Trinity Electives Annual Report to Undergraduate Studies Committee 2019/20

September 2020

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1. Introduction

Trinity has always been committed to providing a distinctive education, which is inspired by current research and scholarship and delivered by academics with international reputations in their respective fields. Trinity Electives were developed under the Trinity Education Project and seek to build on this tradition and to link research and teaching in an innovative way. They are integral to the objectives of the Trinity Education.

Their purpose is to add breadth to the undergraduate curriculum by providing students with meaningful and distinctive learning experiences beyond their main discipline(s)/subject(s) and with opportunities to develop the Trinity Graduate Attributes. A number of the Trinity Electives are linked specifically to the Trinity research themes, while others address key societal challenges from a contemporary and/or historical perspective, or link with languages and cultures. All seek to connect student learning with our research activity and enable students to engage with the societal impact of research.

Trinity Electives are stand-alone modules, with no pre-requisites, which may be taken by undergraduate students from across the University in their 2nd and 3rd years.[1] They are weighted at 5 ECTS and are taught and assessed within one semester.

Trinity Electives enable multidisciplinary exploration and must adhere to the following principles that were approved by University Council in April 2017 (CL/16-17/150):
  ➢ examine current and/or past critical issues using techniques and approaches from multiple disciplines;
  ➢ expose students to new domains of knowledge, methods of enquiry and epistemologies, and the wider implications/consequences of the challenge/topic;
  ➢ foster reflection, inquisitiveness, skills of analysis and critical thinking;
  ➢ engage students in learning opportunities in diverse/heterogeneous groups;
  ➢ provide students with opportunities to develop the Trinity Graduate Attributes.

Trinity Electives are designed to take account of the following:
  ➢ The need to ensure meaningful engagement of students from multiple disciplines with the content at the appropriate intellectual level;
  ➢ The need for the Trinity Elective to be thematically coherent, i.e., not a series of 'show and tell' lectures or a sequence of multidisciplinary topics.

The delivery of Trinity Electives ensures that students:
  ➢ are exposed to a range of teaching, learning and assessment methods including innovative methods;
  ➢ take an active and self-regulated approach to their own learning.

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[1] The only exception to this applies to students on programmes in the Health Sciences who, due to professional constraints, are unable to take Trinity Electives.

All Trinity Electives incorporate blended delivery or are fully online.

The Trinity Electives Subgroup was established under the Trinity Education Project (TEP) to deliver a full suite of Trinity Electives for rollout from 2019/20. The membership was as follows:
- Professor Áine Kelly (Chair)
- Professor Declan O'Sullivan (Academic Lead)
- Prof Clair Gardiner, School of Biochemistry and Immunology
- Prof Martin Fellenz, Trinity Business School
- Prof Kevin Devine, School of Genetics and Microbiology
- Prof Peter Crooks, School of Histories and Humanities
- Prof Nick Johnson, School of Creative Arts
- Jennifer Pepper, Academic Registry
- Niamh McCay, SU Education Officer
- Sheena Brown, TEP Project Manager

Proposals were assessed against the Council-approved principles by the Subgroup and recommended for approval to Undergraduate Studies Committee. From 2020/21, the Trinity Electives Subgroup will be replaced by the Trinity Electives Sub-Committee and will report to Undergraduate Studies Committee. It will be chaired by Prof Kelly to ensure continuity in its first year of mainstreaming.

2. Calls for Proposals
In order to ensure that in 2019/20 a sufficient number of Trinity Electives would be offered that would link with Trinity's cutting edge research and would be delivered by experts in the field, Trinity's Research Theme leads were approached and each asked to develop an Elective. The response was extremely positive, with almost all Theme Leads either producing a proposal or becoming involved in running a Trinity Elective.

In addition to research-linked Trinity Electives, proposals that address key societal challenges were sought by sending out two calls (in April 2018 for proposals for 2019/20 and in April 2019 for proposals for 2020/21) to all academic staff in Schools, Trinity Research Institutes and Trinity-led National Research Centres. These calls led to further proposals coming forward that are linked to research and/or address key societal challenges.

The School of Linguistics, Speech and Communication Sciences submitted proposals for a suite of Language and Culture Electives.

The Trinity Electives Subgroup vetted all proposals to ensure they met the Council-approved principles (which required in some cases face-to-face meetings between members of the Subgroup and proposers to provide guidance and several iterations of proposals coming to the Subgroup), before the Subgroup recommended them for approval

to Undergraduate Studies Committee. By January 2019, a set of 26 Trinity Electives were approved by USC and noted and approved by the University Council.

3. Capacity projections

Capacity projections were monitored closely by the Trinity Electives Subgroup to ensure that sufficient places on Trinity Electives would be available to all eligible students. Module Coordinators provided a minimum and maximum capacity that they would be willing to facilitate. Student numbers on each eligible programme were then used to work out capacity requirements. Under the new programme architecture, given that pathway choice on single honours, joint honours and common entry programmes determines the number of Trinity Electives that may be taken (if any), and given that it is too early in the implementation of the new programme architecture for any trends to have emerged, there is a large degree of variability involved when working out the projected demand. Lowest and highest case scenarios were calculated and using the highest case scenario, it was ascertained that there were sufficient places for students taking Trinity Electives in 2019/20.

In actual terms, there were 50% remaining places in Semester 1 and 40% in Semester 2. Sufficient capacity had to be built in to cater for students on legacy programmes eligible to take Broad Curriculum modules, many of whom could take these on an optional basis. It was difficult to predict whether the new Trinity Electives would lead to a greater uptake by Broad Curriculum students. However, demand for places on Trinity Electives in 2020/21 will be much higher, as the new programme architecture is now in its 2nd year of full implementation for programmes in AHSS (and in its 3rd year of implementation for Engineering and Computer Science programmes). For 2020/21, projections show that there will be sufficient places available (projected demand: 3,839 versus projected supply: 3,922, highest case scenario). In 2020/21, a total of 39 Trinity Electives are on offer to students, including an Elective run by the National College of Art and Design.

4. List of Trinity Electives Offered in 2019/20

The full list of approved Trinity Electives for 2019/20 is set out in Table 1 below:

Trinity Elective	Module Coordinator
The Art of the Megacity	Dr Nicholas Johnson, School of Creative Arts
Cancer: The Patient Journey	Dr Stephen Maher, School of Medicine
Chinese Language and Culture	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Cultures and Societies of the Middle East and North Africa (MENA)	Dr Anne Fitzpatrick, School of Languages, Literatures and Cultural Studies
Design Thinking	Dr Dan Rogers, Tangent
Displacement: exploring the human experience of forced migration	Dr Rachel Hoare, School of Languages, Literatures and Cultural Studies
Emergence of Technologies	Dr Dermot O'Dwyer, School of Engineering
Energy in the 21st Century	Dr Craig Meskell, School of Engineering

Engaging in the Digital World: Today and Tomorrow	Prof Vincent Wade, Prof Rachel McDonnell, ADAPT Centre
The EthicsLab: Responsible Action in the Real World	Professor Linda Hogan, School of Religion
French Language and Culture (Beginners and Advanced)	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
From Planets to the Cosmos	Prof Neale Gibson, School of Physics
German Language and Culture (Beginners and Advanced)	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Idea Translation Lab	Dr Mairéad Hurley, Science Gallery Dublin
Sustainable Development Goals and Policy Evaluation: Global Development One Target at a Time	Prof Carol Newman, School of Social Sciences and Philosophy
Irish Landscapes: Interdisciplinary Perspectives	Prof Mark Hennessy, School of Natural Science/Convenor, Making Ireland Research Theme.
Irish Language and Culture (Beginners and Advanced)	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Japanese Language and Culture	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Korean Language and Culture	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Social Innovation – Tools for Social Change	Dr Gemma Donnelly-Cox, Trinity Business School
Spanish Language and Culture (Beginners and Advanced)	Prof Lorna Carson, School of Linguistic, Speech and Communication Sciences
Toolkit for a Smart & Sustainable World	Dr Nicholas Payne, School of Natural Sciences
Travel and English Literature	Dr Pádraic Whyte, School of English
Vaccines – Friend or Foe	Prof Clair M. Gardiner, School of Biochemistry and Immunology
What is the Internet doing to me? (Security and Privacy for people in a connected world)	Dr Stephen Farrell, School of Computer Science and Statistics
A World to Discover: Travel Memoirs and Memorabilia at Trinity	Prof Anna Chahoud, Classics, School of Histories and Humanities

Table 1: Trinity Electives 2019/20

5. Breakdown of numbers taking Trinity Electives

In 2019/20, the first set of 26 Trinity Electives was rolled out for the first time to students. Students used an online application system in SITS to apply for Trinity Electives by listing their preferred modules in a rank order of preference. The online selection and allocation system was built under a separate project, Digital Trinity 1 (DT1), in consultation with the Trinity Electives Subgroup. The academic lead for the Trinity Electives under TEP, Prof Declan O'Sullivan, and the Chair of the Trinity Electives Subgroup, Prof Áine Kelly fed in the academic requirements to DT1 and signed off on the allocation algorithm. Places were allocated using this algorithm and the allocation was reviewed and signed off by Profs O'Sullivan and Kelly before being communicated to students. Visiting students had an opportunity to select from the remaining places before the beginning of the Semester.

Information to students was provided by a Trinity Electives website. By March 2019, the website was put in place, comprising a page for each Trinity Elective that hosts a pitch

video, general information and more detailed information for those that wish to explore further - see www.tcd.ie/trinity-electives. Trinity Online Services CLG produced the pitch videos and provided guidance and assistance for the development of the online content of the Trinity Electives. They have committed to doing this into the future post-TEP.

The total uptake of Trinity Electives by students in 2019/20 was 723 in Semester 1 and 682 in Semester 2, totalling 1,405. The uptake per Elective per semester is set out in Tables 2 and 3 below.

A complicating factor in 2019/20 was the phasing out of the Broad Curriculum programme, as students on this programme are eligible to take Trinity Electives. These students were less committed in their choice of Trinity Elective leading to student withdrawals (279 in Semester 1 and 269 in Semester 2 out of 1,405) which caused some instability. This will not be possible under the new programme architecture as no change of mind will be facilitated (see Appendix 1). The last year of legacy Broad Curriculum students will be in 2020/21, with only a small number of programmes involved.

Trinity Electives - Capacity

ModuleCode	ModuleName	Semester	Capacity	Minimum Quota	Enrolled Students	% Capacity	Remaining Spaces
TEU00211	Irish Language and Contemporary Culture (Beginners)	SEM101	34	16	29	85	5
TEU00221	Japanese Language and Contemporary Culture (Beginners)	SEM101	68	16	57	84	11
TEU00151	Displacement: exploring the human experience of forced migration	SEM101	60	15	49	82	11
TEU00081	Idea Translation Lab	SEM101	40	9	32	80	8
TEU00121	Cancer: The patient journey	SEM101	50	20	33	66	17
TEU00031	Design Thinking	SEM101	100	42	62	62	38
TEU00131	Chinese Language and Contemporary Culture (Beginners)	SEM101	35	16	20	57	15
TEU00251	Spanish Language and Contemporary Culture (Beginners)	SEM101	70	16	39	56	31
TEU00161	French Language and Contemporary Culture (Advanced)	SEM101	70	16	38	54	32
TEU00241	Spanish Language and Contemporary Culture (Advanced)	SEM101	70	16	37	53	33
TEU00311	What is the Internet doing to me? (Security and privacy for people in a connected world)	SEM101	80	20	41	51	39
TEU00231	Korean Language and Contemporary Culture (Beginners)	SEM101	35	16	17	49	18
TEU00141	Cultures and Societies of the Middle East and North Africa (MENA)	SEM101	125	15	60	48	65
TEU00171	French Language and Contemporary Culture (Beginners)	SEM101	69	16	29	42	40
TEU00101	Irish Landscapes: Interdisciplinary Perspectives	SEM101	40	3	16	40	24
TEU00201	Irish Language and Contemporary Culture (Advanced)	SEM101	70	16	28	40	42
TEU00041	Emergence of Technologies	SEM101	100	15	37	37	63
TEU00191	German Language and Contemporary Culture (Beginners)	SEM101	70	16	22	31	48
TEU00301	Vaccines - Friend or Foe	SEM101	100	40	30	30	70
TEU00181	German Language and Contemporary Culture (Advanced)	SEM101	70	16	20	29	50
TEU00011	A World to Discover: Travel Memoirs and Memorabilia at Trinity	SEM101	100	30	27	27	73
Total			1456	385	723	50	733

Table 2 – Uptake of Trinity Electives in 2019/20, Semester 1

Trinity Electives - Capacity

ModuleCode	ModuleName	Semester	Capacity	Minimum Quota	Enrolled Students	% Capacity	Remaining Spaces
TEU00212	Irish Language and Contemporary Culture (Beginners)	SEM202	16	16	16	100	0
TEU00072	From Planets to the Cosmos	SEM202	120	40	116	97	4
TEU00262	The Art of the Megacity	SEM202	40	20	38	95	2
TEU00182	German Language and Contemporary Culture (Advanced)	SEM202	25	16	19	76	6
TEU00202	Irish Language and Contemporary Culture (Advanced)	SEM202	35	16	23	66	12
TEU00172	French Language and Contemporary Culture (Beginners)	SEM202	35	16	22	63	13
TEU00222	Japanese Language and Contemporary Culture (Beginners)	SEM202	35	16	22	63	13
TEU00272	The EthicsLab: Responsible Action in the Real World	SEM202	72	36	44	61	28
TEU00152	Displacement: exploring the human experience of forced migration	SEM202	60	15	31	52	29
TEU00192	German Language and Contemporary Culture (Beginners)	SEM202	28	16	14	50	14
TEU00242	Spanish Language and Contemporary Culture (Advanced)	SEM202	69	16	34	49	35
TEU00292	Travel and English Literature	SEM202	100	20	47	47	53
TEU00252	Spanish Language and Contemporary Culture (Beginners)	SEM202	70	16	31	44	39
TEU00162	French Language and Contemporary Culture (Advanced)	SEM202	70	16	30	43	40
TEU00122	Cancer: The patient journey	SEM202	50	20	21	42	29
TEU00052	Energy in the 21st Century	SEM202	60	15	24	40	36
TEU00132	Chinese Language and Contemporary Culture (Beginners)	SEM202	35	16	14	40	21
TEU00062	Engaging in the Digital World: Today and Tomorrow	SEM202	100	15	36	36	64
TEU00232	Korean Language and Contemporary Culture (Beginners)	SEM202	35	16	12	34	23
TEU00112	Social Innovation Tools for Social Change	SEM202	50	25	15	30	35
TEU00282	Toolkit for a Smart & Sustainable World	SEM202	150	40	36	24	114
TEU00142	Cultures and Societies of the Middle East and North Africa (MENA)	SEM202	125	15	12	10	113
TEU00092	Impact Evaluation for Global Development	SEM202	300	100	25	8	275
Total			**1680**	**537**	**682**	**41**	**998**

Table 3 – Uptake of Trinity Electives in 2019/20, Semester 2

6. Student survey – high-level results

A student survey was compiled for the purpose of getting feedback from students on their experience of taking Trinity Electives from the perspective of their discipline and to ensure that the overall quality of the offering is maintained.

It is managed by the Quality Office and disseminated to all students taking Trinity Electives in each Semester. Responses are voluntary and remain anonymous. Module Coordinators also carried out their own in class surveys to get specific feedback on their Electives.

The response rate to the survey in Semester 1 was 24% (285 students) and in Semester 2 was 13% (92 students).

Findings across Semester 1 and Semester 2 are generally consistent in terms of responses to the question on whether students had the opportunity to bring insights from their own discipline to their work in the Elective: 69% of respondents (63) *'agreed or somewhat agreed'* that they could bring insights from their discipline to their TE Module in Semester 2 compared to 64% (182) in Semester 1.

Fig 1.7: I had the opportunity to bring insights from my own discipline to my work in this module (q.8)

Answer Choices	Responses	
Agree	36%	33
Somewhat agree	33%	30
Neither agree nor disagree	0 %	0
Somewhat disagree	19%	17
Disagree	13%	12
	Answered	92
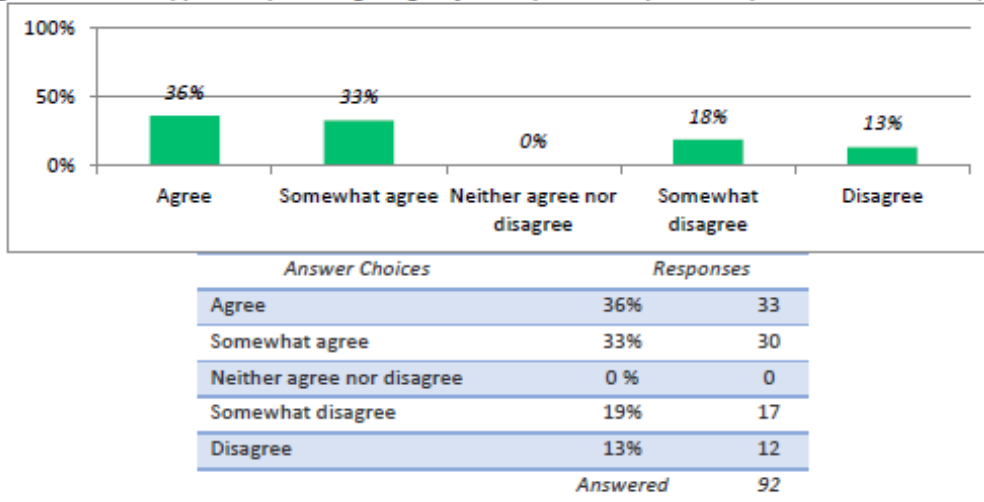
Findings across Semester 1 and Semester 2 were generally consistent in terms of the opportunity to learn from peers (S2: 75%, 69; S1: 70%, 199).

Fig 1.8: I had the opportunity to learn from peers from different disciplines to mine on this module (q.9)

Answer Choices	Responses	
Agree	39%	36
Somewhat agree	36%	33
Neither agree nor disagree	0%	0
Somewhat disagree	14%	13
Disagree	11%	10
	Answered	285
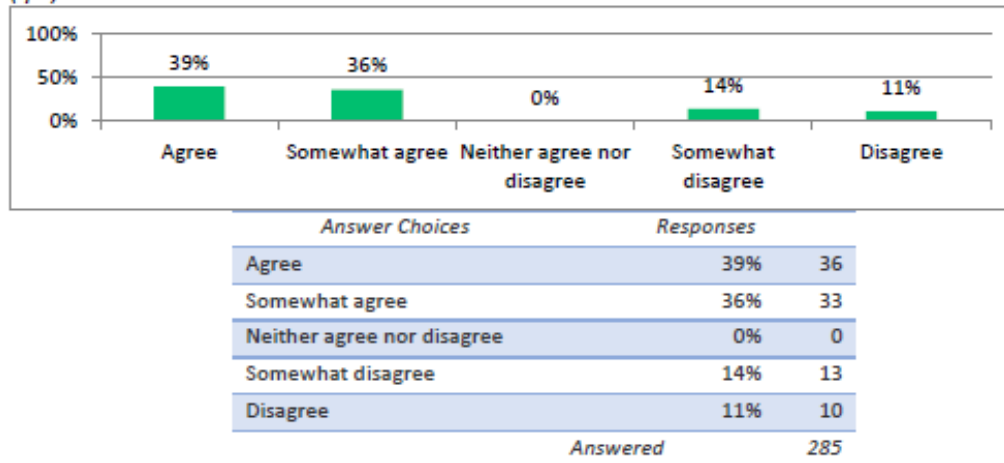
In Semester 2, the findings for whether 'Overall, taking this module was a valuable experience' show an increase of 19% in Semester 2 (S2: 83%, 77; S1 64%, 181) of respondents.

Fig 1.11: Overall, taking this module was a valuable experience (q.12)

Answer Choices	Responses	
Agree	54%	50
Somewhat agree	29%	27
Neither agree nor disagree	0%	0
Somewhat disagree	4%	4
Disagree	12%	11
Answered		92
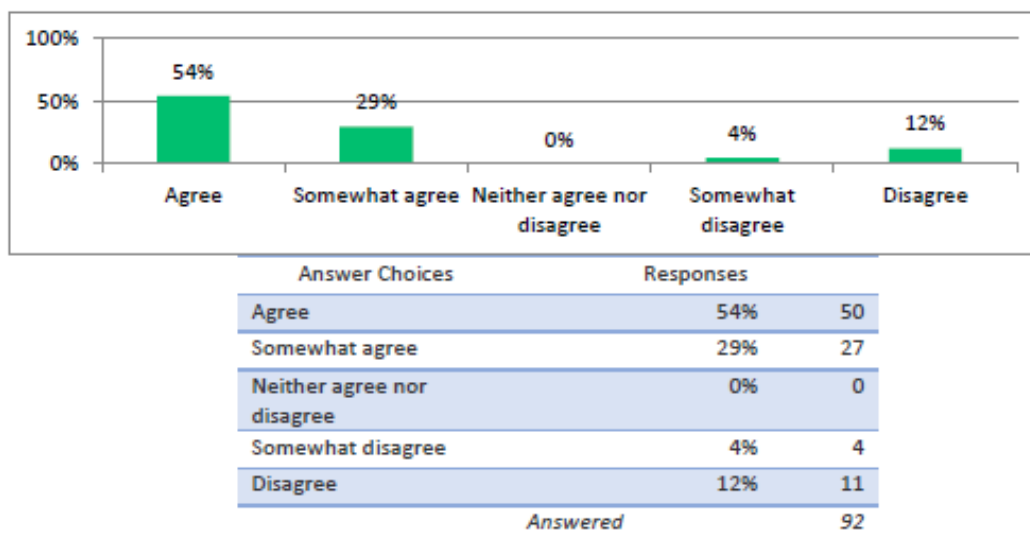
Two feedback sessions were held for Module Coordinators. At the end of Semester 1 a session was held for Semester 1 Module Coordinators to share their experiences with Semester 2 Module Coordinators. A second session was held at the end of Semester 2 for 2019/20 Module Coordinators to share their experiences with new Module Coordinators coming on stream in 2020/21. This was deemed useful and worth repeating in years to come as it gives Module Coordinators a sense of belonging to a Trinity Elective 'community' and provides a forum in which to share and learn from others' experiences. Feedback from Module Coordinators was in general extremely positive, with those delivering Electives finding that they benefitted from the experience of delivering to a multi-disciplinary cohort of students.

7. Assessment results

The process for ratifying Trinity Electives marks at Courts of Examiners was approved by USC in April 2019, as follows:

(i)   the scrutinising of marks by a marks review panel consisting of a minimum of 3 academics including the Module Coordinator before inputting to SITS,

(ii) the review of marks by a Trinity Electives Review Committee, consisting of academic representatives currently sitting on the Trinity Electives Subgroup and chaired by the Associate Dean of Undergraduate Science Education and

(iii) the provision of anonymised results data from the Trinity Electives Review committee will be made available to Courts of Examiners in each programme so that they have sight of overall student performance in Electives that students within their courses have taken.

A report was compiled for meetings of Courts of Examiners to give context to the Trinity Elective marks. The report set out:

* Visual representation of (i) final marks, (ii) distribution of grades, (iii) minimum/maximum grades by Faculty, and (iv) overall grade distribution by Faculty;

- Semester 1 average grades, minimum and maximum and Grade Distribution by Faculty – all modules
- Semester 2 average grades, minimum and maximum and Grade Distribution by Faculty – module results received to date.

Module Coordinators were available for queries regarding their Trinity Electives and their details provided.

Due to Covid-19, some of the marks were delayed and so several iterations of the report were issued so that as complete information as possible was provided for Courts of Examiners. The report is included as Appendix 2.

8. Conclusion

The first year of the delivery of the Trinity Electives has been a major achievement and the commitment of the academic staff that submitted proposals is acknowledged with thanks. It would not have been possible without the dedication and enthusiasm with which Module Coordinators met the task of delivering their Trinity Electives. Also acknowledged here with thanks are the efforts of the Trinity Electives Subgroup, Academic Registry, IT Services, Trinity Online Services CLG, School Administrative Managers and the TEP team, without whose contribution and cooperation the first year of rollout of Trinity Elective would not have succeeded. There have been many benefits – to the students who have access to a suite of modules that are wide-ranging, challenging and innovative in their approach; to the academic staff delivering them who have the opportunity to showcase their research, and to engage with academic staff from other disciplines and with students bringing the perspective of their disciplines; and to the University as a whole. The Trinity Electives will be a flagship feature of the Trinity Education and will attract prospective students, both national and international, to Trinity.

Lessons have been learned from the first year of delivery, and Trinity Electives will be refined as we move into the second year of delivery, with an additional 13 Electives coming onstream in 2020/21.

Appendices

A number of procedures were put in place to safeguard the Trinity Electives offering, set out below.

- **No change of mind policy**, approved by USC in April 2019 (students cannot change their mind once they have been allocated to a Trinity Elective except in exceptional circumstances as it would risk adding in additional instability/uncertainty to the allocation process in the first years of implementation).

- **Cessation policy** that will feed into the revised Programme Suspension and Cessation Policy currently under review (commitment to be given by the School to running the Elective for 4 years, and one year's notice to be given to withdraw an Elective in exceptional circumstances).

- **Courts of Examiners**, approved by USC in April 2019 ((i) the scrutinising of marks by a marks review panel consisting of a minimum of 3 academics including the Module Coordinator before inputting to SITS, (ii) the review of marks by a Trinity Electives Review Committee, consisting of academic representatives currently sitting on the Trinity Electives Subgroup and chaired by the Associate Dean of Undergraduate Science Education and (iii) the provision of anonymised results data from the TE Review committee will be made available to Courts of Examiners in each programme so that they have sight of overall student performance in Electives that students within their courses have taken).

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

Trinity College Dublin

The University of Dublin

Trinity Electives Report for Courts of Examiners

The purpose of the enclosed report is to give context to the Trinity Elective marks. Trinity Electives are 5 ECTS modules that are outside of a student's discipline but form part of their programme. They are stand-alone modules that may be taken by students from across the university.

The report sets out:

- Visual representation of (i) final marks, (ii) distribution of grades, (iii) minimum/maximum grades by Faculty, and (iv) overall grade distribution by Faculty;
- Semester 1 average grades, minimum and maximum and Grade Distribution by Faculty – all modules
- Semester 2 average grades, minimum and maximum and Grade Distribution by Faculty – module results received to date

Module Coordinators are available for queries regarding their Trinity Electives – details of each Module Coordinator may be found at www.tcd.ie/trinity-electives - the detailed pdf for each gives Module Coordinator at the top.

Overall Visuals

(over both Semesters, over all the TEs)
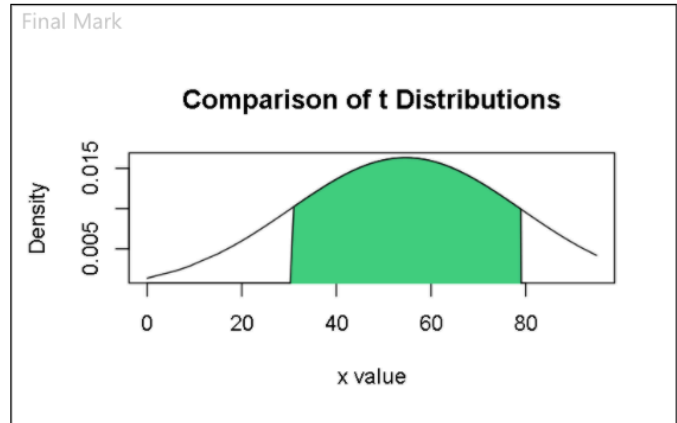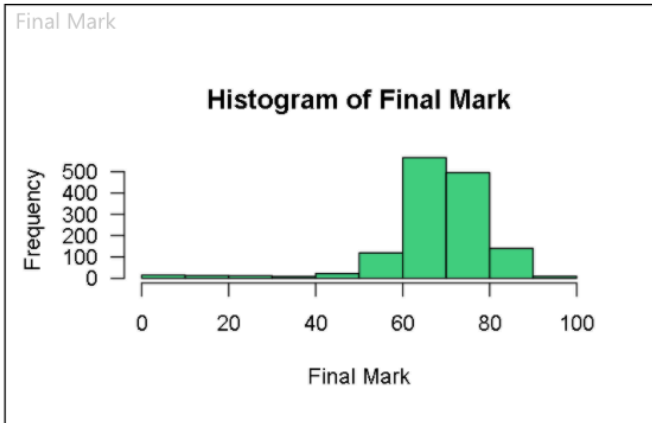
Semester 1 Marks and Grade Distributions per TE
(all modules)

Academic Year

2019/20

Semester 1

Overall Module Marks

Faculty_Name	Faculty of Arts, Humanities and Social Sciences					Faculty of Engineering, Maths and Science					Faculty of Health Sciences					Multi Faculty					Overall				
Semester	No.Stu	Avg	SDev	Min	Max	No.Stu	Avg	SDev	Min	Max	No.Stu	Avg	SDev	Min	Max	No.Stu	Avg	SDev	Min	Max	No.Stu	Avg	SDev	Min	Max
SEM101																									
A World to Discover: Travel Memoirs and Memorabilia at Trinity	17	67.71	13.16	18.00	78.00	6	55.33	17.56	23.00	72.00						4	67.00	8.12	57.00	75.00	27	64.85	14.61	18.00	78.00
Cancer: The patient journey	10	76.50	10.45	58.00	90.00	17	81.18	5.33	70.00	90.00						6	80.67	5.12	71.00	85.00	33	79.67	7.54	58.00	90.00
Chinese Language and Culture (Beginners)	5	69.60	3.88	67.00	77.00	12	64.92	4.63	53.00	69.00	1	71.00	0.00	71.00	71.00	2	70.50	2.50	68.00	73.00	20	66.95	4.85	53.00	77.00
Cultures and Societies of the Middle East and North Africa (MENA)	28	67.86	4.40	58.00	76.00	15	66.00	3.20	61.00	72.00	1	66.00	0.00	66.00	66.00	15	66.53	4.05	61.00	73.00	59	67.02	4.08	58.00	76.00
DESIGN THINKING	37	61.57	18.85	0.00	74.00	15	62.20	7.92	38.00	73.00	3	62.00	1.63	60.00	64.00	7	63.86	7.97	47.00	73.00	62	62.00	15.33	0.00	74.00
Displacement: exploring the human experience of forced migration	29	64.48	12.86	0.00	74.00	9	65.56	2.17	63.00	69.00	3	63.00	3.74	58.00	67.00	8	64.75	3.60	58.00	70.00	49	64.63	10.10	0.00	74.00
Emergence of Technologies	15	63.60	11.04	42.00	81.00	20	55.35	19.77	0.00	74.00						2	57.50	2.50	55.00	60.00	37	58.81	16.64	0.00	81.00
French Language and Culture (Advanced)	7	76.86	8.11	66.00	88.00	30	74.33	9.52	55.00	92.00	1	88.00	0.00	88.00	88.00						38	75.16	9.44	55.00	92.00
French Language and Culture (Beginners)	14	70.86	5.28	64.00	84.00	10	67.60	2.97	64.00	72.00						6	58.00	20.07	15.00	73.00	30	67.20	10.94	15.00	84.00
German Language and Culture (Advanced)	6	64.50	2.63	61.00	69.00	8	69.13	5.40	62.00	78.00						6	56.50	16.74	20.00	71.00	20	63.95	11.19	20.00	78.00
German Language and Culture (Beginners)	12	66.08	5.62	58.00	75.00	4	63.25	10.64	45.00	71.00	1	60.00	0.00	60.00	60.00	5	59.60	17.52	25.00	71.00	22	63.82	10.73	25.00	75.00
IDEA TRANSLATION LAB	12	59.42	16.34	9.00	72.00	17	63.00	6.44	51.00	72.00	1	63.00	0.00	63.00	63.00	3	62.33	2.62	60.00	66.00	33	61.64	11.04	9.00	72.00
Irish Landscapes: Interdisciplinary Perspectives	8	52.75	31.00	0.00	79.00	4	69.75	1.79	67.00	72.00						4	70.50	3.91	67.00	77.00	16	61.44	23.68	0.00	79.00
Irish Language and Culture (Advanced)	9	67.44	11.60	39.00	79.00	19	73.68	2.97	65.00	78.00						1	29.00	0.00	29.00	29.00	29	70.21	10.79	29.00	79.00
Irish Language and Culture (Beginners)	22	76.23	3.07	69.00	81.00	3	58.67	25.94	22.00	78.00	1	77.00	0.00	77.00	77.00	3	76.67	1.25	75.00	78.00	29	74.48	10.29	22.00	81.00
Japanese Language and Culture (Beginners)	18	65.94	4.95	51.00	74.00	34	67.79	4.69	57.00	76.00						7	66.14	8.37	50.00	76.00	59	67.03	5.41	50.00	76.00
Korean Language and Culture (Beginners)	7	66.00	12.88	45.00	81.00	9	66.00	9.64	48.00	82.00						1	64.00	0.00	64.00	64.00	17	65.88	10.85	45.00	82.00
Spanish Language and Culture (Advanced)	13	74.00	4.08	67.00	82.00	17	72.47	5.33	63.00	82.00	3	71.00	0.82	70.00	72.00	4	73.25	1.09	72.00	75.00	37	72.97	4.46	63.00	82.00
Spanish Language and Culture (Beginners)	13	68.62	5.15	60.00	77.00	18	68.83	4.10	62.00	75.00	4	70.25	3.34	66.00	74.00	5	59.80	18.77	23.00	76.00	40	67.78	8.40	23.00	77.00
Vaccines - Friend or Foe	10	66.80	8.92	50.00	77.00	18	72.89	5.01	63.00	81.00						2	70.00	0.00	70.00	70.00	30	70.67	7.04	50.00	81.00
What is the Internet doing to me? (Security and privacy for people in a connected world)	17	67.88	17.97	0.00	82.00	13	67.23	10.86	44.00	78.00	8	63.25	21.19	8.00	77.00	3	75.67	6.85	66.00	81.00	41	67.34	16.46	0.00	82.00

Academic Year

2019/20

Semester 1

Overall Module Grades

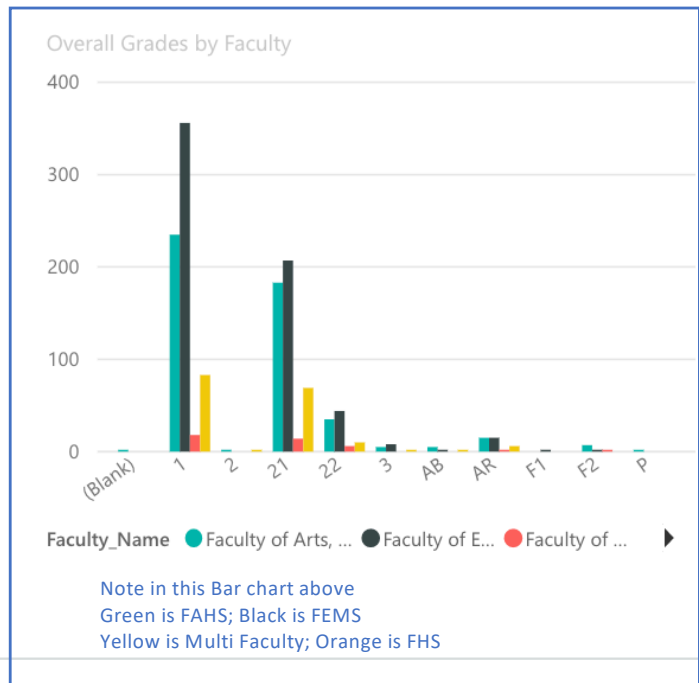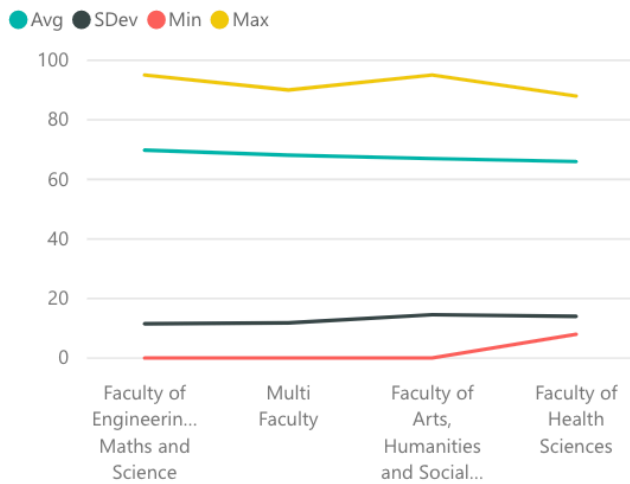| Faculty	Faculty of Arts, Humanities and Social Sciences									Faculty of Engineering, Maths and Science								Faculty of Health Sciences					Multi Faculty					No.Stu
Semester	1	2	21	22	3	AB	AR	F2	P	1	21	22	3	AB	AR	F1	F2	1	21	22	AR	F2	1	21	22	3	AR	
SEM101																												
A World to Discover: Travel Memoirs and Memorabilia at Trinity	9		7					1		2	1	1	1				1						2	1	1			27
Cancer: The patient journey	7	2							1	16					1			6										33
Chinese Language and Culture (Beginners)	2		3								10	2							1				1	1				20
Cultures and Societies of the Middle East and North Africa (MENA)	10		16	2						3	12									1			4	11				59
DESIGN THINKING	13		17	4				3		1	9	4					1		3				1	4	1	1		62
Displacement: exploring the human experience of forced migration	8		19	1		1					9								2	1			1	6	1			49
Emergence of Technologies	6		4	4	1					5	6	7		1			1							1	1			37
French Language and Culture (Advanced)	5		1				1			19	9	2							1									38
French Language and Culture (Beginners)	9		5							3	7												3	1		2		30
German Language and Culture (Advanced)			6							3	5												1	3	1	1		20
German Language and Culture (Beginners)	4		6	1		1				2	1					1				1			2	2		1		22
IDEA TRANSLATION LAB	2		5	4				1		2	10	5							1					3				33
Irish Landscapes: Interdisciplinary Perspectives	4		2			2				3	1												2	2				16
Irish Language and Culture (Advanced)	5		2			2				18	1															1		29
Irish Language and Culture (Beginners)	21		1							2				1				1					3					29
Japanese Language and Culture (Beginners)	3		13	2						12	21	1											3	2	2			59
Korean Language and Culture (Beginners)	3		1	2		1				4	3	1	1											1				17
Spanish Language and Culture (Advanced)	11		2							11	6									3			4					37
Spanish Language and Culture (Beginners)	5		8							8	10									2	2		1	3		1		40
Vaccines - Friend or Foe	5		3	2						13	5												2					30
What is the Internet doing to me? (Security and privacy for people in a connected world)	11		4	1		1				8	2	1	2						5	2			1	2	1			41

Semester 2 Marks and Grade Distributions per TE
(all modules)

Academic Year: 2019/20 — **Semester 2**

Overall Module Marks

Faculty_Name / Semester	AHSS No.Stu	Avg	SDev	Min	Max	EMS No.Stu	Avg	SDev	Min	Max	HS No.Stu	Avg	SDev	Min	Max	Multi No.Stu	Avg	SDev	Min	Max	Overall No.Stu	Avg	SDev	Min	Max
SEM202																									
Travel and English Literature	20	66.10	4.55	56.00	72.00	21	64.52	5.57	55.00	72.00	1	69.00	0.00	69.00	69.00	4	63.75	3.63	61.00	70.00	46	65.24	5.04	55.00	72.00
Toolkit for a Smart & Sustainable World	9	64.78	21.63	6.00	86.00	20	72.30	7.81	57.00	85.00	3	68.00	9.42	55.00	77.00	4	74.50	10.64	60.00	87.00	36	70.31	13.53	6.00	87.00
The EthicsLab: Responsible Action in the Real World	13	57.08	24.57	0.00	74.00	17	67.12	10.48	29.00	79.00	3	66.00	6.53	58.00	74.00	11	69.09	3.15	64.00	74.00	44	64.57	15.83	0.00	79.00
The Art of the Megacity	17	60.82	13.87	26.00	79.00	11	64.00	7.47	46.00	72.00						10	69.50	6.44	57.00	77.00	38	64.03	11.21	26.00	79.00
Spanish Language and Culture (Beginners)	9	65.78	18.41	15.00	78.00	14	57.86	14.42	31.00	75.00	2	66.00	4.00	62.00	70.00	6	68.17	4.22	63.00	76.00	31	62.68	14.72	15.00	78.00
Spanish Language and Culture (Advanced)	12	78.42	3.43	72.00	82.00	21	74.29	6.36	58.00	83.00						1	71.00	0.00	71.00	71.00	34	75.65	5.80	58.00	83.00
Social Innovation Tools for Social Change	5	75.40	3.26	72.00	81.00	5	72.60	2.50	68.00	75.00						5	74.00	3.95	70.00	80.00	15	74.00	3.48	68.00	81.00
Korean Language and Culture (Beginners)	7	65.86	4.61	62.00	75.00	4	72.75	1.64	70.00	74.00	1	34.00	0.00	34.00	34.00						12	65.50	10.66	34.00	75.00
Japanese Language and Culture (Beginners)	8	63.25	18.75	15.00	75.00	12	59.83	20.33	15.00	78.00	1	64.00	0.00	64.00	64.00	1	77.00	0.00	77.00	77.00	22	62.05	19.15	15.00	78.00
Irish Language and Culture (Beginners)	10	72.30	14.26	31.00	83.00	3	78.33	3.40	75.00	83.00	1	15.00	0.00	15.00	15.00	2	58.00	25.00	33.00	83.00	16	68.06	20.66	15.00	83.00
Irish Language and Culture (Advanced)	6	63.50	19.59	21.00	79.00	11	63.45	12.19	30.00	74.00	1	72.00	0.00	72.00	72.00	5	58.40	21.77	15.00	72.00	23	62.74	16.81	15.00	79.00
Impact Evaluation for Global Development	12	66.92	2.81	62.00	73.00	8	67.38	10.22	42.00	77.00						5	69.40	3.56	64.00	75.00	25	67.56	6.38	42.00	77.00
German Language and Culture (Beginners)	6	62.67	6.34	53.00	70.00	6	64.33	8.28	55.00	81.00	1	71.00	0.00	71.00	71.00	1	75.00	0.00	75.00	75.00	14	64.86	7.67	53.00	81.00
German Language and Culture (Advanced)	5	69.20	2.56	66.00	73.00	11	62.55	13.39	26.00	79.00						3	61.67	5.44	56.00	69.00	19	64.16	10.93	26.00	79.00
From Planets to the Cosmos	15	77.07	11.13	47.00	95.00	85	80.55	6.02	58.00	92.00	4	79.00	3.08	75.00	82.00	11	76.45	8.18	59.00	87.00	115	79.65	7.22	47.00	95.00
French Language and Culture (Beginners)	11	69.09	18.54	15.00	88.00	10	76.20	4.75	67.00	82.00	1	84.00	0.00	84.00	84.00						22	73.00	14.14	15.00	88.00
French Language and Culture (Advanced)	7	74.43	1.29	72.00	76.00	21	68.33	17.55	15.00	79.00	1	75.00	0.00	75.00	75.00	1	73.00	0.00	73.00	73.00	30	70.13	14.95	15.00	79.00
Engaging in the Digital World: Today and Tomorrow	11	63.64	15.35	23.00	76.00	23	68.04	6.83	45.00	77.00	1	73.00	0.00	73.00	73.00	1	72.00	0.00	72.00	72.00	36	66.94	10.38	23.00	77.00
Energy in the 21st Century	11	66.00	17.17	41.00	95.00	5	68.60	15.34	52.00	95.00	4	54.25	3.77	50.00	60.00	4	75.50	10.64	63.00	90.00	24	66.17	15.65	41.00	95.00
Displacement: exploring the human experience of forced migration	18	64.00	16.21	0.00	76.00	9	68.67	4.35	63.00	78.00	1	68.00	0.00	68.00	68.00	3	67.33	1.70	65.00	69.00	31	65.81	12.77	0.00	78.00
Cultures and Societies of the Middle East and North Africa (MENA)	7	57.57	24.22	0.00	73.00	2	70.00	3.00	67.00	73.00						3	70.67	0.94	70.00	72.00	12	62.92	19.59	0.00	73.00
Chinese Language and Culture (Beginners)	3	55.33	28.59	15.00	78.00	9	70.00	7.54	49.00	75.00	1	70.00	0.00	70.00	70.00	1	68.00	0.00	68.00	68.00	14	66.71	15.73	15.00	78.00
Cancer: The patient journey	5	79.40	5.50	74.00	89.00	10	82.70	6.66	72.00	92.00						6	68.67	32.40	0.00	89.00	21	77.90	19.08	0.00	92.00

Academic Year: 2019/20 — **Semester 2**

Overall Module Grades

Faculty / Semester	AHSS 1	2	21	22	3	AB	AR	F2	P	EMS 1	21	22	3	AB	AR	F1	F2	HS 1	21	22	AR	F2	Multi 1	2	21	22	3	AB	AR	No.Stu
SEM202																														
Travel and English Literature	7		11	2						5	10	6							1				1		3					46
Toolkit for a Smart & Sustainable World	4		4					1		14	3	3						2	1				2		2					36
The EthicsLab: Responsible Action in the Real World	4		7			2				8	8			1				1	1	1			5		6					44
The Art of the Megacity	3		9	3				2		3	5	2	1						6	3		1								38
Spanish Language and Culture (Beginners)	4		4				1			2	8			4				1	1				1		5					31
Spanish Language and Culture (Advanced)	12									17	3	1							1											34
Social Innovation Tools for Social Change	5									4	1							5												15
Korean Language and Culture (Beginners)	2		5							4											1									12
Japanese Language and Culture (Beginners)	5		2				1			4	6			2					1				1							22
Irish Language and Culture (Beginners)	9						1			3											1		1						1	16
Irish Language and Culture (Advanced)	3		2				1			4	4	2		1				1					2		2				1	23
Impact Evaluation for Global Development	1		11							3	4		1										3		2					25
German Language and Culture (Beginners)	1		2	2			1			1	3	1		1				1					1							14
German Language and Culture (Advanced)	2		3							4	5	1		1											2	1				19
From Planets to the Cosmos	10		3		1					81	3	1						4					9		1	1				114
French Language and Culture (Beginners)	6		3				2			9	1							1												22
French Language and Culture (Advanced)	7									17	1			3				1					1							30
Engaging in the Digital World: Today and Tomorrow	7	1	1	1				1		14	7	1	1					1					1							36
Energy in the 21st Century	4		3	2	2					2	1	2						1	3				2		2					24
Displacement: exploring the human experience of forced migration	5		10	2		1				3	6								1						3					31
Cultures and Societies of the Middle East and North Africa (MENA)	3		2	1			1			1	1										3									12
Chinese Language and Culture (Beginners)	2						1			8				1				1							1					14
Cancer: The patient journey	5									10											4	1					1			21