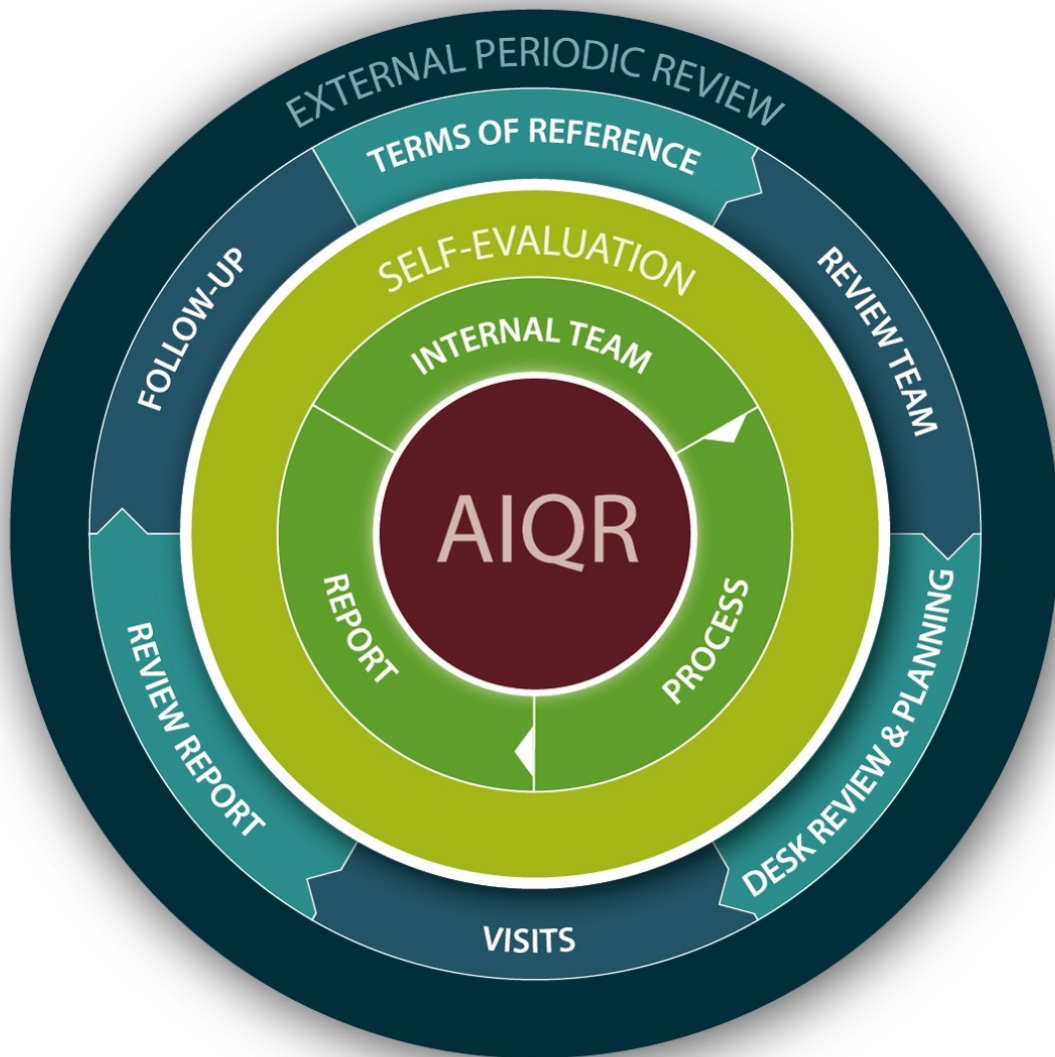# Trinity College Dublin

## Annual Institutional Quality Assurance Report 2019

Based on the reporting period 1 September 2017 – 31 August 2018

The Cyclical Review Process

# Part 1

# Overview of internal QA governance, policies and procedures

## Overarching institution-level approach and policy for QA (ESG 1.1)

**1. Overarching Institution Quality Policy**
A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

Trinity College Dublin, the University of Dublin *Strategic Plan (2014-2019)* is entering the final year of its term. Planning for a new Strategic Plan (2019-2024) will commence in 2018/19.

In December 2018, Trinity approved an overarching institution Quality Policy Statement that articulates the governance of quality in Trinity and locates quality as central to Trinity's strategies to advance our academic mission; our participation in national and international for a in higher education, our engagement in partnerships and collaborations and in quality review, professional accreditation, research evaluation, and award processes.

Key strategies that link the strategic management of the institution to enable quality include:

1. Trinity's first ever Trinity Estates Strategy (launched) in November 2018) aims to meet the needs of Trinity's future needs as a university campus, and act as a core enabler of Trinity's success in teaching research and the student experience. This includes an ambitious vision for the Grand Canal Innovation District (formerly Trinity Technology Enterprise Campus), which was launched in July 2018 by the Taoiseach Dr. Leo Varadkar TD. In October 2018, Trinity also announced receipt of European Investment Bank funding of €100 Million to support four capital projects:
   - E3-Engineering, Energy and Emerging Technologies Initiative;
   - New student accommodation at Trinity Hall (Dartry);
   - Expansion of the School of Law
   - Refurbishment of the Arts Block.

Projects expected to be completed in September 2019 include the new Trinity Business School which will house a 600 seat theatre, the largest capacity in Trinity; and the Printing House Square development on Pearce St., which will provide 248 student residential rooms; a new Health Centre, a new Disability Centre, and Sports Facilities.

2.  Following on from the mid-term review of the Global Relations Strategy II, last academic year, a revised Global Relation Strategy III (GRS3) and supporting implementation plan was approved by College Board in December 2018. Key features of the GRS3 Strategy 2019-/20-2023/24) include:

    - An increase in student numbers overall including increases in EU and Non-EU student numbers;
    - An increase in the number of students engaging in outward mobility;
    - An expansion in current partnership activity;
    - The appointment of School Directors of Global Relations.

3.  2017/18 saw the completion of Phase 3: Planning for Implementation of the Trinity Education Project (TEP- review of the undergraduate curriculum). A report on the achievements of TEP Phase 3 was considered by University Council in September 2018. TEP key achievements for the 2017/18 academic year include:

    - a new TEP governance structure to oversee Phase 4: Implementation and Mainstreaming;
    - the restructuring of the undergraduate science programme in readiness for the first intake of students in September 2018/19 into four new streams:
        o  Biological and Biomedical Science;
        o  Chemical Sciences (Chemistry , Medicinal Chemistry and Nanoscience);
        o  Geography and Geoscience
        o  Physical Sciences (Physics, Physics with Astrophysics and Nanoscience)
    - A new set of Trinity Electives (13 to date) were approved by University Council in June 2018, with more Trinity Electives to go forward for approval in 2018/19. Trinity Electives align to Trinity's research themes or key societal challenges and aim to add breadth to the curriculum.

4.  Other governance related events of note include:
    - the appointment of a Chief Risk Officer in July 2018, who is charged with the design of an Enterprise Risk Management Framework and associated work programme for Trinity.
    - the appointment of a Data Protection Officer to guide the implementation of a programme of work on the European General Data Protection Regulation (25 May 2018).
    - the establishment of a Public Sector Equality and Human Rights Duty subcommittee of the Equality Committee, as required of all public sector bodies under the Irish Human Rights and Equality Commission Act 2014.

5.  In the period since the last AIQR, the following policies and procedures have been added to the Academic Policies and Procedures webpage:
    - A revised policy for the Approval of Linked Provider Quality Assurance Procedures (June 2018).
    - A revised External Examiner Policy (April 2018)
    - A revised Student Partnership Policy (November 2018)
    - A new procedure on the transfer to External Examiners of students' assessed work (in response to GDPR) (October 2018)
    - A new Reasonable Accommodations Policy and Revised Code of Practice for Students with Disabilities (March 2018)
    - A new Programme Handbook Policy (June 2018)
    - A new College Quality Policy Statement (December 2018)
    - A new Fitness to Study Policy (December 2018)

## 2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

Access to information on Trinity committee structures is available through the Trinity Home Page, including, interalia, the Terms of Reference (ToR), committee membership and papers. The Quality Committee is a compliance committee of the University Council and College Board. The Terms of Reference (ToR) and membership of the Quality Committee were reviewed in 2017/18 and approved by College Board in November 2018.

The Framework for Quality graphic provides an overview of the institution level quality fora and was updated in October 2018.

In terms of academic quality and standards, the University Council is the key decision- making body. Academic committees of Council are the Undergraduate Studies Committee (USC), Graduate Studies Committee (GSC) and the International Committee (IC). The Associated College Degree Committees (ACDC), or equivalent management committee for Linked Providers, report into the USC and/or GSC on academic matters. The ToR for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI *Core Statutory Quality Assurance Guidelines* and were approved by University Council in 2016/17.

The Research Committee is the committee responsible for the development of policy in relation to institutional research. 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 Student Life Committee is led by the Dean of Students and student representatives and all the Heads of Student Services that support the student life experience are members of this committee. The Student Life Committee has established a working group on the Postgraduate Student Experience lead by the Postgraduate Student Support Officer.

## Confirmation of QA Policy and Procedures

**1. Programme Design and Approval (ESG 1.2)**
Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

Trinity's policy on New Programme Design and Approval (December 2016) is supported by procedures and templates for the development and approval of new undergraduate programmes, updated in 2016/17 to align with the requirements of the Trinity Education Project and available on the Trinity Teaching & Learning website; procedures and templates for postgraduate programmes, including validated programmes, is available on the Graduate Studies website. Academics are assisted in the development of new course proposals by staff in Trinity Teaching & Learning on quality assurance matters relating to Assessment, Learning Outcomes, the European Credit Transfer and Accumulation System (ECTS) and the National Framework of Qualifications.

New Programme Proposals are required to go through School and Faculty level approval processes, including a financial viability review by the Faculty Dean, prior to consideration and approval by the Undergraduate Studies Committee (USC) or Graduate Studies Committee (GSC), as appropriate. All new programme proposals are subject to external review prior to formal and final approval by the University Council.

The Undergraduate programme proposal process map (July 2017) details the level of internal and external consultation involved in the programme design and approval process, the engagement by different units across the University and the link to the Interim International Register, Department of Justice & Equality.

Enhancements to the Programme Design and Approval process in 2016/17 include the development of a mapping tool to enable mapping of graduate attributes across subjects and programmes by the TEP Project. This will inform future enhancement to the programme design and approval templates. A timeframe of three weeks for the set –up of new courses in College systems was also agreed and implemented.

Programme proposals by Trinity's Linked Providers are reviewed by the Associated College Degree Committee (ACDC), or the equivalent Management Committee, prior to consideration by USC and GSC. Proposals are reviewed externally prior to submission to the University Council.

Policies on Dual and Joint Awards and on Non-EU Collaborative and Transnational Education Partnerships provide further information and guidance to staff on the development of academic programmes with other institutions nationally and internationally. In January 2017, the Global Relations Partnership Team in association with Trinity Teaching and Learning published an online resource Partnership Toolkit to assist academics conduct the necessary due diligence and navigate the approval process for new collaborative and transnational programmes.

A policy on Programme Suspension and Cessation was approved in March 2017 and is published on the Academic Policies webpage on the Trinity Teaching & Learning website.

All new programme proposals approved by the University Council can be accessed via a quicklink on the Trinity Teaching & Learning website. Approved in 2017/18 was a new undergraduate programme BA (Mod) in Religion that arose from the Quality Review of the School of Religion (previously the Confederal School of Religions, Theology and Peace Studies). The new Single Subject programme (single entry, three specialisations) replaced the School's two Single Honours programmes -- in "World Religions and Theology", and "Catholic Theological Studies.

In the postgraduate space, University Council (May 2018) approved the, POLYTHEA Framework for the Joint Doctoral Project under Horizon 2020. Four students entered Trinity in September 2018 under the framework which will lead to a joint award in Doctor in Philosophia (Conjunctim).

2017/18 was the pilot year for the Undergraduate Certificate in Innovation and Entrepreneurship with 12 students participating. 60 students enrolled on the programme in 2018/19.

**2. Programme Delivery and Assessment (ESG 1.3)**
Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

Trinity's procedure for quality review of programmes was introduced in 2014 and was reviewed in June 2018. To date, 38 programmes have been reviewed through the Trinity programme review process (Science (TR071) - 16 moderatorships; BESS-10 moderatorships; M.Theology- I PGT Award; Law-11 awards; Innovation Academy 1 PGT Award).

The quality of programme delivery and assessment is also supported by:

- the External Examiner Policy (April 2018) and supporting quality assurance processes for UG and PG;
- progression and retention statistics for new entrants at programme, School and Faculty level that are collated in the Senior Lecturer's Annual Report and linked to an institutional target of undergraduate transition from first year to second year of 90% by 2019;
- reporting on the Irish Survey of Student Engagement (ISSE) Survey and the ISSE Postgraduate Research Pilot at Institutional, Faculty, School and programme level;
- outcomes from student evaluation of undergraduate modules and postgraduate taught programmes are reported in Annual Faculty Quality Review Report;
- the Dean of Graduate Studies also publishes an Annual Report which provides an overall assessment on taught courses and research degrees;
- participation in and reports from professional and statutory accreditation bodies or other quality award programmes.

At the time of report (December 2018), the Quality Office has revised all quality review procedures to reflect the Core Statutory Quality Assurance Guidelines (April 2016); the revised ESG (May 2015), the Research Degree Programme Guidelines and the Trinity Gender Action Plan. The revised School and Programme Quality Review Procedures were submitted to Quality Committee in 2017/18 and incorporate a checklist addressing the quality assurance of off-campus learning (Core Statutory QA Guidelines 5.4 c).

**3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)**
Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

In 2017/18 there were 1,361 enrolled in Doctoral-level Research Degree Programme (NFQ –Level 10) and 69 students on Masters-level Research Degree Programmes (NFQ- Level 9).

Highlights in Research Quality in 2017/18 include enhancements to requirements for progression in Postgraduate Research (Structured PhD) programmes that seeks to ensure that students will only be able to register for the 2018/19 academic year upon receipt by Academic Registry of evidence from Schools that students have successfully completed the relevant stage of the structured PhD in the previous year. As a result of this change registration for the second and fourth year of the PhD (or the second year of a research masters), would be conditional on submission of a successful first/third year progress report, and registration for third year of the PhD would be conditional on the student having successfully passed the confirmation process.

The Office of the Dean of Graduate Studies published a new Postgraduate Research Student Handbook in October 2018 that responds to student requests for greater clarity on the requirements for the Structured Ph.D. Programme and information on generic modules available to students as part of the programme. Of note is that all incoming students from September 2018 onwards are required to take the 5 ECTS module in 'Research Integrity and Impact in an Open Scholarship Era'.

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

- Remote Supervision of Postgraduate (Doctoral) Students Policy (July 2016)
- Postgraduate Research Supervision Policy (June 2017).

In response to the introduction of the European General Data Protection Regulation (GDPR) in May 2018, the Procedure for the transfer to external examiners of students assessed work was extended to address consent by students that their Ph.D. thesis be retained by an examiner beyond the examination period and the thesis submission guidelines hosted on the Academic Registry website

were revised to  reflect the need for consent and checking that consent is provided, at the time of thesis submission.

System enhancements in 2017/18 that are expected to support the quality assurance of research quality as the volume of data increases in the system include:

- the implementation of the postgraduate research student functionality in SITS (Trinity's Student Information System);
- the design and implementation of a PGT Modularisation Pilot – facilitating the application and admission of students onto eight PGT stand-alone modules

Opportunities available to Trinity Postgraduate Research Students in 2017/18 included:

- Participation in programmes delivered through Trinity new ideas space Tangent (launched in September 2018). Tangent incorporates LaunchBox and the Blackstone Launchpad programmes for student 'start-ups and 'accelerator' programmes and provides specialist advice and education programmes such as the Joint Certificate in Innovation and Entrepreneurship to Postgraduate Research Students interested in commercialising aspects of their Research.
- Probe: Uncovering Research at Trinity College Dublin was held on 28th September 2018. Probe is a public event conducted as part of the European Researchers' Night project funded by the European Commission under the Marie Skłodowska-Curie actions. Probe provides an opportunity for student researchers and academics to showcase the quality of their research and engage the public in demonstrations of their research in practice.
- Participation in the LERU doctoral summer school in Leuven (9-13 July 2018). Trinity nominated five students to participate in this summer school and three students were selected for 2016/17 and one student was selected for the 2017/18. All costs for students participating are paid by the Office of the Dean of Graduate Studies.
- Trinity's Provost Ph.D. Awards provides 40 fully funded Ph.D. positions across a number of disciplines linking students with Principal Investigators.  2017/18 was the first year of the Awards scheme and feedback from that call was incorporated into the programme in advance of the call for 2018/19.  One hundred and seventy five applications from across the three faculties were submitted for the forty project awards for 2018/19.

Quality issues discussed at Graduate Studies Committee include in 2017/18:

- English language competency for PhD students.

- Credit rating for Masters Dissertations and flexible dissertation options across disciplines.

- Enhancements to the Postgraduate Course Approvals process.

- The QQI Draft Code of Practice for Research Degree Programmes.

**4. Student Lifecycle (ESG 1.4)**
Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

The Academic Registry (AR) is the business unit responsible the administration of the student lifecycle. The Academic Registry and the Study at Trinity webpages are a rich source of information for applicants and students –national, international, visiting and Erasmus; undergraduate, postgraduate and online. The AR website includes administrative procedures relevant to the student lifecycle including:

Admissions

Fees and Payments

Registration

Lectures & Timetables

Examination & Assessment

Graduation

Student Records

Academic Transcripts

Certification of student documentation

The website includes a range of guidance information and forms to support students 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 AR Enhancement Programme in 2015/16  saw the introduction of a range of service commitments and measures as well as re-engineered business processes to support the operations of the AR, the student lifecycle and the embedding of the Strategic Information Technology Services (SITS), the student information system. The AR Enhancement Programme report is published on the Quality Office Website and approved by Quality Committee as fulfilling the requirements of a quality review. In 2017/18 the focus within AR was the design, documentation and implementation of all the process and system changes necessary for the implementation of (i) the Trinity Education Project and (ii) compliance requirements of the European General Data Protection Regulation in May 2018.

The Academic Registry issues a KPI report on a quarterly basis for internal College-use which includes a dashboard on UG and PGT student cases; time to resolution of PG admissions; fee and help-desk queries. In 2017/18, Academic Registry produced its first Annual Report 2016/17 which includes a range of statistical data including enhancements to reporting on levels of plagiarism (Levels 1-4) by Faculty and Programme (42 in 2016/17).

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

The University Calendar is the primary source of regulations with respect to study at Trinity. Planning for the implementation of the Trinity Education Project in 2018/19 resulted in significant changes to Part 2 of the Calendar that contains the undergraduate study regulations, including new University-wide progression and award regulations approved by University Council in 2016/17. Part 3 of the Calendar contains the postgraduate study regulations pertaining to taught and research programmes. Following the introduction of a Programme Handbook Policy in June 2018 that address core content requirements for undergraduate and postgraduate taught programme handbooks, streamlining of information required for the Calender Part III is underway and expected to be implemented in 2019/20. The Office of the Dean of Graduate Studies published a new Postgraduate Research Student Handbook in November 2018 that addresses the postgraduate research student lifecycle.

The Undergraduate Studies website includes procedures with respect to Academic Progress for undergraduate students including student cases, absence from exams, off-books, non-satisfactory attendance, transfer and withdrawals. 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, withdrawals and appeals.

The Trinity Tutorial System is a key support to students in matters that relate to potential disruption to the student lifecycle. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website, which includes a FAQ page pertaining to, among other things, matters on academic progress and student academic standing. A new Fitness to Study Policy was approved in December 2018 that formalises processes used in College where concerns about students' 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 programmes of study.

A Transition to Trinity programme was launched in 2016/17 to take students from pre-arrival through their first semester in Trinity. The programme is in three phases: (i) Administration & Logistics that takes place 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. Enhancements in 2017/18 include the creation of the Twelve Week transition programme (Trinity in Twelve Weeks), delivered by peer mentors as part of their mentoring programme, the introduction of induction and transition workshops and the centralisation and restructuring of postgraduate orientation to accommodate students who enter postgraduate taught/postgraduate research programmes at intervals throughout the year i.e. September, October and March.

The Careers Advisory Service provide 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.

**5. Teaching Staff (ESG 1.5)**
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

Equality and Diversity:

Trinity is an equal opportunities employer and is committed to employment policies, procedures and practices which do not discriminate on grounds such as gender, civil status, family status, age, disability, race, religious belief, sexual orientation or membership of the travelling community. Trinity's Diversity Statement can be viewed in full on the Diversity & Inclusion webpage.

Trinity has formulated a Trinity Gender Action Plan to embed the objectives of the new Strategy of Diversity and Inclusion, the HEA Gender Equality Report and the Athena Swan Action Plan. The Director of Diversity & Inclusion and the Equality Officer are responsible for monitoring and reporting on progress against the plan to the College Board on a six-monthly interval.

Recruitment:

The University's recruitment procedures outline the procedures for the authorisation of appointments and the policy to be followed in making appointments to the staff of the University within the three Faculties and the three Administrative and Support Services Divisions. All Trinity Staff participating on Selection Committees are required to have completed the LEAD Programme on Living Equality and Diversity webpage. Staff who participate on selection panels on a regular basis are required to participate in Unconscious Bias Training.

The Academic Titles document explains each title; the criteria for appointment; the nomination, appointment and promotion procedures; the roles and responsibilities and the terms of appointment.  Sample job specifications that set out the teaching knowledge and experience required for the position are also available. All candidates for academic positions are required to have a PhD or to be near completion of a PhD. in the relevant area. In addition, a new Strategic Hires Policy was approved by College Board in February 2017.

Probation:

The probation period is an essential part of the recruitment and selection process setting a defined period of time during which the suitability of employment is assessed by the Line Manager and the employee. Academic and non-academic probation procedures are available on the HR website.

Progression and Promotion:

Promotions are conducted on an annual basis for academic staff who are advised of dates for submission by email. Information on Academic and non-academic promotion and progression is available from the HR website.

Staff Development:

Trinity has a Staff Development Policy and a dedicated Learning and Development Team who offer a calendar of Staff Development programmes. Trinity has a campus-wide licence for all academic and administrative staff for the Online training service Lynda.com. 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 courses leave and funding arrangements; Fee Remission Policy; Research, Training and Conference; Travel Leave Policy.

Trinity provides an Early Career Mentoring Programme for new/recently appointed Academics; a Momentum programme is aimed at more senior academics looking for the next stage in their academic careers. Trinity also has a mentoring programme for Administrative/Professional staff.

In 2017, the Ussher II Development Programme 2016-2021 was recognised through the:
- HR Leadership Awards - with the Resourcing Team - most effective Recruitment and Retention strategy.
- Shortlisted for the Irish Institute of Training & Development (IITD) Best Talent Development Initiative for our Ussher Development Programme.

In 2017 the Assistant Professor Development Programmes was introduced. 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.

The Trinity Centre for Gender Equality and Leadership sponsors female staff to attend the Aurora Leadership Development Programme, run by the Leadership Foundation for Higher Education UK.  Aurora is targeted at women currently up to Assistant/Associate Professor level, or professional services equivalent, who would like to develop and explore issues relating to leadership roles and responsibilities. Ten female staff were sponsored on Aurora 2017/18 by TCGEL.

> **6. Teaching and Learning (ESG 1.4, 1.5, 1.6)**
> Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

There are a number of policies on Teaching and Learning available on the Trinity Policy Homepage, they include:

- Policy on Academic Freedom
- Fitness to Practice Policy
- Safety Statement
- Dignity and Respect Policy

The Trinity Teaching & Learning webpage hosts academic policies specific to Teaching & Learning:
- Academic Awards Policy
- Admission and Transfer Policy
- Assessment and Academic Progression Policy
- External Examination Policy
- Fitness to Study
- New Programme **D**esign and Approval Policy
- Plagiarism Policy
- Postgraduate Research Supervision Policy
- Procedure for the transfer to external examiners of students assessed work
- Programme Handbook Policy
- Programme Suspension and Cessation Policy
- Quality Policy Statement
- Recognition of Prior Learning
- Remote Supervision of Postgraduate  (Doctoral) Students Policy
- Return of Course Work
- Student Partnership Policy
- Virtual Learning Environment Policy

Other relevant websites with policy and procedure content include Graduate Studies and Academic Registry websites. Policies also exist at School level and may be particular to the discipline or

programme and/or aligned to the requirements of professional and statutory accreditation body requirements, e.g. professional placements. The Undergraduate and Postgraduate Prospectus are other key sources for students and applicants, as are course handbooks which can be accessed through School and programme websites and the Global Relations Office website for international students.

In September 2018, University Council approves an Interim Report for the end of Phase 3 of the Trinity Education Project: Planning for Implementation. During 2017/18, academic staff across the University were supported to adjust to the new programme architecture, and to review their teaching, learning and assessment strategies in accordance with new module size rules and the new academic year structure. The work of TEP subgroups expanded the range of resources available in the TEP Resource Toolkit to include 'Guidelines for Embedding the Graduate Attributes' and a 'Graduate Attributes Mapping Tool' used to link the Graduate Attributes to module and programme learning outcomes; 'Guidelines for Student Workload and Assessment' and a 'Student Workload Mapping Tool'.

The Summary Report on Undergraduate Student Mobility for 2017/18 produced by Global Relations indicates that 30% of the eligible cohort of the student body avail of opportunities to undertake some of their studies at a partner institution overseas.  The report presents data on the following categories of student mobility:

- Non-EU Mobility: College-wide student exchange programme;
- Non-EU Mobility: School-level student exchanges;
- Consortia mobility; and
- Erasmus activity.

In November 2017, the Undergraduate Awards (UA) gathered 150 of the world's top undergraduate students in Dublin for the 2017 UA Global Summit in Dublin. The Undergraduate Awards is the world's largest international academic awards programme, recognising excellent research and original work across the sciences, humanities, business and creative arts. 57 students from Trinity College Dublin participated in the awards of which three were recognised as global and seven as regional winners.

Initiatives that ensure students have opportunities to participate in structured development initiatives beyond the formal curriculum have also been expanded. In 2017/18, Trinity introduced the Laidlaw Undergraduate Research and Leadership Programme. The first cohort of 18 Laidlaw Scholars participate in a 16-month scholarship period during which they conduct an independent research

project. The Trinity Employability Award continued a second year of a partnership with Intel which saw 68 students graduate from the programme. An expansion of the Trinity Employability Award in 2018/19 will see the launch of a Professional Services Pathway in partnership Deloitte, Ernst & Young, KPMG and PwC.

The Centre for Academic Practice (CAPSL) offers a credit bearing Special Purpose Certificate in Academic Practice (15 ECTS- NFQ Level 9) from which 15 staff graduated in June 2018. A new online module for Graduate Teaching Assistants funded by the National Forum for the Enhancement of Quality in Teaching and Learning was approved in 2017/18. The module can be taken for credit, as a stand-alone module, as part of the Special Purpose Certificate or as a structured PhD module. The online delivery mechanism has succeeded in attracting 75 graduate teaching assistants enrolments on the module, in 2017/18. It is expected that this will respond in part to feedback in the Trinity postgraduate research survey 2015/16 and 2016/17 and the Irish Survey of Student Engagement Pilot Survey 2017/18 which identified that one-third of graduate teaching assistants 'definitely or mostly disagreed' that they had appropriate preparation or guidance to equip them in their teaching and demonstrating role.

CAPSL leads the institutional effort to increase the digital capability of those who teach, a total of 21 eLearning events were organised for staff in 2017/18, in addition to local initiatives and seminars across seven Schools. New resources for Technologies for Teaching and Learning include Designing and Creating Video for Flipped Classrooms and resources for students and staff in relation to Blackboard, Turnitin and Online Assessments have been developed and are available on the CAPSL website.

CAPSL partners with the Dean of Graduate Studies Office, University College Dublin and from 2017/18 the Royal College of Surgeons to deliver the Research Supervisor Development Programme, a series of workshops designed for academics new to supervisor roles or experienced supervisors seeking to enhance their skills in supervision.

CAPSL also manages the Provosts Teaching Awards and supports other awards such as the Trinity Teaching Innovation Grants and the Teaching and Learning Awards. In addition to those at

institutional level, the Deans of the Faculties of Health Sciences and Engineering, Mathematics & Science offer Deans Awards for Teaching & Learning.

Trinity continued to expand its online offerings and now has seven online programmes, four continuous professional development (CPD) courses and seven MOOCS, details of which can be found on  the Online Education website.

The procedures for external review of Teaching & Learning are described in the  quality procedures for School Reviews and Programme Reviews and the External Examination Policy and process map, all of which were revised in 2017/18. A checklist to support the quality assurance of professional placements and off –campus learning was introduced as part of the review of quality procedures.

Students are engaged in formal quality review processes through surveys and focus groups that inform the self-assessment reports for quality reviews. Students at all stages of their teaching and learning experience (UG, PGT, and PGR) are invited to meet with external review teams during on-site visits. Some programmes also arrange for students to meet with the External Examiner. The revised Student Partnership Policy outlines a number of planned initiatives with respect to student participation in quality assurance of teaching and learning.

The outcomes of student evaluations in terms of issues escalation and curriculum changes are reported in the Annual Faculty Quality Reports, which can be accessed via the Quality Office website. The Return of Coursework Policy was developed in response to feedback from students through programme reviews and module and programme evaluations. Timely and effective feedback to students on submitted work continues to be an area of enhancement in Trinity as evident through the ISSE effective teaching practice index, external examiner reports and Annual Faculty Quality Reports.

The Student 2 Students - S2S and Gradlink Programme provide opportunities for current and graduate students to become involved in Teaching and Learning through peer education and/or mentoring.

**7. Resources and Support (ESG 1.5)**
Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research.  Also, links and or text relating to the quality assurance procedures for learning resources and student support.

In 2017/18 the Board-approved a new Baseline Budgeting Model (BBM).  In the model, established budgetary patterns provide the starting point for an indicative three-year budget, providing the foundation of a stable budgeting environment. It is expected that this secure foundation will allow for more effective medium and long-term strategic planning at School, Faculty and Divisional level. Oversight of the BBM model is performed by Faculty Deans, Heads of Divisions, the Vice-provost/Chief Academic Officer, Planning Group and the Finance Committee.  An enhanced new course template includes a financial 'sunset clause' to strengthen the financial planning process for new academic programmes. School Administrators are required to conduct an annual review and confirm that the course is at least meeting the minimum values in the 'Financially Sustainable Position' column of the template and report to Faculty Executive for Planning Group.

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

The Trinity Policies Homepage includes the Dignity & Respect Policy and the Student, Parent, Carer and Pregnancy Policy, which detail supports available to students. The procedure for the Review of Administrative/Service Areas is used for quality review of student service and support units. This procedure was revised in 2016/17 and published in October 2017.

The Trinity Tutorial System is a unique feature of Trinity's educational provision and unique in higher education in Ireland. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website. The Tutorial Service was reviewed in 2015/16. The working group established to review the recommendations arising from that review reported to Council in May 2017. The Trinity Access Foundation Programme (TAP) is a Trinity programme that aims to attract non-traditional student to higher education. TAP includes a range of resources and

support 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 Mature Student Office is located within the TAP and the website details specific supports to mature students, e.g. the Mature Student Resources Centre.

The Disability Service is a key support unit for students with disabilities entering Trinity. The Disability Service was reviewed in 2015. A new Reasonable Accommodations Policy was developed by the Disability Service in 2016/17 and approved by University Council in January 2018. A Fitness to Study Policy was approved by Board in October 2018 and formalises processes that hitherto had fallen under the remit to the Deans Consultative Group.

The Student Counselling Service includes the Student to Student (Peer Support Programme) and the Student Learning Development Service, which offers learning supports. The Student Counselling Service was reviewed in 2015.

The Library provides a number of learning supports and training resources to students. It includes learning resources on Avoiding Plagiarism, which was revised in 2016/17. The Library also provides resources for students with a disability including the Assistive Technology Information Centres (ATIC). The Library was reviewed in 2012.

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 are important resources and support Trinity's objective to achieve the 18% target for International Students under the Strategic Plan (Strategic Goal A1.2 Internationalisation). The Director CELT presented to the Quality Committee in October 2017 and to Graduate Studies Committee in October 2018 on programmes offered to support international students in response to issues raised in previous years Annual Faculty Quality Reports.

Additional supports to international students include those provided through the Global Relations Office, including Global Officers in nine Trinity Schools, and Student Ambassadors in the Trinity Global Room.

**8. Information Management (ESG 1.7)**
Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

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

- Trinity Policies Homepage
- IT Services
- Public Affairs and Communications
- Information Compliance
- Library and Information Policy Committee

The implementation of the EU General Data Protection Regulation (GDPR- May 2018) was a key focus of activity in 2017/18 by academic and administrative units College-wide, e.g. the Information Compliance Office, IT Services, Academic Registry. Trinity appointed a Data Protection Officer who is responsible:

- To advise the University and its staff what their responsibilities are under the GDPR and the Data Protection Acts.
- To monitor compliance with the GDPR and the Data Protection Acts and relevant policies.
- To provide training and increase awareness among staff.
- To provide guidance on the completion of Data Protection Impact Assessments.
- To co-operate and act as the contact point with the Data Protection Commission in relation to complaints, investigations, audits and consultations and any other matter relevant to the legislation.

All staff were required to complete an Online Learning Module through the Virtual Learning Environment- Blackboard.   The Quality Office led the development of a Procedure on the transfer to External Examiners of students assessed work to provide advice to Schools on the use of secure platforms to transfer student personal data to External Examiners and mitigate the risk of breach of

GDPR. A project on enhancements to the external examiner process was concluded in 2017/18 and the outcomes from the project include:

- A designated email address for all external examiner reports for undergraduate and postgraduate taught subject and programmes externreports@tcd.ie;
- A centralised secure storage folder to provide staff with secure *central* access to UG and PGT External Examiner reports and School and Programme-level data from the ISSE survey.
- A designated External Examiner website that provides information to External Examiners, information to Schools and key resources to support the External Examiner Process..

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. These include:

- Strategic Plan targets
- HEA Strategic Dialogue/HEA Compact targets
- School KPI's
- Research impact key performance indicators
- HEA Profile data
- Ranking data for QS World and QS Subject Rankings and Times Higher Education rankings.

Academic Registry is responsible for statistical reporting, including the HEA Returns and extraction of data that inform the Senior Lecturer's Annual Report and Graduate Studies Annual Report. The HEA data returns provide a reference point for key student lifecycle information across the University for a given academic year.  These reports are considered and approved by the Undergraduate Studies  Committee; Graduate Studies Committee; and University Council.
The Academic Registry issues a KPI report on a quarterly basis for internal College-use and includes a dashboard on UG and PGT student cases; time to resolution of PG admissions; fee and help-desk queries. Academic Registry issued its first Annual Report 2016/17 which was considered by University Council in January 2018.

Academic Registry and IT Services are tasked with implementing the TEP deliverables and building capability in the Student Record System (SITS) for the new Progression and Awards regulations, the new Academic Year Structure, Assessment and Curriculum requirements, e.g. Capstone Projects;

Internships etc.  In 2017/18 a major scoping exercise was conducted to inform a Business Case to implement specific TEP deliverables and the new Academic Structure in 2018/19. Enhanced reporting is expected to be available as a result of these changes in 2018/19 and 2019/20 and also from the implementation of the Research Module functionality in SITS.

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

- identification of recurrent themes arising from Quality Reviews;
- evaluation from external reviewers participating in Quality Reviews;
- self-evaluation of Quality Committee effectiveness and performance;
- analysis and dissemination of Irish Survey of Student Engagement (ISSE) and in 2017/18, the ISSE Postgraduate Research Pilot Survey;
- individual Annual Faculty Quality Reports and a consolidated report to University Council;
- listing of programmes subject to Professional & Statutory Body Accreditation;
- review of External Examiner Report recommendations;
- progression and retention data for new entrants.

The Global Relations Office (GRO) has procedures that support the analysis and dissemination of findings from the *International Student Barometer Survey* at institutional and Faculty level. In 2016/17 the GRO website was enhanced to provide centralised access to a listing of all international representatives including Education Agents and access to the Partnership toolkit, developed in collaboration with Trinity Teaching and Learning, to provide an online resource to academics in Schools on steps to developing collaborative and transnational partnerships. In 2017/18 global Relations launched a new Trinity Chinese Language Website as well as significantly developing the Weibo and WeChat channels. While Weibo and WeChat engage primarily with potential students, the website is aimed at parents who are significant influencers in their children's decision to travel abroad to study.

The Careers Service implemented the MyCareers online career management portal in 2017/18.  The portal allows for an accurate picture of careers activity to be captured, with a view to informing future strategic decisions at institutional level.

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 each School's research activity report and staff CV's that may be provided as part of the documentation for unit quality reviews.  In 2017/18 RSS was further enhanced to include community-based and civically engaged research.

**9. Self-evaluation and Monitoring (ESG 1.9)**
Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

The [Framework for Quality in Trinity](#) was revised in October 2018 and identifies the range of quality assurance activities in terms of self-evaluation and monitoring on an annual and periodic basis.

As Trinity enters its final year of the Strategic Plan 2014-2019, part of the preparation for the next phase of strategic planning will be a final evaluation of achievement the against the current strategic plan. This follows on from a mid-term review of the strategic plan undertaken in 2016/17. Other strategies that have been informed by processes of self-evaluation and monitoring include the Global Relation Strategy (GRS II was also revised in 2016/17 and GRS III will be launched in January 2019) and the Online Education Strategy.

At the highest level, the Trinity Education Project (TEP) can be viewed as a self-evaluation and monitoring process which is prompting reflection on renewal of the undergraduate curriculum, how students are assessed and examined, student entry and exit pathways and regulations that support student progression. As a result of a review of Entry Routes for Two Subject Moderatorship (TSM) and other Two -subject Honour Programmes in September 2017, entry paths into TSM were reduced from 172 separate entry routes to 62. This aligns with the strategic directions contained within the Reform of University Selection and Entry (TGRUSE) Reports.

In 2017/18, a new [Programme Handbook Policy](#) was published that aims to ensure timeliness and availability of Programme Handbooks to all students in advance of the earlier start of the academic year under the new [Academic Year Structure.](#) The development of the Handbook Policy was prompted by feedback from the International Student Barometer (ISB) Survey on accessibility to information on programmes of study for international students.

Self-evaluation efforts in 2017/18 included assistance to 49 Phase 2 (2019/20) programmes in demonstrating alignment with the TEP architecture; in 2018/19 they include mapping curricula to

the new pathways to Awards for students i.e. Majors and Minors; and mapping assessments within programmes to embed a programmatic approach to Assessment.

In 2017/18 the timeline and template used to request information from Schools to develop Annual Faculty Report was revised at the request of the three Faculty Administrators. The objective was to ensure alignment with dates where key sources of information required was available to Schools e.g. postgraduate taught external examiner reports; ISSE School and Programme Reports. Efforts to close the feedback loop to Schools and Faculties on issues raised in Annual Faculty Quality Reports  was also requested by School and Faculty Administrators and is the focus of current work by the Quality Office. A presentation to the School Administrators Forum was undertaken in November 2018 on the External Examiner Enhancement project including the new External Examiner website

The Schedule for Quality Reviews reflects the diversity of quality reviews in Trinity. In April 2018, reflecting §4 of the Sector Specific  Quality Assurance Guidelines for Designated Awarding Bodies (DABS) (July 2016, p.3), Trinity adopted an integrated process to the quality review of CRANN a Trinity Research Institute incorporating an SFI funded centre AMBER.   The review process recognised the cycle of reviews that CRANN had been subjected too and the outcomes and recommendations of those reviews as equivalent to a Quality Review that met College internal quality assurance procedures and aligned with the statutory framework.  This innovative approach was recognised by Dean of Research and University Council in June 2018.

Trinity has published a centralised listing of Accreditation Reviews, which is updated annually. The Quality Office engages with Schools undergoing Accreditation Reviews by Professional & Statutory Bodies to streamline/optimise, where possible, the documentation required in the self-assessment phase for both types of review. The Quality Officer is normally included in schedules for Accreditation visits in particular in respect to off-campus teaching and learning (Core standards 5.4)

Trinity's Global Relations Office is responsible for the International Student Barometer (ISB) survey data and disseminates institutional-wide information on outcomes from the ISB to the College Community and provides Faculty-level data to the three Trinity Faculties. GRO also presents to the Planning Group on outcomes and areas of enhancements as they impact on the Global Relation Strategy II and collaborative partnerships in the international sphere. No ISB survey was conducted in

2017/18 as the schedule for the ISB is changed to a biennial cycle. It was conducted in November 2018 and the results of it and the Education Agents Survey, also conducted by Global Relations in December 2018 will be reported in the next Annual Institutional Quality Report.

**10. Stakeholder Engagement (ESG 1.1)**
Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

As a global university, Trinity has extensive stakeholder relationships across Dublin, Ireland, Europe and internationally. The Trinity Strategic Plan 2014-2019 has a strategic goal to Engage Wider Society (Goal 7). Under this goal, Trinity has four sub- goals which identify a range of stakeholders and strategies to enhance engagement with them through various activities, initiatives or projects:

- Staff engagement in the Public Sphere (C7.1)

- Trinity Visitor Experience (C7.2)

- Relationship with the City (C7.3) and

- Neighbourhood and Community Liaison (C7.4).

Arising from commitments in the *Strategic Plan (2014-2019)*, Trinity has introduced a new position of Civic Engagement Officer, which has a specific focus on engaging the local community; formally establishing a coordinated approach to The Trinity Visitor Experience.

At the institutional level, the formal source on matters relating to the appointment and engagement of external members of the community on committees, as external examiners and in terms of the management of external relations is prescribed for in the Consolidated Statutes of Trinity College Dublin and the University of Dublin.

The Trinity Development & Alumni Office is responsible for philanthropic engagement and for alumni relations in support of the College's strategic plan, e.g. as advisors, ambassadors, mentors, employers, lecturers, etc. The relationships vary from individuals supporting College objectives (e.g. Provost Council), individuals supporting student learning (e.g. Gradlink mentor programme), and individuals supporting alumni groups (e.g. Trinity Business alumni). Trinity Schools and Trinity Research Institutes, as autonomous units, are responsible for their own stakeholder engagement specific to their disciplinary focus, e.g. The Trinity Business School has an advisory board and CRANN, one of Trinity's four TRIs, has a Scientific and an Industry Advisory Board.

Trinity Schools and programme offices are engaged in a range of outreach activities in Ireland and internationally, e.g. Open Days, Career Fairs, Transition Year programmes. The Trinity Access Programme has arrangements with eleven secondary schools in the Dublin area that support student recruitment into the TAP foundation programmes and also in terms of funded projects such as the Bridge 21 Programme. The Career Advisory Service supports the institutional effort in engaging Employers, 996 employers are registered on the MyCareers portal. 96 employers were represented at three career fairs conducted in Trinity in 2017/18.

Trinity Research & Innovation has established the Office of Corporate Partnership and Knowledge Exchange (OCPKE), which is responsible for industry engagement and commercialisation of Trinity Research. Highlights of these engagement events can be found on the News page on the Trinity Research & Innovation website.

Tangent, Trinity's Ideas space, was launched in 2017/18 and serves to build connections between Trinity and the wider entrepreneurship community and innovation ecosystem in Dublin as a place to come together to collaborate, build and innovate.

**11. Engagement with Other Bodies (ESG 1.1)**
Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

Trinity, is a Designated Awarding Body under the Universities Act 1997 and does not require validation of its programmes or awards by an external body.

The Procedure for Professional and Statutory Body Accreditation and a listing of all programmes subject to professional and statutory accreditation can be found on the Quality Office website. In 2017/18 Trinity programmes participated in the professional and statutory accreditation by CORU (Bachelor Human Nutrition & Dietetics (Joint Award with DIT) and Master in Social Work; by AOTI (Association of Occupational Therapist of Ireland (One Year Degree with Singapore Institute of Technology); by Psychology Society of Ireland (D.Clin.Psychology) by the Medical Council of Ireland (Undergraduate Medical Degree) and Institute of Physics Ireland (Undergraduate Physics Programmes). Trinity is keen to interact with professional and statutory accreditation bodies to streamline and reduce the burden of quality and accreditation review processes on those Schools that undergo dual or triple (quality, accreditation, and professional body registration) review processes.

Trinity Research & Innovation is the unit responsible for the engagement with industry and external research grant funding bodies and in relation to applications for and reporting on grants received, contract management and technology transfer and intellectual property. Related procedures can be found on the TR&I website.

Trinity is a member of the Irish Universities Association (IUA) and is active at all levels of committees hosted by the IUA. Trinity contributes at a sectoral level to responses to consultation  processes, e.g. on QQI White Papers as a member of the IUA and at an institution level. In 2017/18 Trinity provided feedback to QQI on the Code of Practice on Research Degree Programmes and on the Green Paper on Assessment. Trinity also provided feedback to the IUA to submit to an Oireachtas request on the amendments to the QQI Act 2018.

Trinity is represented on the National Forum for the Enhancement of Teaching & Learning in Higher Education and on a project with other Irish HEI's related to the Digital Capacity Roadmap.

Trinity Global Relations Office is active in advancing Trinity's Global Relations Strategy II including attendance at recruitment fairs to discuss and pursue partnerships and in welcoming international delegations to Trinity. Trinity is also active in projects under the EU Erasmus Mundus programme. In 2017/18 Trinity welcomed a delegation from Uppsala University who received presentations on the Trinity Education Project and by the Quality Office. In December 2018, Trinity received a delegation from the Chinese Academic Degrees and Graduate Education Development Centre (CDGDC) who received presentations by the Dean of Graduate Studies, Associate Dean of Research and the Quality Office.

Trinity engages with the Department of Justice and Equality in relation to the submission of Trinity programmes eligible for listing on the ILEP Register. These programmes are eligible for visa applications for international students wishing to enrol to study at Trinity. In 2016/17 and again in 2017/18, Trinity was omitted from calls to update the ILEP Registrar that resulted in students not being successful in visa applications. Trinity Academic Registry and Director of Internationalisation worked with representatives in the Department of Justice and Equality to produce a reconciled listing of Trinity programmes for the October 2018 ILEP call that was published on the web in December 2018.

Trinity academics and professional staff are active in a number of national and international forums, e.g. National Forum for the Enhancement of Teaching & Learning, the ISSE Plenary Committee, HEA fora, as external examiners for programmes of education and training in Ireland, and internationally and in professional bodies, associations or societies such as The Royal Irish Academy, Royal Society of Speech & Language Therapists etc.

**12. Provision and Use of Public Information (ESG 1.8)**
Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

The Trinity Strategic Plan 2014-2019 has a strategic goal to Engage Wider Society (Goal 7), outlined above under the Stakeholder Engagement section. Trinity as a Global University has a rich programme of conferences and seminars which attract audiences from across Dublin, Ireland and internationally.

The Public Affairs and Communications Unit is responsible for the Trinity homepage, institutional level social media channels, events calendar and digital screens across the University, through which news and details of many events are advertised, in addition to key publications such as the annual report and Provost's Review. The Academic Registry and Global Relations Office share responsibility for the Study at Trinity webpage, the main portal for information for public access to information on Trinity programmes and services.

Responsibility for the provision and use of public information is devolved across academic and administrative units across the University. Each School and administrative support unit is responsible for maintaining information on their local webpage with training provided through the Staff Development Programme and support through the Communications Office and Disability Service on policies relating to accessible information.

Trinity's Public Affairs and Communications Strategy was approved in 2017/18 and is being implemented. It includes a stronger focus on internal communications, social media activity and increasing international media coverage.  Key policies that govern the provision and use of public information can be assessed through the links under Information Management above.

In terms of quality assurance of education, training, research and related activities, the Quality Office, in accordance with policy, publishes quality review reports and Annual Faculty Quality Reports on the Quality Office website. In 2016/17 Trinity also published the ISSE Report and Postgraduate Research Survey Reports.  All Irish HEI's facilitated the publication for the first time of the outcomes of the ISSE institutional data on the National Student Survey website www.studentsurvey.ie

To facilitate Trinity's international recruitment the list of Trinity programmes eligible for inclusion on the ILEP Register is published on the Department of Justice and Equality (INIS website). Also in 2017/18 global Relations launched a new Trinity Chinese Language Website as well as significantly developing the Weibo and WeChat channels. While Weibo and WeChat engage primarily with potential students, the website is aimed at parents who are significant influencers in their children's decision to travel abroad to study.

**13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)**
Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

The policies in respect of Linked Providers established following the release of the *QQI Core Statutory Quality Assurance Guidelines* in May 2016 and the *Sector specific quality assurance guidelines for Designated Awarding Bodies in July 2016* were revised in 2017/18 and approved by College Board prior to publication on the Trinity Teaching & Learning, Academic Policies and Procedures webpage:

- Approval of Linked Providers Quality Assurance Procedures
- Linked Provider Appeals Procedure

In 2016/17 Trinity confirmed that it has two Linked Providers: Royal Irish Academy of Music and Marino Institution of Education.  The Linked Providers have agreed a timeframe to submit their quality assurance procedures for approval in January –February 2019.

The status of the Church of Ireland Theological Institute has being confirmed as a collaborative partner and not as a Linked Provider. This has been communicated to QQI.

Trinity continues to validate the sophister years of the Bachelor of Education Degree currently delivered by Dublin City University (and previously Church of Ireland College of Education). A new accreditation agreement was signed in August 2017 to reflect the new arrangements between the Church of Ireland Teacher Education Designated Activity Company (Teacher Education DAC), DCU and Trinity.   A new governance structure for the Legacy B.Ed. Programme was established and Terms of Reference agreed. The committee met twice in 2017/18 and this arrangement will discontinue in 2019/20.

**14. DA Procedures for use of QQI Award Standards (IoTs only)**
Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

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**15. Collaborative Provision (ESG 1.1)**
Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

Trinity has approved policies on Non-EU Collaborative & Transnational Education Partnerships and Dual and Joint Awards that aim to provide guidance to staff interested in establishing arrangements for education partnership with other Higher Education Institutions. In 2017, the Global Relations Office in collaboration with Trinity Teaching and Learning established a Partnerships Toolkit to assist staff in developing collaborative partnerships. The Toolkit also provides staff access to a search engine that enables a search by region, by university and by type of partnership.

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

In 2017/18 the University Council approved the termination of a collaborative agreement with a provider that had been in existence since 2005, due to poor progression rates for students entering Trinity programmes.

In terms of collaborations at the national level, Trinity has an agreed framework approved by University Council in September 2014 for collaborative taught programmes with University College Dublin (UCD). In November 2016, University Council approved a framework for collaboration on the SPHeRE Programme (Structured Population and Health-services Research Education) with the Royal College of Surgeons (RCSI) and University College Cork. Trinity collaborated with the National Dental Nursing Training Programme (NDNTP) with the Dental Council of Ireland and Dublin and Cork Dental Hospitals; with UCD on the Structured PhD Programme and with Church of Ireland Theological Institute on the Masters in Theology Programme (which underwent Quality Review in 2015).

Trinity is engaged in a number of funded projects with other education partners nationally and internationally, e.g. Tempus and ERASMUS programmes. Trinity Research webpages contain a list of collaborations with research partners and industry, nationally and internationally.

**16. Additional Notes**
Any additional notes can be entered here.

Quality Assurance Agencies in the next section refers to

1. QQI

2. QAA UK for the Taught Masters Programme in Conflict & Reconciliation, delivered in Belfast.

3. Ministry of Education Singapore – Quality Assurance Framework for Universities (QAFU) for Joint Degree Programmes with Singapore Institute of Technology.

> **17. Internal Review Schedule**
> The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

| Year | 2016/17 |
|---|---|
| Areas/Units | 1. School of Pharmacy & Pharmaceutical Sciences (6-8 December 2016)<br>2. Law Programme Review (24-26 January 2017)<br>3. School of Dental Science (21-23 February 2017)<br>4. School of History & Humanities (13-15 March 2017)<br>5. Confederal School of Religions, Peace Studies & Theology (27-29 March 2017)<br>6. The Long Room Hub (12-14 June 2017) |
| Number | 6 completed |
| Link(s) to Publications | Quality Office webpage |

| Year | 2017/18 |
|---|---|
| Areas/Units | 1. Entry route to Two Subject Moderatorship and other Two-subject combination programmes (13-14 September 2017)<br>4. Joint Cert in Innovation &Entrepreneurship  (3-4 October 2017)<br>5. Estates and Facilities (20 – 22 February 2018)<br>4. School of Nursing & Midwifery (12-14 March 2018)<br>5. CRANN – Trinity Research Institute (tbc)<br><br>School and Programme reviews to be agreed subject to Trinity Education Project. |
| Number | 5 |
| Link(s) to Publications | Quality Office webpage |

| Year | 2018/19 |
|---|---|
| Areas/Units | 1. IT Services<br>2. Human Resources<br>3. Trinity International Development Initiative<br>4. School of Creative Arts<br>5. Approval of MIE Quality Assurance Procedures |

| | |
|---|---|
| | 6. Approval of RIAM Quality Assurance Procedures<br><br>School and Programme reviews to be agreed subject to Trinity Education Project-Phase 1 implementation 2018/19. |
| Number | 6 |
| Link(s) to Publications | |

| | |
|---|---|
| Year | 2019/20 |
| Areas/Units | 1. Financial Services Division<br>2. School of Medicine<br>3. School of Genetics & Microbiology<br>4. School of Biochemistry & Immunology<br>5. Singapore Institute of Technology- Joint Degree Bachelor of Science in Physiotherapy<br>6. Royal Irish Academy of Music (RIAM)<br>7. Marino Institute of Education (MIE)<br>8. Potential IEM Application – Global Relations<br><br>School and programme reviews to be agreed subject to planned implementation of Trinity Education Project –Phase 2 implementation 2019/20<br><br>Preparation of Institutional Review Self - Assessment Report |
| Number | 6-8 |
| Link(s) to Publications | |

| | |
|---|---|
| Year | 2020/21 (TBC) |
| Areas/Units | 1. Trinity Business School<br>2. Institutional Review |
| Number | 2 |
| Link(s) to Publications | |

| Year | 2021/22 (TBC) |
|---|---|
| Areas/Units | |
| Number | |
| Link(s) to Publications | |

| Year | 2022/23 (TBC) |
|---|---|
| Areas/Units | |
| Number | |
| Link(s) to Publications | |

| Year | 2023/24 (TBC) |
|---|---|
| Areas/Units | |
| Number | |
| Link(s) to Publications | |

| | |
|---|---|
| **E-mail** | 21 |
| **PRSBs** | 5 |
| **Awarding Bodies** | 3 |
| **QA Bodies** | First Set of Records |
| **Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies** | PRSB |
| **Type of Arrangement** | Medical Council |
| **Name of the Body** | The Undergraduate Medical Degree is accredited by the Medical Council. There were 886 students enrolled on the programme in 2017/18. |
| **Programme Titles and Links to Publications** | The most recent accreditation visit was in October 2018 and the report from that visit is awaited. |
| | The link to the 2011 Accreditation Report can be found https://www.medicalcouncil.ie/Education/Career-Stage-Undergraduate/Quality-Assurance/TCD-2011-FINAL-REPORT-on-DEP-Monitoring-Visit-March-2011.pdf |
| | The link to the Accreditation Listing on the Quality Office website is (https://www.tcd.ie/teaching-learning/quality/assets/pdf/Professional%20or%20Statutory%20Body%20Accreditation_Dec18.pdf). |
| | 23-10-2018 |
| **Date of last review or accreditation** | TBC |
| **Next review year** | Second Set of Records |
| **Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies** | PRSB |
| **Type of Arrangement** | Engineers Ireland |
| **Name of the Body** | |

| | |
|---|---|
| **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 949 students in 2017/18 on the BAI and MAI programmes in the School of Engineering, accredited by Engineers Ireland in December 2016. |
| | There were 376 students in 2017/18 on the BA (Mod) and the MA in Computer Science, also accredited in December 2016. |
| | Refer to the Accreditation Listing on the Quality Office webpagefor details of the next review cycle (https://www.tcd.ie/teaching-learning/quality/assets/pdf/Professional%20or%20Statutory%20Body%20Accreditation_Dec18.pdf). |
| **Date of last review or accreditation** | 19-12-2016 |
| **Next review year** | 2021 |
| **Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies** | Third Set of Records |
| **Type of Arrangement** | PRSB |
| **Name of the Body** | CORU |
| **Programme Titles and Links to Publications** | There are a number of programmes subject to CORU Accreditation. Please refer to the Accreditation Listing on the Quality Office website for details of dates for reviews<br>In 2017/18 on the B.Sc.in Physiotherapy (157); B.Sc in Occupational Therapy (160); B.Sc. in Radiation Therapy (109) and on the B.Sc. in Human Nutrition & Dietetics (97).<br>Bachelor of Social Studies (175) and the Master of Social Work (46); Clinical Speech & Language Studies (123).<br>CORU Reports are not published in the public domain however their website does provide a link to all approved educational programmes(http://www.coru.ie/en/education/approved_qualifications) |
| **Next review year** | Variable |
| **Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies** | Fourth Set of Records |
| **Type of Arrangement** | PRSB |
| **Name of the Body** | Nursing and Midwifery Board Ireland |

| | |
|---|---|
| **Programme Titles and Links to Publications** | In 2017/18 there were 1,050 students enrolled in programmes accredited by NMBI and leading to NMBI professional registration. In addition there were 208 students enrolled on courses with category 2 approval by the NMBI not leading to professional registration.

Please refer to the Accreditation Listing on the Quality Office website for details of programmes and review cycles (https://www.tcd.ie/teaching-learning/quality/assets/pdf/Professional%20or%20Statutory%20Body%20Accreditation_Dec18.pdf).

The School of Nursing & Midwifery was reviewed in 2017/18 and the report when approved will be available on the Quality Office website (https://www.tcd.ie/teaching-learning/quality/quality-assurance/reviews/reports.php) |
| **Date of last review or accreditation** | |
| **Next review year** | 2021 |
| **Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies** | Fifth Set of Records |
| **Type of Arrangement** | PRSB |
| **Name of the Body** | Teaching Council |
| **Programme Titles and Links to Publications** | There are a number of programmes awarded by Trinity that a are accredited by Teaching Council. They include:
Programees delivered by Trinity: Professional Masters in Education (118) and the Bachelor of Music Education (in association with DIT and RIAM (35 )
Programmes validated by Trinity and delivered by Marino Institute of Education (631)
Programmes valdiated by Trinity and delivered by the Church of Ireland Centre at the Dublin City University (Sophister Year only (34).
The Accreditation Listing is acessible from the Quality Office website (https://www.tcd.ie/teaching-learning/quality/assets/pdf/Professional%20or%20Statutory%20Body%20Accreditation_Dec18.pdf) |
| **Next review year** | Variable |
| **Joint research degrees** | 1 |
| **Joint/double/multiple awards** | 9 |
| **Collaborative programmes** | 2 |
| **Franchise programmes** | 0 |
| **Linked providers (DABs only)** | 2 |
| **Section: Collaborative Provision** | First Set of Records |

| | |
|---|---|
| **Type of arrangement:** | Joint research degrees |
| **Name of the Body (Bodies)** | Polythea Consortium - Trinity College Dublin; University of Limoges (Fr); University of Amsterdam (Netherlands) and University of Coimbra (Portugal). |
| **Programme Titles and Links to Publications** | Award Title is Doctor in Philosophia (Conjunctium) Commencing in 2018/19 there are five students enrolled in Trinity under the Polythea Framework. |
| **Section: Collaborative Provision** | Second Set of Records |
| **Type of arrangement:** | Joint/double/multiple awards |
| **Name of the Body (Bodies)** | University College Dublin |
| **Programme Titles and Links to Publications** | 1. Structured PhD Programme<br>2. Masters in Development Practice (46) -the current cohort of second year students who will graduate in December 2019 are the final cohort under this Agreement.<br>3. Joint Certificate in Innovation & Entrepreneurship (Trinity, UCD and QUB) the final cohort of students under this agreement will graduate in Jan 2019. The programme was quality reviewed in 2017/18 and the report is available on teh Quality Office website<br>4.M.Sc.in Comparative Social Change (14 students enrolled in 2017/18) |
| **Section: Collaborative Provision** | Third Set of Records |
| **Type of arrangement:** | Joint/double/multiple awards |
| **Name of the Body (Bodies)** | Dublin Institute of Technology |
| **Programme Titles and Links to Publications** | B. Human Nutrition & Dietetics was quality reviewed in November 2015 and the report is available on the Quality Office website. |
| **Date of last review** | 26-11-2015 |
| **Next review year** | 2022 |
| **Section: Collaborative Provision** | Fourth Set of Records |
| **Type of arrangement:** | Joint/double/multiple awards<br>Collaborative programmes |
| **Name of the Body (Bodies)** | Singapore Institue of Technology in 2017/18 |
| **Programme Titles and Links to Publications** | There were 78 students on the Joint Degree Bachelor of Sc. in Physiotherapy which is shceduled for a quality review in 2019/20.<br>2. There were 40 students on the one-year top-up degree in Occupational Therapy.<br>3. There were 9 students on the one year top-up degree in Radiation Therapy<br>4. There were 8 students enrolled on the Joint Degree in Radiography in 2017/18 |

| | |
|---|---|
| **Next review year** | 2020/21 |
| **Section: Collaborative Provision** | Fifth Set of Records |
| **Type of arrangement:** | Linked providers (DABs only) |
| **Name of the Body (Bodies)** | Marino Institute of Education |
| **Programme Titles and Links to Publications** | International Foundation Programme (80); Bachelor in Education (Primary) (441); B.Sc.in Education Studies (121); B.of Sc.in Early Childhood Education (174). Professional Masters in Education (Primary) (132); Prof.Dipl in Education (Further Education (58); Masters in Education Studies (i) Visual Arts (10); (ii)Early Childhood Education (25); (iii) Inquiry Based Learning (6) and (iv) Leadership in Christen Education (8). MIE are scheduled to submit their quality assurance procedurs for approval by Trinity in January 2019. |
| **Next review year** | 2019/20 |
| **Section: Collaborative Provision** | Sixth Set of Records |
| **Type of arrangement:** | Linked providers (DABs only) |
| **Name of the Body (Bodies)** | Royal Irish Academy of Music |
| **Programme Titles and Links to Publications** | Diploma in Music, Teaching & Performance (3); Bachelor in Music Performance (61); Bachelor in Music COmposition (5); Master in Music Performance (15); Doctor in Music Performance (17) RIAM is scheduled to submit their quality asurance procedures for approval by Trinity in January 2019. |
| **Next review year** | 2019/20 |
| **Section: Collaborative Provision** | Seventh Set of Records |
| **Type of arrangement:** | Collaborative programmes |
| **Name of the Body (Bodies)** | Church of Ireland Theological Institute |
| **Programme Titles and Links to Publications** | Master in Theology (30). The programme was quality reviewed in December 2015 and the report is available from the Quality Office website (https://www.tcd.ie/teaching-learning/quality/quality-assurance/reviews/reports.php). |
| **Date of last review** | 2-12-2015 |
| **Next review year** | 2022 |
| **Section: Collaborative Provision** | Eighth Set of Records |
| **Type of arrangement:** | Collaborative programmes |

| | |
|---|---|
| **Name of the Body (Bodies)** | Church of Ireland Centre Dublin City University |
| **Programme Titles and Links to Publications** | Bachelor in Education (31) student completing the Trinity validated years of the programme in 2017/18. |
| **Section: Collaborative Provision** | Ninth Set of Records |
| **Type of arrangement:** | Joint/double/multiple awards |
| **Name of the 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 2017/18 4 new students entered year 3 of the Trinity BAI Programme and 2 new Trinity students enrolled in INSA. There was 1 returning Trinity inbound student enrolling to complete the final year of the Trinity BAI Engineering Programme. There was 2 Trinity students on the final year of the INSA Programme. |
| **Next review year** | 2021 |
| **Section: Collaborative Provision** | Tenth Set of Records |
| **Type of arrangement:** | Joint/double/multiple awards |
| **Name of the Body (Bodies)** | Columbia University |
| **Programme Titles and Links to Publications** | This is a Dual BA Programme the first intake was in 2018/19. 38 student enrolled on the programme, as follows<br>- European Studies:13<br>- Middle Eastern & European Languages and Cultures: 11<br>- History: 7<br>- English: 7 |
| **Articulation Agreements** | 4 |
| **Section: 1 Articulation Agreements** | First Set of Records |
| **Name of the Body** | Thapar University, Patiala India |
| **Name of the Programme and Links to Publications** | Students entering Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2017/18 there were 40 students entered Trinity under this agreement. |
| **Section: Articulation Agreements** | Second Set of Records |
| **Name of the Body** | Minzu University in China |
| **Name of the Programme and Links to Publications** | Trinity signed a 1+1+1 Taught Masters arrangement with Minzu university in China where students undertaking a ~Masters Programme in Minzu university can spend the middle year of that programme completing a taught masters programme in the Faculty of Arts, Humanities & Social Sciences in Trinity. Approximately 10 studnes are expected to enter under this arrangement. |

| | |
|---|---|
| **Section: Articulation Agreements** | Third Set of Records |
| **Name of the Body** | University of Science & Technology Beijing |
| **Name of the Programme and Links to Publications** | School of Physics Trinity the arrangement agree that students from USTB can enter the BA (Mod) in Physics in Year 3 of the programme and gradute with a University of Dublin Degree. 1-3 students are expecetd to enter under this arrangement from 2019/20. |
| **Do you wish to make a final submission?** | Yes, this is my final submission |
| **On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.** | Confirmed |
| **Overview of internal governance, policies and procedures (Word Template).** | Confirmed |
| **Arrangements with PRSBs, Awarding Bodies, QA Bodies.** | Confirmed |
| **Collaborative Provision.** | Confirmed |
| **Articulation Agreements.** | Confirmed |
| **Date of Final Submission** | 19-02-2019 |

# Parts 2-6

# Institution-led QA – Annual Information

**Parts 2-6 are completed annually with information pertaining to the reporting period (i.e. the preceding academic year only).**

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# Part 2: Institution-led QA – Annual

**Part 2 provides information relating to institution-led quality assurance for the reporting period.**

## Section 1: Quality Assurance and Enhancement System Developments

> **1.1** The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

In 2017/18, Trinity entered the penultimate year of its current Strategic Plan (2014-2019) and continued to review and improve its institutional management, governance and quality systems in order to ensure alignment with national and international advances, and in support of its Quality Framework and Strategic Objectives:

The Annual Provost's Review for 2017/18 was published in May 2018.

**Governance and management structures:**
Trinity strives to improve the structures that support its governance and management to ensure that they are fit-for-purpose and responsive to changing internal and external landscapes.

The Board is the governing body of the College and adopts a Code of Governance for College, which includes procedures to monitor and evaluate its own performance and effectiveness. The results of the 2017/18 Board self-evaluation were considered by the Board in May 2018, and in June 2018 a working group was established, comprising both external and internal members, to consider some of the topics raised. Issues that will be considered by the working group in 2018/19 include the size and composition of the Board, the frequency of meetings and a proposal that exit interviews for those Board members stepping down from the Board should be introduced.

In May 2018, the Board approved the Annual Audit Committee report, which evaluates and makes recommendations on the alignment of College governance and management structures with, for example, risk assessment and compliance, and in support of the implementation of the College's strategic objectives. Issues raised in the report were updated on the College Risk Register, and brought to the attention of the College Risk Officer, who was appointed in July 2018. A revised College Risk Management Policy was considered by College Board in December 2018. The Risk Management

Group has been revitalised and an Enterprise Risk Management Forum established, with representatives from across College, to assist with raising the profile of the risk management function as central to the operations of College.

**Strategic initiatives:**
The University's Strategic Plan (2014-2019) is committed to institutional leadership in sustainability, with the goal of moving Trinity further towards becoming a sustainable campus (ref C8.1 - *Sustainable campus*). It also highlights the importance of digital transformation in making "systems" more effective and efficient (Digital Transformation Strategy).

In February 2018, Trinity joined the International Sustainable Campus Network (ISCN), the first Irish university to be accepted for its commitment to the ISCN's sustainability goals. Joining the ISCN builds on Trinity's long-standing desire to promote sustainability, articulated in the College Strategic Plan 2014-2019, which incorporates sustainability actions and initiatives into strategic College management and operations. A sustainability policy was approved by the College Board in November 2017 and will be actively communicated and promoted to staff, students, contractors and visitors. Progress and implementation will be reviewed on an annual basis and the policy will be subject to a comprehensive review at least every five years. A Provost's Advisory Committee on Sustainability and Low Carbon Living was established in 2017 and staff and students have signed up to Sustainability Networks to act as ambassadors. The College's third Annual Sustainability Report was approved by Board in June 2018 - highlights included an observed reduction in greenhouse gas emissions and a 41% reduction in the use of water across the University. The appointment of a Sustainability Champion will be explored in the context of the next Strategic Plan (2019 – 2024). In a move to support the electronic distribution and return of documents, an E-Voting Working Party was established in September 2016 to examine the potential benefits of introducing electronic distribution of voting papers (e-distribution) and electronic voting (e-voting) for different ballots run through the Secretary's Office in Trinity; namely 1) assents of Fellows 2) the election of Board members and 3) nomination of Pro-Chancellors, and the changes that would be required for implementation. The working party recommended the trialling of an electronic system for the return of Fellows' assents in the election of New Fellows in 2018 and a trail took place in March 2018. A report on the trial and recommendations for further implementation, including exploration of a similar electronic system for other ballots, were approved by the Board in June 2018.

In line with other Committees of Council and Board, the Quality Committee moved to electronic circulation of papers via Boardpad in 2017/18 in support of the College's Digital Transformation Strategy.

The Global Relations Strategy III (GRS3) was developed in 2017/18, building on the mid-term review of the Global Relations Strategy II. While the GRS I and II were focussed on student recruitment, the GRS3 contains additional objectives including the deepening of partnerships, increasing of student exchange places and the promotion of student mobility. The GRS3 Strategy was approved by College Board in December 2018.
Enablers for the new Strategy include the appointment of Global Directors in Schools.

**1.2** Significant specific changes (if any) to QA within the institution.

**Quality Committee:**
The [Terms of Reference of the Quality Committee](#) were updated in the Summer of 2018 to (i) align with the focus in the new legislative environment on quality enhancement as well as on quality assurance, (ii) in anticipation of the requirements for the [institutional review](#), and (iii) to align with the [College Statutes](#). The annual Self-Evaluation of the Quality Committee was conducted in May 2018 and the results, presented to the Quality Committee in June 2018, highlighted the composition of the Committee and meeting attendance by members as issues of concern. A review of the [membership](#) of the Quality Committee was undertaken as part of the revision to the TOR, and a revised membership was approved by the College Board in September 2018. Changes to the membership include (a) change to the number of self-nominated members from six to four to align with the Statutes, (b) approval for the Chief Operating Officer to nominate a delegate to attend meetings, (c) addition of the Chief Risk Officer to reflect the alignment of quality and risk, and (d) change in status of attendance of the Deputy Librarian and the Assistant Secretary to *ex-officio* members. The TOR were also revised to reflect a request from the College Registrar, in support of the College's Gender Equality Action Plan, that the Terms of Reference of Principal, Academic and Compliance Committees of College be amended to specify that, where possible, no more than 60% of members will be of any one gender.

**External Examiners:**
The External Examiner Enhancement project, which was initiated in response to a Council request (November 2017) for more reliable procedures to support the central role of the External Examiner in the quality assurance of undergraduate and postgraduate education, concluded in September 2018 with the following deliverables:
1. A designated email address for all (undergraduate and postgraduate taught) external examiner reports [externreports@tcd.ie](mailto:externreports@tcd.ie).
2. A centralised storage folder for secure access by Schools to undergraduate and postgraduate taught course External Examiner reports.
3. A designated [External Examiner website](#) that provides a one-stop-shop on information and resources to support the External Examiner process including a link to the [role of External Examiners](#) in each School.

In addition, a revision of the [External Examiner policy](#), clarifying the position in respect to remote attendance by Examiners at Courts of Examiners, was approved by Council in April 2018.
In response to the introduction in May 2018 of the EU General Data Protection Regulations (GDPR), a new procedure was developed to address the potential breach of the GDPR posed by the transfer to External Examiners of students' assessed work (exam scripts, continuous assessment etc.) in advance of the Courts of Examiners meetings. The [Procedure for transfer to External Examiners of students' assessed work](#) stipulates that students' work (both hardcopy and electronic) must be securely transferred to examiners and that examiners are responsible for the secure storage and disposal of

students' work. In the case of a Doctoral Thesis, the student's written permission must be obtained where the External Examiner wishes to retain student work beyond the examination period. In addition, where the students' exam scripts or course-work are being sent outside the EU for examination, the student should be notified of this. The procedure was approved by Quality Committee and Council in October 2018 and changes to support implementation of these changes were made to:

1. The Annual External Examiner Report Template which was updated to stipulate that External Examiners confirm, in writing, that they have securely deleted or disposed of any electronic files or hard-copies print outs of scripts and/or coursework upon completion of their external examining duties.

2. The Advisory Guidelines on the EU General Data Protection Regulation which were developed to outline the role of external Examiners as 3rd party data processors of student personal data and the actions to be taken to promote compliance with College procedures on GDPR. .

3. The Thesis Submission Guidelines and Intention to Submit Form were updated to ensure that a student's written consent is obtained should the External Examiner wish to retain a copy of their thesis beyond the examining period.

It is expected that the information and system enhancements arising from this project will help to streamline and optimise the External Examiner process. Key milestones for assessing the impact of the project include (i) an improvement in the ease and accuracy of reporting on the return rate of external examiner annual reports for the Annual Faculty Quality Report 17/18 (February 2019), (ii) adoption of GDPR compliant methods of delivery of student's assessed work to External Examiners May 2019 (UG) and September 2019 (PGT), (iii) adoption of the new Report Template by External Examiners confirming compliance with disposal requirements for students' assessed work October 2019 (UG) and December 2019 (PGT) and (iv) the % of External Examiners submitting expenses claims for disposal of hard /printed copies of students' assessed work September 2020.

**Framework for Quality:**
The Framework for Quality in Trinity was updated in September 2018 to include Athena Swan and the Trinity Gender Equality Action Plan, and to reference Annual Reports from key areas of College in support of quality enhancement - the Academic Registry (AR) Annual Report, the Trinity Research & Innovation (TR&I) Annual Report and the Dean of Research Annual Report and the reports from the Deans of Graduate and Undergraduate Studies.

**Quality Reviews:**
A process to update the suite of quality review procedures was initiated in 2017/18 to reflect changes in national and international legislation, and strategic initiatives such as the College's Gender Equality Action Plan and the Trinity Education Project.  Revised Procedures for review of Administrative/Support Areas, Schools, and Programmes and revised General Review Procedures were approved and published in 2017/18. The procedures for School and Programme reviews now include a checklist addressing the quality assurance of professional placements and off-campus learning. The General Review Procedures were revised to include: (a) locating the development of the

Terms of Reference for reviews at the start of the process in order to inform the focus of the self-assessment report (SAR) and the schedule of meetings, (b) an outline of the College Officers/managers required to be involved at key points in the review process, by review type, to ensure that key stakeholders are not omitted from the process, (c) clarification as to who has responsibility for review costs and (d) a procedure for the deferral or postponement of a review.

Feedback via the Annual Faculty Quality Reports continues to point to the need to streamline quality reviews with other quality assurance processes i.e. accreditation by professional and statutory bodies, professional registration body accreditation and funding body reviews. The Quality Office strives to reduce the burden associated with multiple, parallel review processes, where possible. In 2017/18, Trinity adopted an integrated process for the quality review of CRANN, a Trinity Research Institute incorporating the AMBER research centre, which is SFI funded and undergoes regular reviews by the funding body. The cycle of internal and external review processes that CRANN and AMBER had been subject to in the previous five years were assessed to (i) ascertain if the requirements for a quality review were met or (ii) if any material gap existed that warranted a review. The outcome was confirmation that the requirements for a quality review had been met by the review processes already undertaken and that no material gap existed that warranted a quality review. The three recommendations arising from the assessment were considered by Council in June 2018 and an implementation Plan to address them was approved by Council in October 2018.

A Linked Provider Appeals Procedure was approved by Board in February 2018 and a Procedure for Approval of Linked Providers' Quality Assurance Procedures was approved by Board in June 2018. The Quality Office engaged with senior management in the Royal Irish Academy of Music (RIAM) and Marino Institute of Education (MIE) in 2017/18 to initiate the procedure for approval of their quality assurance procedures, and documentation is due to be submitted to Trinity in Hilary Term 2019.

**Annual Faculty Quality Report (AFQR)**
The format and content of the Annual Faculty Quality Reports continues to evolve and adapt, and in 2017/18 the reports included a precis from the Heads of School outlining the priorities, challenges and achievements affecting the quality of teaching, learning and student experience in their respective Schools. In response to a request from the Faculties, the timeline and template for submission of data that feeds in to the AFQR was amended to ensure that the most up-to-date information was being reported on by the Schools. An update on how issues escalated to College via previous AFQRs are being addressed was also requested by the Faculty Administrators and the Schools, and was provided in advance of the request for the AFQR process in January 2019.

> **1.3** The schedule of QA governance meetings.

University Council

College Board

Quality Committee

Undergraduate Studies Committee

Graduate Studies Committee

Research Committee

Equality Committee

Human Resources Committee

Finance Committee

## Section 2: Reviews in the reporting period

> **2.1** Internal reviews that were completed in the reporting period.

**School Reviews:**
Nursing and Midwifery

**Programme Reviews:**
Innovation and Entrepreneurship

**Trinity Research Institute (TRI) Reviews:**
CRANN

**Administrative Unit Reviews:**
Estates and Facilities

**Strategic Reviews:**
The Trinity Education Project (TEP)-Entry Pathways to Joint Honours and Two Subject Moderatorship.

**2.2** Profile of internal approval/evaluations and review completed in the reporting period.

| | |
|---|---|
| Number of new **Programme Validations/Programme Approvals** completed in the reporting year | |
| Number of **Programme Reviews** completed in the reporting year | 1 |
| Number of **Research Reviews** completed in the reporting year | 1 |
| Number of **School/Department/Faculty Reviews** completed in the reporting year | 1 |
| Number of **Service Unit Reviews** completed in the reporting year | 1 |
| Number of **Reviews of Arrangements with partner organisations** completed in the reporting year | 0 |
| Number of **Other reviews** completed in the reporting year | 1 |

**2.3** Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

| **Composition of Panels** | **%** |
|---|---|
| Internal | **0** |
| National | 18.2% |
| UK | 54.5% |
| EU | 18.2% |
| Student | 0 |
| Other | 9.1% |
| **Chair Profile** | **%** |
| Internal | 0 |
| Similar Institution | 100% |
| Different Institution | 0% |
| International | 9.1% |

## Section 3: Other Implementation Factors

> **3.1** A description of how data is used to support quality assurance and the management of the student learning experience.

In March 2018 Trinity participated in the pilot ISSE Postgraduate Research survey. The results of the pilot survey align closely with the results from the Trinity in-house postgraduate research surveys, which were run in February 2016 and January 2017, and which were introduced as an enhancement initiative arising from the Annual Faculty Quality Report 2013-14. Issues raised in the survey have also arisen in Quality Reviews and the Annual Faculty Quality Reports and a number of initiatives have been put in place to respond to these.

(i)   The requirement for more clarity of information and more proactive support has been addressed by the development in 2017/18 of a Postgraduate Research Handbook that gives full particulars of the operation of the structured PhD, including information on available generic and transferrable skills modules.

(ii)  The provision of training for graduate teaching assistants has been addressed by the development in 2018 of a new online module, 'Teaching and Supporting Learning as a Graduate Teaching Assistant' funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education. The module is designed to be flexible and is available for credit or for professional development purposes alone. It is to be made available through CAPSL for credit twice per academic year as a structured Ph.D. module.

(iii) To address the needs of specific PGR student cohorts who have start dates at different times of the year, the Transition to Trinity Programme provides three separate orientation/induction sessions in September, October and March.

A systems enhancement in 2017/18 facilitated the implementation of a postgraduate research progression module in SITS. This will support the progression regulations for postgraduate research students, who must complete a progress report and/or Ph.D. Confirmation Report in order to progress to the next stage on the research register.

The Academic Registry (AR) provides central academic administrative services to students and staff on all aspects of the student lifecycle including admissions, registration, examinations, record management and graduation. The first AR Annual Report was produced in December 2017, providing a single point of reference for data previously included in the Senior Lecturer's Annual Report and the Dean of Graduate Studies Annual Report such as CAO first preference applications, profile of undergraduate and postgraduate registrations. The information contained in the report will feed into the work of University Council on policy development and strategic planning. The Academic Registry reports monthly on the activities and processes which are core to the student experience, and for which KPI targets have been set in consultation with key stakeholders underpinned by the creation of a Partnership Agreement with the Schools/Course Offices, Global Relations, and

Students' Unions – these include a dashboard on UG and PGT student cases; time to resolution of PG admissions; and time to resolve fee and help-desk queries. The Academic Registry Enhancement Survey, developed in 2017/18 and administered in Michaelmas Term 2018 comprises 4 sections and 12 questions, and aims to elicit feedback from students (UG and PG) on its services and communications to inform improvements in the student experience of the service.

In January 2018, the Trinity IT Services department ran its fifth bi-annual satisfaction survey. The data from the survey will be used to enhance overall service provision and address and specific areas of concern highlighted.

The Annual HR Metrics report was presented to Board in June 2018 and noted that there have been incremental increases in staff numbers each year between 2014 and 2018, particularly in areas of strategic growth. The University, through the Irish Universities Association (IUA), is continuing to engage with the relevant parties regarding the Employment Control Framework (ECF). The issue of inadequate staffing numbers continues to be raised by External Reviewers and External Examiners, and continues to impact on the ability to expand programmes in Trinity.

**3.2** Factors that have impacted on quality and quality assurance in the reporting period.

**EU General Data Protection Regulations** (GDPR)

Trinity has responded to the EU General Data Protection Regulations (GDPR) in 2017/18 by

1. Appointing a Data Protection Officer (October 2017)
2. Developing a comprehensive GDPR website and related websites.
3. Initiating a GDPR implementation project supported by data protection experts from Leading Edge who have been working with Schools and units.
4. Ensuring that all staff have completed on-line GPDR training

**Trinity Education Project (TEP)**

The implementation of the Trinity Education Project (TEP) has continued to impact on quality and quality assurance in the reporting period. An interim report was presented to Council in September 2018 and the final implementation phase is now underway.

1. The governance structure for the final phase (Phase 4: Implementation and Mainstreaming) of the project was approved by Council in September 2018.
2. A revised **academic year structure**, approved in February 2017, was implemented for the first time in September 2018 for all undergraduate and postgraduate programmes. The new academic year structure facilitates a semesterised format, whereby modules are delivered and assessed within the same teaching period. This supports a shift away from an emphasis on end-of year summative examinations and encourages the introduction of a range of formative and summative assessments spread across the academic year. A number of system and process changes are required to accommodate both the shortened timeline between CAO offers and the earlier start (two weeks) to the academic year, and the reduced examination period (one week at the end of each semester) that have resulted from the new structure.  Introducing alternative rather than additional forms of assessment should help to reduce the number of end-of semester summative examinations.
3. A new **assessment framework,** approved in May 2016, will require the development of a broader range of both formative and summative assessment practices. A number of resource toolkits in relation to assessment are available for staff, and additional resources and guidelines to support the transition to the new assessment framework are being developed by the Trinity Education Project.
4. The re-structuring of the **undergraduate science programme** into four new streams was completed in 2017/18 in readiness for first student intake in September 2018. Streaming will allow for the delivery of a core curriculum specific to each stream whilst providing a certain level of flexibility to students in relation to moderatorship preferences. The new programme was launched by Nobel Prize winner and Trinity graduate, Professor William Campbell in November 2017.

5. Following a review in May 2018 of the alignment of phase 2 programmes (2019/20) with the new **programme architecture** it was found that 90% of all programmes are aligned with the new programme architecture, and could offer most of the exit pathways in their chosen architecture.

6. A suite of **Trinity electives** that link to the University's current strategic research themes, broaden student knowledge of key societal challenges or cover languages and cultures were approved by Council in June 2018. The identification of suitable modules that could be offered as **approved modules** continued in 2017/18 – determination of the capacity required and the matching process to be put in place will be completed by the end of Semester 1, 2018.

In 2017/18, the University continued to work to meet the requirements for renewal of the Institutional Bronze Athena Swan award through the work of the Trinity Centre for Gender Equality and Leadership (TCGEL) which was launched in October 2017. Three Schools in the Faculty of Engineering, Mathematics and Science (Chemistry, Physics and Natural Sciences) currently hold the Bronze award and will be applying for Silver in November 2018. The Faculty of Health Sciences, comprising four Schools (Medicine, Nursing, Pharmacy and Physiotherapy), is applying for Faculty Bronze in November 2018 with the support of a dedicated Athena SWAN Project Officer, appointed in February 2018 and funded by Health Sciences. If these applications are successful, Trinity should be eligible to apply for an Institutional Silver award ahead of the HEA's deadline of 2023.

In support of the Trinity Gender and Equality Strategy, the guidelines for Quality Reviews were updated to ensure alignment with the Strategy. The Terms of Reference of the Quality Committee were also amended in 2017/18 to reflect the requirement for balanced gender representation.

In 2017/18 Trinity representatives were not notified by the Department of Justice and Equality of the Call to update the ILEP Register for programmes available for students seeking to gain visas to study at Trinity. This resulted in a number of new programmes not been reflected in the ILEP and despite the best efforts of Trinity Schools, Global Relations Office and Academic Registry did result in a small number (4) of students being denied entry to study at Trinity. At the start of 2018/19 efforts by Trinity to resolve this oversight were successful and the latest published ILEP does contain all Trinity data.

**3.3** A description of other implementation issues.

A quality review of the Chaplaincy in 2015 raised the issue of the interfaith requirements of an increasingly diverse student population. The Secretary's Office has engaged with Global Relations around forecasting the future breakdown of the student population to identify future need. Following discussions with the Chaplaincy as to how the faith needs of students from increasingly varying backgrounds can be accommodated, it is proposed to follow a UK model whereby vetted staff members become faith representatives who can act as campus contact and information points for those of other faiths. A call for expressions of interest will go out and selected staff will be provided with training. The initiative will be piloted through Human Resources for 2018/19.

A quality review of the Confederal School of Religions, Peace Studies and Theology in March 2017 considered issues around the structure and governance of the School, which historically comprised three distinct disciplines, each with its own budget and governance structure. The implementation of the review recommendations was undertaken by a working group, convened following Council consideration of the review report, and in 2017/18 a single School of Religion with a single budget and a unified undergraduate programme was formed.

The Trinity Library continued to provide its Helpful Information for Trinity Students/Staff – HITSS programme, co-delivered by Student Learning & Development. In Michaelmas Term 2018, over 1,100 staff and students attended the training sessions on Library and Research.

In November 2017, Human Resources held its second annual Your Trinity staff information day providing opportunities for staff to meet representatives from pensions and payroll, HR, Staff Representative Bodies, the staff VHI scheme etc.

The Annual Corporate Services Division Annual Report was published in March 2018.

# Part 3: Effectiveness and Impact

**Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.**

**1. Effectiveness**
Evidence of the effectiveness of QA policies and procedures during the reporting period.

A report to the Quality Committee in November 2017 on the effectiveness of the Student Complaints Policy (approved July 2016) revealed a low rate of student complaints. This may indicate a need to create more awareness of the policy across College and an on-line complaints form, which is currently being user tested, will help to raise awareness of the policy.

The Policy on Return of Coursework will be reviewed in 2018/19 in the light of the new assessment arrangements under TEP and in response to the question findings on the ISSE Survey Effective Teaching Practice Index. The Quality Officer attended an Assessment Workshop at the EQAF in Vienna in November 2018 at which the University of Vienna Feedback Policy was presented. This prompted a consideration of a review of the policy to address the need to enhance assessment literacy in students and on the processes that support feedback: 1:1 feedback; group and peer-to -peer feedback in addition to maintaining a focus on delivering timely feedback.

The implementation of the External Examiner Enhancement project in 2017/18 has resulted in improved communication between the Quality Office and the Schools regarding the importance of timely response to issues raised by External Examiners, and has provided greater transparency on the rate of submission of EE reports. In 2018/19 the effectiveness of the project will be evaluated further to see whether the rate of submission of EE reports improves in 2018/19 compared to previous years and whether the new GDPR regulations are being adhered to by external examiners.

**2. Impact**
Evidence of the impact of QA policies and procedures during the reporting period.

A review of student module evaluations was conducted in 2016/17 in response to issues arising from the introduction of mandatory module evaluations around survey fatigue, survey timing, evaluation methods and perception of impartiality. A report to Council in September 2017 recommended the piloting of mid-module evaluations, the establishment of student/staff liaison committees and facilitation of a culture of students-as-partners in their learning through greater dialogue and engagement. The Schools of English, Engineering and the new Science course were selected for the pilot. Reported benefits to the introduction of, for example, staff:student liaison committees, included a greater sense from students that their concerns were being heard. The process was reported as providing a more efficient and effective means of communication from a staff point of view, being far more focused and responsive and less labour-intensive and time-consuming than paper feedback forms.

Guidelines for the management of student focus groups undertaken for the purpose of student evaluation were requested by the Dean of Health Sciences during the discussion of the Annual Faculty Quality Report (AFQR) at the Quality Committee meeting in March 2018. As a result, a draft 'Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes' has been developed for consideration by the Quality Committee (QC) in 2018/19. In addition, a pilot training programme for focus group facilitation skills is being developed in conjunction with Trinity Teaching and Learning with a view to establishing a panel of trained facilitators that can be drawn upon by Schools as required. It is hoped to run two skills training events per annum. The Quality Office will be responsible for collating the data on training uptake and will maintain/retain the list of facilitators.

The results of the International Student Barometer (ISB) in recent years have pointed to a perceived lack of transparency regarding course/programme information for international students, including information on fees and additional charges. In order to address this, a Programme Handbook Policy was developed in 2017/18 with a view to stipulating the minimum information requirements for a programme handbook and to provide good practice recommendations on how the information is presented (linking to the Trinity visual identity guidelines, handbook templates and accessibility guidelines) and where the handbooks should be published.  The implementation of the policy in Schools will be evaluated in 2018/19.

**3. Themes**
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

Key themes arising from the implementation of quality assurance policies and procedures in 2017/18 were:

**External examiner process:**
A lack of clarity on the External Examiner process and identification of the receipt and distribution of reports and payment of fees as cumbersome was a theme arising from the Annual Faculty Quality Reports. In response, the Quality Office instigated a centralised system for receipt of reports, a shared folder for distribution of reports, an escalation process with the Senior Lecturer and a follow-up process with Schools. A new External Examiner website was launched in October 2018/19 and a central storage folder for EE reports has been developed to ease access to reports at Faculty, School and Discipline level.

**Placements/off-campus learning:**
The difficulty in sourcing appropriate placements was raised as an issue in quality reviews and in the Annual Faculty Quality Reports across the three Faculties in 2017/18. The lack of a co-ordinated approach to the quality assurance and approval of placements was identified as areas of concern requiring representation to the relevant professional bodies. The revision in 2017/18 of procedures for Quality Reviews of Schools and Programmes included a placement checklist which can be used to evaluate clinical placements and placements undertaken for the purposes of professional accreditation.

**Systems:**
The inability of students to register for modules in SITS arose as a recurrent issue of concern and is a key deliverable of fixed timetabling in the Trinity Education Project. A proposal in relation to the introduction of a fixed lecture timetable for years 1 and 2 of the undergraduate programmes within the new Common Programme Architecture was approved by Council on the 28 November 2018 and work on process and systems design to facilitate this is under consideration.

**Library:**
Access to the Library and the availability of books, charging points etc. was raised as an issue of concern in some quality reviews. The impact of the change to the UK e-legal deposit system on the access and availability of electronic library resources for students who are not based on-campus was also highlighted. The Library has been reviewing its opening hours in support of student study trends and during the 2018/19 academic year the extending opening is now facilitated in both semesters. The Berkeley Library electrics have been upgraded and USB points added to study carrels. The Dean of FEM, Dean of Students, SU President and Librarian are discussing ways to make the Hamilton Library an overnight/weekend study space. Further expansion of access to e-legal deposit for students

located off-campus (St. James) or remotely is constrained by eLegal Deposit (eLD) legislation in the UK. The Library continues to add additional terminals in Library controlled spaces. The introduction of a Patron Driven Acquisitions system to facilitate access, on request, to physical copies of books that are only held by the Library in e-copy was introduced in 2017/18 and has proven to be a success, with heavy usage by staff and students in AHSS reported.

**Internationalisation:**
The development of a coherent approach to student recruitment (including non-EU students) and the availability of supports for international students was a recurrent theme in the Annual Faculty Quality Reports.  A Global Strategy Group was established in the Faculty of Engineering, Mathematics and Science (FEMS) to implement a co-ordinated approach to Non-EU recruitment with Global Relations. The Senior Lecturer's Annual Report 2017/18 recommended the establishment of an Admissions Strategy to provide strategic oversight of the admissions landscape and to foster a more coherent and interconnected strategic admissions planning process. The Global Relations III Strategy and the new College Strategic Plan (2019-2024) will also address provision for EU and non-EU recruitment.

**Space:**
A recurrent issue in Quality Reviews and Annual Faculty Quality Reports (AFQR) in recent years has been the lack of suitable teaching and social spaces. In 2017/18, €1m was invested in the Arts refurbishment project to upgrade existing facilities in the Arts building.

The Student Life Committee has developed a network of student spaces throughout College called "Zón Mac Léinn". These are informal spaces open to all students to relax, socialise and collaborate. The fund for Zón Mac Léinn arose as a result of the Student Referendum held in March 2017 to develop a new Student Centre. It was decided that the first two years of the implementation of the Student Centre Levy Fee should be used for the enhancement of currently available student spaces, and for the development of further informal spaces within current Trinity space for the use of the students of the College. Five spaces have been created so far in the Arts Block, TBSI, D'Olier Street, Hamilton and Goldsmith. Funds are made available from the Student Spaces Levy available for small projects (€5K - €10K each) that can cover furniture, décor, fixtures and fittings. In May 2018, a call for suggestions for small projects under the scheme was opened.

The Trinity Estates Strategy, developed in 2017/18 and launched in November 2018, will address the Strategic development of the University's estate and will link to the new Strategic Plan (2019-2024).

# Part 4: Quality Enhancement

**Part 4 provides information which goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities and events aimed at improving quality across the institution.**

**4.1 Improvements and Enhancements for the Reporting Period**
Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

Qualitative Performance Initiatives in the Academic Registry included the introduction of a process to assess and measure the quality of emailed responses issued via peer review. The process evaluates the quality of responses across the functions in the Academic Registry and also measures against internal benchmarks which have been established. The process has proved very valuable in ensuring quality and consistency across the Academic Registry and the AR Team achieved an overall average score of 86% from May to August 2017 inclusive. A quality metric for voice contacts based on post call Customer Surveys planned for 2017/18 has been deferred to 2018/19.

The inaugural Academic Registry Annual Report 2016/17 provided system based metrics on Plagiarism in SITS. These can be tracked in future years to address education and awareness campaign on issues related to academic integrity including the rise in essay mills (QQI Amendment Act 2018). The Council approved a proposal from Undergraduate Studies Committees (CL/18-19-060.1) that all lecturers from Hilary Term 2019 should use Turnitin via Blackboard and move away from using Turnitin.com as standalone software. This is expected to result in improved monitoring and reporting of cases of Plagiarism. In addition, SITS enhancements introduced to facilitate the implementation of TEP are expected to enable reporting of cohort analysis for progression and retention and completion rates in future years.

The institution of the Academic Registry Annual Report resulted in changes to the format, focus and content of the Senior Lecturer and Dean of Graduate Studies Reports. This informed a review of the Annual Faculty Quality Report Template – Information Request to Schools that was agreed by Faculty Administrators and Faculty Executives. The Annual Faculty Quality Reports for 2017/18 (due in February 2019) will include information on Staff:Student Ratios; Benchmarking; Rankings, Strategic Staffing Plans (Recruitment/Vacancies impacting on Teaching & Learning); Teaching and Learning Environment and Athena Swan Awards. In this way it is anticipated that all variables that impact on quality will be synthesised in one report to Quality Committee and University Council.

Under the new Global Relation Strategy III, the Global Relations Office will provide an Annual Report to Planning Group on international activity. This will enhance Trinity's preparedness for the introduction of the International Education Mark (IEM) and will supplement the information provided in the Undergraduate Student Mobility Report that focuses on incoming and outgoing student mobility under Erasmus and Student Exchange Agreements.

**4.2 Quality Enhancement Highlights**
Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other institutions and would benefit from wider dissemination.

The AIQR Part 1 includes information on a range of quality enhancement highlights in 2017/18. These include:

1. New and revised Academic Policies and Procedures including a new:
    a. Quality Policy Statement;
    b. Programme Handbook Policy;
    c. Fitness to Study Policy;
    d. Procedure on the transfer of student assessed work to External Examiners in response to the introduction of the EU-GDPR in May 2018;
    e. Revised Procedure on Approval of Linked Providers Quality Assurance Procedures.

2. Enhancements to requirements for progression for Postgraduate Research Students and the publication of a Postgraduate Research Handbook;
3. The External Examiner Enhancement Project that introduces streamlined processes for receipt and storage of External examiner Annual Reports and resulted in a comprehensive External Examiner Website;
4. Revision to the Framework for Quality in Trinity College Dublin;
5. The introduction of an online module for Graduate Teaching Assistants in preparation for their role as Tutors/Demonstrators. This is expected to address feedback from PGR students in institutional postgraduate research student surveys and the ISSE PGR Survey on their level of preparedness to undertake their role;
6. The implementation of the ISSE PGR Pilot Survey in February 2018 will enable benchmarking of the postgraduate research student experience with other Irish HEIs;
7. Student Partnership Policy, developed in 2016/17 as a joint commitment of the University and the TCDSU/GSU to developing and supporting effective student partnership, engagement and representation to enhance the student experience, was renewed in 2018/19;
8. The continuing development and embedding of the Annual Faculty Quality Report across Schools;
9. The publication of the AIQR on the Quality Office website and its promotion to Schools undertaking Professional & Statutory Accreditation reviews of programmes in an effort to integrate institutional and School-level reporting of quality assurance procedures
10. The approach taken to the quality review of CRANN (an SFI funded research centre).
11. The establishment of a Participation Advisory Group (PAG) is an enhancement activity arising from a recommendation of the Equality Awards funded project, *Learning to Build New Lives,* and as a continuation of growing collaboration with Dublin City of Sanctuary. The role of the PAG is to advise the University's Engagement Advisory Group on shaping Trinity's educational response to asylum seekers and refugees via, for example, the provision of English language support, developing professional networks and creating a culture of welcome and inclusion.

# Part 5: Objectives for the coming year

**Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2017 – 31 August 2018).**

**5.1 Quality Assurance and Enhancement System Plans**
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

- Implementation and mainstreaming of the Trinity Education Project
- Planning for the Institutional Review
- Contributing to the new Trinity Strategic Plan (2019-2023)
- Approval of Linked Providers Quality Assurance procedures
- Continue efforts to streamline quality assurance processes (accreditation, quality reviews, AFQR etc.)
- Undertake Trinity's first quality review of an international Joint Degree Programme
- Initiate projects that respond to issues arising from ISSE Reports.

**5.2 Review Plans**
A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

See schedule of reviews here.

**5.3 Other Plans**

Following the establishment in 2017/18 of the Participation Advisory Group (PAG), Trinity will investigate in 2018/19 ways in which access to third level education by students in Direct Provision can be facilitated.

# Part 6: Periodic Review

**Part 6 provides information that acts as a bridge between the AIQR and periodic external review.**

**6.1 The Institution and External Review**
A description of the impacts of institutional review within the institution.

Delete this message and insert text here. The box will expand. This is a paragraph describing the impacts of institutional review within the institution.  This may include reference to: an overall evaluation of the impact of actions taken to date in response to recommendations of preceding external review; a description of plans and preparations undertaken for the next external review.

**6.2 Self-Reflection on Quality Assurance**
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

Delete this message and insert text here. The box will expand. This is a short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review cycle. This may include highlighting good practice(s) and strengths in quality and quality assurance.  It may also include information that the institution wishes to draw to the attention of QQI in relation to QA activities undertaken in this reporting period and/or priorities to be pursued in the next reporting period.

**6.3 Themes**
Developmental themes of importance to the institution which will be relevant to periodic review.

Delete this message and insert text here. The box will expand. This is a short paragraph outlining any developmental themes in quality and quality assurance which are of importance to the institution and relevant to periodic review.  These may be linked to the strategic objectives of the institution.