Annual Quality Report (Institution)
Reporting Period 2020-2021

Trinity College Dublin, the University of Dublin

2021

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PART A: INTERNAL QA SYSTEM
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PREFACE

This is the AQR for Trinity College Dublin for the reporting period **1 September 2020 – 31 August 2021.**

The **Annual Quality Report** (**AQR;** formerly AIQR) 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.

CONTENTS

PART A: INTERNAL QA SYSTEM

Introduction and Overview of Institution

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.

As the leading institution among nine universities and 24 public higher education institutions overall in the Republic of Ireland, Trinity is the first destination of choice for 19% of Irish school leavers. In 2020/21, there were 18,871 students registered in Trinity, 5,506 of which were postgraduates. Of these, 1,740 were undertaking PhD research. The 24% of its students that come from over 118 countries outside of Ireland is a strong testimony to its attractiveness as a global destination. Trinity is ranked as the 8th most international university in the world (Times Higher Education Rankings 2021) and has students and staff from over 120 countries, making it a truly diverse and international campus. In June 2021, Trinity was placed 101st in the world and was named Ireland's leading institution in the QS World University Rankings 2022. Registrations for 2020/21 were 70 below those of 2019/20. This is a 0.4% decrease in total student numbers, which is a strong performance given the original forecasts of the impact of COVID-19.

As a research university, Trinity is firmly focused on excellence and impact. Trinity researchers have won 43% of all ERC (European Research Council) Investigator awards nationally from 2014-2020 and Trinity was ranked 57th in the world by the THE (Times Higher Education) Impact rankings 2020. Trinity excels in innovation and entrepreneurship, both in terms of commercialising ground-breaking research and educating students to be creative and entrepreneurial. In 2020, Trinity held 20% of all University Spinouts.

Trinity's student accelerator, LaunchBox, has created 80 start-ups that have gone on to raise over €69 million in funding and investment and generated over 200 jobs. Tangent, Trinity's Ideas Workspace, offers students, staff, and the wider innovation ecosystem a space in the new Business School in which to come together to collaborate, build and innovate. In 2020, for the sixth year in a row, Trinity was ranked Europe's leading University for producing entrepreneurs according to independent research conducted by private equity and venture-focused research firm, PitchBook.

Pitchbook's 2020 Universities Report placed Trinity at number 49 in the global rankings for producing venture-backed entrepreneurs from its undergraduate programmes, the only European university in the top 50. Trinity is the only University in Ireland that aims to embed entrepreneurship in the UG curriculum through the provision of the UG Cert in Innovation and Entrepreneurship, provided by Tangent, that students can take alongside their primary programme of study.

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, and the COIMBRA Group since 1987. In 2020/21 Trinity, as part of the CHARM-EU Alliance with partner universities: Universities of Barcelona, Utrecht, Montpellier and ELTE Budapest, saw the first students enrolled in the Masters in Global Challenges in Sustainability, the first Masters' Programme under the European Universities Initiative.

Process for the Development of the Annual Quality Report (AQR)

The following internal administrative and academic units were consulted regarding the information included in this report:

- Academic Registry
- Academic Affairs
- Academic Practice
- Global Relations
- Human Resources
- Secretary's Office
- Trinity Communications
- Trinity College Library
- IT Services
- Office of the Dean of Research
- Equality Office
- Careers Service
- Civic Engagement Office

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 Director of Student Services
- The Dean of Students
- Vice-President Global Engagement
- The Senior Tutor
- The Bursar
- The Education Officer of the Students' Union
- The Vice-President of the Graduate Students' Union

The following Schools and Linked Providers were consulted regarding the data included in this report:

- The School of Linguistic, Speech and Communication Sciences
- The School of Nursing and Midwifery
- The School of Engineering
- The School of Education

- The School of Natural Sciences
- The School of Computer Science and Statistics
- The School of Medicine
- The Royal Irish Academy of Music (RIAM)
- Marino Institute of Education (MIE)

Process for the Approval of the Annual Quality Report (AQR)

This Report was approved by the following Committees:

- Quality Committee (9th November 2021)
- University Council (17th November 2021)
- College Board (1st December 2021)

This Report is submitted by the Vice-Provost/Chief Academic Officer.

Signed:

Professor Orla Sheils, Vice-Provost/Chief Academic Officer

Date: 10 December 2021

List of Hyperlinks

About Trinity homepage

Administrative Units review procedures

Annual Faculty Quality Reports (AFQR)

Associated College Degree Committees (ACDC) - papers

College Board meeting papers

College Strategic Plan (2020-2025)

College Statutes

Consolidated Annual Faculty Quality Report (AFQR) to Council

Dual and Joint Awards Programme review procedures

Framework for Quality

Global Relations Strategy 3

Governance Structures

Graduate Studies Committee (GSC)

Human Resources policies

Inspiring Generations Philanthropy Campaign

Library Policies

Management Structures Handbook

National Student Survey.ie (UG/PGT) - report

National Student Survey.ie (PGR) - report

Professional accreditation masterlist

Programme Review Procedures

Quality Committee Agenda and Minutes

Quality Committee Terms of Reference

Quality review reports

Research Committee meeting papers

Research Excellence Strategy and Research Charter

Research Impact Unit website

Schedule of quality reviews

School review procedures

Student Life Committee Terms of Reference

Trinity Estate Strategy

Trinity Education

Trinity Home Page

Trinity Teaching and Learning Academic Policies

Trinity Research Institutes review procedures

University Council meeting papers

Undergraduate Studies Committee (USC),

Virtual Review procedures

1. Internal Quality Assurance Framework

1.1 Governance and Management of Quality

Information on the key quality assurance decision-making fora is available on the Trinity Home Page, where the Terms of Reference (ToR), membership, schedule of meetings and meeting papers of the key College Committees are available. Further details of the Governance Structures can be found on the Secretary's website. The Management Structures Handbook outlines the governance and decision-making bodies in Trinity, their Terms of Reference and the reporting relationships to each other. Proposed changes to the terms of reference and membership of Committees that require a change to the schedules of the Statutes are submitted to Board for approval on an annual basis, as required. Trinity's annual Statement of Internal Control and Annual Governance Statement ensures that significant items which may impact on the Board's assessment of the University's internal controls have been brought to the attention of Board and Council when the minutes of Principal Committees, Academic Committees and Compliance Committees are considered by the Board and Council. In September 2021, following an internal Audit recommendation, Trinity's Assurance Framework was reviewed and an updated version is being brought through for approval. The Framework provides assurance to the Board of compliance with legislation, policy, and procedures. Heads of School and Heads of Area (academic and administrative) are required to sign an assurance statement on an annual basis.

The key quality assurance decision-making fora are:

- The **College Board,** chaired by the Provost, is the Governing Authority of Trinity College Dublin, the University of Dublin. As per the Framework for Quality in Trinity, the College Board receives all quality review reports arising from reviews of Administrative Service Areas and policies that relate to external partnerships e.g. Trinity Linked Providers. The College Board approves the minutes of University Council and of the Quality Committee. A review of the Board was initiated in 2019 and the Report of the Board Review Working Group was adopted by College Board in June 2021 (see Part B, section 1.3.2).

- The **University Council,** chaired by the Provost, is the key decision-making body in terms of academic quality and standards. Academic committees of Council are the **Undergraduate Studies Committee (USC),** the **Graduate Studies Committee (GSC)**, the **Global Relations Committee,** the **Research Committee** and the **Student Life Committee**. University Council approves new course proposals, new or revised policies and receives quality review reports for all academic reviews - Schools, Programmes and Research Institutes. Council also receives College-level reports on the National Student Survey.ie (formerly known as ISSE) at UG/PGT and PGR level and the Consolidated Annual Quality Report (AQR) (formerly known as the Consolidated Annual Faculty Quality Report (AFQR).

- The **Quality Committee**, chaired by the Vice-Provost/Chief Academic Officer, is a compliance committee of the University Council and College Board. The Terms of Reference (ToR) and membership of the Quality Committee were reviewed in 2020/21 and approved by College Board in

November 2020. The Framework for Quality graphic provides an overview of the institution-level quality fora and was updated in April 2020.

- The **Research Committee**, chaired by the Dean of Research, is the committee responsible for the development of policy in relation to institutional research. The minutes of the Research Committee are approved by University Council. The Quality Office works through the Office of the Dean of Research to develop and consult on quality assurance procedures for Trinity Research Centres and Trinity Research Institutes (TRI). The Dean of Research presents quality review reports arising from quality reviews of TRIs to Quality Committee and Council.

- The **Global Relations Committee** [1] (GRC) was established in 2018/19, (replacing the International Committee) and is chaired by the Vice-President Global Engagement (formerly titled the Vice-President Global Relations). There are 24 School Directors of Global Relations, which constitute the membership of the GSC, and five Global Officers, based in and part-funded by seven of the 24 Schools. The Terms of Reference of the GRC are outlined in the College Statutes (pg. 126)

- The **Student Life Committee** chaired by the Dean of Students includes representation by student representatives and all of the Heads of the Student Services that support the student life experience. The minutes of the Student Life Committee are approved by Council. The Dean of Students is the College Sponsor for the National StudentSurvey.ie and presents survey reports (UG/PGT and PGR) to the Quality Committee and University Council.

- The **Associated College Degrees Committee (ACDC)** for Trinity's Linked Providers is chaired by the College Registrar and reports into Undergraduate Studies Committee and/or Graduate Studies Committee on academic matters including consideration of new validated course proposals prior to submission to University Council for approval. The TOR for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI *Core Statutory Quality Assurance Guidelines* and were approved by Council in 2016/17. The TOR for the Quality Committee were strengthened in summer 2020 with regard to oversight of the Quality Assurance of Linked Providers following Trinity's approval of its Linked Provider Quality Assurance Procedures in 2019/20. Central to this was the initiation of an Annual Dialogue Meeting with both Linked Providers, which occurred in March 2021 (see Part B, 1.3.2).

- **Covid-19 Governance Structures** were established in February 2020 (Refer AQR 2019/20 Part 1, p.12) following the outbreak of the Covid-19 pandemic. The structures were reviewed and updated in February 2021 and continued to be under review and to operate in parallel with existing governance structures during 2020/21.

Provost Appointment and the appointment of new Annual Officers:

2020/21 saw the appointment of Trinity's first female Provost since the establishment of the University in 1592. The Provost appointment process is conducted under the College Statutes 2010 and the process

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[1] *Approval of name change to Global Engagement Committee approved at October Board meeting*

was led by the College Registrar as Chair of the Steering Committee. An election, which is part of the process, occurred on the 10th April 2021 following a six -week campaign which included a series of open events/hustings (conducted online in view of the Covid-19 pandemic). Details can be found on the Provost Appointment website. The Provost-elect was approved by the College Board at its meeting in April 2021 and commenced in position on 1st August 2021. The new senior management team was approved by College Board on the 1st September 2021 and commenced in their positions forthwith. A listing of all new position holders can be found on the Secretary's Office website.

Strategic Initiatives:

College's **Strategic Plan (2020-2025)** was formally launched in March 2020. The governance process to develop the associated implementation plan was supported by a risk assessment and financial sustainability assessment and the consideration of institutional performance indicators embedded in existing strategies such as the:

– Trinity Estate Strategy (November 2018).

– Global Relations Strategy 3 (February 2019).

- Inspiring Generations Philanthropic Fundraising Campaign (May 2019).

- A Living Research Excellence Strategy and Research Charter (June 2019).

The launch of the Strategy coincided with the Covid-19 global pandemic and the goals, targets and timelines of the plan have been reviewed in light of the impact on finance, research and education delivery associated with the initial closure of HEIs and the pivot to online, blended and hybrid modes of delivery. The Covid-19 revisions are outlined on the College Strategy website.

One of the key Goals of the Strategic Plan relates to how Trinity uses and develops its space – Goal 7.0 *We will develop and inhabit our space responsibly*. The Trinity Estates Strategy provides a framework to guide the development of Trinity's estate in the medium- to long-term. The strategy highlights the necessity for efficient use of space and the continuous improvement of existing facilities, which has become even more pertinent with the advent of the Covid-19 pandemic. It prioritises new capital works' projects which have been included in the 'Inspiring Generations' Philanthropic Campaign, such as the E3 Institute and Grand Canal Innovation District (now Trinity Campus East), a new School of Law, the Trinity St. James's Cancer Institute, and long-term refurbishment and a conservation plans such as the Old Library Redevelopment Project. It also undertakes specific strategic projects including the Printing House Square development which will provide on-campus student accommodation for up to 250 students, along with upgraded student services, the need for which was identified in the quality review of the College Health Centre and the College Day Nursery. It also provides for a residential strategy that will serve the long-term needs of staff and students, including the expansion of student accommodation at Trinity Hall in Dartry to provide 300 new beds for students. This project was stalled due to the pandemic and planning permission lapsed. In September 2021, the Capital Review Group approved a reapplication for planning permission for the same proposal as was granted previously. If granted, the planning permission will last for five years and the business case for the project will be revisited.

The Strategic Plan commits to the development of a Digital Learning Strategy (Goal 3.8) that will provide a framework for using a full spectrum of digital learning tools, making them part of the mainstream pedagogical practice of the University. Funding from the Strategic Alignment of Teaching and Learning Enhancement (SATLE), under the National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum) is supporting this initiative: 'Digital by Design' is a project which focusses on building capacity for digital education across Trinity at personal, disciplinary and organisational levels using learnings from Trinity's pandemic experiences of digital learning.

Aligned to a number of the Goals in the Strategic Plan is a comprehensive programme of digital transformation initiatives (Goal 3.11), under the umbrella term of Digital Trinity. The Digital Transformation programme is a continuous effort to meet the current and future needs of the university. It includes support for large-scale transformation projects such as SITS enhancement to enable the new Undergraduate Education features (Trinity Education Project), an institution-wide operational data management, reporting and analysis platform, as well as a web content management system and the online registration and modular billing of flexible course offerings.

Goals 1.10 and 8.2 of the Strategic Plan commit to '*Develop and enact strategies, policies and procedures to enable more diverse and more flexible learning and programme delivery in the areas of continuous professional development and micro-credentialing*' in the life of the plan. Funding to support a Pilot programme on micro-credentials was received in 2020 from the HEA under the Human Capital Initiative (HCI Pillar 3) in association with the Irish Universities Association. Micro-credentials are short, accredited learning experiences that facilitate flexible and innovative professional development (see Part B, page 60, section 1.1).

Goal 5 of the College Strategic Plan states that *We will shape our organisation and focus research around the challenge of achieving a sustainable and health planet*. The College Sustainability Policy was established in 2008, and updated in 2017, to provide guiding sustainability principles regarding campus management, buildings and services, academic activities and environmental management. The policy commits to conducting teaching, research, services and administrative operations in a manner that protects and enhances the environment, conserves natural resources, reduces greenhouse gas emissions, and supports the community and society as a whole. This policy applies across all parts of the University. The Provost's Advisory Committee on Sustainability and Low Carbon Living was established in February 2017 to deliver on Trinity's sustainability strategic objectives. The Committee has student, staff and faculty representatives from across the university, and receives input from the Green Campus Committee. It is specifically tasked with the goal of creating sustainable campuses for the university and publishes an Annual Sustainability Report which reports on carbon footprint, energy consumption, waste diversion, generation and recycling, transport use and water consumption. Trinity established a Staff and Student Sustainability Networks in 2017, in order to harness these contributions and to foster the next generation of environmental and sustainability leaders. Information and resources for staff and students are available through the Sustainability – Green Pages website.

Policies and Procedures that Support Quality Assurance:

Institutional Policies can be found on the About Trinity webpages.
Academic policies can be found on the Trinity Teaching and Learning Academic Policies webpage.
Library policies can be found on the Library Policies webpage.
Human Resources policies can be found on the Human Resources webpage.
Trinity's Quality Policy Statement can be found on the Quality Office webpage.

The Procedures that support compliance with requirements of the Qualifications &
Quality Assurance (Education & Training) Act 2012 for a cycle of quality reviews of 'education,
training, research and related activities' can be found on the Quality Office website and include a
description of the management of Quality Assurance for reviews of:

- Schools (March 2018, currently under review).
- Academic Programmes (October 2019 revision).
- Administrative Units (October 2017 revision).
- Trinity Research Institutes (2020).
- Dual and Joint Awards Programmes (June 2019).
- Approval of Linked Provider Quality Assurance Procedures (June 2019 revision).
- Virtual Reviews (November 2020).

Outputs of Quality Assurance Activities:

The following are published on the Quality Office website in support of the transparency and the
provision of public information.

- The schedule of quality reviews.
- Reports arising from quality reviews.
- A list of academic programmes subject to professional accreditation reviews.
- A list of non-academic/professional services areas subject to accreditation.
- The Institutional report on the results of the National Student Survey.ie (UG/PGT).
- The Institutional report on the results of the National Student Survey.ie (PGR).
- The Annual Faculty Quality Report (AFQR).
- Consolidated AQR to Council.
- Results of the International Student Barometer (ISB).
- Quality Risk Register.

Access to quality activity outcome data is also made available to Faculties and Schools via the Central
Quality Folder which stores the External Examiner reports, as well as School and programme-level reports
on the results of the StudentSurvey.ie and International Student Barometer (ISB) Survey Reports.

Actions arising from issues identified through these activities are reported in the Annual Faculty Quality Reports (AFQR), closing the feedback loop on quality and escalating issues that require attention at Faculty and College level. The Annual Faculty Quality Report assists in monitoring the implementation and effectiveness at local level of the College quality assurance policies, procedures and strategies articulated in the Framework for Quality. A Consolidated report is distilled from the three Annual Faculty Quality Reports (AFQRs), which are discussed at annual Quality Faculty Executive meetings and reviewed by the Quality Committee. The consolidated report is considered by and makes recommendations to Council each year. In September 2021 (CL/21-22/005.1), the seventh Consolidated AQR was approved by Council. An enhancement proposed by the three Faculty Deans to the process for the 2020/21 Consolidated Annual Report to Council is that, in 2021/22, the Deans look collectively at the 2020/21 reports to identify common issues across the three Faculties and to agree on recommendations to Council.

Risk Management:

The Trinity College Risk Management Framework is the system by which the University manages the internal and external risks in the achievement of its objectives. The objective of the Framework is to drive efficient, proactive, and forward-looking risk management aligned with the University Strategic Plan 2020-2025. The Framework encompasses a system of policies, committees, and tools that provides management and staff with a structured and efficient approach to risk management, providing the Board with assurance on the identification and effective management of risk. The ultimate ownership of risk management within the University rests with the Board, which is supported by the Chief Risk Officer, and committees that include the Executive Officers Group and the Risk Management Group. The Risk Registers of Faculties, Schools, academic departments, corporate services and major capital projects are reviewed and updated on an annual basis or more frequently as required as has occurred in the context of COVID-19 and Brexit. Those risks that present the most severe risk to the University are recorded in the University Risk Register, which is regularly reviewed at the Board, Audit Committee, Officer Level and Risk Management Group to ensure the proper level of scrutiny and remediation is undertaken to manage those risks. As part of this system of risk management other tools such as PESTLE analysis, risk reporting and risk assessment processes are implemented as necessary across the University.

Regulations:

The Academic Regulations are published in the College Calendar (Parts I (General Information); II (Undergraduate) and III (Postgraduate and Higher Degrees). A review of the College Calendar is undertaken annually. The Calendar Part II was substantially revised in 2018/19 to reflect the changes brought about by the Trinity Education Project and much of the content that was previously contained in the Calendar was transferred to Programme Handbooks, as required in the Programme Handbook Policy (June 2018). In May 2021, the Undergraduate Studies Committee approved changes to the General Information (Part I) to reflect (i) the existing Trinity Education Project progression and award regulations related to a balanced credit load in each semester, (ii) a student's existing entitlement to receive feedback on coursework submitted during the teaching term, in line with the Return of Coursework Policy and (iii) replacement of the word 'examination' with 'assessment', in relation to 'off-books' students. Regulations

relating to Undergraduate and Postgraduate Education (Taught and Research) can be found on the Academic Affairs website and the Graduate Studies Office website.

Strategic Appointments:

The following strategic roles were approved in the reporting period:

- Associate Dean of Research (increasing the number to three, one from each Faculty).
- Vice-President for Biodiversity and Climate Action (new position)

A change of title to the following strategic roles was approved:

- Vice-President Global Relations has changed to the Vice-President Global Engagement
- Community Liaison Officer has changed to Associate Dean for Civic Engagement and Social Innovation

Annual Reporting:

The following Annual Reports are provided to Council or Board:

- Senior Lecturer's Annual Report (Council);
- Graduate Studies Annual Report (Council);
- Global Relations Annual Report (Council);
- Dean of Research Annual Report (Council);
- Academic Registry Annual Report (Council);
- Library Annual Report (Council);
- HR Metrics Annual Report (Board).

Student Representation in the Governance and Management of Quality within the Institution:

The University is committed to involving students in decision-making processes as bound by the Universities Act and national and European standards. This commitment is articulated in the Student Partnership Policy, which is revised annually[2]. All students are automatically members of Trinity College Dublin Students' Union (TCDSU). In addition, all postgraduate students are automatically members of the Graduate Students' Union (GSU). The TCDSU advocates for the rights and needs of the University's diverse student population. The GSU represents issues specific to postgraduate students (taught and research). The University and the Students' Unions work in partnership to ensure that students are represented on all appropriate University committees and are supported and receive training to fulfil their roles as student representatives. At College-level, students are represented on all Principal and Compliance Committees of Board and Council.

At local-level, students have the opportunity to stand for election as an undergraduate or postgraduate School or Faculty Convenor. These students contribute to the decision-making processes of Faculty Executive Committees, School Executive Committees and School Committees, and at other meetings with staff including School Curriculum Committee Meetings and Student Staff Liaison Committee Meetings. The undergraduate and postgraduate School Convenors have a key role in ensuring that there is an

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[2] This did not occur in 2020/21 due to the impact of Covid 19

appropriate flow of information between the Students' Unions and the Schools. Students can also stand for election as an undergraduate or postgraduate Class Representative. Within each School, each class has the opportunity to elect a student to represent their course year. They have regular meetings with staff and other representatives.

Student involvement can also be informal by nature. All undergraduate and postgraduate students are encouraged to become partners in shaping the teaching and learning process, as well as the support services and life at the University. Opportunities for these include:

- Taking part in module surveys, student-staff liaison committee meetings, focus groups and professional accreditation reviews.

- Sharing opinions with Class Reps, School Convenors, Faculty Convenors and Sabbatical officers through the various student union fora including Student Council, Faculty Assembly, Sabbatical office hours, and online fora.

- Speaking directly with lecturing staff and administrative staff.

- Participating in national student surveys, including the National Student Survey.ie (Irish Survey of Student Engagement) and international student surveys (International Student Barometer).

- Involvement in quality reviews through input to the Self-Assessment process via focus groups with students and in meetings with the review team during the site-visit.

In June 2021, Trinity supported the Trinity Students' Union in joining the National Student Engagement Programme (NStEP).

Representation of External Stakeholders in the Governance and Management of Quality within the Institution:

External membership: The College Statutes provide for College Board having two external members, one of which is a ministerial appointment. The Report from the Board review Working Group also provides for external membership (see section Part B, 1.3.2). Finance Committee has three external members, Estates Policy Committee has two external members; the Library and Information Policy Committee has two external members; all Major Capital Projects have an Independent Monitor and SFI funded Research Centres involve partner HEIs in their governance.

The Remuneration Committee, a compliance committee of Board, has an External Chair who is an external member of the Board appointed annually by the Board on the nomination of the Provost.

In the most recent review of the Quality Committee Terms of Reference, the appointment of an external member has been approved and the process of nomination is currently underway.

All Major Capital Project Steering Groups have an External Chair and some Trinity Research Institutes have External Chairs e.g. Trinity Long Room Hub.

Advisory bodies: There are a wide range of external advisory bodies across all levels of Governance and Management in College, ranging from the Provost's Council to Scientific and/or Industry Advisory Boards in Trinity Research Institutes. The Trinity Foundation, the Hamilton Maths Institute and TILDA (The Irish Longitudinal Study on Ageing) have a Patient and Participant Involvement Working Group (PPI), and several Trinity Schools have External Advisory Boards (e.g. the Trinity Business School).

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative and Transnational Provision:

Trinity has approved policies on Non-EU Collaborative & Transnational Education Partnerships and Dual and Joint Awards that provide guidance to staff interested in establishing education partnership with other Higher Education Institutions. The Partnerships Toolkit provides a range of tools and resources e.g. due diligence checklists, risk management and approval processes for different types of partnerships.

As Trinity works to achieve its strategic target to diversify the College community, policies on the role of Education Recruitment Agents and Study Abroad Providers have been approved in response to the publication of the *Code of Practice for Provision of Programmes of Education and Training to International Leaners* in June 2015. Public access to Trinity International Partners, including Education Agents as required by the Code, is also available from the Global Relations website.

The key strategic collaborative and transnational education provision partnerships with which Trinity is currently engaged in respect of Joint and Dual Awards include:

- CHARM - EU Alliance (Challenge Driven- Accessible- Research-based-Mobile European University) in partnership with the Universities of Barcelona, Utrecht, Montpellier and ELTE Budapest. Approved as one of the first seventeen European University Alliances in 2019 and funded by the European Commission Erasmus+ Programme. A key milestone was reached in September 2021 when the first programme to be delivered by the CHARM EU Alliance - the Masters in Global Challenges for Sustainability - commenced with 70 students across all five partner locations.

- The Trinity-Columbia Dual BA commenced in 2018/19. The programmes offered under the Trinity-Columbia partnership have expanded from an initial six based solely in the Faculty of Arts, Humanities and Social Sciences, to twelve programmes and now includes the Faculty of Science, Technology, Engineering and Mathematics (STEM). There were 159 students on the dual degree programmes in 2020/21.

- The Trinity and Singapore Institute of Technology (SIT) partnership. In 2021 this began with top-up degree programmes in Physiotherapy and Occupational Therapy. The partnership was expanded in 2014 to include Diagnostic Radiography and Radiation Therapy. These one-year programmes enabled SIT students to obtain a Trinity degree after successful completion of a three – year Diploma Programme at Nanyang Polytechnic. Teaching was delivered at SIT's facilities in Nanyang Polytechnic and included a mandatory overseas immersion programme at Trinity. In 2016, Trinity and SIT

completed the development of a joint degree in Physiotherapy and the first intake was September that year. This programme is jointly taught by faculty from SIT and Trinity in Singapore. This partnership is now in the winding-down phase with the joint programme set to end in 2023/24. The last cohort of SIT-TCD 4 years degree students will complete the programme by 2024.

Articulation arrangements represent another vehicle for transnational provision that Trinity has engaged with in recent years. At undergraduate level, the typical arrangement is a 2+2 whereby students complete the first two years at their home university and, having met the eligibility requirements for articulation onto the third and fourth year of a Trinity Honours programme, complete the final two years of their studies in Trinity to achieve a Trinity College Dublin, University of Dublin Award. The key articulation arrangements in which Trinity is engaged include:

- Thapar University (India) commenced in 2015/16. The number of students joining Trinity under this programme has grown in recent years. In 2021/22 a record number of 57 students started their third year at Trinity.
- University of Michigan – Shanghai Jiao Tong University Joint Institute and the School of Engineering, approved in 2018/19 with first intake of 2 students in 2019/20. Covid 19 has impacted student numbers on this partnership with no students joining in 2020/21 or 2021/22 but student recruitment continues.
- International Centre for Applied Sciences, Manipal University, India and the School of Engineering, approved in 2019/20. In 2021/22 four students joined third year at Trinity from Manipal University.

Trinity has Masters-level pathway agreements in place with Beijing Foreign Studies University (BFSU) and Minzu University of China, allowing eligible students to gain two Masters' programmes within three years, one from the partner university and one from Trinity. In 2021/22 there is one student from BFSU and four students from Minzu University of China at Trinity.

In 2019/20, Trinity entered into a collaboration with the Herman Ostrow School of Dentistry at the University of Southern California. Students complete the one-year Postgraduate Certificate in Orofacial Pain at Trinity and then have the option to enter into the second year of USC's online Masters' Degree in Orofacial Pain and Oral Medicine. The first intake of five students was in 2020/21.

Partnership development continues and is a key element of both the current Global Relations Strategy (GRS3) and the College Strategic Plan 2020-2025.

Trinity is involved in a number of collaborations at national level.
- Trinity has an agreed framework, approved by University Council in September 2014, for collaborative taught programmes with University College Dublin (UCD). The framework includes shared opportunities under the structured PhD programme. The Master's in Social Change programme commenced in 2016 and involves 18 students. Up until 2018/19 a Master's in Development Practice and a Joint Certificate in Innovation & Entrepreneurship were offered under the partnership. The Master's in Development Practice has now ceased as a Joint Award. The Joint Certificate in Innovation and Entrepreneurship will

cease in full as of the 2021/22 academic year. Queen's University Belfast (QUB) collaboration in the Joint Certificate ceased in 2020/21.

- A joint degree in Human Nutrition and Dietetics, formerly awarded by Dublin Institute of Technology and Trinity, is now awarded by the Technological University of Dublin (TUD) as a joint award to reflect the establishment of the new Technological University of Dublin.

- Trinity has collaborated since 2008 with the Church of Ireland Theological Institute on the Masters in Theology Programme. This programme underwent a Quality Review in 2015. A new Certificate in Christian Theology and Practice (which will now act as the MTh Foundation Course) was approved by Council in May 2020. Delivery of the new programme commenced in January 2021 with the enrolment of 42 students.

- In June 2021, Trinity and the Loyola Institute Trust and Company signed a revised Memorandum of Understanding with respect to the Loyola Institute at Trinity College. The Institute has been part of Trinity since 2012 and the new MOU provides the formal framework within which the Institute will operate as part of Trinity's recently restructured School of Religion, Theology and Peace Studies. The Loyola Institute is involved in the teaching of both undergraduate and postgraduate programmes in Christian Theology and in research on diverse aspects of theological enquiry.

- In November 2016, Council approved a framework for collaboration on the SPHeRE PhD Programme (Structured Population and Health-Services Research Education) with the Royal College of Surgeons (RCSI) and University College Cork. There were 10 Trinity students registered on the SPHeRE programnme in 2020/21.

- The Lir Academy - Ireland's National Academy of Dramatic Art - was founded in 2011 in partnership with the Cathal Ryan Trust and Trinity College Dublin.

Linked Providers:
Trinity acts as Designated Awarding Body (DAB) to two Linked Providers/Associated Collages:

- Marino Institute of Education (MIE)
- The Royal Irish Academy of Music (RIAM)

Trinity has developed quality assurance policies and procedures in support of its responsibilities to its Linked Providers under the QQI Act 2012 as follows:

- Approval of Linked Provider Quality Assurance Procedures which outlines Trinity's role as the Designated Awarding Body having responsibility for the quality assurance of a Linked Provider's academic provision.

- Linked Provider Appeals Procedures which outlines the procedures to be followed in the event that a Linked Provider appeals the decision of Trinity to withdraw approval of its Quality Assurance Procedures.

Trinity completed the process of approving its Linked Provider's Quality Assurance Procedures in 2020/21 using the Approval of Linked Provider Quality Assurance Procedures. An institutional review to

assess the implementation of the quality assurance policies and procedures is due to be initiated in 2021/22.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Trinity's policy on New Programme Design and Approval (January 2017 and currently under review) is supported by procedures and templates for the development and approval of new undergraduate and postgraduate programme proposals. The policy is available on the Trinity Teaching & Learning Academic Policies website, as is the policy on Programme Suspension and Cessation approved in March 2017 (and currently under review). Details on the development of new postgraduate and validated programmes can be found on the Graduate Studies and Academic Affairs websites.

Academic staff are supported in the development of new course proposals by staff in Academic Affairs and through resources and supports offered by Academic Practice (curriculum design) and the Careers Service (employability, placements).

The Quality Office has a role in reviewing the due diligence information related to new collaborative and transnational academic programmes and is consulted on the Quality Assurance section of new programme proposals e.g., cross-School, cross-Faculty programmes to ensure the information contained therein references the Framework for Quality in Trinity and complies with Trinity, national and European quality assurance guidelines.

Schools wishing to establish a new undergraduate or postgraduate course, or to revise significantly an existing programme, must consult the relevant Administrative Officer in Academic Affairs, Trinity Teaching and Learning, to discuss the proposed programme or revisions. Process maps outlining the steps required for the development and approval of undergraduate and postgraduate taught courses are available on the undergraduate course development and postgraduate course development webpages. Resources include templates for mapping individual module learning outcomes to those at programme-level, and module descriptors that list module learning aims/objectives, module learning outcomes, and modes of assessment including clearly identified separate assessment components with their weightings to be mapped into Module Assessment Pattern (MAP) and Module Assessment Body (MAB) requirements in SITS. New UG and PG Programme Proposals are required to go through extensive School and Faculty level development and approval processes, including a financial viability review by the Faculty Dean, prior to consideration by the Undergraduate Studies Committee (USC) or Graduate Studies Committee (GSC), as appropriate. Course proposals which gain the support of USC of GSC, as appropriate, are considered by the University Council for final approval.

Programme proposals by Trinity's Linked Providers are reviewed by the Associated Trinity School (normally Education and staff in the Department of Music in the School of Creative Arts) and the respective Associated College Degrees Committee (MIE or RIAM ACDC) prior to consideration by USC and GSC. All new programme proposals are subject to external review prior to formal and final approval by the University Council.

New programmes approved by Council are set-up by the Academic Registry in SITS and by IT Services in CMIS and Blackboard. School Managers can then populate relevant course and module data in SITS. Approved courses are included on the Irish Register of Qualifications, maintained by the Department of Justice and Equality and, if the criteria for inclusion are met, and will be listed on the Interim List of Eligible Programmes (ILEP). Upon approval by Council, marketing of the course can commence, and the course entry can be included in the University Calendar for the following academic year, or the year after that in the case of UG courses which are listed with the CAO.

The introduction of standalone modules for external applicants follows a similar approval process to that of new course proposals but one that terminates at the USC stage, and Council approves them via the USC minutes. Proposing Schools must demonstrate a significant strategic need for the standalone module. The Trinity Education Project has also led to the creation of different types of standalone module for internal use, such as Trinity Electives and Bespoke Open Modules, which add breadth to a student's curriculum at the undergraduate level and also follow rigorous approval processes. Templates and detailed information on submission of proposals for the development of new standalone postgraduate modules or for new modules within an existing postgraduate programme are available on the Graduate Studies website.

Policies on Dual and Joint Awards and on Non-EU Collaborative and Transnational Education Partnerships provide further information and guidance to staff on the development of academic programmes with other institutions nationally and internationally. An online resource Partnership Toolkit is available to assist academics to conduct the necessary due diligence and navigate the approval process for new collaborative and transnational programmes. The Trinity Teaching and Learning website lists all new UG and PG programme proposals and links to the individual programme proposals as approved by Academic Council.

Trinity has a dedicated micro-credential approval procedure and published resources to support the development of new micro-credentials. A new USC/GSC Subcommittee on Micro-credentials has been established to consider the proposals prior to submission to GSC for Council approval via the GSC minutes.

The development and approval of new Trinity Electives, a suite of 40 stand-alone 5 ECTS modules outside of a student's core discipline introduced as part of the Trinity Education, requires engagement with Academic Affairs in the first instance to complete a proposal form. Proposals are evaluated by the Trinity Elective Sub-Committee and, if approved, are forwarded to the Undergraduate Studies Committee and Council for final approval. The Trinity Electives Sub-Committee membership was noted and approved by USC in September 2021.

2.2 Admission, Progression, Recognition & Certification

The Academic Registry (AR) is the business unit responsible for the administration of the student lifecycle. The AR website includes administrative procedures relevant to the student lifecycle including:

Applications and Admissions

Student Finance
Registration
Student Case Management
Assessment and Progression
Graduation
Statistical Reporting

The website includes a range of guidance information and forms to support students as they negotiate the various steps involved in self-service through the 'my.tcd.ie' student portal. Students on campus can also avail of services provided through the Service Desk.

The Study at Trinity webpage is a rich source of information for applicants and students –national and international, visiting international and Erasmus, undergraduate, postgraduate and online. It includes a link to the Student Life website that contains information for students to support them in their study at Trinity. The undergraduate pages on this site also contain information on Transition Year Programmes and Information for Guidance Counsellors which seek to meet the needs of potential applicants, teachers and parents in the pre-student lifecycle stage. Academic Registry staff, Global Relations staff, School and Programme Office staff and Careers Advisory Staff are engaged in a variety of outreach services to secondary schools and education and career fairs both nationally and internationally. The Global Relations website contains a number of specific resources for International Students (Non-EU), including a list of all International Representatives including Education Agents as required under the QQI *Code of Practice for Provision of Programmes of Education and Training to International Learners.*

The **University Calendar** is the primary source of regulations with respect to study at Trinity (see section 1.1 above).

Procedures relating to undergraduate progress are spread across Academic Affairs, Academic Registry (student cases) and the Senior Tutors Office. The Academic Affairs website also includes Procedures for Recognition of Foreign Qualifications and a Recognition of Prior Learning Policy. The Graduate Studies website includes procedures for postgraduate students on matters on Academic Standing including progress reports, transfer to the Ph.D. Register, confirmation on the Ph.D. Register, Thesis submission and student cases, e.g. off-books with or without assessment, withdrawals and appeals.

The Trinity Tutorial System is a key support to students in matters that relate to potential disruption to the student lifecycle. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website, which includes a FAQ page pertaining to, among other things, matters on academic progress and student academic standing. A new Tutor's Handbook was developed in 2019/20 and provides a step-by-step account for Tutors of dealing with most tutorial support issues. A Fitness to Study Policy (December 2018) formalises processes used in College where concerns are raised about a student's fitness to continue to attend and perform activities associated with their attendance at College. This policy is differentiated from the Fitness to Practice Policy, which is associated with discipline and practice requirements of specific professional courses.

A [Transition to Trinity](#) programme, launched in 2016/17, takes students from pre-arrival through their first semester in Trinity**.** The programme is in three phases: (i) Administration & Logistics that is conducted pre-arrival; (ii) Socialisation & Academic that occurs during orientation week and the first week of teaching; and (iii) Transition that takes place throughout the first semester.
The twelve-week transition programme [(Trinity in Twelve Weeks)](#) delivered by peer mentors as part of their mentoring programme, includes induction and transition workshops and the centralisation and restructuring of postgraduate orientation to accommodate students who enter postgraduate taught/postgraduate research programmes at different intervals throughout the year i.e. September, January and March. The programme was expanded in 2018/19 to provide peer mentors with more resources to help with the successful delivery of the programme. [A six-week version was introduced for international single-semester students](#). A new research postgraduate student transition programme was introduced to provide training to postgraduate research students at each of three critical phases in their research: on entrance, on confirmation to the research register, and in final year. In 2020/21, the Trinity orientation programme was delivered online in response to the impact of the Covid-19 pandemic.

The Strategic Plan (2020 -2025) commits to widening participation (Goal 1) - see also Part B, section 2.6. Since the establishment of the Trinity Access Programme (TAP) in 1993, the term 'access' has generally been used in Trinity to refer to initiatives to improve access for students coming from socio-economically disadvantaged backgrounds. In 2018/19 a **Widening Participation Group** (WPG) was established to replace the former TAP Steering Committee and to act as an umbrella group to consider all non-standard entry routes to the university. The WPG reports to the Undergraduate Studies Committee and is chaired by the Senior Lecturer/Dean of Undergraduate Studies, who reports on the work of the WPG to the University Council ([WPG report to Council 2021](#)). Approximately 22% of Trinity undergraduate admissions are admitted through [alternative entry routes](#).

2.3 Procedures for Making Awards

Trinity is recognised as an Awarding Body in the [Irish Universities Act 1997](#) and the [Qualifications & Quality Assurance (Education & Training) Act 2012](#). 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](#) (pg. 163). 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 at all conferrals.

With regard to the approval of awards, the role of University Council is outlined in the [2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#) (pg. 190). Council is responsible for (i) making regulations concerning the academic and other requirements to be fulfilled to achieve the academic standing necessary for the conferral of degrees and other academic qualifications, (ii) making the regulations concerning the exceptional circumstances in which degrees and other academic

qualifications may be suspended, removed or reinstated, (iii) determining which candidates are qualified to proceed to higher degrees when it has considered reports of examiners.

Award titles are published in the College Statutes and level descriptors for Awards are published in the College Calendar Parts I and II. These align with the level descriptors of the National Qualifications Framework and pertain to Major, Minor and Special-Purpose Awards.

The Trinity Education Project introduced substantive changes in Award options available to students by decoupling entry and exit pathways e.g. under the common architecture students may graduate with a Single Honours; a Joint Honours; or a Major with Minor Award.

In July 2021, QQI released a Joint Sectoral Protocol between QQI and Designated Awarding Bodies for the inclusion of Qualifications within the National Framework of Qualifications. Consultation on the Joint Sectoral Protocol is ongoing at the time of writing this Annual Quality Report (October 2021).

2.4 Teaching, Learning and Assessment

The institution assures the quality of its teaching and learning through:

Quality Reviews:
The Procedure for Quality Review of Programmes was introduced in 2014 and reviewed in October. 2019. A feature of this procedure is the use of programme-wide student surveys, staff surveys and focus groups with students, teaching staff, administrative staff, alumni, and employers. Procedures have been developed to support the Programme reviews, including the Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes. A Procedure for the Review of Dual and Joint Awards was approved in June 2019 and the Procedure for School Reviews (2018) is currently undergoing review. The services that support teaching, learning and assessment are reviewed using the Procedure for Administrative Unit Reviews (2017). In response to the restrictions arising from the pandemic, Procedures for Virtual Reviews were developed in November 2020 (see Part B, Page 74, Section 2.1).

External Examiner Reports:
The External Examiner Policy (April 2018) supports quality assurance processes for UG and PG examination processes by providing detailed information for examiners and Schools on the procedure and timelines for the submission of annual reports, and the process for payment of examiners.

An External Examiner Enhancement Project was undertaken in 2018 which resulted in:
- The development of a new External Examiner website to provide centralised access to information for External Examiners (UG/PGT), information for External Examiners (PGR), and information for Schools.

- A new centralised email address ExternReports@tcd.ie was introduced for the submission of all taught External Examiner reports (UG and PGT) and a Central Quality Folder was established to facilitate secure access by Schools to these reports.

- New procedures, including a [Procedure for the Transfer to External Examiners of Students' Assessed Work](#) and [Advisory Guidelines on European General Data Protection Regulation (EU-GDPR)](#) to take account of the role of External Examiners as third-party processors of student personal data, were approved. The Quality Office conducts the quality assurance of UG External Examiner reports and monitors them for EU-GDPR compliance.

The 2018 revision to the External Examiner Policy addressed remote attendance by external examiners at supplemental Courts of Examiners and, on an exceptional basis with the approval of the relevant Dean, at annual Courts of Examiners. As a result, the transition to virtual Courts of Examiners in response to the COVID-19 pandemic in 2019/20 was easily facilitated. In addition, all External Examiners were provided with access to the virtual Learning Environment - Blackboard- and IT Services provided training on 'paper-less' Courts of Examiners which was conducted via MS Teams. Information for Trinity staff on using Microsoft teams for [conducting virtual courts of examiners](#) was published on the IT Services website.

Annual Undergraduate External Examiner Reports are considered by the Quality Office and referred to the Senior Lecturer if recurrent or concerning issues are raised by the Examiner. Schools are required to respond in writing to the External Examiners on recommendations made in the annual report, and they are required to document actions taken in response to those recommendations in the School Action Plan that informs the Annual Faculty Quality Report. Where necessary, a meeting with the relevant School will be requested by the Senior Lecturer to discuss the issues raised in the report, and actions agreed to address the recurrent issues. Postgraduate External Examiner reports are reviewed by the Dean of Graduate Studies.

New procedures to comply with Revenue's requirements that all non-domiciled external examiners attending in person for the purposes of examining in Trinity must apply for a PPS Number will be implemented in 2021/22 if in-person Courts of Examiners return. The implementation of these requirements in 2020/21 did not proceed, as all Courts of Examiners were conducted virtually.

Participation in the National Student Survey:
The National Student Survey (UG and PGT) is held annually in February/March and a [report on the outcome](#) is produced by the Quality Office at Institutional level and Faculty-level, and presented to the Quality Committee and Council by the Dean of Students before being published on the Quality Office website. Reports at School and programme-level are also produced and are made available via the Central Quality Folder. Customised reports are produced for other areas such as the Library, Careers Service, Academic Practice and Student Services.

The National Student Survey (PGR) runs every two years and a [report on the outcome](#)s at Institutional, Faculty and School level is produced by the Quality Office and presented to the Quality Committee and Council by the Dean of Students before being published on the Quality Office website. Reports at School and programme-level are also produced and details for Schools with greater than ten PGR responses are included in the reports made available through the Central Quality Folder.

Schools communicate actions taken in response to issues raised to student representatives or through relevant School social media channels. From 2020, School-level actions to address issues arising from the surveys are a reporting requirement of the Annual Faculty Quality Reports.

Participation in the International Student Barometer (ISB) Survey:
This survey is conducted on a biennial basis and the results are circulated to Faculties, Schools and administrative areas by the Global Relations Office via the Central Quality Folder. From 2020, School-level actions to address issues arising from the surveys are a reporting requirement of the Annual Faculty Quality Reports.

Completion of the Annual Faculty Quality Reports:
The Annual Faculty Quality Reports are the mechanism by which Schools report annually on initiatives and challenges with regard to undergraduate education, postgraduate education and research, (ii) the implementation of College-level academic policies and procedures and (iii) response to strategic initiatives such as internationalisation and Athena Swan. Schools also report on the issues arising from quality assurance processes such as (i) student evaluation of undergraduate modules and postgraduate taught programmes, (ii) external examiner recommendations, and (iii) quality and accreditation reviews, and the actions taken/planned to address these issues. A Consolidated report draws together common issues and concerns across the three AFQRs, and highlights enhancement activities and good practice. The AFQRs and the Consolidated report are considered by the Quality Committee, which then makes recommendations to Council.

Professional/Statutory Body Accreditation:
The Quality Office produces a master list of academic programmes subject to reviews by professional and statutory accreditation bodies or other quality award programmes, which is updated annually and published on the Quality Office website. Revisions to the Terms of Reference of the Quality Committee in October 2020 include the addition of a requirement to consider the results of Professional Accreditation Body reviews of academic programmes and professional services, and to escalate any risks/issues identified. In September 2021, the Quality Office published, for the first time, a list of professional services areas that are subject to Professional Body or Industry Accreditation/Award Schemes. The Quality Office is represented in the schedule of meetings during on-site visits by Professional and Statutory Accreditation Bodies.

Policies and procedures that support academic integrity and freedom among staff and students:

- The Policy on Plagiarism, which applies to all undergraduate and postgraduate students in Trinity. The University considers plagiarism to be a major offence and academically fraudulent, and it is subject to the disciplinary procedures of the University.

- The College Calendar, which defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and outlines the process through which a suspected case of plagiarism should be dealt with. A matrix has been developed to explain the different levels of

plagiarism and how they are dealt with. Where the summary procedure is invoked, a written minute of the Plagiarism Summary Procedure must be completed.

- The 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin – amendments to the Schedules to the Chapter on Student Conduct and Capacity Procedures relating to Research Misconduct were updated in May 2020.

- The Junior Dean is the College Officer with responsibility for disciplinary procedures relating to students and is the final decision-making authority on plagiarism if resolution by the Director of Teaching and Learning UG or the Senior Lecturer has not been successful. The Senior Dean is the College Officer with responsibility for Research Integrity, and the position-holder is also the Research Integrity Officer (RIO). In circumstances where the research integrity of a member of Trinity staff is called in to question, following a full investigation into the matter, the Senior Dean is responsible for chairing the Research Ethics Committee which determines what actions should be taken as a result of the inquiry. The governance of Research Ethics, Integrity, and Misconduct is outlined in the College Statutes. A Flow Chart showing the procedures for investigating Research Misconduct is available. Matters of concern relating to questions of research misconduct can also be raised under the Colleges Protected Disclosures Policy.

- The Postgraduate Research Handbook includes a Chapter on Plagiarism.

- The Programme Handbook Policy specifies inclusion of a chapter on Plagiarism.

- All students must complete the Ready Steady Write plagiarism tutorial, a resource developed by the Academic Practice to help them understand and avoid plagiarism and develop their academic writing skills and academic integrity. Students must also attach a signed declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that they understand what plagiarism is and have completed the tutorial. A handbook entitled Developing your Academic Writing Skills has been developed by Academic Practice.

- The Library provides learning resources and online tutorials for students on avoiding plagiarism.

- Since 2016/17, Module Markers and School Assessment Managers, or their delegates, can record levels of plagiarism offences on the student record in SITs. If a plagiarism offence has been recorded, students can view the plagiarism level recorded on their student record my.tcd.ie portal, and Schools can centrally and consistently record plagiarism incidents. The incidence of plagiarism is reported in the Academic Registry Annual Report by School, Discipline and Course.

- Trinity is represented on the National Academic Integrity Network (NAIN) by the Senior Lecturer/Dean of Undergraduate Studies. A review of Trinity's Plagiarism Policy will take place in 2021/22 and with attention to the National Academic Integrity Network (NAIN) Guidelines and Lexicon.

Postgraduate Research students must undertake the online module 'Research Integrity and Impact in an Open Scholarship Era', one of the taught elements of the Structured PhD, before they are confirmed on the PhD Register. In the academic year 2020/21, the module comprised elements of a research integrity course provided by Epigeum alongside Trinity-developed online sessions on Research Ethics, Intellectual Property and Data Protection, Research Data Management and the Construction and Application of Data Management Plans. This module was redesigned from a pedagogical perspective with funding secured in 2019/20 under the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019. In the revised online module, open to all research students who registered as new students in September 2021, five sections must be successfully completed to satisfy module requirements. The five sections of the revised module are:

- Research Integrity and Ethics
- Copyright and Data Protection
- Research Data Management & Data Security
- Scholarly Communication &Open Research
- Research Evaluation and Research Impact

In addition, students have the option of completing the full Epigeum training module, a requirement of some funding agencies, including SFI.

- Trinity has a Policy on Academic Freedom which outlines the current issues relating to academic freedom for staff.

- Academic Practice has developed a number of resources for staff which outline key principles to consider when designing and conducting assessments that uphold academic integrity in an open-book or hybrid context since the advent of COVID-19. These include, for example, a resource entitled 'Repurposing Face-To-Face Exam Questions for Open-Book Exams' which includes sample questions from across the disciplines, either modified from or used in previous exam sessions at Trinity and prompts reflection on how to adapt these questions for use in an open-book paradigm.

- In 2016/17, College completed an upgrade to the Virtual Learning Environment - Blackboard - to integrate the anti-plagiarism software Turnitin. From October 2018, all Schools were required to use the integrated version rather than the stand-alone version of Turnitin.

- As a result of Covid-19, Proctoring software was introduced to facilitate the desire by some Schools, particularly those offering programmes leading to professional registration, to conduct real-time online exams to assure academic integrity and standards.

3.0 Learner Resources and Support

A number of resources and policies exist to support student learners.

- The Study at Trinity website includes pages that list Student Services and Learning Supports available to students.

- The Student Life website provides links to a range of supports and services, including the Student Services Handbook.

- The Trinity Policies Homepage includes the Dignity & Respect Policy and the Student, Parent, Carer and Pregnancy Policy, which detail supports available to students. It also includes the VLE Policy.

- The Procedure for the Review of Administrative Units is used for quality review of student service and support units. This procedure was revised in 2016/17 and published in October 2017.

The Trinity Tutorial System is a unique feature of Trinity's undergraduate educational provision and unique in higher education in Ireland. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website. The Tutorial Service was reviewed in 2015/16. The working group established to review the recommendations arising from that review reported to Council in May 2017 and all of the recommendations of that working group have now been implemented. The Senior Tutor also has day-to-day management of the Postgraduate Support System which is now 10 years old. Since the last report, a second Postgraduate Support Officer post has been created and filled. During the pandemic, financial supports through the Tutorial and Postgraduate Support systems exceeded €500,000 from both European Social Funds and College philanthropy.

The Trinity Access Foundation Programme (TAP) is a Trinity programme that aims to attract non-traditional students to higher education. TAP provides a range of resources and supports specific to the needs of young adults and mature students from low socio-economic backgrounds including funding support for childcare and learning resources/materials that help retain students in higher education. The TAP model has been adopted by Oxford University. The Mature Student Office is located within the TAP and the website details specific supports to mature students, e.g. the Mature Student Resources Centre.

The Trinity Careers Service provides careers education, information, skills and guidance to students in all stages of the student lifecycle, including recent graduates, to enable them to realise their career potential. These include CV and interview preparation, careers workshops, labour market information, mentoring, online resources and tools, and opportunities for students to participate in employability-related awards and scholarships. The Careers Service facilitates careers events and sessions with employers throughout the year, where students can meet with prospective employers across a broad range of sectors. Graduates can also access a range of supports from the professional team of Careers Consultants. The online career system MyCareer allows students to book appointments, register to attend events and view job and further study opportunities.

The Careers Service has developed a Policy for Advertising Opportunities informed by the policies and position statements developed by its professional associations, namely the Association of Higher Education Careers Services (AHECS) in Ireland and the Association of Graduate Careers Advisory Services (AGCAS, UK & Ireland). An Internships and Placement Policy was developed by the Service in November

2019 to set out how internships and placements are to be completed by registered Trinity students as part of their academic programme of study.

The Careers Service carries out an annual survey of graduates nine months after graduation, the results of which are returned to the HEA to inform its annual Graduate Outcomes Survey. This is used externally to improve higher education policy and outcomes in Ireland, and internally to help Trinity enhance and target its careers supports.

The **Disability Service** is a key support unit for students with disabilities entering Trinity. The Disability Service was reviewed in 2015. A new Reasonable Accommodations Policy was approved by University Council in January 2018. A Fitness to Study Policy was approved by Board in October 2018 and formalises processes that hitherto had fallen under the remit of the Deans Consultative Group. The Library also provides resources for students with a disability including the Assistive Technology Information Centres (ATIC). The Library was reviewed in 2012.

The Library provides a number of **learning supports and training** resources for students. These include the Library HITS – Helpful Information for Trinity Students/Staff – which include tips on essay writing and managing references, critical reading and writing, researching for a literary review and submitting an E-Thesis. Subject Librarians provide expert guidance, classes and workshops for students, researchers and staff in particular Disciplines. Sensory Library tours, co-delivered with the student Disability Ambassador team, provide a bespoke experience for students with sensory disabilities. Limited to six people, the tours highlight quiet study spaces and resources for those who find Library spaces overwhelming.

The Student Counselling Service includes the Student to Student (Peer Support Programme) and the Student Learning Development Service, which offers learning supports. The Student Counselling Service was reviewed in 2015.The Head of Student Counselling is currently leading out on the HEA "3Set" project, a collaborative strategy consisting of three work packages designed to address the increasing demand for mental health supports in Irish Higher Education Institutions (HEIs).

The College Health Service provides on-campus primary health care for all full-time students in addition to focusing on the psychological and occupational aspects of student health and health education. Student consultations are free of charge with fees for additional services. Free General Practitioner (GP) medical care is on offer, as well as physiotherapy and psychiatry services - around 20,000 consultations take place each year. The Service is managed by the Director of the College Health Service and supported by a team of 13 FTEs.

Trinity provides information and supports for international students in a number of ways in line with the QQI Code of Practice for Provision of Programmes of Education and Training to International Learners. The Study at Trinity webpages provide detailed information for prospective International students on the application process, scholarships, and the Trinity International Foundation Programme, a year-long pre-university programme for students who cannot begin an international undergraduate degree directly. Information is also available on the Prospectus pages, including an international Postgraduate prospectus

and International Application Guide. The orientation webpages outline information about arrival in Dublin, visas and immigration and the supports provided through the Centre for English Language Learning & Teaching (CELLT) include pre-sessional English Language for Academic Purposes and in-sessional support for English Language for Academic Purposes. The Trinity Smart-Start Programme is a week-long programme designed specifically for new international undergraduate students. It provides an introduction to the academic and social life of Trinity.

The Global Office provides supports via the International Student Experience Team, the 24 Directors of Global Relations, the Global Officers based in the Schools, and the Global Ambassadors based in the Trinity Global Room. Managed by the International Student Liaison Officer, the Global Room team provides guidance and support to international students on a wide range of practical issues including immigration, accommodation, banking and health insurance while also advising on cultural transition and all aspects of life at Trinity. The Global Ambassador team are current Trinity students trained to help with queries that may arise during the transition from an international student's home country to Ireland and they also deliver campus tours to prospective students. Over 300 international-themed events are held each year in the Global Room student space such as national holiday celebrations, information seminars on a range of topics, movie screenings and other social and cultural events. These events are run by both the Global Room and a diverse range of Trinity's clubs and societies. Many of these activities have moved online since the pandemic.

The Estates Strategy includes detailed assessment of the condition, occupancy and suitability of spaces available for teaching, learning and research. College has engaged in a programme of capital projects aimed at renewal of the estate and enhancement of amenity available to students and staff. The new Timetabling Policy and Procedure aims to ensure '*the best use of the University's physical resources and facilitates effective space utilisation in line with the objectives of the Estates Strategy in supporting both the optimum utilisation of teaching space and the student experience*'. Section 2.3 of the Policy includes a *Protocol for the Management of Teaching Space* which seeks to set a consistent standard for teaching and learning resources and to ensure transparency at a central level of space availability and utilisation via the University Space Atlas.

4.0 QA of Research Activities and Programmes
4.1 Quality Assurance of Research Activities

The Dean of Research is responsible for research strategy in Trinity and is supported by three Associate Deans of Research (part-time) and by staff in the Office of the Dean of Research. The Dean of Research works internally and externally to drive the College's research agenda and implement Trinity's Research Excellence Strategy, and reports to the Vice Provost/Chief Academic Officer. The Dean of Research is the Chair of the Research Committee, which is responsible for overseeing research-related matters. The Research Committee reports to Council and meets monthly during the academic year. Among its functions, as per its Terms of Reference, are to formulate policy on all research related matters that

impact on the strategic objectives of the College, and to oversee quality assurance and improvement measures in respect of research activity, including the efficacy of research quality measures

The Research Ethics Policy Committee oversees ethics at institutional level and formally approves the Research Ethics Committees (REC) at Faculty and School level. Schools/Units that do not have their own REC can coordinate under another School/Unit's REC or a Faculty REC. All students and staff are required to comply with the Research Ethics Policy and the Good Research Practice Policy (revised policies approved by council and Board in June 2021). Researchers of projects involving human participants must go through the ethics application process.

Trinity commits to *'Lead on Open Scholarship and promote Open Access publication'* in its Strategic Plan 2020-2025 (Goal 4.12). College initiatives to promote this include convening an Open Scholarship Taskforce in 2018, creating an Open Access Publications Policy, and holding a series of 'Unboxing Open Scholarship' events in 2018/19. The Library's Open Scholarship Guide also provides information about Open Scholarship and the Library website provides information on Open Scholarship resources. A report on Open Scholarship currently under review is expected to inform the practices of developing polices and processes to support Open Scholarship.

Following the implementation of GDPR in May 2018 and the Health Research Regulations (HRR) in August 2019, Trinity appointed a Deputy Data Protection Officer specifically for research (DDPO). The DDPO sits on the college's Research Ethics Policy Committee and supports the entire Trinity research community of staff and students, who process personal data for the purpose of their studies.

In June 2021, Trinity participated in a sectoral-wide pilot of SFI agreed upon Procedures for Review of Research Integrity. The Draft Report and recommendations were received in September 2021 and Trinity has provided a response to the report which is currently been progressed through the approval process within SFI. Following approval of the report, Trinity will proceed to consider how best to respond to the recommendations.

The quality assurance of research is ensured through various different approaches in the university (see Table 1 below).

Research structure	QA process
Individual researcher	• Participates in School Reviews. • Is required to comply with the Research Ethics Policy and the Good Research Practice Policy (revised policies approved by Council and Board in June 2021). Researchers of projects involving human participants must go through the ethics application process. Those in receipt of external funding are regularly reviewed by funding agencies. • Researchers participate in the peer-review process as part of their obligations to the research community. • Each faculty has developed a set of metrics to determine whether schools and researchers can be classified as "research active".

Trinity Research Centres	• New centres are proposed to, and approved by, the Research Committee. • Annual reporting to the ODRes. • Policy on Trinity Research Centres.
Trinity Research Themes	• An independent external review of each theme was conducted in 2015. • These individual reviews were then examined by a "super panel" of independent international academic experts who produced a report delivered to the Dean of Research and Provost in 2016. • Recommendations from the super panel included the consolidation of several themes bringing the total research themes from 22 to 18, and the recommendation that the University develop a specific research strategy.
Trinity Research Institutes	• Each Institute is reviewed every five years in accordance with the policy and Policy and Procedures for review of Trinity Research Institutes. • Reports on these reviews are sent to Council. • Recent reviews include the Trinity Translational Medicine Institute (TTMI) and the Trinity Biomedical Sciences Institute (TBSI). These reviews informed the development of these institutes and provided an overview of strategic research performance.
Trinity hosted SFI Research Centres	• Independent external review facilitated by the funding bodies every two years.

Table 1: Internal and external processes for Quality Assurance of research activities.

A new Research Impact Unit was developed in 2019/20 and comprises a Director of Strategic Engagement & Impact Assessment, based in the Office of the Dean of Research, and two impact officers - one in the School of Medicine and one in the Trinity Long Room Hub. The primary focus of the Research Impact Unit is to identify, support the development of, and communicate the diversity of impacts arising from the University's research ecosystem. This will be achieved by developing effective means for defining and capturing impact, developing a repository of impact case studies aligned to the University's Research Strategy, and capturing and reporting on both quantitative and qualitative data to raise the profile of our research, both internally and externally.

The guiding principles for the Research Impact Unit are as follows:

- To strategically advance a culture of impact assessment college-wide, the university community must be engaged to identify opportunities, issues and to develop useful and usable resources in a timely manner.
- There are many individuals and initiatives with complementary objectives and, where possible, efforts should be leveraged to maximise programme impact and advance a culture of impact assessment.
- To sustainably foster and maintain the culture of impact, good practices will be identified, developed and shared whenever possible to the benefit of the Trinity community.

- Engagement should maximise participation, inclusivity and opportunities for the Trinity community to provide input and assist researchers in understanding and communicating about their impact.

4.2 Quality Assurance of Research Programmes:

The Dean of Graduate Studies is the academic officer responsible for the admission, progression and examination of all postgraduate students in College. As chair of the Graduate Studies Committee the Dean plays a central role in the approval of new courses of postgraduate study, and in setting regulations governing the award of degrees. The Dean is a member of the University Council, the Quality Committee, the Global Relations Committee and the Research Committee.

The Dean of Graduate Studies Annual Report contains the annual review of postgraduate affairs in Trinity College, Dublin. It contains factual information and statistical data on taught courses and research degrees, in addition to outlining details of the Schools' activities in relation to taught and research postgraduate students, meetings of the Graduate Studies Committee and Postgraduate Student Appeal Committee, and listings of external examiners for taught and research courses.

The Graduate Studies Office website provides an information hub for current students, prospective students and Trinity staff and includes information specific to the examination of Research Theses, including Theses Submission Guidelines and an Intention to Submit Form. Since 2017, all research theses are deposited using the eTheses system into TARA, Trinity's Open Access repository. The system was developed by the Library and approved by the Graduate Studies Committee.

The Calendar Part 3 outlines the regulations pertaining to graduate studies, higher degrees and other general information for postgraduate students. These include regulations regarding examinations, thesis submission, fees, progress reports. The Postgraduate Research Student Handbook is a one-stop-shop for information concerning postgraduate research and was initiated in response to student requests for greater clarity on the requirements of the Structured Ph.D. Programme. The Handbook details the taught elements within the structured PhD, the targets and timelines for completing a Structured PhD, the process and regulations around thesis submission and examination, regulations relating to plagiarism, and supports available for postgraduate students.

Policies in respect of Research Degree Programmes available on the Academic Policies and Procedure webpage include:

- Remote Supervision of Postgraduate (Doctoral) Students Policy (2019).

- Postgraduate Research Supervision Policy (2019).

Goal 3 of the Strategic Plan *(2020-2025)* has a specific focus on the renewal of Postgraduate Education including a commitment to increase postgraduate student numbers (Goal 3.3), systemic renewal of all facets of postgraduate education (Goal 3.4), and a review of the structured PhD programme (Goal 3.6). The Plan also commits to reevaluating fundamentally the student experience for both postgraduate taught and postgraduate research students and ensuring that their bespoke needs are met (Goal 2.3) and

to institute a major and systemic renewal of all aspects of doctoral education in Trinity to ensure the distinctive character of that education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills' training to complement their research (Goal 4.5). A renewal plan has been developed and in June 2021, Council granted approval (CL/20-21/230.1) for Stage 1 (Consultation) and Stage 2 (Implementation Design) of the project.

Ireland's Framework for Good Practice in Research Degree Programmes was published by QQI in July 2019. It builds on the Irish Universities Association PhD Graduate Skills Framework and provides specific guidelines for Quality Assurance of Research Degree Programmes. Trinity is a member of the Irish Universities Association (IUA) and its constituent group of Deans of Graduate Studies represents a national forum where good practice in research degree programmes is discussed and national action on priority areas progressed. The IUA is one of the four sponsoring organisations of the National Student Survey.ie. Trinity has participated in the Postgraduate Research Survey since its inception in 2017/18. The domains in the PGR National Student Survey.ie align with those of the Framework of Good Practice and, as such, assist in the monitoring of the implementation of the Framework at School and Programme level. Schools are required to collate actions taken in response to surveys in the School Action Plan in the Annual Faculty Quality Report, thereby closing the feedback loop on quality assurance of research degree programmes.

Trinity is a member of LERU - the League of European Research Universities. The Dean of Graduate Studies represents Trinity at meetings of Deans/Rectors where good practice is shared. It is as a result of Trinity's LERU membership that Thesis Committees were introduced, supported by evidence from the PGR National Student Survey.ie that indicated that Trinity has the highest single supervisor ratio of its comparator institutions in Ireland. Students also directly benefit from Trinity's membership of LERU as Trinity students can avail of opportunities to attend the annual LERU Summer School.

5.0 Staff Recruitment, Development and Support

Recruitment:
Trinity maintains an extensive suite of HR Policies that outline the procedures for the authorisation of appointments and the policy to be followed in making appointments to the staff of the University within the three Faculties and the three Administrative Services Divisions.

In 2018, Human Resources undertook a Recruitment Transformation Project and the resulting Recruitment website and procedures provide information for applicants, the hiring area (initial resourcing requests, Board and Council approvals, advertising, shortlisting, selection committees), and successful candidates (employment contracts, employment permits, garda vetting etc.). Guidelines for 'Writing effective Job Descriptions' and job description templates were developed for recruitment of staff to academic, non-academic and research roles.

In 2019, a Recruitment Policy was approved which outlines the high-level principles to be followed in the recruitment of staff. The policy was developed with stakeholder input from across the University and based on best international practice. In 2020, HR developed standard operating procedures for the

approval, selection, nomination, and appointment of staff. This was based on the revised policy and took advantage of new HR software functionality. A new 'Competency Framework' for Professional staff was developed to outline the knowledge, skills, and behaviour for effective performance within a job. This was developed following consultation with the College community and to meet the objectives set out in the University strategic plan.

Trinity staff participating on Selection Committees are required to have completed training on equality, diversity and inclusion. The prior online training (LEAD) offered to staff was reviewed and updated via the Irish Universities Equality Network, of which Trinity is a member. During summer 2021 the new EDI in HE online training went live on the Trinity Equality website. The new programme consists of 4 separate modules with accessibility options available throughout. At present it is mandatory for staff who participate on selection panels to have completed EDI in HE training, but not unconscious bias training. Chairs of selection committees for senior academic appointments (Professor appointments) are required to have completed both, and an unconscious bias observer attends these interviews. The EDI Unit is working on suitable unconscious bias training options (both online and in person) to support this requirement in collaboration with HR staff in recruitment. Vacancies are advertised on Trinity's Recruitment Portal.

In March 2020, as a result of Covid-19, a Recruitment Sub-Committee of the Executive Officers Group (EOG), chaired by the Vice-Provost/Chief Academic Officer, was established to make decisions on recruitment and staffing in the context of the financial shortfall in the university.

Learning and Development:
Trinity has a Staff Development Policy and a dedicated Learning and Development Team who offer a calendar of Learning and Development programmes for academic, research and professional service staff to support skills development, management development, wellbeing and staff engagement. The programmes are designed and delivered using a blended learning approach and the importance of peer learning to support the integration of skills into behavioural change through skills labs and community of practice approaches. This supports the Strategic Plan by supporting upskilling and the building of community and connection through the way in which programmes are designed and delivered. The Learning & Development Team also partner with units across the University to identify learning solutions to deliver on their strategic priorities.

Trinity has a campus-wide licence available to all academic and administrative staff, and students for the Online training service LinkedIn Learning. The website provides access to an online skills development service offering access to an extensive library of high-quality video courses (over 5600) in business, technology and creative skills. The resource supports the Strategic Plan by increasing Trinity's capacity for digital skills development. It supports the digital transformation strategy, will help to develop digital culture and supports Academic and Professional staff to improve their skills in a broad range of areas.

The University has a number of policies in place to support personal development of staff including Accredited academic courses leave and funding arrangements; a Fee Remission Policy; Research, Training

and Conference Travel Scheme Policy. Trinity provides an Early Career Mentoring Programme for new/recently appointed Academics and a Momentum programme, aimed at more senior academics looking for the next stage in their academic careers.

The Assistant Professor Development Programme, initiated in 2017 for five years, aims to support entry-level academic staff by providing mentoring and development opportunities through a series of master-classes. This adds to the suite of teaching staff development programmes that also includes a Professional Skills for Research Leaders and a Heads of Schools Induction Programme which has been expanded in recent years to include a follow-up series of master-classes.

The University sponsors female staff to attend the Aurora Leadership Development Programme run by the Leadership Foundation for Higher Education UK and coordinated by Human Resources and the Equality, Diversity and Inclusion (EDI) Office. Aurora is targeted at women currently up to Assistant/ Associate Professor level, or professional services equivalent, who would like to develop and explore issues relating to leadership roles and responsibilities. The programme commenced in 2014, and over 120 staff from Trinity have participated to date. Ten female staff were sponsored on Aurora in 2020/21 and sponsored places have been expanded to meet demand from Trinity applicants.

The University supports the Professional Skills for Research Leaders programme which is designed to help independent researchers to develop the skills, profile and momentum to become an independent researcher and a research leader by developing transferrable leadership skills. The programme is targeted at early and mid-career researchers. There were 29 researchers on the 2020/21 programme.

The professional development needs of Graduate Teaching Assistants (GTAs) who provide teaching and demonstration in support of undergraduate teaching and learning is facilitated through Academic Practice. Resources include an online module Teaching and Support Learning as a Graduate Teaching Assistant, development of which was funded through the National Forum for the Enhancement of Teaching and Learning. It can be taken as a 5 ECTS module for credit as part of the structured PhD programme or in self-directed learning mode i.e. not for credit. The for-credit GTA Online Module ran twice in 2020/21 and attracted 120 graduate teaching assistant enrolments. The not-for-credit module had 134 new student sign ups in 2020/21. 'Digital by Design' commits to the development of a second module for Graduate Teaching Assistants: *Supporting Teaching & Learning in a Digital Context.* This module aligns with the European-recognised DigCompEdu framework and focus on enhancing core pedagogic competences in digital Teaching, Learning and Assessment.

The Office of the Dean of Graduate Studies and Academic Practice co-facilitate the delivery of the Research Supervisor Development Programme with University College Dublin and the Royal College of Surgeons in Ireland (RCSI). The programme aims to prepare and support research staff in their roles as supervisors. In 2020/21, five events ran under this programme with 242 attendees from Trinity. The TIC Resource Website includes information and guidelines on Inclusive Supervision, aimed at raising awareness amongst supervisors of differences arising from social and cultural backgrounds and how they

can respond to them. These social or cultural differences may impact ethical considerations, research methodologies and background assumptions.

Academic Practice delivers the Special Purpose Certificate in Academic Practice (NFQ L9-15 ECTS) that offers a professional qualification in academic practice for teaching staff in Trinity. This certificate is for academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part-time or adjunct teaching staff, or staff with roles in supporting learning. Four modules were run in 2020/21 with a total of 110 staff participants, and 27 staff graduated.

Academic Practice also conducts a series of workshops and webinars that address continuing professional development of staff engaged in teaching and learning. The website hosts a range of resources for teaching staff including on Assessment; Curriculum design, on-line assessment, e-Learning, flipped classroom and Blackboard. The Coffee and Cobblestones podcast series are short discussions on teaching and learning with experts in the education sector.

Supports:
The HR policies website details policies and procedures to support Trinity staff, including the Annual Leave Policy, Adoptive Leave Policy, Leave of Absence Policy, Career Break Policy, Carer's Leave Policy, Force Majeure Policy, Grievance Policy etc. A Meeting Hours Policy which aims to support University staff with caring responsibilities was approved in 2018/19. In response to it, the meeting hours of governance committees were amended so that their start and finish times fall within the core hours identified in the policy i.e. 10.00-16.00.

The HR Service Centre is a one-stop shop for all employment-related queries from staff, including retired, prospective and former staff. The Service Centre also administers the Travel Pass and Bike to Work schemes and since the pandemic, has provided information on alternative arrangements to the Travel Pass scheme.

The CoreHR Portal is a self-service online facility for staff to access their payslips, contract information, and tax certificates and update their personal details such as their address and their Emergency Next of Kin details. A CorePortal user guide is available to staff and staff can download the CoreHR mobile app to run on smartphones.

Human Resources hold Induction Days for new Trinity staff which provide a fast track for integration and knowledge on services and key personnel in the University. An Induction booklet is also available for new staff and an Induction Checklist for managers.

Trinity's Project Management Office (PMO) has developed the PMO Handbook and a series of templates, guides and training to help staff manage projects and navigate the Capital Projects Governance process. The PMO implemented a PPM System (Portfolio, Project Management System) in 2018/19. To date the PMO has delivered training to > 60 staff in the use of the system and supporting good practice guidelines and templates that incorporate standards and processes to support project delivery.

Response to Covid-19:

In response to the impact of Covid-19 on teaching and learning, CAPSL developed a suite of resources to support staff who are teaching online. The resources address pedagogies for online teaching (pivoting online, teaching tools, assessment online) and technologies to support online teaching (Blackboard suite, Panopto, Turnitin etc.). A new module 'Adapting our Teaching for Online Learning' was developed, designed to support academics and/or those supporting teaching and learning at Trinity to prepare for a hybrid approach to teaching and learning. The module is primarily aimed at those without significant prior experience of designing for, or facilitating, hybrid learning.

A Working from Home website providing information and resources for staff working from home during the Covid-19 pandemic was developed in 2019/20 and is regularly updated.

Diversity and Inclusion:

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Trinity's Strategic Plan 2020-2025 (Goal 1.7) commits to developing '*a robust Equality, Diversity and Inclusion strategy*' to drive ambitious targets towards full gender equality under the Athena SWAN programme and the *HEA National Review of Gender Equality in Higher Education Institutions (2016)*.

The Equality, Diversity and Inclusion (EDI) Office delivers the University's strategic objectives to advance gender equality, including the Trinity Gender Action Plan, to embed the objectives of the Strategy for Diversity and Inclusion, and an Implementation Plan to respond to the HEA Gender Equality Report.

A new full time position of Associate Vice-Provost for Equality, Diversity & Inclusion was created in 2020/21 and the new post commenced in September 2021, building on a previous part time post. Trinity currently holds an institutional Bronze Athena SWAN award and 14 Schools also have Bronze awards, three of which were awarded in March 2021 and four in September 2021. An Equality, Diversity and Inclusion Data Officer was appointed in October 2020 to assist in capturing the granularity of data required to apply and report on Athena SWAN action plan progress.

In 2018/19, Trinity was successful in attaining awards of two Female-only professor positions under the Senior Academic Leadership Initiative (SALI), an initiative under the Gender Equality Taskforce Action Plan 2018 – 2020, aimed at strengthening gender equality in higher education institutions.

A number of Policies and Procedures support this vision:

- Trinity's Equality Policy affirms the University's commitment to the promotion of equality for staff, students and visitors in all aspects of its activity. The Equality Committee has responsibility for ensuring that the Equality Policy is implemented. The EDI Office is headed by the Associate Vice-Provost for Equality, Diversity and Inclusion and the Equality Officer.

- Staff training is key to ensuring the successful implementation of Trinity's equality policies and objectives. A number of training options are available: (i) the online EDI in HE training programme developed by the Irish Universities Association, (ii) face-to-face Equality, Diversity and Inclusion Training run in collaboration with the Diversity and Inclusion office and Staff Development, and (iii) Gender Identity Training provided by Transgender Equality Network Ireland (TENI). Additional relevant courses are available via Trinity's LinkedIn learning platform.

- The Dignity and Respect Policy supports a respectful work and study environment free from bullying and harassment.

- The Accessible Information Policy commits to making Trinity's information and events accessible to all.

- Other Policies have been developed to address the needs of particular groups in detail and include the (i) Irish Sign Language (ISL); (ii) Gender Identity and Gender Expression; and (iii) Student Carers, Student Parents and Students experiencing pregnancy suite of policies.

6.0 Information and Data Management

Responsibility for policy development in relation to Information Management is devolved across different units of the University. Policies can be found on the following websites:

- Trinity Policies Homepage

- IT Services

- Public Affairs and Communications

- Information Compliance

The importance of IT security in relation to information access, transfer and management was a key feature in 2020/21 with the majority of staff continuing to work from home and students continue access participating in online learning. The Trinity Virtual Private Network (VPN), together with the use of Two Factor Authentication, allowed Trinity staff to make a secure, encrypted connection to the Trinity data network from home. IT Services developed a working remotely information hub to provide guidance to students and staff on learning and working remotely while maintaining the same levels of data and IT security as when working on the Trinity Network. This included information for staff and students on research data collection and storage when working from home. The Information Compliance Office provides guidance to staff on data protection issues related to videoconferencing, and security and privacy in the use of Microsoft Teams and Zoom for videoconferencing and meetings.

In 2020/21, all Courts of Examiners were conducted virtually by MS Teams due to the travel restrictions necessitated by the Covid-19 pandemic. Trinity's Procedure on the transfer to External Examiners of students assessed work, developed in 2018, provided advice to Schools on the use of secure platforms to transfer student personal data to External Examiners and mitigate the risk of breach of GDPR. They are supported by the Advisory Guidelines for External Examiners on EU-GDPR Regulation, developed as part of an enhancement project to the external examiner process, concluded in 2018. The Quality Office

manages a central repository for External Examiner Reports and reports arising from the National Student Survey.ie. Permission to access the information in the Central Quality Folder is managed by the Quality Office and staff are granted access only on receipt of approval by the Head of School.

Trinity collects information relating to a range of key performance indicators that are reported and considered at different levels of institutional governance and provided internally and externally, including:

- Strategic Plan targets;

- HEA Strategic Dialogue/HEA Compact targets;

- School KPI's;

- Research impact key performance indicators;

- HEA Profile data;

- Ranking data for QS World and QS Subject Rankings and Times Higher Education rankings.

The Academic Registry is responsible for statistical reporting, including the HEA Returns (which provide a reference point for key student lifecycle information across the University for a given academic year) and the Academic Registry Annual Report. An extract of that data informs the Senior Lecturer's Annual Report, the Graduate Studies Annual Report and the Global Relations Annual Report. The Senior Lecturer's Annual Report provides a commentary on, analysis and interpretation of the data presented in the Academic Registry annual report relating to undergraduate education (and additional data relating to entry routes, progression and retention). The Dean of Graduate Studies Annual Report provides an annual review of postgraduate affairs. It contains factual information and statistical data on taught courses and research degrees, meetings of the Graduate Studies Committee and Postgraduate Student Appeal Committee, and listings of external examiners for taught and research courses. The Global Relations Annual Report presents key achievements for the academic year in addition to reporting on progress with the implementation of the Global Relations Strategy. These reports are considered and approved by the Undergraduate Studies Committee, Graduate Studies Committee or Global Relations Committee and by University Council.

The Academic Registry is also responsible for reporting to the Department of Justice & Equality for the Interim List of Eligible Programmes (ILEP) used as the basis for international students to apply for visas to study in Ireland. In addition, the Academic Registry has responsible for facilitating accuracy in the QQI database Irish Register of Qualifications (IRQ) which uploads data to EuroPass. The Academic Registry issues a KPI report on a monthly basis for internal College use covering core Academic Registry activity.

Academic Registry was responsible for the mainstreaming of TEP deliverables, building capability in the Student Record System (SITS) for the new Progression and Awards regulations, the new Academic Year Structure, Assessment and Curriculum requirements, e.g. Capstone Projects, Internships etc.

In 2017/18 a major scoping exercise was conducted to inform a Business Case to implement specific TEP deliverables and the new Academic Structure in 2018/19. Enhanced reporting was delivered as part of the project. An example of this in 2019/20 was the ability to report progression and retention statistics for all cohorts of undergraduate students, not only New Entrants. Furthermore, in 2019/20 the Academic Registry delivered additional reporting and the ability to flag particular cohorts of students e.g. those identified as widening participation groups and those entering College under particular arrangements so that their progression can be monitored as part of the quality assurance of those arrangements.

In terms of information management that supports quality assurance and enhancement activities, the Quality Office has procedures that support quality assurance and enhancement of academic programmes and related activities including:

- identification of recurrent themes arising from Quality Reviews;

- analysis and dissemination of National Student Survey.ie (UG/PGT and PGR) results with reports also provided to Schools and University Council;

- individual Annual Faculty Quality Reports and a consolidated report to University Council;

- recommendations arising from External Examiner Annual Reports;

- specific information that informs the assessment of quality at programme level, including:

  - publication of academic programmes subject to Professional & Statutory Body Accreditation on the Quality Office website.

  - engagement by the Senior Lecturer and Quality Office with School and Programme representatives on issues arising from External Examiner Report recommendations.

- request by the Senior Lecturer and Dean of Students that Schools provide an action plan responding to National Student Survey.ie (UG and PGT); the PGR Student.Survey.ie.

- International Student Barometer Survey and External Examiner Reports in the Annual Faculty Quality Report.

There has been an expansion of system support to monitoring information management in respect of Trinity's Global Relations initiatives and the implementation plan associated with Global Relations Strategy (GRS) 3:

- The Global Relations Office to date has provided Schools and units with relevant data from the International Student Barometer Survey;

- The Global Relations Office also collates the outcomes from the annual Education Agent Survey that aims to quality assure the experience of students using the services of College-approved Education Recruitment Agents. This is a requirement of the College Education Recruitment Agent Policy and the

QQI Code of Practice for the provision of programmes of education and training to International Learners (2016);

- the GRO website provides centralised access to a listing of all international representatives including College-approved Education Agents.

The Global Relations Annual Report presents data on the following:

– Growth in number of EU and non-EU students.

– Growth in partnership activity and related programmes.

– Marketing activities.

– Student Mobility including international mobility: College-wide student exchange programme; School-level student exchanges; Erasmus and Consortia-related student mobility.

The Research Support System (RSS) acts as the sole source for publication details for all staff and facilitates outputs in the required format for staff publications in the College Calendar; for academic promotions and probations, for each School's research activity report and for staff CV's that may be provided as part of the documentation for unit quality reviews. From 2017-2019, the RSS was developed to enhance publication and project records with community-based and civically-engaged research impact information and U.N. S.D.G. alignment data and to support gender-based reporting (Athena Swan) and Creative Practice research information capture and reporting.

The production of the annual academic research productive list relies on academics maintaining accurate and current information in the University's Research Support System and the system-based application of Trinity's Faculty-based Research Metrics (FRM).

Guidance to staff on FAIR data management and the development of data management plans (required by many funders including the European Commission) is available through the Library's Research Support webpages and IT Services. The Library's Open Scholarship Guide also provides information about Open Scholarship, open access publishing and an archive of events as part of the 'Unboxing Open Scholarship' series, which was a year-long programme under the umbrella of the *ad hoc* task force on Open Scholarship, co-led by the Dean of Research and Librarian & College Archivist. Face-to-face and online training is provided to familiarise staff and students with Trinity's research information systems, processes and policies.

TARA (Trinity's Access to Research Archive) is Trinity's open access institutional repository. TARA is fully integrated with the Research Support System and contains in excess of 42,000 open access items, which are freely available to the public to use/reuse under Creative Commons licencing. TARA is being developed in 2021 to supply Trinity researchers with open science metrics. Bibliometric and altmetric data for quality reviews is supplied (as appropriate) through subscribed access to Web of Science/ InCites (Clarivate Analytics), Scopus/SciVal (Elsevier) and Altmetric.com (Digital Science).

Trinity is a member of the National ORCID Consortium and has recently integrated ORCID data exchange into the Research Information System. Trinity is also a member of the National DataCite Consortium, which allows the University to create digital object identifiers (DOIs) for its research (including research theses and datasets). This is important for compliance with funders' requirements for research publications and datasets.

The Research Proposal and Awards Management System (RPAMS) tracks proposals and awards. A current project is seeking to improve functionality in RPAMs to provide for better data quality, provision of suite of reports, improved performance and data interfaces with RSS and Finance systems.

7.0 Public Information and Communication

Trinity Communications is responsible for managing official communications between Trinity and the general public. It comprises four units as follows:

Public Affairs – facilitates engagement with external stakeholders.
Media Relations – handles interaction with the media for the university.
Internal Communications – provides support and advice to staff and students regarding internal communications, event management, filming on campus, social media, publications and the university's image bank.
Social Media - manages and develops Trinity's central social media channels.

In September 2020, the University launched its first ever Public Affairs and Communications Strategy. Trinity uses a variety of channels such as social media, multimedia, digital and print to promote the university's activities and engage with its stakeholders. This work involves managing the content for the News and events web pages, the university's central social media accounts, key publications such as the annual report and Provost's Review, and running Trinity's promotional channels, for example the digital information screens across campus and the events calendar.

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 such as the Inspiring Generations philanthropy campaign and the Trinity Covid-19 Immunology Project and communicating emergency information or alerts (e.g. updates on the College's response to Covid-19, closure notices relating to bad weather etc.).

The main website links to the Trinity Study webpages which provide information for prospective students on undergraduate and postgraduate courses in addition to online courses, evening and short courses, Summer Schools and Transition Year programmes. Information is also provided on international applications and study abroad/exchange opportunities.

The Trinity homepage also 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 also direct users to the research sections of all 24 Schools and to the Dean of Research local webpages which house information on the Research Committee, Research Policies.

The Quality Office website publishes Quality Review Reports and also results of Quality Assurance activities conducted under the Framework for Quality in Trinity and the External Examiners website provides information for Schools and Examiners on the External Examining process. The Study at Trinity website is an information hub for prospective students and the Global Relations website provides information specifically for incoming international students. The Academic Registry website provides information for applicants, students, staff and alumni across all areas of the student lifecycle, and the Trinity Development and Alumni website connects with Trinity graduates and supporters.

Response to Covid-19

In January 2020, Trinity established a dedicated Covid-19 webpage to communicate information to the College community and to potential visitors on the emerging situation with the virus, and the College's response to it. Regular updates were provided throughout 2020/21 on the College's response to national restrictions, in addition to health and safety advice, accommodation information, Trinity's researchers' response to the virus and a FAQ section.

8.0 Monitoring and Periodic Review

The Framework for Quality in Trinity was revised in 2020 and identifies the range of quality assurance activities in terms of self-evaluation and monitoring on an annual and periodic basis (see section 1.1).

Trinity is scheduled for its external institutional quality review in March 2022. An Institutional Self-Evaluation Team (ISET) was established in January 2020 to oversee and approve the various stages of the self-assessment process, and a number of ISET subgroups were set-up to manage the development of the different chapters of the Institutional Self-Assessment Report (ISER). An Institution-wide staff survey 'We value your opinion of Quality in Trinity' was administered between the 16th – 30th November 2020 to provide Trinity staff with an opportunity to reflect on their experience of quality in Trinity. The feedback from this survey informed the ISER and directed focus on particular areas of concern raised by staff.

A call for Case Studies to act as exemplars of quality in Trinity was successful in engaging sections of the College community in contributing to the institutional review. In all, 36 case studies were received from across the College community and document a range of College-level, unit level and student-led initiatives that contribute to Quality.

The new Strategic Plan 2020-2025 was launched in March 2020 following a College-wide consultation process and engagement with alumni and industry bodies prior to approval by the College Board.

The publication of the Estates Strategy in November 2018 followed a two-year process of analysis, stakeholder engagement and benchmarking that culminated in the development of an inaugural Estate

Strategy that outlined the roadmap and priority projects that now underpin development and enhancement of the Trinity estate to meet the needs of students and staff.

The inaugural Living Research Excellence Strategy and Research Charter published in June 2019 followed a process of College-wide consultation. Other strategies that have been informed by processes of self-evaluation and monitoring include the:

- Global Relations Strategy resulting in the launch of the Global Relations Strategy 3 and Implementation Plan (February 2019).

- Trinity's Online Education Strategy has been the subject of a cycle of external reviews, most recently in May 2019, and the outcomes are informing a new Digital Learning Strategy as part of the Trinity Strategic Plan 2020-2025.

At the highest level, the Trinity Education Project (TEP), completed in September 2020, was a significant self-evaluation of the undergraduate curriculum and the project had a strong monitoring function of quality embedded within its governance processes. TEP has prompted reflection on the principles that underpin the undergraduate curriculum, how student entry and exit pathways and regulations support student progression and how students are assessed and examined.

Examples of self-evaluation activities conducted under the TEP Programme include:

- a review of Entry Routes for Two Subject Moderatorship (TSM) and other Two-subject Honour Programmes in September 2017. As a result of this review entry paths into TSM were reduced from 172 separate entry routes to 62. This aligns with the strategic directions of the Reform of University Selection and Entry (TGRUSE) Working Group. This review culminated in the launch of the Trinity Joint Honours Programme in May 2019.

- An Assessment Sub-Group, established in 2018/19, employed the use of Trinity Assessment Fellows and Trinity Assessment Assistants (PhD Candidates) to conduct a desktop evaluation of twelve programmes based on the information provided in the relevant Programme Handbooks. This work resulted in the design and pilot of a Module Mapping tool aimed at helping Schools map module activities such as lecture hours, tutorials, laboratories, assessment types and deadlines. The resulting data can be aggregated for each module, for a single year of a programme or across the life of the programmes to pinpoint busy weeks for students, help estimate average workload hours and show the breakdown of activities and their module weightings. A research project led by the School of Engineering and Trinity Teaching & Learning aims to develop the tool further. The tool was due to be implemented in September 2020 and integrated with the Student Information System (SITS) but was delayed as necessary additional testing with a broader base of staff and students was postponed due to COVID-19. It is hoped that the project will be reactivated later in the academic year.

Policies and Procedures

Trinity's suite of academic policies and procedures is subject to a cycle of review prompted by current or anticipated changes in the internal and external environment such as:

- Implementation of the Trinity Education.
- The revised Code of Governance for Irish Universities (the Irish Universities Association, October 2019) and new Trinity Code of Governance (2021).
- The launch of the Trinity Strategic Plan (2020-2025).
- The anticipated commencement of the QQI Amendment Act 2019 and the release of a revised Code of Practice for the provision of programmes of education and training for international learners to facilitate the launch of the International Education Mark in 2021.
- Outcomes from the QQI National Academic Integrity Network (NAIN).
- New and emerging alliances, for example, CHARM-EU under the European Universities initiative.

Other monitoring and self-review activities:

- The request to Schools for information to contribute to the Annual Faculty Quality Report is reviewed annually and agreed with Faculty Administrators. This report acts as a means of self-evaluation and monitoring of local experience with the implementation of academic policies and procedures and identifies system-wide issues for escalation by Schools to the attention of Faculty or College. It has evolved over several years to provide a more holistic view of quality and, since 2019/20, each School is required to provide an Action Plan that demonstrates reflection on and response to information provided to Schools from a variety of QA sources (external examiner reports, student evaluations, accreditation reviews etc.).
- Feedback from external reviewers and internal stakeholders participating in Quality Reviews inform the enhancement of quality review processes.
- Annual self-evaluation of Quality Committee effectiveness and performance as required by the Quality Committee Terms of Reference.
- Attendance at QQI events e.g. Finding Common Ground on Professional Accreditation and Regulation (June 2019) in support of the Quality Office objective to streamline/optimise, where possible, the documentation required in the self-assessment phase for parallel review processes
- Participation in sectoral-lead quality processes such as QQI Thematic Analysis of reports on the approval, accreditation and review of programmes (2018/19).

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Guide:
Indicate the total number of arrangements in place with each of the following (i) PRSBs, (ii) awarding bodies, or (iii) QA bodies in the table below.

In the boxes below, provide details of any programmes for which accreditation/approval has been extended, or which have been newly accredited/approved, during the reporting period. Details of more than five arrangements may be included if necessary. If available, links to publications related to the arrangement, such as accreditation/approval reports, may be included alongside details of the arrangement.

Type of arrangement	Total Number
PRSBs	22
Awarding bodies	11
QA bodies	5 (QAA, CHARM EU-AQU (Catalan), NVAO(Netherlands), HCERES (France) and Hungarian Accreditation Committee)

Top five (in terms of student numbers) arrangements with PRSBs:

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	**Irish Medical Council**
Programme titles and links to publications	1. Medical Council - The Undergraduate Medical Degree is accredited by the Medical Council. There were 903 students enrolled on the programme in 2020/21. The most recent accreditation visit was in October 2018 and the next accreditation visit is due in Spring 2022. 2. In 2020/21 there were 161 students on the B.Sc. in Physiotherapy, 157 students on the B.Sc. in Occupational Therapy, 112 students on the B.Sc. in Radiation Therapy and 88 students on the B.Sc. in Human Nutrition & Dietetics. 3. There were 633 students on the Joint Degree Bachelor of Sc. in Physiotherapy with Singapore Institute of Technology (SIT).
Date of accreditation or last review	October 2018
Date of next review	Spring 2022

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	**CORU**
Programme titles and links to publications	There are a number of programmes subject to CORU Accreditation within the Schools of Medicine, Social Work and Social Policy, and Linguistic, Speech and Communication Sciences. In 2020/21 a total of 880 students were enrolled on CORU accredited programmes as follows: B.Sc. in Physiotherapy (170); B.Sc. in Occupational Therapy (157); B.Sc. in Radiation Therapy (112); B.Sc. in Human Nutrition & Dietetics (88); Bachelor in Social Studies (169); Master in Social Work (40); Clinical Speech & Language Studies (144). CORU reports are not published in the public domain, however, their website provides a link to all approved educational programmes. The Accreditation Listing on the Quality Office website provides details for future accreditation and review visits.
Date of accreditation or last review	Variable
Date of next review	Variable

3. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Engineers Ireland
Programme titles and links to publications	Engineers Ireland accredit BAI and MAI Programmes in the School of Engineering and the School of Computer Science and Statistics. There were 945 students in 2020/21 on the BAI and MAI programmes and 118 on the Engineering with Management Programme, last accredited by Engineers Ireland in December 2016. There were 430 students in 2020/21 on the BA (Mod) and the MA in Computer Science, also accredited in December 2016. The Engineers Ireland accreditation for the ICS Programme (BA (Mod) and MA in Computer Science) is valid for graduates up to 2020. Re-accreditation, scheduled to take place in the second half of 2020, was postponed to March 2022 due to Covid-19.
Date of accreditation or last review	December 2016
Date of next review	March 2022

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	There are a number of programmes awarded by Trinity that are accredited by the Teaching Council. They include: (i) Programmes delivered by Trinity: Professional Masters in Education (147) and the Bachelor of Music Education (in association with Technological University Dublin (TUD) and Royal Irish Academy of Music (RIAM) (45)) (ii) Programmes validated by Trinity and delivered by Marino Institute of Education (746). Further details on the accreditation cycle can be found in the Accreditation Listing on the Quality Office website.
Date of accreditation or last review	2013/14
Date of next review	Variable

5. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Nursing & Midwifery Board of Ireland (NMBI)
Programme titles and links to publications	In 2020/21 there were 1,150 undergraduate students and 100 postgraduate students enrolled in programmes accredited by NMBI and leading to NMBI professional registration. In addition, there were a further 212 students enrolled on postgraduate post-registration courses with category 2 approval by the NMBI not leading to professional registration. The School of Nursing & Midwifery successfully applied to College and NMBI for accreditation of the new UG Nursing and Midwifery curricula in the 2017/18 academic year. The accreditation that took place in 2016 was for the outgoing curricula and is superseded by the accreditation of the new undergraduate curricula in 2018. The third year of this new curriculum was introduced in 2020/21 and the Senior Sophister (SS) years of the outgoing curricula are being phased out. The new UG curricula will be fully implemented by the end of the academic year 2021/22. The School of Nursing & Midwifery was reviewed in 2017/18 and the report is available on the Quality Office website.
Date of accreditation or last review	2018 for new UG curriculum
Date of next review	TBC

9.2   Collaborative Provision

Type of arrangement	Total number
Joint research degrees	1
Joint/double/multiple awards	6
Collaborative programmes	1
Franchise programmes	0
Linked providers (DABs only)	2

1. Collaborative provision (Type of collaborative provision)	Polythea Consortium – European Joint Doctorate **Joint Research Degree**
Name of body (/bodies):	Trinity College Dublin; University of Limoges (Fr); University of Amsterdam (Netherlands); University of Coimbra (Portugal); Wroclaw University of Science and Technology (Poland); University of Neuchâtel (Switzerland); University of St. Andrews (Scotland).
Programme titles and links to publications	Award Title is Doctor in Philosophia (Conjunctium). Commenced in 2018/19, there are five students enrolled in Trinity under the Polythea Framework.
Date of last review	Commenced in 2017
Date of next review	TBC

2. Collaborative provision (Type of collaborative provision)	**Joint Award**
Name of body (/bodies):	University College Dublin (UCD)
Programme titles and links to publications	1. Structured PhD Programme 2. M.Sc. in Comparative Social Change (18 students enrolled in 2020/21).
Date of last review	
Date of next review	TBC

3. 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 (88) was quality reviewed in November 2015 and the report is available on the Quality Office website.
Date of last review	November 2015
Date of next review	2024/25

4. Collaborative provision (Type of collaborative provision)	**Joint 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 commenced in September 2021
Date of last review	November 2020 (Initial Accreditation under the European Approach to QA of Joint Programmes)
Date of next review	TBC

5. **Collaborative provision** (Type of collaborative provision)	**Dual**
Name of body (/bodies):	Columbia University
Programme titles and links to publications	Dual BA Programme commenced in 2018/19. 107 students were enrolled on the programme in 2020/21, as follows: European Studies – 28; Middle Eastern & European Languages and Cultures – 22; History – 21; English – 21; Biological and Biomedical Sciences (8); Classics, Art History and Archaeology (1); Film (2); Geography and Geosciences (2); History of Art and Architecture (2)
Date of last review	N/A
Date of next review of agreement	2024/25

6. **Collaborative provision** (Type of collaborative provision)	**Double Award**
Name of body (/bodies):	Institut National des Sciences Appliquees de Lyon (INSA) (currently being restructured)
Programme titles and links to publications	Double Degree Programme with the School of Engineering in Trinity. In 2020/21, 2 new students entered the Trinity MAI Programme and no new Trinity students enrolled in INSA.
Date of last review	
Date of next review	

1. **Collaborative provision** (Type of collaborative provision)	**Collaborative Partnership**
Name of body (/bodies):	Church of Ireland Theological Institute

Programme titles and links to publications	Masters' in Theology (30). Quality reviewed in December 2015 and the report is available from the [Quality Office website]().
Date of last review	December 2015
Date of next review	2024/25
1. **Collaborative provision** (Type of 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 (11) 2. Bachelor in Music Performance (66) 3. Bachelor in Music Composition (2) 4. Master in Music Performance (14) 5. Doctor in Music Performance (16) RIAM's quality assurance procedures were approval by Trinity in May 2020.
Date of last review	Initial approval of QA Procedures May 2020
Date of next review	TBC

1. **Collaborative provision** (Type of collaborative provision)	**Linked Provider**
Name of body (/bodies):	Marino Institute of Education (MIE)
Programme titles and links to publications	International Foundation Programme (90) Bachelor in Education (Primary) (487) B.Sc. in Education Studies (135) B.Sc. in Early Childhood Education (255) Professional Masters' in Education (Primary) (124) Prof. Diploma in Education (Further Education (65) Masters' in Education Studies ((Visual Arts (6); Early Childhood Education (34); Inquiry Based Learning (3); Leadership in Christian Education (5); Intercultural Education (4)). MIE's quality assurance procedures were approved by Trinity in September 2019.
Date of last review	Initial approval of QA Procedures September 2020
Date of next review	TBC

9.3   Articulation Agreements

Articulation agreements - Total number	6

1. 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 2020/21, 56 students entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

2. Articulation agreement:	
Name of body (/bodies):	**Minzu University in China**
Programme titles and links to publications	Trinity signed a 1+1+1 Taught Masters arrangement with Minzu university in China where students undertaking a Masters' Programme in Minzu university can spend the middle year of that programme completing a taught Masters' programme in the Faculty of Arts, Humanities & Social Sciences in Trinity. In 2020/21, three students entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

3. Articulation agreement:	
Name of body (/bodies):	**Beijing Foreign Studies University**
Programme titles and links to publications	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. In 2020/21 one student entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

4. Articulation agreement:	
Name of body (/bodies):	**Manipal Partnership**
Programme titles and links to publications	2020/21 was the first year of the programme. A number of applications were received but no student took up their offer of a place.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

5. Articulation agreement:	**University of Michigan- Jiao Tong University Joint Institute (UM-SJTU Joint Institute) with School of Engineering.**
Name of body (/bodies):	This programme began in 2019/20 and students enter the MAI programme in year 4. In 2020/21 there was one 5th year student and one 4th year student.
Programme titles and links to publications	
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

6. Articulation agreement	**University of Southern California (USC) with School of Dentistry.**
Name of body (/bodies): Programme titles and links to publications	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. Five students entered the programme in 2020/21.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

[Higher Education Institution]

2021

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Funding to support a Pilot programme in Micro-credentialling was received in 2020 from the HEA under the Human Capital Initiative (HCI Pillar 3). Trinity is also a partner in the linked IUA Micro-credentials Project. Micro-credentials - short, accredited learning experiences that facilitate flexible and innovative professional development - are a new development for Trinity at postgraduate level. Four Schools are participating in the pilot in 2020/2021: Engineering, Social Work and Social Policy, Business and Nursing & Midwifery. Each of these schools has designed a suite of micro-credentials that explore the evolving trends in each field, that partner with enterprise to ensure responsive skills development and deliver learning outcomes with real-world relevance. In February 2021, Trinity agreed a working definition for micro-credentials, which aligns with the emerging definition indicated by the European Commission and will be elaborated upon in the anticipated EU Council Recommendation on Micro-credentials (2022).

 A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

The vision for Trinity micro-credentials is that they will be stackable towards a Trinity award. In May 2021, Council approved, in principle, the development of a micro-credentials pathway architecture proposal for consideration by Council in 2022. In 2020/21, a new micro-credentials team was appointed to support the achievement of this ambition, including the role of a Programme Director for Micro-credentials. In August 2021, Trinity launched its first portfolio of micro-credentials.

In 2020, seven Trinity projects were awarded SATLE funding under the Transforming Teaching and Learning for Student Success theme. These included the Projects funded under the SATLE in 2019 that were implemented in 2020/21 including the Gateway to Digital Assessment project, which aims to develop a shared understanding of digital assessment between staff and students. This project resulted in a dedicated website for staff and student experiences.

A strategic review of the undergraduate curriculum, undertaken between 2014 and 2019 as part of the Trinity Education Project (TEP), resulted in the launch in May 2020 of the Trinity Education. This initiative saw the introduction of new curriculum principles, new curriculum pathways, and the introduction of Trinity Electives and Open Modules that add breadth to a student's programme of study

and a renewed focus on a programmatic approach to assessment. The Trinity Education was in its first year of implementation in 2020/21 and the impact of the implementation was monitored through the Annual Faculty Quality Reports and reports to the Undergraduate Studies Committee.

In June 2021, Council granted approval (CL/20-21/230.1) for Stage 1 (Consultation) and Stage 2 (Implementation Design) of a postgraduate renewal project (see Part 1, section 4.2).

Work continued in 2020/21 to support the delivery of the **Global Relations Strategy 3** (GRS3) and, in particular, to address the Covid-19 impact on travel restrictions and on the implementation of key targets for student recruitment.

A strategy for Sport and Physical Activity 2021/22-2025/26 was approved by Board in May 2021 (BD/20-21/261).

Working groups were established in Trinity in 2019/20 to progress the various elements of CHARM-EU (Challenge-driven, Accessible, Research-based, Mobile European University), an Erasmus + strategic project funded by the European Commission which aims to develop long-term structural and strategic co-operation between European Universities. There are five partner universities involved in the project - the University of Barcelona, Trinity College Dublin, Utrecht University, Eötvös Loránd University and University of Montpellier. Trinity is the coordinator of the pilot Master's Programme in Global Challenges for Sustainability that commenced in September 2021 and was the lead of the Curricula Work-package that designed the new Course Proposal. In July 2020, Trinity took over as lead of the Quality and Accreditation Workgroup.

The process for the design of the curriculum and module content for the MSc involved a unique approach using a CHARM-EU Knowledge Creation Team (KCTs), comprising 187 academics from across all five universities including twenty academics from Trinity schools across all three Faculties to support the challenge-based pedagogy and uniquely transdisciplinary content of the Masters. In September 2020, a CHARM-EU Project Director and an Academic Director for the Master's Programme were appointed. The home School and Faculty for the MSc proposal were identified as the School of Natural Sciences and the Faculty of Engineering, Mathematics and Science (FEMS) (now Science, Technology, Engineering and Mathematics (STEM)). Council considered the Quality Assurance Process for the proposed Masters in Global Challenges for Sustainability in October 2020. This approach was based on the European Approach to Quality Assurance for Joint Programmes (2014). The Proposal underwent an external review by an expert panel in November 2020 resulting in a positive response. The proposal and the report from the expert panel was approved by Council in January 2021. In September 2021 the MSc was launched, attracting 70 students across all five locations.

The Board received regular updates in 2020/21 on capital works' projects of strategic importance. These included:

- **E3 Learning Foundry and E3 Research Institute (Trinity East campus)**

In July 2021, the sod was turned on the Martin Naughton E3 Learning Foundry, phase 1 of the E3 initiative. Located on the main Trinity campus, the Foundry will create 1,600 new student places in STEM subjects.

Phase 1 of the Project, the pre-development phase, is due to complete in October 2021 with key milestones completed across the various project workstreams. Of particular note is *Portal* which will be an innovation hub providing space for entrepreneurs, start-ups and innovation teams to work together with academics, the local community and the enterprise community. *Portal* received planning permission in 2020 and is currently under development. The first phase of the planned Grand Canal Innovation District (GCID) commenced in 2020/21 with the initiation of the Early Activation Capital Project. An independent Chair has been appointed to the Early Activation Capital Project Committee (EACPC) which will report into the Capital Review Group. In June 2021, Board approved the Trinity East Early Activation project to proceed to tender and a Strategic Assessment Report (SAR) in respect of the E3 Research Institute was submitted to the Government for consideration in respect of State funding.

In April 2021, Trinity, in partnership with Ryanair announced the launch of a new Ryanair Sustainable Aviation Research Centre. This landmark initiative – the first of its kind in Ireland – will sit within Trinity's E3 initiative. It has been made possible by a €1.5m donation which Trinity will use to seed a multi-disciplinary research team to engage in research around 1) sustainable aviation fuels, 2) zero carbon aircraft propulsion systems and 3) noise mapping.

- **The Trinity St James's Cancer Institute** became the first in Ireland to be awarded OECI Cancer Centre accreditation and designation in November 2020. The award was officially presented to the Institute in a virtual event which included the Minister for Health, Mr Simon Donnelly, TD. A Memorandum of Understanding for the Institute was signed on the 23 June 2021, attended by An Taoiseach, Micheal Martin, TD, and two new roles, Academic Director and Medical Director, were announced.

- **The Old Library Redevelopment Project** received €25 million in funding from the Government through the Department of Housing, Local Government & Heritage in 2020/21 and was approved to proceed to the next phase of development.

- **Printing House Square**
  Work continued in 2020/21 to complete the project, which has been delayed several times due to the lockdown. The project was due for completion on September 30, 2021. Students will not be offered accommodation in Printing House Square until at least the second semester.

- The **Historic Accommodation Buildings Project** aims to refurbish, by early 2023, the campus's oldest building, the Rubrics, and Chief Stewards House, providing new student and staff accommodation and a research space for Fellows Emeriti. In May 2021, Board approved the project budget and the proposed tender.

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	Engaging the College community in planning and preparation for the Institutional Review	A 'We Value your Opinion on Quality in Trinity' staff survey in November had 548 respondents. Focus Groups with students were held during the Summer of 2021 as part of the 'Big Chat' to obtain their feedback on key issues impacting them - 56 students (UG/PGT and PGR) participated. Feedback from students through the results of the National Student Survey informed the ISER. The draft ISER document was considered at all of the key decision-making Committees in Michaelmas Term 2021.
2	Identifying objectives and goals under the new Trinity Strategic Plan that the Quality function in Trinity can assist in meeting or tracking the attainment of through quality processes.	Update on objectives and goals already identified include: CHARM EU (see section X and below) *Goal 2.11 Identify robust procedures for responding to student survey feedback*. The results of the National Student Survey are considered at the Quality Committee and at Council, and decisions arising from these discussions inform new procedures and policies. *Goal 3.4 Institute a major and systemic renewal of all facets of postgraduate education.* *Goal 3.6 Fundamental renewal of the structured PhD programme* *Goal 4.5 Institute a major and systemic renewal of all aspects of doctoral education in Trinity.* A postgraduate renewal plan has been developed and in June 2021, Council granted approval (CL/20-21/230.1) for Stage 1 (Consultation) and Stage 2 (Implementation Design) of the project. *Goal 3.13 Deepen Trinity's strategic alliance with Marino Institute of Education (MIE).* MIE is undergoing a curriculum review *Goal 3.14 Develop Trinity's strategic relationship with the Royal Irish Academy of Music (RIAM)* RIAM continues to work on an undergraduate curriculum review in which it will align elements of its structure with the Trinity Education Project, particularly regarding their approach to assessment, the graduate attributes, and the major/minor specialisms. RIAM's Head of Programmes and Research will submit a proposal for a RIAM Trinity Elective in late 2021. If approved and rolled out, it will enable RIAM students to access Trinity Electives, thereby starting a process of integrating Trinity and RIAM students across disciplines for the first time. RIAM is in the latter stages of a transformational campus redevelopment, which will open for the 2022/2023 academic year. There is agreement in principle that

		RIAM facilities will be made available to the Music Department following their move from House no. 5. The shared Bachelor in Music Education degree (between Trinity, TUD and RIAM) has just begun a curriculum review, and this work will run throughout the 2021/2022 academic year. *Goal 3. We will practice next generation teaching and learning.* *Goal 3.8 Implement a full-spectrum digital learning strategy by 2022.* A Digital Transformation Strategy is underway.
3	The first quality review of transitional provision using the Dual and Joint Award Procedures will take place in 2020/21 when the review of the Joint Award in B.Sc. Physiotherapy with Singapore Institute of Technology is undertaken.	This review was scheduled for March 2020 and was deferred in January 2020 following the initial outbreak of Covid-19 in Singapore. Trinity published a 'Procedure for Virtual Reviews' in November 2020 and re-engaged with Singapore to determine their interest in proceeding with a virtual review. Following the relaxation of Covid travel restrictions in July 2021 in Ireland, Trinity reengaged with the nominated reviewers to reconfirm their interest and availability to proceed with the review. Trinity has reengaged with SIT to progress arrangements for the review.
4	The process of approval of Linked Provider Quality Assurance Procedures will be completed in 2019/20.	Royal Irish Academy of Music quality assurance procedures were approved by Council in April 2020 and Board in May 2020. Marino Institute of Education was approved by Council in September 2020 and by Board in October 2020.
5	Trinity will engage with the CHARM-EU Alliance to achieve the objectives of Phase 1 of the project	Trinity is actively engaged in the CHARM-EU Alliance. Trinity is the coordinator of the pilot Master's Programme that commenced in September 2021. Trinity led of the Curricula Work-package that designed the New Course Proposal and also the Pilot Work-package that is responsible for the Pilot. In July 2020, Trinity took over as lead of the Quality and Accreditation Workgroup. In 2020/21 a suite of polices has been approved by the CHARM EU Academic Board and is awaiting publication on the CHARM EU website. Following the publication of the EUNIQ Framework for Quality in European Universities in September 2021, the Quality Working Group will be reviewing the CHARM EU Quality Model for alignment to this new framework.

1.3 Governance and Management
1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
University Council	30 September 2020, 21 October 2020, 25 November 2020, 20 January 2021, 10 February 2021, 10 March 2021, 31 March 2021, 28 April 2020, 24 May 2021, 2 June 2021.
College Board	16 September 2020, 14 October 2020, 18 November 2020, 26 November 2020, 16 December 2020, 27 January 2021, 24 February 2021, 24 March 2021, 21 April 2021, 26 April 2021, 19 May 2021, 26 May 2021, 16 June 2020.
Quality Committee	1 October 2020, 22 October 2020, 12 November 2020, 14 January 2021,11 February 2021, 15 April 2021, 13 May 2021.
Undergraduate Studies Committee	15 September 2020 13October 2020, 3 November 2020, 8 December 2021, 26 January 2021, 23 February 2021, 23March 2022, 21 April 2020, 18 May 2021.
Graduate Studies Committee	1 October 2020, 5 November 2020, 3 December 2020, 28 January 2021, 25 February 2021, 10 March 2021, 25 March 2021, 22 April 2021, 20 May 2021, 12th April 2021[1],
Global Relations Committee	14 September 2020, 5 October 2020, 9 November 2020, 7 December 2020, 25 January 2021, 22 February 2021, 15 March 2021, 17 May 2021, 21 June 2021.
Research Committee	6 October 2020, 10 November 2020, 7 December 2020, 12 January 2021, 9 February 2021, 9 March 2021, 13 April 2021, 4 May 2021.
Student Life Committee	17 September 2019, 15 October 2019, 12 November 2019, 28 January 2020, 25 February 2020, 31 March 2020, 28 April 2020, 26 May 2020.
Associated College Degrees Committee	Marino Institute of Technology (MIE) 14 November 2019, 19 February 2020, 14 May 2020. Royal Irish Academy of Music (RIAM) 16 October 2019, 19 February 2020, 29 April 2020.

1.3.2 QA Leadership and Management Structural Developments

A new Provost was appointed to Trinity in 2020/21 following the process set out in the 2010 Consolidated Statutes (Chapter on the Provost, Sections 6, 7 and 8). Professor Linda Doyle's nomination as the 45th Provost of Trinity was approved by the Board in April 2021 and she took up her role on the 1st August 2021 – the first female Provost in the University's history. A written report on the gender equality aspects of the appointment process was prepared by the Registrar and submitted to the HEA in June 2021. A new senior management team was approved by the Board and took office from the 1

September 2021. This included the appointment of a new Vice-Provost/Chief Academic Officer, who is also the Chair of the Quality Committee.

The Board is the governing body of the College and adopts a Code of Governance which includes procedures to monitor and evaluate its own performance and effectiveness. In 2019/20, a Board Review Working Group (BRWG) was established to consider the values and principles that should underpin Trinity's overall governance and to look at the particular role to be played by the Board in that context. The review was initiated after the Board conducted a self-evaluation of its effectiveness in 2018, in accordance with Section 3.1.2.3 of the Trinity College Code of Governance. In parallel, the Government commenced a process in 2018 to reform the Higher Education Authority Act (1971) which sets out the function of the HEA with respect to funding and financial oversight of the universities. A new set of proposals for legislative change to the governance of Universities was developed and a consultation process was launched. In February 2021, the Government published its _Consultation Report on the Reforms of the Higher Education Authority Act 1971._ The Board Review Working Group expanded its remit to include the implications of the new proposals. As part of that review, the Group considered the competencies required for Board members and developed recommendations on the optimal future composition of the Board. In February 2020, the Board approved a draft Governance "Values and Principles", one of which was that external representation on committees should be increased. External members are already included on many of the University's key committees. In June 2021, the Board Review Working Group submitted its final report to the Board, which adopted the recommendations therein. Discussions with Government are coming to a conclusion with a view to having new legislation in the coming months. Whatever that legislation stipulates will dictate how much of the BRWG report can be implemented. Associated Statute changes will be required.

In 2020/21, Board adopted a new Code of Governance for College, 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. This followed extensive internal discussions among the Board Review Working Group.

The most recent update of the Quality Risk Register was in January 2021. There were 16 risks in total, with a risk profile of 2 High, 12 Medium and 2 Low. This risk register includes, as one of the high risks, the risk to disruption of professional placements due to Covid-19 impeding students completing placement hours or assessment of placement specific competencies required for professional registration by professional bodies.

A project was initiated in September 2021 to address the ownership and management of policies that appear on the College Policies website.

In 2020/21 the following new College-wide policies and procedures were introduced:
Misuse of Drugs Policy (October 2020)
Occupational Health and Safety Policy (November 2020).
Role Grading Policy (March 2020)

Policy on Covid-19 Vaccination for Students in Clinical Placements or Placements in Allied Settings (July 2021)

The following College Policies were updated in 2020/21:
Risk Management Policy (October 2020)
Occasional Staff and Casual Payroll Policy (June 2021)
Timetabling Policy (April 2021)
Policy on Good Research Practice (June 2021)
Procedures for Working from Home during Coronavirus COVID-19 pandemic (March 2021)
Revised Accessible Information Policy (June 2021)
Quality Policy Statement (March 2021)

Council approved a change to the name of the Faculty of Engineering, Mathematics and Science to STEM (Science, Technology, Engineering and Mathematics) in September 2020 (CL/20-21/008.1). The formal insertion of Technology in the name of the Faculty befitted on-going initiatives within the Faculty such as E3, and the development of new programmes in the area of technology. The name change was launched on the 1st March 2021 at the first Faculty Forum, conducted online.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

The full schedule of Quality Reviews 2019 – 2024 can be found here.

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
Quality Reviews		
Academic Practice (CAPSL) (31 March – 2 April 2020)	Virtual review conducted in March/April 2021	https://www.tcd.ie/teaching-learning/quality/quality-assurance/reviews/reports.php
Singapore Institute of Technology (SIT) – Joint Degree Bachelor of Science in Physiotherapy (18-20 March 2020)	Scheduled for review in 2019/20 – **site visit postponed due to Covid-19**	TBC
Joint review of the Schools of Genetics and Microbiology & Biochemistry and Immunology (10-13 March 2019)	Scheduled for review in 2019/20 – **site visit postponed due to Covid-19**	Re-scheduling due to Covid-19 – date currently under negotiation
The Lir Academy Programmes (April/May 2020)	Scheduled for review in 2019/20 – **site visit postponed due to Covid-19**	Re-scheduling due to Covid-19 – date currently under negotiation
Reports		
Academic Practice (CAPSL) (31 March – 2 April 2020)	Implementation Plan due November 2021.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Quality%20Review%20of%20Academic%20Practice.pdf
Financial Services Division (15-17 January 2020)	Progress Report due in February 2022.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20on%20the%20Review%20of%20FSD.pdf
School of Medicine (3-5 February 2020)	Progress report due in November 2021.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Medicine%20review.pdf

IT Services (12-14 March 2019)	Progress report due in November 2021.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Quality%20Review%20of%20IT%20Services.pdf
Human Resources (24-26 April 2019)	Progress report due in November 2021.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Quality%20Review%20of%20IT%20Services.pdf

1.4.2 Expert Review Teams/Panels[3] 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	1		Academic Practice				
of those:							
On-site processes	0						
Desk-top reviews	0						
Virtual processes	1		1				
Average panel size for each process type*		N/A	No. of External Reviewers = 3	N/A	N/A	N/A	

* excluding secretary if not a full panel member

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

	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		*Male*	*Female*	*Other, or unspecified*			*UK, incl. NI*	*Other European*	*Outside of Europe*	*Similar*	*Different*
Chair	1	1					1			√	
Secretary/Internal Facilitator	1		1		1						
Academic/Discipline Specific (note - includes the Chair)	3	1	2				1	2		√	

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[3] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

Student Representative	0										
QA	0										
Teaching & Learning	0										
External Industry /Third Mission	0										

2.0 IQA System – Enhancement and Impacts

2.1 Governance and Management of Quality

Implementation of recommendations arising from the Audit of Quality Compliance Oversight

Trinity's Internal Audit Office conducted a review of Quality Compliance Oversight in July 2019 as part of its annual programme of work and a report on the audit was produced in February 2020. The audit report on Quality Compliance Oversight resulted in eleven recommendations. Four of the eleven recommendations were accepted as completed in April 2020 and a further two were accepted as completed in November 2020. In 2020/21, the Quality Office continued to work with the Audit Office to address the outstanding recommendations. The consolidated Annual Faculty Quality Report in respect of the 2019/20 academic year, submitted to Council in September 2021, was retitled the Annual Quality Report and developed with a view to transitioning to a report that addressed the Audit Report recommendation for '*an annual quality report from administrative areas as well as academic areas to ensure effective University-wide oversight and monitoring of quality* (1904.09).

The Quality Office developed and published for the first time, a [list of professional services areas](#) that are subject to Professional Body or Industry Accreditation/Award Scheme to complement the list of academic programmes that are subject to external professional and statutory body accreditation which also addresses recommendation 1904.09. In September 2021, the Quality Office undertook to produce a themes report on the recommendations arising from the reviews in 2021/22 for consideration by Quality Committee in October 2022 and to undertake a review of progress reports from recent reviews to highlight recommendations that had not been addressed at the time that the progress report was submitted (1904.07).

Quality Assurance of Linked Providers:

In 2019/20, Trinity concluded the process of reviewing the quality assurance Policies and Procedures of its Linked Providers, the Royal Irish Academy of Music (RIAM) and Marino Institute of Education (MIE) under the [Procedure for Approval of Linked Providers' Quality Assurance Procedures](#) (updated June 2019). The review process for RIAM was completed in April 2020 and a report from the MIE Working Group recommending approval of the RIAM QA Policies and Procedures was approved by Council in May 2020 and by Board in June 2020. The review process for MIE was completed in April 2020 and a report from the MIE Working Group recommending approval of the RIAM QA Policies and Procedures was approved by Council September 2020 and by Board in October 2020.

In April and July 2021, MIE submitted 14 new policies to Trinity under section 9 of the Trinity Policy [Approval of Linked Providers Quality Assurance Procedures,](#) which addresses the *Ongoing Approval of Linked Providers' Quality Assurance Procedures.* Four of the Policies were academic in nature and required review and approval by Trinity and ten had a statutory basis, and therefore required noting only as they had undergone review by appropriate third parties (e.g. TUSLA, IBEC etc.) and self-certification by MIE. In May 2021, RIAM submitted three statutory policies to Trinity under section 9 of

the Policy. The four MIE academic policies were approved by Quality Committee in September 2021 and by Council in October 2021. All statutory policies submitted were noted. The process of reviewing of MIE and RIAM will be initiated in 2021/22.

Update of Quality Assurance Procedures:
The process of updating the suite of quality procedures to ensure alignment with national and international legislation, and with Trinity's strategic initiatives, continued in 2020/21. In March 2021, Council approved updates to the Quality Policy Statement to (i) reflect the Council discussion of the review of the Trinity Business School (CL/20-21/057) regarding the role of the Faculty Dean in the application of a process to recognise the outcomes of alternate quality processes (e.g. accreditations) *in lieu* of the seven-year cyclical quality review, (ii) the new College Strategic Plan (2020-2025) and (iii) to update links to revised policies, procedures and initiatives. A new Procedure for Virtual Reviews was approved by Council in November 2020 in response to the advent of the Covid-19 pandemic and the postponement of on-site reviews. The Procedure was used for the first time in the review of Academic Practice. This review, which was postponed from April 2020 due to the pandemic, took place virtually from the 10 -12 March 2021.

Enhancements to the Annual Faculty Quality Report (AFQR):
In April 2021, the Quality Committee considered the three Annual Faculty Quality Reports in respect of **2019/20** and made the following recommendations:

1. A better balance between descriptive and analytical elements and a better articulation of what is within the remit of Schools and College be considered in the approach to the 2020/2021 reports.
2. The Terms of Reference for the Annual Faculty Quality Reports (2016) to be updated accordingly and provided to Schools with next years' School information request for the AFQR.
3. Quality to be added as a standing item on agendas for Faculty Executive meetings and all three Faculties to adhere to the requirement for a dedicated Annual Faculty Quality Executive.
4. The Academic Registry to be invited annually to present its Annual Report to the Heads of School Committee.
5. The Consolidated Annual Quality Report (AQR), normally only presented to Council, should also be presented to the Quality Committee. This aligns with a recommendation from the Audit Report (February 2020) for an Annual Report to University Council or College Board from the Quality Committee.

Recommendations 1-3 were discussed in the annual review of the AFQR templates with the Faculty Administrators in September 2021. Agreed actions included (i) an update of the Terms of Reference for the AFQRs to clarify the purpose of the reports and (ii) amendments to the information request to Schools to (a) ensure that a balance between description and analysis is achieved, (b) clearly outline what falls under the remit of the School and what is outside the remit of the School, (c) highlight the requirement for a professional tone to be used in the reports, (d) highlight the requirement for School Action Plans to be monitored throughout the year and (e) emphasise the requirement for a dedicated

Faculty Quality Executive Meeting to discuss and approve the Annual Faculty Quality Report. Recommendation 4 will be discussed with the Chair of the Heads of School Committee.

The Consolidated AQR was considered by the Quality Committee in September 2021 (recommendation 5) and actions arising from the meeting were (i) that a pathway for escalation of recommendations arising from the 2019/20 AFQRs be identified for presentation to Council and (ii) that in 2021/22 the Faculty Deans look collectively at the 2020/21 reports to identify common issues across the three Faculties and to make recommendations to Council. The report was presented by Council on the 22 September 2021 with proposed pathways for escalation of quality-related issues (access to placements, response rates to online surveys, absence of guidelines on College-wide standards for online courses and assessment) and resource-related issues (space, staff recruitment, declining numbers of PhD students in some Faculties, rates of pay for postgraduate demonstrators and teaching assistants). Council approved the report and, arising from the Council discussion, a recommendation to include equipment and infrastructure as an area for exploration in subsequent reports (CL/21-22/006.1).

2.2 Programmes of Education and Training

Response to Covid-19

The Covid-19 pandemic continued to impact teaching and learning in Trinity in 2020/21. Mitigating procedures as well as the provision of additional supports for students to ensure that could continue to engage with education and assessment were put in place.

In recognition of the deteriorating situation with the pandemic in early 2021, which resulted in a level-5 lockdown, the Continuity of Learning and Student Activities Group on 7 January 2021 approved a re-instatement of the mitigation measures previously approved by Council for exams in 2020. These included:

Deferrals: students were given the automatic right to defer assessments (exams or assignments) for semester two modules.
Re-sits: students in the sophister years, in exams that count towards the final degree award only, could apply to re-sit assessments from either the first or second semester, even if they had achieved a passing mark in the module. Re-sits were scheduled in the reassessment session in August and students were awarded the higher grade achieved.
Deferred semester one assessments: the deferred assessments would be examined as a first attempt at the end of the semester two assessment period (in April/May). A second attempt was available, if needed, in the reassessment session in August.

In August 2021, Trinity hosted its first in-person graduation ceremonies since March 2020, the first university to proceed with an in-person graduation event. The events were held outdoors and attendance was limited to 200.

A Report on the Emergency Response to Covid-19 and Preparations for Teaching, Learning and Assessment for 2020/21 was conducted in response to a sectoral-wide Quality, Integrity and Reputation Group, sponsored by the HEA and led by QQI. The Report presented the findings of a survey conducted in May 2020 of Directors of Teaching and Learning across Trinity Schools by the Academic Secretary. The report outlined the impact of the emergency pivot to online teaching and learning as a result of the Covid-19 pandemic to inform additional supports and structures to be implemented over the Summer period in advance of the 2020/21 Academic Year. The Report was presented to the Quality Committee in October 2020 and informed the work of the Phased Resumption of Activities Group (refer Fig 1: Covid -19 Governance Management Structure); the development of a suite of resources by Academic Practice to align pedagogy and assessment strategies to the online environment. IT Services conducted training and information sessions to support academics in their adaption to new platforms e.g. MS Teams; or engagement with collaboration tools such as Panopto, Captivate, Collaborate Ultra available within the Trinity VLE (Blackboard).

2.3 Staff Recruitment, Management and Development

In October 2020, Trinity was awarded €21 million in funding from the Higher Education Authority's (HEA) Human Capital Initiative (HCI) to support its innovative, skills-led teaching initiative *'Next Generation Teaching and Learning for the changing needs of society and enterprise'* over the next five years. It is planned that the initiative will see 16 of the 24 Schools directly benefiting from the funding over the next year, with 14 new appointments being made.

In May 2021, Trinity initiated the Electronic Reporting of Leave project. The project aims to implement an electronic method for requesting and approving leave using CorePortal. The system will help to (i) reduce the risk of errors that may occur in using a manual process, (ii) allow Trinity to run up-to-date reports on the various leave types which will show accurate and meaningful information to users and (iii) help to identify the many types of leave staff are availing of to accurately inform Athena Swan submissions.

A 'Career Framework for Professional staff' was introduced in 2017 and encompasses a number of initiatives including a Competency Framework, Guidance for Writing Effective Job Descriptions and a Role Grading Project, initiated in 2020/21. The Role Grading Project has the overall objective of developing a Role Grading framework to ensure all posts in the University are correctly graded – i.e. posts are on the right grade based on the nature of the role. The Project will run from June 2021 to the end of October 2021. When the project phase has finished, a Role Grading Committee will be established (from early 2022 for one year on a pilot basis) to accept submissions from managers to review roles in their area. The process and principles for implementation are set out in the Role Grading Policy, which was approved by Board in March 2020. There will be a review of the policy and process twelve months after implementation.

Response to Covid-19

Staff continued to be supported in 2020/21 to adapt to the Covid-19 restrictions including working from home via:

Covid-19 Leave and Working Arrangements procedures;

Covid-19 Working from home procedures;

Covid-19 Employment permits information;

Covid-19 Temporary assignments across public sector;

A FAQs for Covid-19 website, and a Covid-19 call-centre;

Working from Home Resources for managers and staff.

2.4 Teaching, Learning and Assessment

The implementation of the Trinity Education and the response to the Covid-19 pandemic continued to impact teaching, learning and assessment in 2020/21.

(i) **Implementation of the Trinity Education**

The implementation of the Trinity Education entered its second year for phase 2 courses and third year for phase 1 courses in 2020/21 and the impact of the new academic year structure, revised assessment procedures and online module enrolment was monitored.

In September 2020, an issue relating to open module allocation and registration saw some undergraduate students not being offered their open modules of choice. This presented challenges for these students in meeting module pre-requisites in the sophister years.,. The Associate Dean of Undergraduate Common Architecture (ADUCA) examined the issues relating to the allocation of open modules and sophister module pre-requisites to ensure that all students could meet the academic requirements of their programmes in order to successfully graduate and worked with IT Services to resolve issues regarding open module allocation for individual students, where they had arisen.

Logistical challenges facing Foundation Scholarship examinations arose in the 2020/21 academic year due to the timing of semester 1 examinations, the changes brought about by the introduction of the new undergraduate common architecture and by Covid-19. In October 2020, Board agreed that the Scholarship examinations should be held a week later than planned in January 2021 (CL/20-21/30.1) and conducted online. To minimize the chance of cheating and grade inflation, it was agreed that the exams be real-time online proctored examinations as opposed to extended take-home exams, with systems put in place to ensure the highest level of integrity (CL/20-21/30.2). In May 2021, Board approved (i) the establishment of a Working Group to examine all aspects of the institution of Scholarship and (ii) the Terms of reference for the review (BD/20-21/287).

Trinity Electives Annual Report 2019/20 was presented to the Undergraduate Studies Committee in October 2020. The report set out the work completed to deliver the first set of Trinity Electives for students to take in the 2019/20 academic year. It reported that the total uptake of Trinity Electives by students in 2019/20 was 723 in Semester 1 and 682 in Semester 2, totalling 1,405. A complicating

factor in 2019/20 was the phasing out of the Broad Curriculum programme, as students on this programme are eligible to take Trinity Electives. A number of withdrawals from BC modules were recorded in 2019/20 which caused some instability, but 2020/21 was the last year of legacy Broad Curriculum students.

From 2020/21, the Trinity Electives Subgroup was replaced by the Trinity Electives Sub-Committee, reporting to Undergraduate Studies Committee and chaired by the Associate Dean of Undergraduate Science Education. A student survey, managed by the Quality Office, was compiled for the purpose of getting feedback from students on their experience of taking Trinity Electives from the perspective of their discipline and to ensure that the overall quality of the offering is maintained. The response rate to the survey in Semester 1 was 24% (285 students) and in Semester 2 was 13% (92 students). The drop in response rate coincided with the onset of the Covid 19 pandemic and the initial closure of College and emergency transition to online learning in March 2020.

(ii) Impact of Covid-19:

A sub-group of the Executive Officers' Group - the Phased Resumption of Activities on Campus subgroup - chaired by the Provost, was established to plan the return of students on campus. Council approved its proposals in relation to a revised academic year structure and a delayed start to the teaching year, with classes resuming on 28 September 2020, and with semester one assessments scheduled for after Christmas. Due to the delay in the release of calculated grades for Leaving Certificate students, Trinity was required to delay the start date for first year students by a further week.

The start of the 2020/21 academic year saw a phased resumption of activities on campus which was planned and progressed by the Resumption of Teaching Activities sub-group, chaired by the Associate Dean for Undergraduate Science Education (ADUSE). The sub-group provided oversight on timetabling to support the commencement of teaching activities in September 2020, addressed issues relating to in-person teaching, sourced appropriate teaching spaces and seating arrangements, and established the number of college personnel and students permitted on campus at any one time. A Continuing Teaching Activities on Campus was convened to take over the work of the Resumption of Teaching Activities sub-group. The move to level 3 restrictions resulted in a small number of scheduled in-person teaching activities moving online with some activities in the Faculty of Health Sciences and the Faculty of Engineering, Mathematics and Science continuing as planned, due to teaching taking place in laboratories, requiring physical presence, or to fulfil professional accreditation requirements. Some in-person teaching planned for in the Faculty of Arts, Humanities and Social Sciences was also moved online.

In October 2020, the Head of Academic Services, Innovation & Digital Platforms presented a report to the Undergraduate Studies Committee on approved changes to services supporting Teaching and Learning in Trinity. The report responded to queries from Schools seeking guidance on the most appropriate technologies, services and IT infrastructure that best support hybrid and online modes of delivery. It detailed the recommended technologies for disseminating teaching materials (Blackboard

Learn), lecture capturing and streaming (Panopto), and virtual classrooms (Blackboard Collaborate) and stressed the importance of consistency in the use of core technologies for teaching and learning to support a positive student experience. The report also detailed recommendations around copyright of teaching material and recording of lectures.

Trinity continued to adapt its teaching and learning spaces to ensure that the impact of Covid-19 on the student experience was minimized. New audio-visual equipment was installed in many lecture theatres over the summer to provide a better environment for blended teaching and learning.

A working group called the Continuation of Learning and Student Activities Group (COLSAG), chaired by the VP/CAO, was established in October 2020 to consider issues related to Teaching and Learning as impacted by Covid-19. Academic Practice hosted three workshop-style virtual clinics in November 2020 focused on designing open-book assessment for remote contexts. Staff were invited to attend one or more of the clinics as appropriate for their own assessment context.

Other initiatives:

Trinity applied for and was successful in receiving funding for seven initiatives under the Strategic Alignment of Teaching and Learning Enhancement (SATLE) Funding in Higher Education 2020 Initiative (December 2020, National Forum for the Enhancement of Teaching and Learning) as follows:

- Digital by Design: Building Capacity for Digital Education for Digital Education.
- Enhancing Resilience in Undergraduate Dental Training.
- Enhancing Blended Learning in Anatomy Education.
- ALADDIN – Assessing Languages: Digital Development and Innovation.
- Depth: Digitally Enhance Practical Teaching in Health Science
- Co-Designing a Blended Model of Practice Education
- Supporting Student Success through Clinical Teacher Training

In October 2020, Council approved revisions to direct Undergraduate Admissions requirements for admissions in 2021. The revisions comprised a new banding structure for overall admission requirements, which would only affect direct (non-CAO) admissions, and a streamlined schema for presenting subject-specific requirements, which would affect all direct and CAO admissions. Banding the requirements together in a consistent way brings Trinity in line with the practices of other universities (Russell Group, UCD) and allows them to be more effectively communicated to students.

2.5 Supports and Resources for Learners

Response to Covid-19

Trinity continued to support its students in 2020/21 with both online and face-to-face resources, where possible, provided by the Student Counselling Service, Student Learning Development, S2S, the College Health Service, the Day Nursery, the Tutors Office, IT Services, and the Library amongst others.

The three Student Counselling Services (SCS, SLD and S2S) responded creatively to the restrictions imposed by the pandemic in order to continue to provide services to students. The Student Counselling Team transferred counselling appointments, group sessions and workshops online using phone and Zoom calls. Where appropriate, students were seen in person for risk assessment. Long term clinical groups were also successfully moved on-line and emergency sessions were dealt with in both on-line and in-person. The 'Tap, Tap for Mental Health' campaign was launched in May 2021 as part of the **Health Trinity** initiative with the aim of encouraging students to offer support to other students or to seek support if required.

From April - July 2021, Trinity's on-campus vaccine programme for very high risk (group 4a) and high risk patients (group 7), Trini-Vaccine, was implemented. The vaccination delivery was the third arm to Trinity's COVID-19 Strategy, which commenced with a joint HSE and Trinity College Health collaboration in setting up an on-campus COVID-19 testing centre, staffed by College Health but function as part of the National COVID-19 testing service. Additionally, College Health participated in the Trini-Screen testing project, led by Professor Orla Sheils, which offered LAMP screening on self-collected saliva samples to students in residence as well as staff in essential occupations across College from September 2020. This was replaced by the UniCov project in July 2021.

The Trinity Sport Team initiated Trinity Sports+, an online platform providing live classes and 100s of on-demand workouts to members, in response to the closure of Sports facilities.

In the Tutorial Service, a second Postgraduate Support Officer was appointed in May 2021 on a five-year contact. During the pandemic, financial supports through the Tutorial and Postgraduate Support systems exceeded €500,000 from both European Social Funds and College philanthropy.

IT Services launched a Student Orientation webpage in 2020/21 with information on software/systems needed to attend online lectures and tutorials, guidance for online assessments, where to get the necessary software, logging into and using student email, student timetable apps, purchasing a laptop, and getting help online. To support staff in the use of technology for teaching, a new website 'Using Technology in Teaching Spaces' was developed. This resource provides information on Recording and Streaming In-Person Sessions, Online Live Sessions and Pre-recorded Online Delivery. Guidance was provided for academics in designing and conducting online assessment. In preparation for the return of staff and postgraduate students to campus after a significant period of time, advice was provided on using computers which may have been unused for several months, reconnecting devices to the network and using printers and wireless keyboards.

For the first time, Library study spaces (Kinsella Hall and 1937 Reading Room) were open throughout the Christmas break in 2020/21, closing only on Christmas Day. Examinations started on 11 January 2021 instead of before Christmas. To support students, the contemporary libraries remained open in January 2021 and information on opening hours was available on the Library website together with information about booking a seat, or 'a quick visit slot'. Services available to students included Click and Collect, 'Scan on demand', the online 'Chat with us' service on the Library website, as well as 1:1 virtual consultations with subject librarians.

The Trinity Disability Service was successful in securing HEA funding to develop strategic initiatives which aim to provide additional supports to Trinity's students with disabilities and to make Trinity a more inclusive and accessible University. In May 2021, Minister Simon Harris announced €5.4m in extra supports for college students with disabilities, of which Trinity received €482,364. The money will part-fund (the remainder to be matched by Trinity) four projects in Trinity: Sensory Processing Project, Inclusive Technology Project, Global Safety & Security Solution (Disability Functionality) and Physical Access Improvements.

In 2021, Trinity Sport Centre achieved the highest standard in the National Quality Standards for the seventh consecutive year and was awarded outstanding facility at the National Quality Standard Awards by the industry body, Ireland Active. In July 2021, the Head of Trinity Sport, Ms. Michelle Tanner, was appointed to the Board of Sport Ireland, the first representative from Trinity to be appointed to the role.

During 20/21, the Careers Service continued to refine and enhance its online service model to embed flexibility and to prepare for a move to hybrid delivery when needed. This brought opportunities that allowed the Service to fast-track some of its existing plans for digitalisation and to refocus its priorities. In response to student demand, a new "Talk to us on Tuesdays" series was introduced consisting of online student drop-in events on a range of career themes accompanied by a series of videos on the Careers social media channels, which were the most engaged with videos on the Careers Instagram in 20/21. This series will continue in 21/22. In addition, a series of online Alumni Careers Conversations/ Spotlights, designed in response to student demand, continued in 20/21 with 23 in total now available to students in the Resources section of MyCareer. Careers services to recent graduates were also extended to ensure that they continued to get the supports needed during what was a uniquely challenging time for graduate employment.

The EVOLVE online pathway was launched in 2020 in response to the pandemic to highlight online careers support and resources available to students and graduates. The Careers Service Guide was redesigned to become a more a comprehensive careers information source for students and to improve online navigation. New resources and supports were also developed to help students to prepare for new online recruitment methods, e.g. video interviewing, virtual assessment centres.

To continue to connect student with employers in a virtual world, the Careers Service ran a series on virtual careers fairs in October 2020 and a new online series of Lunch & Learn and Masterclass sessions with employers was introduced in 20/21 to facilitate employer delivery of online skills sessions to students.

The Trinity Summer Internship Programme, led by the Trinity Careers Service, launched in Summer 2021 and will run annually thereafter. It provides summer internships that are available exclusively to Trinity students (undergraduates and postgraduates) sourced through Trinity's extensive alumni and industry networks. The Trinity Employability Bursary also launched in 20/21 to support full-time undergraduate students who are looking for career-related work experience and opportunities but are finding it financially difficult to take up an opportunity they have secured. The first Bursary awards were made in Summer 2021.

2.6 Information and Data Management (including analysis and impact of information gathered via the national Student Survey)

The report on the National Student Survey.ie 2021 was approved by Council in November 2020. Trinity attained its highest participation rate (34%) since the initiation of the National Student Survey.ie. Schools were provided with School and programme specific reports and reported on actions taken in response to the survey in the Annual Faculty Quality Report 2019/20.

The 'We Value your Opinion of Quality in Trinity' survey was conducted in November 2020, the first time such a survey had been conducted in Trinity. The aim of the survey was to invite the College Community to share their perceptions of 'quality' as it emerges from their experiences of working in Trinity. The survey was developed between April-November 2020 by the Quality Office in Trinity with the support of the Communications Sub-Group of the Institutional Self Evaluation Team in the College. It was piloted and discussed in three focus groups consisting of Trinity staff of different backgrounds to ensure its relevance, clarity, and user-friendliness. The survey was open for responses during two weeks in November 2020. Data analysis, discussion of findings, and the writing of a comprehensive report and a more condensed report took place in the period between December 2020 and May 2021. The design of the survey was informed by the literature on quality in higher education. Specifically, the model used by the European University Association (EUA 2006)1 and developed by Bering et al (2010) was integrated into the development of the survey and the presentation of the findings. The results of the survey informed the development of the Trinity Institutional Self-Evaluation Report (ISER).

The Widening Participation Group (WPG) is a sub-committee of USC and is chaired by the Senior Lecturer/Dean of Undergraduate Studies. The WPG aims to support Trinity in achieving its strategic objectives on creating a diverse undergraduate student body, a priority under the Trinity Strategic Plan 2020-25. In June 2021, the first Widening Participation Group report was published.

On the 28 January 2021, IT Services marked IT Security Week and International Data Protection Day by launching Trinity's new Cyber Crime Watch Hub website, running live online events, and posting

topical articles on the ITS website. The Cyber Crime Watch Hub is an online centre of IT security awareness training and engaging resources for Trinity staff. This hub blends humour and micro-training to highlight the risk and impact of phishing, emails and cyber security attacks.

Guidelines on the recording of live lectures for 2020/21 were approved by the Undergraduate Studies Committee in January 2021. The guidelines were developed by the Working Group on Recording and Capturing of Lectures, who were tasked with developing a short document that linked extensively to resources to support the practice of recording. Feedback from students overwhelmingly indicates a preference for synchronous online lectures rather than pre-recorded lectures. However, despite the best efforts of staff, synchronous online lectures can result in lower quality access to learning for many students due to factors such as poor internet connectivity, language-specific demands, time zone differences etc. These guidelines identified a number of issues with recording of lectures including the technical limitations of automated captioning systems and the cost implications of manually correcting captions generated automatically.

In August 2021, IT Services provided information to staff returning to campus regarding the use of computers, laptops, printers and other electronic devices which may not have been used since the start of the pandemic.

2.7 Public Information and Communication

The 2020/21 Annual Provost's Report, published in August 2021, was configured as a 10-year retrospective to mark the end of Provost Prendergast's tenure. The Trinity Annual Report 2019/20 was approved by Board in June 2021.

Trinity launched a new staff intranet – T-Net – in February 2021. This internal communications platform aims to keep staff informed and involved by connecting all Trinity staff and providing a one-stop-shop for helpful links, toolkits, news, announcements, staff profiles, conversations and more. An internal competition was held to name the new resource. The project was driven by Trinity Communications in conjunction with HR and IT Services.

In 2020/21, Trinity launched the Virtual Trinity Library, an ambitious digitisation project centred on the Library's most valued and valuable collections across nine key themes. A centre-piece to the project is the Carnegie Corporation of New York-funded conservation and digitisation of sixteen medieval manuscripts (including the internationally acclaimed Winchcombe Psalter and The Life of St Alban by Matthew Paris). The importance of Virtual Trinity Library for teaching, learning and research has been especially reinforced by the current pandemic, which has accelerated the digital transformation of the University and the Library.

2.8 Other Parties Involved in Education and Training

Trinity is a member of the Irish Universities Association (IUA) and relevant College Officers sit on the IUA Committees including the Quality Committee, Quality Officers Group, the Registrars Group, the Dean of Graduate Studies Group, the IUA Secretaries and the Directors of Internationalisation Groups.

In 2020/21, Trinity consulted on QQI initiatives including QQI sponsored events with Professional and Statutory Accreditation Bodies around the draft set of 'Accreditation Principles'. These Accreditation Principles were approved by Council (2 June 2021) and Board (16 June 2021).

Trinity interacts with a range of Professional & Statutory Accreditation Bodies (refer the Masterlist of Accreditated Programmes, updated annually). College Officers, Senior Management, representatives from across Student Services and the Quality Officer attend on-site visits by accreditation bodies to Trinity. In September 2021 the Quality Office published, for the first time, a list of professional services areas that are subject to Professional Body or Industry Accreditation/Award Scheme.

As members of the CHARM-EU Alliance, Trinity has collaborated with the Quality Agencies from each of partner jurisdictions on an approval process for the proposed Masters in Global Challenges for Sustainability.

Education Recruitment Agents play a vital role in extending Trinity's reach as part of its Global Relations Strategy. Trinity has an Education Recruitment Agent Policy and has incorporated quality assurance processes that align with the London Principles in the 'Code of Practice for providers of programmes of education and training to international learners'. The list of countries with which Trinity has Education Recruitment Agent relationships is listed on the Global Relations Website, as required by the QQI Core Statutory Quality Assurance Guidelines. The Quality Office facilitates an annual survey of international students who access the services of education Recruitment Agents to ascertain their satisfaction with the services offered by the agent.

2.9 Self-evaluation, Monitoring and Review

As part of the preparations for the Institutional Review, an Institutional Self-Evaluation Team (ISET) was established in January 2020 and a number of ISET subgroups were set-up to manage the development of the different chapters of the Institutional Self-Assessment Report (ISER). An Institution-wide staff survey 'We value your opinion of Quality in Trinity' was administered between the 16th – 30th November 2020 to provide Trinity staff with an opportunity to reflect on their experience of quality in Trinity. The feedback from this survey informed the ISER and directed focus on particular areas of concern raised by staff. The 'Big Chat' student focus groups were run in July 2021 to source feedback on student-related issues. The reports arising from both feedback mechanisms were considered by the Quality Committee and will be available to the Institutional Review Team. Feedback on the draft ISER was sought from relevant Committees of Council and Board in September 2021 to inform a final draft of the ISER for approval by Council in October 2021 and Board in November 2021.

2.10 Quality Assurance of Research Activities and Programmes:

2.10.1 Research Activities:

A revision of the Policy on Good Research Practice was undertaken in 2020/21 which incorporated changes in the legislation and practice relating to research ethics, data management protection, and research integrity. The Policy presents an overview of the concepts with detail available through links

to the policies of the key areas, allowing the information to be as up to date as possible. The 2021 review process involved a review and update of the Policy by the Research Ethics Policy Committee, consultation with the Library, IT Services, and the Deputy Data Protection Officer for Research, presentation to the Research Committee for feedback and approval, and presentation to the Executive Officers Group (EOG) on 11 May.

The updated Policy includes references to the following:
• European Code of Conduct for Research Integrity (2017) and Research Integrity in Ireland Report from the Irish Universities Association (IUA) in 2019.
• The changes to the College Schedules on Research Misconduct adopted in 2020.
• GDPR.
• The San Francisco Declaration on Research Assessment (DORA).
• Consideration of gender in research reflecting gender planning requirements.
• Ethical considerations around research using plants and ecosystems.
• Research ethics committee structures, which paves the way for planned implementation of an online research ethics application management system.

The revised Policy on Good Research Practice was approved by Council in May 2021 (CL/20-21/212.1), along with Trinity's adoption of the Declaration on Research Assessment (DORA) principles (CL/20-21/212.2), which recognizes the need to improve the ways in which researchers and the outputs of research are assessed.

In line with the goals of Trinity's Research Excellence Strategy, the College's research community harnessed its expertise for the greater good in 2020/21, with pioneering research projects into Covid-19 across all Schools. In April 2021, three researchers from Trinity were awarded prestigious European Research Council (ERC) Advanced Grants. These awards, announced annually and valued at approximately €2.5 million each, go to established, leading principal investigators with a significant record of research achievements over the last decade. These three awards now bring the total number of ERC Investigator Grants awarded at Trinity under the Horizon 2020 funding programme to 44, with a total award value of €83 million. The funding supports ground-breaking projects with the potential to make major impact within a research field.

For more than 2 years, the EU-funded SHAPE-ID project at Trinity College Dublin has been working with European partners to address the challenge of how to strengthen the integration of the Arts, Humanities and Social Sciences (AHSS) in inter-and transdisciplinary research with Science, Technology, Engineering, and Mathematics (STEM) disciplines and societal partners. In June 2021, SHAPE-ID launched the project toolkit, which offers practical tools and resources to help researchers, research organisations, funders, policymakers, and societal partners make informed decisions about developing and supporting inter-and transdisciplinary research. The SHAPE-ID project builds on the Creative Connections Interdisciplinary Research Workshop hosted in the Trinity Long Room Hub in 2016 and funded by the Irish Research Council (IRC).

On the 24th September 2021, the Office of the Dean of Research coordinated START: Start Talking About Research Today as part of the H2020 European Researchers' Night.

The Trinity Innovation Awards 2020 were awarded on 1 December 2020. The recipients of the awards were in the following categories: Campus Company Founders Award, Inventors Award, Ones to Watch Award, Societal Impact Award, Lifetime Achievement, Provost's Innovation Award, Industry Engagement Award.

2.10.1 Research Impact:

In 2020/21, the Research Impact Unit in the Office of the Dean of Research initiated the process of strategic engagement and impact assessment by piloting activities within the Trinity Long Room Hub. The Unit developed an impact case-study on the 1641 Depositions Project, a trans-disciplinary digital humanities endeavour which transformed understanding of how the controversial events of the mid-seventeenth century are recorded and remembered. A research impact case-study template and guide was developed to support other areas to develop their own case-study. A summary of resources available at Trinity and beyond to help researchers articulate and achieve the potential impacts of their research projects in the Arts and Humanities was also published. In 2021/22, the Research Impact Unit will report and celebrate the diversity of research impact at institutional and individual levels through case studies, researcher profiles, webinars, applications, events and other activities. It is also hoped to partner with the School of Medicine.

2.10.2 Research Programmes:

In 2020/21, a revision to Trinity's *viva* process was approved which requires the two examiners to submit a pre-viva report outlining the areas that they wish to address in the *viva* and a joint report within 24 hours of the *viva,* giving the outcome of the process. This allows for a more focused discussion during the *viva* and allows the Dean of Graduate Studies to evaluate consistency between the pre-viva reports and the final report. In addition, the requirement to submit reports within 24 hours has greatly reduced the delays experienced by students following their viva examination in accessing the outcome of the examination process.

2.11 Integration of UN Sustainable Development Goals (SDG)

Trinity creates an Annual Sustainability Report, which assesses the University's progress towards its stated sustainability goals and objectives. The 2020 Sustainability Report was the sixth annual sustainability report and it detailed Trinity's progress with its sustainability goals to 2020. Trinity was named 14th best university in the world when it comes to the UN's Sustainable Development Goals (SDGs) in the 2020 University Impact Rankings from Times Higher Education.

The Sustainable Procurement Working Group (established by the Provost), developed a Sustainable Procurement Policy which was approved by Board in 2019. Sustainable Procurement guidelines are available for all staff involved in the procurement of services and goods for Trinity. Collectively,

Trinity's purchasing choices support the implementation of the <u>UN Sustainable Development Goals –</u> '*reduce our environmental footprint*' and '*affect market change by increasing demand for fairly priced and socially responsible product*'.

The Provost's Sustainability Fund has funded 19 different sustainability/climate action/biodiversity projects at Trinity over the past 4 years, to the amount of €19,737. These projects have helped to create a more efficient and sustainable campus by decreasing disposable items, conserving resources and enhancing biodiversity.

- Circular economy/ 3D printing of cuvettes in the Chemistry teaching lab. A 3D printing system was funded to enable the 3D re-printing of plastic cuvettes for teaching purposes from used cuvettes, thereby eliminating the purchase and disposal of plastic cuvettes for teaching.

- Trinity Hall allotment – a vegetable garden was established at Trinity Hall by staff and students to grow organic food for students and staff to eat.

- Envirolend – a system for borrowing and returning reusable crockery for student society events was established by EnviroSoc, which is available to any student society for catered events. This eliminates throw away crockery and cutlery.

- A biodiversity audit of the Trinity main campus was undertaken in summer 2021 to establish what species of plants and animals live on the main campus, thereby creating a baseline species list for the urban ecosystem on main campus.

- A student environmental magazine 'Evergreen' was launched online and in hardcopy on recycled paper to educate and inform students about climate action, biodiversity and sustainability goals.

- The Trinity College Institute for Neurosciences (TCIN) became a member of MyGreenLabs and kicked off the [Trinity Green Labs programme](#).

Within the past three years, student engagement has expanded significantly, with a record number of 235 environmentally themed events taking place in 2019/20 alone. Trinity continues to foster the next generation of environmental and sustainability leaders by actively creating sustainability-related curricula, research, and courses. Sustainability is now included as a topic in the 'Transition to Trinity' student orientation programme.

Trinity has the longest running Green Week of any university/college in Ireland. In February 2021, [Green Week](#) was titled '*2030: Time for a Game Change*'. The week-long series of events, opened by the Chancellor Mary McAleese, focussed on climate and biodiversity awareness, education and the action needed to address our growing climate and biodiversity crises. This was the first time that the entire week of events was hosted online.

CHARM-EU has as central to its mission the Sustainable Development Goals and support for the European Green Deal. On the 23th and 24th November 2020, the very first [CHARM-EU Days](#) took

place, an online conference which tackled the question 'How can the European Universities Initiative contribute to supporting the European Green Deal?' The Pilot Masters Programme 'Master in Global Challenges for Sustainability' was launched in September 2021. An online Orientation week for the Master in Global Challenges for Sustainability took place between the 1st and the 3rd September 2021 and an Opening Event on the 2nd September 2021.

In July 2020, Prof Anna Davies (Geography) won a European Research Council Public Engagement with Research Award for social media outreach for her engagement around the Sharecity project, which assesses the practice and sustainability potential of city-based food sharing economies. The SHARECITY team engaged with a range of online and social media platforms, networks and initiatives, in order to collaborate, source experiences and disseminate their findings. This led to the development of the first publicly accessible and searchable empirical database about food sharing activities within cities.

In July 2021, the Prendergast Challenge-Based Project Awards were launched. These Challenge based awards were made possible through the philanthropic support of the Provost's Council, a network of leading Trinity alumni and supporters who act as advisors to the College. Donations in honour of Provost Patrick Prendergast, will fund two awards, each to the value of €600,000. Each award will enable a team of academics from different disciplinary backgrounds to recruit up to five PhD students to work on an impactful project addressing a global challenge.

2.12 Third-mission Activities, Societal and Community Engagement

'Through our teaching, research and public engagement, we courageously advance the cause of a pluralistic, just and sustainable society' (Strategic Plan 2020-2025).

Trinity has considered civic engagement an important part of its strategy for a number of years and commits to widening access, increasing diversity in its community and extending the University beyond its boundary walls. The University has had a Civic Engagement Officer (now Vice-President Civic Engagement) in place since 2009 and the first Associate Dean of Civic Engagement & Social Innovation was appointed in 2021. The role of Community Liaison Officer, who worked on a voluntary basis to help Trinity further develop its relationship with the city and the immediate local community and to encourage inclusive access to the College community, has been folded into to the new Assoc Dean position. Civic Engagement is supported by the Engagement Advisory Group, which is a cross-faculty group with academic staff, administrative staff, and student representation. It is chaired by the Associate Dean of Civic Engagement & Social Innovation and reports to Board and Council.

The university is connected to the community through various activities including Student and Staff Volunteering, Engaged Research, Community Based Learning, and Public Engagement. The Civic Engagement website provides a wealth of resources for staff and students who wish to contribute to civic engagement. In recent years the Research Support System (RSS), a web-based information system which allows Trinity staff and research postgraduates to maintain and update their research profiles, has been updated to enable the recording of both civically engaged research and research that relates to the UN Sustainable Development Goals.

The Asylum Seeker Access Provision (ASAP) Scholarships offer four scholarships for students in direct provision who have studied in the Irish second-level school system, have taken, or intend to take, the Leaving Certificate or further education qualifications and are offered a place in Trinity through the CAO in 2020. The scholarships cover all fees (tuition, registration etc), an annual stipend of €1,500 (payable in monthly instalments), a laptop (where possible and practicable), on-campus food allowance, and public transport costs (within commutable distance of Trinity). The scholarships are open only to those living in Direct Provision, or who are registered with TUSLA or the State for accommodation within Dublin or within a commutable distance. Scholarships are awarded based on a CAO offer being made to the applicant, with a maximum of four scholarships awarded annually. In 2020/21, all four scholarships were awarded.

Trinity has engaged with the Dublin City of Sanctuary initiative and the Universities of Sanctuary movement to address issues relating to asylum-seeking and refugees. A University of Sanctuary Committee (previously the Participatory Advisory Group) advises the University's Engagement Advisory Group on shaping Trinity's educational response to asylum seekers and refugees. This is an important initiative which seeks to identify and mobilise the College community in collaboratively responding to the educational needs of asylum seekers and refugees through, for example, the provision of English language support, developing professional networks and creating a culture of welcome and inclusion. In February 2021, Trinity become the sixth university to have received the University of Sanctuary Award by the People of Sanctuary Ireland.

The Trinity Civic Engagement Award for Staff (formerly the Registrar's Civic Engagement Award for Staff) was established in 2017/18 to recognize Trinity staff members who have made outstanding contributions to Trinity's engagement with wider society through their teaching and/or research; those who have played an active role in civic engagement in Trinity either through community based research and/or community based learning. In 2020/21, nine nominations were received from across the three Faculties showing the breadth of Trinity's civic engagement activities and the variety of ways the College works with its wider communities. The winning applicant was awarded for her work with and supporting 80 social enterprises in Ireland and internationally in various ways through teaching, research, and engagement. Her research contributes to knowledge on how organisations influence and respond to socio-cultural change.

The 2020/21 Dean of Students Volunteering Awards took place in April 2021. The Dean of Students sponsors three awards to celebrate and recognise student volunteering in the community and in Trinity organisations such as the clubs, societies, SU, GSU, and publications.

- The Dean's List for Volunteering recognises participation in a volunteering activity and personal reflection.
- The Dean's Leadership Award for volunteering acknowledges students who have contributed significantly to an organisation/individual. Recipients should have a clearly defined leadership role

within the organisation that involves managing other people, being accountable for projects/initiatives, and motivating other students to volunteer.

- The Dean's Legacy Award for Volunteering acknowledges exceptional students or graduates who, during their time in Trinity, have left a legacy based on their contribution, leadership over time, and innovation in bringing about a permanent or sustained, positive impact on the organisation/individuals they are working with.

Students are encouraged to consider the Trinity Graduate Attributes when applying for these awards and the application process incorporates a reflective element, so that students can consider the impact of volunteering on themselves and the individuals/organisations with whom they volunteer. In 2020/2021, the awards process incorporated a requirement to complete at least three reflection exercises using a reflective tool over 12 months as part of the qualifying criteria for these awards. With this tool students can build up a portfolio of pdfs of their completed reflections which can be used to build a CV or prepare for interview, apply for a number of awards, and obtain a certificate of completion.

In May 2021, the then Provost announced that Trinity had reached its target of 150,000 volunteer hours set as a goal of the Inspiring Generations philanthropy campaign.

Trinity engages with the Community in many other ways, including the long-standing relationship with local Schools and the community fostered through the Trinity Access Programmes (TAP) and through the Science Gallery, opened in 2008. In March 2020, Trinity launched Tech2Students, a collaboration between Trinity Access and Camara Ireland. During the first lockdown it provided over 1,000 re-purposed devices to secondary school students in specific minority groups as outlined in the National Access Plan; students from disadvantaged socio-economic backgrounds (including DEIS schools), travellers, mature students and ethnic minority students (including those in Direct Provision) to assist them to engage in on-line learning. Phase II of the project was launched in January 2021, supported by Rethink Ireland in conjunction with NUIG. The project was a huge success and brought together companies and individuals nationwide to deliver over 3,500 devices to students. An impact report was published in July 2021.

In 2020, the Framework for Consent for Higher Education was published by the Department of Education and Skills. As part of Trinity's commitment to this framework and to the prevention of sexual violence, an Action Plan to Tackle Sexual Violence and Harassment was published in July 2021. An oversight working group with staff, student, and external representation was established to implement the action plan. In September 2021, Trinity launched the Together Consent Outreach Programme, offering a new set of student-focused consent workshops and a trauma-informed policy document to all third level institutions across the country. The programme is the culmination of five years of voluntary work by the staff and students of Trinity. Launched on campus by Labour TD Ivana Bacik in September 2021, the programme features a bespoke website, offering information about consent, positive sexual experiences, supports for survivors of sexual violence, trauma-informed approaches for staff and educational information and training for students, staff and other institutions. The consent educational tools can operate in line with the new Speak Out reporting tool launched by

the HEA in October 2021 and are in line with the new National Framework for Consent in Higher Education (2020).

The Trinity Inclusive Curriculum (Trinity-INC) Project commenced in October 2020 with a mandate to embed principles of diversity, equality and inclusion across all curricula at Trinity. The project closely aligns with the Trinity Strategic Plan 2020-2025, critically, Goal 1: *We will foster an ever more diverse and inclusive student community*, and Goal 8: *We will be one Trinity community*. The Trinity-INC project supports the cross-cutting goals of fostering an ever more diverse and inclusive student community, supporting a transformative student experience, practicing next-generation teaching and learning. The Trinity-INC project also promotes the qualities, skills and behaviours which are encompassed by the four Trinity Graduate Attributes: to think independently; to communicate effectively; to develop continuously; and to act responsibly. These attributes will be fostered both through the embedding of inclusivity principles into all curricula, and through the Trinity-INC Student Partner Initiative. In 2020/21, the membership of the Project Team and the two phases of the project were confirmed and the next steps for the project were agreed, which included the first meeting of the project Advisory Board, initial training of School Champions and the ongoing development of the Student Partner Programme.

In March 2021, the Schools of Histories and Humanities, Computer Science and Statistics, and Engineering successfully received an Athena SWAN Bronze award. In September 2021, an additional four Schools secured Athena SWAN Bronze awards – the School of Social Sciences and Philosophy, Trinity Business School, the School of Linguistic, Speech and Communication Sciences, and the School of Biochemistry and Immunology bringing the University's total to 14 Bronze School Award holders. The most recent awards represent an important further step in Trinity's ongoing progress towards applying for an institutional Silver award.

In July 2021, Three Ireland and Trinity announced a new STEM scholarship partnership, which will fund the creation of 25 Three Ireland Scholarships for Women in STEM over five years and two Three Ireland Trinity Access Teacher Fellowships for three years. The scholarships, valued at €20,000 each (over a 4-year undergraduate degree), are aimed at attracting women from Ireland and across the world to study STEM subjects at Trinity. The scholarships will be awarded annually over five years starting in the 2022/23 academic year. The Trinity Access Teacher Fellows aim to encourage the study of higher-level maths in schools.

In November 2020, the then Provost hosted an online Town Hall meeting on Race and Ethnicity with students (UG and PG), academic and administrative staff. The keynote speech was given by Professor Rowena Arshad, Chair in Multicultural and Anti-Racist Education at the University of Edinburgh. The meeting followed a commitment by the Provost and Associate Vice-Provost in June 2020 to put resources, time and energy into making Trinity a welcoming place for all. This work continues via the newly formed Race and Ethnic Equality Working Group jointly chaired by the AVPEDI and Dr Philomena Mullen, Assistant Professor Black Studies.

2.13 External Publications or Presentations about the Institution's QA System, e.g. EQAF, Journals, etc.

In 2020/21, the Quality Officer attended the following CHARM-EU related events:

- December 2020, the Quality Officer participated in the European Universities Association 'ImPEA Project final conference event' to consider the lessons learned from the application of the European Approach to Quality for Joint Programmes that could inform the development of the CHARM EU model of quality assurance.
- September 2021-launch of the CHARM-EU Masters
- September 2021 – the EUNIQ Final dissemination event on the Framework for Quality Assurance for European Universities.
- September 2021 - the QQI Finding Common Ground, an event hosted by QQI with Professional Statutory Regulatory Bodies.

2.14 Internationalisation

In 2020/21, Trinity continued to progress the main objectives of its Global Relations Strategy (GRS3) against the backdrop of the global pandemic. The third Global Relations Annual Report was published in June 2021 and outlined key achievements during the academic year 2020/21. Despite concerns that there would be a significant reduction in new international student registrations and an increase in deferrals of returning students, 97.8 % (in terms of EU students) and 79.6 % (in non-EU students) of the ambitions set out in GRS3 were achieved. Overall, EU registrations rose by 4%, while non-EU student numbers decreased by 22%. The greatest reduction in terms of incoming students was in visiting students, followed by a decrease in non-EU PGT students.
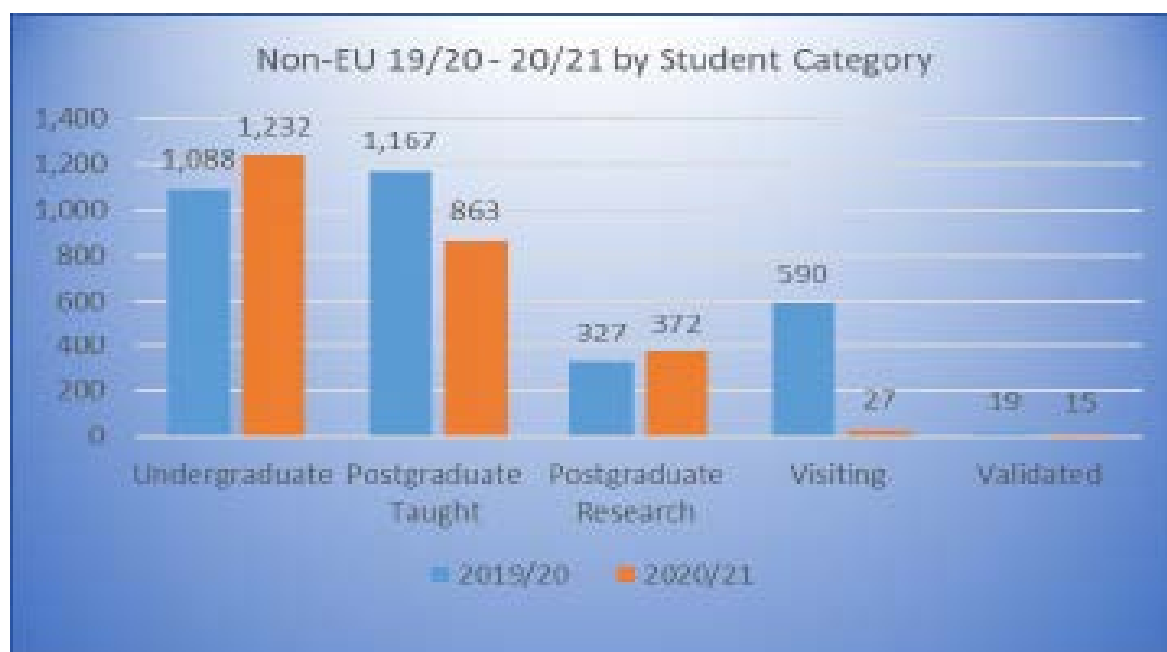

Fig.1: Non-EU students by student category 2020/21 vs 2019/20 (source GRO AR 2020/21
New recruitment strategies implemented in 2020/21 included:

- Piloting Concourse Global for the International Foundation Programme. Concourse Global is an online recruitment portal hosting application and offers across multiple universities.
- Partnership with Trinity's Centre for English Language Learning and Teaching (CEELT) to offer a specific International Foundation Programme (IFP) Pre-Sessional Programme.
- Recruitment partnership with Emerald Cultural Institute, an English Language School based in Dublin to promote Trinity to students from Japan, Korea etc.

The International Foundation Programme (IFP), delivered by Marino Institute of Education (MIE) and validated by Trinity, was established in 2016. It caters for non-EU students whose second level terminal examination does not qualify them for direct entry to full-time undergraduate degree programmes in Trinity. Students can register for one of two pathways – pathway A prepares students to enter Law, Business, Economics and Social Sciences programmes and pathway B, Engineering, Health Science and Science programmes. In 2020/21, there were 91 registrations for the IFP (two then dopped out bringing the number to 89), an increase of 33% year on year. This includes 22 (25%) for Pathway A and 67 (75%) for Pathway B. Geographically, the registered students come from 15 countries : China (39), Kuwait (29), Oman (4), Saudi Arabia (3), UAE (3), Ukraine (3), Russia (2), Malawi, Malaysia, Mongolia, Nigeria, South Korea, Thailand, Turkey, Vietnam (1 each).

In 2020/21, the Erasmus team conducted an extensive assessment of the current organisation of Erasmus activities in the University (activities included a baselining exercise; a benchmarking exercise; and a thorough review and reorganisation of historical data) in advance of future planning activity. GRO led on developing a one-year workplan to line up with the last year of the 2014-2020 Erasmus+ programme and to support in preparing for the next version of the Erasmus+ programme. The joint Erasmus team also finalised a programme of consultation in May 2021 in preparation for a shift towards developing a medium-term, Trinity-specific Erasmus strategy to ensure the opportunities in the new Erasmus+ programme 2021-2027 (launched in March 2021) are maximised. In December 2020, the European Commission approved Trinity's Erasmus Charter renewal with full marks and a hugely positive evaluation. In addition, in Trinity's most recent "Final Report" on Erasmus (2019) 87% of outbound students, 95% of inbound students and 100% of staff were very satisfied or rather satisfied with their mobility experience.

Response to Covid-19

Due to COVID-19, student recruitment activities in 2020/21 occurred primarily online, combined with some in-person activity, mainly in China. Trinity's undergraduate and postgraduate on-campus open days were delivered as virtual events in 2020/21. 12,380 students attended the Virtual Undergraduate Open Day on 07 November 2020 with 85,446 pageviews across the web pages and 10,000 students on the Q & A. Over five thousand students pre-registered for this event. The Postgraduate Virtual Open Day was held on 06 March 2021 and digital campaigns drove awareness with 2,639 postgraduates worldwide pre-registering for the event (516% uplift year on year). The website drove 11,327 pageviews.

Traditionally c. 700 students visit Trinity annually for student-led campus tours. GRO developed a campus tour video, using video-bank snippets and student voiceovers. Traffic was driven to the video in email marketing and social media campaigns. The video has had more than 20,082 views. Enhanced alumni engagement with promotional activities including participation in webinars in conjunction with Trinity Development and Alumni was also introduced as well as the development of the Pre-Masters Pathway Programme video as an important conversion tool for interested students in light of many English language test centres globally being closed due to the current Covid-19 situation.

In the context of COVID-19 and the focus on Public Health, the GRO managed and led on a large university project focusing on the safe arrivals of International Students in Trinity in both Semester 1 and Semester 2 of Academic Year 2020-2021. The Government-funded Student Arrivals Project entailed ensuring that all new incoming students from outside the country were met at the airport, brought to their accommodation and supported during their 14 days of restricted movement. As part of this project, 1,865 students were welcomed at Dublin airport in 2020/21. Following the success of the project, it is intended to continue the project post-Covid as it enhances the international student experience.

The International Student Experience team encompasses the Global Room and Global Officers. It delivers specialist services to support the international student journey from prospective to current student through strategic engagement activities in student support and in collaboration with other College Services and Schools and the wider GRO team. In 2020/21, the focus of activities to support the student journey pivoted, with student-facing supports and activities moving online except for a brief period in November-December 2020 when face-to face activities were permissible.

The ambition of the GRS3 Strategic Plan is that by 2025, 40-45% of the graduating cohort will have undertaken an international mobility experience as part of their programme. The impact of Covid-19, however, resulted in the percentage of Junior Sophister students who availed of mobility opportunities dropping from 39% in 2019/20 to 10% in 2020/21 and the percentage of students traveling abroad on the Erasmus+ programme dropping from 469 students in 2019/20 to 253 students in 2020/21. The impact of Covid-19 on student mobility was detailed in the report on Mobility and Partnerships for 2020/21, presented to Council in June 2021.

2.15 Initiatives within the Institution Related to Academic Integrity

Trinity is represented on the National Academic Integrity Network (NAIN) by the Senior Lecturer/Dean of Undergraduate Studies. Trinity took part in Ireland's inaugural National Academic Integrity Week 19-23 October 2020, curated by QQI in collaboration with the NAIN, which included webinars organized and hosted by Irish Higher Education institutions and agencies.

In March 2021, the Graduate Studies Committee and the Undergraduate Studies Committee approved the establishment of a joint Academic Integrity Working Group to review Trinity's Plagiarism Policy and to address essay mills and implications of online assessment and assessment design to mitigate the risk of plagiarism and use of proctoring software and supportive policies and procedures. Record-keeping

in relation to academic misconduct and the penalties attached will also be considered. Due to Covid-19 workload, this working group has not yet commenced the review but is expected to be established in early 2021/22.

The impact of the alternative assessment methods introduced as a result of Covid-19 on grade inflation and increased incidence of academic misconduct was monitored in 2020/21. Feedback from external examiners in 2019/20 was generally positive regarding the robustness of online assessments but did point to the need to design them in such a way as to mitigate the risk of plagiarism or grade inflation. IT Services provided Staff Guides for Designing and Running Online Assessment in 2020/21.

In July 2021, Trinity underwent a review of its Research Integrity Structures by BDO on behalf of Science Foundation Ireland (SFI). The purpose of this review was to assess Trinity's research integrity Governance framework, evaluating how well it has been designed, to identify potential gaps and recommend improvements, and to provide assurance to the Board, Audit and Risk Committee and Senior Management of SFI. The scope of the review included:

- Trinity's policies and procedures in relation to research integrity.

- Mechanisms in place to raise awareness of the importance of research integrity and to reduce the risk of research misconduct.

- Relevant training and guidance provided by Trinity to its research community, and

- Documentation and other related evidence to demonstrate actions taken in relation to embedding a framework for research integrity.

A draft report, received on the 9th September 2021, noted that Trinity has already done a lot of work to put structures in place in support of research integrity, and has established an overall governance structure with a number of related policies and procedures in place (Policy on Good Research Practice, Fraud Policy, Protected Disclosure Policy and Disciplinary Procedures). The report identified a number of opportunities for improvement in both the governance structures and research integrity procedures to strengthen the overall research integrity framework for Trinity. The Dean of Research is now addressing the implementation of the key recommendations.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1   QA and QE supporting the Achievement of Strategic Objectives

	Relevant objectives	Planned actions and indicators
1	Institutional Quality Review 7 - 11 March 2022	Trinity is working to a detailed timeline as agreed with QQI for the development of an Institutional Self-Evaluation Report (ISER), Case Studies and a schedule of meetings for the review. Submission of review documentation is planned for December 2021, the Planning visit is scheduled for January 2022 and planning is underway for the site visit 7 -11 March 2022.
2.	Implementation of the CHARM-EU initiative	Trinity's Academic Council approved the Masters in Global Challenges on 20th January 2021.
3.	Implementation of the TORCH project	The CHARM-EU alliance received complementary funding from the H2020 grant in July 2020 which aims to consolidate a common research and innovation agenda for the European universities. The proposal submitted by the alliance, TORCH (Transforming Open Responsible Research and Innovation through CHARM) will be funded with €2M euros for the next 3 years, with the project commencing at the end of 2020. Trinity has appointed a Principal Investigator and Project Manager.
4.	Micro-credentialing	A Pilot Programme micro-credentialling is underway for 2021/22 in which four Schools are participating: Engineering, Social Work and Social Policy, Business and Nursing & Midwifery.
5.	Working Group on Academic Integrity	In March 2021, the Graduate Studies Committee and the Undergraduate Studies Committee approved the establishment of a joint Academic Integrity Working Group to review Trinity's Plagiarism Policy and to address essay mills and

		implications of online assessment and assessment design to mitigate the risk of plagiarism and use of proctoring software and supportive policies and procedures. Record-keeping in relation to academic misconduct and the penalties attached will also be considered. Due to Covid-19 workload, this working group has not yet commenced the review but is expected to be established in early 2021/22.
6.	Postgraduate renewal strategy	Trinity has committed under its new Strategic Plan 2020-2025 to renew the Trinity postgraduate education (Goals 3.3 – 3.6). In June 2021, Council approved Phase 1 Consultation and Phase 2 Initiation of a postgraduate renewal project which will commence in 2021/22.
7.	Digital Learning Strategy (DLS).	Goal 3.8 of the new Strategic Plan (2020-2025) commits to implementing "…a full spectrum digital learning strategy by 2022". Trinity Teaching & Learning and the IT Services are in the planning stages of developing the digital learning strategy (DLS).
8.	Monitoring of quality of education and awards	Ongoing monitoring of the quality of education and awards in response to Covid-19 e.g. assessment and examinations, plagiarism etc.

3.2   Reviews Planned for Upcoming Reporting Periods

3.2.1   Reviews planned for Next Reporting Period

Please provide a composite update on new and continuing objectives arising from previous reviews here.

Unit to be reviewed	Date of planned review	Date of last review
Joint review of Schools of Genetics & Microbiology and Biochemistry & Immunology	Jan - April 2022 (TBC)	Genetics & Microbiology (2009/10) Biochemistry & Immunology (2011/12)
The Lir Programmes	TBC	Not previously reviewed
SIT – Joint B.Sc in Physiotherapy	TBC	Not previously reviewed
Royal Irish Academy of Music	Jan-May 2022	Not previously reviewed
Marino Institute of Education	Jan-May 2022	Not previously reviewed

3.2.2   Reviews Planned Beyond Next Reporting Period

The schedule of reviews will be revised to reflect the impact of Covid-19 and the outcome of the Institutional Review.

4.0   Additional Themes and Case Studies

Case Study no. 4.3: Enhancing the Structure of Undergraduate Admission Requirements (Appendix 1)

4.3 Objective 4: The Code of Practice for the Provision of Programmes to International Learners – Enhancing the Structure of Undergraduate Admission Requirements

Initiation:

The academic rigour and discipline-oriented structure of Trinity undergraduate programmes demand detailed subject-specific and programme-specific subject requirements. Requirements fall into four parallel categories, including matriculation requirements, subject-specific requirements, programme-specific requirements and competitiveness scores.

This complexity can be off-putting to prospective applicants. Furthermore, course requirements have traditionally been based on the Leaving Certificate and A-levels. Global Relations and Academic Registry identified the need to clarify and re-articulate admission requirements to align with Trinity's increasingly internationalised applicants profile. In doing so, an innovative new structure was developed (Admissions Matrix) that, in addition to bringing clarity to prospective students, will guide the development of admissions requirements as Trinity continues to diversify its student body.

Development and Challenges:

A collaborative project between members of the Global Relations Recruitment Team and the Admissions Officer, Academic Registry, began in 2019. An initial focus was to review international best practice in the presentation of admission requirements – particularly from Australia and the UK, where university degree structures, and so admission requirements, are commensurate with Trinity's. The objective was to identify ways to improve the transparency of admission requirements for an international audience, without compromising Trinity's academic standards. A related objective was to "future proof" any new structure, so that it could incorporate additional

international education systems as needed over subsequent years, without becoming unwieldy and unclear. This was especially challenging given that undergraduate admission policies are related to the Central Applications Office (CAO) and the Higher Education sector policies, placing some limitations on Trinity's freedom to unilaterally adjust requirements at short notice.

To resolve this, a structure was devised for describing the various categories of requirements (matriculation, subject specific, competitive, etc.) that was compatible with all existing admission requirements as set out in the Calendar Part 2, but that could also be generalised to fit any international second-level qualification system. The newly devised structure introduced the terminologies of "bands" to contain competitiveness requirements (equivalent to Leaving Cert points totals) and "levels" to contain subject specific requirements. These new terms also resolved the design challenge of graphically representing so many layers of information succinctly in a legible format. A draft presentation of the banding structure was approved by the Undergraduate Studies Committee (USC) in April 2020.

With provisional approval to proceed, the Global Relations Recruitment Team undertook a benchmarking exercise to establish the appropriate values with which to populate the bands and levels. The benchmarking was based on the published standards of peer universities, existing Trinity policies, and the professional experience of Trinity staff and counterparts in other institutions. Informed by this, the admission structure was expanded to include 11 new secondary qualifications, from countries including India, China, Russia, Australia and

Malaysia. A final version of the new structure, including Competitive Bands, Subject-Specific Levels, Science Subject Groups, and the combined "Matrix" table, was approved by USC in September 2020 and by Council in October 2020.

Implementation:

Academic Registry Applications and Admissions Team adopted the new structure in assessing applications for 2021 admission, which opened in November 2020. A standalone publication to cover Undergraduate Admissions for Non-EU students, based on the new structure approved in October 2020, was prepared by Global Relations Marketing Team, and published as a pdf document online in December 2020 (see images below). For subsequent application cycles, the new structure will be incorporated into the Undergraduate Prospectus and Admissions pages of the University website.

The adoption of this structure comes with a streamlined annual process for adding new qualifications. Proposals to add Turkish, Serbian and additional Chinese qualifications are under consideration, and others will be introduced as needed.

Benefits of the Project:

The primary benefit of the new admissions structure is in providing at-a-glance understanding to pathways to admission to Trinity; and so ensuring compliance with Principle 3.2.3a of the QQI Code of Practice for the Provision of Programmes to International Learners: "Providers shall clearly specify entry requirements for international learners." Beyond this, the structure provides a tool with which the University's academic and professional staff can expand and refine admissions policies in a consistent, systematic and rational way.

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

Undergraduate Admission Guide for non-EU Students

www.tcd.ie/study

Table 1: Subject Specific Requirement Levels

Second Level Qualification	Subject Level				
	1	2	3	4	5
Leaving Cert	H3	H4	H4 or O2	H6 or O4	H6 or O6
GCE, A-levels	AL B	AL C	GCSE A	GCSE B	GCSE C
International Baccalaureate	HL6	HL5	HL5 or SL6	HL5 or SL4	HL4 or SL4
French Baccalaureate	16(s4); 14(≥5)	15(s4); 13(≥5)	14(s4); 12(≥5)	13(s4); 11(≥5)	12(s4); 10(≥5)
Indian, Standard 10 and Standard 12	Std.12 80%	Std.12 75%	Std.10 80%	Std.10 75%	Std.10 70%
USA, High School	Grade 12, B	Grade 12, C	Grade 11, A	Grade 11, B	Grade 11, C
China, Gaokao	70% Gaokao	60% Gaokao			
China, High School	85% over 3 years	80% over 3 years	90% in Senior 1	80% in Senior 1	70% in Senior 1
Hong Kong, HKDSE	5* or 4 Extended	5 or 3 Extended	4	3	3
Russia, Attestat	5	5	4	4	3
Australia, HSC	80%	72%	66%	60%	55%
Australia, QCE	VHA	HA	SA	LA	LA
Australia, VCE	A+	A	B+	B	C+
Australia, WACE	A	B	C	D	D
Australia, TCE	EA	HA	CA	SA	SA
Malaysia, STPM	STPM B+	STPM B	STPM C+	SPM B or STPM D+	SPM C or STPM D
Malaysia, UEC	A2	B3	B4	B5	B6

Table 2: Science Subject Groups

Science Group A	Physics, Chemistry, Physics & Chemistry*	*Physics & Chemistry is not accepted as a 2nd subject alongside Physics or Chemistry
Science Group B	Any of the above or Biology	
Science Group C	Any of the above or Agricultural Science*	*Agricultural Science is not accepted as a 2nd subject alongside Biology
Science Group D	Any of the above or Applied Mathematics*, Mathematics, Geography, Geology, Computer Science	*Mathematics may not be presented with Applied Mathematics.

Table 3: Overall Competitive Admission Bands

Qualification	Notes	Special Band	Band 1	Band 2	Band 3
International Baccalaureate	Total including Bonus Points	40	36	33	30
A-levels, 3 subjects		A*A*A	A*AA	AAA	ABB
A-levels, 4 subjects		A*A*AA	A*ABC	AABC	BBBC
French Baccalaureate		17/20	15/20	14/20	13/20
USA – SAT	SAT score plus high school GPA	n/a	1400, 3.5	1350, 3.4	1250, 3.2
USA – ACT	ACT score plus high school GPA	n/a	32, 3.5	30, 3.4	27, 3.2
INDIA - Standard XII	Average of 6 subjects	n/a	90	85	77
CHINA - Gaokao	Gaokao (% of total possible score) plus high school result	n/a	GK 80% HS 90%	GK 75% HS 85%	GK 70% HS 80%
CHINA - International Section	Same as SAT	n/a	1400, 3.5	1350, 3.4	1250, 3.2
HONG KONG - HKDSE	3 core subjects and 2 electives in recognised subjects	5*5*554	5*5544	55544	54444
RUSSIA - Attestat	Between 12 and 20 subjects. Average score excluding PE	n/a	5	4.95	4.9
AUSTRALIA - ATAR	National percentile	99	97	95	90
MALAYSIA - UEC	Average Grade of 6 best recognised subjects	n/a	A1	A2	B3
MALAYSIA - STPM, 3 subjects	Similar to A-levels	AAA-	AA-A-	A-A-A-	A-BB
MALAYSIA - STPM, 4 subjects		AAA-A-	AA-BC	A-A-BC	BBBB

For more details on Minimum Entry Requirements for the Leaving Certificate or A-levels, see
www.tcd.ie/study/apply/admission requirements/undergraduate

Table 4: Competitive Admission Band and Subject Requirements Matrix

Competitive Admission Band (See Table 3)	Programme	Subject Requirements (See Table 1)		
	Faculty of Arts, Humanities and Social Sciences	Mathematics	Languages	Science Subjects (See Table 2)
3	Ancient and Medieval History and Culture			
3	Ancient History and Archaeology (JH)			
2	Business (JH)	Mathematics 4		
2	Business Studies and French	Mathematics 4	French 1	
2	Business Studies and German	Mathematics 4	German 1	
2	Business Studies and Polish	Mathematics 4	Language other than English 2	
2	Business Studies and Russian	Mathematics 4	Language other than English 2	
2	Business Studies and Spanish	Mathematics 4	Spanish 1	
2	Business, Economics & Social Studies	Mathematics 4		
3	Classical Civilisation (JH)			
3	Classical Languages (JH)		Language other than English 2	
3	Classics, Ancient History and Archaeology		Language other than English 2	
3	Clinical Speech and Language Studies	Mathematics 5	Language other than English 3 or English 3	Group C 3
3	Deaf Studies		English 3	
3	Drama and Theatre Studies*			
3	Drama (JH)*			
3	Early & Modern Irish		Irish 2	
2	Economics (JH)	Mathematics 4		
1	English Literature (JH)		English 3	
1	English Studies		English 3	
2	European Studies		Irish, French, German, Italian, Polish, Russian, Spanish 1 or 2+2	
3	Film, Film (JH)			
3	French (JH)		French 2	
3	German (JH)		Language other than English 2	
2	Global Business	Mathematics 4		
2	History, History (JH)			
3	History of Art & Architecture, HA&A (JH)			
3	Irish (JH)		Irish 2	
3	Italian (JH)		Language other than English 2	
2	Law, Law (JH)			
2	Law and French		French 1	
2	Law and German		German 1	
3	Linguistics (JH)		Language other than English 4	
3	Middle Eastern & European Languages & Cultures		Language other than English 2	
3	Middle Eastern Jewish & Islamic Civilisations (JH)			
3	Music, Music (JH)*			
3	Music Education*			
3	Philosophy, Philosophy (JH)			
2	Philosophy Political Science Economics & Sociology	Mathematics 4		