**Capstone module template[[1]](#footnote-1)**

**Definition:** The capstone project — though defined differently by different subjects — is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It should be an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the graduate attributes.

|  |  |
| --- | --- |
| **Module Code** | Click here to enter text. |
| **Module Name** | Click here to enter text. |
| **ECTS Weighting[[2]](#footnote-2)** | Choose an item. |
| **Semester taught** | Choose an item. |
| **Module Coordinator/s** | Click here to enter text. |
| [**Module Learning Outcomes**](https://www.tcd.ie/TEP/Council/assets/TEP%20Embedding%20Trinity%20Graduate%20Attributes%20in%20the%20Curriculum%202.pdf) **with embedded** [**Graduate Attributes**](https://www.tcd.ie/TEP/graduateattributes.php) | On successful completion of this module, students should be able to:  LO1.  LO2.  LO3.  LO4.  LO5  In writing learning outcomes please provide clear statements of learning attainment that each start with an [explicit and assessable verb](https://upload.wikimedia.org/wikipedia/commons/2/24/Blooms_rose.svg). Specific Graduate Attributes should not be stated separately at the module level but should influence the drafting of learning outcomes statements. |
| **Description of Capstone Project** | Please provide a description of the capstone project in no more than 350 words, indicating the year in which students start to prepare for their capstone project and explaining how it meets the definition above. Where students have a choice between different types of capstone project, provide a description of each (if the different types of capstone project lead to different module learning outcomes, please use a separate capstone module template).  Indicate the level of student autonomy in determining the capstone topic. If there is no choice in this regard, please provide the reasons.  In the case of a new joint honors subect, indicate if the capstone can be shared across disciplines. |
| **Teaching and Learning Methods (including details of supervision)** | e.g., lectures, seminars, workshops, online learning via VLE, field trips, laboratories, practice-based etc… | |
| **Assessment Details[[3]](#footnote-3)**  **Please include the following:**   * **Assessment Component** * **Assessment description** * **Learning Outcome(s) addressed** * **% of total** * **Assessment due date** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Assessment Component | Assessment Description | LO Addressed | % of total | Week due | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | |
| **Reassessment Requirements** |  |
| **Contact Hours and Indicative Student Workload**[**3**](#Workload_Assessment) | |  | | --- | | **Contact/laboratory/supervision hours:** | | **Independent Study (preparation for course and review of materials):** | | **Independent Study (preparation for assessment, incl. completion of assessment):** | |
| **Recommended Reading List** |  |
| **Module Pre-requisite** |  |
| **Module Co-requisite** |  |
| **Module Website** |  |
| **Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.** |  |
| **External Examiner tasks** | Please confirm that, at a minimum, the external examiner will have access to a sample of capstone projects in each grade band. Provide details of any other duties, e.g., attendance at oral presentations. |

1. [An Introduction to Module Design](http://www.aishe.org/wp-content/uploads/2016/01/3-Module-Design.pdf) from AISHE provides a great deal of information on designing and re-designing modules. [↑](#footnote-ref-1)
2. [TEP Glossary](https://www.tcd.ie/TEP/Council/assets/TEP%20Glossary%20Edition%201%20Decemeber%20circulation1.pdf) [↑](#footnote-ref-2)
3. [TEP Guidelines on Workload and Assessment](https://www.tcd.ie/TEP/Council/assets/TEP%20Instructions%20for%20Using%20the%20student%20workload%20mapping%20tool%201.pdf) [↑](#footnote-ref-3)