Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Postgraduate taught programmes

Guide to completing the postgraduate Curriculum Plan Template

The aim of this guide is to provide information to support you with completion of the Curriculum Plan. Where a question is self-explanatory, it has not been indicated in this guide.

1. PROGRAMME DESIGN

a) Programme overview

Information on PGT programme structures is available from the Academic Affairs website
For modes of attendance and teaching environment/modality consult the Academic Practice website

b) Programme aim

The programme aim is a broad, general statement of educational intent that indicates the overall desired goal/purpose of the programme/course. Consult Academic Practice website

c) Programme learning outcomes

(i)   Where a programme is been delivered as a Framework structure i.e., a Masters programme delivered over three-years part-time, a selection should be made from the second column of the table as appropriate.

On successful completion of the programme students will be able to:
Note: maximum of 6-8 learning outcomes.

Programme learning outcomes are focused and concrete student-centred statements that articulate what the student should know, understand, or be able to do on successful completion of the period of learning.
Consult Academic Practice Website

As part of Education for Sustainable Development (ESD), it is desirable that programme learning outcomes reflect some or all the ESD competences as put forward by UNESCO. Information available here and here (page 14).

(i)   Indicate if the programme is accredited by a professional body/external organisation (yes/no) and state body concerned. Please note that the 'No' option is at the top of p.3.

Include additional PLOs for professional accreditation purposes if this applies.

d) Teaching and learning strategies

Teaching and learning strategies will align with the programme aim, outcomes and assessments, and will reflect discipline specific pedagogies.
Online programmes will include reference to synchronous/ asynchronous online teaching and learning, e-moderation etc. (refer to QQI Statutory Guidelines)

i Overall teaching and learning strategy.
Academic Integrity

ii Highlight at least two ways in which your programme incorporates the principles of inclusivity and accessibility, and/or universal design for learning, into its design, content, delivery, assessment and/or student feedback mechanisms.

Examples could include diversity within your content and/or teaching methods, flexibility, and choice of assessment, inviting and integrating regular feedback from students.

Information and resources available from Trinity Inclusive Curriculum Project: Universal Design for Learning, Examples of good practice from fellow Trinity academics (YouTube) or contact trinityinc@tcd.ie

F) Assessment strategy

A programme focused approach to assessment establishes the full breadth of assessments across a programme and considers the type of assessment (and if individual/group), sequence, timing, range of assessments, and relationship to programme outcomes. Note: online programme delivery will need to ensure that the assessment proposed is appropriate to the online environment. (refer to QQI Statutory Guidelines).

In responding to this question consult the Academic Practice website resources here, here and here.

i.   How is the programme to be assessed?

Consider the timing, load, range and robustness of assessments and extent to which they're inclusive and accessible to all students.

ii.   Assessment design

Explain how the modes of assessment presented above align with the overall programme's teaching and assessment strategy/briefly outline the rationale for your assessment choices across the programme.

iii.   Assessment design

What steps will be taken to promote academic integrity and to minimize opportunities for academic misconduct?

Consult the following resources on academic integrity from Academic Practice:

Academic Integrity

Strengthening Academic Integrity through Assessment Design

Strengthening Academic Integrity through your Teaching

F) Technical requirements

Identifying the technologies and software applications required to support the teaching, learning, and assessment on a programme helps both staff and students prepare for the programme. Note: for online programmes refer to QQI Statutory Guidelines).

Consult the following resources from Academic Practice:

Technologies for Digital Learning

MappingDigCompEdu (tcd.ie)

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G) Assessment and progression

The [Calendar Part III regulations](#) should be consulted to support completion of this question.

2. PROGRAMME STRUCTURE & MODULE INFORMATION

Table 2.1 Module information

The module title and code should be provided and in the case of fully shared modules the shared module code should be indicated. Programme stage applies only for Framework Structures.

Table 2.2 Student workload across the module spectrum

Student workload is an estimate of the time and effort the student needs to take to complete activities associated with a module to achieve its learning outcomes.

Each ECTS on PG courses is worth 25 hours of student effort. A 90 ECTS Masters programme equates to 2,250 hours. A postgraduate taught module is normally 5 ECTS or 10 ECTS. Only the research module on Masters courses is worth 30 ECTS. The table should be completed to show the breakdown of student workload for each module.
Normally, each column is used for one module.
The total hours for each module must correspond to its assigned ECTS.
The total hours and ECTS values of all modules must correspond to the total ECTS for the course
Note: 30 ECTS applies only for research/dissertation module.

*The information in this Table should be consistent with the information provided in the Module Descriptors.

- Lecturer/TA contact hours - the Lecturer/TA is present for a live session either in-person or online.
- Directed hours - engagement with required activities such as course materials provided by the lecturer, clinical attendance, internships, and practice or professional placement.
- Peer contact hours - structured activities with peers (i.e., group work)
- Self-directed hours - independent study

Table 2.3 Module coordinators and teaching staff

Module coordinators must be members of academic lecturing staff (not research staff) and should be named along with their title (Prof/Assistant Prof/Associate Prof/Dr/etc – make sure it agrees with the info on [People Finder](#). All teaching staff on the module should be named.

Course directors and course coordinators are required to have academic lecturing contracts in the School(s) and cannot be staff on research contracts. Staff on research contracts can teach as guest lecturers on PG modules. Teaching assistants and PhD students may not teach on PG modules.

Adjunct Assistant Professors normally do not act as module coordinators as adjunct staff do not have contractual obligations to the university and therefore cannot be required to deliver or to coordinate teaching if other demands intrude on their availability. 30% of the total ECTS volume of a programme can only rely on teaching delivered by adjunct staff. The threshold should be determined in relation to lecture hours across the whole programme. The 30% does not prevent courses from suggesting a higher teaching contribution by adjunct staff but this, recognised as a clear risk, would need to be

accompanied by a narrative providing the justification and a set of mitigating measures supporting the overall stability of course delivery.

Only one eligible staff member can hold the role of module coordinator, course director and course coordinator. If a new postgraduate course is to be led by a course director and assisted by a course coordinator each role will be held by a different person and should have a separate brief outlined in the course proposal.

No one person, be it the course director or a course coordinator, may hold the role of module coordinator across the majority of course modules. The proposer needs to ensure the buy in from the School/s in the delivery of the course modules and their coordination. This safeguards the delivery of the course in the event of the course director's/coordinator's absence in cases such as illness or extended leave.

Guest lecturer – CVs are provided if the guest lecturer is essential to the delivery of the module.

Table 2.4 Programme learning outcomes and module mapping

The programme learning outcomes listed here must be identical with those listed in Section 1 C) above, and module learning outcomes should be identical with the learning outcomes listed in relevant module descriptors in this Section. Module learning outcomes should describe outcomes that are measurable and that are consistent with the course-level learning outcomes.

Learning outcomes should be stated clearly and written from the learner's perspective.

Learning outcomes should be appropriate for the level of the course which is postgraduate at level 9 on NFQ.

Consult the Academic Practice website when developing learning outcomes.

3. DETAILED MODULE DESCRIPTORS

Module descriptors

The module descriptors can form a lengthy appendix as all modules will need to be provided using the descriptor template. All information provided in this Appendix should agree with relevant information on staff, delivery times, learning outcomes etc that is provided elsewhere in the course proposal – the accuracy shall be crossed-checked by the proposer whose responsibility it is to ensure it across the whole course proposal documentation. Consult the Academic Practice website when developing module descriptors:

Writing Course Proposals - Centre for Academic Practice, Trinity Teaching & Learning - Trinity College Dublin (tcd.ie)

• Assessment should address and be clearly aligned with the stated learning outcomes to demonstrate achievement of the learning outcomes.

• Assessment timing (in terms of sequencing within the module, for example, essay in Semester 1, exam in Semester 2) and weightings should be specified. There is a difference between using 'Semester' and 'Term' as Academic Year Structure consists of:

1) Semester 1 = Michaelmas Term;

2) Semester2 = Hilary Term of 14 weeks + Trinity Term of 6 weeks ends early June;

3) Summer session of 12 weeks from June to end of August.

• Module assessments should provide learners with feedback to track their learning progress.

Module learning outcomes mapped to programme learning outcomes

State the module learning outcomes and ensure that each outcome is mapped to one or more programme learning outcome.

Module teaching & learning approaches

What types of teaching and learning strategies (approaches) will be used to support students in achieving the learning outcomes?
For online programmes include reference to synchronous/asynchronous activities.

Consult the following resources from Academic Practice:

Teaching strategies
Assessment design

What is the rationale behind the selection of these strategies (approaches)?
- How do they support the learning required to achieve LO?
- How do they support students in completing the assessments?
- How do they align with the mode of delivery and with the contact and independent study hours outlined above?

Module assessment

Outline the rationale for your assessment choices.
Consult this resource from Academic Practice.

Inclusive/accessibility requirements

Trinity disAbility Service - Guidelines for Creating Accessible Materials

APPENDICES

Appendix i: Governance and admissions

The table should be completed to provide the details of the members of the committee and their academic titles and positions. Module coordinators should be included. If new staff are yet to be appointed, this should be noted but normally all actual names need to be provided.
Assessors on the admissions sub-committee should be members of academic staff from the course and will include the course director and/or course coordinator (if applicable). A school Manager can only have that role.

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Appendix ii: Promotion and marketing

Contact the Trinity Global Marketing team for more information.

Appendix iii: Quality assurance and enhancement

a) Quality Office-approved text for one School ownership of the proposed programme
The text here, which may not be changed, is standard and confirms that the proposer is aware of the QA standards to be adhered to by the proposed course as stipulated by the Quality Office in College.
b) Student evaluation questionnaires/ mandatory annual evaluation
The text here is standard and confirms that the proposer is aware of evaluation requirements as stipulated by the Quality Office. Any additional student/annual evaluation measures should be detailed here.
c) Measures enhancing PGT student experience
The text in this QA section is standard but can be edited. Proposers should be aware that they are committing to upholding these standards. Additional measures can be detailed in the text (highlighted in green).

Contact the Quality Office for more information.

Library Approval
The text here is standardised and confirms that the proposer has discussed the course requirements with the relevant subject librarian who should be contacted and their name provided. Any additional information regarding agreements with the library for additional resources should be stated here.

Appendix iv: Calendar entry

The entry for the course which will be included in Calendar Part III should be included in this section in the agreed table format. This should provide a clear overview of the course, particularly the section on assessment and progression. All information provided in this Appendix must agree with relevant information on assessment and progression provided.

Appendix v: External institutions/guest lecturers

Heads of external institutions providing service teaching (academic and non-academic such as placements/internships) should supply a letter of support. The letters should be appended to the main proposal document as indicated in the template.

External non-academic staff providing service teaching (not guest lectures) should provide a CV of no more than 2 pages in length. Note: there are GDPR considerations to be taken into consideration regarding the access to and sharing of personal information. By providing their CV for inclusion into the course proposal the relevant external members of staff will need to consent to the circulation of their CV with the course proposal. Consult with the Data Protection Officer if needed.