from availing of all that university life can offer and from developing as independent, reflective learners  
Action  
Examine curricula for overload  
Responsibility: Senior Lecturer/ Deans / Heads of Department  
Implementation date: Starting in the academic year 2002-03

4.3 Objective  
Increase the number of Trinity students participating in SOCRATES or similar exchanges  
Action  
Identify barriers and impediments to increased participation  
Responsibility: Registrar/ Director of International Student Affairs / ISA Committee  
Implementation date: Academic year 2002-03

5. **Aim: Maintain excellence in teaching**

Trinity is recognised as an institution characterised by its teaching excellence and new entrants to the College have indicated that this is the primary reason for applying to Trinity. It is the case that in recent years there has been a strong perception that teaching excellence has been undervalued in relation to research. The Working Party therefore suggests a number of actions which will value and reward commitment to teaching and high achievement in this area.

The Working Party is aware that much of our teaching is conducted by part-time staff and clinical teachers on whom we are very reliant. Such staff should be fully involved in all of these initiatives and their contribution to College should be more strongly recognised and valued.

5.1 Objective: Change the promotions policies to ensure that teaching excellence is recognised and rewarded  
Action 1: Promotions Committees to review promotions policy and monitor practice on an annual basis  
Responsibility: Vice-Provost  
Implementation date: Academic year 2002-03

Action 2: Vice-Provost / Working Party on Academic Promotions to consider the introduction of formal teaching evaluation involving peers, students and other mechanisms  
Responsibility: Vice-Provost /CAPSL  
Implementation date: Academic year 2002-03

5.2 Objective: Change the recruitment policies to ensure that teaching is taken into account as a central consideration in the selection process  
Action: Personnel and Appointments Committee to review recruitment policy and monitor practice on an annual basis  
Responsibility: Vice-Provost  
Implementation date: Starting in the academic year 2002-03

5.3 Objective: Extend the use of formal student feedback  
Action: Consider changing the existing 'voluntary' approach and move towards universal practice  
Responsibility: CAPSL  
Implementation date: Academic year 2003-04
5.4 Objective: *Introduce teaching sabbaticals and fellowships*
Action 1: Review sabbatical policy and practice in College
Responsibility: Personnel and Appointments Committee/ University Council
Implementation date: Academic year 2003-04

Action 2: Secure funding for a new scheme of teaching fellowships parallel to the Berkeley Fellowships
Responsibility: Senior Lecturer
Implementation date: Academic year 2003-04

5.5 Objective: *Increase the number of teaching awards*
Action: Additional funding to be sought from Finance Committee
Responsibility: Senior Lecturer/ Quality Committee
Implementation date: Academic year 2002-03

5.6 Objective: *Recognise and reward the supervision of research students as an important teaching activity*
Action: This should be recognised as part of the promotions policy
Responsibility: Vice-Provost
Implementation date: Academic year 2002-03

5.7 Objective: *Extend formal training for newly appointed staff*
Action: Implement 'Introduction to Third-level Teaching Programme' designed by the Staff Development Unit
Responsibility: Centre for Academic Practice and Student Learning
Implementation date: Academic year 2003-04

5.8 Objective: *Extend current teaching development programme for existing staff*
Action: Conduct needs analysis
Responsibility: Centre for Academic Practice and Student Learning
Implementation date: Academic year 2003-04

5.9 Objective: *Strengthen the approach taken to the review of teaching and learning in the existing departmental review process*
Action: Quality Committee to review existing approach to academic departmental review
Responsibility: CAPSL
Implementation date: Academic year 2003-04

5.10 Objective: *Encourage ongoing curriculum review at course committee and departmental level, involving the participation of students*
Action: Establish guidelines for systematic curriculum review
Responsibility: Centre for Academic Practice and Student Learning
Implementation date: Academic year 2003-04

5.11 Objective: *Improve staff:student ratios in line with discipline norms in comparable institutions*
Action 1: Review staff:student ratios and norms
Responsibility: Senior Lecturer/ Deans' Committee
Implementation date: Academic year 2003-04

Action 2: Improve adverse SSRs through (a) re-allocating existing resources (b) securing additional funding for staffing
Responsibility: Senior Lecturer/ Deans' Committee/ Trinity Foundation
Implementation date: Academic year 2004-05
### 6. Aim: Promote a strong connection between teaching and research/scholarship

In a university of Trinity's standing in research, a major strength in relation to the educational environment is the scholarly activity and research achievement of its academic staff. Research-led teaching has many facets and it is very important to strengthen the link between research/scholarship and teaching. Teaching should be informed directly or indirectly by the research of staff and it should be scholarly, that is, up-to-date, creative and reflective both in terms of content and process.

#### 6.1 Objective: Ensure that all undergraduate programmes have a research dissertation element

<table>
<thead>
<tr>
<th>Action:</th>
<th>Review undergraduate curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Senior Lecturer/ Deans / Heads of Department</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>Starting in the academic year 2002-03</td>
</tr>
</tbody>
</table>

#### 6.2 Objective: Develop opportunities for students to work as research assistants for staff

<table>
<thead>
<tr>
<th>Action:</th>
<th>Review similar schemes in other universities and arrive at appropriate recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Centre for Academic Practice and Student Learning</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>Academic year 2003-04</td>
</tr>
</tbody>
</table>

#### 6.3 Objective: Encourage staff to demonstrate, where appropriate, the links between their research/scholarship and teaching in applications for promotion

<table>
<thead>
<tr>
<th>Action:</th>
<th>Working Party to communicate with the Vice-Provost and the Review Committee on Academic Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Senior Lecturer to Vice-Provost</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>Academic year 2002-03</td>
</tr>
</tbody>
</table>

#### 6.4 Objective: Encourage senior research active staff to have early contact with Junior Freshman students

<table>
<thead>
<tr>
<th>Action:</th>
<th>Review current practice to determine level of contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Senior Lecturer/ Deans / Heads of Department</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>Academic year 2003-04</td>
</tr>
</tbody>
</table>

### 7. Aim: Promote diversity and best practice in approaches to teaching and learning

Although there is evidence within the College of a lively interest in using new methods and new technologies to support teaching and learning, there is still a marked reliance on more traditional approaches such as lecturing to large classes. While not wishing to jettison the best of what traditional approaches may offer, it is important to keep abreast of developments in pedagogic methods. Trinity has made very good progress in the area of e-learning and wishes to make a major commitment to the development of this area. At the same time, we note that there is a danger that in the electronic age, information technology will dominate and distort the learning experience, distancing students from staff and from each other. We fully recognise the potential of ICT but wish to harness it in ways that will enable our staff to spend more time interacting with their students.

#### 7.1 Objective: Provide staff (and where appropriate, support staff) with opportunities to learn about new and different approaches to teaching and assessment

<table>
<thead>
<tr>
<th>Action:</th>
<th>Develop further the web-based information resource on teaching and learning methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Centre for Academic Practice and Student Learning</td>
</tr>
<tr>
<td>Implementation date:</td>
<td>Academic year 2003-04</td>
</tr>
</tbody>
</table>

#### 7.2 Objective: Increase the number of teaching development grants

| Action:          | Seek funding to double existing provision |
Responsibility: Senior Lecturer  
Implementation date: Academic year 2002-03

### 7.3 Objective:
*Advance the use of IT in teaching and learning*

**Action 1:** Develop workshops on e-learning which are tailored to specific discipline, departmental or faculty needs.
- Responsibility: Centre for Learning Technology
- Implementation date: Academic year 2003-04

**Action 2:** Increase the funding available through the CLT for e-learning projects
- Responsibility: Centre for Learning Technology
- Implementation date: Academic year 2003-04

**Action 3:** Purchase College-wide licence for student/class learning environment and assessment tools so that all students can avail of e-learning opportunities
- Responsibility: Centre for Learning Technology / Information Systems Services
- Implementation date: Academic year 2003-04

### 8. Aim: Invest in teaching and learning infrastructure

It is very clear to the Working Party that the teaching and learning infrastructure is not adequate to achieve the ambitious objectives outlined above and therefore significant investment is required in a number of areas, primarily teaching accommodation, equipment, IT infrastructure and Library resources.

#### 8.1 Objective:
*Improve the standard of teaching equipment*

**Action:** All teaching spaces should be equipped to agreed standards
- Responsibility: Information Systems Services
- Implementation date: Academic year 2003-04

#### 8.2 Objective:
*Improve the standard of existing teaching space*

**Action:** Conduct systematic review of space and develop action plan for refurbishment
- Responsibility: Bursar, Director of Buildings
- Implementation date: Starting in academic year 2002-03

#### 8.3 Objective:
*Provide additional teaching spaces, especially small group teaching spaces*

**Action:** Priority to be given to the provision of teaching spaces in new buildings and in the acquisition of properties
- Responsibility: Board / Bursar
- Implementation date: Starting in academic year 2002-03

#### 8.4 Objective:
*Explore the concept of a wireless university (see Section VIII)*

**Action:** Review College policy on IT infrastructure and make recommendations to Board
- Responsibility: Information Policy Committee
- Implementation date: Academic year 2002-03

#### 8.5 Objective:
*Improve library holdings and maximise exploitation of existing materials to support advanced teaching and learning*

**Action:** Secure additional funding and extend Library Skills Training Programme
- Responsibility: Library Committee / Trinity Foundation
- Implementation date: Academic year 2003-04

#### 8.6 Objective:
*Exploit the potential of the Library to sustain and develop teaching and teaching and learning in the university*

**Action:** Develop joint initiatives between academic departments and the Library
- Responsibility: Library Committee
- Implementation date: Academic year 2003-04
9. **Aim: Be responsive to national and international trends in third-level education**

Internationally, third-level education is developing at a rapid pace. The College must ensure that it is in touch with current policy changes both nationally and internationally and that it is abreast of the latest developments in pedagogic theory and practice.

Crucial issues in relation to access to the university are seen to be outside the remit of this report however the nature of what we offer students who are registered in the university is partly dependent on the characteristics of the students themselves. Thus the College must examine the courses that it offers and how they are offered in order to ensure that they suit the needs of students from non-traditional backgrounds. This aspect of Lifelong Learning must be addressed. We have recognised in Objective 2.2 the need to equip all students with the skills for Lifelong Learning.

9.1 **Objective:** Monitor and engage with developments in the Bologna Process

*Action:* Review and modify structures and practices where appropriate including consideration of the adoption of a standard teaching unit as implied by ECTS

*Responsibility:* Senior Lecturer and Deans

*Implementation date:* Starting in the academic year 2002/03

9.2 **Objective:** Develop a clear policy on Lifelong Learning and make a strong and appropriate contribution in this area.

*Action 1:* Review current provision in terms of opportunities for Lifelong Learning

*Responsibility:* Working Group on Lifelong Learning

*Implementation date:* Academic year 2002/03

*Action 2:* Develop a comprehensive policy on Lifelong Learning aimed at second chance learners, mature students, and students seeking continuous professional development and conversion courses

*Responsibility:* Working Group on Lifelong Learning

*Implementation date:* Academic year 2003/04

9.3 **Objective:** In the light of the work of the National Qualifications Authority of Ireland, seek to facilitate transfers into Trinity College

*Action:* Liaise with the NQAI and identify measures internally and externally that would increase the number of transfers from other institutions

*Responsibility:* Senior Lecturer/ Deans

*Implementation date:* Academic year 2002/03

9.4 **Objective:** Ensure familiarity with developments in pedagogic theory and practice internationally

*Action:* Develop a resource library and foster international alliances

*Responsibility:* CAPSL / International Office

*Implementation date:* Academic year 2003/04
VII. Centre for Academic Practice and Student Learning

The Working Party is of the view that the College should establish a Centre for Academic Practice and Student Learning (CAPSL) in order to provide a strong and integrated framework for supporting best academic practice and the highest quality of student learning.

At the moment, the College has a Staff Development Unit and a Quality Office, both of which support quality improvement activities in the academic area. In addition, the Careers Advisory Service, the Student Counselling Service and other units offer valuable services aimed at assisting students in their learning development. The Centre for Learning Technology offers e-learning as an interactive learning method and has successfully extended expertise in this area to staff and students in forty-five departments. It is proposed to combine these services in this new Centre in order to integrate and consolidate existing activities. Although separate entities, all elements will have the same goal which is to enhance the quality of teaching and learning in College.

The Centre for Academic Practice and Student Learning will be established using current resources but in order to build it up so that it can function at an effective level of operation and fulfil its potential, substantial additional funding will be required. More information on resources is set out in Section IX below.

The Centre will combine three main elements: (a) enhancement of academic practice; (b) support for student learning and the acquisition of generic skills and (c) and the promotion of e-learning through the Centre for Learning Technology which will be an integral part of the CAPSL.

The aims of each of the three areas are outlined below.

1. Academic Practice
   - ensure a high level of academic practice at departmental level through the management of the quinquennial cycle of departmental reviews
   - ensure a high level of awareness of best academic practice nationally and internationally
   - enhance academic practice in relation to research and supervision of research students
   - enhance academic practice in relation to management and administration
   - promote scholarly teaching and the scholarship of teaching
   - provide training programmes in third-level teaching and other areas and support innovative approaches to teaching through the Teaching Development Grant scheme
   - develop mechanisms for the evaluation of the quality of teaching, including student evaluation, peer review and the development of teaching portfolios
   - promote the integration of the academic’s research with their teaching activity.

2. Learning development
   - assist all students to develop their individual potential as learners
   - enhance the quality of the learning experience in College
   - improve the co-ordination of existing learning development services so that a comprehensive learning support programme may be offered
   - support the integration of learning skills into the core curriculum – developing workshops and materials suited to the needs of departments
   - develop programmes which support the acquisition of generic and transferable skills and embed them in curricula
   - encourage students in independent enquiry based learning as befits a research university.

3. Educational Applications of Information Technology
   - advance e-learning and integrate it with other pedagogic initiatives
   - use IT to assist in the achievement of the educational objectives of the university
   - explore the potential of e-learning as a method of stimulating and supporting student learning
   - embed knowledge and skills in relation to e-learning in departmental practices
   - provide e-learning workshops and training in e-learning pedagogy and assist with departmental and faculty strategies in using e-learning

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2 Title to be confirmed

3 In relation to the Staff Development Unit, it is proposed to build on the resources committed to academic staff development.
• research international best practice in the application and customisation of e-learning in university education.

Management and Organisation
A number of changes to existing activity will be needed in order to establish the Centre. Discussions in relation to the organisational framework and the funding of the Centre are ongoing and a specific proposal is in preparation.

It is envisaged that the Centre will be headed by a Director who will have responsibility for delivering on the aims of the Centre, will assist in the development of policy in relation to teaching and learning, and will co-ordinate and manage the centre and its staff. The Executive Committee of the Centre will include the heads of the three areas. The Director will report to the Senior Lecturer.

The Centre for Learning Technology will form part of the Centre for Academic Practice and Student Learning and will continue to focus on and to co-ordinate activities in the e-learning area as set out under 3. above.

It is recommended that a Steering Committee for the Centre be established and that it should be a sub-committee of the Academic Affairs Committee. Its membership should include representation from the relevant areas in College.

VIII. Using Ubiquitous Computers (Laptop Computers and Wireless Networks) to Support Innovation in Teaching and Learning

Trends in Technology
The era of the desktop personal computer is coming to a close and is being replaced by one in which computer devices are lightweight, portable and permanently connected to the Internet. The current generation of high performance lightweight laptops which weigh no more than a large book (1.4kg) are a good example of this type of technology when they are combined with a wireless network (i.e. a network in which a physical wire connection is not required but instead all communication is by a radio type link). The way in which one uses and interacts with a computer - which is potentially always with one and always connected to the Internet - is significantly different from the way in which one interacts with a fixed desktop machine. (A good analogy is the difference between a mobile phone and a fixed land-line). This trend towards mobile, or ubiquitous, computers will continue as new generations of laptops and PDAs cum mobile phones come into more widespread use.

The storage capacity of laptops means that they are likely to become one of the main ways of storing most information sources while their communication capabilities will further enhance their use. It is only reasonable to assume that within the next 2-3 years most students will either possess such computers, or at the very least desire to possess them. A recent survey of 450 SF and SS students living on campus found that over half of them already possess a laptop.

Educational Implications and Benefits
The proposals contained in the body of this document aim to improve the quality of learning in Trinity by supporting staff and students in the development of a wide variety of appropriate teaching and learning strategies ranging from small group teaching, though problem based learning to traditional lectures. Many factors will be needed to ensure that these strategies do in fact lead to a better learning experience but a common theme running through all approaches is the enormous support that appropriate use of Information and Communication Technology (ICT) can offer. The Centre for Learning Technology, which it is proposed will come under the umbrella of the Centre for Academic Practice and Student Learning, will be the focus of further development in the area of e-learning.

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4 Such laptops are currently priced from between €1,500 to €2,500.
5 Such wireless networks augment existing fixed wire networks and are currently installed in a number of areas in college including the Museum Building and O’Reilly Institute.
6 Personal Digital Assistants - such as Palm-pilots or XDA devices retail at from €300-€700.
In relation to web enhanced learning, the College has already made significant progress. However, the role of ICT is not confined to Web enhanced learning alone. Rather the flexibility and communication power of “wireless laptops” offers a means of supporting many of the innovations in teaching and learning which are being recommended in this report. “Wireless laptop” technology can be used in innovative ways to support, and the key word here is support, group work, collaboration, case studies, peer tutoring, problem based learning, research etc., as well as providing supplementary material for traditional lectures. The educational benefits derive not from the technology itself but rather from the different teaching and learning strategies it supports.

A key aspect of this technology is the way in which it supports flexible use of teaching space. Dedicated computing laboratories are not required. Instead computers can be taken out, used, and returned to a student’s bag in much the same way as a book or notepad is currently. This has significant implications for the way in which any new flexible teaching spaces and social spaces are designed as well as having an impact upon the way in which existing spaces can be used.

Timing
The launch of the Strategic Plan and the objectives it promotes offers a unique opportunity for Trinity to position itself at the forefront of innovation in third-level teaching and learning. Innovation which is soundly based in the traditional educational ethos of the University and uses different teaching and learning strategies, supported by technology, maintains that ethos.

As previously stated many students are already in possession of laptops and a number of third-level institutions in Dublin have embarked, or are about to embark upon, major initiatives in this area. There is of course no imperative that Trinity should follow these institutions but the College community must consider seriously the potential, implications, and risks of acting, or not acting, in this area.

Resources
Information on resources required is set out in Section IX below.

IX. Resource Implications
The implementation of some of these initiatives is highly dependent on securing additional resources. The implementation plan is based on the assumption that there will be very limited resources available in the near future. However, the Working Party would like to encourage College to seek to fund some of the more ambitious elements of this report through the Trinity Foundation and other mechanisms. Since such endeavours are unpredictable in their outcomes, we must re-mobilise our resources in order to fulfil agreed objectives of the teaching and learning strategy. Several of the initiatives above are funded through the HEA’s Targeted Initiatives programme. It is very important that this source of funding continues and the case for continued support for teaching and learning development and for quality initiatives must be argued at a sectoral level. We note that the government has stated in its Programme for Government

‘We support efforts to protect and improve the quality of academic teaching and learning at undergraduate level. We will establish a small expert review group to examine the role of funding in supporting excellence in undergraduate programmes and to consider procedures whereby outstanding performance by departments, faculties and institutions can be rewarded.’

Given the current financial crisis arising from the 2002-03 funding Estimates and a number of other factors outside College’s control such as insurance costs, the capacity to act on the objectives that have a funding implication is limited for the time being. For example, in the current environment it will be impossible to improve staff:student ratios. It will also be extremely difficult to deliver more small group teaching. One of the roles of CAPSL will be to assist staff to teach large classes in a creative and productive manner. Such an endeavour becomes even more important in a time of financial stringency when there will be a continuing dependency on lecturing to large classes.

The costings which follow (items 1-3 below) for the more expensive initiatives indicate the level at which we would like to establish these initiatives. However in the current circumstances, it is clearly important to have a less ambitious plan which will enable us to make some progress despite the financial circumstances. The latter is dealt with in Section X below on Implementation.
The resources required to implement the teaching and learning strategy fall under a number of headings:

1. **Centre for Academic Practice and Student Learning**

As noted above, the Centre will be established using current resources but in order to build it up so that it can function at an effective level of operation and fulfil its potential, substantial additional funding will be required. In addition to the staffing requirements of the Centre, there will be a need for appropriate accommodation and a non-pay and training budget.

The following sets out existing staffing resources and indicates the additional resources required:

(a) **Academic Practice:**

*Existing Resources*

- Staff Development Manager (vacant)
- Quality Officer (vacant)
- Quality Office – administrative officer
- Quality Office – executive officer
- Quality Office – executive officer (vacant)

(Quality Office funding is allocated on an annual basis by the HEA)

*In addition to continuation of the existing funding (a significant proportion of which is provided through HEA’s Targeted Initiatives on a short term basis), it would be desirable to expand existing resources to include:*

- 2 Academic Developers €130,000

(b) **Student Learning Support Project:**

- Two staff currently working in this area 4 staff €200,000

(Funded under HEA Targeted Initiatives programme)

(c) **Centre for Learning Technology:**

Director (allowance to academic staff member)
- 2 educational developers €100,000
- 3 full-time instructional/ educational developers
- 1 part-time instructional/educational developer
- 1 part-time project administrator/software administrator
- 1 part-time executive officer

(Funded under HEA Targeted Initiatives programme for three years until 2004)

(d) **Accommodation**

Currently the above activities are distributed across the College. It would be desirable to consolidate activity in one location and to provide additional space.

2. **Using Ubiquitous Computers (Laptop Computers and Wireless Networks) to Support Innovation in Teaching and Learning**

The view of the Working Party and IS Services is that the move towards much greater use of ubiquitous computing is both technically inevitable but more importantly desirable from a learning perspective. Such a move does however raise a number of issues about which College needs to make immediate strategic decisions. It is the recommendation of the working party, following close consultation with ISS that the matter be referred to the Information Policy Committee (and Deans) as a matter of urgent priority. Currently individual departments are approaching this question on an individual basis. College-wide policies on the issues raised below need to be agreed.
The key issues which arise include, but are not limited to, the following.

- Guidelines need to be put in place for connectivity of wireless computing devices to the College network. Security and bandwidth are currently two issues in the wireless community. Some thought should be given to the type of services that will be available to the wireless community.
- Guidelines need to be put in place as to which models of mobile computing devices, wireless network cards and wireless access points are to be used. Also there is the issue as to which versions of software are suitable for connecting to the college network. Again there is a spectrum of choices ranging from a free for all situation (which will result in very high administrative overhead) to one in which only a small set of designated machine configurations can be connected.
- There is the issue of who “owns” and administers the wireless frequency space. This should be the responsibility of IS Services. This will ensure that there is no interference between different wireless solutions across campus and that a “standards based approach” will be used.
- A key issue is the level of technical support that should be provided to students. At one extreme College could run a completely open network with little privacy, with the technical burden of making a connection to the network falling solely on the student. At the other extreme ISS could take over many of the systems support tasks in connecting computers to the network and ensuring their continued secure operation. This has significant cost implications.
- There is a capital cost of providing total wireless coverage and there will be recurring costs of replacing this equipment on a three-year cycle. Policy needs to be decided as to which areas of campus are to be given wireless coverage. A strong case can be made for proceeding on a phased basis with high usage areas and selected student cohorts being enabled in the first instance.
- There has already been significant investment in wireless technologies in the Computer Science Department. IS Services has set up a working group to tackle the technical issues that will arise in implementing wireless College-wide. IS Services would also like to have a “mobility” working group for College that would look at other issues such as support, finance and human resource issues.
- The College Procurement Officer should be involved in the negotiation of any contract with suppliers of computing related equipment for students.

Having examined the above issues, the Information Policy Committee should come forward with costings for the various options in this area. It may be possible to secure external support for an initiative of this kind.

3. Other developments
In addition to the above two major initiatives, there are a number of other initiatives that require resources.

(a) **Aim 4: Broad curriculum**
The exact resources needed would depend on the decisions made about what are the most effective new structures and mechanisms to deliver cross-faculty courses. Undoubtedly some additional resources will be required.

(b) **Aim 5: Maintaining excellence in teaching**
<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend formal student feedback system</td>
<td>€50,000</td>
</tr>
<tr>
<td>One-year teaching fellowships (4 x €35,000)</td>
<td>€140,000</td>
</tr>
<tr>
<td>One-term teaching sabbaticals</td>
<td>Funding will be required to cover teaching on a sessional basis.</td>
</tr>
<tr>
<td>Teaching Awards – additional three awards</td>
<td>€15,000</td>
</tr>
<tr>
<td>Improve average staff:student ratios in College</td>
<td>€4.5m</td>
</tr>
<tr>
<td>from 17:1 to 15:1 (100 additional lecturers)</td>
<td></td>
</tr>
</tbody>
</table>

(c) **Aim 7: Promoting diversity and best practice in approaches to teaching and learning**
<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional teaching development grants</td>
<td>€50,000</td>
</tr>
<tr>
<td>Develop workshops on e-learning</td>
<td>€20,000</td>
</tr>
</tbody>
</table>
Additional funding for e-learning projects €60,000
College-wide licence for Learning Management System and Assessment Tools €70,000

(d) **Aim 8: Investing in teaching and learning infrastructure**
The resources needed to achieve the objectives set out under this heading have yet to be detailed but are likely to be substantial.

**X. Implementation**

The Working Party has grouped actions into categories and under each category heading, priorities are listed as appropriate. The categories are set out below and more detailed information is provided in Appendix 4 where actions are ranked in an approximate order of priority.

**A Establishment of the Centre for Academic Practice and Student Learning**
The establishment of the Centre will involve combining the Quality Office and the Staff Development function, and putting in place the appropriate links with the Centre for Learning Technology and the ongoing activity in Learning Development. Given the need to recruit a Director for CAPSL and to complete the integration process satisfactorily, it is anticipated that it will be September/October 2003 before the Centre is properly established.

It must be borne in mind that the activities of the Staff Development Unit, the Quality Office, the Centre for Learning Technology and several projects associated with Learning Development are ongoing and these areas are invited to make progress in the current academic year in relation to objectives specific to their area. In relation to new initiatives that are the responsibility of CAPSL, decisions on priorities will await the appointment of the Director and the establishment of the Steering Committee.

**B Review of Personnel Policies**
Under this heading there is a number of initiatives in the area of promotion, recruitment and staff development. Policy changes will be required followed by appropriate action.

**C Promoting Inclusiveness**
Promoting inclusiveness relates to the provision of full opportunities for all staff and students to participate in the educational process. It involves the identification and removal of barriers to full participation.

**D. Curriculum Reform and Review**
An appropriate, up-to-date and distinctive curriculum is key to a vital learning experience. The College is committed to breadth and depth in the curriculum and has endorsed the broad curriculum policy which needs to be further developed. The Working Party wishes to advocate a culture of continuous reflection on the curriculum which will in part be supported by CAPSL.

**E. Incentives to Promote and Reward Teaching**
There are three initiatives under this heading, each of which requires extra funding for them to be either expanded or developed.

**F. Bologna**
The Bologna Process is likely to challenge our traditional approach to the delivery and organisation of our academic programmes. It is important that we remain in touch with the latest developments in this process and respond in a way that best suits the needs and the mission of the College.

**G. Infrastructure**
The Working Party has identified a number of areas in which we need stronger policies and further investment. Many of these infrastructural changes will be very expensive and in the present economic climate, it is unlikely that we will make very rapid progress. However we could prepare the ground by examining our policies and plans.
H. Improve Staff:Student Ratios
Our staff-student ratios continue to be adverse although it should be noted that in recent years, they have improved slightly. The encouragement of a high level of staff and student engagement is central to the achievement of some of the main aims of this report and therefore improving staff:student ratios remains a very important objective. Unfortunately, in the present circumstances we are facing staffing cuts. We have to recognise that this is a very negative state of affairs but at the same time make the very best use of traditional and modern methods of teaching.

J. Miscellaneous
There are a number of useful initiatives in this category which do not fall neatly under the above headings.

XI. Monitoring and Review
The Academic Affairs Committee will be charged with managing and monitoring the implementation of the teaching and learning strategy. The responsible individuals or committees identified in the Implementation Plan will be asked to report to the Academic Affairs Committee on an annual basis. While the actions identified in the strategy have been selected as feasible and desirable, the strategy should be regularly reviewed and amended as appropriate.

Sheila Greene
Chair, Working Party on Teaching and Learning

18th February 2003
Appendix 1

University of Dublin
Trinity College

Internal Memorandum

From: The Provost
To: Council
Subject: Working Party on Teaching and Learning
Date: 18th October 2001

Council is asked to invite the Academic Affairs Committee to establish a Working Party on Teaching and Learning which will report via Academic Affairs to Council by the end of the academic year 2001/02.

Aim: To review College policy and practice in relation to teaching and learning with a view to supporting high standards in teaching and enhancing the quality of students' learning experience.

Objectives: To arrive at a set of recommendations on a number of specific initiatives which might be acted upon immediately and a set of recommendations on issues which will require longer term consideration by other committees in College.

Specific issues to be addressed by the Working Party would include

1. Educational philosophy and objectives of the College
2. The teaching/research interface – a research-led university / research led teaching
3. The curriculum (department level)
   • innovation
   • re-vitalisation
   • support
   • review
   • mode of delivery – small group teaching, distance learning, self-directed learning
   • balance – leisure/study, specialist/breadth, information/reflection
4. The broad curriculum (College level)
   • monitoring
   • review after eighteen months
   • expansion - future development?

5. Quality of teaching
   • evaluation (student feedback and other methods) - a review of best practice
   • barriers and support
   • training
   • staff:student ratios
   • role of teaching assistants and postgraduates
   • reward – promotions, awards
6. Quality of learning experience
   • student engagement
   • active, self-directed learning – ‘active learning’
   • enjoyment
   • sense of mastery and achievement
   • progress and retention
   • student support – academic study skills, pastoral support
   • outcomes – degree standard, reputation, employer satisfaction, student appraisal of total expectation, public relations

7. Students with special needs – including students with disabilities, mature students, socio-economically disadvantaged students

8. Infrastructural and administrative issues

The Working party would review a wide range of issues such as those listed above and select priorities for immediate action and identify issues which deserve longer term consideration.

Membership

The membership of the working party will include

• the Senior Lecturer (Chair)
• at least one member of the academic staff from each Faculty
• a number of specialists or experts in areas such as curriculum development, e-learning, problem based learning, peer tutoring, staff development and training
• student representatives
• the Dean of Graduate Studies
• the Senior Tutor

The Academic Secretary will act as secretary to the Working Party.

John Hegarty
Provost
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## Appendix 2

### Working Party on Teaching and Learning

**Delivery of Undergraduate degree programmes**

**Teaching and Learning Approaches at Departmental Level**

This form should be completed for each year of a programme e.g.
JF Physiotherapy; SF Single Honors History; JS Social Studies; SS Maths.

**Questionnaire for Heads of Department/Course Co-ordinators with reference to undergraduate degree programmes**

<table>
<thead>
<tr>
<th>Programme Name:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>………………………………………………………………………………………………</td>
<td>………………………………………………………………………………………………</td>
</tr>
<tr>
<td>(e.g. TSM + subject name, Engineering, Social Studies)</td>
<td>(e.g. JF)</td>
</tr>
</tbody>
</table>

### Name of Person completing questionnaire

………………………………………………………………………………………………………………………………………………

Please tick relevant box

<table>
<thead>
<tr>
<th>Course Director/Co-ordinator</th>
<th>Head of Dept</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Mode of Delivery

Where you use a particular mode of delivery as listed below, please indicate class size and the approximate percentage of the programme delivered in this way (per student).

<table>
<thead>
<tr>
<th>Class size (range)</th>
<th>Approx. % of student contact hours delivered in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>Practicals</td>
<td></td>
</tr>
<tr>
<td>Book Clubs</td>
<td></td>
</tr>
<tr>
<td>Journal Clubs</td>
<td></td>
</tr>
<tr>
<td>Debates</td>
<td></td>
</tr>
<tr>
<td>One to one contact (e.g. research project supervision)</td>
<td>n/a</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td></td>
</tr>
<tr>
<td>Web-based learning</td>
<td></td>
</tr>
<tr>
<td>Group projects</td>
<td></td>
</tr>
<tr>
<td>Other – please specify</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Mode of Assessment

Please indicate below (Y/N) the modes of assessment used in this year of the programme

<table>
<thead>
<tr>
<th>Please indicate if this mode of assessment is used (Y/N)</th>
<th>Please indicate if it contributes to end-of-year mark of the programme</th>
<th>Approx % contribution to end-of-year mark of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written end-of year examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation or term paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Project</td>
<td></td>
<td></td>
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<tr>
<td>Team Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial essays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term tests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Teaching Strategies**
   (a) Please specify to what extent your department uses specific teaching strategies, particularly those that might be considered novel e.g. problem-based learning, research apprenticeship, peer teaching. Please append or forward to the Senior Lecturer any documents that might describe interesting approaches to teaching and learning in your department.

   (b) Are there strategies that you might wish to employ but cannot? If this is the case, please indicate the nature of the difficulties by ticking the relevant box below

<table>
<thead>
<tr>
<th>Lack of staff time</th>
<th>(   )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of training in this method</td>
<td>(   )</td>
</tr>
<tr>
<td>Lack of equipment/IT facilities</td>
<td>(   )</td>
</tr>
<tr>
<td>Other – please specify</td>
<td>(   )</td>
</tr>
</tbody>
</table>

4. **Teaching philosophy / learning aims and objectives**
   Do you have a written statement of the teaching philosophy and/or learning aims/objectives for this programme/year? (Y/N) (   )

   If Yes, please forward a copy to the Senior Lecturer

5. **Part-time staff**
   Please indicate the approximate percentage of the programme that is delivered by part-time staff (those with less than a half-time contract)? ________ %

6. **Postgraduate teaching assistants**
   Please indicate the approximate percentage of the programme that is delivered by

   (a) Postgraduate students ________ %

   (b) Postdoctoral researchers ________ %

7. **Research-led teaching**
   How would you define 'research-led teaching'? Please comment on how this relates to educational practice in your department.
Appendix 3

POLICY ON THE BROAD CURRICULUM

OVERVIEW

The existing educational objectives of the Moderatorship, as set out in the Calendar, are:

1. All moderatorship degree programmes 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 programmes 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:

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

   B - 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.

(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.”

The educational objectives of the Moderatorship make a clear distinction between expertise in a specific subject and more general thinking and communication skills. This can be seen as an analytical distinction between a “specialist” and a “broad” curriculum. At the same time it must be recognised that many of the objectives of the broad curriculum are typically vindicated as a result of how the specialist curriculum is implemented rather than as stand-alone elements in their own right.

Departments and Faculties are largely responsible for the development of specialist curricula in their own areas of expertise – indeed this is one of their fundamental roles. This document elaborates policy on the broad curriculum, and on the interaction between broad and specialist curricula. Policy on the broad curriculum is a matter for the wider University community. The interaction between broad and specialist curricula is a very important element in the interaction between the University as a whole and its individual faculties and departments.

This interaction is of particular importance in securing the broad curricular objectives of the University’s undergraduate programmes. Students are in practice admitted to follow particular degree programmes and there is continuous pressure towards increasing specialisation of these programmes. There is also pressure to add elements to the broad curriculum, dealing with matters such as information technology and language skills. These pressures can combine to cause an
overloading of the curriculum since new courses are added far more easily than existing courses are dropped. This overload must be confronted as a crucial issue in curriculum policy.

It is important to recognise that the College community faces many constraints in fulfilling the educational objectives of the Moderatorship. These include adverse staff:student ratios, the exigencies of the timetable and logistic matters such as the availability of lecture rooms, computers or computer rooms. The skills and abilities of the matriculating students admitted to the University also act constraints upon the broad curriculum. This raises the issues of the University’s admission requirements and of its role in influencing second level curricula.

It is also very important to note that a number of the educational objectives of the Moderatorship have long been promoted in the existing curricula to be found in many parts of the College. Many graduates of Trinity College thus already possess many of the desired attributes. What is needed, therefore, is to recognise and to build upon our current strengths and upon the existing contributions of many departments to the University’s broad curriculum. This suggests that the best way to proceed is not in any sense to attempt to impose a particular curriculum from above. Rather, what is needed is to set a clear and coherent University policy for the broad curriculum and to put in place a review process that encourages the vindication of this policy in all disciplines.

In doing this, it should be recognised that curriculum objectives may conflict with other objectives of the University, such as facilitating staff in fulfilling their research objectives by maximising flexibility in teaching loads or minimising the burden of assessment.

Finally, while this policy on the curriculum derives from the educational objectives in the Moderatorship, as set out in the Calendar, these objectives should apply to all undergraduate degree programmes offered by the University.

GENERAL PRINCIPLES OF THE BROAD CURRICULUM

In order to realise the educational objectives of the Moderatorship, we in the University community should all have a very clear image in our minds of how we would like to see a graduate of the University of Dublin. This should be an image of a person who is inquisitive, analytical, reflective, creative, adaptable, widely read and ethically responsible, with an independent mind and an international outlook. Trinity graduates should also be articulate, literate and numerate at a level of sophistication that allows them to deploy their abilities to maximum advantage in later life.

Many aspects of College life play a part in a student’s development of these qualities – only one of which is the academic curriculum. The importance of extra-curricular activities should thus be kept firmly in mind when determining the appropriate academic workloads of undergraduate students. College should also consider ways of giving recognition to significant and well-documented extra-curricular activities.

Another crucial point to note is that many important aspects of curriculum policy can be fulfilled by how a class or course is taught, rather than by the substantive course content. Thus objectives such as literacy, articulacy and numeracy can be furthered by ensuring that all students make regular oral presentations to their classmates, produce regular pieces of discursive writing and deal with material that is presented in numerical form. Those responsible for the curriculum should also be alert to the possibility of capitalising on the emergence of transferable skills. These may develop, for example, when students engaged in the oral element of a language course improve their general articulacy.

ELABORATING THE BROAD CURRICULUM

While it is not desirable to be too prescriptive in matters of the curriculum, it is necessary to elaborate the basic principles set out above, in order to ensure a common understanding of their general meaning and importance. In addition, it is necessary to set out general principles for achieving the various objectives identified. This will allow the University to identify the resource implications of any serious attempt to implement its policy on the broad curriculum.
Inquisitiveness and analytical ability

Inquisitiveness, analytical ability and a general independence of mind are virtues best encouraged by the manner in which material is presented and assessed rather than by the substantive content of courses per se.

- Explicit efforts should be made in course design and assessment to ensure that students are presented with challenges and problems associated with their chosen subjects, rather than with mere bodies of material to be assimilated.

- Explicit efforts should be made to give students enduring analytical and research skills and approaches to problem solving that allow them to tackle unforeseen challenges in their subjects, rather than merely to master a received wisdom.

- Explicit efforts should be made to avoid spoon-feeding in the presentation of course materials and content, and to encourage the active involvement of students in identifying and using key course resources.

  - Students should thus be encouraged at every opportunity to use the Library, the Internet and other sources of information for independent study and research.

  - Explicit efforts should be made to encourage students to look beyond their own fields and explore the possibility of using the teaching and other resources of as wide a range of disciplines as possible.

Creativity and reflectiveness

Creativity and reflectiveness are virtues that are best fostered by the overall intellectual environment in which students find themselves rather than by the substantive content of any particular course.

- Explicit efforts should be made to create an environment in which students are encouraged to take a creative approach to their chosen subjects and to avoid intellectual environments that are inflexible and hostile to creativity.

  - This may well imply an explicit policy on the assessment of work that represents a “creative failure” to the solution of a particular problem as opposed to that which successfully applies a received wisdom.

- Explicit efforts should be made to create an environment in which students are given ample opportunity to reflect upon and synthesise the material that they have already assimilated, rather than to find themselves under continual pressure to assimilate ever more new information.

  - This implies an explicit recognition in each curriculum of the need to provide time for reflection. This further implies the importance of taking explicit account of the danger of curriculum overload.
• It also implies an explicit recognition that the assessment process should include the opportunity for students to produce works of reflection and synthesis, in addition to work of a more specialist or technical nature.

Adaptability and breadth of reading

All graduates should leave College with an appetite for continuing personal, intellectual and professional self-development. They should not see their university education as merely preparing themselves for a career. Nor should they see the transition from third-level education as the end of their educational development, but rather as the beginning of a life-long process.

• Many of the detailed ways in which these objectives can be pursued are treated under other headings, dealing with particular skills as well as matters such as inquisitiveness, creativity, reflectiveness, analytical ability and ethical responsibility.

• Nonetheless, explicit efforts should be made to ensure that the curriculum as a whole does indeed contribute towards the lifelong intellectual and personal self-sufficiency of our graduates.

• This implies, among other things, that explicit consideration should be given to offering students the structured opportunity to read and reflect as widely as possible outside their particular areas of specialisation, possibly by the provision of voluntary College-wide courses in certain important areas of the sciences and humanities.

Ethical responsibility

Many professional disciplines incorporate education in professional ethics as part of their core curricula. While the University should not set out to impose a particular set of political and social values, it is nonetheless clear that a sense of ethical responsibility, in both academic and professional contexts, is an important quality for all students. The broad curriculum should therefore ensure that all students leave College with a well-developed ability to take responsibility for their own actions and choices.

• This implies that all students should have the explicit opportunity to reflect upon the ethical issues and choices that will confront them both during and after their university careers.

• With respect to the ethical issues confronting students during their life in the University, general regulations already cover plagiarism and other issues of academic and intellectual ethics. Departments and Faculties should give consideration to the consistent and explicit application of these principles in their dealings with students.

International outlook

The University has a strong commitment to its role as a truly international institution of the highest standing. Many things help students develop an international approach to their studies and to life in general, but important matters related to the curriculum include language skills, travel and openness to other cultures. We should also recognise that interaction both with foreign exchange students and with Irish mature students can make our own students more outward looking.
• Many students already take advantage of international exchange programmes, typically with great personal benefit. Curriculum design should take explicit account of the potential benefits of such exchanges, particularly for those students for which these are not currently available.

• Explicit attempts should be made to encourage and capitalise upon more informal opportunities for students to travel and to experience other cultures, for example by taking a year off books and by engaging in vacation travel.

• All undergraduates should have the opportunity to develop useful skills in a language other than their native tongue.
  
  • This should be implemented by ensuring that all students have the opportunity at some stage during their course (preferably in the Freshman years) to develop skills in a language other than English, either building upon skills they already have or learning a new language ab initio. This may well require additional major resources to be devoted to the provision of language teaching.

Articulacy

All students should be provided with educational experiences that foster the development of skills in the effective oral presentation of ideas. These skills should be developed to a level that allows graduates to make sophisticated oral presentations in their areas of expertise.

• This implies an explicit policy that students make regular class presentations, on which they will be assessed.
  
  • This implies ensuring that the tutorial resources are available to allow an adequate level of small group teaching of all students in most years.

It also implies reinforcing existing skills, where necessary, to ensure that all teaching staff are well able to foster and assess the effective oral presentation of ideas by students in their class.

Literacy

All students should be provided with learning experiences that foster the development of skills in the effective written presentation of ideas. These skills should be developed to a level that allows graduates to produce sophisticated written work in their areas of expertise.

• This implies an explicit policy that students write regular discursive pieces in their areas of specialisation, on which they will be assessed.

• It may also involve, for those students who do not already possess such ability, training in the effective uses of information technology (IT) in the written presentation and dissemination of ideas.
  
  • This implies ensuring that the tutorial resources are available to allow adequate marking and commenting upon written work.
• It also implies reinforcing existing skills, where necessary, to ensure that all teaching staff are well able to foster and assess the effective written presentation of ideas by every student in their class.

• It may be necessary to provide resources for writing workshops, perhaps at Faculty level, offering help to those students who need this.

• It will also be necessary to provide resources, where necessary, for student training in the use of information technology in effective written communication, as well as providing enhanced access to computers, printers and other IT resources.

Numeracy

The curriculum should recognise that numeracy, together with literacy and articulacy, gives graduates a capacity for logical and analytical reasoning.

• This implies an explicit policy that students should be able to understand information presented in numerical and statistical form.

• This may involve an explicit policy that students should be involved in assessed coursework in their areas of specialisation that deals with the analysis and interpretation of numerical information.

• It may also involve, for those students who do not already possess such ability, training in the effective uses of information technology (IT) for the effective analysis and interpretation of numerical information.

• This in turn will have resource implications for enhancing the skills of teaching staff in certain areas, and also for the development of course materials.

• It will also be necessary to provide resources for student training in the use of information technology for the effective analysis and interpretation of numerical information, as well as providing enhanced access to computers, printers and other IT resources.

DEVELOPING THE CURRICULUM AS AN INTEGRATED WHOLE

As has already been noted, many objectives of the broad curriculum are most effectively vindicated by the manner in which a given specialist curriculum is delivered. We should not, therefore, create an artificial distinction between broad and specialist curricula. While the detailed substantive content of specialist curricula will always remain a primary concern for departments and faculties, it is nonetheless important to note that it is essential for specialist curricula to be kept continuously under review. Such curriculum review should explicitly ensure the development and integration of both broad and specialist objectives. As well as dealing with the substance of the curriculum, this also means being alert to the potential dangers of overload and imbalance that can easily arise.

The ongoing process of curriculum review should also recognise that accessibility to education for people with special needs requires that College allow a degree of flexibility within
coursework and examinations. Introducing new elements to the curriculum should not undermine the ability of departments to accommodate students with special needs.

**Overload**

Since it is always much easier to add new elements to any curriculum than to delete existing elements, explicit attention should be paid in any curriculum review process to the need to avoid curriculum overload.

- This implies that all responsible for curriculum development should give explicit attention to identifying and justifying a maximum number of contact hours and a total workload for students in each year of each programme of study.

- Maximum loads should take full account of the need for students to read and research widely and reflect upon the fruits of these labours, as well as to devote proper attention both to coursework assignments and to valuable extra-curricular activities.

- More active use should be made of the College tutorial system in assessing the extent of actual and potential curriculum overload.

**Balance**

Given the dangers of overload and the need to set a maximum number of contact hours for students in each area, explicit attention should be paid in any curriculum review process to protecting the broad curriculum against the often pressing demands of the specialist curriculum for scarce slots on student timetables.

- This implies that key objectives of the broad curriculum be integrated fully into student assessment at all levels, and not be seen as optional extras.

**IMPLEMENTING CURRICULUM POLICY**

1. Once Council has approved a policy document on the curriculum, it will be sent to Faculties for consideration.

2. Faculties will then consider the document and define each of the stated curriculum policies in their own terms, setting the general standards of achievement that are expected from their students in key areas.

3. Faculties should then seek systematic student feedback on the extent to which their current curricula meet the policies that have been elaborated.

4. On this basis of student feedback and discussions among the academic staff, Faculties should then indicate the extent to which they consider that these policies are fulfilled within their current curricula. Faculties should also specify the abilities that they expect students to have on admission and develop admissions policies that might better fulfil these expectations.

5. Having identified what needs to be done, Faculties should suggest specific ways of filling any gaps and report back through their Deans to Council.

6. Council, on hearing a report from each Faculty Dean, will then be in a position:

   6.1 to consider the extent to which its curriculum policies are fulfilled within existing degree programmes and admissions requirements;
6.2 to note suggestions for ways to fulfil these policies more effectively;

6.3 to make further suggestions for improvement should these be deemed necessary;

6.4 to assess the nature and extent of additional resources needed to implement its curriculum policies;

6.5 to monitor the implementation of its curriculum policies, both in relation to existing programmes and to any new degree programme put forward;

6.6 to draft an agreed set of general principles for the curriculum to be included in the Calendar.

Michael J Laver

Senior Lecturer

Approved by Council at its meeting on 10th March 1999
<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Responsibility</th>
<th>Action Category</th>
<th>Timetable</th>
<th>Priority</th>
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<tbody>
<tr>
<td>A. Establishment of the Centre for Academic Practice and Student Learning</td>
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<tr>
<td>Objective 1.1 To ensure that modes of delivery are modified to suit the promotion of active learning</td>
<td>Encourage the use of interactive learning methods and other means of increasing active learning</td>
<td>Academic Staff supported by Deans / CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
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<tr>
<td>Objective 1.2 To ensure that modes of assessment are modified to promote and reward active learning</td>
<td>Support initiatives to promote active learning and develop and encourage new modes of assessment</td>
<td>Academic Staff supported by Deans / CAPSL</td>
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</tr>
<tr>
<td>Objective 1.3 To explore further the benefits of a peer tutoring system</td>
<td>Build on current projects being undertaken by the Student Counselling Service</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
<td></td>
</tr>
<tr>
<td>Objective 2.1 Increase the emphasis on the quality of student learning and enhance students' learning skills and understanding of their own learning process</td>
<td>Strengthen the support for student learning within College</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
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</tr>
<tr>
<td>Objective 2.2 Embed in curricula the opportunity for students to acquire a range of transferable or generic skills that will enhance their employability and equip them for lifelong learning</td>
<td>Continue to develop pilot projects aimed at highlighting and developing student skills</td>
<td>Director of the Careers Advisory Service / CAPSL</td>
<td>A</td>
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</tr>
<tr>
<td>Objective 2.3 Ensure that all research postgraduate students receive training as university teachers</td>
<td>Develop and implement an appropriate training programme for postgraduate students</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
<td></td>
</tr>
<tr>
<td>Objective 3.2 Ensure that all Heads of Department are aware of the need to promote universal access in all aspects of curriculum design, delivery and assessment</td>
<td>Develop a training module for all academic staff in the universal access of courses</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
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</tr>
<tr>
<td>Objective 3.3 Explore ways of improving the learning opportunities for all staff</td>
<td>Facilitate and support all staff in their learning development</td>
<td>CAPSL / Vice-Provost</td>
<td>A</td>
<td>Academic year 2003-04</td>
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</tr>
<tr>
<td>Objective 5.3 Extend the use of formal student feedback</td>
<td>Consider changing the existing ‘voluntary’ approach and move towards universal practice</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
<td></td>
</tr>
<tr>
<td>Objective 5.7</td>
<td>Extend formal training for newly appointed staff</td>
<td>Implement 'Introduction to Third-level Teaching Programme' designed by the Staff Development Unit</td>
<td>CAPSL</td>
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<tr>
<td>Objective 5.8</td>
<td>Extend current teaching development programme for existing staff</td>
<td>Conduct needs analysis</td>
<td>CAPSL</td>
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<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 5.9</td>
<td>Strengthen the approach taken to the review of teaching and learning in the existing departmental review process</td>
<td>Quality Committee to review existing approach to academic departmental review</td>
<td>CAPSL</td>
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<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 5.10</td>
<td>Encourage ongoing curriculum review at course committee and departmental level, involving the participation of students</td>
<td>Establish guidelines for systematic curriculum review</td>
<td>CAPSL</td>
<td>A (+D)</td>
<td>Academic Year 2003-04</td>
</tr>
<tr>
<td>Objective 6.2</td>
<td>Develop opportunities for students to work as research assistants for staff</td>
<td>Review similar schemes in other universities and arrive at appropriate recommendations</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 7.1</td>
<td>Provide staff (and where appropriate, support staff) with opportunities to learn about new and different approaches to teaching and assessment</td>
<td>Develop further the web-based information resource on teaching and learning methods</td>
<td>CAPSL</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 7.3</td>
<td>Advance the use of IT in teaching and learning</td>
<td><strong>Action 1:</strong> Develop workshops on e-learning which are tailored to specific discipline, departmental or faculty needs</td>
<td>Centre for Learning Technology</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Action 2:</strong> Increase the funding available through the CLT for e-learning projects</td>
<td>Centre for Learning Technology</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Action 3:</strong> Purchase College wide licence for student/class learning environment and assessment tools so that all students can avail of e-learning opportunities</td>
<td>Centre for Learning Technology / Information Systems Services</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 9.4</td>
<td>Ensure familiarity with developments in pedagogic theory and practice internationally</td>
<td>Develop a resource library and foster international alliances</td>
<td>CAPSL / International Office</td>
<td>A</td>
<td>Academic year 2003-04</td>
</tr>
</tbody>
</table>

**B. Review of Personnel Policies**

<p>| Objective 5.1 | Change the promotions policies to ensure that teaching excellence is recognised and rewarded | <strong>Action 1:</strong> Promotions Committees to review promotions policy and monitor practice on an annual basis | Vice-Provost | B | Academic year 2002-03 | 1 |</p>
<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>Objective 6.3</td>
<td><strong>Action 2:</strong></td>
<td>Vice-Provost / Working Party on Academic Promotions to consider the introduction of formal teaching evaluation involving peers, students and other mechanisms</td>
<td>CAPSL / Vice-Provost</td>
<td>B (+A)</td>
<td>Starting in academic year 2002-03</td>
</tr>
<tr>
<td>Objective 5.6</td>
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<tr>
<td>Objective 5.4</td>
<td><strong>Action 1:</strong></td>
<td>Review sabbatical policy and practice in College</td>
<td>Personnel and Appointments Committee / University Council</td>
<td>B</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 5.2</td>
<td></td>
<td>Personnel and Appointments Committee to review recruitment policy and monitor practice on an annual basis</td>
<td>Vice-Provost</td>
<td>B</td>
<td>Starting in academic year 2002-03</td>
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<tr>
<td>C. Promoting Inclusiveness</td>
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<tr>
<td>Objective 3.1</td>
<td></td>
<td>Examine impediments to universal participation in the learning experience in the university</td>
<td>Centre for Educational Access and Community Development / Senior Tutor and Disability Service / Senior Lecturer</td>
<td>C</td>
<td>Starting in academic year 2003-04</td>
</tr>
<tr>
<td>Objective 3.4</td>
<td></td>
<td>Review all aspects of our activity, including curriculum and services</td>
<td>Equality Committee / CAPSL / International Office, and other offices as appropriate</td>
<td>C (+D)</td>
<td>Starting in academic year 2003-04</td>
</tr>
<tr>
<td>D. Curriculum Reform and Review</td>
<td><strong>Action 1:</strong></td>
<td>Agree the principle of substitution of broad curriculum courses for elements of existing specialist curricula</td>
<td>University Council</td>
<td>D</td>
<td>Academic year 2002-03</td>
</tr>
<tr>
<td>Objective 4.1</td>
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</table>

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*Final Report of the Working Party on Teaching and Learning*

*18th February 2003*
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Action</th>
<th>Responsible</th>
<th>Initial Year</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Objective 4.2</td>
<td>Ensure that students are given realistic workloads and are not prevented from availing of all that university life can offer and from developing as independent, reflective learners</td>
<td>Action 2: Increase the number of broad curriculum courses (cross-faculty courses and language courses)</td>
<td>Senior Lecturer</td>
<td>D</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>Objective 6.1</td>
<td>Ensure that all undergraduate programmes have a research dissertation element</td>
<td>Action 3: Encourage departments/faculties to consider the exchange of courses</td>
<td>Deans and Heads of Department</td>
<td>D</td>
<td>Academic year 2002-03</td>
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<tr>
<td>Objective 4.2</td>
<td>Ensure that students are given realistic workloads and are not prevented from availing of all that university life can offer and from developing as independent, reflective learners</td>
<td>Action 4: Encourage departments/faculties to develop new broad curriculum courses</td>
<td>Faculty Deans</td>
<td>D</td>
<td>Starting in academic year 2003-04</td>
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<tr>
<td>Objective 7.2</td>
<td>Increase the number of teaching development grants</td>
<td>Objective 7.2 Increase the number of teaching development grants</td>
<td>Seek funding to double existing provision</td>
<td>Senior Lecturer</td>
<td>E</td>
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<tr>
<td>Objective 5.5</td>
<td>Increase the number of teaching awards</td>
<td>Objective 5.5 Increase the number of teaching awards</td>
<td>Additional funding to be sought from Finance Committee</td>
<td>Senior Lecturer / Quality Committee</td>
<td>E</td>
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<tr>
<td>Objective 5.4</td>
<td>Introduce teaching sabbaticals and fellowships</td>
<td>Objective 5.4 Introduce teaching sabbaticals and fellowships</td>
<td>Action 2: Secure funding for a new scheme of teaching fellowships parallel to the Berkeley Fellowships</td>
<td>Senior Lecturer</td>
<td>E</td>
</tr>
<tr>
<td>Objective 9.1</td>
<td>Monitor and engage with developments in the Bologna Process</td>
<td>Objective 9.1 Monitor and engage with developments in the Bologna Process</td>
<td>Review and modify structures and practices where appropriate including consideration of the adoption of a standard teaching unit as implied by ECTS</td>
<td>Senior Lecturer / Deans</td>
<td>F</td>
</tr>
<tr>
<td>Objective 8.4</td>
<td>Explore the concept of a wireless university</td>
<td>Objective 8.4 Explore the concept of a wireless university</td>
<td>Review College policy on IT infrastructure and make recommendations to Board</td>
<td>Information Policy Committee</td>
<td>G</td>
</tr>
<tr>
<td>Objective 8.6</td>
<td>Exploit the potential of the Library to sustain and develop teaching and teaching and learning in the university</td>
<td>Objective 8.6 Exploit the potential of the Library to sustain and develop teaching and teaching and learning in the university</td>
<td>Develop joint initiatives between academic departments and the Library Committee</td>
<td>Library Committee</td>
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</tr>
<tr>
<td>Objective</td>
<td>Description</td>
<td>Action 1</td>
<td>Action 2</td>
<td>Action 3</td>
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<tr>
<td>8.5</td>
<td>Improve library holdings and maximise exploitation of existing materials to support advanced teaching and learning</td>
<td>Secure additional funding and extend Library Skills Training Programme</td>
<td>Library Committee / Trinity Foundation</td>
<td>G</td>
<td>Starting in academic year 2003-04</td>
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<tr>
<td>8.3</td>
<td>Provide additional teaching spaces, especially small group teaching spaces</td>
<td>Priority to be given to the provision of teaching spaces in new buildings and in the acquisition of properties</td>
<td>Board / Bursar</td>
<td>G</td>
<td>Starting in academic year 2002-03</td>
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<tr>
<td>8.2</td>
<td>Improve the standard of existing teaching space</td>
<td>Conduct systematic review of space and develop action plan for refurbishment</td>
<td>Bursar, Director of Buildings</td>
<td>G</td>
<td>Starting in academic year 2002-03</td>
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<tr>
<td>8.1</td>
<td>Improve the standard of teaching equipment</td>
<td>All teaching spaces should be equipped to agreed standards</td>
<td>Information Systems Services</td>
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<td>Academic year 2003-04</td>
</tr>
<tr>
<td>H</td>
<td>Improve Staff:Student Ratios</td>
<td>Action 1: Review staff: student ratios and norms</td>
<td>Senior Lecturer / Deans' Committee</td>
<td>H</td>
<td>Academic Year 2003-04</td>
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<tr>
<td>5.11</td>
<td>Improve staff: student ratios in line with discipline norms in comparable institutions</td>
<td>Action 2: Improve adverse SSRs through (a) re-allocating existing resources (b) securing additional funding for staffing</td>
<td>Senior Lecturer / Deans' Committee / Trinity Foundation</td>
<td>H</td>
<td>Academic Year 2004-05</td>
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<tr>
<td>J</td>
<td>Miscellaneous</td>
<td>Action 1: Review current provision in terms of opportunities for Lifelong Learning</td>
<td>Working Group on Lifelong Learning</td>
<td>J</td>
<td>Academic year 2002-03</td>
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<tr>
<td>9.2</td>
<td>Develop a clear policy on Lifelong Learning and make a strong and appropriate contribution in this area</td>
<td>Action 2: Develop a comprehensive policy on Lifelong Learning aimed at second chance learners, mature students, and students seeking continuous professional development and conversion courses</td>
<td>Working Group on Lifelong Learning</td>
<td>J</td>
<td>Academic year 2003-04</td>
</tr>
<tr>
<td>4.3</td>
<td>Increase the number of Trinity students participating in SOCRATES or similar exchanges</td>
<td>Identify barriers and impediments to increased participation</td>
<td>Registrar / Director of International Student Affairs / ISA Committee</td>
<td>J</td>
<td>Starting in academic year 2002-03</td>
</tr>
<tr>
<td>Objective 6.4</td>
<td>Encourage senior research active staff to have early contact with Junior Freshman Students</td>
<td>Review current practice to determine level of contact</td>
<td>Senior Lecturer / Deans / Heads of Department</td>
<td>J</td>
<td>Academic year 2003-04</td>
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<tr>
<td>Objective 9.3</td>
<td>In the light of the work of the National Qualifications Authority of Ireland, seek to facilitate transfers into Trinity College</td>
<td>Liaise with the NQAI and identify measures internally and externally that would increase the number of transfers from other institutions</td>
<td>Senior Lecturer / Deans</td>
<td>J</td>
<td>Starting in academic year 2002-03</td>
</tr>
</tbody>
</table>