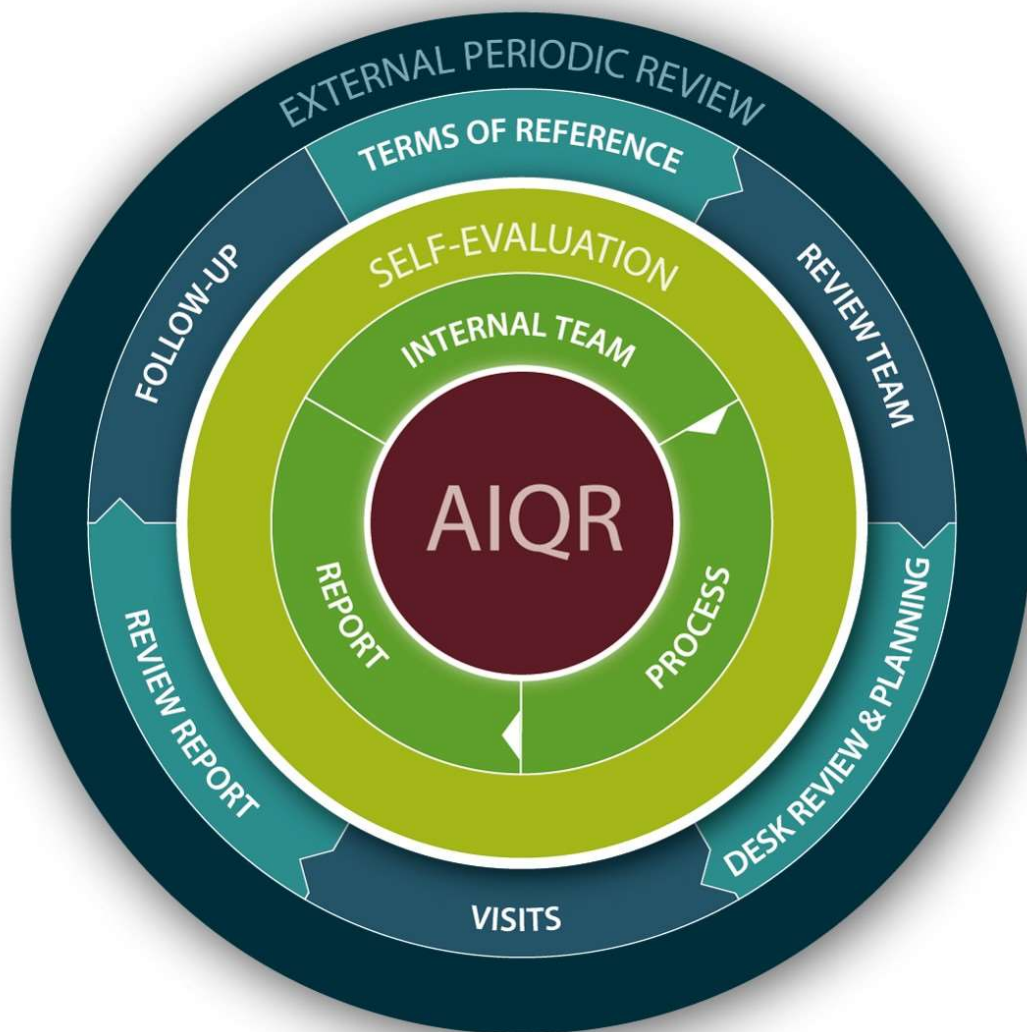# Trinity College Dublin

Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019

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.

The Institutional Quality Policy Statement was approved in December 2018 and acts as the umbrella policy to the activities conducted under the Framework for Quality in Trinity, first approved in 2016, and revised in 2018. Trinity's strategies, policies, procedures, regulation, systems and people act as enablers to the Framework and provide the link to the strategic management of the institution. The information provided below evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Governance and Management of Quality (*Core 1.1*.) and A documented approach to Quality Assurance (*Core 2.1*).

Strategy

2018/19 represented the final year of the College *Strategic Plan (2014-2019)*. The final review of the implementation of the 2018-19 Strategic Plan was agreed by Planning Group in June 2019. Strategic planning was a key focus in 2018/19; and included a College - wide consultation and engagement process to inform the development of the new Board approved *Strategic Plan (2020-2025)*, that came into force on the 1st January 2020 and will be formally launched in March 2020.

The governance process to develop the associated implementation plan was supported by a risk assessment and financial sustainability assessment **(Core 1.1 (d))** and the consideration of institutional performance indicators **(Core 1.1 (e))** embedded in existing strategies such as the:

- A Living Research Excellence Strategy and Research Charter (June *2019);*
- Estate Strategy (November 2018);
- Global Relations Strategy 3 (February 2019).

The publication of the new *Strategic Plan (2020-2025)* is expected to stimulate the development and/or review of institutional policies and procedures (including the Quality Policy Statement) to ensure they remain fit-for-purpose and facilitate the achievement of the goals and objectives of the new Board approved *Strategic Plan (2020-2025).*

Policies and Procedures

Institutional Policies can be found on the Trinity website https://www.tcd.ie/about/policies/. Academic policies can be found on the Trinity Teaching and Learning Academic Policies webpage. New and revised policies and procedures published since the 2017-18 AIQR include:

- A Consultancy and Outside Earnings Policy (September 2019)
- Fitness to Study Policy (December 2018)
- Fraud Policy (January 2019)
- A new Gender Identity and Gender Expression Policy (2019)
- A new Meeting Hours Policy (November 2018)
- Risk Management Policy (May 2019)
- Timetabling Policies and Procedures (March 2019)
- Revised policy on Approval of Linked Providers Quality Assurance Procedures (June 2019)
- Internships & Placement Policy (November 2019)
- Procedure for the conduct of focus groups for student feedback on modules and programmes (May 2019)
- Revised Student Partnership Policy (November 2018).

The Quality Review Procedures that support compliance with requirements of the Qualifications & Quality Assurance (Education & Training) Act 2012 for a cycle of quality reviews of 'education, training, research and related activities' can be found on the Quality Office website and include a description of the management of Quality Assurance (**Core 1.2**) for reviews of:

- Schools (March 2018 revision)
- Academic Programmes (October 2019 revision)
- Administrative Units (October 2017 revision)
- Trinity Research Institutes (2015)
- Dual and Joint Awards Programmes (June 2019).

The schedule of reviews, published reports of quality reviews and the list of academic programmes subject to professional accreditation reviews are also found on the Quality website in support of the transparency and the provision of public information (*Core 9.1*). Also available are reports on cyclical quality processes published on an annual basis (*Core 9.3)* https://www.tcd.ie/teaching-learning/quality/quality-enhancement/data.php; including:

– College -level reports on the National Student Survey (formerly ISSE, UG, PGT and PGR)

– Annual Faculty Quality Reports and Consolidated Quality Reports.

Access to quality activity outcome data is made available to Faculties and Schools via the Central Quality Folder **(Core 11.1)**. This information is expected to inform internal self-monitoring and enhancement activities at local level **(Core 11.2)**: Annual External Examiner Reports, National StudentSurvey.*ie* Reports, International Student Barometer Survey Reports. Actions arising from issues identified is reported back to Quality Committee via the Annual Faculty Quality Reports, closing the feedback loop on quality and escalating issues that require the attention of Quality Committee.

Regulations

The Academic Regulations are published in the College Calendar (Parts 1; II (UG) and III (PG)) https://www.tcd.ie/calendar/. The General Regulations were reviewed in 2018/19 in line with the Trinity Education Project https://www.tcd.ie/teaching-learning/ug-regulations/index.php.   Details of PG regulations (Taught and Research) can be found on the Graduate Studies Office website https://www.tcd.ie/graduatestudies/students/. A review of the College Calendar Parts II and III was undertaken prior to the publication of the 2018/19 Calendar to focus on regulatory content. Much of the content which had previously been contained in the calendar was transferred to Programme Handbooks as required in the Programme Handbook Policy published in June 2018. 2018/19 also saw the introduction of a new Academic Year Structure; and the introduction of semesterised assessment.

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, *inter alia*, the Terms of Reference (ToR), committee membership and papers. Further details of the Governance Structures can be found on the Secretary's website. The Management Structures Handbook outlines all the governance and decision-making bodies in Trinity, their Terms of Reference and the reporting relationships to each other. Information provided in this section evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Management of Quality Assurance (**Core 1.2**).

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

The College Board, chaired by the Provost is the Governing Authority of Trinity College Dublin, the University of Dublin. Sub-committees of Board include: Audit Committee, Estates Policy Committee, Finance Committee, Human Resources Committee and the Library & Information Policy Committee. As per the Framework for Quality in Trinity, the College Board receives all quality review reports arising from reviews of Administrative Service Areas and policies that relate to external partnerships e.g. Trinity Linked Providers. The College Board approves the minutes of University Council and of the Quality Committee.

University Council chaired by the Provost is the key decision- making body in terms of academic quality and standards. Academic committees of Council are the Undergraduate Studies Committee (USC), Graduate Studies Committee (GSC) and Global Relations Committee (previously the International Committee). University Council approves new course proposals, new or revised policies and receives quality review reports for all academic reviews- Schools; Programmes and Research Institutes. Council also receives College -level reports on the National

Student.Survey.ie (formerly known as ISSE) at UG/PGT and PGR level; and the Consolidated Annual Faculty Quality Report.

The Associated College Degree Committees (ACDC) for Trinity's Linked Providers is chaired by the College Registrar and reports into USC and/or GSC on academic matters including consideration of new validated course proposals prior to submission to University Council for approval. The ToR for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI *Core Statutory Quality Assurance Guidelines* and were approved by University Council in 2016/17.

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

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

The Global Relations Committee was established in 2018/19, (replacing the International Committee) and signals the importance of Trinity's Global Relations Strategy 3. The Committee is chaired by the Vice-President Global Relations. The position of Director Global Relations was added to the School directorships (Undergraduate Studies; Postgraduate Studies; and Research). Each School has appointed a Director of Global Relations and these constitute the membership of the committee. The Terms of Reference are outlined in the College Statutes (pg. 124). A Global Mobility Group (a sub-group of the Global Relations Committee) is currently planning the development of a quality assurance procedure for the Year Abroad, based on local and international good practice. In addition

to working in close partnership with other Departments in Trinity to draft crisis management procedure for students on study/placement abroad.

An Associate Vice-Provost for Equality, Diversity and Inclusion (EDI) was announced in 2018/19. The role will focus on strengthening existing activities, infrastructure and policies; the development of an EDI Strategy and Action Plan, overseeing the delivery of the Gender Action Plan and Athena SWAN.

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 proposals, updated in 2018/19 and available on the Trinity Teaching & Learning website. Details on the development of new postgraduate and validated programmes can also be found on the Graduate Studies website. Information provided in this section evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Programme Development and Approval (***Core 3.1***)

Academics are assisted in the development of new course proposals by staff in Academic Affairs on programme structure, regulations, learning outcomes, the European Credit Transfer and Accumulation System (ECTS) and the National Framework of Qualifications.

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

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. Programme proposals by Trinity's Linked Providers are reviewed by the Associated College Degrees Committee (ACDC) 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 since 2014/15 can be accessed via a quick link on the Trinity Teaching & Learning website.

In May 2019, Trinity launched the new Trinity Joint Honours Programme replacing the long standing Two Subject Moderatorhip (TSM) programme. It includes current subject offering as well as the potential for new combinations over the coming years.

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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.

Information provided in this section evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Programme Monitoring and Review (*Core 3.3).* Key institution-wide quality assurance policies and procedures that inform the ongoing delivery and assessment of programmes include:

- Trinity's procedure for quality review of programmes, introduced in 2014 and reviewed in June 2018. A feature of this procedure is the use of programme -wide student surveys, staff surveys and focus groups with students, teaching staff, administrative staff, alumni and employers. Since December 2014, 38 awards have been reviewed through the Trinity programme review process (Science (TR071) - 16 moderatorships; BESS-10 moderatorships; M. Theology- I PGT Award; School of Law- 11 awards; Innovation Academy 1 PGT Award).

- the External Examiner Policy (revised in April 2018) and supporting quality assurance processes for UG and PG. The External Examiner Enhancement Project concluded in September 2018 and resulted in revised procedures including a procedure for the transfer to external examiners of students assessed work and Advisory Guidelines on European General Data Protection Regulation (EU-GDPR) to take account of the role of External Examiners as third-party processors of student personal data.

- the Senior Lecturer's Annual Report provides an overall assessment on the quality of undergraduate programmes including reporting on progression and retention statistics for new entrants at programme, School and Faculty- level. The institutional target in the Strategic Plan (*2014-2019*) of undergraduate transition from first year to second year of 90%, has consistently been met at College and Faculty-level;

- the Dean of Graduate Studies Annual Report provides an overall assessment on the quality of taught postgraduate courses and research degree programmes;

- National StudentSurvey.ie Survey (formerly ISSE) outcomes for Undergraduate and Postgraduate Taught cohorts at Institutional, Faculty, School and programme -level;

- Postgraduate Research StudentSurvey.ie outcomes are reported at Institutional, Faculty and School level;
- International Student Barometer (ISB) Survey is conducted on a biennial basis and are circulated to Faculties, Schools and administrative areas by the Global Relations Office;
- the Annual Faculty Quality Report implemented in 2015/16 through which Schools report on (i) the outcomes from student evaluation of undergraduate modules and postgraduate taught programmes, (ii) issues arising from external examiner recommendations, (iii) adherence to academic policies and procedures and (iv) outcomes of quality and accreditation reviews;
- the annual update and publication of a master list of academic programmes subject to reviews by professional and statutory accreditation bodies or other quality award programmes.
- representation by the Quality Office in the schedule of meetings during on-site visits by Professional and Statutory Accreditation Bodies.

The strategic review of the undergraduate curriculum i.e. the Trinity Education Project (2014/15-2018/19) sponsored a College-wide engagement on Programme Delivery and Assessment, including the introduction of new curriculum principles, new curriculum pathways, the introduction of Trinity Electives and Open modules that add breadth to a student's programme of study and a renewed focus on a programmatic-approach to assessment.

Trinity applied for and was successful in receiving funding for seven initiatives under the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019 (June 2019, National Forum for the Enhancement of Teaching and Learning) including:

- Empowering student learning: using comparison and feedback as drivers of self-directed learning; and
- Students as Partners in Assessment: Gateway to Assessment in Trinity;
- Structured PhD Module in Research Integrity and Impact in an Open Scholarship Era.
- Embedding Group Work and Innovative Assessment in the private Law Curriculum
- BioLabPrep: Maximising Learning in the Laboratory Environment.

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.

Information provided in this section evidences compliance with the *Sector-specific Quality Assurance Guidelines for Designated Awarding Bodies* **(§4. Research)**.

In 2018/19 there were 1,528 students enrolled in Doctoral-level Research Degree Programme (NFQ – Level 10) and 74 students on Masters-level Research Degree Programmes (NFQ- Level 9).

Goal 3 of the new Board approved Strategic Plan *(2020-2025)* has a specific focus on the renewal of Postgraduate Education including a commitment to review the structured PhD programme.

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'. A new Trinity PhD Viva Guide was published in January 2020 as an added resource for research degree students.

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).

Procedural changes aimed at the enhancement of Research Degree Programmes in 2018/19 include:
- registration for continuing PhD candidates being contingent 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), is conditional

on submission of a successful first/third year progress report, and registration for third year of the PhD is conditional on the student having successfully passed the confirmation process;

- implementation of thesis committees for new PhD candidates from 2019/20 to provide additional supports to progression and assessment for student in research degree programmes;
- streamlining of information within the Calendar Part III to include the regulations for each programme with more detailed information on modules and dates for submission of work to be detailed in each programme handbook;
- the approval of a January start day for Irish Research Council funded research candidates;
- enhanced provision of induction / orientation programmes for Postgraduate Research Students commencing in January and March, in addition to those provided in September.

Discussion at Graduate Studies Committee in 2018/19 included a focus on changes to

- Provost's PhD Project Awards and payment of recipients of the Awards for Teaching Assistant work conducted during their PhD programme;
- Review of application and admission procedures for Postgraduate entry;
- Postgraduate students' mental health and wellness including a dedicated seminar in February 2019 as part of the Professional Development for Research Supervisors Seminar Programme. The institution of workshops entitled 'Facilitated peer support for graduate students and supervisors in 2019/20: and a peer-support group for PhD students 'Grad Chat';
- Recognition of foreign qualifications for admissions in respect of Vietnam;
- Report of the Irish Survey of Student Engagement Postgraduate Research Survey Pilot 2017/18;
- Graduate Outcomes Survey Report;
- Proposals for the electronic submission of theses and amendments to the process for the examination of research theses.

Copies of the Irelands Framework for Good Practice in Research Degree Programmes (July 2019) were provided to all members of Graduate Studies Committee at the first meeting of the committee in September 2019.

Opportunities available to Trinity Postgraduate Research Students in 2018/19 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 27th September 2019. 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 Edinburgh (15-19 July 2019). Trinity nominated five students to participate in this summer school and four students were selected for 2018/19. 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. Over 150 applications from across the three faculties were submitted and forty projects were awarded in 2019/20.

- The Careers Service has renewed its focus on PhD students and are developing new tailored events for students looking to do PhDs and those graduating from PhDs in order to broaden their career horizons. Funding was received in December 2019 from the National Forum for the Enhancement of Teaching and Learning to develop a blended learning *Careers and Employability* module for PhD students to be delivered in partnership with industry. Work on this underway on this project, which is due for completion in December 2020.

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.

Information provided in this section evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Learner admission, progression and recognition **(Core 3.2)** and Information and Data Management **(Core 8).**

The Academic Registry (AR) is the business unit responsible the administration of the student lifecycle. 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 Study at Trinity webpages are a rich source of information for applicants and students –national, and international; visiting and Erasmus; undergraduate, postgraduate and online. It includes 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 addresses core content requirements for undergraduate and postgraduate taught programme handbooks, streamlining of information in the Calendar Part III was completed and the revised format was implemented in 2019/20. The Office of the Dean of Graduate Studies published a new Postgraduate Research Student Handbook (November 2018) and a Trinity PhD Viva Guide (January 2020) 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 with or without assessment, withdrawals and appeals.

The Trinity Tutorial System is a key support to students in matters that relate to potential disruption to the student lifecycle. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website, which includes a FAQ page pertaining to, among other things, matters on academic progress and student academic standing. A new 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.

The creation of the Twelve Week transition programme (Trinity in Twelve Weeks) in 2017/18, 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 programme was expanded in 2018/19 to provide mentors with more resources to help with the successful delivery of the programme. A six-week version was introduced for international single-semester students. A new research postgraduate student transition programme was introduced to provide training for PGR students at each of three critical phases in their research: on entrance, on confirmation to the research register, and in the final year.

The Careers Advisory Service provides careers education, information, skills and guidance to students in all stages of the student lifecycle including recent graduates to enable them to realise their career potential. These include careers education, information, skills and guidance, including CV and interview preparation, opportunities for students to participate in employability-related awards and scholarships. The Careers Service facilitates careers events and sessions with employers throughout the year, where students can meet with prospective employers in their field of study.

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.

Information provide in this section evidences compliance with the *Core Statutory Quality Assurance Guideline*: Staff Recruitment (*Core 4.1*) and Staff Development (*Core 4.3*).

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. Unconscious Bias Training delivered by the Office of Diversity and Inclusion has been delivered to Self -Assessment Teams established in eight Schools in 2018/19 seeking application for Athena Swan Awards.

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. Trinity announced the appointment of an Associate Vice-Provost for Equality, Diversity and Inclusion (EDI) in 2018/19 who will lead out on these initiatives.

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

The new Meeting Hours Policy introduced in 2018/19 aims to support the participation in the life of the University of staff with caring responsibilities. The meeting hours of governance committees have been amended their start and finish times to align with the core -hours identified in this policy 10.00-16.00hrs.

Recruitment:

Trinity maintains an extensive suite of HR Policies, that outline the procedures for the authorisation of appointments and the policy to be followed in making appointments to the staff of the University within the three Faculties and the three Administrative Services Divisions. 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 delivered by the Office of Diversity & Inclusion.

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. A new Strategic Hires Policy was approved by College Board in February 2017.

The following recruitment related procedures were presented to Board in 2018/19 for review and approval**:**

- New Probationary and Review Procedures for Academic Staff (September 2019)
- A revised Human Resources Recruitment Policy (September 2019)
- Vetting/Foreign Police Certification Policy for Staff (September 2019)

Learning and Development:

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

The University has a number of policies in place to support personal development of staff including Accredited 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.

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

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 which has been expanded in recent years to include a follow-up series of master -classes.

The University sponsors female staff to attend the Aurora Leadership Development Programme is run by the Leadership Foundation for Higher Education UK and coordinated by Human Resources. . Aurora is targeted at women currently up to Assistant/Associate Professor level, or professional services equivalent, who would like to develop and explore issues relating to leadership roles and responsibilities. The programme commenced in 2014, and over 60 staff from Trinity have participated to date. Nineteen female staff were sponsored on Aurora 2018/19, an increase from ten in 2017/18.

The Office of the Dean of Graduate Studies and the Centre for Academic Practice (CAPSL) co-facilitate the delivery of the Research Supervisor Development Programme with the University College Dublin. The programmes aim is to prepare and support research staff in their roles as supervisors. 134 staff from Trinity, UCD and RCSI attended the 2018/19 seminar programme.

CAPSL delivers the Special Purpose Certificate in Academic Practice (NFQ L9-15 ECTS) that offers a professional qualification in academic practice for teaching staff in Trinity. Although it is not mandatory for teaching staff to have a qualification in teaching and learning, 343 staff were enrolled in modules on the programme in 2018/19.

CAPSL also conduct a series of events that address continuing professional development of staff engaged in teaching and learning. The CAPSL website hosts a range of resources for teaching staff including on Assessment; Curriculum design, on-line assessment, e-Learning, flipped classroom and Blackboard. .

The professional development needs of Graduate Teaching Assistants who provide teaching and demonstration in support of undergraduate teaching and learning is facilitated through CAPSL. Resources include an online module Teaching and Support Learning as a Graduate Teaching Assistant. It can be taken as a 5 ECTS module for credit as part of the structured PhD programme or in self-directed learning mode i.e. not for credit. The module was funded through the National Forum for the enhancement of Teaching and Learning and has attracted 123 graduate teaching assistants' enrolments to date with 61 in 2018/19. It is expected that module will assist respond to the identified need for pedagogical guidance to equip GTAs in their teaching and demonstrating role reported through cyclical Postgraduate Research surveys.

Trinity's Project Management Office (PMO) implemented a PPM System (Portfolio, Project Management System) in 2018/19. To date the PMO have delivered training to > 60 staff in the use of the system and supporting good practice guidelines and templates that incorporate standards and processes to support project delivery.

The Human Capital Initiative was launched by the Department of Education and Skills in November, 2019 whereby €300m will be released to HEIs over the coming five years to provide additional capacity across the sector, incentivise continued reform/innovation and to future-proof graduates. This funding has arisen from the National Training Fund surplus from employers' contributions to the state. Submissions must provide evidence of potential transformative impacts across the institution and the higher education sector – successful proposals should facilitate progression pathways for workforce upskilling/lifelong learning and should demonstrate bold and innovative approaches including pilot experimental approaches with significant element of risk. Trinity will be applying for additional funding under this initiative.

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.

Information provided in this section evidences compliance with the *Core Statutory Quality Assurance Guidelines*: Teaching & Learning **(Core 5)** and Assessment of Learners **(Core 6).**

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](#)
- [Appeals Policy](#)
- [Assessment and Academic Progression Policy](#)
- [Dual and Joint Awards Policy](#)
- [External Examination Policy](#)
- [Fitness to Study](#)
- [Internships & Placement Policy](#)
- [New Programme **D**esign and Approval Policy](#)
- [Plagiarism Policy](#)
- [Postgraduate Research Supervision Policy](#)
- [Procedure for the transfer to external examiners of students assessed work](#)
- [Procedure for the conduct of focus groups for student feedback on modules and programmes](#)
- [Programme Handbook Policy](#)
- [Programme Suspension and Cessation Policy](#)
- [Recognition of Prior Learning](#)
- [Remote Supervision of Postgraduate (Doctoral) Students Policy](#)

- Return of Course Work Policy
- Student Partnership Policy
- Timetabling Policies and Procedures
- Virtual Learning Environment Policy

Academic policies are revised on a cyclical basis i.e. every three-five years or as required due to internal or external changes. 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 e.g. professional placements.

In September 2018, University Council approved an Interim Report for the end of Phase 3 of the Trinity Education Project: Planning for Implementation. 2018/19 was the first year for Phase 1 implementation of the Trinity Education Project. It saw the introduction of the new Academic Year Structure, the introduction of semesterised assessment in December 2018 and new progression regulations for all cohorts. The Agendas and Minutes for University Council and Undergraduate Studies Committee in 2018/19 and to date in 2019/20, evidence regular updates on progress of implementation and discussion and resolution of quality assurance issues:

- the introduction of semesterised assessment (USC Sept 2018; Jan 2019, Feb 2019, June 2019 and November 2029);
- review of outcome of 2018/19 assessment under the new progression regulations (USC Nov 2019).

College-wide events in support of changes in undergraduate teaching and learning included the Trinity Education Features Symposium in October 2019. The symposium which was open to external stakeholders outlined the 'seven features of a Trinity Education' as follows:

The Capstone Project	Open modules
Global mobility	Co-curriculum
Employability	Partners in Learning
Trinity Electives	

A series of eight follow-up workshops have been held with Schools (Nov 2019-Feb 2020) to provide detailed information on the curriculum architecture and four workshops with Tutors (Feb 2020), to enable the provision of accurate and consistent information to students on options available to them in respect of their programme of study.

2018/19 was also the first year for entry under the new Undergraduate Science Programme architecture, which saw entry into the former omnibus Science Programme (TR071) replaced with four new entry paths: TR060 – Biological and Biomedical Sciences; TR061 – Chemical Sciences; TR062 – Geography and Geoscience; and TR063 – Physical Sciences. The implementation of the new programme structure stemmed from the Quality Review of the Undergraduate Science Programme in 2014/15. The implementation is being led by the Associate Dean of Undergraduate Science, who in association with the Science Course Office facilitated a number of student focus groups to monitor feedback from students in the first year of the programme.

The procedures for external review of Teaching & Learning are outlined in the Framework for Quality in Trinity and described in detail in the quality review procedures for School Reviews and Programme Reviews and the in External Examination Policy (refer §2 Programme Delivery and Assessment). A checklist to support the quality assurance of professional placements and off –campus learning was introduced as part of the review of quality procedures for Schools and Programmes (**Core 5.4 c**).

Reports on the outcomes of the National Student Survey.ie (UG and PGT); Postgraduate Research Student Survy.ie and the International Student Barometer all contain information relevant to the quality assurance of teaching and learning and are made available to Schools through the Central Quality Folder. The Senior Lecturer (Dean of Undergraduate Studies) and the Dean of Students have requested that Schools respond to findings of these reports through an Action Plan to be included in the Annual Faculty Quality Reports for 2018/19 (due in March 2020). This formalises a feedback loop from Schools on actions taken in response to the provision of quality assurance data across a range of sources: student module/programme evaluations, external examiner reports, national student survey data, international student barometer data.

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.

An initiative under the Student Partnership Policy 2018/19 included the recruitment of PhD students in the assessment of teaching and learning in a variety of roles:

- Teaching Assessment Assistants – were recruited by CAPSL to conduct a desktop review of programme focused assessment for 12 programmes using information in the Programme Handbook. The Assistants received preparatory training in advance of undertaking a mapping exercise, after which they gained a digital badge in 'Programme Focused Assessment' from the 'National Forum for the enhancement of teaching and learning;

- Focus Group Facilitators and Notetakers – a subgroup of the Teaching Assessment Assistants was invited to attend training provided by CAPSL and the Quality Office to act as focus group facilitators and notetakers in support of the 'Procedure for the conduct of focus groups for student evaluation of modules and programmes. Eight PhD candidates attended training and to date have provided support for thirteen Focus Groups across College;

- PhD students were recruited and trained by Careers staff as C.V. Reviewers to work with students on a one-to-one basis to review their C.V.s and provide constructive feedback and advice as part of the C.V. Clinic service. Feedback from both students and staff has been very positive, and 10 PhD students have been recruited to assist with C.V. clinics in 2019/20. This will allow for an increase in the number of clinics held and broaden the level of support provided to students.

Other opportunity for students to act as partners in teaching and learning through peer education and/or mentoring include the Student 2 Students - S2S and Gradlink Programme.

Acknowledgement of innovative teaching practice is recognised through the Provosts Teaching Awards; 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 and Science offer Deans Awards for Teaching & Learning.

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.

Information provided in this section evidences compliance with *Core Statutory Quality Assurance Guidelines: Learning environments* **(Core 5.4)** *and Supports for Learners* **(Core 7.1).**

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 Planning Group, chaired by the Vice-Provost/Chief Academic Officer, and Finance Committee.

Enhancements to the 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. Course proposals include consultation with e.g. Library to ensure access to learning resources are considered including eBooks, Journals, texts on reading lists.

The Estates Strategy includes detailed assessment of the condition, occupancy and suitability of spaces available for teaching, learning and research. College has engaged in a programme of capital projects aimed at renewal of the estate and enhancement of amenity available to students and staff. The new Timetabling Policy and Procedure aims to ensure 'the best use of the University's physical resources and facilitates effective space utilisation in line with the objectives of the Estates Strategy in supporting both the optimum utilisation of teaching space and the student experience' (**Core 5.4 a,d**). A *Draft Protocol for the Management of Teaching Space* is in development. It seeks to set a consistent standard for teaching and learning resources and ensure transparency at a central level of space availability and utilisation. An updated *Space Allocation Policy* is also in development.

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 Services 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 and recommendations have been implemented.

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

The Disability Service is a key support unit for students with disabilities entering Trinity. The Disability Service was reviewed in 2015. A new Reasonable Accommodations Policy was approved by University Council in January 2018. A Fitness to Study Policy was approved by Board in October 2018 and formalises processes that hitherto had fallen under the remit 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 support needs of Postgraduate Research students were a particular focus in 2018/19. The Student Life Committee and Postgraduate Advisory Service initiated a project to address the particular needs of this cohort of students. The Dean of Graduate Studies facilitated a seminar

with Research Supervisors on the Mental Health and Wellbeing of PGR Students and the supports available to supervisors to manage the increased incidence of mental health reported incidents by this cohort group. The Office of the Dean of Graduate Studies initiated a weekly communication to all PGR students and introduced a regular cycle of social events to reduce the sense of isolation and increase the social interaction among students in this cohort. The new Board approved Strategic Plan (*2020-2025*) continues this focus into the forthcoming period.

The Library provides a number of learning supports and training resources to students. It includes learning resources on Avoiding Plagiarism, which were 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. These support Trinity's strategic objectives expressed in the Global Relations Strategy 3 that the student body would reflect 18% of International Students. The Director of 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: the international Student Experience Team and Student Ambassadors based in the Trinity Global Room and Global Officers across nine Trinity Schools.

In 2018/19, 344 Trinity Alumni were engaged through the Trinity Alumni mentoring programme as mentors This is in addition to the Gradlink programme that is embedded in a number of Trinity Schools e.g. Law, Dental Science, who engage graduates from their programmes as mentors to currently registered Trinity students.

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 following websites:

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

The implementation of the EU General Data Protection Regulation (GDPR- May 2018) continued to be a focus of activity in 2018/19 with the implementation of the Health Research Regulation (HRR) in August 2019. Trinity appointed a Deputy Data Protection Officer with a particular focus on Research to support the work of the Data Protection Officer (DPO) who was appointed in 2018. Efforts to ensure compliance with the interim arrangements with respect to the HRR was led by the Office of the Dean of Research in view of the perceived risk to College as a research -intensive university.

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 includes the development of Advisory Guidelines for External Examiners on EU-GDPR Regulation.

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, the Graduate Studies Annual Report and the Global Relations 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 and IT Services are tasked with implementing specific system solutions to enable the TEP deliverables, build 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. An example of this in 2019/20 will be the ability to report progression and retention statistics for all cohorts of students, not only New Entrants. In addition, the ability to flag particular cohorts of students e.g. those identified as widening participation groups and those entering College under particular arrangements so that their progression can be monitored as part of the quality assurance of those arrangements.

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

- identification of recurrent themes arising from Quality Reviews;

- analysis and dissemination of National Student Survey.ie and Postgraduate Research Student Survey.ie (with reports also provided to Schools and University Council);
- individual Annual Faculty Quality Reports and a consolidated report to University Council;
- recommendations arising from External Examiner Annual Reports.

Specific information that informs the assessment of quality at programme level include:

- progression and retention data for new entrants (published in the Senior Lecturer's Annual Report)
- publication of academic programmes subject to Professional & Statutory Body Accreditation on the Quality Office website;
- engagement by the Senior Lecturer and Quality Office with School and Programme representatives on issues arising from External Examiner Report recommendations;
- request by the Senior Lecturer and Dean of Students that Schools provide an action plan responding to National Student Survey.ie (UG and PGT); the PGR Student.Survey.ie; International Student Barometer Survey and External Examiner Reports in the Annual Faculty Quality Report for 2018/19 (due March 2020).

There has been an expansion of system support to monitoring information management in respect of Trinity's Global Relations initiatives and the implementation plan associated with GRS 3:
- GRO to date has provided Schools and units with relevant data from the International Student Barometer Survey;
- GRO also collate the outcomes from the annual Education Agent Survey, that aims to quality assure the experience of students using the services of College-approved Education Recruitment Agents. This is a requirement of the College Education Recruitment Agent Policy and the QQI Code of Practice for the provision of programmes of education and training to International Learners (2016);.
- the GRO website provide centralised access to a listing of all international representatives including College -approved Education Agents (Core 10);

- 2018/19 saw the publication of the first Global Relations Annual Report (replacing the Summary Report on Undergraduate Student Mobility). Data on the following is presented in the report:
  - Growth in number of non-EU Students;
  - Growth in partnership activity and related programmes
  - Marketing activities;
  - Student Mobility including non-EU Mobility: College-wide student exchange programme; Non-EU Mobility: School-level student exchanges; Erasmus and Consortia.

The 2018/19 Global Relations Report listed the number of international delegations hosted by Trinity annually (39 in 2018/19) and the number of outbound visits (217 in 2018/19) to international destinations in efforts to support Trinity's global engagement, student recruitment, exchange and partnership activity.

The Careers Service implemented the MyCareers online career management portal in 2017/18. The portal allows for student and employer engagement and associated reporting 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. The Research Proposal and Awards Management System (RPAMS) that tracks proposals and awards. A current project is seeking to improve functionality in RPAMs to provide for better data quality, provision of suite of reports, improved performance and data interfaces with College RSS and Finance systems. The publication of the research active staff metric relies on academics maintaining accurate and current information in College Research systems. Trinity's Research pages offer access to information to academics on emerging developments in Open Scholarship TARA is Trinity's open access repository and contains in excess of 38,000 open access publications, freely available to the public.

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.

Strategy

The final review of the implementation of the Trinity Strategic Plan 2014-2019 was conducted in June 2019, as part of the preparation for the development of the new Board -approved Strategic plan (*2020-2025*)**.**

The publication of the Estates Strategy followed a two -year process of analysis, stakeholder engagement and benchmarking that culminated in the development of an inaugural Estate Strategy that outlines the roadmap and priority projects that will underpin development and enhancement of the Trinity estate to meet the needs of students and staff.

The inaugural Living Research Excellence Strategy and Research Charter published in June 2019 followed a process of College-wide consultation. A process of review of Research policies is currently in progress to align with the new strategy, the new Board approved Strategic Plan (*2020-2025*) and other internal and external factors.

Other strategies that have been informed by processes of self-evaluation and monitoring include the:

- Global Relation Strategy resulting in the launch of the Global Relations Strategy 3 and Implementation Plan in December 2018.
- Trinity's Online Education Strategy has been the subject of a cycle of external reviews, most recently in May 2019, and the outcomes are informing anew Digital Learning Strategy as part of the new Trinity Strategic Plan (*2020-2025*).

At the highest level, the Trinity Education Project (TEP) is a significant self-evaluation of the undergraduate curriculum and the project has a strong monitoring function of quality embedded within its governance processes. TEP has prompted reflection on the principles that underpin the

undergraduate curriculum, how student entry and exit pathways and regulations support student progression and how students are assessed and examined,

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

- a review of Entry Routes for Two Subject Moderatorship (TSM) and other Two -subject Honour Programmes in September 2017. As a result of this review entry paths into TSM were reduced from 172 separate entry routes to 62. This aligns with the strategic directions of the Reform of University Selection and Entry (TGRUSE) Working Group. This review culminated in 2018/19 with the launch of the Trinity Joint Honours Programme in May 2019.

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

Policies and Procedures

Trinity's suite of academic policies and procedures are subject to a cycle of review prompted by current or anticipated changes in the internal and external environment e.g.:

- Trinity Education Project;
- the revised Code of Governance for Irish Universities (the Irish Universities Association, October 2019);
- the launch of the new Board approved Strategic Plan (*2020-2025*);
- the anticipated commencement of the QQI Amendment Act 2019 and the release of a revised Code of Practice for the provision of programmes of education and training for international learners to facilitate the launch of the International Education Mark in 2021;

- outcomes from the QQI Academic Integrity Network to e.g. associated disciplinary policies.

- new and emerging alliances with e.g. CHARM-EU under the European Universities initiative.

Quality Processes

- The request to Schools for information to contribute to the Annual Faculty Quality Report is reviewed annually with Faculty Administrators. This report acts as a mean of self-evaluation and monitoring on local experience with the implementation of academic policies and procedures, and identifies system-wide issues for escalation by Schools to the attention of Faculty or College. It has evolved over several years to provide a more holistic view of quality and for the first time each School is being asked to provide an Action Plan that responds to information provided to Schools from a variety of sources.

- The publication on the Quality Office websites of:

    − the list of academic programmes subject to Professional & Statutory Accreditation Body review;

    − Annual Faculty Quality Reports and the Consolidated Report to Council;

    − Reports from the National Student Survey.ie and Postgraduate Research Student Survey.ie;

    − Annual Institutional Quality Report (provided to Schools and Programmes undergoing Professional and Statutory Accreditation Body reviews to assist streamline the documentation requirements across parallel processes).

- Participation in sectoral lead quality processes such as QQI Thematic Analysis of reports on the approval, accreditation and review of programmes (2018/19) that prompt an internal review of Trinity processes against those of other Designated Awarding Bodies;

- Attendance at QQI events e.g. Finding Common Ground on Professional Accreditation and Regulation (June 2019) in support of the Quality Office objective to streamline/optimise, where possible, the documentation required in the self-assessment phase for both types of review;

- Annual self-evaluation of Quality Committee effectiveness and performance as required by the Quality Committee Terms of Reference;

- Evaluation from external reviewers participating in Quality Reviews to inform the enhancement of quality review processes.

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**.** Arising from commitments in the *Strategic Plan (2014-2019)*, Trinity introduced a new position of Civic Engagement Officer, which has a specific focus on engaging the local community. A specific example of this is in the planned redevelopment of the former Trinity Technology Enterprise Campus (TTEC) renamed the Grand Canal Innovation District Project. This is a complex project with a governance structure that crosses Government, other Irish Higher Education Institutions in Dublin, international technology companies in the local area that approximates the site and the local community, all of whom have been engaged and will continue to be engaged in the design of the Trinity's second campus , a process that is expected to take up to seven years.

The development of the new Board approved Strategic Plan (*2020-2025*) included a consultation event with Industry representatives in June 2019. The launch of the Inspiring Generations Campaign launched in May 2019 to fund a €400 million philanthropic effort to support future campus development projects, student scholarships and academic positions, was followed by international launches in major cities worldwide, including London, Paris and in the US and Asia. The Provost Council, who brought the Inspiring Generations Campaign to fruition, is made up a core group of Alumni.

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), and 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, 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 Trinity Research Institutes (TRIs) , has a Scientific and an Industry Advisory Board.

The Office of the Vice-president Global Relations has for the past four years sought to recognise the efforts of faculty in building international relations, embedding internationalisation into Trinity's education and research culture, and contributing to the development of education programmes globally through the Global Engagement Awards.

The Careers Service engages Employers and philanthropists in facilitating development opportunities to enhance the student experience beyond the formal curriculum:

- Laidlaw Undergraduate Research and Leadership Programme.
- The Trinity Employability Award run in partnership with Intel Ireland, is now in its third year
- A new Professional Services Pathway , involving partner employers Deloitte, EY, KPMG and PwC.
- Iveagh Fellowship Programme, launched by the Department of Foreign Affairs and Trade (DFAT) and Saothar in December 2018

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

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.

Trinity Access Programmes (TAP) has a wide range of external engagement and industry partnerships 40 DEIS[1] schools and four Further Education colleges. TAP engages with primary and post-primary Schools, organise visits to Trinity by students of these Schools and arrange for TAP Ambassadors to visit Schools to provide information on access programmes into Trinity. TAP is responsible for College Awareness Week. Trinity Access 21 offers, Postgraduate Certificate in 21st Century Teaching and Learning (NFQ Level 9) to teachers and educators to help them integrate 21st Century learning approaches into their practice.

Trinity engages external experts in a variety of quality assurance roles including:

- External Review of new course proposals prior to submission to Academic Council for final approval (Refer New Programme Design and Approval Policy);
- As External Examiners to assure the academic standards of Trinity programmes as part of the annual examination process and in Viva examination of research theses for postgraduate research students (Refer External Examiner Policy);
- As External Reviewers in Quality Reviews of Schools, Programmes, Administrative Units, Trinity Research Institutes, collaborative and transitional provision (refer Quality Review Procedures on Quality Office website) ;
- Professional and Statutory Accreditation panels (Refer Masterlist of Accredited Programmes on Quality Office website)
- External representation on interview panels (refer Recruitment Policy on HR website).

A potential risk to the engagement of external reviewers and examiners is the 'Changes to payments for Foreign External Examiners and One-off Lecturers' introduced in January 2020 by the Office of the Revenue Commissioners. It introduces the need to secure PPSN numbers for foreign external examiners and reviewers to facilitate their payment through Payroll and collection of tax at source for days worked in Ireland. The risk as articulated by Schools is that the introduction of this requirement, added to those implemented as a result of EU-GDP, make it more difficult to attract external examiners /reviewers to assess the quality and standards of our programmes.

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[1] DEIS (Delivering Equality of Opportunity in Schools) is a national programme aimed at addressing the educational needs of children and young people from disadvantaged communities.

> **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).

Higher Education Authority

The HEA is the statutory body with responsibility for the allocation of public funding, effective governance and regulation of higher education institutions and the higher education system. Trinity engages with the HEA on a range of strategic and regulatory reporting matters including:

- Annual Strategic Dialogue on Funding Performance Compact;
- Proposed changes to the HEA Act 1971;
- Submission of statutory statistical information and data collection to inform HEA Profile Data;
- Access initiatives;
- Internationalisation;
- Research capacity building;
- Funding calls e.g. Human Capital Initiative.

National Forum for the Enhancement of Teaching & Learning

Trinity is a member of the National Forum for the Enhancement of Teaching and Learning and is. active in response to calls put forward by the National Forum. Most recently, Trinity secured €463,000 in the Strategic Alignment of Teaching and Learning Enhancement Funding.

Department of Justice and Equality

Trinity engages with the Department of Justice and Equality in respect of the*:*
- Interim List of Eligible Programmes (ILEP) on which international students can apply for entry;

- Student Visas (INIS-Irish Naturalisation & Immigration Service*).*

Irish Universities Association

The Irish Universities Association is the voice of the university sector in Ireland. Trinity is Chair of IUA committees in 2020 including the IUA Quality Committee that seeks to provide a sector response to emerging policy issues including the sustainability of funding for Higher Education in Ireland.

Qualification& Quality Assurance Ireland (QQI)

QQI is the national agency responsible for qualifications and quality assurance in higher education in Ireland. Established in 2012 under the Qualifications & Quality Assurance (Education & Training) Act 2012, QQI is responsible for approving Trinity's quality assurance procedures under §29 of the Act. Trinity is recognised as a Designated Awarding Body under the Act i.e. and self-accredits its own Awards that align with the level descriptors on the National Qualifications Framework, which is maintained by QQI. Trinity engages with QQI under the Cyclical Quality Policy, which includes this Annual Institutional Quality Report and an Annual Dialogue Meeting. Trinity contributes to consultation processes on QQI Policies and Procedures and enhancement activities.

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NARIC Ireland

Naric Ireland one of a network of centres that forms part of the ENIC-NARIC (European Network of Information Centres / National Academic Recognition Information Centre) network. These centres work to enable the mobility, transparency and recognition of qualifications by providing information on education, training and qualifications system. Trinity accesses NARIC's online database to source information to support admission processes for students applying with foreign qualifications.

National Research Agencies

Trinity works closely with a number of national research funding bodies in relation to active research projects and funded centres. These include Science Foundation Ireland (SFI); the Irish Research Council IRC), and the Health Research Board (HRB).

Professional & Statutory Regulatory Bodies

Trinity maintains a master-list of academic programmes that are externally accredited by professional bodies and/or professional and statutory accreditation agencies. The master list is updated annually and in 2018/19 accounted for over twenty different bodies that are engaged in support of quality assurance activities.

Validated Providers

Trinity works closely with national partners who deliver validated programmes leading to a University of Dublin Award. These are Marino Institute of Education and the Royal Irish Academy of Music.

QAA

Trinity provides a Taught Masters programme in Northern Ireland that is subject to the quality and assurance procedures and Code of the QAA the UK Quality Agency.

LERU

The League of European Research Universities (LERU) is a network of 23 leading research universities that are located in 12 European countries. Trinity has been a member of this prestigious network since February 2017 and contributes to its numerous working groups: Policy, Thematic and Network Groups.

Coimbra Group

The Coimbra Group is an association of European multidisciplinary universities founded in 1985. Coimbra is committed to creating internationalisation, academic collaboration, excellence in teaching and research, and service to society. It seeks to influence European education and research policy and to develop best practice through exchange in working groups on Education Studies, Doctoral Education and the development of position papers. Trinity is an active member of this group, Trinity's Vice-Provost/Chief Academic Officer is Vice-Chair of the Executive Board of Coimbra Group.

Europe

Trinity is a member of the European Universities Association and participates in many EUA fora: on quality assurance (European Quality Assurance Forum); the European Council for Doctoral Education and the European Institute of Innovation and Technology. Trinity actively promotes engagement in calls for European Research Council (ERC) funding and EU Horizon 2020 research funding.. Trinity is a member of the CHARM-EU Alliance (CHallenge based, Accessible, Research based, Mobile European University), one of 17 alliances that was successful in the European Universities initiative in 2018/19 Alliance partners include the Universities of: Barcelona, Montpellier, Utrecht and Eötvös Loránd University (ELTE) Budapest. CHARM-EU seeks to offer a transformative education experience that has mobility and inclusivity at its core and an innovative programme and curricula design around the theme of 'Reconciling Humanity with the Planet'. This initiative will prompt the development of innovative approaches to governance and quality assurance in the next three-years.

Trinity academics and professional staff are active in a number of national and international fora as external examiners for programmes in Ireland, and internationally and as members of professional bodies.

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 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 the Annual 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. Training provided through the Staff Development Programme and support through the Communications Office and Disability Service on policies relating to accessible information.

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. Since 2016/17 Trinity also published the Report of the National Student Survey.ie and Postgraduate Research Student Survey Reports. All Irish HEI's facilitate the publication of the outcomes of the 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). Trinity publishes a range of resources to meet the need of national and international applicants including the Undergraduate and Postgraduate Prospectus, Welcome Pack for international students. The Office of Global Relations has expanded the number of Country pages accessible on the Study at Trinity website (https://www.tcd.ie/study/international/), to facilitate international

students access to information on entrance requirements, English-language requirements, visas, fees and scholarships. This is in addition to the Trinity Chinese Language Website, Weibo and WeChat channels, launched in 2017/18. This demonstrates Trinity's compliance with the QQI Code of Practice for the provision of programmes of education and training for International Learners (2015).

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.

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

- Marino institute of Education and

- The Royal Irish Academy of Music.

Trinity has developed quality assurance policies and procedures in support of its responsibilities under the QQI Act 2012, they include:

- Approval of Linked Provider Quality Assurance Procedures;
- Linked Provider Appeals Procedures.

Trinity commenced the process of approval of linked providers Quality Assurance Procedures in 2017/18. That process was stalled to seek legal advice around the status of a Linked Provider and led to a revision of the first of the above policies. The approval process was reinitiated in 2018/19 and it expected to conclude in 2019/20.

Trinity's arrangement with the Church of Ireland Teacher Education Designated Activity Company (Teacher Education DAC), DCU whereby Trinity validated the Bachelor of Education Degree came to an end in August 2019.

A

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.

Delete this message and insert text here. The box will expand.

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 provide guidance to staff interested in establishing arrangements for education partnership with other Higher Education Institutions. The policy is supported by a Partnerships Toolkit to assist staff in developing collaborative partnerships.

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). The final cohorts of students in the Masters' in Development Practice and the Joint Certificate in Innovation & Entrepreneurship completed their studies in 2019.

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 collaborates with the National Dental Nursing Training Programme (NDNTP) with the Dental Council of Ireland and Dublin and Cork Dental Hospitals, with Church of Ireland Theological Institute on the Masters in Theology Programme which underwent Quality Review in 2015.

Trinity's engagement with Columbia University continues to expand with the number of dual degree programmes increasing from four to seven dual-degree programmes in 2018/19 to include Classics, Ancient History & Archaeology; Film; History of Art & Architecture. Future expansion is under consideration with Schools in the Faculty of Engineering, Mathematics and Science.

Trinity had scheduled a review of the joint award programme Bachelor of Science in Physiotherapy, with Singapore Institute of Technology in 2019/20, that has had to postponed to 2020/21 due to the Novel Cornonavirus NCoV-2019. Trinity continues to collaborate with SIT on a number of one-year degree programmes in Occupational Therapy, Diagnostic Radiography and Radiation Therapy.

Trinity signed two new collaborative agreements in 2018/19 under which new students are to enter in 2019/20

(i)   A 2+2 articulation arrangement with the University of Science and Technology Beijing and the School of Physics;

(ii)   A 3+2 arrangement between the University of Michigan – Shanghai Jiao Tong University Joint Institute and the School of Engineering.

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

> **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	2018/19
Areas/Units	
Number	
Link(s) to Publications	IT Services HR School of Creative Arts TIDI (Trinity international Development Initiative)

Year	2019/20
Areas/Units	Financial Services Division School of Medicine School of Generics and Microbiology School of Biochemistry & Immunology Academic Practice The Lir Academy (Academic Programmes) B.Sc. in Physiotherapy (Joint Award with Singapore Institute of Technology)
Number	7
Link(s) to Publications	Awaiting approval

Year	2020/21
Areas/Units	Institutional Review Trinity School of Business School of Natural Science (tbc) School of Social Science & Philosophy (tbc)
Number	4
Link(s) to Publications	

Year	2021/22
Areas/Units	School of Linguistic, Speech and Communications Sciences Global Relations (linked to International Education Mark) School of Psychology (tbc) Linked Provider Review (tbc) Library
Number	5
Link(s) to Publications	

Year	2022/23
Areas/Units	School of Engineering (tbc) School of Physics (tbc) Linked Provider Review (tbc) Trinity Research & Innovation
Number	4
Link(s) to Publications	

18. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of Arrangement	Total Number
PRSBs	8
Awarding Bodies	6
QA Bodies	2

First Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Irish Medical Council
Programme Titles and Links to Publications	The Undergraduate Medical Degree is accredited by the Medical Council. There were 878 students enrolled on the programme in 2018/19. The most recent accreditation visit was in October 2018 and publication of the report from that visit on the Medical Council website is awaited. The link to the 2011 Accreditation Report can be found here. The updated Accreditation Listing can be found on the Quality Office website.
Date of Accreditation or Last Review	October 2018
Next Review Year	TBC

Second Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	CORU
Programme Tiles and Links to Publications	There are a number of programmes subject to CORU Accreditation within the Schools of Medicine, Social Work and Social Policy, and Linguistic, Speech and Communication Sciences. In 2018/19 a total of 866 students were enrolled on CORU accredited programmes as follows: B.Sc. in Physiotherapy (155); B.Sc. in Occupational Therapy (160); B.Sc. in Radiation Therapy (109); B.Sc. in Human Nutrition & Dietetics (92); Bachelor of Social Studies (172); Master of Social Work (43); Clinical Speech & Language Studies (135). CORU Reports are not published in the public domain however their website provides a link to all approved educational programmes. The Accreditation Listing on the Quality Office website provides details for future accreditation and review visits.
Date of Accreditation or Last Review	Variable
Next Review Year	Variable

Third Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Engineers Ireland
Programme Tiles 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 2018/19 on the BAI and MAI programmes in the School of Engineering, accredited by Engineers Ireland in December 2016.

There were 376 students in 2018/19 on the BA (Mod) and the MA in Computer Science, also accredited in December 2016.

Refer to the Accreditation Listing on the Quality Office webpage for details of the next review cycle. |
| Date of Accreditation or Last Review | December 2016 |
| Next Review Year | Expected in 2021 |

Fourth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Teaching Council
Programme Tiles and Links to Publications	There are a number of programmes awarded by Trinity that are accredited by the Teaching Council. They include: (i) Programmes delivered by Trinity: Professional Masters' in Education (137) and the Bachelor of Music Education (in association with Technological University Dublin (TUD) and Royal Irish Academy of Music (RIAM) (36)) (ii) Programmes validated by Trinity and delivered by Marino Institute of Education (627). Further details on the accreditation cycle can be found in the Accreditation Listing on the Quality Office website.
Date of Accreditation or Last Review	2013/14
Next Review Year	Variable

Fifth Type of Arrangement (PRSB/Awarding Body/QA Body):	PRSB
Name of Body:	Nursing & Midwifery Board of Ireland (NMBI)
Programme Tiles and Links to Publications:	In 2018/19 there were 1,070 undergraduate students and 52 postgraduate students enrolled in programmes accredited by NMBI and leading to NMBI professional registration. In addition, there were a further 232 students enrolled on postgraduate post-registration courses with category 2 approval by the NMBI not leading to professional registration. The School of Nursing & Midwifery successfully applied to the NMBI for accreditation of the new UG Nursing and Midwifery curriculum in the 2017/18 academic year. The second year of this new curriculum was introduced in 2019/20 and the JS and SS years of the outgoing curriculum is being phased out. The new UG curriculum will be fully implemented by the end of the academic year 2021/22. The School of Nursing & Midwifery was reviewed in 2017/18 and the report is available on the Quality Office website.
Date of Accreditation or Last Review	2018 for new UG curriculum
Next Review Year	TBC

2. Collaborative Provision

Type of Arrangement	Total Number
Joint Research Degrees	1
Joint/Dual/Double/Multiple awards	5
Collaborative Programmes	1
Franchise Programmes	0
Linked providers (DABs only)	2

First Collaborative Provision	
Joint Research Degree	Polythea Consortium – European Joint Doctorate
Name of Body (bodies):	• Trinity College Dublin • University of Limoges (Fr) • University of Amsterdam (Netherlands) • University of Coimbra (Portugal) • Wroclaw University of Science and Technology (Poland) • University of Neuchâtel (Switzerland) • University of St. Andrews (Scotland).
Programme Tiles 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.

Second Collaborative Provision	
Joint/Dual/Double/Multiple awards	Joint
Name of Body (bodies):	University College Dublin (UCD)
Programme Titles and Links to Publications	1. Structured PhD Programme 2. M.Sc. in Comparative Social Change (21 students enrolled in 2018/19). Note the following programme are now discontinued; • Masters' in Development Practice (26) - the final cohort of second year students graduated in December 2019. • Joint Certificate in Innovation & Entrepreneurship (Trinity, UCD and QUB) - the final cohort of students (19 in total- 4 TCD and 15 QUB) under this agreement graduated in Jan 2019.

Third Collaborative Provision	
Joint/Dual/Double/Multiple awards	Joint
Name of Body (bodies):	Technological University Dublin (TUD formerly DIT)
Programme Titles and Links to Publications	B.Sc. Human Nutrition & Dietetics (92) was quality reviewed in November 2015 and the report is available on the Quality Office website.

Fourth Collaborative Provision	
Joint/Dual/Double/Multiple awards	Joint
Name of Body (bodies):	Singapore Institute of Technology (SIT)
Programme Titles and Links to Publications	1. There were 367 students on the Joint Degree Bachelor of Science in Physiotherapy which is scheduled for a quality review in 2019/20. 2. There were 39 students on the one-year top-up degree in Occupational Therapy. 3. There were 8 students on the one-year top-up degree in Radiation Therapy 4. There were 8 students enrolled on the Joint Degree in Radiography in 2018/19.

Fifth Collaborative Provision	
Joint/Dual/Double/Multiple awards	Dual
Name of Body (bodies):	Columbia University
Programme Tiles and Links to Publications	This is a Dual BA Programme the first intake was in 2018/19. 38 students enrolled on the programme, as follows - European Studies:12 - Middle Eastern & European Languages and Cultures: 11 - History: 7 - English: 8
Date of Agreement/Arrangement or Last Review	
Review Year for Agreement	2024

Sixth Collaborative Provision	
Joint/Dual/Double/Multiple awards	Double
Name of Body (bodies):	Institut National des Sciences Appliquees de Lyon (INSA)
Programme Titles and Links to Publications	Double Degree Programme with the School of Engineering in Trinity. In 2018/19. 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 were 2 Trinity students on the final year of the INSA Programme.

Seventh Collaborative Provision:	
Joint/Dual/Double/Multiple awards	Collaborative Partnership
Name of Body (bodies):	Church of Ireland Theological Institute
Programme Tiles and Links to Publications	Masters' in Theology (30). Quality reviewed in December 2015 and the report is available from the Quality Office website.
Date of Agreement/Arrangement or Last Review	2015
Review Year for Agreement	TBC

Eight Collaborative Provision	
Linked Providers (DABs only)	
Name of Body (bodies):	Royal Irish Academy of Music (RIAM)
Programme Titles and Links to Publications	1. Diploma in Music, Teaching & Performance (6); 2. Bachelor in Music Performance (72); 3. Bachelor in Music Composition (2); 4. Master in Music Performance (17); 5. Doctor in Music Performance (19). RIAM submitted its quality assurance procedures for approval by Trinity in 2019. The review process is ongoing.

Sixth Collaborative Provision	
Linked Providers (DABs only)	
Name of Body (bodies):	Marino Institute of Education (MIE)
Programme Titles and Links to Publications	• International Foundation Programme (80); • Bachelor in Education (Primary) (440); • B.Sc. in Education Studies (120); • B.Sc. in Early Childhood Education (174). • Professional Masters' in Education (Primary) (132); • Prof. Diploma in Education (Further Education (55); • Masters' in Education Studies (Visual Arts (10); Early Childhood Education (23); Inquiry Based Learning (6); Leadership in Christian Education (8); Intercultural Education (5)). Note: MIE submitted its quality assurance procedures for approval by Trinity in 2019. The review process is ongoing.

Seventh Collaborative Provision	
Linked Providers (DABs only)	
Name of Body (bodies):	Church of Ireland Centre Dublin City University
Programme Titles and Links to Publications	The last student students completed the Trinity validated years of the programme and this arrangement is now terminated.

3. Articulation Agreements

Agreements: Total Number	5
First Articulation Agreement:	
Name of Body (bodies):	Thapar University, Patiala India
Programme Titles and Links to Publications	Students entering Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2018/19 there were 65 students entered Trinity under this agreement.
Date of Agreement/Arrangement or Last Review	
Review Year for Agreement	TBC

Second Articulation Agreement:	
Name of Body (bodies):	Minzu University in China
Programme Titles and Links to Publications	Trinity signed a 1+1+1 Taught Masters arrangement with Minzu university in China where students undertaking a Master's Programme in Minzu university can spend the middle year of that programme completing a taught Masters programme in the Faculty of Arts, Humanities & Social Sciences in Trinity. In 2018/19, one student entered Trinity under this agreement.
Date of Agreement/Arrangement or Last Review	
Review Year for Agreement	TBC

Fourth Articulation Agreement:	
Name of Body (bodies):	Beijing Foreign Studies University
Programme Titles and Links to Publications	It is a 1+1+1 'All AHSS' Masters programme whereby students can enter a 1-year taught Masters in Trinity in the middle year of their Masters Programme and exit with a University of Dublin Award. In 2018/19, two students entered Trinity under this agreement.
Date of Agreement/Arrangement or Last Review	
Review Year for Agreement	

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).

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.

Strategic Initiatives:

In 2018/19, Trinity entered the final academic year of its existing strategic plan and work progressed on the development of the Trinity Strategic Plan 2020-25. Trinity 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 2018/19 was published in May 2019, outlining the key strategic initiatives and capital projects for 2018/19.

1. The Trinity Estates Strategy was launched in November 2018. The Strategy has been developed as a framework to guide the development of Trinity's estate in the medium to long term. The strategy highlights the necessity for efficient use of space and the continuous improvement of existing facilities, whilst also undertaking specific strategic projects. These include the Trinity Business School (opened in May 2019) and the Printing House Square development, due to open in 2020. The latter will provide on-campus student accommodation for up to 250 students, along with upgraded student services, the need for which was identified in the quality review of the College Health Centre and the College Day Nursery.

The Estates Strategy incorporates long-term refurbishment and conservation plans, such as the Old Library, and the Rubrics Building. It prioritises new capital works projects which have been included in the Provost Philanthropic Campaign and the newly launched 'Inspiring Generations' Philanthropic

Campaign, such as a new School of Law. It provides for a residential strategy that will serve the long-term needs of staff and students, including the expansion of student accommodation at Trinity Hall in Dartry to house 300 new beds for students, as well as the completion of Phase 2 of Arts Building Refurb project. Phase 1 of this project provided additional power points, new student furniture on all levels of the building, and Phase 2 provided improved acoustics, wayfinding and lighting.

A key development this year was growing the Zón Mac Léinn network of student spaces. Two new spaces were launched in 2018/19 - the Buttery after hours and a new space in the Trinity Biomedical Sciences Institute (TBSI) and three more spaces were identified for development. In order to help students to navigate between these student spaces, a mobile phone app showing students their nearest Zón Mac Léinn has also been developed.

2. The E3-Engineering, Environment and Emerging Technologies initiative is well underway and includes the construction of the 'Martin Naughton E3 Learning Foundry', a state of the art 6,086 square metre facility based on the main Trinity campus which will deliver new teaching facilities and an innovative interactive learning space for undergraduate and postgraduate students.

3. The Global Relations Strategy (GRS3), was launched in February 2019. The GRS3 will build on Trinity's Global Relations achievements to date by (i) facilitating further diversification and growth in the student body, (ii) expanding strategic partnerships with targeted universities around the world to increase, strengthen and leverage the global reach and impact of research, education and innovation, (iii) providing more opportunities for students to study in other countries, (iv) continuing to integrate students into the global Trinity community, and enhancing the student experience.

4. The Trinity Research Charter, listing seven key principles underpinning Trinity's approach to research, and the Trinity Research Excellence Strategy were launched in June 2019.

5. Inspiring Generations, the first comprehensive philanthropic campaign in Trinity's history, launched in May 2019 with the aim of raising €400m in philanthropic donations to support a range of flagship initiatives and inspiring 150,000 volunteering hours from alumni and friends of Trinity.

6. The Grand Canal Innovation District, a new innovation campus in the heart of Dublin's docklands which already houses the 5.5 acre Trinity Technology and Enterprise Campus (TTEC). The proposal for

an Innovation District in the Grand Canal area was launched in July 2018. In planning the development of an innovation district for Dublin, Trinity held a series of consultation and engagement events with the local community in 2018/19 and engaged with international experts on innovation districts in other countries. Cabinet approved the Grand Canal Innovation District plan in January 2020 and pledged €150M to help bring the vision of the plan to reality.

7. The Trinity St James's Cancer Institute, which in September 2019 achieved Ireland's first Cancer Centre accreditation from the Organisation for European Cancer Institutes, will provide a comprehensive cancer care centre on the St James's Hospital campus.

Governance and Risk:

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. In 2018/19, Board approved the establishment of a Working Group to revise Trinity's Code of Governance in alignment with the Code of Governance for Irish Universities 2019, as agreed between the Higher Education Authority (HEA) and the Irish Universities Association. Issues that will be considered by the working group include the size and composition of the Board, the frequency of meetings and a proposal that exit interviews for Board members completing their term should be introduced. In 2018/19, the Board approved a number of revisions to the 2010 Consolidated Statutes, which constitute the basic internal laws, structures and rules of the College and University. A Management Structures Handbook was published in 2018 which outlines the key management and organisation structures within Trinity, their terms of reference and how they relate and report to each other. The Audit Committee, which is one of three sources of assurance to Board on governance and controls, published in June 2019, its 2018/19 Annual Report.

A Chief Risk Officer was appointed in July 2018 and an updated College Risk Management Policy was approved by Board in June 2019. It articulates the role of the Risk Management Group in overseeing the operational running of the risk management function and defines its membership and reporting lines. Risk Registers and action plans are being developed across all Schools in the three Faculties and professional and administrative units. A Process for Managing a Risk Register was published on the Corporate Services Division (CSD) website to provide a detailed guide on how to set up a local Risk Register.

A College-level Brexit Risk Working Group was established in 2018/19 to identify the potential risks to Trinity posed by the UK's exit from the EU. The Group, chaired by the Chief Risk Officer, met regularly during the year and updated the Board on several occasions. A Brexit clinic was held in October 2019 at which the impact on recruitment, data protection, procurement, health and safety, research funding, and goods and services was considered. A dedicated website has been developed where staff and students can access the presentations from the clinic, and other resources.

During the 2018/19 academic year, a number of College policies were revised, including the Fitness to Study Policy (December 2018); the Fraud Policy (January 2019); Policy, Practice and Regulations on Intellectual Property (January 2019); and Gender Identity and Gender Expression Policy. A number of new College-wide policies were introduced including the Meeting Hours Policy (November 2018) and a Risk Management Policy (May 2019).

The Board approved the following enhancements to Human Resources procedures in 2018/19:

1. An update to the Probationary and Review Procedures for Academic Staff
2. Revised Tenure Track Procedures for new Assistant Professors
3. Revised Procedures for Progression within the Assistant Professor grade

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

Quality Assurance procedures:

The process of updating the suite of quality procedures to ensure alignment with national and international legislation, and with Trinity's strategic initiatives continued in 2018/19. A new quality procedure for review of Dual and Joint Degree Programmes was approved and published in June 2019. This addresses the strategic objective to grow the number of dual and joint awards in which Trinity is involved. The need for the procedure to be flexible enough to reflect the frameworks of partner institutions in other jurisdictions was considered in its development.

A Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes was developed and approved in June 2019, supported by focus group facilitation and note-taking skills training for PhD students which resulted in the establishment of a panel of trained facilitators (see section 2 below, Impact).

Generic Terms of Reference (TOR) were introduced for reviews of Schools and Trinity Research Institutes (TRIs) in 2016/17, and in 2018/19 this was expanded to include reviews of Administrative Units, Programme, and Collaborative Reviews. The provision of report templates for review teams was discontinued and instead review teams were directed to the Terms of Reference (ToR)to frame their review report. Units under review were also encouraged to align their Self-Assessment Reports (SAR) with the TOR.

QA of Linked Providers:

In 2018/19, Trinity began the process of reviewing the quality assurance Policies and Procedures of its Linked Providers, the Royal Irish Academy of Music (RIAM) and Marino Institute of Education (MIE) under the Procedure for Approval of Linked Providers' Quality Assurance Procedures (updated June 2019). Quality assurance documentation was submitted to Trinity for review, in accordance with section 7.2 of the Procedure, in Spring 2019. A Linked Provider Quality Assurance Working Group was established, chaired by the Registrar and comprising College Officers and professional staff from

Trinity Teaching and Learning, to review the documentation and make recommendations as to whether the policies/procedures were (i) Approved (outright), (ii) Not Approved with recommendations, or (iii) Not Approved. The outcome of the review process was communicated to MIE and RIAM in Trinity Term 2019 and the engagement process continues with a view to submitting the final QA policies to Quality Committee and Council before the end of the 2019/20 academic year.

Risk Register for Quality Legislative Compliance:

A draft risk register on compliance with Quality Legislation was developed in 2018/19 to inform preliminary planning for a review of 'Compliance with Quality Legislation' by Internal Audit and to inform the College Risk Register. The register was presented to Quality Committee in May 2019 and a further iteration, informed by an assessment by the Chief Risk Officer of trends and common issues across all the College's risk registers, was considered by the Quality Committee in November 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,

Audit Committee

Library and Information Policy Committee

Section 2: Reviews in the reporting period

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

School Reviews:
Creative Arts

Trinity Research Institute (TRI) Reviews:
Trinity International Development Initiative (TIDI)

Administrative Unit Reviews:
Human Resources
IT Services

Initiation of review of QA procedures for Linked Providers:
Marino Institute of Education (MIE)

Royal Irish Academy of Music (RIAM)

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	**7 UG** **11 PG**
Number of **Programme Reviews** completed in the reporting year	0
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	2
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year (Linked Providers)	2

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	15.3%
UK	54%
EU	23%
Student	0
Other	7.7%

Chair Profile	%
Internal	0
Similar Institution	75%
Different Institution	25%
International	75%

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.

TEP Implementation:

In the first year of TEP, a number of implementation issues emerged and actions to address them or to mitigate against recurrence have been on-going since 2018/19. Regular updates are presented to the Undergraduate Studies Committee (USC), and resources to support staff and students in the implementation of TEP are communicated to the College community via the TEP website.

Issues identified and actions taken include:

Student workload and assessment practices:

Issue: The difficulty to students caused by (i) continuous assessment deadlines falling during the examination assessment weeks and (ii) continuous assessment elements appearing to be added to existing module assessment components rather than replacing examinations.

Action: A project led by the School of Engineering developed a module mapping tool to help Schools map module activities such as lecture hours, tutorials, laboratories, assessment types and deadlines. The resulting data can be used to pinpoint busy weeks for students, to help estimate average workload hours and to look at module activities and the number of assessments due in any particular week. The tool has been tested with the School of Religion and feedback from the School has been very positive, with staff noting the usefulness of being able to view assessment from a student's point of view. The next phase of the project funded by Trinity Teaching & Learning will develop the usability of the mapping tool, in terms of its look and feel, and software validation. The tool will also be trialled by the School of Computer Science and Statistics, with a planned rollout to academic staff in September 2020. Integration with SITS, the student information system, is envisaged in the future.

Assessment Literacy in students transitioning into Higher Education

Issue: to induce transitioning first year students into the assessment practices and cultures of higher education.

Action: A project entitled 'Students as Partners in Assessment: Gateway to Assessment', led by CAPSL and funded under the National Forum Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019 - Gateway to Assessment – aims to develop a research based

training programme to induce transitioning first-year students into the assessment practices and cultures of assessment in higher education. It will address pre-conceived ideas about assessment, and help to alleviate anxiety by demystifying assessment expectations, thus enabling a smoother transition into Trinity. The programme will focus on assessment literacy and will encourage staff/student dialogue about assessment. It will address the gap between staff who have tacit understanding of assessment practices, criteria and standards, and students who do not yet have that understanding, and will build the student's capacity to make evaluative judgments about their own work and so that they become agents of their learning. The initiative also involves the development of resources for staff, and a blended, train-the-trainers programme that will be offered to academic staff and graduate teaching assistants, who will be key drivers in the implementation of the 'Gateway to assessment' programme.

Progression regulations and the new academic year structure:
Issue: The impact of new progression regulations and the new academic year structure on the academic performance of students in 2018/19.

Action: A review of the academic performance of students for 2018/19 under the new semesterised academic year structure was carried out. The aim was to evaluate the impact of (i) the new Academic Year Structure (AYS), which saw the introduction of a formal assessment session in semester one, shortened assessment/re-assessment periods, and revision periods, and (ii) changes to various progression regulations around aggregation, compensation, reassessment and repeating years. The data showed very little difference in re-assessment rates, overall progression rates, or distribution of academic grades. Further work will involve analysis of data on the number of referrals to the re-assessment session in 2018/19 and an analysis of final year results to look at the effect of capping the re-assessed component.

Operational management of formal examination sessions:

Issue: The operation of the 2018/19 examination sessions in the first year of the new academic year structure presented a number of logistical challenges, which were outlined in a report to the Undergraduate Studies Committee in November 2019. Issues identified included (i) the logistical challenges of accommodating three rather than two examination sessions in one day, (ii) increased noise and disruption to candidates resulting from announcements regarding varying finishing times and errors with papers, and students with shorter exams causing disruption as they left the exam hall

to students with a later exam finishing time, (iii) a delayed start of 1.5 hours to an exam, (iv) queues of up to 40 minutes for students collecting their belongings after exams, (v) a shortage of invigilators owing to PGR students, who had originally indicated that they were free to invigilate, not subsequently being available due to clashes with their own timelines for submission of work.

Actions: A number of recommendations were approved by the Undergraduate Studies Committee in November 2019 to address the issues raised. These included (i) an agreed time by which a delayed exam must start e.g. 10.00 am for a session due to start at 9.30am; (ii) Formalisation of a hybrid invigilation model where invigilators are recruited from the postgraduate research community coupled with temporary staff, (iii) introduction of additional staff to operate the cloakroom, significantly reducing queueing times, and a recommendation to improve communication with students regarding cloakroom arrangements, (iv) reduction in the use of the PA systems to announce amendments to papers in favour of direct verbal instructions to students, where small class sizes permit, and a recommendation to introduce improved quality control on papers to reduce the number of errors.

Scheduling of examinations:
Issue: The shortening of the formal examination/assessment periods to one week each resulted in the requirement to schedule three examination/assessment sessions per day. An undertaking was given by Council that no student would be required to sit more than two examinations per day. Scheduling issues arose however, where students were required to sit an examination during the last session on one day (5.00 – 7.00pm) and the first session on the next day (9.30am – 11.30am). This was particularly difficult for students commuting to Trinity from outside Dublin.

Action: The Academic Registry worked with Schools/individual lecturers to reschedule examinations, where possible, within the constraints of the overall examination timetable.

Feedback from External Examiners on the impact of TEP implementation

The External Examiner reports in 2018/19 highlighted issues related to the implementation of TEP:
1. The introduction of resits in Senior Sophister for failed modules meant that final marks for students who were scheduled to re-sit an exam were not available at the Court of Examiners meeting in May 2018. Some Examiners addressed this by holding an advisory viva for these students to inform any borderline grade decisions that might arise after the resit. This created

additional work for the Examiner, however. Examiners also highlighted the potential for students to 'game' the system as there is no cap on marks on re-sits.

2. The practice of allowing students to repeat their final year project was raised as an issue of concern by examiners and identified as counter to the norm for other universities.

3. The impact of the newly condensed examination period that may require students to sit written examinations on five consecutive days was raised as an issue of concern in terms of student welfare and maintenance of academic standards.

4. A number of examiners reported that they found the very tight turn-around time to mark scripts to be extremely stressful – in some cases the marking period clashed with examinations in their own institute.

TEP-related issues highlighted by External Examiners in their reports were captured by the Quality Office in a spreadsheet and fed back to TEP via the Senior Lecturer/Dean of Undergraduate Studies. The issues identified were fed into the review in 2018/19 of students' academic performance and of the operational management of the examinations process, outlined above.

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

Trinity Education Project (TEP)
The impact of the implementation of the Trinity Education Project (TEP) in the reporting period has been to drive change in the quality of undergraduate education:

1. In November 2018, Council approved the phased implementation in 2019/20 of a new fixed timetabling structure to enable year 1 of the Common Architecture and the features of TEP, such as open modules and Trinity Electives. In March 2019, Council approved a new Timetabling Policy and Procedures to support the introduction of the common programme architecture under TEP and the central management of timetabling practices for programmes. The policy sets out the procedures and responsibilities in relation to the annual production of the timetable and the use of all identified teaching and learning spaces. There will be a review of the timetabling policy in the 2020/21 academic year with a review of the timetabling procedures in 2019/20 which will enable College to identify and address the gaps between policy and practice, and use the timetable metrics to inform policy, space planning and future timetabling processes. A Protocol for the

Management of Teaching Spaces, referenced in the Timetabling Policy, is currently in development and due for consideration by the appropriate TEP governance structures in February 2020.

2. A Trinity Education Features Symposium was held on 23 October 2019 to outline to the College community the options available to students under TEP. From 2019/20, all first-year students are on the new curriculum architecture and will be selecting pathways and options for their Senior Freshman year during 2020. To support academic and professional staff in the provision of advice and guidance to students making these choices, Academic Affairs, Trinity Teaching & Learning (TT&L) delivered 'all staff' workshops on the Common Architecture in November and December 2019, and School-specific workshops to the Schools of Religion, Creative Arts (and Music Department), Business and Languages, Literatures and Cultural Studies. A number of TEP online resources have been developed to provide students with guidance on pathway choices within the Common Architecture, including interactive 'Explore my pathway' tools, plus five case study videos illustrating pathways that can be taken by students.

Employability:

In September 2018, Trinity published the 'Trinity Employability and Employment Guide' which was developed in response to the National Skills Strategy and Action Plan for Education. The Guide fulfils a request from the HEA that each higher education institution publish an institutional "Employability and Employment Guide" by Q3 2018 as an initial step towards the publication of an employability statement for each discipline/subject, work on which was progressed during 2019 with the support of Trinity Teaching and Learning. The Guide sets out how Trinity supports student development through employability-related opportunities to help prepare them for their future career. Recently established initiatives led by the Careers Service, such as the Trinity Employability Award and the Laidlaw Undergraduate Research and Leadership Programme, allow students to develop key attributes and skills that help them to succeed in their future career, as an individual, and as a member of society. The Trinity Employability Award, delivered in partnership with key employers, runs from September to March annually and combines industry-led training in highly transferable soft and technical skills with a university-led workshop to help students reflect on and articulate their learning and their development of the Trinity graduate attributes through their participation in the Award. To date, employability guides have been developed in the areas of business, economics, engineering, philosophy, political science, economics and sociology, pharmacy, film, religion, law, dental science,

geography, linguistics, history of art and architecture, and social policy with several others currently in progress.

Equality and Diversity:

In May 2019, Trinity successfully renewed its Institutional Bronze Athena Swan award through the Trinity Centre for Gender Equality and Leadership (TCGEL). The Schools of Chemistry and Natural Sciences were also successful in renewal of their Bronze awards. A Gender Action Plan (2019-22) accompanied the institutional application, and this is overseen by a College Self-Assessment Team (SAT). All Schools in Trinity have now formed their own SATs and are involved in the Athena SWAN process. Provision of training in relation to unconscious bias was highlighted in the gender equality action plan. In May 2018, Trinity Centre for Gender Equality and Leadership (TCGEL) hosted an Unconscious Bias 'Train the Trainers' programme for HEIs, run by a UK best practice commercial provider. The Director of Diversity and Inclusion trained as an unconscious training provider and worked with various groups across the university in 2018/19 delivering face-to-face unconscious bias training primarily to School Athena SWAN SATs and School Executives. The training is mandatory for Chair Professor recruitment panels and for academic promotions committees.

The LEAD (Living Equality and Diversity) training programme is an online resource, developed by the Irish Universities Equality Network, which provides information on Irish equality legislation, Trinity's policies in this area, the principles underpinning these and how they apply in an Irish university setting. Trinity has committed to ensure that all members of Committees have taken the LEAD training, to promote fair and informed decision-making throughout university governance. In October 2018, Committee Chairs and Secretaries were requested to encourage panel members them to take the short training programme.

In September 2019, Trinity published a revised Gender Identity and Gender Expression Policy, and this was reported on at national level. Trinity continued to participate in the Aurora Leadership Development Programme, run by the Leadership Foundation for Higher Education UK. Aurora targets women currently up to Assistant/Associate Professor level, or professional services equivalent, who would like to develop and explore issues relating to leadership roles/responsibilities. Nineteen staff were sponsored on Aurora 2018/19 by TCGEL. In August 2018, the 10th European Conference on Gender Equality in Higher Education was hosted by Trinity, the first time this conference was held in

Ireland. Trinity, through TCGEL, continued its involvement in several international equality projects in 2018/19. Trinity co-ordinated the 2.2M EU Horizon 2020 SAGE (Systemic Action for Gender Equality) project, which concluded 2018/19, and the launch in May 2019 of the SAGE Charter of Principles for Gender Equality in Higher Education. Trinity is hosting the FIAGES (Feminist Institutionalist Approach to Gender Equality in STEM), is represented on the LERU thematic group on Equality, Diversity and Inclusion and was a partner in the TWIST (Towards Women in Science and Technology) EU FP7-funded project which has developed an on-line unconscious bias test.

A review of the Trinity Equality, Diversity and Inclusivity (EDI) structures was undertaken in 2018/19, the outcome of which recommended a new high-level appointment to oversee this function and to champion initiatives, including the Athena SWAN process. The appointment of an Associate Vice-Provost for Equality, Diversity and Inclusion (EDI) was announced in 2018/19, along with the creation of a strengthened Equality unit under the office of the Vice-Provost/Chief Academic Officer (VP/CAO). The role will focus on strengthening existing activities, infrastructure and policies and the development of an EDI Strategy and Action Plan, in addition to overseeing the delivery of the Gender Action Plan and Athena SWAN. The 2018/19 Annual Equality Monitoring Report was approved by Board in December 2018.

3.3 A description of other implementation issues.

A review of Entry Routes to Two Subject Moderatorship (TSM) courses and other Two Subject combination Programmes entry routes was undertaken in September 2017. Admission of students to two-subject combinations was reviewed in the context of the common architecture as part of the Trinity Education Project (TEP), the implementation of a fixed time-table in TEP, CAO-administered admissions processes, and a TGRUSE/DES/HEI-agreed policy to reduce the number of CAO entry routes. Arising from this review, a new Trinity Joint Honors (TJH) programme was announced in May 2019, replacing the existing TSM course. From 2019/20, a student may enter to study two subjects or 'Joint Honors'. They will have the opportunity to exit with a Joint Honors degree, or a Major with Minor, or a Single Honors degree, depending on the number of credits that they study in each subject. There are 62 entry combinations available, some of which have existed for many years and others that are new. It is anticipated that there will be a greater number of Major with Minor exit awards due to new minor subjects available in TEP.

The Trinity International Foundation Programme was established in 2016/17 to increase access to Trinity by international students and promote diversity by attracting students from a wide range of cultural and academic backgrounds. The one-year pre-university programme validated by Trinity and delivered at Marino Institute of Education, and students who reach the required grades gain entry to the first year of a range of undergraduate degrees at Trinity. Students can choose between two pathways, one leading to undergraduate degree courses in arts and humanities and the other leading to undergraduate courses in health sciences, sciences and engineering. The first year of the programme commenced in September 2016 with 25 students, and numbers increased steadily in 2017/18 and 2018/19 (50 students and 80 students respectively). In 2019/20, 66 students registered, less than the target of 100 students. The identified challenges related to students not proceeding to register or not attaining the IELTS score required for English language and therefore could not proceed.

Strategic initiatives for the coming year to address these challenges include the transfer of management of admissions processes from Marino to the student recruitment team in Global Relations; co-operation with sponsorship bodies in the Middle East to review potential for a pre-sessional English programme to help students reach the required IELTS level; targeted campaigns in

multiple markets to continue diversification strategy. The progression rates from the programme to undergraduate Trinity degrees is being monitored to include to students who proceed to their preferred programme of study course in Trinity; students who proceed to an alternate programme of study in Trinity; and students who take up offers in other Irish HEI's or in other jurisdictions e.g. UK. are also being monitored.

In February 2019, the Provost launched the Provost Innovation Challenge @Tangent, Trinity's first social innovation programme. The programme challenged staff and students to offer solutions to global and societal problems by working in multidisciplinary teams with a view to instilling a problem-solving mind-set across the College community and encouraging multi-disciplinary. In 2019, the College Community chose Homelessness as the problem to address and the 'Hacking Homelessness Hackathon' took place from the 22 – 24 March 2019. The winning teams: Aquahomes, which upcycles decommissioned rescue boats into homes for couples, and The Homeless Wallet, which enables cashless, transparent donations directly to individuals and charities via a blockchain digital wallet. Aquahomes became the first ever team from the Provost's Innovation Challenge to be awarded a place on LaunchBox- the student accelerator programme.

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.

As part of the Implementation of the Trinity Education Project (TEP), 26 Trinity Elective (TE) modules for students across all disciplines were approved for 2019/20. The Trinity Electives website went live in March 2019 with student online enrolment opening in early April. The effectiveness of the implementation of the TEs was assessed via an on-line evaluation of the student experience, conducted in November 2019. A high-level, summary report on the results was produced and circulated in December 2019 to the Trinity Elective Subgroup, which has been tasked with reviewing the implementation of Trinity Electives. Reports on the results for the individual TEs were also sent to the individual module co-ordinators. The results of the survey will inform enhancements to the TE offerings. Students enrolled on TEs in semester 2 will be surveyed on their experience in April 2020.

The Calendar of Regulations (Part II-Undergraduate) was revised in 2018/19 to reflect the changes brought about by the Trinity Education Project, including the new Common Architecture and the Progression and Awards regulations. Revision to the Calendar Part III (Postgraduate) also resulted in the streamlining of information on individual programmes in the Calendar. These changes have highlighted the importance of ensuring that relevant programme information was available in the relevant handbooks. The need for this was informed by student feedback to the National Student Survey (formerly ISSE) and the International Student Barometer (ISB) had highlighted concerns over access to programme handbooks. An audit of 36 programme handbooks (15% of the 238 programmes that ran in 2018/19) and their contents was undertaken in Trinity Term 2019 to assess (i) the availability of the handbooks (on websites, in Blackboard etc.) and the accuracy, consistency and completeness of the information contained in the handbooks, as detailed in the Appendix to the Programme Handbook Policy.

Using a template created to capture the key information expected in the handbooks (as required in the appendix of the Policy). A report, presented to the Undergraduate Studies Committee in May

2019, noted the difficulty in locating handbooks on School/Department websites - only 75 handbooks (32% of the 238 programmes) could be located on the School website, the remaining 68% being available via Blackboard and/or local pages. The issues raised in the discussion included reluctance by some academics to make their programme handbooks available outside local Trinity access and the usefulness of having all handbooks available in one location. The appendix to the policy is updated annually and amendments made as requested by Schools.

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

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 'Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes' was developed and discussed by the Quality Committee in May 2018. A number of changes arose from the discussion and a revised Procedure was approved in April 2019. In addition, Trinity Teaching and Learning provided focus group facilitation and note-taking skills training to a number of PhD students in February 2019 which resulted in the establishment of a panel of trained facilitators that could be drawn upon by Schools as required. To date, ten focus groups have been facilitated across three Schools, and two Student Support Services areas.

The results of the postgraduate National Student Survey.ie (formerly known as the ISSE) have indicted a lack of clarity amongst some students regarding regulations and supports for postgraduate research students. As a result, the Trinity Office of the Dean of Graduate Studies published a Postgraduate Research Student Handbook in November 2018 which provides information on the nature of the structured PhD, the library and the various support services that operate for postgraduate research students throughout the university. It also contains perspectives on the nature of Postgraduate research and advice for maintaining a student/ supervisor relationship from both staff and students.

At its meeting of 16 January 2019, Council agreed that the data provided in the National Student Survey.ie should be examined by Schools and that a response should be provided outlining steps to make improvements where necessary. The Senior Lecturer/Dean of Undergraduate Studies has collaborated with the Quality Office to incorporate this template into the Annual Faculty Quality Report for 2018/19, due in March 2020.

The 21st Century Administration project, the purpose of which was to improve administration services through the creation and implementation of Service Level Agreements (SLAs), performance metrics and shared services in administrative areas, was completed in 2018/19. A final report was presented to the Board in June 2019 by the Chief Operating Officer (COO) and the project will be subsumed into the new strategic plan Goal of 'One Trinity' community.

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 were:

Staffing:
Staffing, including the impact of increased staff:student ratios and the delay in filling of strategic posts, was raised as an issue across all three Faculties in terms of the ability to continue to provide high quality undergraduate and postgraduate education and to satisfy the requirements of accrediting/ professional bodies and the implementation of the Trinity Education Project (TEP).

The Annual HR Metrics Report 2018/19 (approved by Board in September 2019) reported that there have been incremental increases in staff numbers across all categories each year between 2015 and 2019. The Ussher Assistant Professor II Development Programme 2016-2021 continues to provide strategic, new-blood posts to attract early career academics. Reporting of staff:student ratios at discipline level is undertaken in the Academic Registry Annual Report. In 2017, the University reviewed the practice on fixed term contracts based on a guidance note on the use of fixed term contracts from the Dept of Education and Skills. This resulted in an increase in the number of staff on permanent contracts following on from a period of gradual decline since 2015. Whilst the number of staff on fixed term contracts continues to increase, the rate of increase levelled off in 2019.

Systems:

The inability of students to register for modules on-line is a recurrent issue of concern. The Digital Trinity 2 project, currently in train, will address this. It is planned that on-line module registration will be available from 2020/21 for students in years 1 and 2 of the common architecture in TEP. The approval of a new timetabling policy in 2018/19 to support the introduction of the common programme architecture under TEP and the central management of timetabling practices for programmes should also help to resolve this issue. There will be a review of the timetabling policy in the 2020/21 academic year with a review of the timetabling procedures in September 2019. These reviews will enable College to identify and address the gaps between policy and practice, and use the timetable metrics to inform policy, space planning and future timetabling processes.

Library:

Access/opening hours, availability of books and the impact of the UK e-legal deposit legislation have been recurrent themes over the last few years. The availability of books for borrowing in the Library, especially in advance of essay submission, and delays in books ordered from the Santry repository were raised as issues of concern in module evaluations in 2018/19. The Library is implementing a new MyReadingList system, which has a separate budget, to provide for availability of reading list books. The service enables academics to create 'real time' resource lists and for students to set their reading intentions and annotate resources to aid their learning. There is an online guide and the relevant Subject Librarian can arrange a demonstration. Requests for Inter-Library Loans can be completed using online forms via the Library website, significantly streamlining the process for requesting materials held in other libraries. A complete set of UK electronic Legal Deposit articles, comprising over 4 million electronic articles, is now available via the Library's catalogue, Stella Search. This is a major milestone in making the extensive UK electronic Legal Deposit material accessible to the Trinity community and thousands of new articles are being added monthly. As this material can only be accessed on Library PCs, which may be a barrier to research, the Library has introduced the Patron-Driven-Acquisition system whereby readers can order a print copy of items with a lead time of approximately three weeks.

Student recruitment (EU and non-EU):

The development of a coherent approach to student recruitment (EU and non-EU students) and the availability of supports for international students has been a recurrent theme in the Annual Faculty

Quality Reports. The publication of the first Global Relations Annual Report 2018/19 outlined integrated planning and restructuring for implementation of the Global Relations Strategy (GRS3). These included:

- Co-appointment of 24 School Directors for Global Relations and convening the Board-approved Global Relations Committee to replace the International Committee;
- Restructure of the Global Relations Office to further integrate recruitment and marketing activities;
- Support the work of IT Services in the development of a business case for an Enterprise Customer Relationship Management System to collect information on potential applicants.
- Establishment of a Global Mobility Committee linked to the TEP Features Committee.

Space:
A recurrent issue in Quality Reviews and Annual Faculty Quality Reports (AFQR) in recent years has been the poor quality of some teaching and social spaces. The Estates Strategy was launched in November 2018. The Strategy referenced a condition assessment by Faculty and School of academic spaces and a categorisation of the spaces from A - D where A is 'as new' and 'D' is 'replacement required'. The Strategy also references the need for adequate social spaces to be included in any assessment of suitability. The Strategy committed to an investment of €80m for the Trinity Business School, €62m for Printing House Square, €4m for the Arts Building refresh and €84 for the E3 Learning Foundry. In addition, it listed specific suggestions by Faculty for improvement including the Law School, the School of Creative Arts, the School of Nursing, and teaching facilities at Goldsmith Hall. Phase 2 of the Arts Building Refresh was completed in the summer of 2019 and included new ceilings, the installation of new energy efficient and emergency lighting, new acoustic panels, painting and general refurbishment measures. The project is due to be completed in early 2020. The Trinity Business School was opened in May 2019 and provides an Innovation and Entrepreneurial hub, a 600-seat auditorium, smart classrooms with the latest digital technology and an executive education centre. The completion of Printing House Square (formerly Oisin House) is expected in July 2020 and will provide student accommodation as well as new facilities for the Disability and Health Services. The planned E3 Learning Foundry will provide additional teaching and learning facilities on campus. a review took place and a set of recommendations and costings were obtained. A review of Goldsmith Hall was commissioned by the Faculty of Engineering, Mathematics & Science (FEMS) and a set of recommendations and costings were obtained – funding to implement the recommendations is under consideration.

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.

A new Internships and Placements Policy was approved by Council in October 2019. The initial development and consultation phase was completed in 2017/18 as part of the Trinity Education Project (TEP) subgroup 5: Internships and Careers, Student Exchanges/Mobility and Co-Curricular activities, and had involved extensive consultation with and input from Schools, students, professional services and College committees. The policy incorporates elements of work completed on Internship Agreements for Countries with Domestic Internship Legislation. The policy was developed in response to a demand from Schools for guidance on developing and managing existing and new internships, quality and professional accreditation requirements, and a renewed focus on the student experience and on creating student opportunities as part of TEP. The policy encompasses internships and placements for credit that form part of a student's programme, internships for credit that students have sourced, and internships that are not-for-credit but have been approved by a School as complementing a student's programme.

A business case for consent workshops was endorsed by the Student Life Committee in May 2018. The business case is the culmination of considerable work by Trinity in addressing this issue in recent years. The sexual consent workshops were delivered to 585 first year students in Trinity Hall during their orientation weekend and 220 first year students in Marino Institute of Education in 2019/20. The consent workshops have been translated into Irish and will be delivered to students as part of the Eight Week programme. While there is scope to roll out the consent workshops across the wider college campus, the decision was made to focus on the delivery of a Consent Plus training programme which consists of 30 minutes on Consent, 30 minutes on First Responder training, and 30 minutes on Bystander Intervention training.

The purpose of this training is to introduce each element of the consent education programme, and to provide entry ways for both staff and students to sign up to the more in-depth versions of each of these training packages. To date 120 class reps, 6 Trinity Hall residents, 5 members of the Pavilion bar staff, and 9 members of the Trinity Sports' Centre staff (total 140 staff and students) have received this training. The First Responder training programme has been highly successful, with 9 new facilitators trained and 33 staff and students trained in the full 3.5hr session in 2019/20. There is national interest in the First Responder Training Programme and there are plans to hold a Train the Trainer session on Monday 20th April for the members of National Women's Council of Ireland National Advisory Committee for the ESHTE project. Over the course of the academic year 2019/20 to date the Sexual Consent Education Programme has held training sessions and talks for 1,222 staff and students.

In January 2019, Undergraduate Studies Committee approved the establishment of the Widening Participation Group to replace the Trinity Access Programmes (TAP) Steering Committee. This group would represent a wider cohort of under-represented students, including students with a disability and mature students. The Group, a sub-committee of the Undergraduate Studies Committee (USC), first met in March 2019 and its Terms of Reference include overseeing and monitoring data on access, participation and retention for widening participation cohorts.

The Council approved a proposal that, from Hilary Term 2019, all lecturers in Trinity should use Turnitin via Blackboard and move away from using Turnitin.com as standalone software. In September 2018 Turnitin advised they would be discontinuing the use of join codes for instructors on Turnitin.com which will create administrative and security issues. In May 2019, the Graduate Studies Committee and University Council approved the implementation of electronic submission for theses. From March 2020, students submitting their research theses may do so electronically. Their theses will then be shared with internal and external examiners via Sharepoint. This change is expected to decrease examination times, costs and be more environmentally sustainable. Students may choose to submit via hard copy provided they decide and cover the costs. Where examiners make the request for a hard copy, Trinity will arrange and cover costs.

In 2018/19 the Trinity in Twelve Weeks programme, established in 2017/18, was expanded to provide mentors with more resources to help with the successful delivery of the programme. A six-

week version was introduced for international single-semester students. A new research postgraduate student transition programme was introduced to provide training for PGR students at each of three critical phases in their research: on entrance, on confirmation to the research register, and in the final year. The Transition Officer also ran focus groups with the Students' Union to collect feedback on Student Services in College. These focus groups also help to gain greater insight into survey results (e.g. ISSE, ISB) and identify the gaps between what we are providing and what students expect.

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 inaugural Provost's PhD Project Awards, providing 40 fully funded PhD positions across a wide variety of disciplines, were launched in 2018/19. These doctoral awards, funded through unrestricted alumni donations and profits derived from Trinity's Commercial Revenue Unit, provide the opportunity for PIs to attract PhDs of the highest calibre internationally through funded research projects.

In February 2019, Trinity Live, a new student mobile phone app designed and developed by four Computer Science students and overseen by IT Services, was launched. The app was developed in response to feedback from students as to how they wanted to engage with services. The app allows students to stay connected with College through their smartphones by providing a simple way for them to access their timetables, exam results, emergency notifications, digital identification, and find College locations among other functions.

Trinity became one of Ireland's first Higher Education Institutions to introduce an Open Access Policy in 2012. TARA (Trinity's Access to Research Archive), contains in excess of 33,000 open access publications, freely available to the public. In November 2018, the Dean of Research and the College Librarian & Archivist established an *ad hoc* Open Scholarship (OS) taskforce to explore emerging trends in OS within Ireland and internationally and to provide feedback to a growing number of consultations calls from relevant bodies. To date, the Task Force has provided feedback to the following consultation requests:

- NORF Draft National Statement on the Transition to an Open Research Environment
- LERU Submission on the 'Guidance on the Implementation of Plan S'
- LERU Open Science Roadmap Survey

The Task Force has also implemented the *Unboxing Open Scholarship* initiative with events this throughout the year. The first was an <u>introductory workshop</u> on SOAPbox (Student Open Access Project), to be followed by the '<u>Celebration of Trinity's Student Publications</u>' and symposium on '<u>Research Impact & Evaluation in the Open Scholarship Era: DORA, Funding Agencies & Research Culture</u>'.

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.

- Engaging the College community in planning and preparation for the Institutional Review

- Identifying objectives and goals under the new Trinity Strategic Plan that the Quality function in Trinity can assist in meeting, inform or track the attainment through quality processes.

- The first quality review of transitional provision using the Dual and Joint Award Procedures will take place in 2020/21 when the review of the Joint Award in B.Sc. Physiotherapy with Singapore Institute of Technology is undertaken.

- The process of approval of Linked Provider Quality Assurance Procedures will be completed in 2019/20.

- Trinity will engage with the CHARM-EU Alliance to achieve the objectives of Phase 1 of the project.

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

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.

The process to prepare for the CINNTE Review has commenced in 2019/20 and to date has included:
- Engagement with QQI on planning for the institutional review including confirmation of the review date, submission of profile of External Reviewers, preliminary meeting with QQI on 9 Dec 2019
- Establishment of the Institutional Self Evaluation Team and a programme of work to achieve the objectives for the review;
- Planning for a College-wide communications strategy to raise awareness of the review at all levels across College;
- Collation of institutional data for the design and development of the Institutional Profile.

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.

01 Objective 2: Enhancement of Quality through governance, policy and procedures – the case of Global Relations.

In recent years, the nature of international partnerships between higher education institutions has evolved beyond research collaboration activities. Opportunities for the development of dual degree programmes, global academic networks and second campuses have emerged.

This has presented Trinity with the opportunity to build on its long record of internationalisation and to expand its international reach. Trinity has embraced these opportunities by putting in place structures that support internationalisation and by developing policies, procedures and processes to guide this growth and to assure the quality of education partnerships, the equivalence of teaching and learning, and the student experience.

Governance
Established as a sub-committee of Council, the International Committee was charged with developing a five-year business plan to meet the strategic targets for international policy and student enrolment outlined in the College's Strategic Plan 2008-2012. In parallel, the Planning Group, a sub- committee of the Executive Officer Group, approved the financial support for Trinity's international ambitions. The International Committee was reconstituted in 2018/19 as the Global Relations Committee, with a membership and remit to better reflect the new global relations environment.

Strategies
Trinity's first Global Relations Strategy (GRS) was developed in 2012, following the appointment of the University's first Vice-President for Global Relations (VPGR) and the formation of a Global Relations Office (GRO) in 2011. This first explicit public articulation of an internationalisation strategy in Trinity included international student recruitment targets, which involved doubling the number of non-EU students between 2011 and 2016. Following a review in early 2014, and in the context of decreasing state funding and Trinity's Strategic Plan 2014-2019, the level of ambition was increased over a longer timeframe, specifically in relation to non-EU

student recruitment and strategic partnerships/articulation agreements. GRS2 committed to a mid-term review, which took place in 2017,

This mid-term review recommended, *inter alia*, facilitating global partnerships by more direct engagement at a School level. Accordingly, the third iteration of the Global Relations Strategy, GRS3, refers to School Directors of Global Relations in each School. The GRS3 will run to 2023/24 and is built around four pillars: Building global collaborations and partnerships; Ensuring a global student community; Leveraging the global reach and impact of Trinity's research, education and innovation; Supporting the continued delivery of a high-quality student experience. The strategy also renews focus on engagement with Europe, and Trinity is a partner in the European initiative to build a European Universities Network-CHARM-EU.

Policies, Procedures and Processes
A suite of policies, procedures and processes have been developed in support of the Global Relations strategies. The first Dual and Joint Awards Policy was approved in October 2015. This was followed by the Non-EU Collaborative and Transnational Education Partnerships Policy, the Education Recruitment Agents Policy and the Study Abroad Providers Policy, both approved in June 2016. An International Partnership Toolkit was developed in 2017 to support Trinity staff in the development of academic partnerships by providing a guide to partnership types, advice on risk management and due diligence in the development of partnerships, and access to an International Partnerships database. A Dual and Joint Awards QA Procedure was approved in June 2019 and is expected to be used in the first review of transnational education in 2019/20. A draft crisis management procedure for students on study/placement abroad is being developed (led by the Director of Student Services), Procedures for the Recognition of Foreign Qualifications (led by the Academic Registry) and a Policy on Quality Assurance of the Year Abroad are in development for 2020/21.

International partnerships to date
The number and type of international partnerships has increased over the lifespan of the GRS2. From a baseline of one joint programme with Singapore Institute of Technology, initiated in 2011/12, there are now nine Dual degree programmes under the Columbia Framework, and a number of articulation arrangements (including with Thapar Institute of Engineering and Technology, University of Science and Technology Beijing (USTB)). The first cohort of students from the School of Engineering UM-SJTU Joint Institute entered in 2019/20 under an articulation arrangement.

In addition, the International Foundation Programme (IEP) was developed (2015/16) in partnership with Marino Institute of Education to facilitate entry for international students to UG degree programmes from countries and systems that do not lead to direct entry into Trinity. Students choose from one of two pathways currently on offer – Pathway A in Law, Business, Economics and Social Sciences and Pathway B in Engineering, Science and Health Sciences.

Supports for International students
There has been significant growth over the last six years in non-EU student numbers (1,123 in 2011/12 to 2,897 in 2018/19). The Global Relations Office has developed a specialised international student experience team to meet the specific support needs of these international students. The Global Room was launched in 2013 as a student support hub and social space. Seven Global Officers have been appointed across nine Schools/Areas to work between the Schools and GRO on recruitment, marketing, partnership development, alumni activities, and to provide support to incoming and outgoing students.

Under GR3 it is planned to build on Trinity's achievements to date by further diversifying the student body, expanding our international partnerships, providing more opportunities for students to study abroad and continuing to integrate students into the global Trinity community.

Objective 2 - Enhancement of Quality by the Institution through governance, policy and procedures

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20

Governance

- **Sept 2011** VP Global Relations appointed
- **Sept 2011** Global Relations Office established
- **Date TBC** First School Global Officers appointed
- **2019** Global Mobility Subgroup established
- **February 2019** School Directors of Global Relations appointed
- **April 2019** Global Relations Committee established

Strategy

- **September 2012** Launch of Global Relations Strategy (GRS1)
- **January 2015** Launch of Global Relations Strategy 2 (GRS2)
- **April 2017** Mid-term review of GRS2
- **Feb 2019** Launch of Global Relations Strategy 3 (GRS3)

Policies & Procedures

- **October 2015** Dual and Joint Awards Policy
- **January 2017** Partnership toolkit developed
- **June 2019** Dual and Joint Awards QA Procedure
- **June 2016** -NEU Collaborative/TN Education Partnerships Policy -Education Recruitment Agents Policy -Study Abroad Providers Policy
- **In development:** -Student Crisis Management Procedure -Policy on QA of the Year Abroad -Procedures for the Recognition of Foreign Qualifications

Data

- **Annually from 2012/13 & Bi-Annually from 2016/17** International Student Barometer (ISB)
- **April 2017, December 2018, February 2020** Education Recruitment Agents Survey

International Students

- Increase in international students entering Trinity under partnership arrangements

2014/15	2015/16	2016/17	2017/18	2018/19
135	119 (12%↓)	183 (53%↑)	266 (45%↑)	335 (30%↑)

- Increase in non-EU students on campus (non-EU fee status HEA Return 2018/2019)

2014/15	2015/16	2016/17	2017/18	2018/19
1,623	1,880 (16%↑)	2,315 (23%↑)	2,570 (11%↑)	2,894 (13%↑)

Resources

- **Sept 2013** Global Room established
- International Student Society (DIUSS)
- **May 2016** International Foundation Programme established
- Trinity Chinese Language website
- Information on entry requirements by Country/Region on GR website