

*University of Dublin
Trinity College*

Description of Current Provision and Policy

in relation to Lifelong Learning

and Options for Development

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1. Introduction

In Michaelmas Term 2002, the Provost invited the Senior Lecturer to form a Working Party with the objective of preparing a report on lifelong learning in Trinity College for consideration by the Deans' Committee, Academic Affairs Committee and Council. The Working Party has met on six occasions and its membership is as follows: Senior Lecturer (chair), Mr Alan Mullally, Dean of Graduate Studies, Director of Careers Advisory Service, Academic Secretary (secretary).

The aim of this document is to stimulate discussion regarding current and future policy and strategy for lifelong learning at the University of Dublin, Trinity College.

The scope of lifelong learning as discussed in this document includes continuing professional development and education, 'second chance' education, education of mature students, short non-formal courses etc. Furthermore, it raises issues to do with student access, modes of programme delivery, application of new media and ICT technologies, course structures and transferability between institutions.

We would assert, at the outset, that recognition of the need to prepare students for lifelong learning is embedded strongly in the College's traditional approach to teaching and learning and has been confirmed in recent policy statements and is reflected in current practice. The term 'lifelong learning' has been coined relatively recently but many of the concepts and practices underpinning it have a longer history.

Therefore in relation to Trinity College we are using the term lifelong learning in its broad sense.

2. Lifelong Learning: Current Definitions and Context

The Commission and Member states of the European Union (EU) have defined lifelong learning as:

"All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge skills and competence"¹

The EU also provides another slightly more detailed definition:

"All learning activity undertaken throughout life with the aim of improving knowledge, skills and competence within a personal, civic, social and/or employment related perspective."²

These definitions provide a useful working platform upon which to base a discussion of policy and strategic issues in relation to lifelong learning within the university context.

The report of the national Taskforce on Lifelong Learning focused more specifically on learning for those in the workplace and proposed the following vision for lifelong learning:

"The State and citizens working in partnership should achieve the skills, motivation, supports/tools, resources and time to engage in learning on a lifelong basis and thus enrich lives and develop a more prosperous, more inclusive society." The report goes on to say "It is recognised that this vision is aspirational... achieving the vision requires a balancing of rights and responsibilities. While Government can create the framework conditions for Lifelong Learning, it requires a response from individuals and enterprises to make learning, and the potential benefits it can deliver, a reality. This

¹ The European Strategy, November 1997, Heads of State, European Council in Luxembourg

² Feira European Council Conclusions http://europa.eu.int/comm/education/life/what_is_lil_en.html

will require a significant culture and attitudinal change on the part of providers, learners, employers, the public service and government. A core element of that cultural shift will involve viewing learning not as a cost but as an essential investment which has tangible economic personal and societal returns.”

The Taskforce concluded that:

- ✓ “Lifelong Learning requires a significant, systemic shift within the education, training and certification systems and the enterprise sector along with a change of culture on the part of society and individual citizens.
- ✓ It is not achievable with incremental or short term approaches.
- ✓ It requires a long term commitment on the part of government and citizens.
- ✓ Some of the building blocks to achieve it are already in place, but not all.
- ✓ There may be additional costs involved; there is a corresponding downside in terms of Ireland’s long term economic and social well being if the necessary commitment is not made.”

From the above definitions it is clear that lifelong learning is about discovering, acquiring and updating all types of knowledge. It is concerned with abilities, interests, skills, expertise and qualifications from early childhood through to late retirement. In effect, lifelong learning promotes the development of knowledge and competencies, personal and professional, that enable citizens to adapt to today’s complex and rapidly changing society and participate fully in the many dimensions of social and economic life. By so doing, citizens can gain more control over their lives and destiny.

The scope of this learning can include:

Formal Accredited Learning, e.g. Learning leading to Certificates, Diplomas, and Degrees

Non-Accredited Learning, e.g. Informal learning, short-courses, and workplace training

According to the EU:

“Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe’s future.”³

There are two equally important aims for lifelong learning:

1. Promoting Active Citizenship
2. Promoting Employability

The European Union states:

“Today’s Europeans live in a complex social and political world. More than ever before, individuals want to plan their own lives, are expected to contribute actively to society and must learn to live positively with cultural, ethnic and linguistic diversity.”⁴

³ European Council Meeting, Lisbon, March 2000

⁴ A memorandum on Lifelong Learning, Brussels, October 2000 p 5

“Europe has moved towards a knowledge-based society and economy. More than ever before, access to up-to-date information and knowledge, together with the motivation and skills to use these resources intelligently on behalf of oneself and the community as a whole, are becoming the key to strengthening Europe’s competitiveness and improving the employability and adaptability of the workforce.”⁵

The above two aims involve social and economic change and of course are interrelated.

Education in its broadest sense and in particular, lifelong education and learning is key to meeting these challenges.

Arising from a number of initiatives and debate over the past six years, the European Union has developed a structured framework to help mobilise resources in favour of lifelong learning at all levels. This framework includes the following:⁶

- Building an inclusive society which offers equal opportunities for access to quality learning throughout life to all people, and in which education and training provision is based first and foremost on the needs and demands of individuals.
- Adjusting the ways in which education and training is provided and how paid working life is organised, so that people can participate in learning throughout their lives and can plan for themselves how they combine learning, working and family life.
- Achieving higher overall levels of education and qualification in all sectors, to ensure high quality provision of education and training and at the same time to ensure that people knowledge and skills match the changing demands of jobs and occupation, workplace organisation and working methods.
- Encouraging and equipping people to participate more actively in all spheres of modern public life, especially in social and political life.

The actions identified by the EU to achieve the above have been reduced to the following key objectives.⁷

1. Guarantee universal and continuing access to learning for gaining and renewing the knowledge and skills needed for sustained participation in the knowledge society.
2. Visibly raise the levels of investment in human resources in order to place priority on Europe’s most important resource – its people.
3. Develop effective teaching and learning methods and contexts for the continuum of lifelong learning.
4. Significantly improve the ways in which learning participation and outcomes are understood and appreciated.
5. Ensure that everyone can easily access good quality information and advice about learning opportunities throughout their lives.
6. Provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through Information and Communications –based Technologies (ICT) facilities wherever possible.

⁵ Ibid p 5

⁶ Ibid p 4-5

⁷ Ibid p 4

3. Role of the University in relation to Lifelong Learning

It is generally accepted that the specific knowledge and expertise acquired by undergraduate students at university will not last a lifetime. Current debates remind universities of the need to assist students in acquiring skills as learners that will equip them for meeting a diversity of learning challenges across their life course. Discussions about the importance of lifelong learning draw attention also to the need to open the university to all people of ability of all ages and from all backgrounds and to the role the university plays in providing advanced education and training. Universities have a longstanding role in advanced professional training and it is important that they continue to develop that role and also enable people to change fields in order to cope with a changing environment or with their own interest in new learning and personal growth. As one report has expressed it:

“Learning and skills are not just about work or economic goals. They are also about the pleasure of learning for its own sake, the dignity of self improvement, the achievement of personal potential and fulfilment and the creation of a better society”

(Realising Our Potential: Individuals, Employers, Nation, Department for Education and Science, 2003)

Universities in many countries have recognised the need to open their doors to learners from non-traditional backgrounds, providing opportunities to a wide range of students, second chance and continuing education. Clearly such a shift has implications for policy and practice in relation to access, transfer and the type and mode of delivery of programmes.

The universities have an important, indeed pivotal, role to play if Europe is to move towards the vision envisaged above. Opening university studies to new and wider publics cannot be achieved unless higher education institutions themselves change – not only internally, but also in their relations with other ‘learning systems’ and interests.

4. Lifelong Learning in Trinity College Dublin: Traditional and Current Policies

The College’s educational philosophy has always been to encourage students to acquire knowledge and skills that would prepare them for life after graduation. In Trinity, learning is not seen as a task that ends upon graduation but is part of an ongoing process, which fosters continued personal growth and exploration. Lifelong learning in Trinity College is not only about the acquisition of knowledge and skills but also about personal competencies such as communication, the ability to influence others, problem solving and the ability to organise and manage one’s personal development. In this regard the College’s approach is compatible with the definition of learning proposed by Dearing:

‘Learning (in a university context) can be defined as the development of understanding and the ability to apply knowledge in a range of situations’

(The National Committee of Inquiry into Higher Education, 1997)

A degree therefore provides the basic education, which allows extension of competence later in life. As stated in the *College Calendar* courses are designed so that on graduation ‘students emerge with a high level of expertise in a chosen field and with versatile skills of a high order that equip them 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’.

In recent years the College has continued to build on its traditions in relation to seeking to equip its graduates with a broad range of competencies and a flexible open approach to learning. In 1999 the policy on the Broad Curriculum was approved by Council and Board which sets out the College’s intention to take action to ensure

that students in Trinity College acquire nine valued attributes: inquisitiveness, analytical ability, adaptability, breadth of reading, ethical responsibility, international outlook, articulacy, literacy and numeracy.

At postgraduate level, the College has experienced a period of very rapid growth in the number of taught programmes from about 50 in 1990 to 104⁸ today. There is a strong tradition of and commitment to the provision of high quality taught diplomas and degrees designed for graduates who wish to acquire advanced professional training or advanced education in a scholarly discipline. Some of the existing programmes specifically allow for conversion from one field of undergraduate study into a new area.

A Working Party on Teaching and Learning reported in February 2003. As part of its deliberations it noted the absence of an explicit policy on lifelong learning in Trinity College and the need for the development of such a policy given the intensity of current debate on this issue. In its report, the Working Party proposed a number of principles to underpin the College's teaching and learning strategy, one being that *'The College should assist its graduates to become lifelong learners, always open to new experiences and equipped with a range of skills that ensure flexibility and a capacity to cope with change.'* The Report noted that at graduation, students should be able to demonstrate *'the skills necessary for lifelong learning, both independently and collaboratively and to be engaged in ongoing personal development'* and *'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'*. The Report outlined the aims of a proposed teaching and learning strategy, which included enhancing the generic and learning skills of students. Two of the stated objectives in achieving this aim were to *(a) 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, and (b) increase the emphasis on the quality of student learning and enhance students learning skills and understanding of their own learning process'*.

The Strategic Plan for the College (2003-2008) provides an outline policy framework for lifelong learning. It affirms the need to ensure that students will be well prepared for lifelong learning through the promotion of teaching methods that involve a high level of student activity and through different forms of assessment and regular feedback that encourage learning. This approach emphasises active knowledge synthesis and not passive knowledge absorption. The Strategic Plan recognises that *'Lifelong learning is a multifaceted construct and it is clear that many of our current activities can be seen as contributing to the lifelong learning of students'* and that in Trinity College *'Students will be well-prepared for lifelong learning, always open to new experiences and equipped with a range of skills that ensure flexibility and a capacity to cope with change'*.

5. Lifelong Learning in Trinity College Dublin: The Current Situation

The Working Party affirms that in its broadest sense, lifelong learning is about acquiring and updating knowledge, abilities and qualifications from pre-school to post-retirement, and about valuing all forms of learning. In the university context, lifelong learning may be facilitated through the following:

- equality of access;
- recognition of relevant prior-learning, where appropriate;
- re-definition of basic skills (eg. to take account of changing technologies);
- developing new and more flexible forms of course provision;
- keeping curricula up-to-date;
- developing awareness of the demand for new skills/course provision on the part of employers, professional bodies, etc. and developing the capacity to respond to demand;
- maintaining and building on relationships with schools, the business sector and the social partners, professional organisations, research centres, etc.

All the above, to a greater or lesser extent, are recognisable as being part of the normal activity of the University.

⁸ A further 13 programmes are available but for various reasons were not offered in 2003/04.

We have stressed that the College's implicit policy on lifelong learning is very evident in its approach to the undergraduate curriculum and to our preparation of students for their life after graduation. There is also a range of initiatives that support Lifelong Learning which are outlined below.

5.1 *Personal Development and Skills acquisition*

The College has implemented, in a number of departments, two programmes – *Gensip* and the *Personal Development Programme* - to help existing students cope both with the transition to College and to support their career planning activities into the future.

Gensip, or the *Generic Skills Integration Programme*, aims to help academic staff teach certain generic skills that will promote their students' responsible learning, adaptation to college, and lifelong learning. Three skill areas have been targeted to help students improve their learning in and adjustment to university: learning skills (study skills and self-management), interpersonal skills and stress management.

- The *Learning Skills* module is designed for use by academic staff who want to help their students become more self-directed and independent learners. It contains information on teaching study skills and promoting self-management and aims to assist students in organising and planning study, reading, note making, writing, concentration, and motivation - learning skills necessary for effective and independent learning whilst in College and afterwards. The module also aims to help academic staff become more aware of how their students learn.
- The *Interpersonal Skills* module is designed for use by lecturers and teachers to introduce students to essential skills they require for personal and professional effectiveness. It encourages the provision of opportunities for students to become more proficient and confident in their use of these skills and contains information on effective interpersonal communication - including listening skills, non-verbal communication and expression.
- Finally, the *Stress Management* module is designed for use by academic staff who want to help students develop their ability to cope with stress and to give students a better awareness and understanding of stress. It provides coping strategies for avoiding distress and to promote better adjustment to college.

The aim of the *Personal Development Programme* is to identify the most effective ways of enhancing student motivation for learning in general and for "employability" which would encourage the identification and attainment of each individual's personal objectives through a process of planning, experience and reflection. The programme sets out to develop within the curriculum the following set of skills generic across all disciplines, which help the student to respond to the changing needs of employers and to support their career planning activities and by extension, their lifelong learning needs, into the future:

- **Self-appraisal:** Identifying values, skills, interests and other personal attributes. Reviewing previous experience and analysing these components in the form of a summary statement or record.
- **Researching opportunities for self-development:** Seeking and assessing relevant information. Identifying sources of help and support.
- **Decision-making:** Obtaining feedback on ideas for career development. Identifying personal priorities and constraints. Integrating self-assessment with the options available.
- **Goal setting and action planning:** Writing and implementing an action plan. Communicating effectively orally and in writing to achieve objectives. Reviewing progress and identifying learning points.

5.2 *Information Skills Acquisition*

The acquisition of information skills is a key element in enabling lifelong learning. In an era of evidence-based practice and knowledge based societies it is important that people access and utilise information, be it a research paper or a web page, in a competent and confident way. Information skills are a basic building block of lifelong learning and they are also an important aspect in the dynamic link between education and work as set out in the Bologna Process (see 5.8 below)

The College Library has for many years been instrumental in providing training in information skills to the College community. The Library User Education Group is responsible for all aspects of library skills training. This work includes the provision of programmes of activities for all TAP initiatives; induction and training courses for new undergraduate and postgraduate students; and specific curriculum-related library skills and research support courses. A very successful series of 'walk-in' courses in a range of Library Skills was established some years ago and a pilot scheme is currently being formulated which incorporates the delivery of library skills into time-tabled undergraduate and postgraduate taught courses.

5.3 *Trinity Access Programmes*

The College is committed to providing access for non-traditional learners to our four-year full-time undergraduate degree programmes. One major initiative that has sought to improve access to the undergraduate programmes offered by the College is the Trinity Access Programmes (TAP), established in 1993. The Trinity Access Programmes offer a range of initiatives to counteract educational disadvantage. The programmes were established as part of an overall strategy to increase awareness of the value of education and to increase the confidence and capacity of communities where there has been no tradition of third-level education. Currently there are four initiatives:

- (a) *Second-level programme* This programme links Trinity with 16 secondary and 15 primary schools which have little or no tradition of progression to third-level. It aims to increase the number of students progressing to third-level education.
- (b) *Reserved Places / Direct Application Scheme* In 1999, the University Council agreed to reserve 70 places each year across all undergraduate courses for students from TAP linked schools and from the Young Adults Foundation course (see (d) below).
- (c) *Foundation Course for Mature Students* This one-year foundation course was established in 1997 to prepare mature students from socio-economically disadvantaged circumstances for third-level education. Approximately twenty-five students are admitted annually.
- (d) *Foundation Course for Young Adults* This is also a one-year foundation course which was established in 1999 which caters for young adults (17-20 years old) who have academic potential but who require an additional year of education to prepare for third-level. Approximately twenty-five students are admitted annually.

In terms of new developments, the Steering Committee for the Trinity Access Programme (which is chaired by the Senior Lecturer) has recently agreed that preliminary discussions be entered into with a number of VEC Colleges regarding the establishment of alternative admission routes for students who are socio-economically disadvantaged.

5.4 *Mature Students*

In addition to the one-year foundation programme for mature students that is offered by TAP, mature students can seek admission to Trinity under the Mature Student Dispensation Scheme. Under this Scheme, mature student applicants are not required to satisfy the normal university matriculation requirements but are considered in the first instance on the basis of how relevant their life, work and educational experiences are to the course they wish to pursue. Trinity received 783 applications under the Mature Student Dispensation Scheme in 2003 and 132 students were offered places across all six Faculties. The College has sought and received part funding from the HEA for a Mature Student Officer⁹ whose role is to

- Assist prospective students to evaluate the demands of third level education
- Encourage the participation and academic achievement of mature students
- Provide advice and assistance to registered mature students
- Co-ordinate the collection of comprehensive data on the recruitment and performance of mature students
- Contribute to policy formulation and implementation.

⁹ Currently vacant as the College was unsuccessful in filling this post – it is now being re-advertised.

5.5 *Recognition of Relevant Prior Learning and Other Qualifications*

The university is supportive of the initiatives of the National Qualifications Authority of Ireland (NQAI), set up in 2001. Facilitated by the enactment of The Qualifications (Education and Training) Act, 1999, the NQAI has developed a National Framework of Qualifications, launched in 2003. The framework is:

“The single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards.”

The framework is comprised of ten levels, with different award types. Each award-type has its own award-type descriptor. So far, a first set of major award-type descriptors have been determined for the framework.

The Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the universities, the Dublin Institute of Technology and the State Examinations Commission all make awards in the framework.

Universities make and set the standards for their awards. However, there is agreement that the universities will use the major award-types developed by the Authority. Awards made by the universities are placed between levels 7 to 10 and include ordinary bachelor degree, honours bachelor degree, higher diploma, masters degree, postgraduate diploma, and doctoral degree. The Authority has no role in setting the standards of the awards of the universities.

As part of its widening access programme, Trinity is currently assessing FETAC awards at level 6 within the framework for consideration for entry to its undergraduate degree courses.

In addition, the Faculties of BESS, Science and Engineering and Systems Sciences consider HETAC level 6 awards for progression into the Junior Sophister year in a number of select degree courses. Approximately 12-15 students with HETAC level 6 awards transfer to Trinity each year.

The Leaving Certificate Vocational Programme (LCVP) (Link Modules) was introduced in 1994. The programme was designed to add a strong vocational dimension to the Leaving Certificate by combining the virtues of academic study with a new focus on self-directed learning, enterprise, work and the community. Students applying to Trinity and other Irish universities are permitted to use the points allocated for the Link Modules as one of the six subjects they present for calculation of entry points. Following a review of the LCVP by the National Council for Curriculum and Assessment, the points awarded by the universities to link modules were increased and from 2004 will be as follows: Distinction 70 points; Merit 50 points; Pass 30 points.

5.6 *ICT in Education*

The College has been a pioneer in Ireland in the use of Information and Communications Technology (ICT) at third level. The Centre for Learning Technology was set up in 2000. The objective of the Centre is to support best practice in the use of ICT, to enhance student learning within College, and to advise on issues of policy, structure and future developments in educational technology. The Centre is responsible for supporting academic staff in instigating and developing innovations in student teaching and learning with ICT.

Currently there are over forty departments in College that have courses which are supplemented by interactive eLearning materials and resources. There has been continuing uptake in the use of eLearning across all faculties in College with more than two hundred blended eLearning or ICT enhanced courses. Evaluation of the use of eLearning has shown improvement in educational effectiveness, student satisfaction and student access to educational resources/materials. The majority of the use of eLearning in College has been campus-based but the expertise it has developed provides a strong foundation for the exploration of the use of electronic media in distance education at postgraduate level, as proposed in the Strategic Plan.

ICT has potentially a very strong role to play in terms of enabling access to lifelong learning initiatives. The core eLearning design and development skills and infrastructure for supporting such initiatives are available in

College, although this core expertise would need to be increased depending on the scale and scope of any suggested programmes for lifelong learning.

Developments in terms of distance education may result in a more competitive environment for the College but they also present opportunities to learn from experiences of other in terms of the strategies and technologies that would assist College to become more flexible and effective at undergraduate and postgraduate levels, as considered appropriate.

In Michaelmas Term 2003, at the request of the Provost, the Dean of Graduate Studies set up a subgroup to examine the potential for distance education in College, with particular focus on graduate studies in the first instance. This work is currently on going.

5.7 Flexibility in Course Provision

As demonstrated in the Appendices, Trinity College provides a wide range of programmes other than four-year full-time undergraduate degrees and has provided such courses over a significant period of time. For example the first taught master's started in 1963, the MSc in Computer Applications. The first evening degree programme, the BSc in Computer Science, commenced in 1970. For the most part, such initiatives have been faculty or department led.

The Dean of Graduate Studies set up a Working Group on Modularisation of Postgraduate Programmes, chaired by Professor Jane Grimson, at the end of 2001. On the basis of this Group's report, the Graduate Studies Committee the following year approved the principle of voluntary implementation by taught postgraduate programmes. Surveys have shown that 22 postgraduate courses employ some degree of modularisation, though restricted by existing administrative structures. The Graduate Studies Committee has approved a pilot scheme involving Masters programmes in education, nursing and pharmacy, and the postgraduate diploma in statistics, to begin in October 2004. The purpose of the pilot is to investigate the implications of full modularisation, including for example payment per module and extended completion times.

5.8 Bologna Declaration

Development of the European Higher Education Area (EHEA) - the aim of the 'Bologna Process' - is central to EU economic ambitions. In their May 2001 communiqué, European ministers in charge of Higher Education, meeting in Prague, noted: "In the future Europe, built upon knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life". Lifelong learning is seen as being key to economic competitiveness by promoting employability and adaptability, as well as to personal and social development.

The College is committed to keeping well-informed on developments in the Bologna process and to establishing initiatives arising from the Bologna process that are aligned with its mission. The Bologna Process seeks to identify and support those activities which have the potential to act as a dynamic link between education and work. In moving forward, the optimum balance between these areas of activity will need to be articulated with reference to the detail of the College's Strategic Plan. One aspect of the Bologna process currently under consideration is the refinement of the European Credit Transfer System (ECTS) as applied in College.

The HEA has provided some funding to the College to further the objectives of the Bologna Declaration. The Deans' Committee has set up a fund from which allocations will be made on the basis of open bids from College departments to undertake projects and activities in line with the Bologna objectives, including those concerned with enabling and/or promoting Lifelong Learning strategies in College.

5.9 Oscail - The National Distance Education Centre

In conjunction with the National Distance Education Centre (NDEC), Trinity and other Irish universities initiated a Bachelor in Arts programme in 1993 which is offered through distance education. Courses are

delivered mainly in the form of specially-written correspondence texts. Self-managed study is based on specially designed course texts, supplemented by set texts and optional readings. Study centres are located in universities, institutes of technology and other educational institutions in Ireland. Students can study at their own pace and in the most convenient location. The NDEC is located on the campus of Dublin City University.

Because of predicted heavy demand on the Library and other services, College decided not to have further intakes to this programme after the first year.

5.10 *In-Service Education*

Formally instituted in 1986, the Division of In-Service Education within the Education Department in Trinity provides a variety of in-service activities for teachers and others with a professional interest in education, who may be unable to avail of courses offered by the Department because of work commitments or geographical constraints. The Education Department collaborates with other institutions (Froebel College of Education, Sion Hill; Marino College of Education; Church of Ireland College of Education; St. Catherine's College of Home Economics) as well as with other departments and faculties within the university to provide these courses. It also has a formal relationship with the Association of Teacher/Education Centres of Ireland to co-operate in the provision of in-service education in the centres.

The activities of the Division range from half-day seminars to thirty-hour modules which can be taken in groups leading to the award of a Postgraduate Diploma or, provided a satisfactory level of performance has been achieved, eligibility to proceed to the M.St programme. The courses are normally offered either in the evenings, at weekends or full-time weeks during school holidays and are assessed by assignment, practical exercises or written examinations.

It is the intention of the Division of In-Service Education to assist practitioners in:

- Keeping abreast with research in the field of education, especially in curriculum and management;
- Using new initiatives in their own practice;
- Using and conducting research in their own schools and institutions;
- Developing their career prospects.

5.11 *Lifelong Learning for College Staff Members*

The report of the Working Party on Teaching and Learning (February 2003) set out the principle that '*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 has for many years offered a programme of staff development courses for both academic and support staff, and offers leaves of absence for academic purposes and special unpaid leave for career breaks, which may be used to undertake further education. The newly established Centre for Academic Practice and Student Learning provides Academic Development support both through courses and workshops and its online resources. The Staff Development section in the Staff Office provides staff development programmes for all support staff. A programme of training and development activities for the personal and professional development of all College staff is available under the broad headings of induction; supervisory and management development; and personal effectiveness.

5.12 *City Centre location*

A city centre location can be seen as a very positive factor in terms of developing our range of lifelong learning opportunities, but it is also potentially a negative factor in terms of issues such as car parking. It can be argued that College has not fully exploited the benefits of its location in terms of its proximity to many people's workplaces.

5.13 *Questionnaire*

A questionnaire was issued to Heads of Departments and Course Co-ordinators requesting feedback in relation to lifelong learning in College. A copy of the questionnaire and the percentage responses is given in Appendix 5.

6. Categorisation of Current Programmes

The working party has reviewed and categorised current programmes on offer in the College. The four appendices to this document set out the present scope and extent of courses, programmes and student participation other than full-time undergraduate degrees and postgraduate degrees by research alone.

Appendix 1 details undergraduate programmes and courses other than full-time (daytime) degrees.

- The profile of the 17 courses listed includes five degree programmes, 10 diploma programmes and 2 certificate programmes (both offered by the Trinity Access Programmes).
- Numbers of registered students on these courses in December 2003 were 367 full-time and 792 part-time students, totalling 1159. This represents 10% of the undergraduate student body, and 8% of the total student body.
- Part-time evening degree programmes are offered in the Faculty of Engineering and Systems Sciences and in the Faculty of Health Sciences. In the latter, two one-year daytime top-up programmes and one access programme are offered in Midwifery and in Nursing Studies.
- Diploma courses are offered in all Faculties.

Appendix 2 details postgraduate courses other than postgraduate degrees offered by research alone.

- The profile of 104 courses listed includes 7 doctorates with taught elements, 68 masters courses, and 29 postgraduate diplomas.
- Numbers of registered students on these courses in December 2003 were 1121 full-time and 1319 part-time students, totalling 2440. This represents 62% of the postgraduate student body, and 16% of the total student body.
- There is a very significant level of flexibility in terms of modes of delivery. Many courses are available on a full-time or a part-time basis, and the timing of delivery includes daytime, block release, evening, and weekend. While the majority of courses is delivered on campus, many are delivered in the workplace (particularly courses in Health Sciences that have a clinical element).
- The majority of postgraduate courses are Continuous Professional Development (CPD) courses, which are available to those seeking additional qualifications in the area of their primary degree or the area in which they have related experience.
- A wide range of courses is also offered under the heading 'Transfer' or conversion courses.
- A number of courses have a very small number of students and this raises issues regarding their viability.

Appendix 3 provides information on 38 uncertified courses that are offered across a wide range of subject areas, and which are available mainly as evening courses on the university campus. In December 2003, there were 1349 students taking these courses.

Appendix 4 is a summary of the student numbers participating across the courses. The number of undergraduate and postgraduate students on courses offered in the College (other than full-time undergraduate degree programmes and postgraduate degrees by research alone) totalled 3599, representing 24% of the student population. This does not include the 1349 students who enrolled for uncertified courses.

7. Options in relation to Future Development in this Area

We set out three options below in order to facilitate decision-making as to the nature of College's policy and commitments under the heading 'lifelong learning'. In order to be clear, three options are set out below but it would of course be possible to take elements from each option and present them as a new package. It is also possible to drop entirely an element or elements from any one option or add new elements.

- (a) **Status Quo:** The first option is to continue with status quo which might be characterised as non-cohesive in relation to lifelong learning as a construct. Many different programmes (e.g evening courses, CPD graduate courses) and many policies (e.g in relation to access or the attributes of the graduate) can be placed under the lifelong learning heading but there is no explicit, centrally driven policy, which unites all these activities. Many initiatives are departmentally driven. Nonetheless the College has made significant progress on a number of fronts and could continue to do so.
- (b) **Radical Restructuring:** The College could embrace fully all elements of a lifelong learning strategy as envisaged in relation to university education. The College could decide that the predicted decline in the number of school-leavers implies turning attention wholeheartedly to the needs of mature and second chance learners. Such a move would entail:
- Bringing learning to those who are socially excluded or at risk of being so. The College provides educational programmes in a number of outreach centres throughout the country. This community learning provision should focus on part-time workers, older workers, those working in low-status jobs and those working in small to medium sized enterprises
 - Expanding foundation programmes for disadvantaged school leavers and mature students
 - Ensuring that all students have work placements as part of their programme of study
 - Establishing more graduate conversion programmes
 - Extensive use in all programmes of flexible timetabling formats e.g. day, evening, week-end, part-time, short courses, sandwich, in-house etc.
 - Extensive use of e learning; virtual learning environments etc. in support of distance education at both undergraduate and postgraduate levels
 - Establishing a College-wide modularised credit system, thus permitting mature learners to construct their own degree programmes
 - Introducing semesters to further enable flexible, self-structured degree programmes and rates of progression
 - Allowing credit accumulation over an extended period (i.e. not restricting undergraduate degree programmes to four years and not expecting all members of a cohort to progress at the same rate)
 - Establishment of clear admissions pathways from other higher education institutions into sophister or graduate years of study
 - Recognition of a range of qualifications (e.g.FETAC NCVA Level 2) other than Leaving Certificate for admission to undergraduate degree programmes
 - Introduction of procedures associated with providing credit for work based or other types of experiential learning
 - Provision of a wider programme of evening/part-time undergraduate programmes spanning the full range from certificate and diploma through to degree, permitting students to build towards a BA at their own pace and to exit at various junctures
 - Provision of a wide range of continuing professional development programmes with flexible/distance modes of delivery.
 - Introduction of formal provision for all staff members to upgrade their skills and qualifications through opportunities provided by the College, directly or indirectly.

Such a radical approach would only succeed if it were considered a major institutional initiative with widespread support and with appropriate commitments in terms of initial investment, staffing, central support and academic recognition.

(c) *Mid-way*: College could build on current successful initiatives but choose to retain some traditionally valued elements of its current provision.

One way forward could entail:

- Encouraging the offering of part-time and evening courses where staff can demonstrate market need, local expertise and commitment
- Restructuring primarily at postgraduate level, by when - it could be argued - learners are prepared to be skilled, self-motivated learners
- Investing significantly in the use of IT at graduate level as a support for enabling increased flexibility and the exploitation of the pedagogic benefits of IT/distance learning with skilled learners
- Expanding foundation programmes for disadvantaged school leavers and mature students
- Giving more non-traditional learners the benefits of a four-year, full-time, developmentally structured undergraduate programme. This would imply a commitment to taking in more mature, second chance and disadvantaged students and would require the provision of significant financial support for students.
- Becoming more open to non-traditional progression and transfer routes, backed by the transparency and maintenance of standards which is the aspiration of the NQAI
- Introducing a standard course unit, which could create more flexibility in the system at both undergraduate and postgraduate levels. Full modularity would only be established at graduate level enabling more flexibility and efficiency in the delivery of programmes
- Introduce a work experience dimension to some undergraduate programmes as appropriate
- Publicly asserting that Trinity's contribution to lifelong learning is via: the extension of the opportunity of full-time undergraduate education to all learners of ability; through its preparation of its undergraduates for lifelong learning and through its wide range of flexibly delivered, world-class taught master's and doctoral programmes, focussing on continuing professional development, graduate conversion and advanced scholarship.
- Actively implement the objective of the report of the Working Party on Teaching and Learning to explore ways of improving the learning opportunities for all staff.

Moving forward on (c) has resource implications also, particularly in relation to the increased demands on student services that are associated with non-traditional learner status. Restructuring at graduate programme level and developing the use of elearning will require investment also.

In coming to a decision as to the way forward in this area, the College needs to re-affirm its core identity and mission in the light of current expectations and demands in the third level environment. As has been stated also, many times, in recent debates on the future of the College it is not possible for the College to follow every possible new trend nor is it possible for the College to be good at everything. Thus any decisions would have to be made in the light of the need to focus on areas in which the College can aspire to achieve excellence. Further considerations are the expertise and interest of staff and the niches occupied by other neighbouring institutions.

Sheila Greene
Chair, Working Party on Lifelong Learning

15 June 2004

Undergraduate courses other than full-time undergraduate degrees

Course Title	Duration	Registered Students		Mode of Delivery				Place of Delivery	
		Full-time	Part-time	Timing of delivery		Campus	Outreach		
				Day	Evening			Day/evening	Weekend
Undergraduate Degree									
B.Sc. (hons) Business and Information Technology	4 years		143		X			X	
B.Sc. in Computer Science	4 years		70		X		X	X	
Degree in Information Systems	2 years (following 2 yr diploma)		122		X			X	
Bachelor in Midwifery Studies	1 year		14	X				X	X
Bachelor in Nursing Studies	1 year		283	X				X	X
Total Undergraduate Degree			632						
Undergraduate Diploma									
History of European Painting	1 year		25		X			X	
Deaf studies (ft or pt)	2-3 years	20		X				X	
Irish Sign Language / English Interpreting	2 years	25		X				X	
Irish Sign Language Teaching	2 years	11		X				X	
Addiction Studies	1 year	24		X				X	
Counselling	2 years		28	X				X	X
Information Systems	2 years		107		X			X	
Dental Hygiene	2 years	16		X				X	
Dental Technology	3 years	7		X				X	
Nursing Studies (course no longer admitting students)	3 years	187		X				X	X
Information Studies (course suspended)	2 years				X			X	
Pharmaceutical Technicians' Diploma	2 years	27		X				X	X
Total Undergraduate Diploma		317	160						
Undergraduate Certificate									
Foundation Course for Higher Education: Young Adults	1 year	25		X				X	
Foundation Course for Higher Education: Mature Students	1 year	25		X				X	
Total Undergraduate Certificate		50							
Total		367	792						

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students 03/04		Duration		Timing of delivery			Place of Delivery			Postgraduate			
	Full-time	Part-time	Full-time	Part-time	Block release	Mode of Delivery		Workplace	Campus	Distance learning (e/post)	Taught PG diploma	Taught PG masters	Strong Emphasis on Research	Transfer
						Day	Evening/ evening							
Arts (Humanities)														
D.Clin.Psych	24		3 yrs		X			X					X	
LL.M.	44		1 yr		X			X			X			X
M.Ed.	37		up to 3 yrs		X			X			X		X	X
M.Phil. (Ecum.)	8	7	1 yr	2 yrs	X			X			X			X
M.Phil. (Peace Studies)	37	14	1 yr	2 yrs	X			X			X		X	X
M.St.		27	1 yr			X			X		X			X
BD (Not offered 03/04)			5 yrs										X	X
M.Sc. Counselling Psychology	34		2 yr		X			X			X			X
M.Sc. Educational Guidance & Counselling		30		2 yrs	X			X			X			X
M.Sc. Educational Management		24		2 yrs	X			X			X			X
M.Sc. Science Education		8		2 yrs		X		X			X			X
M.Phil. Irish Art History	8		1 yr		X			X			X			X
M.Phil. Medieval History	4		1 yr		X			X			X			X
M.Phil. Psychoanalytic Studies biennial intake - next intake 04/5			1 yr		X			X			X			X
M.Phil. Reconciliation Studies	5	10	1 yr	2 yrs	X			X			X			X
M.Phil. Reformation and Enlightenment Studies	5		1 yr		X			X			X			X
M.Phil. Women's Studies	8	4	1 yr	2 yrs	X			X			X			X
P.Grad. Dip. Conflict & Dispute Resolution Studies		12	1 yr			X		X			X			X
P.Grad. Dip. In-Service Education		242		up to 3 yrs		X		X			X			X
Higher Diploma in Education (Primary Teaching)	160		1 yr		X			X			X			X
Higher Diploma in Education	130		1 yr		X			X			X			X
Faculty Total		504												
Number of Programmes with students registered in 2003-04														
Doctorate - 1														
Masters - 14														
Diplomas - 4														
Not offered/no intake in 2003-04 - 1 (BD)														

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students 03/04	Duration		Timing of delivery			Place of Delivery			Postgraduate			GRD (only for those seeking additional qualifications in the same area)		
		Full-time	Part-time	Block release	Day/Evening	Day/Evening/week end	Campus	Work place	Out-reach	Distance learning (e/post)	Taught PG diploma	Taught PG masters		Strong Emphasis on Research	Transfer
Arts (Letters)															
M.Phil. Anglo-Irish Literature	21	1yr		X				X						X	
M.Phil. Applied Linguistics	10	1yr	2 yr		X			X						X	
M.Phil. Creative Writing	15	1yr		X				X							
M.Phil. Early Irish	3	2yr		X				X							
M.Phil. German Literature with Language Pedagogy	3	1yr	2 yr	X				X							
M.Phil. Irish Theatre and Film Studies	13	1yr		X				X						X	
M. Phil. Linguistics	5	1yr	2 yr		X			X						X	
M.Phil. Medieval Language, Literature and Culture	7	1yr		X				X						X	
M.Phil. Popular Literature (not offered 03/04)		1yr		X				X							
M. Phil. Speech and Language Processing	3	1yr	2 yr		X			X						X	
M. Phil. Textual and Visual Studies	2	1yr		X				X						X	
P. Grad. Dip. Old Irish (biennial intake - next intake 04/05)		1yr		X				X						X	
Faculty Total	82														
Number of Programmes with students registered in 2003-04															
Masters - 10															
Not offered/ no intake in 2003-04 - 1 Masters															

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students 03/04		Duration		Mode of Delivery				Place of Delivery				Postgraduate				
	Full-time	Part-time	Full-time	Part-time	Timing of delivery				Place of Delivery				Taught PG diploma	Taught PG masters	Strong Emphasis on Research	CPD (only for those seeking additional qualifications in the same area)	
					Day	Evening	Block release	Day/week end	Day	Evening	Block release	Workplace					Distance learning (e/post)
Business, Economic and Social Studies																	
Master in Social Work	38		2 yr		X					X	X						X
Ph.D. Political Science	30		up to 5 years		X					X							X
M.B.A.	25		1 yr		X					X							X
M.Sc. (Mgmt) Management Practice Programme	22		2 yr		X		X			X							X
M.Sc. (Mgmt.) Organisational Behaviour Programme	33		2 yr		X		X			X							X
M.Sc. (Mgmt.) Business Administration Programme	29		2 yr		X		X			X							X
M.Sc. (Mgmt) International Business Programme	5		2 yr		X		X			X							X
M.Sc. (Mgmt.) Strategic Management Programme	10		2 yr		X		X			X							X
M.Sc. Applied Social Research	17		1 yr		X		X			X	X						X
M. Sc. Child Protection and Welfare	6		2 yr		X		X			X	X						X
M. Sc. Drug and Alcohol Policy	10		2 yr		X		X			X	X						X
M. Sc. Economic Policy Studies	26		2 yr		X		X			X	X						X
M. Phil. Ethnic and Racial Studies	19		1 yr		X		X			X	X						X
M. Phil. Social Work Research (no intake in 2003-04)			2 yr		X		X			X	X						X
P. Grad.Dip. Child Protection and Welfare	15		1 yr		X		X			X	X						X
Faculty Total	129	156															
Number of Programmes with students registered in 2003-04																	
Doctorate - 1																	
Masters - 12																	
Diplomas - 1																	
Not offered/ no intake in 2003-04 - 1 Masters																	

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students: 03/04		Duration		Timing of delivery			Place of Delivery			Postgraduate			GPD (Only for those seeking additional qualifications in the same area)		
	Full-time	Part-time	Full-time	Part-time	Block release	Evening	Day/week end	Work place	Campus	Out-reach	Distance learning (e/post)	Taught PG diploma	Taught PG masters		Strong Emphasis on Research	Transfers
Engineering and Systems Sciences																
M.A.I. (no students registered 03/04)		2		up to 3 yrs												X
M.A.I. (Recurrent Education)																X
M. Phil. Music and Media Technologies (jointly with Arts (Humanities))	17		1 yr		X			X			X(e)				X	
M. Sc. Bioengineering	9		1 yr	2 yr	X										X	
M. Sc. Civil Engineering	5	12	1 yr	2 yr	X										X	
M.Sc. Computer Science (Networks & Distrib Sys)	17		1 yr		X										X	
M.Sc. Health Informatics (jointly with Health Sciences)		18		1 yr	X			X							X	
M.Sc. Integrated Systems Design (not offered 03/04)				2 yr	X										X	
M.Sc. I.T. in Education (jointly with Arts (Humanities))		40		2 yrs		X					X(e)				X	
M.Sc. Management of Information Systems		34		2 yr		X									X	
M. Sc. Mechanical and Manufacturing Engineering (not offered 03/04)				2 yr	X										X	
M. Sc. Multimedia Systems	30		1 yr		X										X	
M.Sc. Railway Engineering (not offered 03/04)			1 yr		X										X	
M.Sc. Computer Science (Ubiquitous Computing) 1st intake 04/05 - (Diploma year in 2003-04)			1 yr		X										X	
P. Grad. Dip. Applied Building Repair & Conservation (begins 04/05)				1 yr		X						X				X
Postgraduate Diploma in Computer Science (Ubiquitous Computing)	17		1 yr		X										X	
P. Grad. Dip. Health & Safety in Construction (begins 04/05)			1 yr			X						X				X
P. Grad. Dip. Health Informatics		22		1 yr	X					X		X				X
P. Grad. Dip. Computers for Engineers (not offered 03/04)				1 yr	X							X				X
P. Grad. Dip. Construction Law and Contract Administration		22		1 yr		X						X				X
P. Grad. Dip. Environmental Engineering		32		1 yr		X						X				X
P. Grad. Dip. Fire Safety Practice (Buildings and other Structures)		10		1 yr		X						X				X
P. Grad. Dip. Highway and Geotechnical Engineering (not offered 03/04)				1 yr		X						X				X
P. Grad. Dip. Music and Media Technologies (jointly with Arts (Humanities))	22		1 yr		X							X			X	
P. Grad. Dip. Physical Planning		10		1 yr		X						X				X
P. Grad. Dip. Project Management		77		1 yr		X						X				X
P. Grad. Dip. Quality Improvement		8		1 yr		X						X				X
P. Grad. Dip. Statistics		70		1-2 yr		X						X				X
Faculty 2004	17	357														
Number of Programmes with students registered in 2003-04																
Research - 1 (MAI)																
Masters - 8																
Diplomas - 10																
Not offered/nc intake in 2003-04 - 2 Masters, 3 Dips																
Two diplomas due to start in 2004-05																

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students 03/04		Duration		Timing of delivery			Place of Delivery			Postgraduate							
	Full-time	Part-time	Full-time	Part-time	Day	Block release	Day/evening	Day/week end	Campus	Work place	Out-reach	Distance learning (e-post)	Taught PG diploma	Taught PG masters	Strong Emphasis on Research	Transfer	GPD (only for those seeking additional qualifications in the same area)	
Health Sciences																		
M.D.		25		1-5 yrs														X
M.Dent.Ch.	23		3 yrs		X				X					X				X
M.Dent.Sc.		2		1-5 yrs														X
M.A.O. no intake 03/04				1-5 yrs														X
M.Ch.		1		2-3 yrs														X
M.Sc. Cardiology	1	5	2-3 yrs		X				X					X				X
M. Sc. Cardiac Rehabilitation		14		2 yrs	X				X					X				X
M. Sc. Child & Adolescent Analytic Psychotherapy		8		3 yrs	X				X					X				X
M.Sc. in Cognitive Psychotherapy		1		2 yrs	X				X					X				X
M. Sc. Community Health		2		2 yrs	X				X					X				X
M.Sc. in Exercise Physiology		4		1 yr	X				X					X				X
M.Sc. in Gerontological Nursing		1		2 yrs	X				X					X				X
M.Sc. Health Services Management		56		2 yrs	X				X					X				X
M. Sc. Mammalian Cell Physiology		8		1 yr	X				X					X				X
M. Sc. Midwifery		7		1 yr	X				X					X				X
M. Sc. Molecular Medicine		17		1 yr	X				X					X				X
M. Sc. Molecular Pathology		43		1 yr	X				X					X				X
M. Sc. Nuclear Medicine - biennial- next intake 2004				2 yrs	X				X					X				X
M. Sc. Nursing		3		1 yr	X				X					X				X
M. Sc. Occupational Therapy		8		2 yrs	X				X					X				X
M. Sc. Paediatrics (no intake 03/04)				1 yr	X				X					X				X
M.Sc. Pharmaceutical Medicine (no intake 03/04)				18 months	X				X					X				X
M. Sc. Physical Sciences in Medicine		3		2-3 yrs	X				X					X				X
M.Sc. Psychoanalytic Psychotherapy (Health Sc)		13		3 yrs	X				X					X				X
M. Sc. Sports Medicine		4		1 yr	X				X					X				X
P. Grad. Dip. Cognitive Psychotherapy		11		1 yr	X				X					X				X
P. Grad. Dip. Exercise Physiology		3		1 yr	X				X					X				X
P. Grad. Dip. Clinical Dentistry (January intake - no registrations as yet)				3 yrs	X				X					X				X
P. Grad. Dip. Clinical Engineering (Equipment Management) (no intake 03/04)				1 yr	X				X					X				X
P. Grad. Dip. Clinical Health Sciences Education		2		1 yr	X				X					X				X
P. Grad. Dip. Clinical Practice		32		1 yr	X				X					X				X
P. Grad. Dip. Gerontological Nursing		18		1 yr	X				X					X				X
P. Grad. Dip. Gynaecology and Obstetrics		11		6 months	X				X					X				X
P. Grad. Dip. Magnetic Resonance Imaging Tech		14		1 yr	X				X					X				X
P. Grad. Dip. Midwifery		82		2 yrs	X				X					X				X
P. Grad. Dip. Oncological Nursing		13		2 yrs	X				X					X				X
P. Grad. Dip. Paediatric Nursing		36		1 yr	X				X					X				X
P. Grad. Dip. Specialist Nursing		46		18 months	X				X					X				X
Faculty total		250		1 yr	X				X					X				X
Number of Programmes with students registered in 2003-04																		
Research - 4																		
Masters - 18																		
Diplomas - 11																		
Not offered/no intake in 2003-04: Research - 1, Masters 2, Diploma																		
1.																		

Postgraduate Diplomas and Degrees (other than degrees by research alone)

Course Title	Registered students 03/04		Duration		Timing of delivery			Place of Delivery			Postgraduate			CPD (only for those seeking additional qualifications in the same area)	
	Full-time	Part-time	Full-time	Part-time	Block release	Day/Evening	Day/Evening	Work place	Campus	Distance learning (e/post)	Taught PG diploma	Taught PG Masters	Strong Emphasis on Research		Transfer
Science															
M.Sc. Community Pharmacy	12	6	1 yr		X			X		X (p)		X			X
M. Sc. Environmental Sciences	19		1 yr		X			X				X			X
M. Sc. High Performance Computing															
M. Sc. Hospital Pharmacy (jointly with Health Sciences)	5	8	1 yr	2 yrs	X			X				X			X
M. Sc. Pharmaceutical Analysis	3	9	1 yr	2 yrs	X			X				X			X
M. Sc. Pharmaceutical Technology		2	1 yr	2 yrs	X			X				X			X
M. Sc. Water Science & Technology (not running 03/04)			1 yr		X			X				X			X
P. Grad. Dip. Pharmaceutical Manufacturing Technology		49		2 yrs				X		X (p)	X				X
P. Grad. Dip. Polymer Science and Technology		5		6 months	X			X			X				X
Postgraduate Diploma Community Pharmacy		11		2 yrs				X		X (p)					
Faculty Total	39	80													
Number of Programmes with students registered in 2003-04															
Masters - 6															
Diplomas - 3															
Not offered/ no intake in 2003-04: 1 Masters															

Uncertified courses

Course	Duration	Student Numbers		Timing of delivery				Place of Delivery				Uncertified courses	
		Full-time	Part-time	Day	Evening	Day/Evening	Weekend	Campus	Outreach	Distance learning	Distance post	Extra (trial)	Short professional courses (offered on campus)
Extra-Mural Courses													
Arts (Humanities)													
Introduction to European Painting	3 terms		57				X						X
Introduction to European Architecture	3 terms		41				X						X
The Arts of Japan	3 terms		18				X						X
Irish Art and its Contexts	2 terms		57				X						X
The Italian Renaissance	3 terms		62			X							X
The Renaissance in Venice (begins Jan 04)	1 term						X						X
Bronfman Lecture Series: Charity, Friendship and Social Relations amongst Ancient Jews	3 evenings		30				X						X
Modernism and Post-Modernism	3 terms		58			X							X
Philosophy and Society	1 term		70				X						X
In-Career Programmes for Teachers (Arts (Humanities))	Modular		160				X		X				X
160 students over 8 programmes in Michaelmas Term							X						
War and Peace: Conflict and its Resolution in World Religions (begins Jan 04)	1 term						X						X
Total			553										
Arts (Letters)													
Gods and Cult: The Religious Roots of the Mediterranean World	1 term		52				X						X
Masterworks of German Literature	1 term		19				X						X
English Literature **	1 term		300				X						X
The Abbey Theatre (1904-2004) (begins Jan 04)	1 term		50				X						X
Irish Sign Language for Beginners	3 terms		55				X						X
Post-Beginners Course in Irish Sign Language	3 terms		12				X						X
Intermediate Irish Sign Language (not running 03/04)	3 terms		-				X						X
Introduction to Irish Sign Language (begins Jan 04)	1 term						X						X
Introduction to Chinese Language and Culture	3 terms		20				X						X
Post-Beginners Chinese	3 terms		12				X						X
Modern Greek for Beginners	3 terms		22				X						X
Intermediate Modern Greek	3 terms						X						X
Introduction to Japanese Language and Culture	3 terms		15				X						X
Post-Beginners Japanese	3 terms		8				X						X
Intermediate Japanese	3 terms		6				X						X
Introduction to Turkish	3 terms		17				X						X
Post-beginners Turkish	3 terms		7				X						X
Russian for beginners	3 terms		23				X						X
Russian - lower intermediate	3 terms		23				X						X
Russian - upper intermediate	3 terms		24				X						X
M. Phil. Irish Theatre and Film Studies	3 terms		19				X						X
Polish - beginners	3 terms		19				X						X
Polish - intermediate	3 terms		7				X						X
Total			710										

Uncertified courses

Course Name	Duration	Student Numbers		Timing of Delivery				Place of Delivery				Uncertified courses	
		Full-time	Part-time	Day	Evening	Day/Evening	Weekend	Campus	Outreach	Distance Learning	Substance Post	Extra-mural	Short professional courses (offered on campus)
Extra Mural Courses*													
Business, Economic and Social Studies	10 wks over 2 terms		32		X			X					X
Theories of 'Race' and 'Ethnicity': An Introduction			32										
Health Sciences													
Understanding and Facilitating Communication in the Adult Stroke Patient (begins March 04, 3 currently registered)	1 term		3		X			X					X
Exercise Physiology and Fitness Evaluation (Health Sciences) (begins March 04)	1 term				X			X					X
Science													
Plants and Gardens 2003	1 term		14		X			X					X
Catastrophic Earth	1 term		17		X			X					X
Other programmes													
Contemporary Art - Lunchtime Lecture Series	8 lectures over 2 terms		20		X			X					X
Grand Total			349										

* Where no student numbers have been entered, these data are omitted from the relevant departments

** 2718 people attended individual lectures in this series of nine lectures in English Literature. An approximate average of 300 has been given above for attendance at the series/course.

	Undergraduate student numbers (Degree, Diploma, Certificate)				Postgraduate student numbers (Degree and Diploma)				TOTAL undergrad and postgrad students (Full-time and part-time)	Extramural - Uncertified Courses	
	Full-time		% distribution by Faculty		Part-time		% distribution by Faculty			Part-time	% distribution by Faculty
	Part-time	Total	Part-time	Total	Part-time	Total	Part-time	Total			
Arts (Humanities)	25	25	2%		504	378	882	36%	907	553	41%
Arts (Letters)	56	56	5%		82	12	94	4%	150	710	53%
BESS	24	123.5	11%		129	156	285	12%	408.5	32	2%
Engineering and Systems Sciences		370.5	32%		117	357	474	19%	844.5		0%
Health Sciences	210	297	44%		250	326	576	24%	1083	3	0%
Science	27	27	2%		39	90	129	5%	156	31	2%
Trinity Access Foundation Programmes	50	50	4%						50		
Other											
Totals	367	792	100%		1121	1319	2440	100%	3599	1349	100%
Summary of number of courses with students registered 2003-04											
	Number of Undergraduate programmes with students registered in 2003-04				Number of Postgraduate programmes with students registered in 2003-04						
	Degree	Diploma	Certificate	Total	Doctorate/Research degree	Masters	Postgrad Diploma	Total			
Arts (Humanities)		1		1	1	14	4	19			
Arts (Letters)		3		3		10		10			
BESS	0.5	2		2.5	1	12	1	14			
Engineering and Systems Sciences	2.5	1		3.5	1	8	10	19			
Health Sciences	2	2		4	4	18	11	33			
Science		1		1		6	3	9			
Trinity Access Foundation Programmes			2	2							
Totals	5	10	2	17	7	68	29	104			

Working Party on Lifelong Learning

Feedback on Questionnaire

This questionnaire was circulated to Faculty Deans, Heads of Department and Course Co-ordinators. A total of 23 responses were received indicating approximately a 29% response rate.

Percentages in shading indicate the proportion of positive responses to each question

1. In the context of Lifelong Learning, would you support an expansion of College's activities in relation to the following? Please circle one or more as appropriate:

- | | | | |
|-----|--|-----|-------------------------------------|
| 1.1 | Places on <u>undergraduate</u> programmes | | |
| | Degrees: (a) Full-time (Day programmes) | 48% | (b) Part-time (Evening/Weekend) 43% |
| | Diplomas: (c) Full-time (Day programmes) | 26% | (d) Part-time (Evening/Weekend) 43% |
| 1.2 | Places on <u>Postgraduate Continuing Professional Development/ Advanced Study</u> programmes | | |
| | Degrees: (a) Full-time (Day programmes) | 48% | (b) Part-time (Evening/Weekend) 65% |
| | Diplomas: (c) Full-time (Day programmes) | 43% | (d) Part-time (Evening/Weekend) 57% |
| 1.3 | Conversion Courses (graduate entry) | 61% | |
| 1.4 | Short non-accredited courses | 48% | |
| 1.5 | Access / Foundation Programmes | 74% | |
| 1.6 | Work experience on undergraduate programmes | 30% | |

Modes of Delivery

- | | | |
|------|--|-----|
| 1.7 | New Course formats e.g. Modular/Incremental approach | 87% |
| 1.8 | Open Learning/Distance Learning | 39% |
| 1.9 | Outreach Programmes (delivered off campus) | 9% |
| 1.10 | Campus and Distance Learning | 0% |

2. Do you or your department wish to extend your activities in relation to the following?

Please circle one or more as appropriate:

- | | | | |
|-----|--|-----|-------------------------------------|
| 2.1 | Places on <u>undergraduate</u> programmes | | |
| | Degrees: (a) Full-time (Day programmes) | 30% | (b) Part-time (Evening/Weekend) 22% |
| | Diplomas: (c) Full-time (Day programmes) | 9% | (d) Part-time (Evening/Weekend) 17% |
| 2.2 | Places on <u>Postgraduate Continuing Professional Development/ Advanced Study</u> programmes | | |
| | Degrees: (a) Full-time (Day programmes) | 52% | (b) Part-time (Evening/Weekend) 43% |
| | Diplomas: (c) Full-time (Day programmes) | 27% | (d) Part-time (Evening/Weekend) 22% |
| 2.3 | Conversion Courses (graduate entry) | 35% | |
| 2.4 | Short non-accredited courses | 13% | |
| 2.5 | Access / Foundation Programmes | 43% | |
| 2.6 | Work experience on undergraduate programmes | 17% | |

Modes of Delivery

- | | | |
|------|--|-----|
| 2.7 | New Course formats e.g. Modular/Incremental approach | 44% |
| 2.8 | Open Learning/Distance Learning | 30% |
| 2.9 | Outreach Programmes (delivered off campus) | 35% |
| 2.10 | Campus and Distance Learning | 39% |

3. If you are currently engaged in (or planning to be engaged in) activities as listed above, what do you perceive as the impediments to continuing or increasing your activity/involvement? Please circle one or more of the following:

- | | | |
|-----|---|-----|
| 3.1 | Insufficient funding | 65% |
| 3.2 | Lack of recognition for this activity in promotions | 43% |
| 3.3 | Lack of time | 91% |
| 3.4 | Unacceptability of evening or weekend work | 17% |
| 3.5 | College is organised to facilitate 9am-5pm activity only | 21% |
| 3.6 | Personal lack of technical knowledge or expertise | 21% |
| 3.7 | Technical infrastructure not available to provide necessary support | 43% |
| 3.8 | Do not find this kind of teaching (see categories listed above) personally satisfying | 0% |
| 3.9 | Other, Please state – Lack of staff / No financial support for part-time courses. | 9% |

General Questions – *please circle your answers as appropriate*

4. *Would you be supportive of the College entering into partnership with other organisations in relation to lifelong learning?* YES / NO

If your answer is Yes, please circle one or more of the following:

- 4.1 Other universities
 4.2 Open University / Oscail
 4.3 eLearning companies
 4.4 Institutes of Technology
 4.5 Colleges of further education
 4.6 Professional organizations
 4.7 Other, please state.



5. *Would you be supportive of College exploring distance education at undergraduate and/or postgraduate level?*

- | | | | |
|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| 5.1 Undergraduate Level? | | 5.2 Postgraduate level? | |
| (a) Yes | <input checked="" type="checkbox"/> | (a) Yes | <input checked="" type="checkbox"/> |
| (b) No | <input checked="" type="checkbox"/> | (b) No | <input checked="" type="checkbox"/> |
| (c) Yes, using blended approach | <input checked="" type="checkbox"/> | (c) Yes, using blended approach | <input checked="" type="checkbox"/> |
- (a blended approach is a mix of face-to-face contact and eLearning)

6. *In terms of the profile of courses offered by College, should we*

- 6.1 concentrate on full-time programmes that are delivered during the daytime (9am to 5pm)?
 6.2 offer a mix of provision?
 6.3 seriously consider re-structuring courses and modes of delivery to accommodate non-traditional learners, mature students, etc?



7. *Do you think that more could be done in your area to facilitate access and transfer of students with non-traditional qualifications?* YES / NO

Comments in response to this question focused on a) the need to adjust College structures and regulations to provide flexibility in course delivery b) the need to ensure that students had the necessary skills/knowledge in the areas of mathematics /sciences c) the resources required to provide extra academic, pastoral, financial and infrastructural support for such students.

8. *Are there any other comments that you wish to make?*

Other comments made by respondents included noting that some departments feel their priority is in increasing their postgraduate profile. Many respondents noted the importance of these issues to College, but emphasised the resource issues involved in planning, delivering and financing such developments. It was suggested that there would need to be variations in approach between departments and faculties, and movement on introducing flexible modes of delivery was specifically requested by some respondents.