

[Trinity College Dublin]

2023

Annual Quality Report (Institution)
Reporting Period 2021-2022

[Higher Education Institution]

2023

Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2021-2022

PREFACE

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

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

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

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

CONTENTS

PREFACE	3
Guidelines on Completing the Report	6
Links to Reference Documents Cited in this Template	7
PART A: INTERNAL QA SYSTEM	8
Introduction and Overview of Institution	8
Process for the Development of the Annual Quality Report (AQR)	9
Process for the Approval of the Annual Quality Report (AQR)	10
1. Internal Quality Assurance Framework	11
1.1 Governance and Management of Quality	11
1.2 Linked Providers, Collaborative and Transnational Provision	19
2.0 Programme Development and Delivery	23
2.1 Programme Development and Approval	23
2.2 Admission, Progression, Recognition & Certification	25
2.3 Procedures for Making Awards	27
2.4 Teaching, Learning and Assessment	27
3.0 Learner Resources and Support	31
4.0 QA of Research Activities and Programmes	35
4.1 Quality Assurance of Research Activities	35
4.2 Quality Assurance of Research Programmes:	37
5.0 Staff Recruitment, Development and Support	39
6.0 Information and Data Management	45
7.0 Public Information and Communication	48
8.0 Monitoring and Periodic Review	49
9.0 Details of Arrangements with Third Parties	51
9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies	51
9.2 Collaborative Provision	54
9.3 Articulation Agreements	58
PART B: INTERNAL QA SYSTEM – ENHANCEMENT AND IMPACT	62
1.0 Quality Implementation and Developments	62
1.1 Strategic QA Updates	62
1.2 Update on Planned QA Objectives identified in Previous AQR	62
1.3 Governance and Management	65
1.3.1 QA Governance Meetings Schedule	65
1.3.2 QA Leadership and Management Structural Developments	66

1.4 Internal Monitoring and Review	68
1.4.1 Overview of Periodic Reviews	68
1.4.2 Expert Review Teams/Panels involved in IQA	69
2.0 IQA System – Enhancement and Impacts	70
2.1 Governance and Management of Quality	70
2.2 Programmes of Education and Training	71
2.3 Staff Recruitment, Management and Development	71
2.4 Teaching, Learning and Assessment	72
2.5 Supports and Resources for Learners	72
2.6 Information and Data Management (including analysis and impact of information gathered via the national Student Survey)	73
2.7 Public Information and Communication	74
2.8 Other Parties Involved in Education and Training	74
2.9 Self-evaluation, Monitoring and Review	75
2.10 Quality Assurance of Research Activities and Programmes:	76
2.11 Integration of UN Sustainable Development Goals (SDG)	77
2.12 Third-mission Activities, Societal and Community Engagement	79
2.2 Initiatives within the Institution related to Academic Integrity	82
3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period	85
3.1 QA and QE supporting the Achievement of Strategic Objectives	85
3.2 Reviews planned for Upcoming Reporting Periods	86
3.2.1 Reviews planned for Next Reporting Period	86
3.2.2 Reviews planned beyond Next Reporting Period	86
4.0 Additional Themes and Case Studies	86

Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

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

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing,

demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Introduction and Overview of Institution

This is the AQR for Trinity College Dublin for the reporting period **1 September 2021 – 31 August 2022**.

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

In 2021/22, there were 19,052 students registered in Trinity, 732 more than in 2020/21. Of these, 5,692 were postgraduates, 1,811 of which were undertaking PhD research. The 32% of its students that come from over 116 countries outside of Ireland is a strong testimony to its attractiveness as a global destination. Trinity is ranked as the 12th most international university in the world (Times Higher Education Rankings 2022) and has students and staff from over 120 countries, making it a truly diverse and international campus. In June 2022, Trinity was placed 98th in the world and was named Ireland's leading institution in the QS World University Rankings 2023.

As a research university, Trinity is firmly focused on excellence and impact. Trinity researchers won 43% of all ERC (European Research Council) Investigator awards nationally from 2014-2020. 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 is committed to providing an environment that enables innovation and entrepreneurship at all levels across the University. Managed by [Tangent](#), Trinity's Ideas Workspace and sponsored by Bank of Ireland, [Launchbox](#) provides students with mentorship, funding, access to alumni and investors, and a collaborative environment to launch new ventures. Ten new teams of budding entrepreneurs participated in Trinity's student start-up accelerator, Launchbox in 2022. Many Launchbox programme alumni have developed viable businesses across a wide range of sectors. Since 2013, the 100 student ventures involved have created approximately 300 jobs and raised over €100 million in investment and funding. Among the successful alumni companies are social enterprise Foodcloud, which helps businesses redistribute surplus food to those who need it, and Touchtech Payments, a payment processing venture that was acquired by Stripe in 2019. Open Incubator, a unique free-to-use online platform launched in November 2021, allows Tangent to scale its supports for students, empowering people to address real global challenges by turning social and commercial business ideas into entrepreneurial ventures.

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, the [COIMBRA](#) Group since 1987 and since 2020, part of the [CHARM-EU](#) Alliance with eight partner universities.

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 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 Academic Secretary
- The Director of Student Services
- The Dean of Students
- The Dean of Research
- Vice-President Global Engagement

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) 2

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

This Report was approved by the following Committees:

- Quality Committee (26th January 2023)
- University Council (8th February 2023)
- College Board (22nd February 2023)

It is to be submitted to QQI by **Friday, 24 February 2023**.

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

Signed:

1. Internal Quality Assurance Framework

1.1 Governance and Management of Quality

Trinity is committed to maintaining high standards of corporate governance and has in place the appropriate governance structures consistent with such objectives. The University has adopted the [Trinity College Dublin Code of Governance 2021](#) which is based on the Code of Governance for Irish Universities 2019, as agreed between the Higher Education Authority (HEA) and the Irish Universities Association. Further details of the [Governance Structures](#) can be found on the Secretary's website.

The focus of the academic year 2021/22 was on preparations for and consultation on the requirements of the revised HEA Act 2022 and its impact on Trinity's unique governance structure.

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. In February 2020, the Board approved a draft Governance "Values and Principles", one of which was that external representation on committees should be increased and in June 2021, the Board Review Working Group submitted its final report to the Board, which adopted the recommendations therein. Building on this report, Trinity submitted a Supplemental Charter to Government that informed the Trinity - specific sections of the revised HEA Act, in particular the composition of the new College Board to be established within twelve months of the commencement of the HEA Act, which occurred in October 2022. This will require a change to the College Statutes and will be accompanied by a review of Trinity's Principal Committees.

The Cinnte Institutional Review (March 2022) made a number of recommendations regarding the governance structure to support quality in Trinity and action to be taken responding to these will be documented in the Implementation Plan, to be submitted to QQI in March 2023 (see also Part B, section 1.2.2). The structures outlined below are, therefore, current pending changes in response to the HEA Act 2022 and the recommendations of the Cinnte review.

The [Management Structures Handbook](#) outlines the current governance and decision-making bodies in Trinity, their Terms of Reference and the reporting relationships to each other. The Terms of Reference (ToR), membership, schedule of meetings and meeting papers of the key College Committees are available on the [Trinity Home Page](#). 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 the approval process. 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 as follows:
 - 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.
 - 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 Engagement 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 at UG/PGT and PGR level and the Consolidated Annual Faculty Quality Report (AQR) and the Annual Report to QQI.
 - 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 for the Quality Committee were amended in 2021/22 to include representation from (i) a Head of School and (ii) the Global Office to respond to the expected implementation of the International Education Mark in 2023/2024. These amendments were approved by Board in September 2022. The Quality Committee receives all Quality Review Reports and Accreditation Reports, College-level reports on the National Student Survey.ie at UG/PGT and PGR level, the three Faculty Annual Quality Reports the Quality Risk Register and the Annual Quality Report to QQI on an annual basis.

- 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 Engagement Committee** is chaired by the Vice-President for Global Engagement. There are 24 School **Directors of Global Relations**, which constitute the membership of the GEC, and five Global Officers, based in and part-funded by seven of the 24 Schools. The Terms of Reference of the GEC 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 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 in 2022 occurred in April (MIE) and May (RIAM).
- **The Trinity Living with Covid (TLC) Governance Structures**, established in February 2020 (Refer AQR 2019/20 Part 1, p.12) following the outbreak of the Covid-19 pandemic, were stepped down by March 2022. A Project Closure Report, evaluating the College's management of the Covid-19 pandemic and outlining the lessons learned, was submitted to the Board in March 2022.

Strategic Initiatives:

College's **Strategic Plan (2020-2025)** was formally launched in March 2020 and coincided with the Covid-19 global pandemic. The goals and targets in the Strategy align with 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 timelines of the plan were reviewed in light of the impact of Covid -19 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 were approved by the Board in February 2021 and are published on the [College Strategy website](#). Progress with the implementation of the Strategic Plan is reported to the Board biannually and the [progress reports](#) are also published on the Strategic Plan website.

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. With funding from the HEA under the [Human Capital Initiative \(HCI Pillar 3\)](#) in association with the Irish Universities Association pilot project, Trinity has developed a suite of [Micro-credentials](#) - short, accredited learning experiences that facilitate flexible and innovative professional development (see Part B, section 1.1).

Policies and Procedures that Support Quality Assurance:

College Board approved a [Policy Management Framework](#) in April 2022, that includes a Policy Template and a Policy Review Record Sheet. A project was initiated in September 2021 to address the ownership and management of policies that appear on the College Policies website (see Part B, section 1.2.2). This project will include the transition of all College policies onto a single site to ease accessibility and awareness-raising around College policies.

Currently, 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 the requirements of the Qualifications & Quality Assurance (Education & Training) Act 2012 for a cycle of quality reviews of ‘education,

training, research and related activities' and align with the QQI Quality Assurance Policy and Core Guidelines, and QQI's sector and topic-specific QA guidelines, policies and codes can be found on the [Quality Office](#) website.

- [Schools](#) (March 2022).
- [Academic Programmes](#) (October 2019)
- [Administrative Units](#) (June 2022)
- [Trinity Research Institutes](#) (January 2022).
- [Dual and Joint Awards Programmes](#) (June 2019).
- [Approval of Linked Provider Quality Assurance Procedures \(June 2019\).](#)
- [Virtual Reviews](#) (November 2020)
- [Linked Providers](#) (May 2022)

A high-level [process map](#) outlines the quality review life cycle.

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](#).
- [Annual Quality Report to QQI](#)

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 processes 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 2022, the eighth Consolidated AQR was approved by Council. An enhancement to the process in 2021/22 was the collective identification and escalation to Council by the Faculty Deans of common issues across the three Faculties.

The Quality Office administers the Trinity Elective module surveys each semester (introduced under the Trinity Education Programme) and provides an overall report on the outcomes of the Survey to the Trinity Elective Steering Group, in addition to individual reports to each Module Coordinator. The Quality Office also administers the Education Recruitment Agent Survey on behalf of Trinity Global, in compliance with the *Code of Practice for the provision of programmes of education and training to international learners* (2015) and provides an overall report on the outcomes of the survey to the Global Recruitment Team to inform quality assurance activities in relation to Education Recruitment Agents.

Risk Management:

The Trinity College [Risk Management Framework](#) seeks to drive efficient, proactive, and forward-looking risk management and risk-based decision making. 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](#) (a subcommittee of the Executive Officers Group) and a Risk Assurance Function Group, that includes representation of the Quality Office as a 2nd line defence function. 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, mitigation and effective management of risk throughout the University. 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. 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, Executive Officer Group and Risk Management Group to ensure the proper level of scrutiny and remediation is undertaken to manage those risks.

Regulations:

The Academic Regulations are published in the [College Calendar](#) (Parts I (General Information); II (Undergraduate Studies) and III (Graduate Studies 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). 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:

- Vice-Provost for Biodiversity and Climate Change
- Head of Data Analytics and Strategic Initiatives (DAaSI) Unit
- Associate Dean of Civic Engagement & Social Innovation
- Associate Vice-Provost for Equality, Diversity and Inclusion confirmed as full-time position

Annual Reporting:

The following Annual Reports are provided to Council or Board:

- [Senior Lecturer's Annual Report \(Council\)](#)
- [Graduate Studies Annual Report \(Council\)](#)
- [Trinity Global Annual Report \(Council\)](#)
- [Dean of Research Annual Report \(Council\)](#)
- [Academic Registry Annual Report \(Council\)](#)
- [Library Annual Report \(Council\)](#)
- HR Metrics Annual Report (Board)
- [Trinity College Dublin Annual Report](#)

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. All students are automatically members of Trinity College Dublin Students' Union (TCDSU). The TCDSU advocates for the rights and needs of the University's diverse student population. In September 2022, a special meeting of the College Board was held to consider a decision of the College [Capitation Committee](#), the body responsible for apportioning funding to the Student Unions, to suspend funding to the Graduate Students Union (GSU) as no accounts had been submitted by the GSU for 2021/22. Board approved that the University suspend its engagement with, and services offered to, the Graduate Students' Union (GSU), and that an independent review into the financial reporting and oversight of the GSU be conducted. Board also approved that the Students' Union be given a mandate in

the immediate term to nominate a postgraduate student to attend relevant committees at the invitation of the relevant committee chair.

In June 2021, Trinity supported the Trinity Students' Union in joining the [National Student Engagement Programme](#) (NStEP). NStEP provide training to students' representatives to prepare them for the conduct of their roles as student representatives and as student members on quality review teams.

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 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 students to engage are listed in the [Student Partnership Policy](#).

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

External membership: The College Statutes provide for the College Board having two external members, one of which is a ministerial appointment. The Report from the Board Review Working Group and the commencement of the [Higher Education Authority Act 2022 will require](#) Trinity to amend the composition of the College Board, and in particular the external membership (see section Part B, 1.2.2). These changes are required to be implemented by October 2023. All Principal Committees of College Board have external members, e.g. Finance Committee has up to 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. All Major Capital Project Steering Groups have an External Chair and some Trinity Research Institutes have External Chairs e.g. Trinity Long Room Hub.

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.

The most recent review of the Quality Committee Terms of Reference (2020) recommended the appointment of an external member and this role was filled in September 2022.

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 establishment of an Industry Advisory Board for Trinity Research and Innovation (TR&I) is underway in response to a commitment made in the Strategic Plan 2020 – 2025 (Goal 4.14). The TILDA (The Irish Longitudinal Study on Ageing) has a [Patient and Participant Involvement Working Group \(PPI\)](#), and runs the Trinity PPI Ignite Introductory Module which introduces researchers to public and private patient involvement (PPI) in health-related research. 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. Trinity also has policies in place on the role of [Education Recruitment Agents](#) and [Study Abroad Providers](#). Public access to Trinity International Partners, including Education Agents as required by the Code, is available on the [Global](#) website.

In 2022/23, Trinity will engage with QQI on a draft revised *Code of Practice for Provision of Programmes of Education and Training to International Learners* and a *White Paper Policy for Authorisation for use of the International Education Mark* through the IUA Working Group on the IEM. A new English Language Teaching Policy will be required, which will be consulted on prior to submission for approval to academic Committees in 2022/23.

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. In April 2022, CHARM-EU and Trinity College Dublin won the best international collaboration award project at the [Education Awards 2022](#). In July 2022, a new CHARM-EU proposal secured a grant of €12.8 million in the 2022 Erasmus+ European Universities Call. Alongside three new partners joining the Alliance - [Åbo Akademi University](#), [Julius-Maximilians University Würzburg](#) and [Hochschule Ruhr West](#) – the new CHARM 8 will continue to deepen, intensify and expand the effectiveness of the existing cooperation.

- 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 102 students on the dual degree programmes in 2021/22. Council approved the proposal for the dual PG degree arrangement between the School of Engineering with Columbia University Foundation School of Engineering and Applied Science for the Integrated Engineering, and Engineering with Management programmes, with the first postgraduate students to attend Columbia in 2023/24.

- The Trinity and Singapore Institute of Technology (SIT) partnership commenced in 2012, 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. The programme underwent a [Quality Review in June 2022](#), following the deferral of the review in 2020, as a result of the impact of Covid-19.

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, one student from BFSU came to Trinity independent of the partnership, 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. Four students were registered in 2021/22.

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. In November 2021, Council approved the discontinuation of the joint TCD-UCD-QUB Postgraduate Certificate in Innovation and Entrepreneurship, replacing it with the [Postgraduate Certificate in Innovation and Entrepreneurship](#) (30 ECTS Special Purpose Award), offered by Tangent with commencement date of January 2023.

- A joint degree in Human Nutrition and Dietetics, formerly awarded by Dublin Institute of Technology (DIT) and Trinity, is now awarded as a joint award by the Technological University of Dublin (TUD) and Trinity to reflect Technological University of Dublin's status as a Designated Awarding Body.
- Trinity has collaborated since 2008 with the Church of Ireland Theological Institute on the [Masters in Theology Programme and 30 students were enrolled on the Programme in 2021/11. The 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 34 students, and 20 students commenced in January 2022.](#)
- 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 following a Quality Review of the then Confederal School of Religions, Peace Studies and Theology in 2016/17. 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.
- 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. The Academy underwent its first [Quality Review in June 2022](#).

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 effective implementation of the approved quality

assurance policies and procedures was initiated in 2021/22 (see Part B). It is envisaged that the institutional reviews will be conducted in Michaelmas and Hilary Terms 2023/24.

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 Dean and the 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 sent for external expert review prior to consideration of the final amended proposal 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, followed by 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 QQI and if the criteria for inclusion are met will be listed on the Interim List of Eligible Programmes (ILEP), maintained by the Department of Justice and Equality. 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 for which admission is facilitated by 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 or GSC stage, and Council approves them via the USC or GSC 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. Proposals for new Trinity Electives are evaluated by the Trinity Elective Sub-Committee and, if approved, are forwarded to the Undergraduate Studies Committee and Council for final approval. Templates and detailed information on submission of proposals for the development of new [standalone postgraduate modules](#) or for [new modules within an existing postgraduate programmes](#) are available on the Graduate Studies website.

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. The GSC Subcommittee on Micro-credentials considers the proposals prior to submission to GSC for Council approval via the GSC minutes.

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 academic regulations with respect to programmes of 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 [Tutor's Handbook](#) provides a step-by-step account for Tutors of dealing with most tutorial support issues. A [Fitness to Study Policy](#) 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 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. [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 2021/22, 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. Approximately 22% of Trinity undergraduate admissions are admitted through [alternative entry routes](#), details of which are outlined on the Study in Trinity website. [Trinity Access Programme](#) (TAP) was established in 1993 and delivers Foundation Programmes to improve access for Mature Students and Young Adults from socio-economically disadvantaged backgrounds. Trinity validates the [International Foundation Programmes](#) delivered by Marino Institute of Education. This programme aims to facilitate admission to programmes of study in Trinity for international students, who do not meet the requirements for direct entry to Trinity on completion of their secondary education in their home jurisdiction.

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.

The role of University Council with regard to the approval of awards, 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. 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 2022, QQI released a [Joint Sectoral Protocol](#) between QQI and Designated Awarding Bodies for the inclusion of Qualifications within the National Framework of Qualifications.

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 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 was updated in 2021. The services that support teaching, learning and assessment are reviewed using the Procedure for Administrative Unit Reviews (2022). In response to the restrictions arising from the pandemic, Procedures for Virtual Reviews were developed in November 2020.

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 website provides centralised access to information for External Examiners (UG/PGT), information for External Examiners (PGR), and information for Schools. All taught External Examiner reports (UG and PGT) are submitted to a centralised email address ExternReports@tcd.ie and stored in a Central Quality Folder which facilitates secure access by Schools to these reports.

Procedures for the Transfer to External Examiners of Students' Assessed Work and the Terms and Conditions of Data Processing by External Examiners (revised January 2022) take account of the role of External Examiners as third-party processors of student personal data. The Quality Office conducts the quality assurance of UG External Examiner reports and refers them to the Senior Lecturer if recurrent or concerning issues are raised by the Examiner. Postgraduate External Examiner reports are reviewed by the Dean of Graduate Studies.

Revisions to the External Examiner Policy in 2018 addressed remote attendance by external examiners. As a result, the transition to virtual Courts of Examiners in response to the COVID-19 pandemic in 2019/20 was 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. In 2022, a project was initiated to further review and update the Policy, the External Examiner Terms and Conditions, EE Remuneration and System Supports for the external examiner process. The outcome of this project will be reported on in the 2022/23 report (See Part B).

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 were implemented in 2021/22.

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 outcomes](#) 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 (see also Part A, section 1.1 and enhancements to the process in Part B).

Professional/Statutory Body Accreditation:

In 2020/21, Trinity became a signatory to [Towards Principles for Programme Validation, Professional Accreditation and Approval, and other Professional Engagements with Education Providers](#). It is hoped that these Accreditation Principles will form the basis of future discussions with Professional or Statutory Accreditation Bodies to further streamline quality and accreditation processes, increase efficiencies and reduce the burden on Schools that are required to undergo parallel processes. 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/Statutory Accreditation Bodies.

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

- Trinity has developed a [Statement of Principles on Integrity](#) for academics, professional staff, and students *which clarifies the meaning and importance of integrity within Trinity as an academic institution and how these principles relate to its core value*. These were approved by Council in May 2022 (CL/21-22/178.1).
- Trinity's Policies and Procedures on Academic Integrity are published on the [Academic policies website](#).
- The [Policy on Plagiarism](#) 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](#) 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 [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 [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.

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

See also Part B, section (2.13)

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 quality review of student service and support units is conducted using the [Procedure for the Review of Administrative Units](#) (updated in June 2022).

The Trinity [Tutorial Service](#) is a unique feature of Trinity's undergraduate educational provision and unique in higher education in Ireland. Information on the tutorial service and the [postgraduate advisory service](#), can be found on the [Senior Tutor](#) website.

The [Trinity Access Programmes](#) (TAP) aim 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 for 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 was reviewed in December 2022.

The Careers Service has developed a [Policy for Advertising Opportunities](#) (2021) 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](#) (2019) sets out how internships and placements are to be completed by registered Trinity students as part of their 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 Library provides a suite of [learning supports and training](#) resources for students and researchers. These include the [Library HITS](#) – Helpful Information for Trinity Students/Staff – an interdisciplinary skills programme, open to all, which include workshops on essay writing and managing references, critical thinking, researching for a literature review, defining your research question and submitting an E-Thesis. [Subject Librarians](#) provide expert guidance, classes, workshops and one-to-one research consultations for students, researchers and staff in each school and research centre. 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 [Library](#) was last reviewed in 2012.

The [Disability Service](#) is a key support unit for students with disabilities entering Trinity. A [Reasonable Accommodations Policy](#) for students with a disability was approved by University Council in January 2018 and a [Fitness to Study Policy](#) was approved by Board in October 2018. The Library also provides [resources for students with a disability](#) including the [Assistive Technology Information Centres](#) (ATIC). The Disability Service will be included in a thematic review of Student Mental Health Services in March 2023.

The [Student Counselling Service](#) provides [online support](#), [one-to-one counselling](#) and [group therapy](#) for undergraduate and postgraduate students. The [Student Learning Development Service](#) offers learning support such as academic writing, self and time management, exam & assessment skills. Student-led initiatives include the [Student to Student](#) (S2S) peer support programme and the [student advisory board](#), set up by students in collaboration with staff to ensure that the student perspective is central to the activities and undertakings of the Student Counseling Service, Student Learning Development and Student 2 Student (SCS/SLD/S2S). Trinity leads 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 Counselling Service will be included in a thematic review of Student Mental Health Services in March 2023.

[Trinity Sport](#) provides sporting facilities on and off campus for staff and students. In March 2022, Trinity [launched](#) 'Realising Potential: [A Strategy for Sport and Physical Activity 2021/22-2025/26](#).

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. In 2022, the Health Service moved to a new custom-built premises in Printing House Square and will be included in a thematic review of Student Mental Health Services in March 2023.

The [Study at Trinity](#) webpages provide detailed information for prospective International students on the [application process](#), [scholarships](#), and the [Trinity International Foundation Programme](#). 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.

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 [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'*.

4.0 QA of Research Activities and Programmes

4.1 Quality Assurance of Research Activities

Trinity's [Research Policies, Procedures and Guidelines](#) are published on the Dean of Research website.

The Dean of Research is the College Officer 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 Research Charter](#) and [Living Research Excellence Strategy](#). The Dean is the Chair of the [Research Committee](#), which is responsible for overseeing research-related matters. 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 Development Office](#) acts as liaison point between Trinity's researchers and Irish and international funding agencies. Its primary role is to support Trinity researchers in submitting competitive proposals for external research funding. It advises researchers on [external research funding](#) for projects and assists researchers with funding submissions in order to ensure compliance with both sponsor and Trinity internal processes and requirements. The Office also endorses all [external research funding](#) proposals by Trinity researchers on behalf of Trinity and provides information on funding opportunities through its [Research Focus newsletter](#) together with details on upcoming deadlines for main funding schemes of major sponsors.

The [Research Impact Unit](#) was developed in 2019/20 in response to requests by researchers that align with Principle 5 of Trinity's Research Charter and its goal, "to identify and deliver opportunities for local and global impact that exemplify the diverse forms of scholarship that are part of the Trinity research landscape and drive impact to new heights". The Unit 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.

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 [Policy on Good Research Practice](#). Researchers of projects involving human participants must go through the [ethics application process](#).

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. Trinity has developed a wide range of supports and resources on [data protection and research](#) including a [Research Data Protection checklist](#) and [templates](#) to assist researchers with compliance with the GDPR and national implementing law.

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](#).

Trinity commits to '*Lead on Open Scholarship and promote Open Access publication*' in its Strategic Plan 2020-2025 ([Goal 4.12](#)). An [Open Access Publications Policy](#) commits to open scholarship and the Library's [Open Scholarship Guide](#) also provides information about Open Scholarship. [Trinity's Access to Research Archive \(TARA\) is an](#) open access repository, which provides open access to the work deposited there. The Library is part of the Irish Research electronic Library (IREL) consortium negotiating 25 open-access publishing agreements with scholarly publishers. Such agreements allow Trinity researchers to publish open-access articles in academic journals without paying an Article Processing Charge (APC). The Library website provides information on [Open Scholarship resources](#).

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

Research structure	QA process
Individual researcher	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • New centres are proposed to, and approved by, the Research Committee. • Annual reporting to the ODRes. • Policy on Trinity Research Centres.
Trinity Research Themes	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 and published on the Quality Office website.
Trinity hosted SFI Research Centres	<ul style="list-style-type: none"> • Independent external review facilitated by the funding bodies every two years.

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

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 examination of taught programmes, supervision of taught and research students, requirements related to progress reports, confirmation processes and thesis submission and examination. 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 academic and other 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). The [postgraduate renewal programme](#) has been established to deliver the ambition of the College Strategic Plan to fundamentally renew postgraduate education in Trinity (see Part B).

Trinity is a member of [LERU](#) - the League of European Research Universities. The Dean of Graduate Studies represents Trinity at meetings of Doctoral Studies Group 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.

The Dean of Graduate Studies also represents the University at meetings of the Irish University Association's Deans' meeting where sector-wide initiatives and practices are shared, including an ongoing focus on quality within postgraduate research programmes.

[CHARM-EU](#), which Trinity is a partner institution in, has continued to shape its Research & Innovation dimension through the [TORCH project](#), (Transforming Open Responsible Research and Innovation through CHARM), a project funded by the European Union under the Horizon 2020 programme. The project aims to develop a common Research & Innovation framework and agenda for the Alliance's partners based on trans-disciplinarity and interculturality to solve complex societal challenges. The project is now more than mid-way through its workplan and, with a year to run, is moving from work done ascertaining best practices, gap analysis and recommendations across a number of areas (including Open Science Practices, strengthening cooperation with Enterprise and citizen science/public engagement whilst also taking into account cross cutting principles around inter/trans-disciplinarity, gendered innovation and ethics and integrity) to devising action plans and pilots which will be conducted during the final year. Results from these selected pilots will also then provide feedback to the common recommendation framework and best practice thus helping to inform future CHARM-EU developments and providing for a level of dissemination and transferability outside of CHARM-EU.

5.0 Staff Recruitment, Development and Support

Trinity maintains an extensive suite of [HR Policies](#) that outline the policy (and procedures) for the recruitment, development, and the support of all employees throughout their career with the University. The [HR Strategy - empowering and enabling Trinity people to flourish](#) covers the period 2019 – 2024 has been developed to support the University to deliver on its strategy of 'Community and Connection'.

Recruitment:

The [Recruitment Policy](#) outlines the high-level principles to be followed in the recruitment of employees, and standard operating procedures for the approval, selection, nomination, and appointment of staff have been developed. A 'Competency Framework' for Professional staff outlines 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. Throughout the Recruitment and Selection process, candidates are assessed based on competencies and Trinity provides [Competency-Based Interviewer Training for all line managers and members of selection panels](#).

Within the toolkit, guidelines for '[Writing effective Job Descriptions](#)' and job description templates are available for recruitment of staff to [academic](#), [non-academic](#) and [research](#) roles, with information and training sessions provided to support line managers over 2022.

Trinity is committed in its Equality Policy to compulsory [Equality, Diversity and Inclusion \(EDI\) training](#) for all staff members on recruitment interview panels in order to ensure a fair appointment process. HR and the Equality Office collaborate very closely to monitor compliance with this requirement. The EDI in HE programme has been developed by the Irish Universities Equality Network, of which Trinity is a member. Again, though the combined efforts of HR and the Equality Office, Unconscious Bias Observers are in place at all stages of Faculty Senior Academic Promotions Committee, Senior Academic Promotions Committee, and Junior Academic Progressions Committee. Committee Chairs undertake unconscious bias training as standard, and all members are strongly encouraged to undertake unconscious bias training in advance of participating in the process and must complete appropriate equality and diversity training. Appropriate HR managers have completed unconscious observer training and participate as observers on Chair recruitment panels and promotion committees.

In 2021/22, in addition to the training offerings available via Trinity both from HR and the Equality Office, the Chairs of the three Faculty Review Committees along with members of the Senior Management Team from Human Resources involved in Chair Recruitment and Senior Academic Promotions attended LERU UBO-training workshops facilitated by Lund University. The purpose of the workshops was to help participants raise their awareness and understanding of bias and its impact on career paths in academia (e.g. LERU institutions); prepare participants for their role as bias observers or involvement in career, recruitment and promotion processes in their universities; provide participants with tools to combat the effects of bias in these processes; and create a network of observers and other academic groups involved in working against bias in academia in 2023, to be used as a platform for course materials and communication.

A suite of [Staff On-line Training](#), including 'Let's talk about Race in the HE Sector' and 'Equality & Human Rights in the Public Sector' as well as an in-person professional learning module which is targeted to the needs of academic staff and all those who support teaching and learning at Trinity. Those offerings, which are developed from the outputs of HR and Equality working together, can be accessed on the [Equality website](#).

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 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, over 120 staff from Trinity have participated to date. Twenty (20) female staff were sponsored on Aurora in 2021/22 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 2021/22 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 three times in 2021/22 and attracted 157 graduate teaching assistant enrolments. From that 157, 104 students received their 5 ECTS in 2021-22. The not-for-credit module had 119 new student sign ups in 2021/22. '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 2021/22, six 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.

Academic Practice also conducts a series of [workshops and webinars](#) that address continuing professional development of staff engaged in teaching and learning. In 2021, the Academic Practice website was redeveloped with the aim of creating a "learning hub" for Trinity staff, focused on research-informed teaching, learning and assessment. A key priority was to develop a suite of resources that would support academic staff through the process of [programme and module design](#). Other resources cover key areas including Assessment; Curriculum design, digital assessment, digital Learning and flipped classroom. The [Coffee](#)

[and Cobblestones podcast](#) series are short discussions on teaching and learning with experts in the education sector. In 2021/22, three Faculty-based [Community Hubs](#) were introduced to provide Faculties with an opportunity to share and discuss discipline-specific practices, experiences, and research in teaching, learning and assessment. Cross disciplinary contributions are also welcome. InspirED, an [academic practice blog](#), was also introduced in 2021/22 as a space for staff to connect, reflect, and effect. Academic Practice staff were closely involved with IUA's sectoral EDTL project and contributed to webinars focusing on open-book assessment in 2021-2022.

Supports:

The HR policies website details policies (and procedures) to support Trinity employees to manage both time in and away from work, such as Blended Working Policy, [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 center of expertise for all employment-related queries, including from retired, prospective and former staff. The Service Centre also manages the [Travel Pass and Bike to Work schemes](#).

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. Multiple support guides are available including [Core Portal Quick Start Guide](#) and a more detailed Core Portal User Guide as well as regularly updated FAQ. A mobile app is available, and people 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. [A guide to getting started as a Trinity employee - Discover Trinity](#) 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.

Diversity and Inclusion:

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)*. A number of Policies and Procedures support this vision and they are published on the [Equality website](#).

[The Equality Office](#) delivers the University's strategic objectives to advance equality. The Office oversees Athena SWAN in Trinity and works directly with Schools and Units, supporting them to engage in and embed the process locally. It is also responsible for 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](#). Work is currently underway on a new Equality, Diversity and Inclusion Strategy, which will be launched in the academic year 2022-23.

The [Equality Office](#) is headed by the [Associate Vice-Provost for Equality, Diversity and Inclusion](#). The position, which was previously part-time, was made fulltime in September 2021. The [Equality Committee](#) has responsibility for ensuring that the [Equality Policy](#) is implemented. The Committee produces a range of [reports](#) each year using data and information that is relevant to promoting equality of opportunity between different categories of persons. These include the [Annual Equality Monitoring Report](#) as well as focused reports on specific issues as requested by the Committee and/or Board. The Equality Committee also reports annually to Board on its activities. In 2021 the Staff Disability Working Group, a subcommittee of the Equality Committee commenced and reports to the Equality Committee on work updates and makes recommendations in line with the Government's Comprehensive Strategy for People with Disabilities (2015 – 2024).

Training is key to ensuring the successful implementation of Trinity's equality policies and objectives. The Equality Office has a number of EDI training options for [staff](#) and [students](#), which are continuously reviewed and updated. The Office works with HR in relation to staff training rollout and the Trinity-Inclusive Curriculum project provides training workshops and webinars for both staff and students.

Trinity currently holds an institutional Bronze Athena SWAN award and 17 Schools also have Bronze awards, three of which were awarded in April 2022. 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.

A Racial and Ethnic Equality Working Group was established in early 2021 to provide a framework to oversee the development and implementation of an action plan for Trinity on

race and ethnicity, and to ensure a safe and empowering environment for students and staff. The action plan will also draw on the HEA's Race Equality Implementation Plan 2022-2024 (launched on 8 September 2022) and seek to augment the College Strategic Plan 2020-25. A report from a series of consultative facilitated staff and student discussions commissioned by the Group was compiled in 2021-2022 and will be launched early 2023. This report will also inform the action plan.

6.0 Information and Data Management

Responsibility for policy development in relation to Information and Data 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 Library and Information Policy Committee is a Principal Committee of Board responsible for the creation of policy for the development of the College's Library and Information Services and to oversee their implementation and to provide timely advice to Board on areas within its remit.

In 2021/22, a new Data Analytics and Strategic Initiatives (DAaSI) Unit, based in the Office of the Vice-Provost/Chief Academic Officer, was established. The role of the Unit is to monitor the implementation of the College's strategic plan, and to support in the collation, analysis and dissemination of data and metrics across all of the university's activities to relevant stakeholders.

Trinity has an [Information Systems Security Policy](#) and a number of [supporting policies](#) that help to ensure that access to, use and processing of Trinity information is performed in a secure manner. The importance of IT security in relation to information access, transfer and management was again a key feature in 2021/22 with the majority of staff continuing to work from home from September 2021 – April 2022 and students continuing to participate in online learning. The [Trinity Virtual Private Network \(VPN\), together with the use of Two Factor Authentication](#), allows Trinity staff to make a secure, encrypted connection to the Trinity data network from home. A [working remotely](#) information hub provides 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 includes information for staff and students on [research data collection and storage](#) when working from home. The [Information Compliance Office](#) assists the University in complying with its obligations under

the Freedom of Information Acts, the Data Protection Acts and the Copyright and Related Rights Acts. A [Data Protection Policy](#) and [Data Protection website](#) provide specific information and guidance to students, staff and other relevant individuals to ensure consistent application of and continued compliance with data protection law at Trinity.

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 KPIs;
- 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 Trinity Global 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 [Trinity Global Annual Report](#) presents key achievements for the academic year in addition to reporting on progress with the implementation of the Global Strategy. These reports are considered and approved by the Undergraduate Studies Committee, Graduate Studies Committee or Global Engagement 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.

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

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.

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 and to communicate emergency information or alerts (e.g. closure notices relating to bad weather etc.).

The main webpage 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. For details of Trinity Research Systems, RSS and TARA, refer previous section (§6, pg. 43).

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.

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).

The [schedule of quality reviews](#) was updated in 2021/22 to reflect the impact of the pandemic on the ability which resulted in slippage in the cycle of reviews from seven years to ten years.

Trinity underwent a Cinnte Institutional quality review in March 2022. The resulting report was published in November 2022 and an implementation plan is due to be submitted to QQI in 2023.

The development of the [Trinity Strategic Plan 2020-2025](#) followed a College-wide consultation process and engagement with alumni and industry bodies prior to approval by

the College Board. It was [revised](#) in response to the pandemic, and progress on implementing its goals and strategic initiatives is [reported](#) twice a year.

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 Programme (TEP).
- The postgraduate renewal project.
- The revised [Code of Governance for Irish Universities](#) (the Irish Universities Association, October 2019) and new [Trinity Code of Governance](#) (2021).
- The 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.
- 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.
- 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.
- Participation in sectoral-lead quality processes such as the QQI funding call on Assessment.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	22
Awarding bodies	11
QA bodies	5

1. Type of arrangement	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 928 students enrolled on the programme in 2021/22. The most recent accreditation visit was in February 2022. 2. In 2021/22 there were 170 students on the B.Sc. in Physiotherapy, 157 students on the B.Sc. in Occupational Therapy, 111 students on the B.Sc. in Radiation Therapy and 83 students on the B.Sc. in Human Nutrition & Dietetics. 3. There were 474 students on the Joint Degree B.Sc (Hons) award in Physiotherapy with Singapore Institute of Technology (SIT). The programme was reviewed in March 2022
Date of accreditation or last review	21/02/2022
Date of next review	

2. Type of arrangement	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 2021/22 a total of 869 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 (111); B.Sc. in Human Nutrition & Dietetics (83); Bachelor in Social Studies (169); Master in Social Work (40); Clinical Speech & Language Studies (139). 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	25/06/2019
Date of next review	

3. Type of arrangement	PRSB
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 996 students in 2021/22 on the BAI and MAI programmes and 123 on the Engineering with Management Programme, last accredited by Engineers Ireland in March 2022. There were 484 students in 2021/22 on the BA (Mod) and the MSc in Computer Science, also accredited in March 2022. The Engineers Ireland accreditation for the ICS Programme (BA (Mod) and MA in Computer Science is valid for graduates up to 2025/26.
Date of accreditation or last review	09/03/2022
Date of next review	

4. Type of arrangement	PRSB
Name of body:	Teaching Council of Ireland
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) (47)) (ii) Programmes validated by Trinity and delivered by Marino Institute of Education (794). Further details on the accreditation cycle can be found on the Quality Office website.
Date of accreditation or last review	01/12/2013
Date of next review	

5. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	In 2021/22 there were 1,131 undergraduate students and 446 postgraduate students enrolled in programmes accredited by NMBI and leading to NMBI professional registration. 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	11/10/2022
Date of next review	

9.2 Collaborative Provision

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

1. Collaborative provision	Joint research degree Polythea Consortium – European Joint Doctorate
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).
Date of last review	Commenced in 2017
2. Collaborative provision	Joint/double/multiple 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
Date of last review	Commenced in 2017
Date of next review	

3. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Technological University Dublin (TUD)
Programme titles and links to publications	B.Sc. Human Nutrition & Dietetics (83) was quality reviewed in November 2015 and the report is available on the Quality Office website.
Date of last review	26/11/2015
Date of next review	2024/25

4. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	CHARM EU Alliance (Universities of Barcelona, Utrecht, Montpellier and ELTE (Budapest))
Programme titles and links to publications	Master in Global Challenges for Sustainability 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	N/A

5. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Columbia University
Programme titles and links to publications	Dual BA Programme commenced in 2018/19. 103 students were enrolled on the programme in 2021/22 in European Studies; Middle Eastern & European Languages and Cultures; History; English; Biological and Biomedical Sciences; Classics, Art History and Archaeology; Film; Geography and Geosciences; History of Art and Architecture.
Date of last review	Commenced in 2018
Date of next review	2024/25

6. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Institut National des Sciences Appliquees de Lyon (INSA)

Programme titles and links to publications	Double Degree Programme with the School of Engineering in Trinity. In 2021/22, 4 incoming students entered the Trinity MSc Mechanical Engineering and no Trinity students enrolled in INSA
Date of last review	Commenced in 2016
Date of next review	Currently being restructured

7. Collaborative provision	Collaborative programme
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

8. Collaborative provision	Linked provider
Name of body (/bodies):	Royal Irish Academy of Music (RIAM)
Programme titles and links to publications	<ol style="list-style-type: none"> 1. Diploma in Music, Teaching & Performance (4) 2. Bachelor in Music Performance (66) 3. Bachelor in Music Composition (2) 4. Master in Music Performance (12) 5. Doctor in Music Performance (13)
Date of last review	
Date of next review	RIAM's quality assurance procedures were approved by Trinity in May 2020 and the first institutional review of RIAM will take place in 2023/24.

9. Collaborative provision	Linked provider
Name of body (/bodies):	Marino Institute of Education (MIE)
Programme titles and links to publications	International Foundation Programme (98) Bachelor in Education (Primary) (497) B.Sc. in Education Studies (118) B.Sc. in Early Childhood Education (266) Professional Masters' in Education (Primary) (121) Prof. Diploma in Education (Further Education (69) Masters' in Education Studies (Early Childhood Education (25); Inquiry Based Learning (8); Leadership in Christian Education (5)).
Date of last review	
Date of next review	MIE's quality assurance procedures were approved by Trinity in September 2020 and the first institutional review of MIE will take place in 2023/24.

9.3 Articulation Agreements

Articulation agreements - Total number	6
---	----------

1. Articulation agreement	Articulation agreement
Name of body (/bodies):	Thapar University, Patiala India
Programme titles and links to publications	Students enter Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2021/22, 56 students entered Trinity under this agreement and 79 students in total were registered across years 3, 4 and 5.
Date of agreement/arrangement or last review	01/04/2015
Date of next review	2023
Detail of the agreement	Trinity College Dublin and Thapar Institute of Engineering and Technology (TIET) announced an institutional partnership in April 2015. The partnership promotes academic collaboration in key areas of undergraduate programmes and research.

2. Articulation agreement	Articulation agreement
Name of body (/bodies):	Minzu University in China
Programme titles and links to publications	In 2021/22, four students entered Trinity under this agreement.
Date of agreement/arrangement or last review	01/01/2015
Date of next review	The agreement has expired
Detail of the agreement	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.

3. Articulation agreement	Articulation agreement
Name of body (/bodies):	Beijing Foreign Studies University
Programme titles and links to publications	One student came independently for 2021/2022 – not as part of the partnership.
Date of agreement/arrangement or last review	
Date of next review	2023
Detail of the agreement	It is a 1+1+1 'All AHSS' Masters programme whereby students can enter a 1-year taught Masters in Trinity in the middle year of their Masters' Programme and exit with a University of Dublin Award.

4. Articulation agreement	Articulation agreement
Name of body (/bodies):	Manipal Partnership
Programme titles and links to publications	2020/21 was the first year of the programme. In 2021/22, two students came into 3rd year as Computer Science Advanced Entry.
Date of agreement/arrangement or last review	
Date of next review	2025
Detail of the agreement	2 years at Manipal Academy of Higher Education + 2 years at Trinity College Dublin Manipal students join Trinity for year 3 and 4 of their undergraduate degree in engineering Students are awarded a BAI from Trinity, or can progress into Year 5 and graduate with a Trinity MAI

5. Articulation agreement	Articulation agreement
Name of body (/bodies):	University of Michigan- Jiao Tong University Joint Institute (UM-SJTU Joint Institute) with School of Engineering.
Programme titles and links to publications	This programme began in 2019/20 and students enter the MAI programme in year 4. In 2021/22 there was one 5th year student.
Date of agreement/arrangement or last review	

Date of next review	2024
Detail of the agreement	3 years at the University of Michigan-Shanghai Jiao Tong Joint Institute + 2 years at Trinity College Dublin Fourth year of the undergraduate degree is spent at Trinity, with an option to complete a Trinity MAI in year five Students are awarded an undergraduate degree from UM-SJTU and a master's degree from Trinity

6. Articulation agreement	Articulation agreement
Name of body (/bodies):	University of Southern California (USC) with School of Dentistry.
Programme titles and links to publications	Master's degree in orofacial pain and oral medicine. Four students entered the programme in 2021/22.
Date of agreement/arrangement or last review	This programme began in 2020/21.
Date of next review	2026
Detail of the agreement	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.

[Higher Education Institution]

2023

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2021-2022

PART B: INTERNAL QA SYSTEM – ENHANCEMENT AND IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Regular updates on progress to address the implementation of the key strategic goals of the University Strategic Plan 2020 – 2025 are provided to the Board. The latest update was submitted in September 2022 and published on the Strategy website. These include updates on progress with the implementation of, amongst others, the:

- GRS3 (Global Relations Strategy 3)
- Diversity and Inclusion Strategy
- CPD/Micro-credentialling Project
- Postgraduate Education renewal Project
- Estates Strategy
- Trinity Education Project (TEP)
- Living Research Excellence Strategy
- Library Strategy

A Strategic Capital Project Dashboard was approved by the Board in June 2022 as a tool for monitoring progress with strategic capital projects.

1.2 Update on Planned QA Objectives identified in Previous AQR

	Planned objectives (Previous AQR)	Update on Status
1	Institutional Quality Review	Trinity's Institutional Quality Review took place from the 7 – 11 March 2022 and the review report and Institutional response were published on the QQI website in November 2022. An implementation plan to address the recommendations will be prepared and submitted to QQI in 2023.
2	Implementation of the CHARM-EU initiative	The Masters in Global Challenges for Sustainability commenced with 120 students across all five partner locations. In July 2022, a new CHARM-EU proposal secured a grant of €12.8 million in the 2022 Erasmus+ European Universities Call. Three new partners joined

		the Alliance and the new CHARM 8 will continue to deepen, intensify and expand the effectiveness of the existing cooperation.
3	Implementation of the TORCH project	The project is now more than mid-way through its workplan and, with a year to run, is moving from work done ascertaining best practices, gap analysis and recommendations across a number of areas (including Open Science Practices, strengthening cooperation with Enterprise and citizen science/public engagement whilst also taking into account cross cutting principles around inter/trans-disciplinarity, gendered innovation and ethics and integrity) to devising action plans and pilots which will be conducted during the final year.
4	Micro-credentialing	Trinity is participating in a National Micro-credentials Pilot Programme being led by the Irish Universities Association (IUA). A micro-credentials pilot programme comprising for Schools Trinity Business School, the School of Social Work and Social Policy, the School of Engineering, the School of Nursing & Midwifery was initiated in 2021/22 and will run for four years. In June 2022, University Council approved a proposal on Options for Micro-credential Award Pathways.
5	Working Group on Academic Integrity	Trinity established an Academic Integrity Working Group (AIWG) in February 2022 and in April 2022, a <u>Statement of Principles on Integrity</u> for academics, professional staff, and students was approved by University Council. Three pathways of activity/sub-groups were established in May 2022 based on the TOR of the Working Group. In October 2022, a range of resources and activities were promoted across College and with Trinity's Linked Providers to recognize Academic Integrity Week to promote good practice in this area.

6	Postgraduate renewal strategy	In May 2022, and following a six-month period of broad consultation, Trinity's University Council approved the Postgraduate Renewal Programme - an incremental programme of renewal across three horizons, aligned to a vision for postgraduate education at Trinity. The renewal programme is as broad as it is deep in its ambitions – and both breadth and depth are driven by requirements for capability, coordination, and integration.
7	Digital Learning Strategy (DLS).	This project is stalled until funding for digital infrastructure is secured. However, a range of pedagogical supports has been developed to support academic staff in the delivery of online/blended education.
8	Monitoring of quality of education and awards	The impact of the pandemic on the quality of education and awards was monitored in 2021/22 through external examiner feedback on the integrity of assessments and examination. Schools reported on incidences of plagiarism and academic misconduct in the Annual Faculty Quality Reports. The impact of the pivot to digital learning and assessment on the quality of education was also considered in the report to Council on <i>Student and Staff Experiences of Teaching, Learning and Assessment at Trinity 2020-21 (December 2021)</i> and in the Covid-19 Project Closure report (March 2022).

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

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

1.3.2 QA Leadership and Management Structural Developments

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.

This internal review and the commencement of the [Higher Education Authority Act 2022](#) requires Trinity to amend the composition of the College Board. A Supplemental Charter was approved by Board in September 2022, following a period of consultation with the College community, which aligns Trinity's Founding Charter of 1592 to the new legislation. The implementation of the Act requires a change to the College Statutes and will include a review of Principal Committees of College Board and thus is expected to impact on the Governance of Quality.

Quality Risk Register

The most recent update of the Quality Risk Register was in December 2022. There were 13 risks in total, with a risk profile of 12 Medium and 1 Low. This risk register reflects related recommendations arising from the Cinnte Institutional Quality Review.

Policy Management and Review

A project was initiated in September 2021 to address the ownership and management of policies that appear on the College Policies website. This resulted in the development of a [Policy Management Framework](#), which was approved by Board in April 2022. The Framework provides guidelines on how to develop, implement and review a policy; the approvals route for academic and non-academic policies; how to write a good policy and definitions that clarify the differences between a policy, procedure, process, guideline, etc.

It includes a [Policy Template](#) to be used for all new and reviewed policies, that will provide uniformity in the structure of Trinity's policies which will make them easier to navigate and understand. It also includes a [Policy Review Record Sheet](#), which is intended to provide guidance for the review of a current policy. A central email account policies@tcd.ie has been set up for any policy-related queries, which is managed by the Secretary's Office. Work is currently underway to re-design the policies website www.tcd.ie/about/policies so that all policies will be hosted on this site and will be easily accessed.

The following policies, codes and statements were approved by the Board in 2021/22

- Revised Accessible Information Policy
- Blended Working Policy
- Revised Waste Management Policy
- Updated Travel Policy
- Revised Risk Management Policy

Quality Committee membership

In 2021/22, the Quality Committee welcomed its first external member with expertise in the field of Quality Assurance and Quality Methodologies. As a result of the 2021/22 self-evaluation survey, the Terms of Reference for the Quality Committee were amended to include representation from (i) a Head of School and (ii) the Global Engagement Office to respond to the expected implementation of the International Education Mark in 2023/2024. These amendments were approved by Board in September 2022 and the Vice-President for Global Engagement was appointed as the Trinity Global representative.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

The full schedule of Quality Reviews 2021/22 – 2026/27 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
School of Genetics and Microbiology	21 – 25 March 2022	School of Genetics and Microbiology
School of Biochemistry & Immunology	21 – 25 March 2022	School of Biochemistry & Immunology
Singapore Institute of Technology (SIT) - Joint Degree Bachelor of Science in Physiotherapy	7 – 9 June 2022	Singapore Institute of Technology (SIT) - Joint Degree Bachelor of Science in Physiotherapy
Review LIR Academy Programmes	7 – 8 June 2022	Review LIR Academy Programmes

1.4.2 Expert Review Teams/Panels² 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	4						
<i>of those:</i>							
On-site processes	2	2					
Desk reviews	0						
Virtual processes	2					2	
Average panel size for each process type*	3						

* excluding secretary if not a full panel member

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

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair			3				1	1	1	√	
Secretary											
Academic/Discipline Specific		4	5				5	2	2	√	
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission											

² QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

2.0 IQA System – Enhancement and Impacts

2.1 Governance and Management of Quality

Quality Assurance of Linked Providers:

In 2019/20, Trinity concluded the process of initial review and approval of the quality assurance Policies and Procedures of its Linked Providers under section seven of the [Approval of Linked Providers Quality Assurance Procedures](#), (updated June 2019). In April and July 2021, MIE submitted 14 new policies to Trinity under section 9 of the Policy, which addresses the *Ongoing Approval of Linked Providers' Quality Assurance Procedures* and in May 2021, RIAM submitted three statutory policies to Trinity under section 9 of the Policy. The MIE academic policies were approved by Quality Committee in September 2021 and by Council in October 2021. All statutory policies submitted were noted.

In 2021/22, Trinity initiated a review of the effectiveness of the implementation of the quality assurance procedures of its Linked Providers, the next step in the process outlined in §32 (1b) of the Quality & Qualifications Act 2012. A new [Procedure for the Review of Linked Providers](#) was developed to support the process and, as outlined in section 5.3 of the Procedure, the Quality Office engaged with its Linked Providers on the nomination of potential reviewers.

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 2021/22. In February 2022, the Quality Committee approved updates to the [School Review Procedures](#) and the Procedures for review of [Trinity Research Institutes](#).

Enhancements to the Annual Faculty Quality Report (AFQR):

In 2021/22, the annual review of the AFQR School information template resulted in a significant reduction in the volume of data requested from Schools, reflected the increased workload on Schools resulting from the pandemic. The revised report template asked each School to highlight the quality enhancement initiatives it implemented during the year, and also provided each School the opportunity to raise issues which were beyond its own and the Faculty's remit to resolve. The requirement to submit an action plan was deferred.

As per a recommendation from the Quality Committee, approved by Council in September 2021 (CL/21-22/006.1), the Faculty Deans looked collectively at the 2020/21 AFQR reports to identify common issues across the three Faculties and made recommendations to Council. In June 2022, the Faculty Deans escalated four issues to Council: Maintenance of learning spaces; Infrastructure and systems; Recruitment of External Examiners; Student Evaluation Systems.

2.2 Programmes of Education and Training

In 2021/22, a key strategic project was initiated to renew postgraduate education in Trinity. A Postgraduate Renewal Programme was approved by Council in June 2021, with the Dean of Graduate Studies as Programme Sponsor. Feedback from the College community was sought over a six-month period from October 2021 – April 2022, which included a survey to the College Community. This informed the recommendation for an incremental approach to the renewal of postgraduate education in Trinity over three ‘Horizons’. In May 2022 (CL/21-22/176), University Council approved the phased approach to delivery of a programme that is both broad and deep, undertaking a fundamental review of all aspects of taught and research programmes, the systems that underpin their delivery, as well as the student and staff experience. Council also approved a detailed work plan for Horizon 1, which will focus on short-term imperatives over a 12-18 month period (2021-22/2022-23). A dedicated [webpage](#) has been developed which outlines Programme progress and provides access to Programme resources and communications. Regular updates on progress in meeting deliverables are provided to the GSC and Council and, where relevant, to the University Board.

In 2021/22, two new undergraduate course proposals, ten postgraduate course proposals and ten micro-credential course proposals were approved by Council and published on the [Course Development webpage](#).

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. Trinity has recruited 73 additional employees (Academic/ Research 38 and Professional Admin 35) and some occasional employees to support this activity.

In May 2021, Trinity initiated the [Electronic Reporting of Leave or eLeave](#) project, which has been rolled out to over 500 people by end of 2022, with a further 500 to join by end of January 2023, with continued roll out across 2023. This has moved leave requests from multiple storage points across the University to one central place, allowing easy access and communication between employees and managers on requesting and approving all types of leave. By requesting and recording leave in this way it has helped (i) to reduce the risk of errors that may occur in using a manual process, (ii) allowed Trinity to run up-to-date reports on the various leave types which will show accurate and meaningful information to users and (iii) helps 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 Policy. The [Role Grading Project](#) had 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 was completed in 2021 and Role Grading commenced on a one-year pilot basis in March 2022. Within the first nine months of implementation, the Role Grading Committee has reviewed 67 submissions. The policy and process will be reviewed twelve months after implementation.

2.4 Teaching, Learning and Assessment

In 2022, Academic Practice launched a [Spotlight Series](#): a series of events focused on a specific theme of strategic importance to Trinity. These provide opportunities for academic staff to discuss, connect, and share expertise and perspectives on key topics relating to teaching, learning and assessment, supporting the development of communities of practice across the disciplines. The first series focused on Digital Assessment with contributions from academic staff across the Faculties. Academic Practice was also awarded funding by the National Forum to host a number of national events with contributions from international experts. These included: (a) Practices in the Disciplines: Opportunities & Challenges of Digital Education (b) ePortfolios for Experiential learning (c) Digital Futures in HE: Practice & Policy (d) Designing Learning Outcomes for Labs.

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 are fostered both through the embedding of inclusivity principles into all curricula, and through the [Trinity-INC Student Partner Programme](#). In 2021/22, the [INC project Advisory Board](#) met twice and a [School Champions Programme Pilot Scheme](#) was initiated. Following on from a [summer workshop series](#) in 2021, the [Trinity-INC Student Partner Committee](#) was formed comprising 20+ Trinity students. The role of the Committee is to work with the Trinity-INC team to raise awareness of experiences of inclusion and exclusion within curricula at Trinity, and inform the direction of Trinity-INC project, including training for teaching and learning staff.

2.5 Supports and Resources for Learners

The Library has partnered in a major research and refurbishment project with the Disability Service, the Discipline for Occupational Therapy and the Students' Union to create environments across Trinity that allow students and staff with different sensory preferences to flourish. The project was informed by the results from user experience research carried out by the Library with students with intellectual disabilities, and was supplemented by a sensory audit of Library buildings undertaken with the Disability Service and the discipline of Occupational Therapy. The [TCD Sense – Trinity](#)

[Sensory Processing Project](#) saw a wide range of spaces (11 in total across the Berkeley, Lecky, Ussher, Hamilton and John Stearne Medical libraries) identified for refurbishment, including quiet individual study rooms, shared quiet study spaces, open spaces, transition zones near entrances and dedicated sensory rooms with soft furnishings, plants and adjustable lighting. The [TCD Sense](#) website provides information for students on sensory spaces across College and sensory resources.

In 2021, Trinity Sport Centre achieved the highest standard in the National Quality Standards for the eighth consecutive year and was awarded outstanding facility at the [National Quality Standard Awards](#) by the industry body, Ireland Active. The Trinity Sport-led project '[Mind, Body, Boost](#)' was officially launched across seven European Institutions in January 2022 via an online event. Mind, Body, Boost is an evidence-based intervention project, devised to support young people in managing their mental and physical health. The project is co-funded by the European Commission under the Erasmus+ Sport programme 'to encourage social inclusion and equal opportunities in sport'.

The Careers Service continued the "Talk to us on Tuesdays" series in 2021/22, 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. The [Trinity Summer Internship Programme](#), led by the Trinity Careers Service, was launched in Summer 2022 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.

In November 2022, the Trinity Health Service relocated to Printing House Square, a key capital project. The purpose-built facility also houses a disability centre, sporting facilities and accommodation for 249 students.

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

[In 2021/22](#), a new Research Ethics Application Management System (REAMS) to receive, triage, and store ethics applications was launched. From January 2023, all applications from staff researchers or PhD students should be made through REAMS and from September 2023, all applications including those from taught and research masters students, and undergraduate students should be made through the system. The Research Proposal and Awards Management System (RPAMS) tracks proposals and awards. An IT project (RPAMS II) seeking to improve functionality in RPAM to provide for better data quality, provision of suite of reports, improved performance and data interfaces with RSS and Finance systems was completed in 2021/22. A [new version](#) of Trinity's [Research Support System \(RSS\)](#) was launched in October 2022.

A new Data Analytics and Strategic Initiatives (DAaSI) Unit, based in the Office of the Vice-Provost/Chief Academic Officer, was established in 2021/22. One of the key responsibilities of this unit will be to monitor the implementation of the College's 5-year Strategic Plan 2020 - 2025 as well as to present regular updates to the College community on progression of goals. This will involve

ongoing interactions with key stakeholders in the university and enhancing communication channels between and within units College wide. Additionally, a Data Information Group was established in December 2022 to assist with the development of a Data Management Strategy and an approach to data that will value it as a strategic asset.

The report on the National Student Survey.ie 2021/22 was considered by the Quality Committee in October 2022 and by Council in January 2023. Trinity attained its highest student participation rate (35%) since the initiation of the survey, up from 33% in 2020/21. Schools were provided with customised School and programme-specific reports to inform local initiatives and reporting in the Annual Faculty Quality Reports.

2.7 Public Information and Communication

The [Trinity Annual Report 2020/21](#) was approved by Board in June 2022.

In 2021, Trinity launched the [Virtual Trinity Library](#), an ambitious programme to catalogue, conserve and digitise the Library's vast unique and distinct collections across nine key themes, and make them available to a local and global audience. A centrepiece to the project is the Carnegie Corporation of New York-funded conservation and digitisation of twenty-five medieval manuscripts (including the internationally acclaimed Winchcombe Psalter and The Life of St Alban by Matthew Paris). These digitised manuscripts are used for teaching and learning as part of M. Phil in Medieval Studies. They are also used for related research and outreach activities such as European Researchers Night, where they were part of a successful online transcribathon. The importance of Virtual Trinity Library for teaching, learning and research has been especially reinforced by the pandemic, which accelerated the digital transformation of the University and the Library.

A project to build a new web presence, based on a Content Management System, was initiated in 2021/22. The aim of the Web Transformation Project is to eliminate risk to the website and deliver a robust, scalable and easy-to-use Content Management System (CMS) for the university. This in turn will improve and enhance the Trinity website with regard to security and compliance. It will ensure brand consistency through the use of consistent web templates and provide all college web authors with quick and easy publishing. It will also enable website functionality such as data capture, repurposing content and personalisation that is vital in supporting Trinity's key objectives for student recruitment, research and rankings. The new WebCMS is now in use with the Courses webpages and a number of Schools have already migrated. The planned completion date is March 2023.

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.

Trinity interacts with a range of Professional & Statutory Accreditation Bodies (refer the [Masterlist of Accredited 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 collaborated with the Quality Agencies from each of partner jurisdictions on an approval process for the 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.

University Council approved a review of the External Examiner Policy and supporting practice and processes. A working group was established in January 2023 to consider revisions to the attendance requirements of the Policy informed by the Covid-19 experience of virtual courts of examiners process, remuneration of External Examiners, and system support to the External Examiner process.

2.9 Self-evaluation, Monitoring and Review

Trinity conducted an extensive self-evaluation exercise in 2021 in preparation for its Institutional Quality Review in March 2022. An Institutional Self-Evaluation Team (ISET) was established 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 in 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. 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. An invitation to submit Case Studies in Quality as evidence of local engagement with quality initiatives and projects was extended by the Quality Office to the College Community and a two-page template for the Case Studies was developed. Thirty-five [Case Studies in Quality](#) were published and submitted to the reviewers along with the ISER and an [Institutional Profile](#) of Trinity. A schedule of meetings for the site visit was developed to address the issues outlined in the ISER and included a wide variety of representative internal and external stakeholders (227 participants in total engaged in the review). The review was conducted remotely and the report arising from the review was published in November 2022. An implementation plan will be developed following a period of consultation and review with key stakeholders.

2.10 Quality Assurance of Research Activities and Programmes:

2.10.1 Research Activities:

Revisions to the Policy on Good Research Practice were 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 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. A draft report, received in September 2021, 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, with the input of key stakeholders from academic and administrative staff, continues to work through the implementation of the key recommendations.

On the 30th of September 2022, the Office of the Dean of Research coordinated [START: Start Talking About Research Today](#) as part of the European Commission's European Researchers' Night. This is an annual public engagement event funded by a competitive Horizon Europe grant. Trinity coordinates the only active European Researchers' Night grant in Ireland at the moment, in partnership with the ADAPT research centre, Royal College of Surgeons in Ireland, and Qualia Analytics.

Trinity's leading researchers and inventors were recognised for their innovative research and entrepreneurship at the [2022 Trinity Innovation Awards](#). 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.

During 2021/22, an Associate Dean of Research was tasked with responsibility for the area of Open Scholarship. Detailed consultation was carried out with relevant stakeholders across College to inform a submission to NORF in response to the development of the National Action Plan on Open Research. A number of working groups have been established in response to the National Action Plan. Each group will focus on a specific area to develop policies, processes, and guidance to support research activity in an open scholarship landscape.

Since the 2021 start of the new European Commission framework programme Horizon Europe, Trinity Researchers have signed contracts for 45 awards worth €21.38 million^[3] in funding from the programme. In the academic year 2021/2022, more than 270 applications for Horizon Europe funding were submitted by Trinity. This represents an increase of over 15% on the average number of applications recorded per academic year over the course of the previous framework programme, Horizon 2020.

³As per the Horizon Dashboard figures on 24/11/22 <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/horizon-dashboard>

In line with the principle to 'Foster and grow research talent' and in light of the unprecedented challenges researchers have faced since March 2020, the Dean of Research, the Associate Deans of Research, and Trinity's Research Committee announced a [Research Boost Programme](#) in September 2021. The Programme was designed to provide small amounts of funding to help researchers who have seen their work impacted by the restrictions of the last 18 months get their research back on track. The programme was open to researchers in all disciplines and at any career stage, and had a total fund of over €500,000. In total, 64 proposals – spread across all three Trinity faculties – received support from the programme.

2.10.2 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 reported the following activities:

- Delivery of 30 research impact, profile development, and capacity-building workshops;
- Proposal and profile development assistance, resulting in €9.4M [€2.9M TCD] for research and translational activities;
- Webinars for researchers, practitioners, and members of the public, attracting 10,000+ attendees;
- Six education, public engagement, and programme officer position descriptions were updated to include engaged research and impact assessment duties;
- Creation of impact case studies and other open access impact collateral aligned by Sustainable Development Goals and impact categories; and
- Nominations and application assistance, resulting in two researcher awards.

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. Trinity is committed to implementing the nine 'Sustainability Initiatives' developed for the [Green Campus Programme](#) which align with the [United Nations \(UN\) Sustainable Development Goals \(SDGs\)](#). In order to achieve its targets as a Green Campus, Trinity has established an organisational structure that encourages and

facilitates the engagement of all students, faculty and staff on sustainability initiatives. The [Green Campus Committee](#) (GCC) and the [Provost's Sustainability Advisory Group](#) cooperate to formulate and implement policy - the former ensures that all decisions represent the college community and the latter drives sustainability at senior management levels. The [Students' Union Environmental Officer](#) holds a position on the GCC and is a direct point of contact for students interested in sustainability.

Trinity has established a number of policies and strategies that encourage environmentally-preferable behaviours and drive our campus sustainability initiatives:

- [College Sustainability Policy](#)
- [Policy on Waste Management and Recycling on Campus](#)
- [Trinity Strategic Plan](#)
- [Green Flag Campus](#)
- [International Sustainable Campus Network \(ISCN\) membership](#)

Trinity publishes a [Sustainability Report](#) annually, which describes progress on achieving the goals we have set.

In 2021, Trinity was ranked 57th globally by the [Times Higher Education rankings](#) for implementation of the Sustainable Development Goals. Trinity is also ranked 5th in the world for gender equality, and 26th for Responsible Consumption and Production.

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 [UN Sustainable Development Goals](#) – *'reduce our environmental footprint'* and *'affect market change by increasing demand for fairly priced and socially responsible product'*.

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. The Pilot Masters Programme 'Master in Global Challenges for Sustainability' was launched in September 2021. The first cohort will graduate in 2023 and a Grand Finale that includes students, staff, external stakeholders are invited to the presentation of students' challenge projects at the University of Barcelona in February 2023.

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).

In March 2022, the Provost established a ‘Global Incident Response Unit’ within Trinity Global to respond to the war in Ukraine. This unit coordinates Trinity’s response to this crisis, and to future international crises. A [website](#) was established to provide information for [students](#) and [staff](#) impacted by the crisis and a Steering Committee has been convened to focus on supports for students and staff, fundraising, advocacy and sectoral issues, and community engagement. The website also provides information on the Ukraine Community Activity Register, a resource designed for the Trinity community to share projects and activities which aim to assist the challenges faced by students and scholars from Ukraine.

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 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 the new Associate 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.

In 2022, Professor Jo-Hanna Ivers, Associate Dean for Civic Engagement and Social Innovation, will lead an Action Planning process that engages Trinity College Dublin’s faculty, students, and staff – along with both internal and external stakeholders and partners. The goal of this initiative is twofold; firstly, it aims to document progress against existing civic engagement and social innovation goals and commitments housed within Trinity’s current *Strategic Plan, Research Charter, Research Excellence Strategy*, and other guiding documents. Secondly, it aims to frame a conversation with the College community on progress achieved thus far, as well as to identify opportunities, enablers, threats and barriers, that exist when attempting to embed civic engagement and social innovation at an institutional level. This preliminary assessment of progress and possibilities will feed into wider engagement – both across and beyond College – aimed at entrenching civic engagement and social innovation within future strategic plans.

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), 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. 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 2021/22, all four scholarships were awarded.

The [Trinity Civic Engagement Award for Staff](#) recognizes 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 2021/22, awards were made for Best Civic Engagement Project and Best Civic Engagement Initiative.

The 2021/22 [Dean of Students Volunteering Awards](#) took place in May 2022. 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.

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 \(TAP\)](#). A [Trinity Access Project Overview](#) was published in January 2022.

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 [National Framework for Consent in Higher Education](#) (2020).

In April 2022, the School of English, the School of Religion, Theology and Peace Studies and the School of Medicine [successfully received](#) an Athena SWAN Bronze award bringing the University's total to [17 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 which will take place late spring 2023. An active Athena SWAN Champions Network in Trinity offers information and support

via regular meetings to Schools and Units working on Athena SWAN applications. Trinity is also ranked 5th in the world for gender equality.

In December 2021, the Provost on behalf of Trinity College, signed [a letter](#) committing to the re-developed [Athena SWAN](#) Ireland charter Principles. The objective of the Athena SWAN Ireland 2021 charter framework, which was revised in 2021 following a process of national consultation, is to support higher education institutions, academic departments, and professional units in impactful and sustainable gender equality work and to build capacity for evidence-based equality work across the equality grounds enshrined in Irish legislation.

On International Women's Day 8 March 2022 the THE (Times Higher Education) UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) report, [Gender Equality: How global universities are performing](#), was launched. The report used data submitted by over 750 universities across the world relating to the United Nations' Sustainable Development Goal focusing on gender equality (SDG 5). Trinity's work on gender equality and, in particular, work related to the achievement of Trinity's Athena SWAN Awards was one of only five global case studies contained in the Report. The current Trinity Strategic Plan for 2020 to 2025 was highlighted in the case study as well as the election of the first female Provost for Trinity in 2021.

2.2 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, the Junior Dean (the College Officer responsible for student discipline), the Assistant Academic Secretary – Academic Affairs, two academic developers from Academic Practice and a SU representative.

Trinity established an Academic Integrity Working Group in February 2022 following Council approval of its Terms of Reference (CL/21-22/100.1). The Working Group is co-chaired by the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies and has met five times since its establishment. The AIWG developed a [Statement of Principles on Integrity](#) for academics, professional staff, and students *which clarifies the meaning and importance of integrity within Trinity as an academic institution and how these principles relate to its core value*. These were approved by Council in May 2022 (CL/21-22/178.1). Three pathways of activity/sub-groups were established in May 2022 based on the TOR of the Working Group.

An Academic Policies [webpage](#) details the policies and procedures that relate to plagiarism and a dedicated email address academic.integrity@tcd.ie is used for communication with stakeholders. In July 2022, the Group provided feedback on the draft national [Framework for Academic Misconduct Investigation and Case Management](#) circulated for consultation by QQI.

The Working Group circulates information from the National Academic Integrity Network to relevant stakeholders in Trinity, and Council receives regular updates from the AIWG. Information and alerts from the NAIN are also circulated to the Quality Officer via the IUA Quality Officers Group, who then distributes them internally to relevant colleagues, including IT Services for action on organisations' identified as facilitating contract cheating. Updates are also forwarded to Trinity Linked Providers – MIE and RIAM.

Staff from Trinity Teaching and Learning attended events organized as part of Ireland's National Academic Integrity Week 17-20 October 2022, which dovetailed with the QQI 10th anniversary conference. These included the launch of the Global Academic Integrity Network (GAIN) and a joint QQI and QAA joint anniversary webinar: *At the frontline of protecting Academic Integrity, what can be done at an institutional level?*

During Academic Integrity week (17-21 October 2022), a daily email was issued jointly from the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies to all academic staff providing information on, for example, current research into collusion/collaboration and links to resources such as videos and online quizzes that they could send on to their students. The aim was to raise awareness of plagiarism and the resources that are available to support staff and students in this regard.

Staff were asked to complete a short survey comprising three questions on academic misconduct (below), which they were asked to agree or dis-agree with:

1. *When I am (re-)designing an assessment, I consider how easy it will be to complete it by cheating?*
2. *I'm confident that I have detected most instances of academic misconduct by students in my modules?*
3. *Penalties for academic misconduct should include the levying of fines to deter repeat offences?*

They were also invited to provide anonymous feedback (as open comments) on their experience of/opinions on academic misconduct and plagiarism. The results of the survey are currently being compiled.

- 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 students 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 **Student Counselling Service** publishes a [Study Guide](#) for international students which includes a chapter on Plagiarism and Referencing.
- The Library provides [learning resources](#) and online [tutorials](#) for students on academic integrity. Regular on-line and in-person classes on 'Understanding Plagiarism and the Art of Referencing' are delivered as part of The Library [HITS](#) (*Helpful Information for Trinity Students*) programme. The webpages also contain materials and advice on [citation styles](#) which are used to reference properly. Course handbooks may also contain specific examples of referencing conventions in particular discipline.
- 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 addition, students have the option of completing the full [Epigeum training](#) module, a requirement of some funding agencies, including SFI.
- Trinity's Induction Programme available to all students domestic and international, makes specific reference to Academic Integrity.

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 '[Enhancing Assessment Integrity in open-book Assessment](#)' and the 'Handbook on Open-Book Assessment.'

All Schools are required to use the anti-plagiarism Turnitin software, which is integrated into Trinity's Virtual Learning Environment, Blackboard. 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.

Students who have difficulty understanding what academic misconduct is and how to avoid it are directed to their College tutor, Course Director, supervisor, or to the supports provided by [Student Learning Development](#).

Trinity's [School Review Procedures](#) were updated in November 2021 to include a new section (on pg 13) requiring Schools to comment on:

- How the School addresses plagiarism/academic integrity.
- What measures the School has in place to identify and address contract cheating/essay mills.
- Whether the School complies with the College Policy on the use of Turnitin in Blackboard.
- Whether the School refers students to the Trinity Plagiarism Policy or College Calendar regulation with respect to Plagiarism/academic misconduct.
- Whether the School handbooks contain Trinity's specified section on plagiarism and if students are required to complete a signed declaration to be submitted with all assessed coursework, declaring that they have completed the online tutorial and that the assignment/coursework submitted by them is their own work.
- Whether the School has implemented 'proctoring software' or alternate processes for online assessment /exams.

Schools are asked to refer to the National Academic Integrity Network Guidelines and Lexicon.

The [Programme Review Procedures](#) include a section which requires programme management to outline whether actions taken when plagiarism or breaches of academic integrity are detected are in accordance with Trinity's Plagiarism Policy and/or the Policy on Good Research Practice.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	Institutional Review	Develop an Implementation Plan for the Institutional Review
2	External Examiners	A project to review and update the External Examiner Policy, the External Examiner Terms and Conditions, EE Remuneration and System Supports for the external examiner process will be implemented in 2022/23.
3	Institutional Review of Linked Providers	An institutional review of MIE and RIAM to assess the implementation of their quality assurance policies and procedures will be conducted in Michaelmas and Hilary Terms 2023/24.
5	Postgraduate Renewal Programme	Continue to progress the Postgraduate Renewal Programme and, specifically, implement Horizon 1 which involves addressing some of the key priorities for development that the Trinity community identified during the consultation stage with regard to clarifying and simplifying the core activities that support postgraduate education.
6	Data Management Strategy	DAaSI – Data Analysis and Strategic Initiative Unit established a Data Information Group in December 2022 that will progress the development of a Data Management Strategy in 2023.
7	International Education Mark	Continue to engage with QQI and the IUA on the HE Code of Practice and Policy for Authorisation to use the IEM. Gain approval for a Policy on English Language Teaching prior to the launch of the IEM. Engage in the application process
8	Blended and Online QA Guidelines	Engage in the consultation process for the revised Blended and Online QA Guidelines and when published, integrate into Trinity Quality Review Procedures.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Careers Advisory Service	6-8 December 2023	
Academic Affairs	31 January – 2 February 2023	
Quality Office	21 – 23 February 2023	
Thematic Review of Mental Health Services	28 – 30 March 2023	

3.2.2 Reviews planned beyond Next Reporting Period

The schedule of reviews to 2026/27 can be found [here](#).

4.0 Additional Themes and Case Studies

Case Study

Title: Introducing a Supervisor–Research Student Agreement at Trinity College Dublin**Initiation:**

The College's Strategic Plan 2020-25 identified renewal of graduate education as a key strategic focus over the coming years. The Postgraduate Renewal Programme was established in 2021/22 to deliver the ambition of the College Strategic Plan to fundamentally renew postgraduate education in Trinity. Goal 2.3 of the Strategic Plan sets out to fundamentally re-evaluate the student experience for both postgraduate taught and postgraduate research students and ensure that their bespoke needs are met.

Following College-wide consultation (October 2021 - April 2022), University Council approved, in May 2022, a phased approach to the Project over three 'Horizons' and [six work programmes](#).

Horizon 1 (May 2022 – May 2023) involves addressing some of the priorities for development that the community identified during the Consultation Survey. One of the priorities identified within Work Package #2 (Research) was the development of a draft Supervisor–Research Student agreement for the University to consider introducing.

Development:

To ensure that the proposed agreement fits the needs of the College community and positions Trinity at the forefront of international best practice, Work Package #2 undertook a robust analysis including:

- The findings from the College-wide Postgraduate Renewal Programme's Consultation Survey conducted in 2021.
- Benchmarking nationally and internationally to identify best practice.
- Further consultation with relevant stakeholders across College.

The draft agreement has been designed to facilitate establishing an effective partnership between a supervisor and a research student from the start of the relationship, and it is recommended that it is completed jointly by both. The

agreement outlines the roles and responsibilities of postgraduate research students and their supervisor(s) and acts as a prompt for discussions between the student and supervisor(s) on setting expectations about the supervisory relationship. It is based on relevant University policies and should be revisited at the beginning of each academic year.

The responsibilities of the student and supervisor(s) are divided into four sections: Academic Development; Managing our Relationship; Professional Development; and Supporting Wellbeing & Health. A Record of Agreement clarifies the expectations about the format and frequency of supervisory meetings, agreed modules the student is expected to take in partial fulfilment of the ETCS requirement, proposed timing of annual reviews, and opportunities and expectations regarding teaching and learning supports. The Agreement may be adapted, if required, to suit the requirements of the research project, student and supervisor(s).

Implementation:

The proposed introduction of a Supervisor – Research Student Agreement was approved by University Council on 8th February 2023 for introduction on a pilot basis in the academic year 2023-24. It will be used by volunteer students and supervisors from all Schools, so that it can be evaluated and, if needed, improved prior to wider implementation.

Supporting Policies and Procedures: [Postgraduate Research Supervision Policy](#). [Remote Supervision of Postgraduate \(Doctoral\) Students](#).

Communication to Stakeholders:

The development of the agreement was preceded by a wide-scale engagement with members of the College community, through surveys, focus groups, and/or

interviews. Feedback on the agreement was sought from the stakeholders across all six Work Packages of the Renewal Programme and consultation with representatives of the doctoral student community also took place. The proposed agreement and the plan for its implementation was discussed by the Graduate Studies Committee, which includes the Directors of Teaching and Learning (Postgraduate) across the 24 Schools.

Benefits of the Project:

1. Clearly define the roles and responsibilities of both parties in the supervisory relationship.
2. Set expectations of doctoral researchers and supervisors at the beginning of the supervisory relationship.
3. Ensure transparency and accountability throughout the different stages of student journey.

Evaluation and Impact:

Feedback from the pilot participants (students and supervisors) on the use of the agreement will be captured and recorded on a feedback form. Additionally, focus groups will take place in December 2023 and May 2024 to gather feedback, and to review and improve the agreement where required.

It is anticipated that the introduction of the agreement will help support a transformative student experience and facilitate better communication between research students and their supervisors, ensuring that their bespoke needs are met.

Conclusion:

The development of the Supervisor – Research Student agreement has been welcomed across the community, with equal support and enthusiasm for it from postgraduate researchers, academics and student support services staff. We look forward to evaluating its impact upon the pilot implementation.

Postgraduate Renewal Programme

Approval of the Supervisor – Research Student Agreement

