

Trinity College Dublin, University of Dublin

2015

Annual Quality Report
Trinity College Dublin
Reporting Period 2023-2024

Trinity College Dublin, University of Dublin
2025

Annual Quality Report

Trinity College Dublin

PART A: INTERNAL QA SYSTEM

Reporting Period 2023-2024

PREFACE

The **Annual Quality Report** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports

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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and take account of QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in Q4 of the preceding year. Once the call for submission has been made, QQI will provide access of QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- When providing reflections on quality enhancement it is interesting to share a broad range of examples including what worked or didn't work.

Report Structure

Part A: Internal QA System

Part A of the AQR should provide a succinct outline of the institution's internal quality assurance (IQA) system and include details of the governance and management structures and supports in place, and all policies and procedures underpinning quality across the organisation.

Links to current QA policies and procedures in operation in the institution should be included. Please ensure that all links are correct and functional. As the AQR is submitted in respect of a specific reporting period, it is recommended that the institution establish a unique SharePoint/OneDrive folder (or similar) for that reporting period to archive current versions of the policies and procedures and include relevant hyperlinks that are included in the AQR.

The information contained in Part A is carried from one reporting period to the next and should not require substantial update on an annual basis. However, institutions are asked to update and highlight any significant changes in the structures and published material that support the internal IQA framework as they arise.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution. Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of QA activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement recommendations, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing, demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

| Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG) | | | | |
|--|---|--|------------------|---|
| AQR Part A Section | QQI QAG Core Sub-section No. | QAG Core Sub-section Title | ESG Standard No. | ESG Standard Title |
| 1.0 - Internal QA Framework | 2.1 | Governance and Management of Quality | 1.1 | Policy for Quality Assurance |
| | 2.2 | Documented Approach to Quality Assurance | | |
| 2.0 - Programme Development and Delivery | 2.3 | Programmes of Education and Training | 1.2 | Design and Approval of Programmes |
| 4.0 - QA of Research Activities and Programmes | | | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | | |
| 5.0 - Staff Recruitment, Development and Support | 2.4 | Staff Recruitment, Management and Development | 1.5 | Teaching Staff |
| 2.3 - Teaching, Learning and Assessment | 2.5 | Teaching and Learning | 1.3 | Student-centred Teaching, Learning and Assessment |
| | 2.6 | Assessment of Learners | | |
| 3.0 - Learner Resources and Supports | 2.7 | Supports for learners | 1.6 | Learning Resources and Student Support |
| 6.0 - Information and Data Management | 2.8 | Information and Data Management | 1.7 | Information Management |
| 7.0 - Public Information and Communication | 2.9 | Public Information and Communication | 1.8 | Public Information |
| 8.0 - Monitoring and Periodic Review | 2.10 | Other Parties Involved in Education and Training | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 9.0 - Details of Arrangements with Third Parties | | | 1.2 | Design and Approval of Programmes |
| 2.0 - Programme Development and Delivery | 2.11 | Self-evaluation, Monitoring and Review | 1.9 | On-going Monitoring and Periodic Review of Programmes |
| 8.0 - Monitoring and Periodic Review | | | 1.10 | Cyclical External Quality Assurance |
| 4.0 - QA of Research Activities and Programmes | QAG for Providers of Research Degree Programmes | | | |

Introduction and Overview of Institution

This is the AQR for Trinity College Dublin for the reporting period **1 September 2023 – 31 August 2024**. It is to be submitted by **Friday, 28 February 2025**.

Trinity College Dublin, the University of Dublin, was founded in 1592 by Queen Elizabeth I and is Ireland's premier university. Situated on a historic campus in the centre of a vibrant modern city, it is defined by a tradition of leadership, innovation and a determination to shape the future for the better. The College community draws inspiration from a strong sense of civic responsibility, pride in its achievements over centuries, and an inquisitive and entrepreneurial mindset in teaching, learning and research.

In 2023/24, there were 22,120 registered students. A total of 15,397 (69.61%) were registered on undergraduate programmes, 6,601 (29.84%), on postgraduate programmes, and 122 (0.55%) on foundation courses. Trinity is ranked 87 in the World by the QS World University Ranking 2025 and 139 in the World by the Times Higher Education World University Rankings 2025. Trinity is the 31st most international university in the world as outlined by the Times Higher Education 2024.

As a research university, Trinity is focused on excellence and impact. Under the European Commission's latest framework programme, Horizon Europe (2021-27), Trinity has so far been awarded €50.5M in research funding and is host to 10 ERC Investigator awards. Trinity excels in innovation and entrepreneurship, both in terms of commercialising groundbreaking research and educating students to be creative and entrepreneurial. In 2022, Trinity generated five spinouts which were created to commercialise intellectual property from academic research. This accounts for 20% (5/24) of all spinouts out of the Irish higher education system in 2022. A measure of quality is how many spinouts survive > 3 years (i.e. active spinouts). Trinity has 24% (37/152) of all the active spinouts from the HEI sector (twice as many as any other University). Since 2017 the 32 spinouts created at Trinity have raised >€300M in equity and created over 800 jobs.

Trinity is committed to providing an environment that enables innovation and entrepreneurship at all levels across the University. Managed by [Portal](#), Trinity's Ideas Workspace, [Launchbox](#), provides students with mentorship, funding, access to alumni and investors, and a collaborative environment to launch new ventures. Launchbox programme alumni have developed viable businesses across a wide range of sectors. Since 2013, 113 student ventures have created approximately 500 jobs and raised over €110 million in investment and funding.

As a global university, Trinity College is continuously developing and strengthening its international networks. Key amongst these is membership of [LERU](#) (The League of European Research-Intensive Universities) since 2017. Trinity is also a member of the [COIMBRA](#) Group since 1987 and, since 2020, Trinity is a member of the [CHARM-EU Alliance](#), a network which has now expanded to nine partner universities.

The process for development of the AQR has included consultation with units across College regarding data and information to be included in the report. These include:

- Academic Affairs
- Academic Practice
- Academic Registry
- Trinity Global
- Graduate Studies Office

- Human Resources
- IT Services
- Secretary's Office
- Office of the Dean of Research
- Trinity Schools
- Trinity's Linked Providers

The following College Officers/Annual Officers were consulted in the development of this report:

- The Vice-Provost/Chief Academic Officer
- The Dean of Graduate Studies
- The Senior Lecturer/Dean of Undergraduate Studies
- The Academic Secretary
- The Dean of Research
- The Director of Student Services
- Vice-President Global Engagement
- Secretary
- Librarian
- Chief Operations Officer

The AQR has been approved by the following committees:

- Quality Committee (30 January 2025)
- Council (5 February 2025)
- College Board (26 February 2025)

The report is submitted by Professor Orla Sheils, Vice-Provost/Chief Academic Officer

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Trinity College Dublin is committed to maintaining high standards of corporate governance and has put in place the appropriate governance structures consistent with such objectives. The University has adopted the [Trinity College Dublin Code of Governance 2021](#) which is based on the Code of Governance for Irish Universities 2019, as agreed between the Higher Education Authority (HEA) and the Irish Universities Association, and is aligned to the legislative requirements as set out in the University Act (1997) and the Higher Education Act (2022). The governance structures within Trinity are bound by the [2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#). The institutional governance arrangements ensure that operational objectives are aligned with the University's strategy, and that quality assurance is embedded throughout all levels of the governance structure. A schematic overview of Trinity's governance and management structure is outlined in figure 1.1.

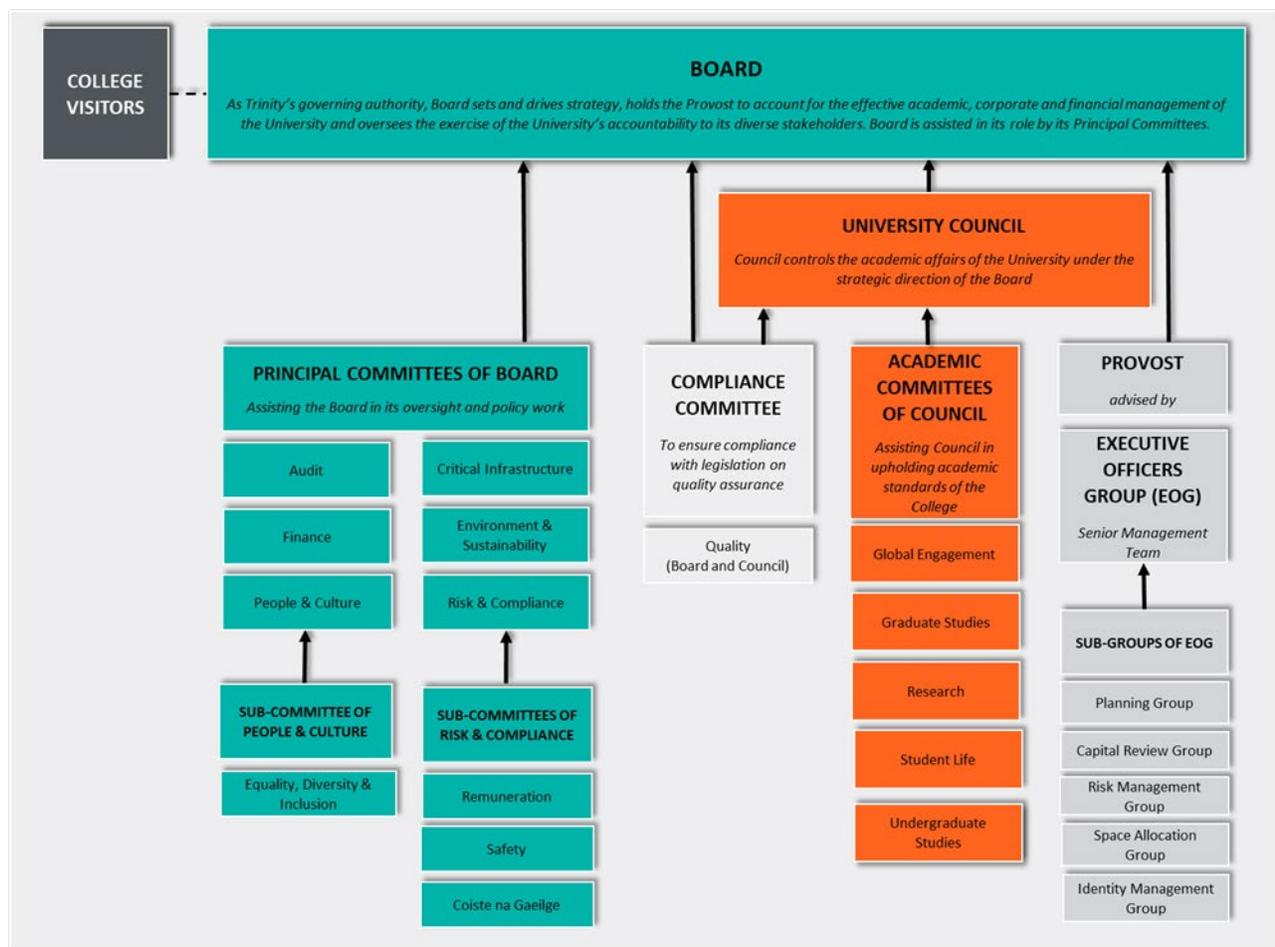


Figure 1.1: Governance and Management Structures at Trinity College Dublin

University's Governance

Board

The Board is the University's governing authority and is the ultimate decision-making authority of the University. The Board provides leadership and direction to the College within a framework of prudent and effective controls that enables risk to be assessed and managed. As outlined in both the [Code of Governance](#) and the [Statutes](#), the Board has a formal schedule of matters specifically reserved to it for decision to ensure proper management and control of the College. The Provost is the Chief Officer of the University and reports to and is accountable to the Board. The role of the Provost is defined in the relevant legislation and in the [Statutes](#). In accordance with the Higher Education Authority Act (2022) the membership composition of the Board changed in 2023. The member composition of the Board is illustrated in Figure 1.2 below.

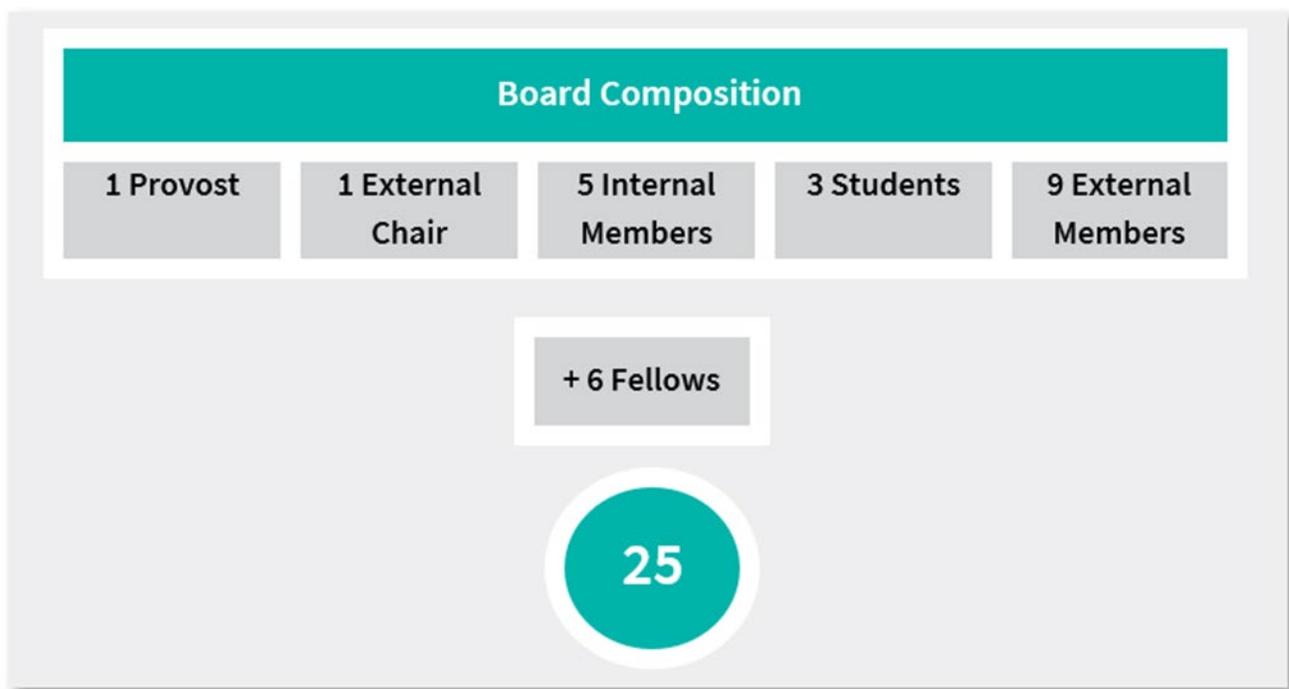


Figure 1.2: Membership Composition of the Board.

There are six Principal Committees of Board which operate under delegated authority from the Board. A list of these principal committees, including links to their Terms of Reference and the number of external and learner representatives included on the membership of each committee, is provided in table 1.1.

Table 1.1: Terms of Reference of Board and the Principal Committees of Board, including the total number of student members and external members on each committee.

| Committee Name | Student Member Representation | External Member Representation |
|---|-------------------------------|--------------------------------|
| <u>Board</u> | 3 | 10 |
| Principal Committee of Board | | |
| <u>Audit Committee</u> | - | 3 |
| <u>Finance Committee</u> | 1 | 3 |
| <u>Critical Infrastructure Committee</u> | 2 | 3 |
| <u>Environment and Sustainability Committee</u> | 2 | 2 |
| <u>People & Culture Committee</u> | 2 | 2 |
| Equality, Diversity & Inclusion* | | |
| <u>Risk and Compliance Committee</u> | 2 | 2 |
| <u>Remuneration Committee**</u> | - | 1 |
| <u>Safety Committee**</u> | 2 | - |
| <u>Coiste na Gaeilge**</u> | 2 | - |

*denotes a sub-committee of the People & Culture Committee, ** denotes a sub-committee of the Risk & Compliance Committee.

University Council

The University Council is the academic council of the University and, subject to financial constraints, is responsible for the University's academic affairs. Council plays a critical role in setting the academic direction of the University, and its remit includes the development and approval of academic programmes and academic policy. There are five Academic Committees of Council which operate under delegated authority from Council. A list of these academic committees, including links to their Terms of Reference and the number of external and learner representatives included in the membership of each committee, is provided in table 1.2.

Table 1.2: Terms of Reference of Council and the Academic Committees of Council, including the total number of student members and external members on each committee.

| Committee Name | Student Member Representation | External Member Representation |
|--|-------------------------------|--------------------------------|
| <u>Council</u> | 6 | - |
| Academic Committee of Council | | |
| <u>Graduate Studies Committee</u> | 2 | - |
| <u>Global Engagement Committee</u> | 2 | - |
| <u>Research Committee</u> | 1 | - |
| <u>Student Life Committee</u> | 5 | - |
| <u>Undergraduate Studies Committee</u> | 2 | - |

Compliance Committee

The Quality Committee works under delegated authority from Board & Council. The Quality Committee has regard to the Standards and Guidelines for Quality Assurance in the Higher Education Area (2015), the QQI Act (2012), and the associated policies, guidelines and codes provided by QQI. The main function of the Quality Committee is to devise, implement and monitor quality procedures and processes across academic, research and administrative areas of College, in Linked Provider institutions and for programmes of education and research delivered under collaborative or transnational education partnerships. It shall report to Board and Council and make recommendations to Board and Council, where appropriate.

Table 1.3: Terms of Reference of Quality Committee, including the total number of student members and external members on each committee.

| Committee Name | Student Member Representation | External Member Representation |
|--------------------------|-------------------------------|--------------------------------|
| <u>Quality Committee</u> | 2 | 1 |

University Management

Trinity has in place a management structure to separate governance from management/decision-making. The Executive Officers Group (EOG) acts as a senior management team. There are 5 sub-groups of the EOG. A list of these sub-groups, including links to their Terms of Reference and the number of external and learner representatives included in the membership of each committee, is provided in table 1.4.

Table 1.4: Terms of Reference of the Executive Officers Groups and associated sub-committees, including the total number of student members and external members on each committee.

| Committee Name | Student Member Representation | External Member Representation |
|---|-------------------------------|--------------------------------|
| Executive Officers Group | - | - |
| Planning Group * | - | - |
| Capital Review Group * | - | - |
| Risk Management Group * | - | - |
| Space Allocation Group * | - | - |
| Identity Management Group * | 2 | - |

* denotes a sub-committee of the Executive Officers Group

As outlined in [Trinity's Structure](#) chart, Trinity comprises three academic faculties and 24 Schools, five Trinity Research Institutes and three externally funded research centres. Each faculty has a [Faculty Dean](#) whose responsibility it is to provide academic and strategic leadership within their faculty. The Faculty Dean is supported by their Faculty Office Team and the Heads of the Schools in the Faculty. The [Faculty Executive Committee](#) supports the Faculty Dean in providing academic and strategic leadership within the faculty and promotes excellence in all areas of the faculty's activities (including approving new programmes for development). Each School has a [School Executive Committee](#) whose responsibility includes, but is not limited to:

- fostering the development of academic policy;
- oversee the preparation of self-assessment documentation associated with quality reviews and to ensure follow-up action is taken.

Embedding a quality culture

Assuring and enhancing quality is a key tenet of the University's [Strategic Plan](#) (2020-2025). Progress on the implementation of the strategic plan is subject to ongoing monitoring and review with updates reviewed by Board. Strategic Plan Progress Reports are published [online](#).

The University's [Policy Management Framework](#) sets out the guidelines on the development, implementation, monitoring and review of policies with a view to promoting a consistent approach both to the development process and format of policies across the University. All new and amendments to existing academic policies are discussed with relevant stakeholders prior to being considered by relevant academic committees. Policies and procedures pertaining to Quality, including those related to internal monitoring and Quality Review/Accreditation, are first considered by the Quality Committee and recommended to Council and or Board

for approval. For an academic, research or academic quality policy to be included on the Council agenda for consideration for approval it must be recommended for approval by the relevant academic committees of Council. Non-academic policies must be approved by the relevant principal committee of Board prior to being considered for approval by Board. Once policies/procedures have been approved by Council and/or Board they are published on a centralised institutional [policies site](#).

Trinity's Policy for Quality Assurance is outlined in the [Quality Policy Statement](#). The statement is supported by the Framework for Quality (see figure 1.3), which outlines Trinity's internal quality assurance and enhancement processes and demonstrates the governance bodies responsible for the reporting and oversight of quality. It is regularly reviewed to ensure alignment with national and international guidelines and good practice, and to identify the need for policy/procedure development or enhancement. Some of these QA processes occur annually (e.g., external examiner, student evaluation) while others occur within a 7-year period (e.g., School Reviews).

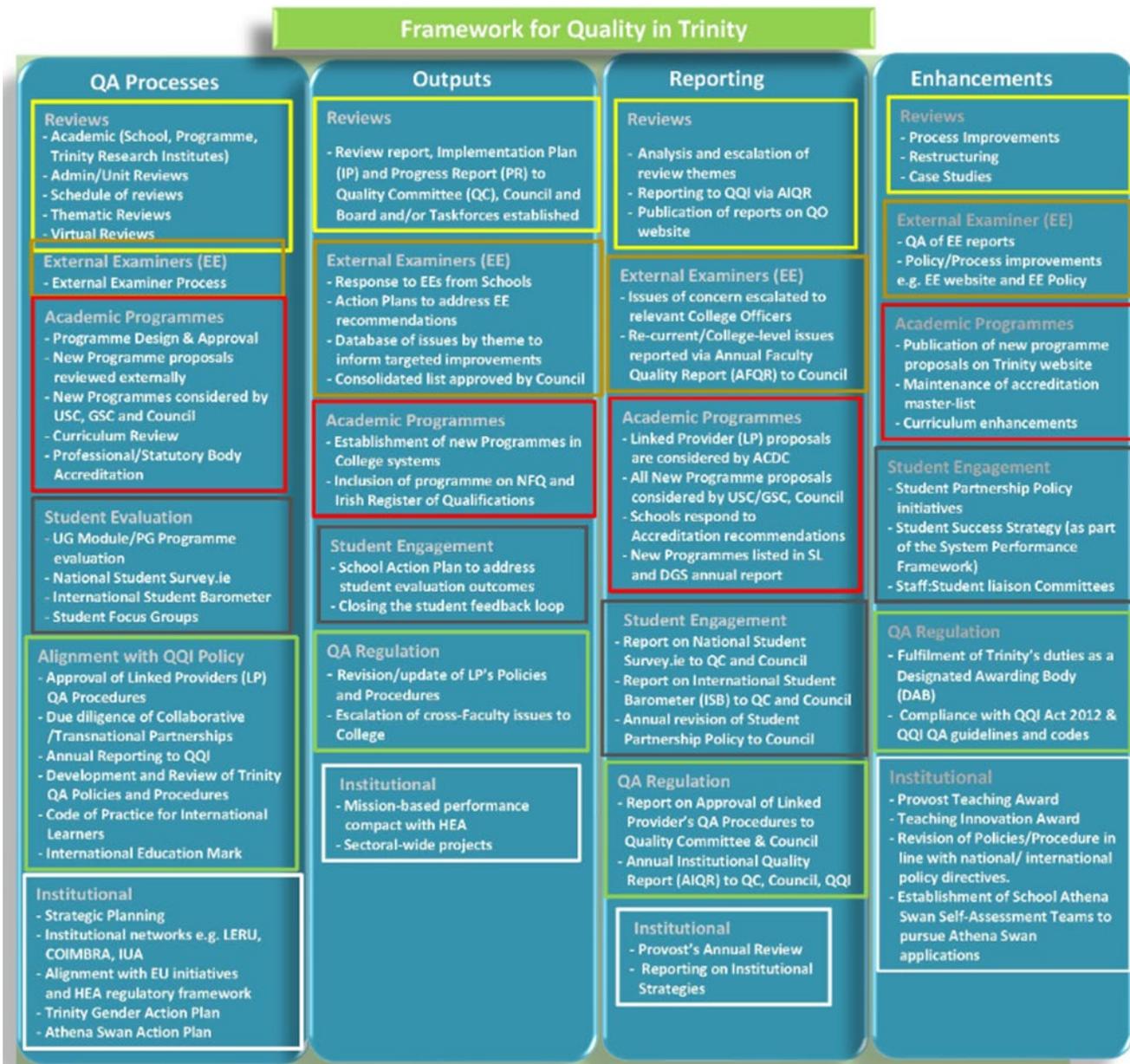


Figure 1.3: Trinity's framework for Quality outlining the key internal quality assurance processes, the governance structure who has oversight over these processes and the enhancements which can arise from the respective process.

Each of the QA processes outlined in the Framework for Quality require involvement from student and/or external stakeholders. Where external stakeholders are involved, there are explicit criteria for the recruitment and engagement of external independent reviewers and examiners. The following policies lay down the criteria when appointing external reviewers:

- [External Examiners Policy Research Programmes](#)
- [External Examiner Policy for Taught Programmes](#)
- [School Review Procedures](#)
- [Administrative/Support Review Procedures](#)

Trinity's commitment to student engagement as partners in quality assurance and enhancement processes is expressed in the [Student Partnership Policy](#) and through the representative roles students have on College Committees as Student Union Officers, as Faculty Convenors, or Year and Class representatives.

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative Provision

Trinity has educational partnerships with HEIs both nationally and internationally. Partnerships with other HEIs take the form of dual degrees, joint degrees, articulation programmes and pathway programmes (full list of collaborative provision and articulation agreements can be seen in section 9.2 and 9.3 respectively). Any current and potential partnerships are subject to the appropriate quality assurance policies and procedures for the development, approval, implementation, monitoring and review of University programmes. These include:

- [Dual and Joint Awards Policy](#)
- [Non-EU Collaborative and Transnational Education Partnership Policy](#)
- [English Language Policy](#)
- [Risk Management Policy](#)
- [Programme and Curriculum Design and Approval Policy](#)
- [Quality Review Procedures for Dual and Joint Degree Programmes](#)

Trinity's international related policies align with QQI's [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) and QQI's [Code of Practice for Provision of Programmes of Higher Education to International Learners](#).

Trinity has in place an [International Partnership Toolkit](#) which provides a range of tools and resources (e.g. due diligence checklists, risk management and approval processes for different types of partnerships) to assist Trinity staff in developing new international academic partnerships. These processes are supported by teams within [Trinity Global](#), [Trinity Teaching and Learning](#), [Academic Registry](#), [Student Services](#) and the [College Solicitor](#). Where a partnership proposal relates to a new academic programme, the process as set out in the [Programme and Curriculum Design and Approval Policy](#) is adhered to in conjunction with the process outlined in the Toolkit.

All proposed partnerships undergo academic and general due diligence to ensure that the quality assurance requirements, academic standards and awards of collaborative partners are on a par with Trinity's awards and consistent with the Irish National Qualification Framework descriptors. Consideration is given to the student experience to ensure that the quality of the student experience, the facilities, and learning opportunities are commensurate with those of Trinity and meet the minimum education standard, verified by Trinity through site visits. Due diligence is carried out on programmes that have in place external accreditation to ensure that the external accreditation requirements of the partner institution meet the standards of the Irish professional and statutory regulations. Where satisfactory due diligence is approved by the [School Executive Committee](#) and the [Faculty Dean](#), a formal agreement is developed in conjunction with several units across the University (see Partnership Toolkit for more information). The draft memorandum of agreement (MoA) is developed, setting out partner responsibilities for each collaborative taught programme arrangements. The MoA, due diligence

report and course proposal are approved by various decision-making fora within Trinity. The approval pathway is dependent upon the type of the partnership, which is outlined in the [Non-EU Collaborative and Transnational Education Partnership Policy](#).

Where Trinity engages in partnership arrangements, where the language of instruction of the partner's programme is not through English, Trinity's minimum entry standard for English Language competency will apply as published in the [English Language Policy](#). For certain programmes, a higher level of English language competency is required. The English Language requirement for each programme is stipulated in all marketing material.

Collaborative programmes between Trinity and another HEI are subject to a quality review within the timeframe set out in the MoU. Reviews are carried out in accordance with the [Quality Review Procedures for Dual and Joint Degree Programmes](#). On foot of an external review report Trinity develops an implementation plan to address the review panel's recommendations. This plan is considered at the Quality Committee and approved by Council.

Linked Providers

The [Royal Irish Academy of Music](#) (RIAM) and the [Marino Institute of Education](#) (MIE) are Linked Providers of Trinity. Trinity has in place formal agreements with both Linked Providers. Trinity, in its role as a Designated Awarding Body (DAB), has [Linked Providers' Quality Assurance Procedures](#). These procedures comply with the requirements set out in the QQI Act (2012). Linked Providers are required to submit to Trinity a draft of proposed procedures in relation to validated academic programmes, the quality of teaching and learning, and the student experience for consideration. Linked Providers are required to self-certify the quality of non-academic procedures which fall within the legal corporate responsibility of the Linked Provider as separate legal entities. Where non-academic procedures have a statutory basis, Linked Providers are required to provide evidence of an independent external review assuring quality and compliance with the relevant legislation. Trinity considers proposed procedures submitted by Linked Providers and either:

- Approves the proposed procedures, or
- Refuses to approve the proposed procedures but makes recommendations to the Linked Provider, or refuses to approve the proposed procedures.

Submitted procedures are assessed for compliance by a Linked Provider Quality Assurance Group (LPQA). If the LPQA report either recommends approving or refuses to approve the proposed procedures this will proceed in the first instance to the Quality Committee where, if endorsed, the report will be submitted to the University Council/Board for final approval of the recommended outcome. Where procedures are approved by University Council, the Linked Provider must publish those procedures in such form and manner as Trinity directs. In

instances where the LPQA refuses to approve the proposed procedures but makes recommendations to the Linked Provider, the LPQA will invite the linked provider to address recommendations/gaps in the draft procedures. Resubmissions of revised procedures will be considered by the LPQA prior to the submission to Quality Committee and University Council. Trinity has in place a [Linked Provider Appeal Procedure](#) in instances where a Linked Provider wishes to appeal a decision by Trinity for withdrawing approval of a procedure.

Each Linked Provider has a designated [Associated College Degree Committee](#) (ACDC). The remit of this committee is to:

- consider new course proposals and/or changes to previously approved courses;
- monitor activities relating to external examiner reports, professional/statutory accreditation reports, periodic review reports;
- consider student evaluation activities; data related to the student lifecycles (progression, student retention, and achievement outcomes);
- consider any public information and communication relating to academic programmes/courses.

The minutes of the ACDC are reported to both the USC and GSC and are approved by Council. The process for the approval of Linked Provider programmes occurs in line with Trinity's [Programme and Curriculum Design and Approval Policy](#). Programmes delivered by Linked Providers must comply with Trinity's [External Examiner Policy](#).

Trinity undertakes a periodic institutional review of the effectiveness of the Linked Providers' quality procedures. The [Procedure for Review of Linked Providers](#) sets out the parameters and requirements of the institutional review. Both RIAM and MIE underwent an external quality review in 2023/24.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

All Trinity programmes leading to an award, modules delivered for credit, and microcredentials are subject to appropriate design and approval processes to ensure that a Trinity education delivers a student experience based on academic excellence. [The Programme and Curriculum Design and Approval Policy](#) outlines the appropriate approval process when designing new programmes and or making amendments to existing courses/programmes/stand-alone modules. The scope of the policy includes programmes that are delivered collaboratively with other HEIs, and programmes delivered by Linked Providers and validated by Trinity. All programmes/courses leading to an award are aligned to QQI's [Joint Sectoral Protocol between QQI and Designated Awarding Bodies](#).

[The Programme and Curriculum Design and Approval Policy](#) outlines that new programmes/courses must align with the strategic plans of the University and the School(s) in which they are delivered. The design process is a consultative process informed by the perspectives of academic staff, professional staff, students, external experts, and other stakeholders, as appropriate. The lead-in time for the completion of the design and approval process gives due regard to the requirement for internal and external consultation and review, and considers the schedules of academic committee meetings, internal marketing and student recruitment deadlines, and deadlines set by external bodies.

Undergraduate and postgraduate programme proposal templates are provided by Academic Affairs and must be used when developing course proposals. Guidelines, resources, and supports are provided to Schools by a number of areas including [Academic Affairs](#), [Academic Practice](#), the [Trinity Careers Service](#), [Trinity Global](#), and the [Trinity Inclusive Curriculum Project](#). Where proposed programmes have professional and statutory body requirements, the structure of the programme will be developed in accordance with such requirements. Proposal templates require a full overview of the proposed programme structure and must include:

Table 2.1: Core components within Programme proposal templates

| Required Components | |
|------------------------------------|---|
| Rationale for programme | <ul style="list-style-type: none"> • Alignment to University and School Strategy; • Evidence of involvement from industry/employers in the course development. |
| Academic Programme Overview | <ul style="list-style-type: none"> • Overview of Course Structure; • Programme Learning Outcomes. • Module Learning Outcomes. • Mapping of Learning Outcomes to Programme Learning outcomes. |
| Admission & Recruitment | <ul style="list-style-type: none"> • Overview of expected learner profile; • Outline of Access, Transfer and Progression pathways. |
| Resourcing | <ul style="list-style-type: none"> • Staffing (academic & professional) requirements; • Library requirements; • Designed with the intended mode of delivery & learning environment in mind; • Financial information (projected fee income, costs associated with running the programme). |
| Module Descriptors | <ul style="list-style-type: none"> • Overview of the indicative content; • Learning outcomes; • Teaching, Learning & Assessment overview (including mode of delivery and learning environment); • Assessment Protocol and assessment weighting; • ECT value; • Defined expected student learner workload. |
| Quality Assurance | <ul style="list-style-type: none"> • Outline of the governance committee(s) which has oversight of the programme; • Overview of how the programme will be evaluated at module and course level. |
| Confirmation of agreement | <ul style="list-style-type: none"> • Where Schools are involved in programmes as partners/service teaching/sharing modules, confirmed agreements and procedures are in place for co-ordinating provision. |

Degrees conferred by the University of Dublin and non-degree awards awarded by Trinity College Dublin are appropriately included within the NFQ. Within course proposals, the learning outcomes must be clearly outlined to ensure appropriate alignment with the targeted NFQ award standard. The course proposal templates require that features (i.e., learning outcomes, the NFQ level, award class, ECTs volume etc.,) of the course/programme are outlined. Due diligence is taken by Trinity's academic governance committees and external reviewers to ensure alignment of the expected learning outcomes with the relevant NFQ descriptor.

Every new programme proposed within Trinity undergoes a rigorous process of programme approval. Programmes/Courses require the endorsement of the [Head of School\(s\)](#), [School Executive Committee\(s\)](#), Faculty

Executive(s), and [Faculty Dean](#)(s). The programmes/courses are then considered either by the [Undergraduate Studies Committee](#) (including relevant sub-committees as appropriate), and/or the [Graduate Studies Committee](#) (including relevant subcommittees as appropriate) where the proposal is either recommended or not recommended for approval by [Council](#). Prior to submission for approval by the Council, all new undergraduate and postgraduate programme proposals are sent to an external independent academic discipline expert for review.

While the governance approval process for approval of new undergraduate and postgraduate programmes is somewhat similar, the programme and curriculum design procedure differs.

New Undergraduate Programmes

When developing a new undergraduate programme, the programme proposer must consult with the Senior Lecturer/Dean of Undergraduate Studies and Academic Affairs prior to the development of the proposal. Bespoke course proposal templates (aligned to the specific [course structures](#)) are provided by Academic Affairs. Academic Affairs' staff advise programme proposers on regulations and academic structure (i.e., identifying the most suitable subject pillar/science stream) and provide ongoing support throughout the development of the proposal to ensure that the proposal aligns with Trinity's regulations, policies and procedures. The proposal then proceeds through an approval process that requires approval from various decision-making fora within the University. A high-level overview of the pathway and approval process of the new undergraduate approval process is provided in figure 2.1 below and a more detailed schematic overview can be found [here](#).

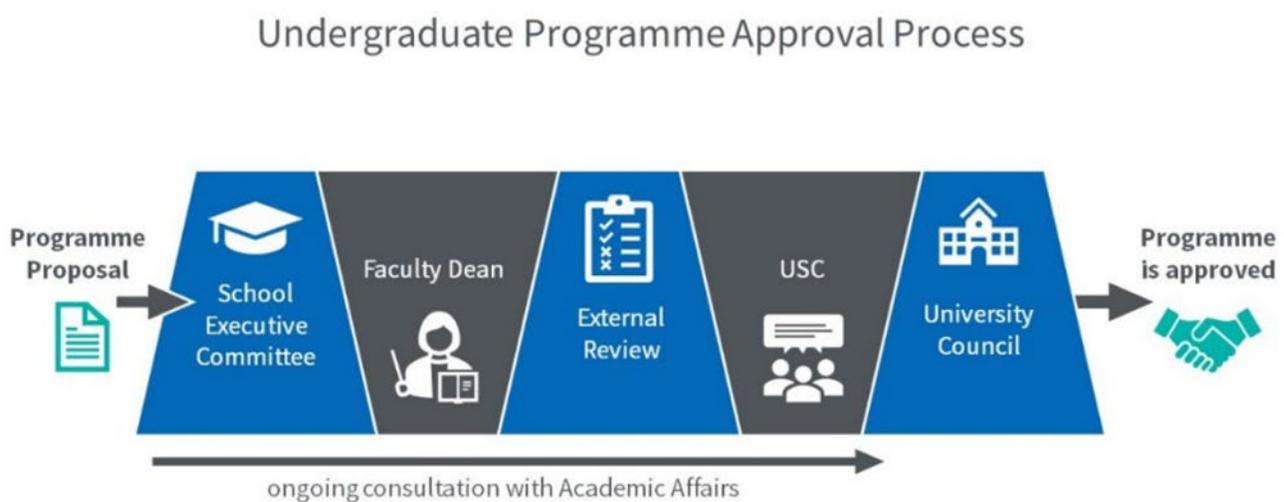


Figure 2.1: High Level overview of approval pathway for new undergraduate programmes.

The development and approval process for Linked Provider Programmes, Open Modules and Trinity Electives largely follows the same approval pathway as outlined above. However, a recommendation for approval is required from sub-committees of USC prior to being considered by USC. See table 2.2 for an outline of the respective sub-committees of Linked Providers, Open Modules and Trinity Electives.

Table 2.2: Sub-committees of USC associated with Linked Providers, Trinity Electives and Open Modules.

| Linked Providers | Associated College Degrees Committee |
|----------------------|--|
| Trinity Electives | Trinity Elective Sub-Committee |
| Bespoke Open Modules | Common Architecture Governance Committee |

New Postgraduate Taught Programmes

As part of the [postgraduate renewal](#) programme, all postgraduate taught programmes are developed and approved via a two-stage programme approval process (an in-depth overview of the two-step process can be found [here](#)). The **first stage** requires the programme proposer(s) to complete a “*Proof of Concept*” template which provides an initial outline of the proposed programme, the Schools involved, the rationale and market need, resource requirements (human and physical) and financial viability (fees, proposed student numbers) of the proposed programme. Approval of the Proof of Concept is required from a number of decision-making fora within the faculty. Once the Proof of Concept has been approved, the programme team commences the **second stage** which is the development of the “*Curriculum Plan*.” The Curriculum Plan requires full programme development, with reference to the relevant award-type descriptors, alignment with institutional policies and procedures. Feedback on the curriculum plan is also provided by students and the relevant employers/industry and professional bodies. When developing the curriculum plan, programme teams are supported by the [Centre for Academic Practice](#) to ensure the teaching, learning and assessment processes of the proposed programme are aligned with best practice. [Academic Affairs](#) supports programme teams to ensure that the proposal aligns with University policy, regulations, standards as well as relevant legislation. The Proof of Concept and the Curriculum plan form a “Combined Proposal”, which requires approval by a number of decision-making fora prior to being sent to external review for consideration. Proposals are submitted to the [Graduate Studies Committee](#) (GSC), an academic committee of Council, for consideration and recommendation to Council, and subsequently approved by Council.

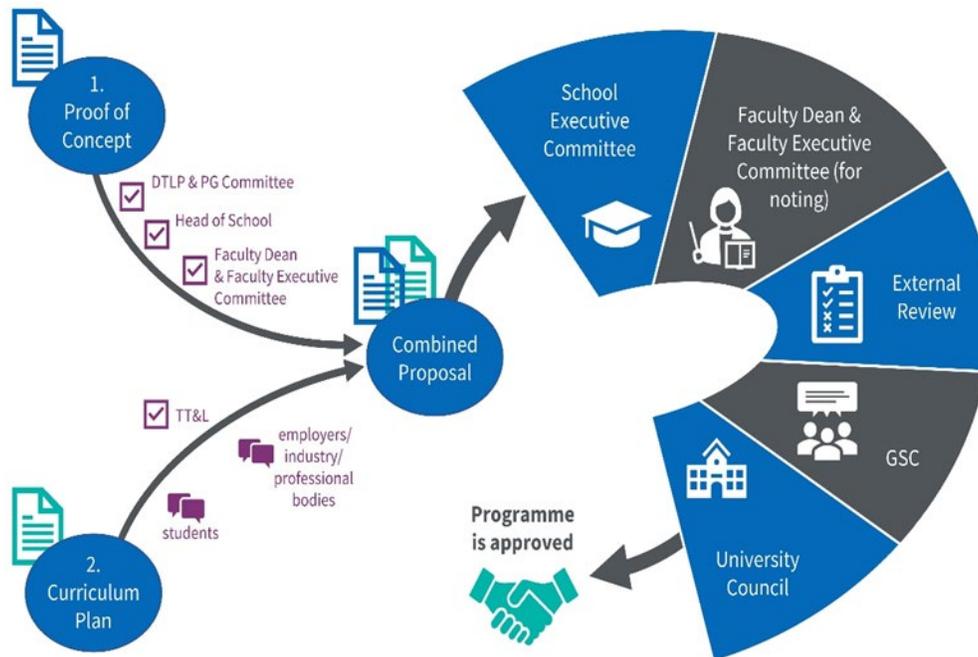


Figure 2.2: High Level overview of approval pathway for new postgraduate taught programmes.

Microcredentials

Trinity has a dedicated micro-credential [approval procedure](#) and published [resources](#) to support the development of new micro-credentials. The GSC Sub-committee on Micro-credentials considers the proposals prior to submission to GSC for Council approval via the GSC minutes.

Amendments to existing programmes/courses

Amendments to existing approved academic programmes/courses are classified as either minor or major in nature. Appendix 1 of the [Programme and Curriculum Design and Approval Policy](#) provides an overview of what constitutes a major or minor change and the appropriate pathway for oversight and approval of the change. Where programme teams are in doubt, they are advised to contact [Academic Affairs](#) for support.

Suspension and Cessation of Programmes/Courses

A [Programme Suspension and Cessation Policy](#) is in place to ensure that due consideration is given to any decision to suspend or cease a programme of study at Trinity, programmes delivered collaboratively with Trinity and/or validated by Trinity.

2.2 Admission, Progression, Recognition & Certification

Admission

Trinity's policies and procedures in relation to admission, progression and recognition of prior learning are informed by QQI's [Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training Policy](#).

General Entry Requirements

As outlined in Trinity's [Admission and Transfer Policy](#), Trinity welcomes and supports applications from all appropriately qualified students irrespective of disability, social, cultural and educational backgrounds. The [Recognition of Foreign Qualifications Procedure](#) affirms that Trinity's admission assessments occur in a transparent and equitable manner. The Trinity [courses](#) webpage and [prospectuses](#) outline the entry requirements for each programme/course offered at Trinity. Students on programmes with clinical or other professional placements may need to satisfy other non-academic requirements (i.e., Garda vetting and satisfy pre-defined health screening requirements). Such non-academic requirements are outlined on the [courses](#) webpage and [prospectuses](#). The [Fitness to Practice Policy](#) outlines the policy, procedure and appeals process if a student is admitted onto a programme and a concern is raised relating to their fitness to practise. Trinity's [English Language Policy](#) requires international learners to meet certain minimum requirements for entry onto a programme.

All applicants to Trinity are required to provide official evidence of proficiency in the English language. Initiated by the Postgraduate Renewal Programme, in 2023-24, the standardized [English proficiency tests accepted](#) by Trinity were reviewed, with scores required divided into bands. The band required depends on the course or programme being applied for.

Entry Requirements Undergraduate Programmes

All undergraduate students must meet the entry requirements when applying to Trinity. At a minimum all students must have a pass in Mathematics, English and in another language other than English. Some programmes have course-specific entry requirements which are published on the webpage and in prospectuses. Most EU undergraduate applications are processed centrally through the Central Applications Office (CAO) and applicants must meet the minimum CAO points and matriculation requirement for the course. Non-EU resident applicants must apply through direct admissions to Trinity and meet certain [grade bands in their education system](#).

If there is a concern about the candidate's eligibility for admission, the Senior Lecturer/Dean of Undergraduate Studies acts as the final arbiter in such cases.

Entry Requirements Postgraduate Taught Programmes

Applications for admission to postgraduate taught (PGT) programmes are assessed by members of the academic community, usually course Directors/Coordinators, for academic suitability to a programme. Academic recommendations on applications are then quality assured by the [Academic Registry](#) to ensure that offers are being made to applicants who meet the entry requirements for that programme. A list of supporting documentation required to make an application is outlined on the 'how to apply' [webpage](#). If there is a concern about the candidate's eligibility for admissions, the Dean of Graduate Studies acts as the final arbiter in such cases.

Entry Requirements for Postgraduate Research

Applications for admission to postgraduate research (PGR) programmes are assessed by Postgraduate Research supervisors and/or Directors of Postgraduate Teaching and Learning for academic suitability to a programme. Academic recommendations on applications are then quality assured by the Academic Registry to ensure that offers are being made to applicants that meet the entry requirements for that programme.

If there is a concern about the candidate's eligibility for admissions, the Dean of Graduate Studies acts as the final arbiter in such cases.

Widening Participation

Alternative Access Routes:

[Trinity's Strategic Plan \(2020-2025\)](#) endeavors to "foster an ever more diverse and inclusive student community". To encourage widening participation at University, Trinity participates in DARE (Disability Access Route to Education) and HEAR (Higher Education Access Route), and operates a Mature Student application process. The [Trinity Access Programme](#) provides a conduit to support prospective undergraduate students accessing Trinity via alternative entry routes. These include:

- [Foundation Course for Higher Education](#)
- [City of Dublin ETB Partnership Courses](#)
- [Further Education and Training \(FET\)](#)

Recognition of Prior Learning:

As outlined in Trinity's [Recognition of Prior Learning Policy](#) (RPL), Trinity is committed to providing recognition to different types of learning (formal, informal and non-formal). RPL applicants to either undergraduate or postgraduate programmes must demonstrate that their prior learning is equivalent to the learning outcomes outlined in the chosen course of study. Applicants must provide satisfactory evidence to confirm prior learning. The [Recognition of Prior Learning Policy](#) outlines the maximum credit recognised by Trinity for advanced entry and credit exemptions (post-entry) for RPL.

The [Admission and Transfer Policy](#) outlines the procedure to consider and, where appropriate, to approve requests from students to transfer out of one programme into another. This may only occur in cases where the student is an undergraduate or postgraduate research student. The regulations underpinning the transfer to another course are outlined in the [Calendar](#). The [Admission and Transfer Policy](#) also sets out the procedure to permit advanced entry by students who wish to transfer into Trinity from another HEI in Ireland via the [Recognition of Prior Learning Policy](#).

Orientation

Orientation is offered to all students who enrol on programmes/courses at Trinity. All students have year-long access to the [orientation webpage](#) which has information tailored for [undergraduate](#), [visiting and Erasmus students](#) and [postgraduate](#) students. At the start of the semester in-person and hybrid orientation events are provided by various units across the College. Students also have course-specific orientation meetings. In-person events are also recorded and are available [online](#). For international learners Trinity offers [Pre-orientation programmes](#), designed to prepare incoming international students for their time in Ireland.

Progression

The [Assessment and Academic Progression Policy](#) affirms that academic progression is based on the attainment of defined academic standards in accordance with College Regulations. The progression regulations for each course are outlined in the Calendar ([undergraduate](#) and [postgraduate](#)).

Certification

The [Academic Awards Policy](#) outlines how the University of Dublin and Trinity College Dublin have the power to create awards and confer these awards on students following the successful completion of a programme of study. The policy confirms that all awards granted are aligned to the NFQ. Trinity issues an award parchment on the conferral of awards to its graduates. The parchment provides evidence of the academic qualification attained. A Diploma Supplement is also provided for graduates.

Completion Data

Trinity reports on student retention, progression and completion within a number of reports:

- [Senior Lecturer Annual Report](#)
- [Dean of Graduate Studies Annual Report](#)
- [Annual Faculty Quality Report](#)
- School Reviews
- [Academic Registry Annual Report](#)

2.3 Procedures for Making Awards

Trinity is recognised as an Awarding Body in the [Irish Universities Act 1997](#), the [Qualifications & Quality Assurance \(Education & Training\) Act 2012](#) and the [HEA Authority Bill 2022](#). The legal basis to grant Awards is enshrined in Schedule 1 of the University Division of the [2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#). The [University Senate](#) is the body responsible for the institution of new degrees and for approving the formal conferral of all degrees awarded to graduates of the University. The [College Registrar](#) is the Officer with statutory responsibility for the records of both Trinity College Dublin and the University of Dublin and presides over all conferrals.

As outlined in section **2.1 Programme Development and Approval**, Trinity adheres to the [Joint Sectoral Protocol between QQI and Designated Awarding Bodies](#) and has in place procedures to confirm that awards are appropriately included within the NFQ. [The Programme and Curriculum Design and Approval Policy](#) outlines all new programmes and amendments to existing programmes and requires evidence that the programme learning outcomes and individual learning outcomes are appropriately aligned to their intended award standard. Programme proposers are supported by the [Centre of Academic Practice](#) and [Academic Affairs](#) who provide guidance to ensure that curricula are designed in accordance with best practice and adhere to the Trinity and national regulations. All new programmes are reviewed by external subject experts to ensure that the curriculum is appropriate and current, and that the programme is developed in accordance with best practice. The external review must be satisfied that the award is aligned with the targeted award standard. Degrees awarded by the University are outlined in the [statutes](#) and the [Calendar](#).

Trinity's [Assessment and Academic Progression Policy](#) outlines that assessments are employed to support learners' demonstration of programme and module learning outcomes and achievement of the graduate attributes. The policy reaffirms that assessments must be valid, reliable, and equitable. The policy ensures that progression within a course of study and receiving an award is based on the attainment of academic standards in accordance with College regulations. These regulations are outlined in the [Calendar](#). The external examiner process is a mechanism to assure the integrity of awards. Further detail about the function of external examiners can be found in the [External Examiner Policy – Taught Programmes](#) and the [External Examiner Policy – Research Programmes](#).

The [Academic Awards Policy](#) articulates that that the University of Dublin and Trinity College Dublin has the power to create awards and to confer these awards on students following the successful completion of their programme of study. Upon successful completion of a programme candidates are provided with an award

parchment and a Diploma Supplement which provide evidence of the academic qualification. Current learners and graduates can request a transcript which provides a detailed record of a student's studies, confirms the course of study, period of registration, the modules that have been taken, the number of credits and grades achieved. The [Records Retention Schedule](#) outlines that student transcripts and conferring records are retained indefinitely.

2.4 Teaching, Learning and Assessment

Teaching & Learning

Trinity recognises the diversity of students and their needs in relation to learning. The [Student Learning Development Office](#) offers a variety of services for all Trinity College students to help them develop the skills needed to become independent learners, face challenges and achieve their best during their time in college. Students of all levels and abilities, even very high achievers, often need support and/or advice to achieve their best. This is achieved through [workshops](#), [one-to-one appointments](#), [academic writing centre](#) and [customised workshops](#). Trinity also has in place a [Reasonable Accommodation Policy for Students with Disabilities](#) which provides a framework for the provision of reasonable accommodations to support students with disabilities whilst studying at Trinity.

Evaluation of the modes of delivery and pedagogical methods is informed through a number of mechanisms which include learner feedback via student surveys, School reviews, external examiners and is in line with best practice. Programme teams report on amendments to the delivery of a programme based on feedback from external examiners within the [Annual Faculty Quality Report](#).

Trinity offers programmes which are delivered predominately via face-to-face and blended delivery. A small number of [postgraduate courses](#) and [microcredentials](#) are delivered fully online. When proposing a course, programme proposers must outline the intended mode of intended delivery. In line with the spirit of the [Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes](#), programme proposers must employ the most appropriate and fit-for-purpose teaching, learning and assessment methods, and digital tools and platforms, for supporting high levels of interactivity between learners and the learning environment. Programme teams offering fully online programmes are supported by the [Digital Learning Development](#) unit which provides a diverse range of services for Trinity staff in online learning, instructional design, graphic design and video production. Academic Practice offer a formal 5ECT module entitled “[Embedding Digital Pedagogies in Your Teaching Practice](#)” to Trinity staff and provide a number of resources on [Digital Teaching and Learning](#) to support staff.

Trinity offers a number of flexible learning pathways. Postgraduate programmes can typically be completed full-time over a one-year period or part-time over a two-year period. For some postgraduate taught programmes, a framework structure exists whereby students can complete a master’s degree part-time over a minimum of 3 years. In such cases, the programme is broken into 3 components:

- i. Postgraduate Certificate (30 ECTS)
- ii. Postgraduate Diploma (60 ECTS)
- iii. Master Award (90 ECTS)

Students may exit from the master's programme with a postgraduate certificate or a postgraduate diploma. The regulations relating to exiting with an award and applying to submit a higher award within the framework are outlined in the [Calendar](#).

Trinity encourages a sense of learner autonomy while encouraging guidance and support to the learner. As outlined in the [Calendar](#), undergraduate programmes are structured in a manner whereby in the first 2 years an emphasis is placed on acquiring a broad base of knowledge in the major subject(s) and in related areas that complement the major subject(s) and increase the students' understanding of them. In the third year there is a gradual shift to in-depth study with a greater emphasis on small group learning, on independent work and on the development of a critical and analytical approach to the subject matter. In the fourth year, students, having acquired a solid grasp of the fundamental elements and methodology of the particular subject(s) and a broad base of knowledge, are in a position to undertake advanced, intellectually demanding work, such as the capstone project, requiring extensive independent research, the ability to critically evaluate knowledge and data, the search for new interpretations, and the rigour, discipline and independence of effort that are designed to develop the students' mental capacities and creative skills. The award standards for postgraduate taught and research programmes require that students be independent learners. This is reaffirmed in Trinity's [Postgraduate Research Supervision Policy](#) which outlines that the role of the supervisor is to assist and provide guidance to the student as the student undertakes the independent piece of research.

Trinity has in place an [Academic Freedom Policy](#) which reaffirms that the College will maintain an environment for teaching and learning that values diversity of opinion, encouraging exchanges of opinion between teacher and student as part of a robust educational process.

Assessment

The [Assessment and Academic Progression Policy](#) outlines that assessment modalities and methodologies need to be valid, reliable, equitable and appropriately align with the programme and module learning outcomes. To enable academic progression, students must demonstrate achievement of the learning outcomes. When approving new programmes teams are required to complete course proposal templates. These templates require course proposers to outline the form of assessment and weighting of assessment to be employed in each module. The [Assessment and Progression Policy](#) states that a range of assessments employed across a programme must be appropriate to the total credit weighting of the programme. Programme teams are supported by the [Centre for Academic Practice](#) in developing [assessment methodologies](#) that align with best practice. In addition, the Centre offers a 15 ECT [Special Certificate in Teaching Learning & Assessment](#) which is open to all staff. A module on the certificate entitled "[Assessment and Feedback in Higher Education](#)" explores

the principles, purposes, opportunities and challenges of assessment and feedback in higher education and the impact of assessment and feedback on student learning.

As outlined in the [Programme and Curriculum Design and Approval Policy](#), when approving a new programme, programme proposers, external reviewers and academic governance committees must be satisfied that the assessment aligns appropriately with the learning outcomes and the target award standard. The [Assessment and Academic Progression Policy](#) reaffirms that students are involved as partners in learning and assessment and must have an awareness of how and why they are assessed. The [Programme Handbook Policy](#) requires that programme handbooks outline coursework requirements which include in-course assessment and examination arrangements, marking conventions, rubrics for all assessment components and grade descriptors. Further prompts of what is required in Programme Handbooks can be found in the [Programme Handbook Templates](#).

Trinity has safeguards in place to minimise the risk of bias and error in the marking process. Such safeguards include anonymous marking of all terminal examinations, double marking, and the use of rubrics. To ensure that the quality of content, organisation and assessment of Trinity's programmes is maintained and enhanced Trinity has in place external examiner policies for [research programmes](#) and [taught programmes](#) (includes UG programmes and PG taught). These policies set out the role of the external examiner, the criteria for appointment and the responsibility of the external examiners. In addition to ensuring that assessment is aligned with the targeted award standards, external examiners are asked, where appropriate, to make recommendations on the modes of assessment and assessment methodologies.

Trinity's assessment policies are underscored by the fact that feedback supports and enhances student learning and success. To that end, feedback on assessments is provided to learners in a timely manner. The [Return of Coursework](#) Policy outlines the expected timeframe of returning feedback on assessed work and the different forms of feedback available.

Assessment modalities and methodologies are regularly reviewed for their effectiveness, drawing on the recommendations of External Examiners and other relevant sources such as student feedback and are renewed as necessary to adapt to evolving circumstances (e.g., amendments to modules) and requirements (e.g., statutory and professional body accreditation requirements). Amendments to assessments are considered a moderate change and require approval at School level as outlined in Appendix 1 of the [Programme and Curriculum Design and Approval Policy](#). As set out in the [Calendar](#), the regulations for assessment do take into account mitigating circumstances, however, academic and professional standards must not be compromised.

Students are encouraged to discuss issues with their tutor/course co-ordinator as relevant. A formal procedure for student appeals is in place and is outlined in the [Academic Appeals Policy](#) and in the Calendar.

Learner Complaints

Trinity has in place a [Student Complaints Procedure](#) which is underpinned by the University Calendar which contains the primary source of regulations and procedures. The [Student Complaints Procedure](#) outlines that, in the first instance, an effort should be made to resolve a student complaint at an early stage through informal means. For example, a student should raise their complaint with their College Tutor/Postgraduate Student Support Officer. If the student perceives that the outcome of their complaint has not produced a satisfactory solution, the student can make a complaint via the formal complaints' procedure. The [Student Complaints Procedure](#) outlines types of complaints which preclude students from making a formal complaint. The procedure outlines the process a student must follow when making a formal complaint. The [Academic Appeals Policy](#) (Academic Progress) ensures that the management and conduct of academic appeals are transparent, equitable and consistent.

3.0 Learner Resources and Support

Trinity provides a range of supports and services to students which are outlined on the [Support & Services](#) webpage.

Administrative Services:

[Academic Registry](#) (AR) is Trinity's central hub for student administrative services. AR supports current and future students across the student lifecycle and supports:

- Applications and Admission;
- Assessment and Progression;
- Records & Case Management;
- Student Finance;
- Certifying documentation (i.e., Bank forms, Medical Card Applications, Department of Social Protection documentation).

[IT Services](#) provide students with support for everything IT-related in Trinity. The [IT services webpage](#) provides information on all the services it provides and contact information if further help is required.

Learner Support Services:

[Tutors](#): Each undergraduate student is allocated a tutor who is a member of academic staff appointed to look after the general welfare and development of students in their care. Tutors are the first point of contact and a source of support for undergraduate students both on arrival and at any time during their time in College. Tutors provide help and advice on personal as well as academic issues or on anything that has an impact on a student's life. They will also, if necessary, support and defend a student's point of view in relations with the College. For postgraduate students, a [postgraduate advisory service](#) is available.

[Trinity Access Programme](#) (TAP): supports students who enter through the HEAR scheme and alternative access pathway routes. All TAP students are assigned a [Trinity Access Advisor](#) and have the opportunity to avail of [academic supports](#) and [financial supports](#). The [Mature Student Office provides advice and support to prospective and current undergraduate mature students](#).

[Student Learning Development](#) (SLD): The SLD offers a variety of services to help students develop the skills needed to become independent learners, face challenges and achieve their best during their time in College. These services include [workshops](#), [one-to-one appointments](#), [Academic Writing Centre](#), [customised workshops](#) and [learning resources](#). Some of these services are tailored for [new students](#), [international students](#), [undergraduate](#) and [postgraduates students](#).

[Trinity disAbility Service](#) (DS) provides reasonable accommodations that empower disabled individuals to achieve independence. The DS carries out individual needs assessment to determine the specific needs of a learner and identifies reasonable accommodations. The DS provides individualised supports which include:

- Academic support tailored to each student's unique needs;
- Assess to Assistive Technology Solutions to enhance learning;
- Occupational Therapy for functional independence in academic and personal life;
- Social Work Case Management to address individual challenges;
- Daily Drop-in sessions with Disability Officers;
- Coordination of Supports across Student Services, and other College entities.

College Health: Provides primary health care to full-time students along with focusing on the psychological and occupational aspects of Student Health and Health Education. The **Health Service Team** comprises General Practitioners, a Psychiatrist, Nurses and a Chartered Physiotherapist. Student consultations are free of charge with modest charges for additional services. College Health also carries out Health Screenings for academic programmes that have in place certain health screen requirements.

Student Counselling Service (SCS): provides supports to promote and protect the wellbeing of students who are experiencing personal and/or academic concerns. The SCS team comprises qualified counsellors, learning development advisors and peer support specialists. **Supports** provided by the SCS include individual therapy, SilverCloud online mental health programmes, coping skills sessions, drop-in support groups and peer support.

Library: Students and staff are able to borrow and renew books from the library and can access journals, ebooks and digital collections. The library has a **subject librarian team** who provide expert guidance classes and workshops. The library also provides student with support and training examples of which can be found **here**. Opening times vary across libraries with some libraries open 24 hours. The library also offers private and **group study space**. Other study facilities include the 1937 Postgraduate Reading Room and the Kinsella Hall.

Trinity Careers Service: supports students and recent graduates to succeed beyond Trinity by helping them to explore their career ambitions and plan how to achieve them. It provides careers education, information, skills, and guidance. The Careers Service provides a host of in-person (e.g., Careers Fairs, CV and LinkedIn profile clinic) and online resources which can be found **here**.

Trinity Sport offers a wide array of facilities which can be found **here**.

Premises Servicing and Maintenance Services

Estates and Facilities is responsible for space management and workplace strategy, health & safety, facilities management, engineering and maintenance services, capital projects and planning, business support and business continuity. In relation to research, the management of laboratory space and associated equipment falls under the auspices of the individual academic unit and/or research institute in which the facilities reside.

Student Engagement Procedures for Online/Blended Delivery Programmes

As previously noted in section **2.1 Programme Development and Approval**, programme proposers must outline the intended mode of delivery of courses for which they are seeking approval and ensure that the programme's

teaching, learning and assessment are appropriately designed and aligned with the intended mode of delivery. Throughout programme development, the Centre of Academic Practice provides [support and resources](#) to ensure that online programmes facilitate student engagement. Governance committees approving the programme and external examiners must also be satisfied that courses delivered via blended/online modes facilitate and encourage student engagement. Programmes delivered fully online are also supported by the [Digital Learning Development](#) unit. The multidisciplinary team provides a diverse range of services for Trinity staff in online learning, instructional design, graphic design, video production and the development of marketing materials.

Learner Representation:

Learners are represented in the membership of all [University Committees](#) and can contribute and raise matters within the remit of the specific committee. Trinity also has in place the Student Life Committee which is an academic committee reporting to Council. The principal function of the [Student Life Committee](#) is to consider, advise on and make recommendations on policy and practice relating to student life and student well-being. Learners can also provide feedback through module surveys, through their class representatives or their tutor.

Educational, Pastoral Care & Services provided to International Learners

In addition to the above-mentioned supports and services Prospective international applicants to Trinity are supported pre-arrival by Trinity Global [webinars](#) and [pre-orientation programmes](#), such as English for Academic Purposes and the [Trinity Smart Start Programme](#). Specific orientation sessions are provided to international students. These sessions are delivered in-person and are recorded ([International UG Orientation](#) & [International PG Orientation](#)). [The Centre for English Language Learning](#) provides free semester-long, in-sessional, not-for-credit modules in Academic Writing (Essays and Dissertations), Oral Fluency, and English for Specific Purposes.

4.0 QA of Research Activities and Research Programmes

Trinity is recognised as one of the world's leading research-intensive universities. The [Dean of Research](#) has responsibility for co-ordinating the University's [Living Research Excellence Strategy](#) and embedding the principles of the [Research Charter](#) in all research-related activity. The Research Committee, chaired by the Dean of Research, reports directly to the University Council and its key function is to oversee developments on research-related matters that impact on the strategic objectives of the College. Each School has a Director of Research who plays a strategic role in promoting and enabling research in the School. All research-related policies are published [online](#). The Dean of Graduate Studies has overall responsibility for academic activities related to postgraduate research students.

Within Trinity, research occurs through different structures from researching individually within Schools to conducting research as part of a Trinity Research Institute (a full outline of the different research structures within Trinity is provided [here](#)). Trinity is committed to ensuring that all research carried out meets the highest standards of academic integrity. Trinity's research policies are informed by the national policy statement [Ensuring Research Integrity in Ireland](#) and the [European Code of Conduct for Research Integrity](#). All research carried out by members of the community within Trinity must adhere to the [Good Research Practice policy](#). The Dean of Research manages staff-related allegations of Research Misconduct from any source and implements an investigation process. The outcome of any such investigation is communicated to the Senior Dean who will address disciplinary proceedings if necessary. Where such allegations relate to students, the Dean of Graduate Studies and the Junior Dean are responsible for the investigative process.

The policy for the governance, management, resourcing and monitoring and review of research activities from Trinity Research Institutes and Trinity Research Centres is outlined in the below named policies:

- [Trinity Research Centres Policy](#)
- [Trinity Research Institutes Policy](#)

One of the functions of the University's [Research Committee](#) is to oversee quality assurance of improvement measures in respect of research activity, including the efficacy of research quality measures. The Director of Research from each School is a member of the Committee. The Quality of Research activity and impact in Schools, or as part of a [Trinity Research Centre](#) (TRCs), are externally reviewed through School Quality Reviews every seven years. [Trinity Research Institutes \(TRIs\) are reviewed separately every five years](#). External Reports of TRIs are considered and recommended for approval to Council by the Research Committee. External reports from School Reviews are considered and recommended to Council for approval by the Quality Committee. On an annual basis TRCs must produce and publish annual reports that provide updates on the TRC's activity, visibility, and viability along with reflecting on its success in achieving its objectives. More broadly, the University

measures its research performance under four broad categories including publications, funding, research postgraduates and impact. These are reported annually to the Dean of Research.

All research is subject to ethical scrutiny and should be underpinned by what is set out in the [Good Research Practice policy](#). Research involving human participants or their data or research involving animals requires ethical approval. A detailed overview of the ethics procedure and process is outlined in section 3 of the [Good Research Practice Policy](#). To support maximum flexibility and efficiency for research, each School has its own research ethics approval process and its own Research Ethics Committee which has the authority to review research proposals. A research proposer can appeal the decision of the Research Ethics Committee to the College Research Ethics Policy Group (CREPG). The CREPG serves as the overarching institutional research ethics body and is mandated to develop an appropriate policy governing all research conducted under the auspices of College. This committee functions independently of, but in co-ordination with, Faculty, School, or unit-level research ethics committees. The Good Research Practice Policy also outlines the process for ethical approval for projects from third party collaborating institutions. Resources and general forms relating to research ethics can be found on the [Trinity Research](#) webpage.

QA of Research Programmes

The Dean of Graduate Studies is responsible for the strategic development and oversight of all academic activities related to postgraduate research students, from admissions through to final assessment. The Dean is the Chair of the [Graduate Studies Committee](#) (GSC). Specifically, in relation to postgraduate research, the GSC's remit is to initiate discussion and make recommendations to Council on matters of academic policy and practice relating to postgraduate study and research and is involved in monitoring, evaluating and ensuring the quality of postgraduate research degrees. The academic regulations relating to research degrees are outlined in the [Calander Part III](#). The Graduate Studies website has dedicated sections for [students](#) and [staff](#), where information and guidelines associated with research student activities and relevant quality assurance documentation are made available.

One of the strategic priorities in Trinity's Strategic Plan 2020-2025 is 'to ensure the distinctive character of postgraduate education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills training to complement their research'. Several national policy initiatives also emphasize the need for developing a broad skill set of specific, generic, and transversal skills in doctoral graduates to sustain Ireland's reputation for innovation and creativity. At Trinity, both the University and Supervisor, therefore, play a critical role in developing doctoral research graduates who demonstrate research excellence and enhance Ireland's competitiveness at an international level.

To facilitate training and career progression for students registered on postgraduate research programmes, research degrees are structured to allow for a minimum of taught components equating to 10 ECTs, and up to a

maximum of 30 ECTS. [Aligned to the IUA Doctoral Skills Statement \(2021; 3rd edition\)](#), there is a range of transversal skills modules offered by the University (Library, [Trinity Careers Service](#), [Academic Practice](#), and [Student Learning Development](#)) all of which provide students with opportunities to develop core competencies. Some Schools may have specific regulations that require students to obtain more than 10-ECTS of credit or may specify modules that students must take to fulfil their requirements. For students who are not constrained by the approach in their School, there is a wide array of options available to them to fulfil the taught components of the structured PhD, which can be accessed at the following [link](#). In preparation for their annual review, students are encouraged to self-reflect and complete a skills audit (using [Careers and Employability Skills Audit Tool](#) or [PMRP Skills Audit, Docx 98KB](#)) to identify research and professional goals for achieving before the next annual review meeting. A new professional development (PDP) template for PGR students has been developed to encourage self-reflection and support conversations about transversal skills development as PGR researchers. To support research students attend and present their work at conferences or carry out research abroad [Travel Grants](#) are available.

In addition to the research-related policies outlined above, the following postgraduate research policies are in place:

- [Postgraduate Research Supervision Policy](#)
- [Remote Supervision of Postgraduate \(Doctoral Students\)](#)
- [Operation of an Online Viva voce examination of a research thesis/dissertation](#)

As part of the [School Review Procedure](#), Schools are required to self-monitor and review the postgraduate research education and experience provided to students. The School is required to outline the quality assurance processes that support the provision of postgraduate research education to students; ensure that the postgraduate learning experience meets the standards and requirements of College; and provide postgraduate students with an opportunity to integrate fully into the research life of the School and to broaden their skills beyond their immediate subject area. Trinity has in place an [External Examiner Policy for Research Programmes](#) to ensure that the quality and consistency of the assessment of Trinity's research degree programmes are maintained and enhanced.

5.0 Staff Recruitment, Development and Support

All [HR policies](#) can be found on the policies webpage.

Recruitment:

The Recruitment Policy covers appointments to Academic, Administrative, Library and Technical posts of all durations and from all funding sources. Separate recruitment policies exist for the recruitment of [Professor Chair Positions](#) and [exceptional external candidates](#) (i.e., recruitment of academic posts in receipt of a European Research Council award). The [Recruitment Policy](#) outlines that recruitment must be carried out in accordance with five principles which are outlined in figure 5.1. Staff recruitment, development and support are underpinned by the [Equality Policy](#).



Figure 5.1: Recruitment Principles as set out in the in the [Recruitment Policy](#).

The [Recruitment Policy](#) outlines the recruitment process's steps and responsibilities. All vacancies must be listed [online](#) to ensure transparency and for equal opportunity. All vacancies must provide a job description which sets out the selection criteria for a recruitment competition and inform potential applicants of the requirements of the position. The job description comprises:

- i. a description of the role: the purpose of the role, the tasks of the role, and the context within which the role sits in the university.
- ii. the person specification for the role: the qualifications, knowledge, experience and skills required to successfully carry out the role.
- iii. any additional requirements related to eligibility or terms and conditions associated with the role.

Shortlisting and recommendations for appointment are decided by Selection Committees. The composition of the selection committee is dependent upon the type of role and is outlined in in the [Recruitment Policy](#). To ensure that principles of equality and diversity are adhered to in recruitment, the selection panel must have an appropriate gender representation. Training for Selection Committee members is mandatory to ensure members are familiar with selection techniques, equality legislation, and University Policy. At shortlisting and at

interview, candidates are assessed against the job specification provided for the vacancy and ranked in order of suitability for appointment. Subsequent offers of employment are subject to receipt of satisfactory references and evidence of academic, professional or technical qualifications.

Management:

Members of staff report to, and are managed by, their line manager. Terms of probation and tenure are addressed in each new hire's contract and job specification. The process and procedures related to probation are outlined in the below named policies:

- [Probation Policy for Academic Staff](#)
- [Probation Policy for Professional, Research and Support Staff](#)

HR provide a [central induction](#) for all newly recruited staff.

Development:

Trinity has in place a [Staff Development Policy](#) which outlines that the development of staff is a joint responsibility shared by the University, individual members of staff and their Heads of Department, managers and supervisors. For all staff regardless of role, the Head of Department, manager or supervisor undertake staff development by staff review and including guidance in relation to promotion. The [Staff Development Policy](#) outlines how this can be achieved.

The [Learning and Organisation](#) office is a unit within the Human Resources Department that provides the University with a professional training and development function to support staff develop their full potential and thus enable them to achieve their personal, departmental and University goals. The Learning and Organisation Office offers a rolling catalogue of professional programmes (professional skills, management and leadership development) which is available to all staff. The programme schedule is available on the Human Resources [website](#). All staff have access to [LinkedIn learning](#) which provides access to an extensive library of high-quality video courses to support and enhance operational and personal development.

To support academic early-stage academic staff Trinity has in place a [Tenure Track Procedure for New Assistant Professors](#). The procedures affirm that, over a five-year period, each assistant professor is supported with a progressive professional development plan and is supported by a mentor. Support is also provided by HR through the [Assistant Professor development programme](#). The programme consists of [mentoring and peer support](#), [online and in-person workshops](#), and [performance management](#). All new assistant professors are encouraged to attend a workshop on "Understanding the Assistant Professor Expectations."

The [Centre of Academic Practice](#) is responsible for providing staff with [professional development programmes, resources and supports](#) that enhance teaching, learning and assessment across the University. To support Academic Staff, the Centre of Academic Practice offers a formally accredited NFQ level 9 [Special Purpose Certificate in Teaching, Learning and Assessment](#) (15 ECTS). The programme focuses on four interrelated facets

of academic practice: teaching, learning, research and leadership. Four modules are offered within the Special Purpose Certificate which are as follows:

- [Perspectives in Teaching and Learning in Higher Education](#) (5 ECTS)
- [Assessment and Feedback in Higher Education](#) (5 ECTS)
- [Curriculum Design in Higher Education](#) (5 ECTS)
- [Embedding Digital Pedagogies into your Teaching Practice](#) (5 ECTS)

The Centre for Academic Practice also provides formal accredited NFQ level 9 professional development supports for Graduate Teaching Assistants who provide teaching support for undergraduate education. These include:

- [Teaching and Supporting Learning](#)
- [Assessment & Feedback in a Digital Context](#)

The [Trinity Inclusive Curriculum](#) provides a professional learning module in Inclusive Practice to staff who teach or support teaching in Trinity. The module is grounded in the principle of Universal Design Learning. Staff who complete the course receive a Digital Badge in Universal Design from the National Forum for Teaching and Learning.

To support staff with their research, all assistant and associate professors have access to the Epigeum Online Module "[Advancing your Research Career](#)". The [Advancing your Research Career](#) masterclass series provides both in-person and online workshops to support researchers.

IT Services offer a range of IT resources and training (workshops, in-person training and recorded sessions) to staff/researchers: These include:

- [IT Skills Development and Training](#)
- [Technology-enhanced Learning](#)
- [IT Training for Researchers](#)
- [Data Protection and IT Security](#)

Staff development initiatives are communicated to staff through email, the staff intranet, and the Weekly Wrap-Up online newsletter.

Staff are supported in taking external Continuous Professional Development courses. In such cases the following policies apply:

- [Accredited Academic Courses Leave and Funding Arrangements](#)
- [Fee Remission Policy](#)

Promotion/Career Progression:

Policies and procedures are in place for the promotion of academic staff. These include:

- [Senior Academic Promotions Procedure](#)
- [Senior Academic and Academic Consultant Promotions Procedure](#)
- [Review Procedures for Clinical Staff for Promotion](#)

[Role grading procedures](#) are in place for professional and support staff.

6.0 Information and Data Management

Information Systems:

[IT Services](#) is responsible for the planning, delivery and support of the University's main computing facilities. This includes the University's network systems, web infrastructure, email and calendaring, management services, research IT, and student computing facilities. IT Services also provides support for teaching and learning in a number of lecture theatres and seminar rooms on and off campus. Further details on services provided can be found in the [IT Services Catalogue](#). A list of IT policies is available [here](#).

The University operates the following information management systems:

SITS (Student Record System)

FIS (Finance Management System)

Core (HR Information Management System)

Research Support System (Research Information System)

[Academic Registry](#) maintains and controls the University's student record function through the student records system "SITS". All student information is recorded in SITS (i.e., student demographic data, programme of study, data pertaining to progression and attrition rates and grade analysis). This data can be extracted and tailored to generate reports ranging from high level reporting to reporting specific to a particular course. Data is reported and analysed in a number of ways (HEA returns, Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report, Annual Faculty Quality Reports and at School/Programme Reviews etc.). These reports and their impact are considered at various governance committees and follow-up actions are identified. Other data made available to the University and Schools that assist with planning and quality assurance processes include:

- Student Recruitment Reporting: Reports relating to CAO applications to Trinity including application rates, conversion trends and entry points.
- Access and Lifelong Learning Students: information on students who enter through the various access pathways.
- Data on students who require reasonable accommodations.
- HR Staff Management Report – report providing details of staff associated with each unit.

Schools are required to conduct module evaluation surveys to monitor student satisfaction. Schools can also produce questionnaires. Schools must report within the [Annual Faculty Quality Report](#) the proportion of modules surveyed and the response rate, and are required to outline what actions were taken, where necessary, to address student feedback.

The [Data Analytics and Strategic Initiatives](#) (DAaSI) unit monitors and reports on College strategic data, publishing up-to-date statistics to show progress across strategic objectives and enable robust decision-making

across the University. The DAaSI reports twice annually on progress on the Strategic Plan which is published [online](#).

The university has agreed a suite of KPIs with the HEA as part of its mission-based performance compact. These KPIs are reported annually by the DAaSI to the HEA. Trinity is regularly benchmarked as an institution and subject area level through its participation and inclusion in various ranking agencies (e.g., QS World University Ranking).

Records Management and Retention

Trinity has in place the following policies to ensure that only necessary data is collected and stored and the data retention periods are adhered to.

- [Data Protection Policy](#)
- [Records Management Policy](#)
- [Records Retention Schedule](#)

Data Protection & Freedom of Information

The [Information and Compliance Office](#) which is a unit in the Secretary's Office assists the University in complying with its obligations under, among others, the Freedom of Information Act, the Data Protection Acts and the Copy and Related Rights Act.

7.0 Public Information and Communication

Trinity has in place an [Accessible Information Policy](#) and a [Social Networking and Social Media Policy](#) which outline Trinity's responsibility for ensuring that Trinity activities, events and information are accessible to all. [Trinity Communications](#) supports internal and external communications, media engagement, and reputation management. Trinity Communications works collaboratively and strategically with researchers, academics and staff, students, and the public to promote Trinity as Ireland's leading research and teaching university both nationally and internationally. Trinity Communications is divided into five units:

- Public Affairs;
- Media Relations;
- Internal Communications;
- Social Media;
- Digital.

These units operate across digital, print and broadcast media, social media, newsletters, Trinity's Intranet and website and the events calendar, see [news and events webpages](#). Trinity uses the main [Trinity webpage](#) to direct current and prospective students, alumni and visitors to the correct sections of the website, in addition to highlighting key events, linking to strategic initiatives and communicating emergency information or alerts (e.g. closure notices relating to bad weather etc.).

Education Programmes

Prospective Students

There is a wide variety of guidance, information and other supporting documents provided on a Trinity [webpage](#) dedicated to prospective EU and non-EU students. Prospective students can electronically find information on all [courses](#) (undergraduate, postgraduate, microcredentials, CPD and Short Courses) offered at Trinity as well as information on the qualification awarded on completion of a course, teaching, learning and assessment procedures, admission requirements, duration of the course, graduate skills and career opportunities, fees and how to apply. Physical and [electronic copies](#) of undergraduate and postgraduate prospectuses are also available. Trinity hosts in-person [open days](#) and provides pre-recorded [virtual tours](#) of the campus and course talks delivered by Trinity staff for [undergraduates](#) and [postgraduates](#).

The website also contains information on a range of other topics which includes:

- [Why Choose Trinity?](#)
- [Scholarships, Fees, and Funding](#)
- On campus [Accommodation](#)
- [Student Life](#)
- [Alternative Pathways to Trinity](#)
- [Student Life – Sports and Societies](#)
- [Tailored Information tailored to domiciled Country/Region](#)
- [Advice for Guidance Counsellors](#)

- [Talk to our students](#)
- [Study inbound exchange](#)

The above information is provided by Academic Registry, Trinity Global and Student and Staff Support Services. For undergraduate programmes, applicants from EU/EEA countries would normally be defined as EU applicants and apply via CAO, whereas applicants from non-EU/EEA countries would normally be defined as non-EU applicants and apply directly to Trinity via a dedicated application portal. For graduate (taught and research) programmes, EU and non-EU applicants apply directly to Trinity via a dedicated application portal. The information required to make an application to graduate taught and research programmes is [outlined on Trinity's webpages](#).

Current Students

A dedicated [current students](#) webpage provides information on [supports and services](#), [clubs and societies](#), [events](#), the [academic year calendar](#), and [frequently asked questions](#). A dedicated policy webpage hosts all of the University's [policies](#). The [Calendar Part II](#) outlines the general regulations and specific regulations associated with each undergraduate course. [The Calendar Part III](#) outlines the general regulations about graduate studies and higher degrees along with specific regulations for each course (including details on programme structure, assessment and progression).

Reports on undergraduate and postgraduate retention, progression and performance, along with quality enhancements to programmes are published online in the [Annual Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report](#) and the [Annual Faculty Quality Reports](#).

Alumni

The [Trinity Development and Alumni](#) office is responsible for developing and strengthening alumni relations. The office publishes information about [alumni events](#) occurring nationally and internationally, hosts [webinars](#), and publishes the e-magazine "[Trinity Today](#)" which is dedicated to alumni of the university.

Research and Related Services

The Trinity homepage links to the Trinity [Research](#) webpages where Trinity's research structures, i.e. Trinity Research Institutes (TRIs), Trinity Research Centres, Multi-Institutional Initiatives hosted by Trinity, (e.g. TILDA, AMBER etc.) and other strategic Initiatives (e.g. Trinity St James's Cancer Institute) are listed, in addition to Trinity's [Strategic Research Themes](#), Trinity's [Research Charter](#), and [Trinity's University Rankings](#). These pages direct users to the research sections of the 24 Schools and the [Dean of Research](#) local webpages, which house information on the Research Committee and Research Policies.

Quality Assurance Policies and Procedures

Trinity has in place a [Quality Policy Statement](#) and complies with the requirements as set out in the [QQI Act \(2019\)](#) and aligns with [ESG \(2015\)](#). The Quality Policy Statement is supported by the [Framework for Quality](#) and reflects the quality assurance and enhancement processes, and demonstrates the governance bodies within the University which are responsible for the reporting and oversight of quality. The framework is regularly reviewed to ensure alignment with national and international guidelines and good practice, and to identify the need for policy/procedure development or enhancement.

Key findings from Quality Assurance processes are published in an easily accessible formation and location on the provider's website. These include:

- i. [Quality Reviews Reports](#) of Schools, Administrative/support units, Research Institutes and Programmes (including Dual/Joint Degree and Partnership programmes;
- ii. [Annual Faculty Quality Reports](#);
- iii. [Annual Quality Report](#) to QQI;
- iv. [Senior Lecturer's Annual Report](#) and Dean of [Graduate Studies' Annual Report](#);
- v. [Institutional Quality Review Report](#) and [Implementation Plan](#).

Several units across the University publish Annual Reports on the website which highlights KPIs, quality enhancements and initiatives. These include:

- [Academic Affairs](#);
- [Academic Practice](#);
- [Library](#);
- [Student Counselling](#);
- [Disability Service](#);
- [Trinity Global](#);
- Trinity Strategy [Progress Reports](#).

Separately, a masterlist of all [academic programmes](#) and [professional service areas](#), subject to external professional and statutory accreditation, is published on the Quality Office website. This list outlines the year the accreditation was granted and the duration of approval.

8.0 Monitoring and Periodic Review

Ongoing self-evaluation, monitoring and review of education and training, research and related services are key tenets of the university's [Framework for Quality](#).

The University is involved in various internal self-monitoring activities which includes but is not limited to:

- Performance and progress against the actions of the University's Strategic Plan (2020-2025) is monitored annually by Board.
- Quality Reviews of every academic, research and professional/support units are carried out within a 7-year period. Review Reports are made publicly available. Proposed actions to implement the recommendations arising from the Review Report are outlined in an Implementation Plan. The implementation plan is monitored by the relevant dean/head of division, considered by the Quality Committee, and approved by Council and/or Board.
- All research and taught programmes engage external examiners to evaluate the quality and academic standards of programmes. All external examiners must submit an external examiner report annually which is considered at School level. Implementation of the external examiner recommendations is outlined in the Annual Faculty Quality Report and is considered at the Quality Committee and approved by Council.
- Student feedback is gathered via module evaluation surveys. Recommendations from student feedback are reported with the Annual Faculty Quality Report.
- All existing approved policies are reviewed every four years to ensure that they are fit for purpose. All policies undergo a rigorous approval process.
- Completion rates, attrition rates and grade classification are reviewed within various reports considered by Board/Council. These reports include: Academic Registry Report, Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report and the Annual Faculty Quality Report.

Periodic Review

Periodic Quality Reviews of academic Schools, professional units, transnational programmes and Linked Providers occur at least every 7 years. The information/evidence required to support the development of the Self-Assessment Report is outlined in the relevant review procedures:

- [General Review Procedures](#);
- [School Review Procedures](#);
- [Admin/Support Review Procedures](#);
- [Trinity Research Institute Review Procedures](#);
- [Procedure for Review of Linked Providers](#);
- [Dual and Joint Degree Review Procedures](#).

The reviews are coordinated by the Quality Office. The keys stages of a quality review are:

- Development of Terms of Reference;
- Development of a Self-Assessment Report (SAR);
- Site Visit – consideration of the SAR by the External Panel and meetings with stakeholders;
- Panel Review Report outlining commendations and recommendations for quality improvement/enhancement;

- Development of an implementation plan (setting out the schedule of actions to be undertaken, identifying the person(s) responsible for actions and follow-up) by the Unit under review;
- Progress Report (12 months after the approval of the implementation plan) outlining progress against the implementation plan.

All Review Reports are published on the [Quality Office website](#) following approval by the Quality Committee, Council and/or Board.

External Review Panellists for Periodic Reviews

In order to act as an external reviewer for a Quality Review the reviewer must:

- have no formal links with the College in the last 5 years (e.g. acted as an external examiner, auditor, reviewer, collaborator, been through the College's recruitment process etc.);
- have no professional or personal links with staff of the School/Unit under review;
- in support with the College Sustainability agenda, reviewer selection should be limited to within the continent of Europe, if possible, unless a specific case can be made to extend beyond Europe to other continents;
- come from top-ranked Universities (QS World and Subject Rankings), comparable with Trinity in terms of institution;
- nominees should be of international standing in their field with some senior administrative experience if possible.

External Examiners

The criteria for appointment as an external examiner for taught/research programmes are outlined in the below named policies:

- [External Examiner Policy for Research Programmes](#)
- [External Examiner Policy for Taught Programmes](#)

Engagement with External Quality Assurance

In compliance with the requirements of the Quality and Qualifications Act (2012), Trinity undergoes an institutional review by external reviewers of the effectiveness of its institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining, and enhancing the quality of its provision of education, training, research and related services. The institutional external review is coordinated by the QQI. Trinity underwent external review in 2022 and the Quality Review Report was [published](#) in 2022 and the implementation plan was [published](#) in 2023.

Trinity engages with QQI on an ongoing basis through the Annual Quality Report and Quality Dialogue Meetings. Trinity also works collaboratively on progressing/providing feedback on any QQI initiative, and actively engages with professional, statutory and regulatory bodies that accredit professional programmes.

9.0 Details of Arrangements with Third Parties

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|--------------|
| PRSBs | 10 |
| Awarding bodies | 14 |
| QA bodies | 8 |

| 1. Type of arrangement | PRSB |
|--|---|
| Name of body: | The Teaching Council of Ireland |
| Programme titles and links to publications | Professional Master of Education Bachelor of Music Education (in association with TU Dublin and RIAM) |
| Date of accreditation or last review | 01/11/2023 |
| Date of next review | 01/11/2027 |

| 2. Type of arrangement | PRSB |
|--|---|
| Name of body: | Association of Chartered Certified Accountants (ACCA) |
| Programme titles and links to publications | Postgraduate Diploma in Accounting |
| Date of accreditation or last review | 01/09/2022 |
| Date of next review | 01/12/2026 |

| 3. Type of arrangement | PRSB |
|--|---|
| Name of body: | Psychological Society of Ireland |
| Programme titles and links to publications | BA (Mod) Single Honours Degree in Psychology Higher Diploma in Psychology |
| Date of accreditation or last review | 01/08/2021 |
| Date of next review | 01/08/2026 |

| | |
|--|---|
| 4. Type of arrangement | PRSB |
| Name of body: | Psychological Society of Ireland |
| Programme titles and links to publications | i. Professional Doctorate in Counselling Psychology ii. Doctorate in Clinical Psychology iii. MSc in Applied Behavioural Analysis |
| Date of accreditation or last review | 01/09/2021 |
| Date of next review | 01/09/2025 |

| | |
|--|--|
| 5. Type of arrangement | PRSB |
| Name of body: | CORU |
| Programme titles and links to publications | Bachelor of Science in Human Nutrition and Dietetics Bachelor in Science in Occupational Therapy Bachelor in Science in Physiotherapy Master of Science in Diagnostic Radiography Bachelor of Science in Diagnostic Therapy Master in Social Work Postgraduate Diploma in Social Work Bachelor in Social Studies Bachelor in Science in Clinical Speech and Language Studies |
| Date of accreditation or last review | 01/01/2025 |
| Date of next review | |

| | |
|--|--|
| 6. Type of arrangement | PRSB |
| Name of body: | Engineers Ireland |
| Programme titles and links to publications | B.A.I./M.A.I. - Civil, Structural & Environmental Engineering B.A.I./M.A.I. - Computer Engineering B.A.I./M.A.I. - Electronic Engineering B.A.I./M.A.I. - Electronic & Scheduled Nov 2024 Computer Engineering B.A.I./M.A.I. - Mechanical & Manufacturing Engineering B.A.I./M.A.I. Biomedical Engineering B.Sc. (Ing) / M.A.I. (optional) Engineering with Management MSc in Engineering (Civil) MSc in Mechanical Engineering BSc in Environmental Science and Engineering MSc in Electronic Information Engineering |
| Date of accreditation or last review | 01/01/2025 |
| Date of next review | |

| 7. Type of arrangement | PRSB |
|--|---|
| Name of body: | Dental Council of Ireland |
| Programme titles and links to publications | Bachelor of Dental Science Diploma - Dental Hygiene Diploma - Dental Nursing Postgraduate Diploma in Clinical Dental Technology Professional Diploma Orthodontic Therapy Dental Surgery (D. Ch. Dent) - 7 strands |
| Date of accreditation or last review | 01/02/2025 |
| Date of next review | |

| 8. Type of arrangement | PRSB |
|--|--|
| Name of body: | Nursing and Midwifery Board of Ireland (NMBI) |
| Programme titles and links to publications | All programmes delivered in the School of Nursing and Midwifery at Trinity were awarded NMBI accreditation for five years. The approval and site inspection can be found here. |
| Date of accreditation or last review | 01/02/2025 |
| Date of next review | |

| 9. Type of arrangement | PRSB |
|--|-----------------------------------|
| Name of body: | Pharmaceutical Society of Ireland |
| Programme titles and links to publications | BSc Pharmacy MSc Pharmacy |
| Date of accreditation or last review | 01/09/2020 |
| Date of next review | 20/02/2025 |

| 10. Type of arrangement | PRSB |
|--|--|
| Name of body: | Irish Medical Council |
| Programme titles and links to publications | M.B. (Bachelor in Medicine) B.Ch. (Bachelor Surgery) B.A.O. (Bachelor in Obstetrics) |
| Date of accreditation or last review | 01/09/2022 |
| Date of next review | 01/09/2027 |

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

| Type of arrangement | Total Number |
|------------------------------|--------------|
| Joint research degrees | 0 |
| Joint/double/multiple awards | 5 |
| Collaborative programmes | 1 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 2 |

| 1. Collaborative provision | Joint/double/multiple award |
|--|------------------------------------|
| Name of body (/bodies): | University College Dublin (UCD) |
| Programme titles and links to publications | M.Sc. in Comparative Social Change |
| Date of last review | 01/09/2017 |
| Date of next review | |

| 2. Collaborative provision | Joint/double/multiple award |
|--|---------------------------------------|
| Name of body (/bodies): | Technological University Dublin (TUD) |
| Programme titles and links to publications | B.Sc. Human Nutrition & Dietetics |
| Date of last review | 26/11/2015 |

| | |
|---------------------|--|
| Date of next review | |
|---------------------|--|

| | |
|--|---|
| 3. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | CHARM EU Alliance (Universities of Barcelona, Utrecht, Montpellier and ELTE (Budapest)) |
| Programme titles and links to publications | Master in Global Challenges for Sustainability |
| Date of last review | 01/11/2020 |
| Date of next review | |

| | |
|--|---|
| 4. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Columbia University |
| Programme titles and links to publications | Dual BA Programme commenced in 2018/19. |
| Date of last review | 01/09/2018 |
| Date of next review | |

| | |
|--|--|
| 5. Collaborative provision | Joint/double/multiple award |
| Name of body (/bodies): | Institut National des Sciences Appliquees de Lyon (INSA) |
| Programme titles and links to publications | Double Degree Programme with the School of Engineering in Trinity. |
| Date of last review | 01/09/2016 |
| Date of next review | |

| | |
|--|---|
| 6. Collaborative provision | Collaborative programme |
| Name of body (/bodies): | Church of Ireland Theological Institute |
| Programme titles and links to publications | Masters in Theology |
| Date of last review | 01/12/2015 |
| Date of next review | |

| | |
|-----------------------------------|------------------------|
| 7. Collaborative provision | Linked provider |
|-----------------------------------|------------------------|

| | |
|--|---|
| Name of body (/bodies): | Royal Irish Academy of Music (RIAM) |
| Programme titles and links to publications | 1. Diploma in Music, Teaching & Performance 2. Bachelor in Music Performance 3. Bachelor in Music Composition 4. Master in Music Performance 5. Doctor in Music Performance |
| Date of last review | 01/04/2024 |
| Date of next review | |

| | |
|--|---|
| 8. Collaborative provision | Linked provider |
| Name of body (/bodies): | Marino Institute of Education (MIE) |
| Programme titles and links to publications | International Foundation Programme Bachelor in Education (Primary) B.Sc. in Education Studies B.Sc. in Early Childhood Education Professional Masters' in Education (Primary) Prof. Diploma in Education (Further Education Masters' in Education Studies (Early Childhood Education; Inquiry Based Learning; Leadership in Christian Education). |
| Date of last review | 01/11/2023 |
| Date of next review | |

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

| | |
|---|-----------|
| Articulation agreements - Total number | 10 |
|---|-----------|

| 1. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | Thapar University, Patiala India |
| Programme titles and links to publications | Students enter Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2021/22, 56 students entered Trinity under this agreement and 79 students in total were registered across years 3, 4 and 5. |
| Date of agreement/arrangement or last review | 01/04/2015 |
| Date of next review | |
| Detail of the agreement | Two years at Thapar Institute of Engineering & Technology (TIET) + two years at Trinity College Dublin. TIET students transfer to Trinity in Year 3 of their undergraduate engineering degree. |

| 2. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Beijing Foreign Studies University |
| Programme titles and links to publications | One student came independently for 2021/2022 - not as part of the partnership. |
| Date of agreement/arrangement or last review | 01/01/2000 |
| Date of next review | |
| Detail of the agreement | It is a 1+1+1 'All AHSS' Masters programme whereby students can enter a 1-year taught Masters in Trinity in the middle year of their Masters' Programme and exit with a University of Dublin Award. |

| 3. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | Manipal Partnership |
| Programme titles and links to publications | 2020/21 was the first year of the programme. In 2021/22, two students came into 3rd year as Computer Science Advanced Entry. |
| Date of agreement/arrangement or last review | 01/09/2020 |
| Date of next review | |
| Detail of the agreement | 2 years at Manipal Academy of Higher Education + 2 years at Trinity College Dublin Manipal students join Trinity for year 3 and 4 of their undergraduate degree in engineering Students are awarded a BAI from Trinity, or can progress into Year 5 and graduate with a Trinity MAI |

| 4. Articulation agreement | Articulation agreement |
|--|--|
| Name of body (/bodies): | University of Michigan- Jiao Tong University Joint Institute (UM-SJTU Joint Institute) with School of Engineering. |
| Programme titles and links to publications | This programme began in 2019/20 and students enter the MAI programme in year 4. |
| Date of agreement/arrangement or last review | 01/09/2019 |
| Date of next review | |
| Detail of the agreement | 3 years at the University of Michigan-Shanghai Jiao Tong Joint Institute + 2 years at Trinity College Dublin Fourth year of the undergraduate degree is spent at Trinity, with an option to complete a Trinity MAI in year five Students are awarded an undergraduate degree from UM-SJTU and a master's degree from Trinity |

| 5. Articulation agreement | Articulation agreement |
|--|---|
| Name of body (/bodies): | University of Southern California (USC) with School of Dentistry. |
| Programme titles and links to publications | Master's degree in orofacial pain and oral medicine. |
| Date of agreement/arrangement or last review | 01/09/2020 |

| | |
|-------------------------|---|
| Date of next review | |
| Detail of the agreement | This programme began in 2020/21. Students complete the one-year Postgraduate Certificate in Orofacial Pain at Trinity and then have the option to enter into the second year of MS Degree in Orofacial Pain and Oral Medicine at USC. |

| | |
|--|---|
| 6. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Beijing University of Technology |
| Programme titles and links to publications | Master's degree in Engineering |
| Date of agreement/arrangement or last review | 01/01/2001 |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Beijing University of Technology. Students complete the four years of their undergraduate programme at Beijing University of Technology and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering. |

| | |
|--|---|
| 7. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Soochow University |
| Programme titles and links to publications | Master's Degree in Energy Science |
| Date of agreement/arrangement or last review | 01/01/2001 |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Soochow University. Students complete the four years of their undergraduate programme at Soochow University and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Energy Science |

| | |
|----------------------------------|--------------------------------|
| 8. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Harbin Institute of Technology |

| | |
|--|---|
| Programme titles and links to publications | Master's degree in Engineering |
| Date of agreement/arrangement or last review | 01/01/2001 |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Harbin Institute of Technology. Students complete the four years of their undergraduate programme at Harbin Institute of Technology and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering. |

| | |
|--|--|
| 9. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Institut Mines-Télécom |
| Programme titles and links to publications | Computer Science |
| Date of agreement/arrangement or last review | 01/01/2001 |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Institut Mines-Télécom. Four years at Institut Mines-Télécom + one year at Trinity College Dublin. Students complete four years of their degree in Computer Science at Institut Mines-Télécom and then apply to study at Trinity for Year 5 |

| | |
|--|-------------------------------|
| 10. Articulation agreement | Articulation agreement |
| Name of body (/bodies): | Abu Dhabi University |
| Programme titles and links to publications | Masters in Engineering |
| Date of agreement/arrangement or last review | 01/01/2001 |
| Date of next review | |

| | |
|-------------------------|--|
| Detail of the agreement | Four years at Abu Dhabi University + one year at Trinity College Dublin. Students complete the four years of their undergraduate programme at Abu Dhabi University and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering |
|-------------------------|--|

Details of Trinity's [Partnerships](#) and Networks can be found on the Global Office website. Information provided includes [Joint Educational Programmes; Networks and Alliances](#); and [International Exchange and Erasmus Partnerships](#)

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---------------------|---|
| PRSBs | 10 |
| Awarding bodies | 14 |
| QA bodies | 8 (QAA-UK, CHARM EU-AQU (Catalan), NVAO(Netherlands), HCERES (France), the Hungarian Accreditation Committee, FINEEC (Finland), NOKUT (Norway) and AQAS (Germany)). |

| | |
|---|--|
| 1. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | The Teaching Council of Ireland |
| Programme titles and links to publications | Professional Master of Education Bachelor of Music Education (in association with TU Dublin and RIAM) |
| Date of accreditation or last review | November 2023 |
| Date of next review | 2027/28 |

| | |
|---|---|
| 2. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Association of Chartered Certified Accountants (ACCA) |

| | |
|--|------------------------------------|
| Programme titles and links to publications | Postgraduate Diploma in Accounting |
| Date of accreditation or last review | 2022 |
| Date of next review | Dec 2026 |

| | |
|---|--|
| 3. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Psychological Society of Ireland |
| Programme titles and links to publications | BA (Mod) Single Honours Degree in Psychology Higher Diploma in Psychology |
| Date of accreditation or last review | 2021 |
| Date of next review | Aug 2026 |

| | |
|---|---|
| 4. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Psychological Society of Ireland |
| Programme titles and links to publications | i. Professional Doctorate in Counselling Psychology ii. Doctorate in Clinical Psychology iii. MSc in Applied Behavioural Analysis |
| Date of accreditation or last review | i. & ii. 2024 & iii. 2021 |
| Date of next review | i. & ii. 2029 & iii. 2025 |

| | |
|---|------|
| 5. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | CORU |

| | |
|--|---|
| Programme titles and links to publications | <p>Bachelor of Science in Human Nutrition and Dietetics</p> <p>Bachelor in Science in Occupational Therapy</p> <p>Bachelor in Science in Physiotherapy</p> <p>Master of Science in Diagnostic Radiography</p> <p>Bachelor of Science in Diagnostic Therapy</p> <p>Master in Social Work</p> <p>Postgraduate Diploma in Social Work</p> <p>Bachelor in Social Studies</p> <p>Bachelor in Science in Clinical Speech and Language Studies</p> |
| Date of accreditation or last review | Variable |
| Date of next review | Variable |

| | |
|--|---|
| 6. Type of arrangement | PRSB |
| (PRSB/awarding body/QA body) | |
| Name of body: | Engineers Ireland |
| Programme titles and links to publications | <p>B.A.I./M.A.I. - Civil, Structural & Environmental Engineering</p> <p>B.A.I./M.A.I. - Computer Engineering</p> <p>B.A.I./M.A.I. - Electronic Engineering</p> <p>B.A.I./M.A.I. - Electronic & Scheduled Nov 2024 Computer Engineering</p> <p>B.A.I./M.A.I. - Mechanical & Manufacturing Engineering B.A.I./M.A.I. Biomedical Engineering</p> <p>B.Sc. (Ing) / M.A.I. (optional) Engineering with Management</p> <p>MSc in Engineering (Civil)</p> <p>MSc in Mechanical Engineering</p> <p>BSc in Environmental Science and Engineering</p> |

| | |
|--------------------------------------|---|
| | MSc in Electronic Information Engineering |
| Date of accreditation or last review | Variable – See Engineers Ireland Accredited Programmes list for further details |
| Date of next review | Variable – See Engineers Ireland Accredited Programmes list for further details |

| | |
|---|--|
| 7. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Dental Council of Ireland |
| Programme titles and links to publications | Bachelor of Dental Science Diploma – Dental Hygiene Diploma – Dental Nursing Postgraduate Diploma in Clinical Dental Technology Professional Diploma Orthodontic Therapy Dental Surgery (D. Ch. Dent) – 7 strands |
| Date of accreditation or last review | Variable |
| Date of next review | Variable |

| | |
|---|---|
| 8. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Nursing and Midwifery Board of Ireland (NMBI) |
| Programme titles and links to publications | All programmes delivered in the School of Nursing and Midwifery at Trinity were awarded NMBI accreditation for five years. The approval and site inspection can be found here . |
| Date of accreditation or last review | Variable (see NMBI website for more details) |
| Date of next review | Variable (see NMBI website for more details) |

| | |
|---|--|
| 9. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Pharmaceutical Society of Ireland |
| Programme titles and links to publications | BSc Pharmacy MSc Pharmacy |
| Date of accreditation or last review | 2020 |
| Date of next review | 2025 |

| | |
|--|--|
| 10. Type of arrangement (PRSB/awarding body/QA body) | PRSB |
| Name of body: | Irish Medical Council |
| Programme titles and links to publications | M.B. (Bachelor in Medicine) B.Ch. (Bachelor Surgery) B.A.O. (Bachelor in Obstetrics) |
| Date of accreditation or last review | 2022 |
| Date of next review | 2027 |

9.2 Collaborative Provision

| Type of arrangement | Total number |
|------------------------------|--------------|
| Joint research degrees | N/A |
| Joint/double/multiple awards | 4 |
| Collaborative programmes | 1 |
| Franchise programmes | N/A |
| Linked providers (DABs only) | 2 |

| | |
|--|---------------------------------------|
| 1. Collaborative provision (Type of collaborative provision) | Joint Award |
| Name of body (/bodies): | Technological University Dublin (TUD) |
| Programme titles and links to publications | B.Sc. Human Nutrition & Dietetics |
| Date of last review | Nov 2015 |
| Date of next review | TBC |

| | |
|--|---|
| 2. Collaborative provision (Type of collaborative provision) | Joint Award |
| Name of body (/bodies): | CHARM-EU |
| Programme titles and links to publications | Masters in Global Challenges for Sustainability |
| Date of last review | 2020 |
| Date of next review | TBC |

| | |
|--|---------------------|
| 3. Collaborative provision (Type of collaborative provision) | Dual Award |
| Name of body (/bodies): | Columbia University |
| Programme titles and links to publications | Dual BA Programme |
| Date of last review | N/A |
| Date of next review | 2025/26 |

| | |
|--|------------------------------------|
| 4. Collaborative provision (Type of collaborative provision) | Joint Award |
| Name of body (/bodies): | University College Dublin |
| Programme titles and links to publications | M.Sc. in Comparative Social Change |
| Date of last review | N/A |
| Date of next review | TBC |

| | |
|--|---|
| 5. Collaborative provision (Type of collaborative provision) | Collaborative Partnership |
| Name of body (/bodies): | Church of Ireland Theological Institute |
| Programme titles and links to publications | Master in Theology |
| Date of last review | 2015 |
| Date of next review | 2025/26 |

| | |
|--|---|
| 6. Collaborative provision (Type of collaborative provision) | Linked Provider |
| Name of body (/bodies): | Marino Institute of Education |
| Programme titles and links to publications | International Foundation Programme Bachelor in Education (Primary) Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) B. Sc. in Early Childhood Education (Primary) B. Sc. in Education Studies Professional Master of Education Professional Diploma in Education (Further Education) Masters in Education Studies (Early Childhood Education; Inquiry-Based Learning Leadership in Christian Education; Intercultural Learning and Leadership; Primary Mathematics Education). |
| Date of last review | 2023 |

| | |
|---------------------|------|
| Date of next review | 2030 |
|---------------------|------|

| | |
|--|--|
| 7. Collaborative provision | Linked Provider |
| (Type of collaborative provision) | |
| Name of body (/bodies): | The Royal Irish Academy of Music |
| Programme titles and links to publications | Diploma in Music, Teaching and Performance Bachelor in Music Performance Bachelor in Music Composition Master in Music Performance Doctor in Music Performance |
| Date of last review | 2024 |
| Date of next review | 2031 |

9.3 Articulation Agreements

| | |
|---|---|
| Articulation agreements - Total number | 7 |
| 1. Articulation agreement: | |
| Name of body (/bodies): | Beijing University of Technology |
| Programme titles and links to publications | Master's degree in Engineering. |
| Date of agreement/arrangement or last review | |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Beijing University of Technology. Students complete the four years of their undergraduate programme at Beijing University of Technology and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering. |
| 2. Articulation agreement: | |
| Name of body (/bodies): | Soochow University |
| Programme titles and links to publications | Master's Degree in Energy Science |
| Date of agreement/arrangement or last review | |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Soochow University. Students complete the four years of their undergraduate programme at Soochow University and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Energy Science. |
| 3. Articulation agreement: | |
| Name of body (/bodies): | Harbin Institute of Technology |
| Programme titles and links to publications | Master's degree in Engineering |
| Date of agreement/arrangement or last review | |
| Date of next review | |

| | |
|-------------------------|---|
| Detail of the agreement | 4+1 Pathway Programme with Harbin Institute of Technology. Students complete the four years of their undergraduate programme at Harbin Institute of Technology and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering. |
|-------------------------|---|

| | |
|--|--|
| 4. Articulation agreement: | |
| Name of body (/bodies): | International Engineering Programme with Thapar Institute of Engineering & Technology |
| Programme titles and links to publications | Undergraduate Engineering Degree |
| Date of agreement/arrangement or last review | 2025 |
| Date of next review | |
| Detail of the agreement | Two years at Thapar Institute of Engineering & Technology (TIET) + two years at Trinity College Dublin. TIET students transfer to Trinity in Year 3 of their undergraduate engineering degree. |

| | |
|--|---|
| 5. Articulation agreement: | |
| Name of body (/bodies): | Institut Mines-Télécom |
| Programme titles and links to publications | Computer Science |
| Date of agreement/arrangement or last review | |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with Institut Mines-Télécom. Four years at Institut Mines-Télécom + one year at Trinity College Dublin. Students complete four years of their degree in Computer Science at Institut Mines-Télécom and then apply to study at Trinity for Year 5. |

| | |
|--|------------------------|
| 6. Articulation agreement: | |
| Name of body (/bodies): | Abu Dhabi University |
| Programme titles and links to publications | Masters in Engineering |
| Date of agreement/arrangement or last review | |
| Date of next review | |

| | |
|-------------------------|---|
| Detail of the agreement | Four years at Abu Dhabi University + one year at Trinity College Dublin. Students complete the four years of their undergraduate programme at Abu Dhabi University and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Engineering. |
|-------------------------|---|

| | |
|--|--|
| 7. Articulation agreement: | |
| Name of body (/bodies): | National Tsing Hua University |
| Programme titles and links to publications | Master's in Energy Science |
| Date of agreement/arrangement or last review | |
| Date of next review | |
| Detail of the agreement | 4+1 Pathway Programme with National Tsing Hua University. Students complete the four years of their undergraduate programme at National Tsing Hua University and may then apply to study at Trinity for Year 5 in order to be awarded a Master's degree in Energy Science. |

Trinity College Dublin, University of Dublin
2015

Annual Quality Report Trinity College Dublin
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2023-2024

PART B: INTERNAL QA SYSTEM ENHANCEMENT AND IMPACT

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement advices, or to Cinnte review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities. Part B provides evidence of quality improvement and enhancement and impact^[1] of QA activities within the totality of the institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to showcase IQA in action through case studies in relevant thematic areas.

Institutions are invited to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time - and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear and concise concluding paragraph with an overview of the key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

^[1] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Publication and Monitoring of Strategic Plans:

Trinity Strategic Plan (2020-2025)

Trinity continued to deliver its ambitions as set out in the [Strategic Plan](#) (2020-2025). Progress on achieving the goals outlined in the strategic plan was continuously monitored during the reporting period with progress reports published twice [biannually](#).

Trinity Sustainability Strategy

In November 2023, Trinity approved its first [Trinity Sustainability Strategy](#) (2023-2030) and associated action plan. The approved strategy arose following extensive stakeholder consultation during 2022/23. The strategy is aligned to the Trinity Strategic Plan (2020-2025), and other key University strategies and plans. The priorities of the Trinity Sustainability Strategy are to:

- i. Tackle Climate Change
- ii. Restore Biodiversity
- iii. Create Healthy Futures

The above-mentioned priorities will be addressed in terms of:

- a. The **education** Trinity provides to all staff and students (further detail provided in section 2.4 Teaching, Learning and Assessment of this report).
- b. How Trinity conducts its **research** and how knowledge is used and transferred for the benefit of the planet and people;
 - a. Trinity's day-to-day **operations** on all Trinity sites;
 - b. Partnerships, collaborations, and engagement with the **community** within and outside of Trinity.

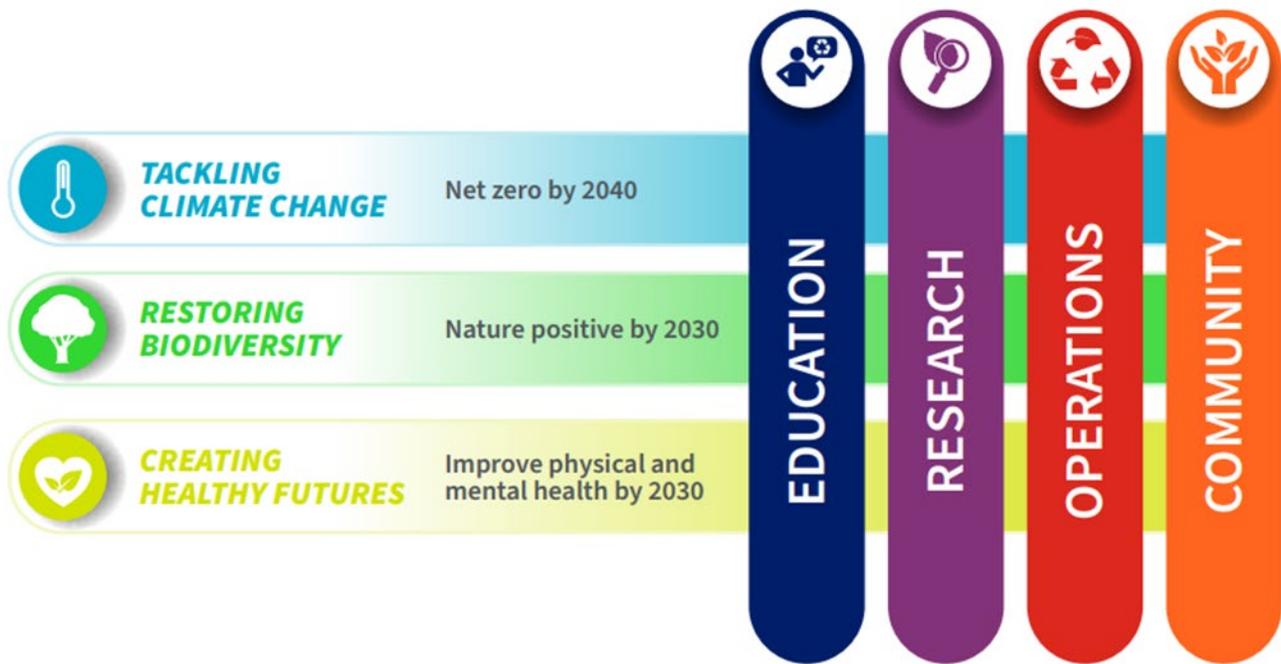


Figure 1.1: Priorities and underpinning focus areas to achieve these priorities. Image taken from the Trinity Sustainability Strategy (2023-2030).

To ensure that the vision and priorities of the strategy are achieved, the University formed the [Environmental and Sustainability](#) Committee which is a Principle Committee of Board. This committee met for the first time in December 2023 with a remit to address strategic issues concerning environmental sustainability and its links with critical infrastructure, people and culture, and other strategic priorities. The committee also reviews and updates Trinity’s Sustainability Policy in line with existing internal and external policy obligations, while remaining cognisant of the changing policy landscape. Two other committee groups provide governance to support and provide oversight in the implementation of the sustainability strategy, namely:

- **The Sustainability Management Group**, which is the management group responsible for implementation and reporting on the Action Plan associated with this strategy. This team comprises key managers across the four focus areas (education, research, operations, community).
- **Green Campus Committee**, which comprises staff and student volunteers, acts as a forum representative of the campus community, enabling them to meet, discuss, provide ideas and contribute actions to progress the action plan.

In addition to fulfilling legislative reporting requirements in relation to sustainability (i.e. EU Corporate Sustainability Reporting Directive and Government of Ireland Climate Action Plan), progress on the Trinity Sustainability Strategy Action Plan will be reported regularly to the Environment and Sustainability Principal Committee of Board and will feature in the committee’s annual report to Board.

Civic Engagement Action Plan

In November 2023, Trinity launched the [Civic Engagement and Social Innovation Action Plan](#) (2024-2026). The action plan is underpinned by the University's responsibility to harness staff and student collective expertise, engage profoundly with the public and expand the University's local and global impact. The priority of the action plan is to embed, scale and promote engagement and social innovation across teaching, learning, research, and extracurricular activities, delivering an enabling environment and impacts for societal change.

Performance Agreement 2024-2028 between the HEA and Trinity College Dublin

Following the launch of the System Performance Framework (2024-2028) in September 2023, a steering group was established to oversee the drafting of Trinity's performance framework. Members of the College Community were invited to attend consultation meetings and provided input into the performance objectives, the associated implementation, monitoring assessment and reporting processes. This performance agreement is aligned with the Strategic Plans mentioned above and collectively will lead to enhancements and continuous improvement within the College.

The following 4 performance objectives were approved:

1. To empower all Trinity students and staff to develop the knowledge, skills, and attitudes necessary to act as successful agents of change, individually and collectively, in working for sustainable development within planetary boundaries.
2. To embed sustainability in our research and innovation practices and culture and harness our creativity and world-leading research to tackle the challenge of climate change and biodiversity loss.
3. To consolidate and extend our position as a place where students from all walks and stages of life are welcomed to learn and belong and are encouraged to realise their potential in an inclusive environment.
4. To work with a diversity of partners and stakeholders so that civic engagement is woven into the fabric of our university for the benefit of society and of our students and staff.

Rankings

Continuous quality enhancements have maintained Trinity's rankings during the reporting period. The rankings include:

Times Higher Education Rankings:

Trinity remains as the highest ranked university in Ireland. Globally, in the [Times Higher Education World University Rankings](#), Trinity ranked 139 and is the 31st most international University in the World (THE Rankings 2024).

QS World University Ranking & QS Rankings by Subject

Trinity continues to rank 1st in Ireland in the QS World University Rankings (QS WUR). Globally, Trinity is placed 87th in the 2025 QS WUR. This an improvement on the 2023 placement of 98th but is a drop on the 2024 placement of 81. Within the discrete categories used to measure performance, it was found that Trinity performed especially well in the International Faculty, International Research Network, Employment Outcomes, and International Student categories. Trinity saw a large increase in Employer Reputation.

In the QS World Rankings by Subject, Trinity has five subjects in the **top 50 globally, namely:**

- English (21)
- Nursing (26)
- Pharmacy (=26)
- Performing Arts (40)
- Theology (49)

Trinity is also ranked in the top 100 Universities in the world in several subject areas (see table 1.2). In 2024, 20 subjects climbed the table, 3 dropped, 13 remained unchanged and 4 ranked for the first time.

Table 1.2: List of subjects included in the QS top 100.

| Faculty | Subject |
|-------------|--|
| AHSS | <ul style="list-style-type: none"> • Archaeology • Classics and Ancient History • History • Modern Languages • Philosophy • Accounting & Finance • Education • Psychology • Law • Politics & International Studies • Social Policy & Administration |
| STEM | <ul style="list-style-type: none"> • Biological Sciences • Chemistry • Geography • Material Science |
| HS | <ul style="list-style-type: none"> • Dentistry • Medicine |

Financial Times Custom Executive Education

Trinity Executive Education ranked 1st in Ireland and 27th globally in the Financial Times Custom Executive Education 2024 Rankings.

Athena Swan

In August 2023, Trinity won a silver institutional Athena Swan award for advancing gender equality. During the 2023/24 academic year, Trinity continued to progress actions listed in the [Athena Swan Institutional Action plan](#). Work and progress on the action plan are monitored through the Athena Swan Committee and the Athena Swan Champions Network supports School level activity as a peer learning and sharing forum. Five Schools and one Professional Unit were awarded an Athena Swan during the reporting period (see table 1.3). Trinity Global became the first professional unit at Trinity and in Ireland to be awarded an Athena Swan Bronze Award.

Table 1.3: List of Schools and Professional Units awarded an Athena Swan during the reporting period.

| Faculty/Profession | School/Unit | Award Type |
|--------------------|-----------------------------|---------------------------------|
| STEM | Genetics and Microbiology | Bronze (September 2024) |
| STEM | Physics | Silver (September 2024) |
| AHSS | Law | Bronze Renewal (September 2024) |
| AHSS | Social Work & Social Policy | Bronze Renewal (September 2024) |
| AHSS | Psychology | Silver (September 2024) |
| Professional | Trinity Global | Bronze (April 2024) |

Policy Approvals

During the reporting period, the following policies were approved:

Table 1.4: List of Polices approved by Board during the reporting period.

| Policy Name | Approval Date |
|---|---------------|
| Role Grading Policy (Revised) | 18/10/23 |
| Dignity and Respect Policy | 15/11/23 |
| Sexual Misconduct Policy | 15/11/23 |
| Non-Audit Services Policy | 15/11/23 |
| Sick Leave Policy (Revised) | 27/03/24 |
| Maternity Leave Policy (Revised) | 22/05/24 |
| Adoptive Leave Policy (Revised) | 22/05/24 |
| Domestic Violence Leave Policy | 22/05/24 |
| Medical Care Leave Policy | 22/05/24 |
| Vetting/Foreign Police Certification Policy for Staff (Revised) | 22/05/24 |
| Parents Leave Policy (Revised) | 22/05/24 |
| Policy Management Framework (Revised) | 22/05/24 |
| Ethics Policy (Revised) | 22/05/24 |
| Occupational Health and Safety (Revised) | 22/05/24 |
| IT and Cyber Security Policy | 19/06/24 |

During 23/24, the following academic policies were approved by Council:

Table 1.5: List of academic policies approved by Council during the reporting period

| Policy Name | Approval Date |
|--|---------------|
| Appeals Policy (Academic Progress) (Revised) | 01/11/23 |
| Programme and Curriculum Design and Approval Policy (Revised) | 29/11/23 |
| Policy and Procedure for University Sponsorship of Clinical Trials and Studies (Revised) | 14/02/24 |
| Policy on Good Research Practice (Revised) | 14/02/24 |
| Programme Handbook (Revised) | 13/03/24 |
| Policy on Donations of Collections and Contents to the Library | 08/05/24 |
| Academic Integrity Policy and Procedure in Cases of Suspected Academic Misconduct | 05/06/24 |
| Fitness to Study Policy (Revised) | 05/06/24 |

New Research Co-Centre

In January 2024 the [Climate+ Co-Centre](#), which is headquartered in Trinity, formally commenced. In November 2023, the research Centre received €41.3 million of funding from Science Foundation Ireland, Northern Ireland Department of Agriculture and the Environment & Rural Affairs and UK Research & Innovation and received more than 30% co-funding from 29 industry partners. The Centre brings together over 60 leading researchers from 14 academic partner institutions in Ireland, Northern Ireland, and Great Britain.

Climate+ research aims to facilitate fair transitions to Net Zero, reverse biodiversity loss, and restore water quality for a sustainable economy. Climate+ researchers provide urgently required solutions and pathways for sustainable and just transitions in land use for climate, biodiversity and water, seeking to deliver the solutions needed at individual and systemic levels, as well as providing the evidence-based tools to facilitate positive change.

Climate+ researchers will also work with industry partners to identify and validate the innovations needed to thrive in a climate, nature, and water-positive world. Specifically, they will collaborate with industry partners in **1) Sustainable AgriFood Transitions; 2) Sustainable Communities & Livelihoods; 3) Assessing Risks & Opportunities; and 4) Investing in Carbon & Nature**, in forestry, peatlands, grasslands and coastal habitats.

Accreditation

International Accreditation of Counselling Services: In June 2023, Trinity Student Counselling Services (SCS) become the first European university service of its kind to be accredited by the [International Accreditation of Counseling Services](#) (IACS), which sets benchmarks for professional counselling on college and university

campuses worldwide. This IACS accreditation highlights that the SCS is exceeding the highest standards of excellence in the services it provides to students. The rigorous accreditation process involved producing detailed documentation and a comprehensive site visit evaluation. There were also multiple peer reviews in five areas: relationships within the college/university community, counselling and clinical services, ethical standards, personnel, and resources/infrastructure.

Awards

Irish CX Impact Award

Trinity Brand Commercial Services won the Irish CX Impact Awards for Customer Experience Impact in Tourism and Hospitality. The award recognised the contributions of Trinity Trails in delivering an outstanding visitor experience, and in particular the positive customer sentiment and net promoter scores our Tour Guides are creating.

European Research Council (ERC) Grants

Trinity continued to be the top Irish University for securing ERC during 2023/24. In total four ERCs were awarded during 2023/24.

Table 1.6: List of all ERC grants awarded during 2023/24.

| Year | Award Type | Principal Investigator | Value |
|------|--------------|------------------------|-----------|
| 2023 | Advanced | Martin Worthington | 2,499,793 |
| 2023 | Consolidator | Kate Maguire | 1,993,995 |
| 2023 | Consolidator | Michael Monaghan | 2,580,000 |
| 2023 | Starting | <u>Luca Matrà</u> | 1,499,586 |

1.2 Update on Planned QA Objectives identified in Previous AQR

| No. | Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable | Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion. |
|-----|--|--|
| 1 | Human Capital Initiative funded Next Generation Teaching and Learning – Enterprise Ecosystem 20023-2025 | <p>As a significant participant in the HEA-funded Human Capital Initiative programme, "Next Generation Teaching and Learning for the Changing Needs of Society and Enterprise," we have introduced offerings that cater to professionals and learners of all levels. To date, we have engaged 6,250 new learners, with 2,200 applications received for the 2023/24 academic year. Building on the success of this initiative, we plan to integrate some of these innovative course offerings and provide supports tailored to the needs of lifelong learners and address critical skills gaps.</p> <p>We acknowledge the challenges associated with this flexible model, particularly regarding the need for appropriate infrastructure, adaptability in traditional course structures, and additional resources. However, we are committed to embracing this approach as a key component of our next strategic plan. The discussions to date will inform our future ambitions, and we do not intend to develop a separate admissions strategy outside of the overarching strategic plan at this time.</p> <p>In progress. Further detail provided in section 2.2 Programmes of Education and Training.</p> |
| 2 | Postgraduate Renewal Programme - (Horizon 2) | Further detail on progress achieved during 2023/24 is provided in section 2.2 Programmes of Education and Training , and is available on the Programme's You Said / We Did web page . |
| 3 | Admission Strategy | In alignment with our Performance Agreement with the Higher Education Authority (HEA), we have emphasized a commitment to diversity and inclusivity. A key component of this objective is enhancing our capacity for more diverse and flexible learning opportunities (as evidenced through the delivery of microcredentials , HCI courses and Postgraduate Taught Framework programmes), thereby promoting lifelong learning. Our goal is to broaden access to Trinity for learners who may not have previously considered applying. We aspire to offer students the ability to engage at their own pace, at a level that aligns with their personal needs, and with options for exit at stages that suit their |

| | | |
|---|---|--|
| | | specific circumstances. This aligns with the New European Agenda for Adult Learning (Council of the European Union, 2021) and the EU Education and Training 2020 Strategy (European Commission, 2021), which target a 15% lifelong learning participation rate as a key objective. |
| 4 | Sustainability Strategy and Action Plan | In progress. Further detail provided in section 1.1 Strategic QA Updates and section 2.4 Teaching, Learning and Assessment . |

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Details of the schedule of meeting dates of all Principal, Academic and Compliance committees of University Council and College Board can be found on the [Committees Papers](#) website.

| Body | Meeting dates 2023-24 |
|------------------------------------|---|
| University Council | 1 st November, 29 th November, 17 th January, 14 th February, 13 th March, 4 th April, 10 th April, 8 th May, 5 th June. |
| College Board | 20 th September, 18 th October, 15 th November, 12 th December, 28 th February, 27 th March, 22 nd April (Trinity Monday), 8 th May, 22 nd May, 19 th June. |
| Quality Committee | 21 st September, 19 th October, 23 rd November, 19 th October, 29 th February, 18 th April, 23 rd May. |

1.3.2 QA Leadership and Management Structural Developments

In the reporting period (01 September 2023 - 31 August 2024) leadership and management development is outlined below.

The following new appointments were made:

- Chairperson of the Board.
- Deputy Chairperson of the Board.
- Senior Lecturer/Dean of Undergraduate Studies.
- Dean of Arts, Humanities and Social Sciences.
- Chief Financial Officer.
- Secretary to the College/Director of Governance.
- Director of Trinity Communications.

Academic Appointments:

- CRH Chair of Climate Science.
- Chair of Clinical Oncology.
- Workday Chair of Technology and Society.

Professional Unit Appointments:

- Deputy Secretary to the College.
- Immigration Officer (Trinity Global).
- Policy & Research Advisor (Trinity Global).

New Heads of School took up their roles in the following Schools:

- School of Social Work and Social Policy.
- School of Creative Arts.
- School of Law.
- School of Education
- School of Nursing and Midwifery.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

| Unit of review for which report has been published during reporting period | Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted) | Links to relevant publications |
|---|--|--|
| Institutional Review of the Marino Institute of Education | 23-25 November 2023 | Review Reports Webpage |
| School of Natural Science | 7-9 February 2024 | Review Reports Webpage |
| School of Psychology | 26-28 March 2024 | Review Reports Webpage |
| Institutional Review of the Royal Irish Academy of Music | 23-25 April 2024 | Review Reports Webpage |
| Secretary's Office | Postponed until September 2024 | |

1.4.2 Expert Review Teams/Panels involved in IQA.

(i) Expert Review Team/Panel Size and Related Processes

| | Total | Academic Schools/ Department | Professional Services/Support Unit | Approval/Review of Linked Provider | Programme Approval | Programme Review | Other |
|---|-------|------------------------------|------------------------------------|------------------------------------|--------------------|------------------|-------|
| Number of review/ evaluation processes | | | | | | | |
| <i>of those:</i> | | | | | | | |
| On-site processes | | 2 | | 2 | | | |
| Desk reviews | | | | | | | |
| Virtual processes | | | | | | | |
| Average panel size for each process type* | | 3 | | 4 | | | |

* excluding secretary if not a full panel member

(ii) Composition of Expert Review Teams/Panels involved in IQA

| Type of Expert/ Role on Panel | Total | Gender | | | Internal | National | International | | | Institution Type | |
|-------------------------------------|-------|--------|--------|-------------------------|----------|----------|-----------------|-------------------|-----------------------|------------------|-----------|
| | | Male | Female | Other, or unspecifie | | | UK, incl. NI | Other European | Outside of Europe* | Similar | Different |
| Chair | 2 | 1 | 1 | | | | 2 | | | 1 | 1 |
| Secretary | 2 | | 2 | | | | 2 | | | n/a | n/a |
| Academic/Discipline Specific | 10 | 6 | 4 | | | 1 | 6 | 3 | | | |
| Student Representative | 2 | 1 | 1 | | | 1 | | 1 | | | |
| QA | | | | | | | | | | | |
| Teaching & Learning | | | | | | | | | | | |
| External Industry /Third Mission | | 1 | | | | | | 1 | | | |

2.0 IQA System – Enhancement and Impacts

2.1 Governance and Management of Quality

As outlined in the previous AQR, because of the HEA Act (2022), changes to the membership composition of Board were required. The new Board composition was implemented in Trinity in September 2023. Significant changes included that the Chair of Board is now external to the College and the membership was reduced from 27 to 25 (see section 1.1, figure 1.2 for overview of the Board composition).

From September 2023, four new Principal Committees of Board were operating under delegated authority. Table 2.1 outlines if these new principal committees are extensions of previous principal committees or new. Some of these principal committees have sub-committees. Further details on the governance structure can be seen in section 1.1 figure 1.1.

Table 2.1: Outline of changes to the principle committees of Board during the reporting period.

| Previous Committee Name | Status | New Committee Name |
|------------------------------|-------------------------|--|
| Library & Information Policy | New Principal Committee | Critical Infrastructure Committee |
| Estates Policy | New Principle Committee | Critical Infrastructure Committee |
| Human Resources | Stood down & replaced | People and Culture Committee |
| New Committee | New Principal Committee | Environmental and Sustainability Committee |
| New Committee | New Principal Committee | Risk & Compliance Committee |
| Audit Committee | No change | - |
| Finance Committee | No change | - |

In February 2023, the Risk Office introduced a new Risk Management System. This risk management system provides the framework to reduce the risk of negative outcomes for Trinity by streamlining corporate governance into a single system and automating processing. This enhancement has enabled Trinity to proactively manage and mitigate risk across the University. Before the system went live, many stakeholders participated in User Acceptance Testing. Both system feedback and the user experience were very positive. Prior to rolling out the new Risk Management System, several training sessions took place to ensure that users were comfortable with the system and had a clear understanding of how to use it. The system aims to ease the user's workload and make the Risk Register process an easier task with greater enhanced transparency. It also gives the user the ability to generate reports, providing a clearer understanding of the status of their risks.

2.2 Programmes of Education and Training

2.2.1 Postgraduate Renewal

The College's Strategic Plan 2020-25 identified renewal of graduate education as a key strategic focus. As outlined in the previous AQR, in May 2022, Council approved an incremental approach to a postgraduate programme of renewal spanning three horizons.

- **Horizon 1:** focused on *clarifying and simplifying* some of our core activities.
- **Horizon 2:** focuses on enhancing the activities within the scope of Horizon 1, which have been significantly shaped by the proposals developed and approved in Horizon 1, and reflecting continued engagement with the College community
- **Horizon 3:** will focus on *transforming* how Trinity does its business. Some of what we hope to achieve will require significant investment. Our goal through Horizons 1 and 2 is to ensure that we fully understand what we want to achieve and how it can be achieved, so that when we invest, we deliver the target outcome.

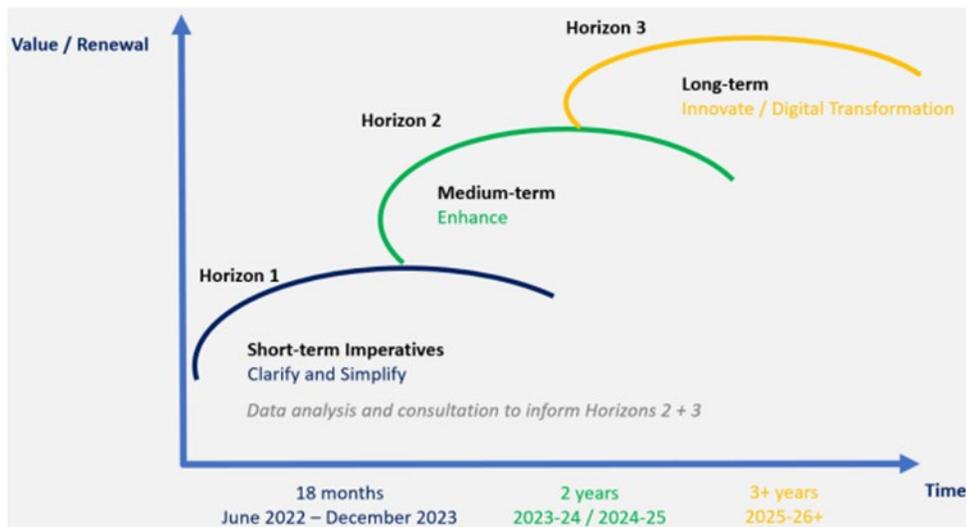


Figure 2.1: Incremental Phased Approach to Programme Delivery.

Initially it was intended that the work programme associated with Horizon 1 would be completed in the 2022/23 academic year. However, completion of Horizon 1 was extended until the end of 2023 overlapping with the commencement of Horizon 2 during September 2023.

The five themes of Horizon 1 were:

- Structured PhD + Doctoral Programmes;
- Student & Staff Experience;
- Curriculum and Triple I (international, interdisciplinary and intersectoral);
- Student Lifecycle;
- PGR Financials.

Horizon 2 commenced in 2023/24 and has a 2-year timeline. The umbrella theme for Horizon 2 is 'Community and Connection'. Many components build upon the foundational elements achieved in Horizon 1, carrying forward many of its themes and introducing a new theme of 'structures and supports'. This new theme focuses on the need for a dedicated organisational structure to support the postgraduate research activities. It also seeks opportunities to address the space needs identified for postgraduate research students, fostering a greater sense of community and meeting the diverse range of needs across the postgraduate student population. The Programme has adopted a [way of working](#) that draws on principles aligned to a Lean methodology to ensure transparency, efficiency and desired impact across all deliverables.

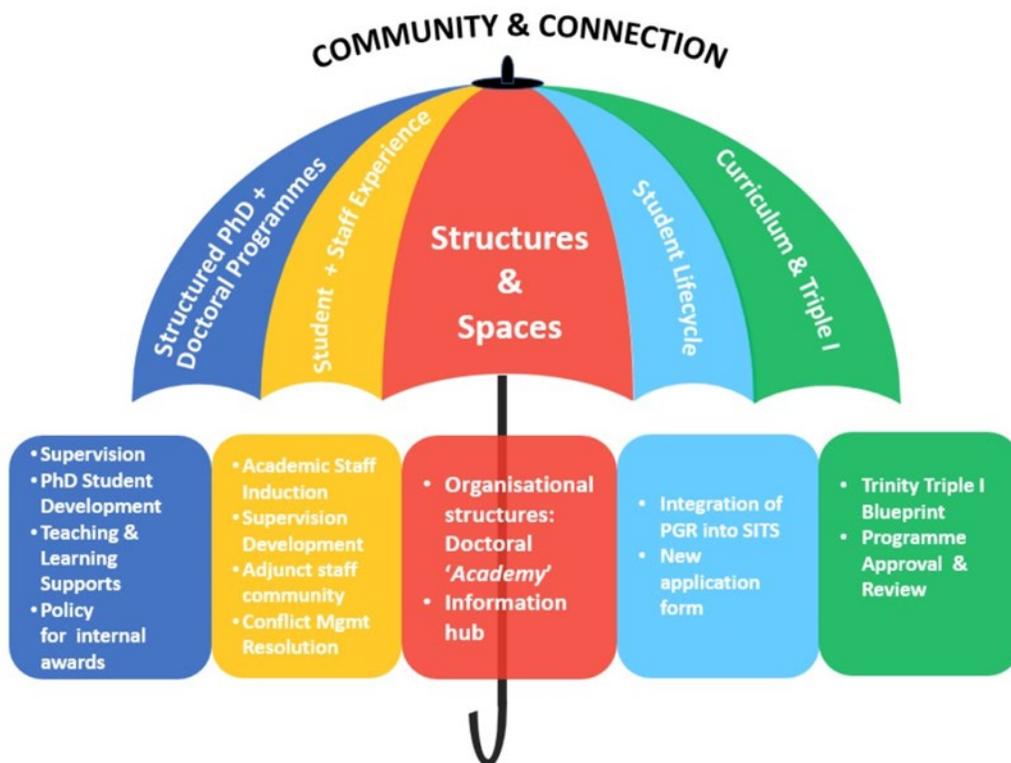


Figure 2.2: Horizon 2 themes

A high-level overview of Horizon 1 & 2 achievements from July 2022 to June 2024 is provided [here](#).

Table 2.2 outlines the enhanced processes and supports developed during the reporting period. Please note that these achievements include Horizon 1 and 2.

Table 2.2: Deliverables achieved relating to the Postgraduate Renewal during the 2023/24 reporting period.

| Theme | Ask | Approved Outcome |
|--|--|--|
| | Clarify and simplify supervision guidelines. | <ul style="list-style-type: none"> Reviewed and updated Supervision of Research Students Best Practice Guide, and Postgraduate Research Student Handbook. |
| Structured PhD + Doctoral Programme | Support doctoral students and supervisors with clear guidance on relationship management, outlining expectations and responsibilities of both parties. | <ul style="list-style-type: none"> Introduced a Supervisor- Research Student Agreement outlining responsibilities of both parties and enhancing expectations' management. |
| | Clarify and simplify current processes and guidelines for Thesis Committees, Annual Review Reports & Confirmation Reports. | <ul style="list-style-type: none"> Developed Terms of Reference for Thesis Committees. Developed Thesis Committee Guidelines which clarified and outlined the roles and responsibilities of supervisors, Postgraduate Research Students and Thesis Committees at key points in the doctoral student journey. Enhanced reporting templates for Annual Review and Confirmation Process. |
| | Clarify and simplify Viva Voce guidelines for research students and examiners. | <ul style="list-style-type: none"> Reviewed and enhanced the existing Trinity PhD Viva Guide. |
| | Review how we acknowledge and recognise teaching and learning supports provided by postgraduate research students. | <ul style="list-style-type: none"> Introduced a Trinity Certificate of Recognition for Teaching Supports provided by Postgraduate Research Students to acknowledge and recognise teaching and learning supports provided by Postgraduate Research Students. |
| | Support students to develop a multi-dimensional skillset. | <ul style="list-style-type: none"> Developed the Personal Development Planning Template for PGR students to encourage self-reflection and support conversations about transversal skills' development as PGR researchers. Clarified the roles and responsibilities of supervisors and the University in supporting the students' development of a multidimensional skillset. |
| Curriculum and Triple I | Benchmark best practices for the cyclical review of PG Taught Programmes. | <ul style="list-style-type: none"> Benchmarked best practice for cyclical review of postgraduate taught programmes Obtained approval to design a Trinity framework for cyclical review of PGT. |
| | Design a 2-stage approval process for new PG Taught programme proposal. | <ul style="list-style-type: none"> As outlined in the 2024 AQR, Council granted approval to pilot a new 2-stage approval process for new PG Taught Programmes from January 2024 onwards. This involved streamlining and enhancing processes for programme course proposal development. |

| | | |
|---------------------------------------|---|---|
| | | <ul style="list-style-type: none"> • Development of a proof-of-concept template, curriculum design template and guidelines to support programmes' teams when completing these templates. • The pilot will be evaluated in the second quarter of 2025. |
| | Clarify roles and responsibilities for supervision of the research component in PGT programmes. | <ul style="list-style-type: none"> • Developed the Framework for Postgraduate Taught Research Supervision which outlines the roles and responsibilities of individuals (internal and external to the College) involved in the supervision of a PGT dissertation. |
| | Identify how Postgraduate Students can be provided with integrated opportunities for inter-sectoral work. | <ul style="list-style-type: none"> • Obtained approval for the conceptual design of a Trinity Triple I Framework integrating intersectional, international and interdisciplinary experiences into PG programmes of study and research. |
| | Clarify and define exit awards for PGT programmes. | <ul style="list-style-type: none"> • Designed and obtained approval for an Exit Award Framework for Postgraduate Taught Programmes. (See Calendar 2024-25) |
| Student & Staff Experience | Clarify and enhance supports for supervisors and research students when issues in their relationship arise. Benchmark best practices for conflict management and resolution in the supervision relationship. | <ul style="list-style-type: none"> • Developed institutional guidelines for resolving difficulties in supervision of research students along with Conflict Resolution Flowchart. • Benchmarked best practice supports for conflict management and resolution in supervisory relationships, and obtained approval to develop a Conflict Management and Resolution Framework. |
| | Develop quality assurance principles to be applied to process design ensuring processes are efficient and meet user requirements based on best practices. | <ul style="list-style-type: none"> - Developed a proposal for a 'Way of Working' aligned to the principles of Lean and tailored to the needs of Trinity to guide the Postgraduate Renewal Programme in delivering its work programme. |
| Student Lifecycle | Review English Language requirements for admission to postgraduate programmes. | <ul style="list-style-type: none"> • Obtained approval for new English Language Requirements for admission to postgraduate programmes, including capacity to link to student trajectory. |
| PGR Financials | Develop a proposal addressing PG Research non-EU tuition fee differential. | <ul style="list-style-type: none"> • Since September 2023, Trinity is running a pilot write-down of tuition fee differential for new PGR entrant students recruited to Irish state-funded projects. The pilot is based on the proposal developed to eliminate the constraint of "affordability" from the PGR recruitment process. |

2.2.2 Human Capital Initiative

In 2020, Trinity was awarded €21 million under the Human Capital Initiative's (HCI) Pillar 3 Innovation and Agility Programme to deliver a series of work packages under the umbrella theme "[*Trinity Next Generation Teaching and Learning for Changing the Needs of Society and Industry*](#)". This project is currently funded for a five-year period. The project, in collaboration and in partnership with Enterprise, has endeavored to deliver a transformative step change in innovation and agility in key areas of next generation teaching and learning. The project has maximised benefits for industry and society by addressing crucial skills' shortages and upskilling needs while driving system change within the University through comprehensive and targeted innovation initiatives in teaching delivery and opening the University to new learner groups.

One aim of the project was to broaden and deepen Trinity's relationship with enterprise, government agencies and other HEIs through the Enterprise ecosystem. Strengthening these relationships creates opportunities for collaboration, cross-sectoral engagement, and industry accreditation. Trinity's HCI project has enabled industry involvement in the design and delivery of HCI-funded programmes which is leading to richer learning outcomes and enabling Trinity to move towards an agile and rich portfolio of short courses for diverse learner cohorts. This enterprise ecosystem is also facilitating the generation of learner pipelines from within enterprise and across professional learners.

A HCI Enterprise Advisory Group was established in January 2024 with senior representatives from IBEC, Enterprise Ireland, IDA Ireland, Intel, MSD, Dublin City Council and Premium Power. This group has met three times to date and aims to ensure that Trinity's HCI activities and future plans are enterprise-informed, increasing Trinity's capacity to anticipate, understand and respond to emerging needs.

The Enterprise Ecosystem has developed an events and sponsorship strategy designed to deepen Trinity's connection with the business community, securing speaking opportunities for Trinity academics in those sectors that align with our research expertise. Such events have provided opportunities to position and promote lifelong learning at Trinity, with a focus on upskilling and microcredentials. Key events attended include:

- Learning and Development Institute Conference, 6th December 2023.
- National Health Summit, 7th February 2024: Mary Hughes, Microcredentials Lead, Trinity School of Nursing and Midwifery, presented on [*Innovation in Healthcare Education: Our Experience in the Design and Delivery of Microcredentials*](#).
- ESG Summit, Croke Park, 30th April 2024: [*John Gallagher, Trinity's School of Engineering, presented on the circular economy and decarbonising the value chain*](#). John leads the HCI Postgraduate Diploma in Engineering for Climate Action and our Trinity microcredential in Measuring Environmental Impact.
- CIPD Ireland Annual Conference 9th May 2024: Alan Quirke, Trinity's Associate Director for Enterprise Engagement, led a roundtable discussion with HR and L&D professionals on Futureskilling for Talent Management.
- [*Smart Health Summit, Croke Park, 10th Sept 2024*](#): Dr Ashish Kumar Jha of Trinity Business School and Dr Sinead Impey from the Trinity School of Nursing and Midwifery both spoke on panels at this event

focused on digitisation, data and AI in healthcare, highlighting the power of microcredentials to upskill healthcare professionals in these critical areas.

A new [Upskill at Trinity](#) website was launched in late 2023 including videos showcasing successful Trinity partnerships:

- [HCI Enterprise Engagement: St. James's Hospital partner with Trinity on microcredentials \(youtube.com\)](#)
- [HCI Enterprise Engagement: IBM partner with Trinity on undergraduate software engineering projects \(youtube.com\)](#)

An enterprise awareness campaign ran from November 2023 with the goal of informing relevant stakeholders in industry about Trinity's openness to work with organisations (public and private sector) on initiatives relating to meeting future skill needs. The 'We're not just upskilling, we're futureskilling' campaign ran nationally with radio, digital audio, print, online and social media placements. A second iteration of this campaign launched in April 2024 incorporating professional learner testimonials.

The Ecosystem also supported key enterprise-academia events across HCI work packages such as:

- the QP Forum (May 24) which included leading Pharmaceutical Industry and Regulatory speakers and Pharmacy Innovation Masterclasses (Sept 24) for community and hospital pharmacists;
- the [Software Engineering \(SwEng\) Industry Projects competition](#) which connects future engineers with companies on real-life industry projects proposed and mentored by our industry partners (April/May 2024); and
- Trinity's Climate Action & Sustainability webinar series (March/April 24) where speakers from industry and academia discussed key climate challenges and proposed solutions.

2.3 Staff Recruitment, Management and Development

Staff Development

As outlined in section 5 "*Staff Recruitment, Development and Support*", Trinity HR offer a range of [professional skills and leadership and development programmes](#) (e.g., induction and targeted programmes such as the Assistant Professor Development Programme and the Aurora Women in Leadership Programme). During 2023/24, 1,584 staff members attended 78 learning and development events organised by HR.

In 2024, the [Research Development Office](#), in collaboration with partners, delivered 30 training events and information sessions covering a range of topics, including specific call topics, inter- or transdisciplinary research proposals, grant-writing workshops, panel discussions, and various schemes such as MSCA, the Royal Society University Research Fellowship, the ERC training series, and the Early-Career Funding Day, which consisted of three workshops. A total of 1,110 researchers participated in the workshops, demonstrating high levels of engagement from the Trinity academic community.

To support the continuous enhancement of teaching, learning and assessment across the University, during 2023/24 the Centre of Academic Practice offered formally accredited NFQ level 9 modules. Table 2.3 outlines

the modules offered by Academic Practice during 2023/24 and the number of staff members who completed the modules.

Table 2.3: List of professional modules offered by Academic Practice and the number of staff and graduate teaching assistants who enrolled on the modules during 2023/24.

| Module/Course Name | Enrollment Figure |
|---|-------------------|
| Special Purpose Certificate | 28 |
| Perspectives on Teaching & Learning in Higher Education | 14 |
| Assessment & Feedback in Higher Education | 20 |
| Curriculum Design in Higher Education | 15 |
| Teaching & Supporting Learning for Graduate Teaching Assistants | 124 |

Separately, 109 professional and academic staff members completed the Trinity-INC Professional Learning Module in Inclusive Practices.

Aurora Women in Leadership Programme

Trinity has participated in the Aurora Programme since 2013 and in October 2023 the first Aurora Alumni Network event was held. In summer 2023 the call for Aurora applications opened and were the highest ever at 54, indicating sustained demand for the Programme. Aurora started in October 2023 with 22 participants. The EDI Office works closely with HR Learning and Development to run the call and, through a tripartite funding model (HR, EDI, Schools/Units), has expanded the numbers participating year-on-year. Trinity offers unique in-person reflection sessions that build on the Advance HE Programme workshops which augment participant learning and personal development.

Trinity Excellence Teaching Awards

To celebrate excellence in teaching, Trinity has in place the Trinity Excellence in Teaching Awards. The awards recognise and celebrate academic staff and academic-related professionals with roles in supporting teaching and learning who have made an outstanding contribution in the pursuit of teaching excellence. Teaching excellence is defined as achieving and sustaining outstanding quality of teaching. Each School awards a School Award for Teaching Excellence. To be considered for this award, nominees must receive a nomination from a student or nominee. Nominees who are awarded the School Award for Teaching Excellence are then invited to submit their application to be considered by an institutional review panel for a Trinity Excellence in Teaching Award. To facilitate dissemination of Teaching Excellence amongst the College Community, the recipients of the Trinity Excellence in Teaching Award showcase their [video applications of teaching and learning experience](#). A

list of recipients of the School Award for Teaching Excellence and the Trinity Excellence in Teaching Award during 2023/24 can be found [here](#).

Excellence in Research Supervision Awards

In recognition of the continuous enhancement of teaching and learning and standing up for research, Trinity introduced the Excellence in Supervision of Research Students Awards. These awards seek to recognise outstanding supervision and exemplary supervisors who support the academic progress and wellbeing of their students throughout their postgraduate journey. They acknowledge the important role that supervisors play in the success of their postgraduate students and aim to reward a culture of excellence in supervision in Trinity by recognising the significant contribution supervisors make to the College's teaching and research mission. There are two categories of awards, early career and established supervisor. The recipients of the Excellence in Supervision of Research award for 2023/24 can be found [here](#).

Postgraduate Teaching Awards

Trinity Teaching Awards for Postgraduate Students recognise the outstanding commitment of Trinity's postgraduate teaching assistants to achieving excellence in teaching and learning. The list of recipients of the postgraduate teaching awards for 2023/24 can be found [here](#).

Dean Awards – Faculty of Health Sciences

To support an environment of continuous enhancement across a number of domains, the Dean of Health Sciences offers the Dean's Award. The awards' categories are:

| Award | Aim |
|---|---|
| Professional and Support Staff Award | To recognise the significant contribution of professional and support staff to the delivery of the core business of the Faculty of Health Sciences. This award seeks to highlight the ongoing contributions of professional and support staff, and to celebrate those exceptional individuals who excel in their role and who continually encourage an ethos of excellence in the Faculty. |
| Innovation in Teaching Award | To encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond. |
| Professional Practice Award | To recognise the significant contribution of professionals who do not hold appointments with Trinity to the delivery of teaching to our undergraduate and postgraduate students. This award seeks to recognise the valuable contribution of such colleagues and to highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching. |

| | |
|----------------------------------|---|
| Research Initiatives Fund | To award investigators from Health Sciences with seed funding that provides the foundation or pilot data necessary to secure extramural funding for cutting edge, innovative and transformative research. One of the primary aims of the Dean’s Research Initiatives Fund is to support early career researchers from Health Sciences by providing them with an opportunity to be named PI on a research grant. |
| Visiting Professor Fund | To assist in financing the cost of research visits to College by academics from other institutions. |

The list of recipients of the Deans Awards 2023/24 can be found [here](#).

New Supports

In April 2023, a new [Dignity Respect and Consent Advisory Service](#) was launched. Four staff members were recruited to fulfil the remit of the service (Dignity, Respect and Consent Manager with one full-time and two part-time Advisors). The Dignity Respect and Consent Service serves both students and staff and operates across two pillars: Response and Prevention. The Response pillar’s primary focus is to advise on the application of the policies that underpin the Service (Dignity & Respect and a new Sexual Misconduct Policy). Since opening, the DR&C Service has provided support and advice to a significant number of users spanning both staff and students. The Prevention pillar is a combination of awareness-raising and targeted trainings delivered across the community in response to trends identified through disclosures and reports within the Service. Such training is scheduled to reach targeted audiences at times throughout the academic year in conjunction with the operation of the University.

Digital Learning and Development Team

In February 2024, Trinity Online Services became part of Trinity’s IT Services division, as the [Digital Learning Development](#) Team. The Digital Learning Teams work closely with teams across Trinity to create high quality, innovative, accessible, online and blended educational materials for an engaging and interactive student learning experience.

Equality Diversity & Inclusion

During the reporting period, the Equality, Diversity and Inclusion office finalized the Trinity Race Equality Action Plan with the Ethnic Equality Working Group Trinity hosted the LERU EDI Policy Group two-day meetings in December 2023 and continued our active participation on the Coimbra Group Equality and Diversity Working Group. Ongoing engagement with the Irish Human Rights Equality Commission took place to progress and support Public Sector Duty compliance within College and to enable related collaboration with colleagues in the

higher education sector. The EDI Office supported a successful application by the School of Chemistry to the HEA Gender Equality Enhancement Fund to start the first All-Ireland Network for Gender Equality in Chemistry. The Network kick-off meeting was hosted in Trinity, entitled [The Chemistry of Equality](#) in May 2024.

2.4 Teaching, Learning and Assessment

As reported in the previous AQR, Trinity secured funding through the Strategic Alignment of Teaching and Learning Enhancement Fund (SATLE). This fund aims to drive teaching and learning innovation and enhancement in Education for Sustainable Development (ESD). With this fund, Trinity appointed five interdisciplinary ESD fellows. These fellows have established academic careers in their respective disciplines and have an expertise and interest in ESD. During 2023/24 the Fellows worked in partnership with the Centre for Academic Practice and Trinity Sustainability to lead the development of an ESD Strategy and Implementation Plan for Trinity.

As previously outlined in section 1.1 *Strategic QA updates*, in November 2023, Trinity approved its first Sustainability Strategy (2023-2030) and associated implementation plan. One strategic objective of the Sustainability Strategy specifically relates to education and states that:

“All Trinity students and teaching staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries.”

To achieve this strategic objective, during 2023/24, the Fellows, in partnership with the Centre for Academic Practice, Trinity Sustainability, and the Careers and Development Centre and other units progressed the [ESD Strategic Objectives and Strategic Vision](#) which included:

- developing a common interdisciplinary module(s) which develops sustainability competencies;
- expanding the staff development programmes to include ESD;
- expanding career options to include more opportunities in sustainable development.

The ESD Fellows led the design and development of a 5ECT ESD interdisciplinary module entitled **“Enacting Sustainable Development”**. This module was developed in partnership with student interns from a variety of backgrounds. The interns informed the module topics, co-developed the workshops, and trialed them with staff and other students. This interdisciplinary module is intended to address ESD themes, extend beyond a learner’s discipline, enable the development of key competencies for sustainability and can be mainstreamed across programmes. The module was developed through a student-as-partner approach. This process has involved intensive collaboration with colleagues from across College to identify mechanisms for embedding any such module(s) within the UG curriculum, considering progress made on expanding common architecture structures,

advancements in UDL, and Trinity-INC, amongst other initiatives. The multidisciplinary nature of the development team and beta-testing workshop participants have led to an evolution of transdisciplinary content and pedagogical approaches. The module directly addresses the interrelationships between the economic, social, and the ecological, with a strong emphasis on justice, as advocated for by student interns. Working with Trinity's Centre for Academic Practice, the development process has ensured that the key pedagogical approaches for ESD are embedded throughout the entire module. The module's learning outcomes were also intentionally mapped onto the Trinity Graduate Attributes. The module is being piloted in 2024/25 and is mandatory for new students in Trinity Business School and it is anticipated that the module will be rolled out within the Business School from 2025-26.

Objective 1.1 Develop an Education for Sustainable Development implementation plan



Figure 2.3: Implementation Plan for a new ESD module to be offered to undergraduate students.

The **Enacting Sustainable Development** module has been designed to allow any teaching staff member, regardless of disciplinary background or experience, to deliver the module, and any professional staff member to facilitate module workshops. To build capacity and increase delivery of the common interdisciplinary module across programmes, The Centre for Academic Practice began to offer the “Enacting Education for Sustainable Development” as a [professional development module](#) to all professional and teaching staff in May 2024. This development module aims to enable potential module leaders to deliver the ESD module through their own disciplinary lens. Participants will have the opportunity to experience the module from a student's perspective, to explore the pedagogical approaches used in its design and to consider how they might adapt the module for delivery within their own contexts. Participants will also get an opportunity to engage in a growing ESD community of practice at Trinity.

[Return to on-campus examinations](#)

During the 2023/24 academic year, the College piloted a return to on-campus examinations. Traditionally, terminal examinations mainly took place in the RDS. Having examinations on-campus has a positive impact on the student experience. Students have more access to study spaces prior to their examination, are not travelling to an unfamiliar venue and academic staff can attend the examination venue more promptly should an issue arise. The venues for the on-campus examinations were agreed following consultation with all Schools and took account of the capacity of the Academic Registry to organize, manage and support the on-campus exams. The pilot took a phased return approach with 30% of in-person exams taking place on campus in semester 1, 80% in semester 2 and 100% taking place on site during the supplemental period.

2.5 Supports and Resources for Learners

Embracing Sensory Diversity with TCD Sense Map:

In November 2023, Trinity launched a new [Sense Map](#) which is an innovative tool designed to enhance campus accessibility and sensory inclusivity. The Sense Map is an interactive guide to campus. It provides detailed sensory and accessibility information for buildings and rooms, ensuring everyone can navigate spaces with ease and comfort, representing Trinity's ongoing commitment to inclusivity and accessibility. The map identifies the various types of student spaces, from identifying quiet zones for relaxation to highlighting areas suitable for focused study, the map ensures everyone's sensory needs are respected. It effortlessly pinpoints essential amenities like electric outlets, eating zones, microwave stations, accessible restrooms, and water refilling points. This feature-rich map provides an indispensable tool for daily campus life, ensuring comfort and efficiency for all.

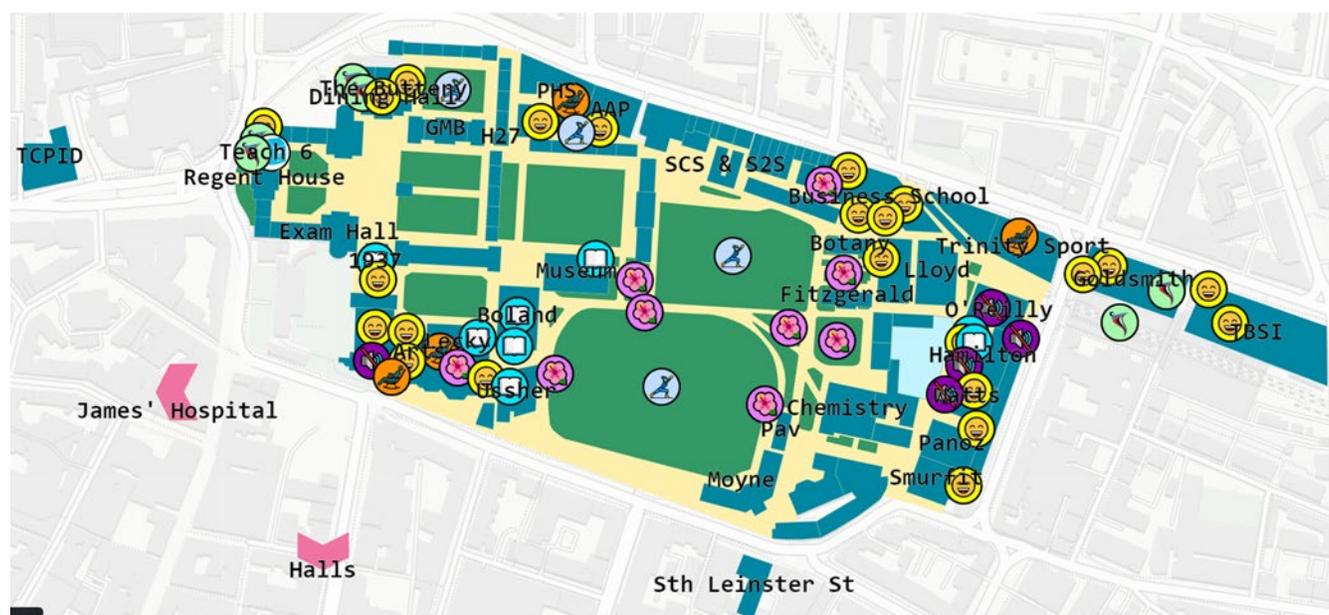


Figure 2.4: Schematic image of the Sense Map.



Outdoor Space



Respite Room



Study Space



Quiet Space



Social Space



Society Space



Seating Available



Plug Sockets available



Food and Drink allowed



Kettle provided



Microwave provided



Wheelchair Accessibility

Figure 2.4a: Image taken from the Sense map which outlines the various types of student space across the campus.

Figure 2.4b: Image taken from the Sense maps which shows the facilities available at each student space. Green shows the facility is available, red with a strike-through shows the facility is unavailable.

Trinity DisAbility Service User-Led Audit Initiative

In May 2024, The Trinity disAbility Service introduced an innovative approach to evaluate the accessibility of student spaces by utilising a specifically-designed, holistic, user-led physical and sensory access audit tool. This initiative represents a pivotal step towards enhancing the inclusivity of our environment, ensuring that all members of the community can navigate and utilize the University's facilities with ease. The audits took great care in seeking to consider all aspects of accessibility, whether it be wheelchair access, vision and hearing impairments, sensory considerations, and any other relevant, accessible needs identified by students.

A User-Led Audit involves community members who experience accessibility challenges firsthand. These individuals led the evaluation of the University's physical and sensory environments to ensure our campus meets their needs effectively. This approach allows the University to gain authentic insights that are often overlooked in traditional audits, leading to more impactful and meaningful improvements.

The benefits of the User-Led Audits include:

- **Authentic Feedback:** Direct from community members affected by accessibility barriers, ensuring that changes reflect real needs.
- **Empowerment:** This initiative empowers those impacted by accessibility issues to contribute actively to solutions, fostering a sense of ownership and involvement.
- **Comprehensive Improvements:** Beyond compliance, these audits aim to enhance actual usability and comfort, making our campus welcoming for everyone.

The audit focused on the following facilities:

- residential accommodation, assessing 36 enabled rooms across the campus,
- Academic Buildings (Lloyd, Hamilton, TBSI and James' Buildings).

These audits will be the primary data for recommendations to be resolved in a thorough plan of works moving forward, as well as looking to place students more accurately in campus accommodation that fits their needs best. The findings from these audits were instrumental in guiding future enhancements to our campus.

Library

In semester one of 2023/2024, the Library issued its biennial 'Library Life Pulse' survey. A detailed action plan charting progress across the four key themes is available as part of a ['You Said, We Did' resource](#) on the Library website. This resource also includes feedback received in response to two new, open-ended survey questions reflecting the Library's cross-cutting strategic imperatives, 'Sustainability' and 'Equality, Diversity and Inclusion' ([Continuity & Development of the Library Strategy – 2026](#)). In the months following the survey, several focus groups and design-thinking workshops have been undertaken to explore further the survey themes with students.

The Library continued to redevelop spaces and roll out new services to support the first phase of the Government's 'Programme for Access to Higher Education'.

Space refurbishments

- **Ussher Library, Assistive Technology Information Centre:** working with the disAbility Service, the Library transformed the Assistive Technology Information Centre in the Ussher Library into a tranquil sensory space with new carpets, two new individual low-distraction study rooms, soft furnishings and portable privacy screens. Moss walls and height-adjustable tables were also added to create a space that is both accessible and beneficial for students' mental health.
- **Lecky Library, Sensory Cubicles:** additional sensory cubicles were installed in response to student demand, bringing the total number of cubicles in that building to eighteen.
- **John Stearne Medical Library, Sensory Furniture:** four sensory cubicles and a specially selected set of single-seater soft furnishings were added to the John Stearne Medical Library, helping to create a much-needed reflective space to compliment the traditional study desks in the main reading room.
- **Library Complex signage project:** substantial progress was made on progressing the Library Complex signage project, which will transform the signage used in the Eavan Boland, Lecky and Ussher libraries. Jointly funded by the Library and the disAbility Service, the project is part of the larger TCD Sense project and will put universal design principles and accessibility at the heart of navigation and wayfinding.

Service improvements

- **Booking system:** due to the popularity of the various sensory spaces, the Library's online booking system was extended to include all sensory spaces to help manage access and to ensure that students could more easily plan their visits to the Library.
- **Library 360° virtual tour:** to help with wayfinding and navigation within Library spaces, and to provide a way for readers to familiarise themselves with the layout of reading rooms before they arrive on site, virtual tours were developed for the [Library Complex](#), the [Hamilton Library](#) and the [John Stearne Medical Library](#). The tours provide a very intuitive visual impression of the reading rooms with useful information about reading room spaces, services and collections. They also allow readers to explore various routes in and around Library buildings, with a special emphasis on accessible options.
- **Noise cancelling headphones:** students can now borrow active noise cancelling headphones and passive ear defenders in each Library.

Smart return boxes: funding has been secured to procure a suite of smart return boxes to allow readers to return materials when Library reading rooms are closed. The Library lends approximately 140,000 print items a year, all of which have to be safely returned and quickly processed so that they can go back into general circulation. With the recent increase in demand for access to 24-hour library spaces, it is now a strategic imperative that infrastructure be put in place to enable staff and students to return print materials at any time of the day or night.

Upgrade of AV equipment in the Library's Teaching Spaces

A project was completed in 2023 to upgrade and replace AV equipment in the Library's training rooms in the Eavan Boland Library. New and improved projectors, audio equipment, a speaker system and lecterns were installed to create a more flexible environment for hybrid teaching sessions and meetings, improving the user experience for presenters and students alike.

Interim Research Collections Study Centre

To ensure continuity of services for the duration of the Old Library Redevelopment Project, an interim Research Collections Study Centre opened in May 2024 in the Ussher Library (basement level) for readers consulting manuscripts, archives, early printed books and special collections. The Glucksman Map Library reopened at the same time, along with a new seminar room. <https://libguides.tcd.ie/olrp>

New Circulation System for Research Collections Material

A new circulation system, anchored to a new onsite warehouse management facility, was introduced to ensure that readers can continue to request and consult materials held in offsite storage throughout the renovation phase of the Old Library Redevelopment Project. The system facilitates the safe and secure requesting, retrieval, delivery, temporary storage and return of Research Collections materials, while also integrating with the Library's automated storage requesting system, originally developed for modern materials.

Hamilton Library 24-hour Access

To meet the ever-increasing demand for late evening, overnight and weekend study space, the Hamilton Library was opened on a 24/7 basis for a six-week period from St. Patrick's Day to the end of the main exam period in early May 2023. This provided an additional 600 study spaces for students, relieving pressure on the Library's existing 24-hour spaces (Kinsella Hall and the 1937 reading Room). The initiative proved so successful that it will now be rolled out twice every academic year in the run-up to exams.

Access Control System

The Library partnered with Estates & Facilities and IT Services to install a new access control system (consisting of access gates and security software) to improve the security of Library reading rooms and collections, and to maximise the availability of spaces for Trinity students.

2.6 Supports and Resources for International Learners

Launch of a New Community Platform App: Goin' to Trinity

In 2023, Trinity Global launched an online Social Community platform – Goin' to Trinity where incoming students can connect with each other and form communities prior to and during their studies. The community platform app facilitates a safe space for students to form 1-1 peer and group connections across a range of themes including course, nationality, and interest areas. The app endeavours to create a sense of belonging, connection, and community. Through the app students can view Trinity's range of student supports prior to arrival in Trinity and post-registration. The application complements the existing in-person and virtual supports being provided by the Student Recruitment and Student Experience Teams at Trinity Global.

During the 23/24 academic year, 1,883 students (489 UG, 1,374 PG & 20 Visiting) from 102 different countries signed up to the Goin' app. From this over 193 different interest groups were established. The average number of connections per person was 14.



Figure 2.5: Examples of the types of groups being formed by international students on the Goin' to Trinity app.

While Goin' was largely conceived as an onboarding tool, as of March 2024, 40% of students were still active on the platform. Feedback from users who used the app during the 2023/24 academic year can be seen below: Access to the Goin' community app for incoming students for September 2024 opened in May 2024. 2,225 incoming students have signed up to the app. As of October 1st, 2024, incoming students made a total of 58,332 separate connections with each other through the app. On average students have connected with 23 other people. Over 38,000 of these connections had been between people of different nationalities. 128 different nationalities are active on the app. Students have set up 217 different groups based on areas of interest on the app. The most popular groups are "Masters Students" (1254 members); "Happening in Dublin" (917 members); "Housing" (758 members); "Party People" (715 members); LGBTQ (688 members) and "Hiking" (645 members).

Pathway to Belonging

The 'pathway to belonging' programme was launched in 2023/24 as a tangible commitment to supporting international students to ensure they feel supported and have a sense of belonging at Trinity. Pathway to Belonging was led by Trinity Global with the support of various professional units across College. It developed bespoke 8-week pre-arrival webinars for incoming international students and inbound mobility students on a range of topics to support adaptation, community and belonging. Given the success of the programme in 2023/24, it was employed again for 2024/25 entrants. In 24-25, the webinars were attended by 782 incoming postgraduate, undergraduate and mobility students. Feedback on the overall series indicated that 56% found the webinars very useful and 44% said they were useful.

To support international students better and enhance their learner experience a number of appointments were made in Trinity Global during the reporting period. These include:

- **Immigration Officer:** to support international students with immigration matters including visa applications, immigration registration, renewal, and post-study graduate visas.
- **University of Sanctuary Support Officer:** supports students and scholars who are refugees, or in the Irish international protection system or other forms of displacement and supporting University of Sanctuary activities across the university
- **Accommodation Support Officer (Engagement Officer):** facilitating engagement activities with an international focus for international and domestic students to encourage and facilitate intercultural engagement and community, as well as accommodation support including management of Trinity Global's international student accommodation allocation.

2.7 Information and Data Management

Gender Pay Gap Report

In line with the Gender Pay Gap Information Act 2021, Trinity published its [Gender Pay Gap Report](#) in December 2024. The data is based on the annual snapshot date of June 30th 2024. For 2024, the mean Gender Pay Gap stands at 7.6% reflecting a 1.2% reduction from the 2023 figure (8.8%) and a significant 3.4% reduction from the 2022 figure (11%).

PowerBI Applicant & Student Demographic Reports

During 2023/24, Academic Registry made available to Schools PowerBI reports which provide real time data on applications and student demographics (e.g., gender, geographic distribution of students, fee status). The reports are dynamic and display live data from SITS as well as the HEA data which constitute the definitive data for student statistics for each academic year. These reports make it much easier to see changes over time and to track changes in the data 'live' within the system.

External Examiners

As reported in the previous AQR, during 2022/23 Trinity explored ways to improve processes relating to the External Examiners. During this period, the Graduate Studies Office initiated a process whereby external examiners of postgraduate taught (PGT) programmes submitted their annual external examiner reports online to a centralized repository via MS Apps (SharePoint, MS Forms, MS Teams & Power Automate). This development led to enhancements in monitoring, tracking, and reporting of the External Examiner Reports and provided greater centralised oversight in instances where further action on recommendations was required.

Building upon the success of submitting PGT external examiner reports online, during 2023/24 the Quality Office, using Power Automate, developed and implemented a new online process for nominating and approving

external examiners and submitting external examiners' reports. These new processes were introduced at both undergraduate and postgraduate taught level. Previously, external examiner nominations were submitted by the School via email, these were then reviewed by an administrative unit and forwarded to the relevant College Officer for consideration and approval. Approvals were manually inputted into an Excel document. This manual process was time consuming, prone to error and only enabled status-tracking of external examiners' approvals at a late stage. Using Power Automate has led to several operational enhancements which are outlined in figure 2.6.

Benefits

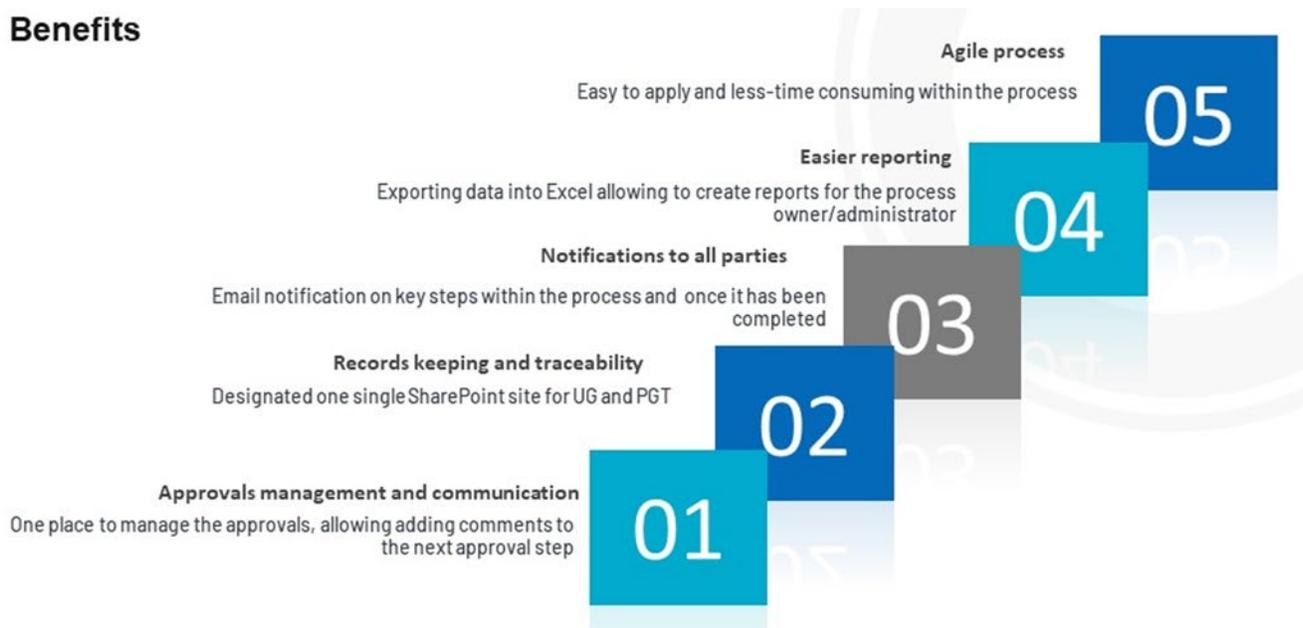


Figure 2.6: Outline of the benefits of the automated external examiner nomination process.

An outline of the new automated process for the nomination and approval of external examiners and the submission of external examiner reports is outlined in figure 2.7. To ensure that all staff were familiar with the new process, the Quality Office provided training to all School Managers and showcased the process at both the Undergraduate Studies Committee and Graduate Studies Committee. The new process has been positively received by all stakeholders. During 23/24, 68 undergraduate external examiners were approved, and 67 postgraduate taught undergraduate examiners were processed using the new automated system.

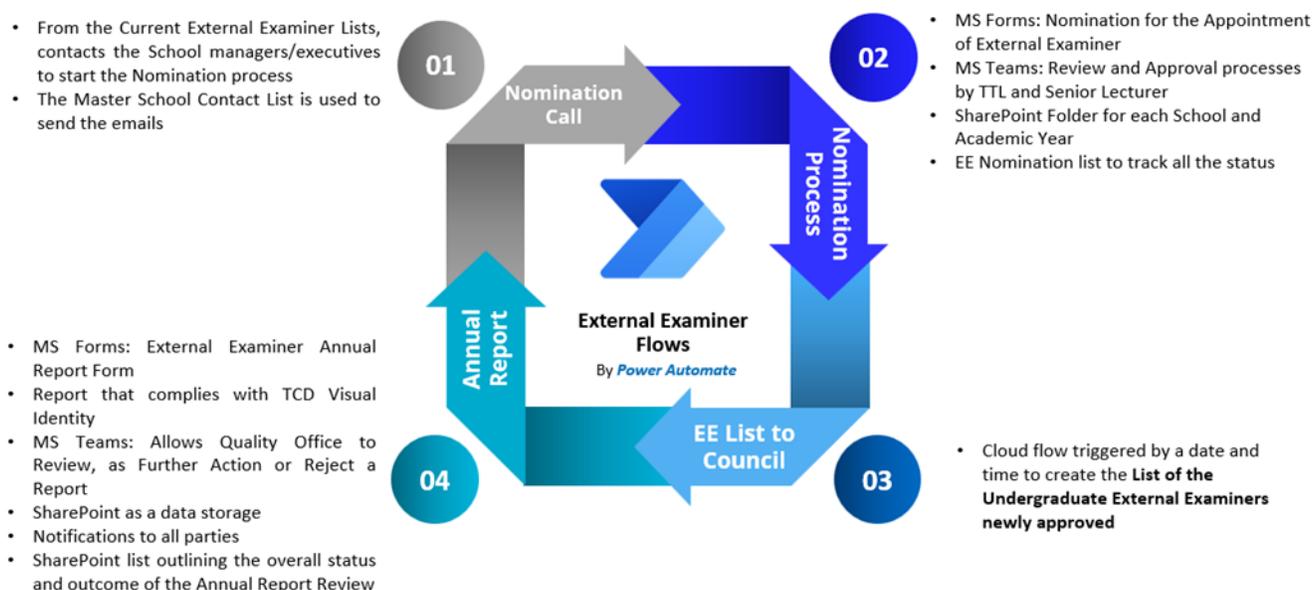


Figure 2.7: Overview of steps involved in nomination external examiners using Power Automate.

2.8 Public Information and Communication

Communication with Staff:

College Staff Updates

From March 2024, the Provost provides monthly College Staff Updates online via Zoom. These updates are themed and are in part delivered by College Officers. Themed updates are provided by the:

- Dean of Research;
- Vice President for Biodiversity and Climate Action;
- Bursar & Director of Strategic Innovation.

At each update, subtitles are provided and a Irish Sign Language interpreter is present. Attendees are able to ask questions after each update. After each session, a recording of the update is uploaded to the staff intranet T-Net.

Staff and students are sent a weekly Trinity Events Calendar email which outlines events occurring during the week. Each Friday, HR and Trinity Communications send a Weekly Wrap-Up which highlights any new or events that occurred during the week.

New Policy Hub

A new Policy Hub was developed where all university, academic, research, HR, IT and Finance policies are now stored on the [Policy Hub](#). It is anticipated that the centralisation of policies will increase the awareness of policies, enhance ownership, responsibilities and accountability for the implementation of policies. In addition, a new [Committee Papers](#) webpage was developed which provides the central source of the Terms of Reference, membership, agenda and minutes of Board, Council, the Principle Committee of Board, the Academic Committees of Council and the Compliance Committee of Board and Council.

Start Talking about Research Today

On September 29th 2023, Trinity hosted the [European Researchers' Night](#). Members of the public were able to attend interactive demonstrations, performances, tours, talks and more. On Trinity's Front Square a [Research Village](#) was created where members of the public and the college community could browse the demos and chat with researchers. Within the village, a series of [panels and events](#) was held.

2.9 Self-evaluation, Monitoring and Review

Trinity supported its Linked Providers (The Royal Irish Academy of Music and Marino Institute of Education) in their inaugural Institutional Quality Review. Both institutions were found to be compliant with the necessary legislation and directives. Both external Panel Reports have been considered by Trinity's Quality Committee and have been approved by Council and Board. Both Linked Providers have developed implementation plans to address the recommendations of the external panel. A progress report will be presented to Trinity during the 2025/26 academic year.

2.10 Quality Assurance of Research Activities

In March 2024, [Trinity Research](#) was formally launched. Trinity Research brings together the former Office of the Dean of Research and the Research Development Office. Trinity Research comprises three new teams: the Research Strategy and Policy Team, the Research Development Office, and the Mobilisation function. This restructuring was driven by a recognition that the University needed a more consolidated and integrated research support function, combining strategy, policy, ethics and research impact and our research development activities. The newly configured and consolidated unit will allow a joined-up approach to research support across the University. Over the course of 2023/24 the unit underwent a period of review to identify the best possible structure for the needs of Trinity's research community in terms of enabling research activity and excellence and maintaining the highest standards for research ethics and integrity.

2.11 Internationalisation

During 23/24 The School of Engineering launched a new Joint Programme with LASALLE College of the Arts in Music & Multimedia Technology. Students complete the three years of their undergraduate programme at LASALLE College of the Arts and may then apply to study the MPhil in Music and Media Technology at Trinity for Year 4. Students are awarded the undergraduate degree from LASALLE College of the Arts and a Master's degree from Trinity. The programme commenced in September 2024.

The School of Law signed an MOU with the University of California, Berkely, School of Law's summer '[executive track](#)' LLM programme. This link between Trinity and Berkely makes selected Trinity students who are enrolled

on the Single Honours Law programme in principle eligible for consideration for early enrolment in the Berkely executive track LLM programme. Trinity students who are offered a place on this route will continue their studies as normal in Trinity and will study at Berkely during the summer months during their 3rd and 4th year. Upon successful completion students will graduate with an LLB from Trinity and an LLM from Berkely.

Trinity Global negotiated new international exchange agreements with the following international universities

- Otago University
- Auckland University of Technology
- George Washington University
- Hokkaido University

As outlined in the [Trinity Global Annual Report](#) (2023-24), Trinity currently works with over 300 universities around the world, offering opportunities ranging from exchange programmes to joint education partnerships. These exchange agreements are important as, during 2023/24, 1,281 (39%) of third year undergraduate students undertook an international experience as part of their programme. Furthermore, during 2023/24 Trinity Global reached 105.4% of the student recruitment ambitions outlined in the Global Engagement Strategy for 2023/24.

2.1 Initiatives within the Institution related to Academic Integrity

Several key achievements and enhancements were made during the reporting period. These are highlighted below.

2.12.1 ICAI-McCabe Survey

Following extensive consultation with the International Centre for Academic Integrity (ICAI) and adjustment of the ICAI-McCabe Survey of Attitudes towards Academic Integrity, it was agreed that Trinity would be the first University in Ireland to administer this survey. The survey was sent out to all academic staff and students at Trinity on 18th September 2023. The survey closed on 28th September 2023 and the first results were discussed with the Trinity Community in October 2023 during Academic Integrity Week.

High level comments on the Trinity survey from the International Centre for Academic Integrity (ICAI) members David Rettinger, former President of the ICAI and Greer Murphy, Secretary to the ICAI included the following:

- Overall, Trinity is doing well in its efforts to prevent and respond to academic misconduct.
- Take home written assignments are a bigger concern than onsite exams.
- Students don't know where to get information on academic integrity.
- Faculty perspectives differ from students in the following key areas:
 - Collaboration/working with others,
 - Seeking support/downloading information and resources from online sources.
- Artificial Intelligence (AI) is a major factor and growing greatly.

The authors acknowledged that affecting change is difficult, but important, and noted the following high-level areas that Trinity should be looking at:

- Assessment: Surveys and Self-study;
- Education: Tutorials and other ways to teach students about academic integrity;
- Policies and practices: responses to violations, adjudication, etc.;
- Outreach and culture-building: events, marketing, and other activities;
- Faculty development: workshops, seminars, support for individual cases;
- Organisational structure: appropriate resourcing for academic integrity.

2.12.2 Pilot of New Academic Misconduct Procedure

Implementation of the new academic misconduct procedures was piloted in 2023/24. The Michaelmas term assessment period saw the first use of the new procedures, and informal feedback was collected via email and at workshops. A survey was then circulated at the beginning of February 2024 to gather formal feedback, and all of this was considered by the Academic Integrity Steering Group in March 2024. As a result, several changes were made to the new procedure immediately, whilst others were incorporated into the new [Academic Integrity Policy](#) and [Procedure for Suspected Cases of Academic Misconduct](#) which was approved by Council in June 2024 and will come into effect for the 2024/25 academic year.

2.12.3 Academic Integrity Week

The Academic Integrity Steering Group supported the planning of Trinity's first onsite Academic Integrity Week, which took place from Monday 16th October – Friday 20th October 2023. The aim of the week was to raise

awareness of academic integrity at Trinity and start a dialogue with the College community. Keynote events included:

| Keynote Name | Attendance | Function |
|--|------------|---|
| Can we trust generative AI? | 80 | <ul style="list-style-type: none"> - Trinity expert Dr Abeba Birhane (TIME 100AI list and recent appointee to the UN AI Advisory board) gave a talk to around 80 attendees on the biases of AI datasets and offered some stark warnings about our usage of LLMs like ChatGPT. She was then joined by the Deans of Graduate and Undergraduate Studies, Martine Smith and David Shepherd, Dipto Barman (Computer Science PhD student specialising in disinformation) and Eoghan Gilroy (UG student representative) for a panel discussion of whether students and wider society should trust Generative AI. - Feedback from this session was overwhelmingly positive, including praise for both Dr Birhane for her engaging talk, and the contributions from the student representatives. Continued engagement with each of them would be beneficial to the AISG in its discussions on genAI. |
| What are the views of Trinity students and academic staff on academic integrity? | 31 | <ul style="list-style-type: none"> - Greer Murphy and David Rettinger from the International Centre for Academic Integrity discussed the outcomes of Trinity's McCabe Survey with the Senior Lecturer and other colleagues. Feedback for this event was very positive and 'eye-opening'. The conclusions from ICAI were that, whilst Trinity does not have a greater issue with academic misconduct than other institutions (and performs well in many areas), it is a problem at Trinity and across the sector, and action must be taken to avoid reputational damage. |
| Challenging Cheating: strengthening academic integrity through the "Swiss Cheese" approach. <i>(Learning event organised by Academic Practice, Trinity Teaching & Learning).</i> | 24 | <ul style="list-style-type: none"> - Online event aimed at supporting faculty to: <ul style="list-style-type: none"> • understand what is meant by academic integrity, academic misconduct, and cheating behaviours. • discuss the impact of cheating behaviours on assessment, academic integrity, and academic misconduct. • evaluate a range of approaches that can be adopted within practice to strengthen assessment integrity (even in a world of generative AI). |

Student Learning Development (SLD) Workshops

The following workshops were run for students by SLD during Academic Integrity Week:

| Date | Cohort & Topic | Attendance |
|-----------------|---|------------|
| 17 October 2023 | PG - AHSS: Academic Integrity - Referencing & Plagiarism | 7 |
| 17 October 2023 | UG - School of Pharmacy: Effective Study for Academic Success | 80 |
| 18 October 2023 | PG - Introduction to Literature Reviews | 32 |
| 18 October 2023 | UG/PG - Effective Study for Academic Success | 4 |
| 18 October 2023 | PG - Dental Science: Effective Study for Academic Success | 9 |

Library Workshops

The following workshops for students were delivered by the Library during Academic Integrity Week:

| Date | Cohort & Topic | Attendance |
|-----------------|---|------------|
| 16 October 2023 | Understanding Plagiarism & The Art of Referencing | 7 |
| 16 October 2023 | Managing your references with Endnote | 22 |
| 17 October 2023 | Managing your references with Endnote | 19 |
| 17 October 2023 | Understanding Plagiarism & The Art of Referencing | 17 |
| 19 October 2023 | Managing your references with Endnote | 11 |
| 19 October 2023 | Understanding Plagiarism & the Art of Referencing | 10 |

2.12.4 Events to Promote Feedback and Awareness

The Academic Integrity Steering Group also consulted and advised on several events throughout the year to support staff to understand both the new academic misconduct procedures, and to share best practice in assessment design in the era of generative AI. These events, listed below, highlighted the value of regular engagement with the College community as well as the challenges of ensuring that all staff and students are aware of challenges and opportunities in relation to academic integrity, (particularly in relation to GenAI) as well as the updated policies and procedures. Embedding this awareness will require ongoing monitoring and attention.

| Unit Responsible | Named Event | Attendance | Aim of Event |
|-------------------|---|--|--|
| Academic Affairs | Director of Teaching and Learning Workshop | 80% of Schools participated. | <ul style="list-style-type: none"> - These workshops provided Directors of Teaching and Learning for undergraduate and postgraduate education with the opportunity to learn about the new procedures for academic misconduct, the background and rationalisation of changes, and ask questions specifically relating to cases within their Schools. Six workshops took place, with 80% of Schools having representation at these workshops. |
| Academic Affairs | Tutor Training | 40 in Michaelmas term 26 in Hilary term | <ul style="list-style-type: none"> - In Michaelmas term two onsite sessions were held with tutors to familiarise them with the new misconduct procedures and focus specifically on the tutor's role in supporting undergraduate students. In Hilary term, an online session was facilitated and a recording of this session was made available on Blackboard. |
| Academic Practice | <i>Take home assignments in the AI era—how to react and how to respond</i> | 73 | <ul style="list-style-type: none"> - Online event aimed at supporting lecturers to: share teaching and assessment practices that respond to the challenge of generative AI with a particular focus on take-home assignments. |
| Academic Practice | <i>CONUL 2024 Conference: Unleashing Academic Integrity Potential in an AI Era</i> | | <ul style="list-style-type: none"> - In person conference at the Long Room Hub, Trinity College Dublin - Reflections on how the evolving landscape of GenAI is reshaping academic integrity, presenting unprecedented challenges and opportunities for teaching and assessment practices. |

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| Academic Practice | Special Purpose Certificate Assessment and Feedback module | <u>20</u> | <ul style="list-style-type: none"> - In-person session facilitating a better understanding Trinity's Academic Integrity policies and procedures for academic staff. |
| Academic Practice | <i>Strengthening academic integrity through effective assessment</i> | <u>19</u> | <ul style="list-style-type: none"> - Online event aimed at supporting academic staff to: <ul style="list-style-type: none"> i. Understand the value of taking a "Swiss Cheese "approach to assessment practices and processes. ii. Evaluate principles and methods of effective assessment design (in a world of generative AI). iii. Apply one of the methods to (re)design an assessment practice. |

2.12.5 Website and Online Resources:

Academic Affairs, Trinity Teaching and Learning

A dedicated [webpage](#) on the Academic Affairs website was developed with a variety of resources relating to academic integrity regulations and academic misconduct procedures. The page includes:

- visual supports for navigating the new procedure;
- an interactive academic integrity form which provides indicative scores and levels;
- downloadable forms and templates;
- frequently asked questions;
- information on the consequences of academic misconduct;
- information on how to access whether a student has had a previous confirmed case of academic misconduct.

LibGuide on Academic Integrity

A substantial update to Trinity's [LibGuide](#) was implemented to reflect the change in policy and to place greater emphasis on outlining what good academic practice looks like. The guide includes interviews with students to ascertain their understanding of academic integrity and reflect on why it is central to their learning. In addition to providing practical supports on study and referencing practices, the guide covers topics on stress, the fear of failure and the importance of students taking personal responsibility for their learning. Better signposting of university supports including a redesigned Library academic integrity workshop as part of the Library HITS programme were also highlighted. Definitions from the National Lexicon have been provided to foster a shared understanding of academic integrity and academic misconduct.

Academic Practice, Trinity Teaching and Learning

The Centre for Academic Practice developed a dedicated [section](#) on their website which contains a suite of open access resources which aim to support staff to strengthen academic integrity through teaching, learning and assessment practices.

2.1.6 Policy Review & Development

While the consultation on, and development of, a new [Academic Integrity policy](#) and [Suspected Academic Misconduct Procedure](#) (formerly Plagiarism Policy) has been a core deliverable for 2023/24, other related academic policies have been updated in the context of new Academic Integrity policies and procedures. These include:

- Plagiarism policy
 - Title change: [Academic Integrity policy](#)
 - Expansion of policy scope
- [Programme Handbook Policy](#)
 - Inclusion of information regarding local practices related to use of generative AI
 - Update of all references to plagiarism
- [Curriculum Glossary](#)
 - Addition of definitions from the National Lexicon

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

| No. | Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable | Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i> |
|-----|---|--|
| 1 | College Statement on GenAI | During 2024/25, Trinity will finalise an overarching College statement connecting College values and mission with associated uses of AI/GenAI being articulated by Schools. The institutional statement will provide guidance for staff and students delivering teaching, supporting learning and carrying out research activities, for students (most of whom are using GenAI) in their learning domain and for professional services staff. It will outline Trinity's position on the principles underpinning the appropriate use of GenAI. |
| 2 | Learning, Innovation & Research Hub | In November 2023, Council approved a proposal to establish an advisory group, to establish a Learning Lab model for Trinity and, if the model is approved, to recommend how the Trinity Learning Lab might be operationalised. It is anticipated that the Hub will maximise teaching and learning resources in Trinity to provide a test-platform for teaching innovation, drawing on the expertise of Academic Practice in collaboration with other units in College. During Michaelmas 2024/25 a report will be presented to Council about how a Learning Lab will be established and how it will be operationalised. |
| 3 | Trinity Strategic Plan | Trinity will approve a new Strategic Plan (2025-2030) in quarter 3 of 2025. The development of the new strategic plan involved an extensive stakeholder consultation process conducted both within and outside Trinity between April and September 2024. This consultation was further informed by outcomes from the Board Away Day held in 2023. Additionally, benchmarking against peer institutions and other key university strategies and plans was undertaken. Feedback was gathered through completed surveys, in-person meetings, and written submissions, capturing a broad range of topics that resonated with our community. This input serves as a critical indicator of |

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| | | priorities for our students and staff and is expected to shape the ambitions we aim to achieve over the next five years (2025-2030). |
| 4 | Global Strategy | During 2024/25 Trinity Global will develop a new Global Strategy. |
| 5 | PG Renewal | <p>Key deliverables for Horizon 2 in 2024-25 include developing:</p> <ul style="list-style-type: none"> i. A Trinity Blueprint for PGR student Transversal Skills Development; ii. A Blueprint for Trinity's Triple I experience for PG students (providing PG students with an opportunity to engage with interdisciplinary, international and intersectoral experiences); iii. Integration of streamlined PGR processes into our student administration system supporting a frictionless student and staff experience, and enabling comprehensive management of data; iv. Development of a bespoke organisational structure to support PGR programmes and activities; v. Approval for the design and development of a three-tier framework for cyclical review of PGT programmes; vi. Initiate the design of a unified approach to developing excellence in research student supervision. |
| 6 | Progress from the Institutional Review | <p>Progress will continue to be made on actioning the recommendations arising from the external institutional quality review. Some recommendations have been actioned already while others will be completed over the subsequent reporting period. The timeline for bringing recommendations to a conclusion is highlighted within the Institutional Review Implementation Plan with some small recommendations anticipated to be achieved by 2027.</p> |

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

| Unit to be reviewed | Date of planned review | Date of last review |
|--|------------------------|---------------------|
| Secretary's Office | 3-5 September | 2012 |
| Trinity Business School | 15-17 October | 2011 |
| School of Physics | 06-08 October | 2013 |
| School of Engineering | 26-28 October | 2013 |
| School of Linguistic, Speech and Communication Studies | 19-21 November | 2011 |
| School of Social Science and Philosophy | | |
| School of Mathematics | 01-03 April | 2014 |

3.2.2 Reviews planned beyond Next Reporting Period

| Unit to be reviewed | Date of planned review | Date of last review |
|---|------------------------|---------------------|
| School of Religion, Theology, and Peace Studies | TBC | 2017 |
| School of Social Work and Social Policy | TBC | 2014 |
| School of Education | TBC | 2015 |
| School of English | TBC | 2016 |
| School of Chemistry | TBC | 2015 |
| Columbia Dual Degree | TBC | N/A |

4.0 Additional Themes and Case Studies

4.1 Enacting Education for Sustainable Development (ESD) in Trinity: a students-as-partners (SaP) approach to incorporating ESD into curriculum

Context:

Education for Sustainable Development (ESD) is a key objective for the [Irish Government](#) and Trinity College Dublin (Trinity). In alignment with Trinity's five-year [Strategic Plan](#) (2020), the objective for Education within the [Trinity Sustainability Strategy 2023-2030](#) is that “*all Trinity students and staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries*”.

In early 2023, an Undergraduate Studies' working group determined that academics be invited to apply for partial secondments to the ESD project. Fellows would, in collaboration with Trinity's ESD steering group, develop an ESD strategy to assure that **all** students would have opportunity to experience ESD, **within discipline** and **in an interdisciplinary manner**, and in **alignment with Trinity's four Graduate Attributes** (i.e. to demonstrate the capacity to *think independently, communicate effectively, develop continuously and act responsibly*).

[Five ESD Fellows](#), multi-disciplinary and from across faculties, were appointed in May 2023. The ESD plan included reference to a 'common ESD module' targeting novice learners. By July 2023, the Fellows had developed an outline module descriptor for consideration by the ESD steering group.

This case report introduces Trinity's ESD module, '*Enacting Education for Sustainable Development in Trinity*', key partnerships that enabled its development during the 2023/24 academic year, and the staff development initiative to enable ESD curriculum in Trinity.

Aims of the case study:

1. Provide an overview of Trinity's ESD Module and the influence(s) of the UNESCO preferred pedagogical approaches, the Trinity Graduate Attributes and the eight UNESCO sustainability competencies on Module design and development.
2. Outline the Students-as-Partners co-creation process aligned with module development.
3. Summarise Trinity's ESD professional development initiative for staff.

Module design and development:

Based on a review of literature, relevant policy frameworks, and best practice in ESD in Higher Education, the Fellows proceeded to design a module as follows:

- a) Module content is structured around 5 Blocks, each of which includes 2 hours of lectures developed by ESD Fellows, and one two-hour interactive workshop. The agreed themes of each block are as follows:

1. Exploring a sustainable existence.
 2. Systems complexity and future forecasting in sustainability.
 3. Exploring worldviews, perceptions, and values on sustainable development.
 4. Problem framing in sustainability: prevention, mitigation, and adaptation.
 5. Misinformation related to sustainable development.
- b) Curriculum design is grounded in [UNESCO preferred pedagogies](#) (student-centered, action-oriented and fostering transformative learning), and learning outcomes target UNESCO competencies for sustainable development.
- c) Trinity's Graduate Attributes were mapped to the UNESCO competencies for sustainable development to align one graduate attribute with a learning outcome for each of Blocks 2 to 5.
- d) Tools and processes that can evidence student achievement of learning outcomes, at novice level, are included in workshop design as options for consideration by programme, discipline and module leaders delivering curriculum to students in Trinity.
- e) Related resources are licensed under a [Creative Commons Attribution-NonCommercial Share-Alike 4.0 International License](#).

Co-creation process: Students-as-Partners (SaP)

The appointment of 4 student interns from across Trinity's three faculties (October 2023) 'to provide a strong student voice in the development of a module on sustainable development for all students and a plan for its implementation' enabled Trinity's commitment to students-as-partners.

While ESD Fellows mentored interns in education theory and methods, development of appropriate case studies/scenarios for the workshops was student-led. These workshop' scenarios aimed to resonate with both students and staff, with the goal of maximising the likelihood that curriculum would foster a deeper connection to the subject matter for students. Themes integrated to the module i.e. Block (3) mining for cobalt in the Congo, Block (4) climate migration further to sea-level rise in Kiribati and Block (5) advocating for restriction of disposable vapes, were developed by interns, and interns led 'beta-testing' with student-staff groups each of approximately 20 individuals from Trinity - including undergraduate and post-graduate students, student' union representatives, and academic, professional and technical staff (November 2023 to February 2024). The analysis of feedback received during the 'beta-testing' process informed curriculum updates, prior to the roll-out of a full pilot of the staff initiative in May-July 2024. Interns also led the session titled 'what is sustainability?' at Trinity's Citizen's Assembly in December 2023, learnings from which were also integrated to Block 1 workshop. One ESD intern presented the process and findings in poster format at ESAIweb.org (May 2024). Other Interns led workshop delivery for the staff development initiative in June 2024 and collaborated on updating workshop templates and resources based on piloting and feedback. Collaboration is ongoing.

Enacting ESD in Trinity: Staff development module

Staff experience [content and pedagogical approaches](#) through the student' lens i.e. each of five 2.5-hour workshops begins with the 'lived experience' as if participants were Fresh (1st year) students. Each is followed by a 30-minute 'pedagogy' session, in which relevant teaching and assessment strategies are explored, helping staff to shape cases and content to their context. Two additional workshops are included in the staff module: the first introduces ESD literature in Trinity's context, and the last workshop supports them to actively plan for how to individually and/ or collaboratively enact ESD in Trinity.

The staff development module was piloted with over 40 staff May to July 2024, including several from Trinity Business School (TBS). TBS staff and workshop leaders subsequently adapted the core module in preparation for delivery to over 550 first year students starting in [September 2024](#).

As the call for the pilot staff development module was over-subscribed, the Fellows therefore planned a second iteration for delivery from September to December 2024.

Takeaways:

- Multidisciplinary expertise is required to develop ESD curriculum.
- Student intern leadership in workshop design results in cases that are relevant to, and likely to increase active engagement by, their peers.
- Staff generally need an opportunity to upskill on the concepts and content related to sustainable development and therefore incorporation of an experiential learning approach is appropriate.

Acknowledgement:

[SATLE](#) funding supports this initiative.

