

# Trinity College Dublin

## Annual Institutional Quality Assurance Report 2017

Based on the reporting period 1 September 2015 – 31 August 2016



The Cyclical Review Process

**Please enter a brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.**

Trinity College Dublin, the University of Dublin *Strategic Plan (2014-2019)* was launched in October 2014. In addition to the strategic plan a number of other key strategies exist that drive a change in the provision of education, research and related activities and an increased focus on quality assurance and enhancement. These strategies include the:

- *Global Relations Strategy II*
- *Online Education Strategy*
- *Innovation & Entrepreneurship Strategy.*

Under the strategic plan, Trinity has embarked on a review of its undergraduate education provision through the [Trinity Education Project](#) (TEP). Key pillars of the TEP were approved by the University Council in June 2016: Graduate Attributes; Curriculum Principles; a Programme Architecture and a proposed Academic Year Structure.

The current phase of the project is planning for implementation. This academic year 2016/17 has already seen an active programme of consultation and [sharing of innovative practice in programme renewal and assessment](#) as Schools engage in internal reviews of their curriculum and assessment methodologies to align with the proposed architecture and academic year structure.

It is expected that the implementation of the TEP will require a refocusing of Trinity's quality framework including policies, procedures and data management. This in addition to the implementation of the new legislative environment under the QQI Act 2012 and associated quality assurance procedures, in particular, with Linked Providers, is expected to be the focus of Trinity's quality assurance and enhancement activities in the lead-up to the next institutional review. In and of itself, the TEP represents a significant quality review of education provision.

The [Framework for Quality in Trinity College Dublin](#), was approved by the Quality Committee in January 2016 and brings together the elements that form the current focus of quality assurance and enhancement. Since 2012, Trinity has expanded its focus on quality assurance to include quality reviews of academic programmes, of collaborative partner programmes and Trinity Research Institutes. In 2017/18 Trinity will initiate those elements of the QQI Act 2012 with respect to Linked Providers, and will also conduct a thematic review of postgraduate education.

Other initiatives which have served to integrate quality procedures with strategy and strategic management at institutional level have been the sharing of the outcomes of *International Student Barometer (ISB)* and the *Irish Survey of Student Engagement (ISSE)* survey at institutional and Faculty level to inform enhancement activity. The [Annual Faculty Quality Report](#) serves as a vehicle for sharing good practice across Schools and the escalation of College-level issues impacting on quality.

Trinity Teaching and Learning continues to lead the development of a number of policies and since the last AIQR have added the following to the [Academic Policies](#) webpage:

- Admission and Transfer Policy
- Academic Awards Policy
- Assessment and Academic Progress Policy
- New Programme Design and Approval Policy

Trinity continues to develop capacity in the area of online education and since the last AIQR has added three new programmes and two massive open online courses (MOOCs) in the following areas:

- Level 8 Foundation Programme in Anaesthesia Recovery Room Care
- Instrumental Dysphagia Evaluation
- Legal Training for Child Protection and Welfare Practitioners
- Strategies for Successful Ageing Free Online Course
- Exercise Prescription for the Prevention and Treatment of Disease

**Please enter 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. The [Framework of Quality](#) graphic provides an overview of the institution level quality fora. The Quality Committee is a compliance committee of University Council and the College Board.

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

The Research Committee is the committee responsible for the development of policy in relation to institutional research. The Quality Office works through the Office of the Dean of Research to develop and consult on quality assurance procedures for Trinity Research Centres and Trinity Research Institutes (TRI).

The Student Life Committee is a committee led by the Dean of Students and on which student representatives and all the Heads of Student Services that support the student life experience are represented.

**Do you have a Policy/Procedure for Programme Design and Approval?**

Yes

**Links for Policy/Procedure relating to Programme Design and Approval**

Trinity published a new policy on [New Programme Design and Approval](#) in December 2016. Procedures for the development and approval of new undergraduate programmes can be found on the [Undergraduate Studies](#) website; and for new postgraduate course proposals including validated programmes on the [Graduate Studies](#) website. Academics are assisted in the development of new course proposals by staff in [Trinity Teaching & Learning](#) on aspects relating to Learning Outcomes, the European Credit Transfer and Accumulation system (ECTS) and the National Framework of Qualifications.

New Programme Proposals are required to go through School and Faculty level approval processes including a financial viability review by the Faculty Dean, prior to consideration and approval for external review by Undergraduate Studies Committee (USC) and Graduate Studies Committee (GSC), as appropriate. All new programme proposals are subject to external review prior to formal and final approval by the University Council. The attached [Undergraduate programme proposal process map \(January 2015\)](#) details the level of internal and external consultation involved in the programme design and approval process, the engagement by different units across the University and the link to the Interim International Register within the Department of Justice & Equality.

Programme proposals by Trinity's Linked Providers are reviewed by the Associated College(s) Degree(s) Committee (ACDC) or the equivalent Management Committee prior to consideration by USC and GSC and by 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 draft policy on Suspension and Cessation of Programmes is currently under consultation through academic governance committees. This consolidates the existing practice for the formal approval for the [suspension of programmes](#) which can be found on the Graduate Studies Office website; and the [suspension or discontinuation](#) of undergraduate programmes can be found on the Undergraduate Studies website.

**Do you have a Policy/Procedure for Programme Delivery and Assessment?**

Yes

**Links for Policy/Procedure relating to Programme Delivery and Assessment**

Trinity's [procedure for quality review of programmes](#) was introduced in 2014. To date 37 programmes have been reviewed through the programme review process (Science (TRO71) - 16 moderatorships; BESS-10 moderatorships; M.Theology- I PGT Award; Law-11 awards). The procedure continues to evolve in practice such that in addition to the elements introduced for programme reviews such as focus groups and large scale student evaluation surveys, staff, adjunct staff and seminar tutor surveys have been conducted in a recent application of the procedure by the School of Law.

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

- the [External Examiner Policy](#) and supporting quality assurance processes for [UG](#) and [PG](#);
- progression and retention statistics for new entrants at programme, School and Faculty level is collated in the [Senior Lecturer's Annual Report](#) and linked to an institutional target of undergraduate transition from first year to second year of 90% by 2019;
- reporting on the Irish Survey of Student Engagement data at institutional, Faculty, School and programme level using ISCED codes.
- [student evaluation](#) at undergraduate module level and for postgraduate taught programmes of which the reporting of outcomes is via the [Annual Faculty Quality Review Report](#);
- the annual postgraduate research survey introduced in February 2016 and conducted again in February 2017.

The Dean of Graduate Studies also publishes an [Annual Report](#) which provides an overall assessment on taught courses and research degrees. As a result of the inaugural Postgraduate Research Survey, the Dean of Graduate Studies added a [Shortguide to doing a Ph.D. at Trinity](#) to the resources of the Graduate Studies website. The Centre for Academic Practice and Student Learning (CAPSL) offered [Introduction to Teaching at Trinity](#) seminars which were attended by 84 students and a new 5 ECTS module in Teaching and Supporting Learning in Michaelmas Term 2016, in which 12 postgraduate students enrolled. The module is currently ongoing with the second cohort of students commencing in February 2017.

**Do you have a Policy/Procedure for Research Quality?**

Yes

**Links for Policy/Procedure relating to Research Quality**

Policies relating to quality assurance of Research can be accessed via the [Trinity Policies Homepage](#), they include the:

- [Policy on Good Research Practice](#)
- [Policy on Trinity Research Institutes](#)
- [College Ethics Policy](#).

The following policies relating to research are located on the Dean of Research Local page:

- Indirect Costs Policy
- Open Access Publications Policy
- Policy on Trinity Research Centres
- Intellectual Property Policy
- TCD Policy and Application for Research Centres
- TCD Policy on Research Groupings

The key achievement with respect to Research quality since the previous AIQR is that Trinity has been accepted into the League of European Research Universities (LERU) in January 2017. This achievement follows a rigorous evaluation process on research volume, impact and funding, strengths in PhD training, size and disciplinary breadth, and peer-recognised academic excellence. It is expected that LERU membership will impact positively on the education Trinity provides to all of our students from undergraduates through to PhD students, as well as their future employability as graduates.

Quality assurance of the research environment (as opposed to research quality) is achieved through two quality review procedures: Research Centres that are sponsored by Schools are reviewed as part of the [School Review procedure](#) (ref Part 6). Trinity Research Institutes are reviewed through the [Trinity Research Institutes procedure](#).

Trinity has four TRIs and has included a quality review of a TRI in each year on the [Schedule of Quality Reviews](#) to 2019. In 2015/16 Trinity undertook its first quality review of a Trinity Research Institute (TRI) the [report](#) is available on the Quality Office website. Trinity will conduct the second review of a TRI in June 2017.

Trinity Research & Innovation (TR&I) is the unit within Trinity responsible for supporting academics' research efforts with respect to research funding applications, contracts, technology transfer and industry engagement and entrepreneurship training. [TR&I](#) was subject to a quality review in 2013/14 academic year.

Systems support is coordinated through TR&I, the Financial Services Division and the [Research Librarian](#) e.g. RSS (Research Support System; TARA (Trinity Access to Research Archive)).

On September 30th 2016, Trinity participated in Probe: Uncovering Research at Trinity College Dublin. 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.

Trinity continues to promote a spirit of entrepreneurship and innovation in our student researchers by providing opportunities through LaunchBox and the Blackstone Launchpad programmes for student 'start-ups and 'accelerator' programmes and specialist education offered through the Innovation Academy.

**Do you have a Policy/Procedure in place for Student Lifecycle?**

Yes

### Links for Policy/Procedure relating to Student Lifecycle

The Academic Registry (AR) is the business unit responsible for supporting all stages of the student lifecycle. The [Academic Registry](#) and the [Study at Trinity](#) webpages are a rich source of information for applicants and students –national, international, visiting and Erasmus; undergraduate, postgraduate and online.

The AR website includes procedures across all stages of the student lifecycle including:

- [Admissions](#)
- [Fees and Payments](#)
- [Registration](#)
- [Lectures & Timetables](#)
- [Examination & Assessment](#)
- [Graduation](#)
- [Student Records](#)
- [Academic Transcripts](#)
- [Certification of student documentation](#)

and a range of [guidance](#) information and [forms](#) to support students negotiate the various steps involved in self-service through the 'my.tcd.ie' student portal. Students on campus can also avail of services provided through the [Service Desk](#).

The AR completed the [AR Enhancement Programme in 2015/16](#) which saw the introduction of a range of service commitments and [measures](#) as well as re-engineered business processes to support the operations of the AR, the student lifecycle and the embedding of the Strategic Information Technology Services (SITS) which is the student information system. AR publish a KPI report on a quarterly basis for internal College-use which includes a dashboard on UG and PGT student cases; time to resolution of PG admissions; fee and help-desk queries.

The [Study at Trinity](#) webpages include a link to the [Student Life](#) webpage that contain information for students to support them in their study at Trinity [Supports & Services](#). 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, Schools and Programme Offices staff are engaged in a variety of outreach services to secondary level 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 providers of programmes of education and training to international learners*.

The [University Calendar](#) is the primary source of regulations with respect to study at Trinity. [Part 2](#) of the Calendar contains the regulations pertinent to Undergraduate Study, including general regulations and regulations specific to programmes of study. [Part 3](#) of the Calendar contains the regulations pertaining to individual graduate studies, both taught and research programmes.

In addition to the University Calendar, the Trinity Teaching & Learning website contains a number of academic policies relevant to the Student Lifecycle including the [Recognition of Prior Learning Policy](#), guidelines and forms to support this policy are currently in development and expected to be completed in 2016/17 academic year

The Undergraduate Studies website include 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 include procedures for postgraduate students on matters on [Academic Standing](#) including progress reports, transfer to the Ph.D. Register, confirmation on the Ph.D. Register, Thesis submission and student cases, e.g. off-books, withdrawals and appeals.

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

The University Council approved a [Students Complaints Procedure](#) in January 2016 and it is now accessible on the Trinity policies homepage.

**Do you have a Policy/Procedure in place for Teaching Staff?**

Yes

**Links for Policy/Procedure relating to Teaching Staff**

Equality and Diversity:

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

Trinity is currently involved in developing institutional responses to the HEA Report on *Gender Equality in Irish Higher Education Institutions* and considering how quality review processes may support monitoring in support of planned initiatives in this area.

Recruitment:

The University's [recruitment procedures](#) outline the procedures for the authorisation of appointments and the policy to be followed in making appointments to the staff of the University within the three Faculties and within the three Administrative and Support Services Divisions. All Trinity Staff participating on Selection Committees are required to have completed the LEAD Programme on [Living Equality and Diversity eLearning](#) webpage.

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 are required to have a PhD or to be near completion of a PhD. in the relevant area.

Probation:

The probation period is an essential part of the recruitment and selection process setting a defined period of time during which the suitability of employment is assessed by the Line Manager and the employee.

[Academic and non-academic probation](#) procedures are available on the [HR](#) website.

Progression and Promotion:

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

Staff Development:

Trinity has a [Staff Development Policy](#) and a dedicated [Leadership and People Development Team](#) who offer a [calendar of Staff Development programmes](#).

The University also has a number of policies in place to support staff personal development including [Leave and funding arrangements for externally accredited academic programmes](#); [Fee Remission Policy](#); [Research, Training and Conference Travel Leave Policy](#).

Trinity also has a [Personal Development Management Scheme](#) and [Guidelines](#) for staff and managers engaged in the conduct of PMDS reviews.

At the institutional level Trinity provides mentoring programmes for [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 academics careers. In 2014/15 Trinity introduced a mentoring programme for [Administrative/Professional](#) staff.

The Quality Office has presented sessions to academics on Quality through the New Heads of School orientation programme in 2015 and 2017. The Graduate Studies



Office provides orientation sessions to academics new to the role of Director of Teaching & Learning Postgraduate. CAPSL, in addition to providing those programmes outlined below in Teaching and Learning also provides a lunchtime seminar series, details of which can be found on the [CAPSL](#) website.

**Do you have a Policy/Procedure in place for Teaching and Learning?**

Yes

### Links for Policy/Procedure relating to Teaching and Learning

There are a number of policies on Teaching and Learning available on the [Trinity Policy Homepage](#), they include:

- [Policy on Academic Freedom](#)
- [Fitness to Practice Policy](#)
- [Safety Statement](#)
- [Dignity and Respect Policy](#)

The [Trinity Teaching & Learning](#) webpage hosts academic policies specific to Teaching & Learning, which is continuously being added to. These include:

- [External Examination Policy](#)
- [Plagiarism Policy](#)
- [Return of Course Work](#)
- [Remote Supervision of Postgraduate \(Doctoral\) Students Policy](#)
- [Assessment and Academic Progression Policy](#)
- [Academic Awards Policy](#)
- [Admission and Transfer Policy](#)
- [New Programme Design and Approval Policy](#)
- [Recognition of Prior Learning](#)

Other relevant websites with policy and procedure content include the [Undergraduate Studies](#) website and the [Graduate Studies Policy](#) website. Policies also exist at School level and may be particular to the discipline or programme and/or aligned to the requirements of [professional and statutory accreditation body](#) requirements e.g. professional placements.

The [University Calendar](#) contains the regulations that support Teaching and Learning and the [Academic Year Structure](#) which outlines when Teaching & Learning occurs during the academic year. The [Undergraduate](#) and [Postgraduate](#) Prospectus are other key sources for students and applicants, as are course handbooks which can be accessed through School and programme website and the Global Relations Office website for [international students](#).

Goal 3 of the [Trinity Strategy Plan 2014-2019](#) is to *Renew the Trinity Education*. The Trinity Education Project (TEP) has been established to pursue the objectives under this goal including: renewal of the curriculum (A3.1), the incorporation of 21<sup>st</sup> Century Skills (A3.2) and employer relationships and careers (A3.3).

In 2016/17, the TEP is having a stimulating effect on Teaching and Learning across Trinity as seminars and consultation events provide insight on how different Schools have approached curriculum renewal and changing from a predominant culture of assessment of learning (summative assessment and individual examinations) to assessment for learning (formative assessment and non-exam based methods e.g. groupwork, individual projects or dissertation).

In collaboration with the Dean of Graduate Studies and University College Dublin, CAPSL also coordinates the [Research Supervisor Development Programme](#), a series of workshops designed for academics new to supervisor role or experienced supervisors seeking to enhance their skills in supervision.

CAPSL also manages the [Provosts Teaching Awards](#) and supports other awards such as the [Trinity Teaching Innovation Grants](#) and the [Teaching and Learning Awards](#). In addition to those at institutional level, the Deans of the Faculties of Health Sciences and Engineering, Mathematics & Science offer Deans Awards for Teaching & Learning and details of these can be accessed through the Annual Faculty Quality Reports on the [Quality Office](#) website. They include projects that have introduced technology into the classroom e.g. the introduction of 'clickers' to help engage students in teaching and learning, flipped classrooms and blended learning resources.

Trinity has diversified its education provision to include a range of [Online Education Programmes](#) and [MOOCs](#) in support of the Online Education Strategy and the strategic goal to increase the number of online courses and students by 2019. Trinity now has eight online programmes and three MOOCs, details of which can be found on our [Online Education](#) website. Trinity has also engaged with the National Forum for the enhancement of Teaching & Learning, Digital Capacity Calls 3 and has been successful in collaborations on funded projects in which it has partnered with other institutions.

Trinity has a virtual learning environment (VLE) and offers support for [academic staff](#) and [students](#) to optimise the use of elearning, podcasting and other online learning resources e.g. videos that broaden access for students and engage them in different modes of learning. A draft Virtual Learning Environment (VLE) Policy is currently in consultation and is anticipated to be approved by University Council this academic year, 2016/17.

The procedures for external review of Teaching & Learning is described in the [General Review Procedures](#), the associated procedures for [School Reviews](#) and [Programme Reviews](#) and the [External Examination Policy](#) and [process map](#).

Students are engaged in formal quality review processes through surveys and focus groups which inform the self-assessment reports for quality reviews. Students at all stages of their teaching and learning experience (UG, PGT, 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 and a question on this is included on the External Examiner [Annual Report Template](#).

Teaching and Learning is evaluated annually by students through mandatory undergraduate module evaluations and postgraduate taught programme evaluations. The outcomes of student evaluations in terms of issues escalation and curriculum changes are reported in the Annual Faculty Quality Reports, which can be accessed via the [Quality Office](#) website. The [Return of Coursework Policy](#) was developed in response to feedback from students through programme reviews and module and programme evaluations.

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

**Do you have a Policy/Procedure in place for Resources and Support?**

Yes

**Links for Policy/Procedure relating to Resources and Support**

The Study at Trinity website include website that list [Student Services](#) and [Learning Supports](#) available to students.

The [Trinity Policies Homepage](#) includes the [Dignity & Respect Policy](#) and the [Student, Parent, Carer and Pregnancy Policy](#), which detail supports available to students. The procedure for the [Review of Administrative/Service Areas](#) is used for quality review of student service and support units.

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, where information on available resources specific to the needs of [Students with Children](#), can also be found. The Tutorial Service was reviewed in 2015/16 and a working group established to review the recommendations arising from that review to report to Council in Trinity term 2017. The [Trinity Access Foundation Programme](#) (TAP) is a Trinity programme that aims to attract non-traditional student to higher education. The model has been adopted by [Oxford University](#) as a good practice model in 2015/16. TAP includes a range of resources and support specific to the needs of young adults and mature students from low socio-economic backgrounds including funding support for childcare and learning resources/materials that help retain students in higher education. The [Mature Student Office](#) is located within the TAP and the website details specific supports to mature students e.g. the Mature Student Resources Centre.

The [Disability Service](#) is another key support unit for students with disabilities entering Trinity including assistive technology aides. The [Disability Service](#) was reviewed in 2015.

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

The Library provides a number of [learning supports and training](#) resources to students. It includes learning resources on [Avoiding Plagiarism](#), a new initiative in 2014/15. 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](#) include pre-sessional English Language for Academic Purposes and in-session support for English Language for Academic Purposes are important resources and support Trinity's objective to achieve the 18% target for International Students under the Strategic Plan (Strategic Goal A1.2 Internationalisation).

Additional supports to international students include those provided through the [Global Relations Office](#), including Global Officers in nine Trinity Schools, and [Students Ambassadors](#) in the [Trinity Global Room](#) which offers a flexible space dedicated for international students events and resource and support provision.

In response to the publication of the *Code of Practice for provision of programmes of education and training to international learners*, by QQI in 2015, the Global Relations Recruitment Team are currently surveying Non-EU students who used the services of an Education Agent to gain admission to Trinity to determine their satisfaction with the service and information provided. Results of this survey will be reported in the next AIQR.

In January 2017, Trinity published its new [Diversity and Inclusion Strategy](#) under the Strategic Plan 2014-2019.

**Do you have a Policy/Procedure for Information Management?**

Yes

**Links for Policy/Procedure relating to Information Management**

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

- [Trinity Policies Homepage](#)
- [IT Services](#)
- [Public Affairs and Communications](#)
- [Information Compliance](#)
- [Library and Information Policy Committee](#)

IT Services have adopted the *TickITplus Standard* to govern institutional level data and records as key assets of College that IT Services is responsible for collecting and/or storing. Work is currently ongoing in respect to Information Management and Security in terms of identifying and documenting policy governance; identifying and documenting ownership of the implementation of associated procedures; identifying policies requiring review and documenting ownership and implementation of required security controls

Trinity collects information relating to a range of key performance indicators which 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.

In terms of information management that supports quality assurance and enhancement activities under the [Framework for Quality in Trinity](#):

The Quality Office has procedures and practices that support the:

- identification of recurrent themes arising from Quality Reviews;
- evaluation from external reviewers participating in Quality Reviews;
- self-evaluation of Quality Committee effectiveness and performance;
- analysis and dissemination of Irish Survey of Student Engagement findings at institutional, Faculty, School and programme level;
- Annual Faculty Quality Reports and a consolidated report to University Council;
- listing of programmes subject to Professional & Statutory Body Accreditation;
- review of External Examiner Reports recommendations;
- progression and retention data for new entrants.

The Global Relations Office (GRO) has procedures that support the analysis and dissemination of findings from the *International Student Barometer Survey* at institutional and Faculty level. In 2016/17 the GRO website has been enhanced to provide centralised access to a listing of all international representatives including Education Agents and access to the Partnership toolkit, developed in collaboration with Trinity Teaching and Learning to provide an online resource to academics in Schools on steps to developing collaborative and transnational partnerships.

Academic Registry is responsible for [statistical reporting](#), including the HEA Returns and extraction of data that inform the [Senior Lecturer's Annual Report](#) and [Graduate Studies Annual Report](#). The HEA data returns provide a reference point for key student lifecycle information across the University for a given academic year. These reports are considered and approved by the Undergraduate Studies Committee; Graduate Studies Committee; and University Council.

Early in the academic year 2016/17, Trinity was notified that it was to be subject to a review by the Department of the Comptroller and Auditor General with respect to retention data. The review occurred in early February 2017.

**Do you have a Policy/Procedure for Self-evaluation and Monitoring?**

Yes

**Links for Policy/Procedure relating to Self-evaluation and Monitoring**

At the highest level the Trinity Education Project can be viewed as a self-evaluation and monitoring process which is prompting reflection on renewal of the undergraduate curriculum, how students are assessed and examined, student entry and exit pathways and regulations that support student progression.

The [Framework for Quality in Trinity](#) identified the range of quality assurance activities which Trinity is currently involved in terms of self-evaluation and monitoring.

The [Schedule for Quality Reviews](#) reflects the diversity of quality reviews in which Trinity is currently engaged.

Trinity has published a centralised listing of [Accreditation Reviews](#), which is updated annually. The Quality Office engages with Schools undergoing Accreditation Reviews by Professional & Statutory Bodies to streamline/optimize, where possible, the documentation required in the self-assessment phase for both types of review. In support of this endeavor in late 2016, Trinity participated in the QQI sponsored survey conducted by PARN on professional and statutory accreditation.

The Faculty of Health Sciences has instigated a review of arrangements with providers of professional placements across the four Schools in the Faculty commencing with the School of Nursing & Midwifery (as per the new Core Statutory QA Guidelines 5.4 c) on the quality assurance of off-campus learning.

Prompted by the Code of Practice for providers of programmes of education and training to international learners, Global Relations Office has made a number of enhancements to their website: these include the new Partnership Toolkit; List of International Representatives including Education Agents and a current survey of students who entered Trinity through the services of an Education Agent.

The Quality Office conducts and contributes to self-evaluation and monitoring through:

- identification of recurrent themes arising from Quality Reviews;
- evaluation by external reviewers participating in Quality Reviews;
- self-evaluation of Quality Committee effectiveness and performance;
- trend data and annual outcomes of the Irish Survey of Student Engagement;
- new entrant progression and retention data for undergraduate programmes;
- receipt of and the escalation of recommendations arising from External Examiner annual reports;
- recurrent themes and responses to escalated items arising from Annual Faculty Quality Reports;
- recurrent themes arising from surveys and focus groups with students, academics and external stakeholders conducted for programme reviews;
- enhancement of the postgraduate research student experience through administration of the postgraduate research survey.

Trinity's Global Relations Office is responsible for the International Student Barometer (ISB) survey data and disseminates institutional-wide information on outcomes from the ISB to the College Community and provides Faculty-level data to the three Trinity Faculties.

The Quality Office seek to encourage Schools and Faculties to integrate the various data sources they are provided with and have access to and document how they respond to data findings through the [Annual Faculty Quality Report](#).

**Do you have a Policy/Procedure for Stakeholder Engagement?**

Yes

**Links for Policy/Procedure relating to Stakeholder Engagement**

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

- o Staff engagement in the Public Sphere (C7.1)
- o Trinity Visitor Experience (C7.2)
- o Relationship with the City (C7.3) and
- o Neighbourhood and Community Liaison (C7.4).

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

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

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

Trinity Schools and programme offices are engaged in a range of outreach activities in Ireland and internationally, e.g. Open Days, Career Fairs, Transition Year programmes. The Trinity Access Programme has arrangements with a number of 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 Research & Innovation has established the [Office of Corporate Partnership and Knowledge Exchange \(OCPKE\)](#) which is responsible for industry engagement and commercialisation of Trinity Research.

The Quality Office is active in presentations to internal and external stakeholders on changes in the external regulatory environment and quality assurance requirements. These include presentations to:

- o Heads of School Induction Training
- o School and Faculty Executive Committee Meetings
- o Linked Provider Governance Committees
- o Visiting international delegations which in the current academic year 2016/17 has included three delegations (Bethlehem University; the Swedish Higher Education Authority and the University of Southern Denmark)

In terms of quality reviews of Trinity academic programmes, increasingly quality review schedules include meetings with external stakeholder groups, be they external advisory bodies, organisations in which students have professional placements or internships, employers sourced through the First Destination Survey data available through the [Careers Advisory Service](#) website. The Careers Advisory Service also provides avenues for [Employers](#) and [Graduates](#) to engage with Trinity staff and students.

**Do you have a Policy/Procedure for Engagement with other Bodies?**

Yes

**Links for Policy/Procedure relating to Engagement with other Bodies**

Trinity as a Designated Awarding Body under the Universities Act 1997 does not require validation of its programmes or awards by an external body. In 2016/17, Trinity is engaging in the QAA (UK) Higher Education Review (Foreign Provider) in respect of a Masters Programme delivered in Belfast.

The [Procedure for Professional and Statutory Body Accreditation](#) can be found on the Quality Office Website. Also available is a [listing](#) of all programmes subject to professional and statutory accreditation. Trinity has participated in the QQI survey (PARN) on the status of professional and statutory accreditation across Trinity Schools and are keen to interact with such bodies to streamline and reduce the burden of quality and accreditation review processes on Schools that undergo dual or triple (quality, accreditation and professional body registration) processes.

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

Trinity is a member of the Irish Universities Association (IUA) and is active at all levels of committee hosted by the IUA. Trinity contributes at a sectoral level to responses to consultation processes e.g. on QQI White Papers as a member of the IUA. In the current academic year Trinity in collaboration with the IUA and QQI has hosted three visiting international delegations (Bethlehem University; Swedish Higher Education Authority and University of Southern Denmark), all of whom have received presentations with respect to the design and implementation of Trinity College's quality assurance processes and the Trinity Education Project.

Trinity Global Relations Office is active in advancing Trinity's Global Relations Strategy II including attendance at recruitment fairs to discuss and pursue partnerships and in welcoming international delegations to Trinity.

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

**Do you have a Policy/Procedure for Provision and use of Public Information?**

Yes

**Links for Policy/Procedure relating to Provision and use of Public Information**

The Trinity Strategic Plan 2014-2019 has a strategic goal to Engage Wider Society (Goal 7), outlined above under the Stakeholder Engagement section.

Trinity as a Global University has a rich programme of conferences and seminars which attract audiences from across Dublin, Ireland and internationally.

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

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

Key policies that govern the provision and use of public information can be through the links under Information Management above.

In terms of quality assurance of education, training research and related activities, the Quality Office in accordance with policy publish quality review reports and Annual Faculty Quality Reports on the Quality Office website.

In accordance with the decision of the ISSE Plenary Committee, Trinity has opted not to release institutional level information for public consumption. This decision will be reviewed as the participation rates increase improving the reliability of the data to inform decision making for end user audiences e.g. Programme and Course Directors.

**Do you have a Policy/Procedure for Linked Providers?**

Yes

**Links for Policy/Procedure relating to Linked Providers (DABs only)**

Policies in respect of Linked Providers are currently being established following the release of the *QQI Core Statutory Quality Assurance Guidelines* in May 2016 and the *Sector specific quality assurance guidelines for Designated Awarding bodies in July 2016*.

To date Trinity has approved the [Approval of Higher Education Institutions' \(Linked Providers\) Quality Assurance Procedures](#) (June 2016, revised November 2016) as the first step required under the Act. Trinity has given notice to two of its linked providers under S33 (1) of the *QQI Act 2012* in January 2017. Trinity will conclude the establishment of a procedure for the hearing of an appeal under the Act, the latter to be submitted to the Quality Committee in March 2017. Trinity will also establish procedures for the quality review for Linked Providers in 2016/17.

The Terms of Reference for the Associated College Degree Committee and the Terms of Reference for the Quality Committee were reviewed to reflect the requirements under the *QQI Act 2012* and the *Core Statutory Quality Assurance Guidelines*. The revised Terms of Reference have been approved by the University Council. Given the statutory nature of Trinity's engagement with Linked Providers, each linked provider now has its own governing committee. In addition to the ordinary academic meetings of each committee, an annual dialogue meeting will be held to discuss institutional level quality assurance with each linked provider.



<p><b>Do you have a Policy/Procedure for Collaborative Provision?</b></p>	<p>Yes</p>
<p><b>Links for Policy/Procedure relating to Collaborative Provision</b></p>	<p>Trinity has approved policies on <a href="#">Non-EU Collaborative &amp; Transnational Education Partnerships</a> and <a href="#">Dual and Joint Awards</a> that aim to provide guidance to staff interested in establishing arrangements for education partnership with other Higher Education Institutions. In 2017, the Global Relations Office in collaboration with Trinity Teaching and Learning established a <a href="#">Partnerships Toolkit</a> to assist staff in developing collaborative partnerships. The Toolkit also provides staff access to a search engine that enables a search by region, by university and by type of partnership.</p> <p>As Trinity works to achieve its strategic target to diversify our college community, policies on the role of <a href="#">Education Recruitment Agents</a> and <a href="#">Study Abroad Providers</a> have been approved in response to the publication of the <i>Code of Practice for provision of programmes of education and training to international learners</i> in June 2015. Public access to Trinity International Partners including Education Agents is also available from the Global Relations Office website, as required by the Code.</p> <p>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 the University College Dublin (UCD). In November 2016, University Council approved a framework for collaboration on the SPHeRE Programme (Structured Population and Health-services Research Education) with the Royal College of Surgeons (RCSI) and University College Cork. Trinity collaborated with the National Dental Nursing Training Programme (NDNTP) with the Dental Council of Ireland and Dublin and Cork Dental Hospitals; with UCD on the Structured PhD Programme and with Church of Ireland Theological Institute on the Masters in Theology Programme (which underwent Quality Review in 2015).</p> <p>Trinity is engaged in a number of funded projects with other education partners nationally and internationally e.g. <a href="#">Tempus</a> and <a href="#">ERASMUS</a> programmes. Trinity Research webpages contains a list of <a href="#">collaborations</a> with research partners and industry, nationally and internationally.</p>
<p><b>Do you have any additional notes?</b></p>	<p>Yes</p>
<p><b>Additional Notes</b></p>	<p>The QAA review referred to under the Engagement with Other Bodies section above is the second Quality Agency referred to in the following section.</p>
<p><b>PRSBs</b></p>	<p>24</p>
<p><b>Awarding Bodies</b></p>	<p>7</p>
<p><b>QA Bodies</b></p>	<p>2</p>
<p><b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b></p>	<p>First Set of Records</p>
<p><b>Type of Arrangement</b></p>	<p>PRSB</p>
<p><b>Name of the Body</b></p>	<p>Medical Council</p>
<p><b>Programme Titles and Links to Publications</b></p>	<p><a href="#">Accreditation Listing</a> is available through Quality Office webpage</p> <p>889 students covered by Medical Council accreditation.</p> <p>Link to 2011 Report <a href="http://www.medicalcouncil.ie/Education/Career-Stage-Undergraduate/Quality-Assurance/TCD-2011-FINAL-REPORT-on-DEP-Monitoring-Visit-March-2011.pdf">http://www.medicalcouncil.ie/Education/Career-Stage-Undergraduate/Quality-Assurance/TCD-2011-FINAL-REPORT-on-DEP-Monitoring-Visit-March-2011.pdf</a></p>

<b>Date of last review or accreditation</b>	23-03-2011
<b>Next review year</b>	2018
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Second Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Engineers Ireland
<b>Programme Titles and Links to Publications</b>	<p><a href="#">Accreditation Listing</a> is available through Quality Office webpage</p> <p>1,230 students covered by Engineers Ireland accreditation across two Schools- School of Engineering (879) and School of Computer Science &amp; Statistics (351)</p> <p>Link to list of Accredited Programmes on Engineers Ireland Webpage  <a href="http://www.engineersireland.ie/services/accredited-courses/all-programmes.aspx">http://www.engineersireland.ie/services/accredited-courses/all-programmes.aspx</a></p> <p>The Schools of Engineering and Computer Science are waiting the formal notification of the outcome of the most recent accreditation visit, after which the date for the next accreditation cycle will be confirmed.</p>
<b>Date of last review or accreditation</b>	19-12-2016
<b>Next review year</b>	2021
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Third Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	CORU
<b>Programme Titles and Links to Publications</b>	<p><a href="#">Accreditation Listing</a> is available through the Quality Office webpage.</p> <p>Faculty of Health Science: School of Medicine-Physiotherapy ( 163), Occupational Therapy (163), Radiation Therapy (106) DIT Joint Programme B.Sc Human Nutrition &amp; Dietetics (94).</p> <p>Faculty of Arts, Humanities &amp; Social Science: School of Social Work &amp; Social Policy (221), School of Linguistics, Speech &amp; Communication Sciences (124).</p> <p>Reports are not in the public domain, however the link below offer a list of all degree programmes approved by University of Dublin, Trinity College Dublin. <a href="http://www.coru.ie/en/education/approved_qualifications">http://www.coru.ie/en/education/approved_qualifications</a>. Dates for next reviews vary by programme and are specific to individual CORU Boards e.g. Human Health &amp; Nutrition is due for next accreditation review in October 2017.</p>
<b>Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies</b>	Fourth Set of Records
<b>Type of Arrangement</b>	PRSB
<b>Name of the Body</b>	Irish Nursing & Midwifery Board

**Programme Titles and Links to Publications**

[Accreditation Listing](#) is available from Quality Office Webpage

1083 students on accredited programmes that lead to registration, plus 270 students on programmes accredited by INMB that do not lead to registration. Total 1353

Link to list of accredited programmes on INMB webpage <http://www.nmbi.ie/Education/Undergraduate-programmes>

**Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies**

Fifth Set of Records

**Type of Arrangement**

PRSB

**Name of the Body**

Teaching Council

**Programme Titles and Links to Publications**

[Accreditation Listing](#) is available from Quality Office webpage.

Students at Trinity School of Education (188); Students at Marino Institute of Education (591); Students at Church of Ireland College of Education in programme years validated by Trinity (64). Dates vary as per provider and programme e.g. at Marino Institute of Education: the B.Ed was accredited in 2012 and the Professional Master in Education and Professional Diploma in Education Studies (Further Education) were accredited in 2013.

Link to accredited programmes on Teaching Council webpage <http://www.teachingcouncil.ie/en/Teacher-Education/Initial-Teacher-Education/Review-and-Professional-Accreditation-of-Existing-Programmes-of-ITE/Completed-Reviews/Completed-Reviews.html>

**Joint research degrees**

0

**Joint/double/multiple awards**

10

**Collaborative programmes**

7

**Franchise programmes**

0

**Linked providers (DABs only)**

4

**Section: Collaborative Provision**

First Set of Records

**Type of arrangement:**

Joint/double/multiple awards  
Collaborative programmes

**Name of the Body (Bodies)**

University College Dublin

<b>Programme Titles and Links to Publications</b>	<p>In September 2014, University Council approved a Framework for Collaborative Taught Programmes between Trinity College Dublin, the University of Dublin and University College Dublin. Current scope of provision includes:</p> <ol style="list-style-type: none"> <li>1. Trinity College Dublin collaborate with UCD on the Structured PhD Programme.</li> <li>2. <a href="#">Masters in Development Practice</a> is a joint award offered by Trinity School of Natural Science and UCD School of Politics and International Relations.</li> <li>3. <a href="#">Postgraduate Certificate in Innovation &amp; Entrepreneurship</a> is a joint award offered by Trinity College Dublin, UCD and Queens University Belfast.</li> <li>4. <a href="#">M.Sc in Comparative Social Change</a>, is a joint award offered by Trinity School of Social Science and Philosophy and UCD. It was approved by the University Council in November 2015. The first intake of students occurred in September 2016.</li> </ol>
<b>Section: Collaborative Provision</b>	Second Set of Records
<b>Type of arrangement:</b>	Joint/double/multiple awards
<b>Name of the Body (Bodies)</b>	Dublin Institute of Technology
<b>Programme Titles and Links to Publications</b>	<p><a href="#">B. Sc in Human Nutrition &amp; Dietetics</a></p> <p>The B.Sc was reviewed in November 2015 and the <a href="#">Review Report</a> is available on the Quality Office webpage.</p>
<b>Date of last review</b>	26-11-2015
<b>Next review year</b>	2022
<b>Section: Collaborative Provision</b>	Third Set of Records
<b>Type of arrangement:</b>	Collaborative programmes
<b>Name of the Body (Bodies)</b>	Singapore Institute of Technology
<b>Programme Titles and Links to Publications</b>	<p>B.Sc. (Physio) (1 year degree top-up programme)</p> <p>B.Sc (Physio) (Joint Degree-first intake September 2016)</p> <p>B.Sc. (Curr. Occ) (1 year degree top-up programme)</p> <p>B.Sc. (Radiation Therapy) - (1 year degree top-up programme)</p> <p>Joint Degree in Diagnostic Radiography (1 year) - 27 students.</p>
<b>Section: Collaborative Provision</b>	Fourth Set of Records
<b>Type of arrangement:</b>	Linked providers (DABs only)
<b>Name of the Body (Bodies)</b>	Marino Institute of Education

<b>Programme Titles and Links to Publications</b>	<p>Students enrolled in Trinity validated programmes:</p> <p>Trinity International Foundation Programme - (Year 1 of programme)</p> <p>Bachelor in Education (Primary)</p> <p>Professional Diploma in Education (Further Education)</p> <p>Professional Masters in Education</p> <p>Bachelor of Science in Education Studies</p> <p>Masters in Educational Studies (Intercultural Education)</p> <p>Masters in Education Studies (Early Childhood Education)</p> <p>B. Sc in Early Childhood Education</p> <p>New programme approved in October 2016 to commence in September 2017 Master of Education Studies in Inquiry Based Learning (MES in I-BL).</p> <p>MIE will be asked to submit quality assurance procedures for approval in 2016/17 under the 2012 Act.</p>
<b>Section: Collaborative Provision</b>	Fifth Set of Records
<b>Type of arrangement:</b>	Linked providers (DABs only)
<b>Name of the Body (Bodies)</b>	Royal Irish Music Academy
<b>Programme Titles and Links to Publications</b>	<p>Students on Trinity validated programmes at RIAM:</p> <p>B. Mus. Perf.</p> <p>B.Mus. Comp.</p> <p>Master in Music Performance</p> <p>D. Mus. Perf.</p> <p>Diploma in Music Teaching and Performance (Special Purpose Award Level 7)</p> <p>RIAM will be asked to submit quality assurance procedures for approval in 2016/17 under the 2012 Act.</p>
<b>Section: Collaborative Provision</b>	Sixth Set of Records
<b>Type of arrangement:</b>	Linked providers (DABs only)
<b>Name of the Body (Bodies)</b>	Church of Ireland Theological Institute
<b>Programme Titles and Links to Publications</b>	<p>Masters in Theology Programme, student numbers 2015/16</p> <p><a href="#">Review Report</a></p>
<b>Date of last review</b>	02-12-2015
<b>Next review year</b>	2021

<b>Section: Collaborative Provision</b>	Seventh Set of Records
<b>Type of arrangement:</b>	Linked providers (DABs only)
<b>Name of the Body (Bodies)</b>	Church of Ireland College of Education (CICE)
<b>Programme Titles and Links to Publications</b>	CICE was incorporated into Dublin City University in October 2016 and ceased to exist as a charitable organisation. DCU is the validating body for freshmen years of the B.Ed. programme and Trinity is the validating body for the sophister years.
<b>Articulation Agreements</b>	2
<b>Section: 1 Articulation Agreements</b>	First Set of Records
<b>Name of the Body</b>	Thapar University, Patiala India
<b>Name of the Programme and Links to Publications</b>	Trinity College Dublin signed a Memorandum of Understanding with Thapar University, India in November 2014. An Articulation Arrangement was approved in April 2015 by which Thapar students enter into Year 3 of the Trinity Schools of Engineering and Computer Science undergraduate programmes.
<b>Section: Articulation Agreements</b>	Second Set of Records
<b>Name of the Body</b>	University of Economics Ho Chi Minh City-Vietnam
<b>Name of the Programme and Links to Publications</b>	Articulation Agreement was approved November 2016 by University Council. It provides for entry of students who have completed years 1 and 2 at UEH to enter years 3 and 4 of the Bachelor of Business Studies in the Trinity Business School in 2018/19 academic year.
<b>Section: Internal Review Schedule</b>	First Set of Records
<b>Year</b>	2016-17
<b>Areas/Units</b>	<ol style="list-style-type: none"> <li>1. School of Pharmacy &amp; Pharmaceutical Sciences (6-8 December 2016)</li> <li>2. Law Programme Review (24-27 January 2017)</li> <li>3. School of Dental Science (21-23 February 2017)</li> <li>4. School of History &amp; Humanities (13-15 March 2017)</li> <li>5. Confederal School of Religions, Peace Studies &amp; Theology (27-29 March 2017)</li> <li>6. Trinity Long Room Hub (12-14 June 2016/17)</li> <li>7. Two-subject combination entry route programmes.</li> <li>8. Approval of Quality Assurance Procedures for Marino Institute of Education</li> <li>9. Approval of Quality Assurance Procedures for Royal Irish Academy of Music)</li> </ol>
<b>Number</b>	9
<b>Link(s) to Publication(s)</b>	Quality Review Schedule for third cycle of reviews 2014-2019 can be found on the Quality Office webpage
<b>Section: Internal Review Schedule</b>	Second Set of Records
<b>Year</b>	2017-18

<b>Areas/Units</b>	<ol style="list-style-type: none"> <li>1. Thematic Review of Postgraduate Education Procedures</li> <li>2. Trinity Biomedical Sciences Institute Review</li> <li>3. Possible reviews for Marino Institute of Education (TBC)</li> <li>4. Possible Review of Royal Irish Academy of Musics (TBC)</li> </ol> <p>School and Programme reviews to be agreed subject to Trinity Education Project.</p>
<b>Number</b>	4
<b>Section: Internal Review Schedule</b>	Third Set of Records
<b>Year</b>	2018-19
<b>Areas/Units</b>	<ol style="list-style-type: none"> <li>1. CRANN (Research Institute)</li> <li>2. Possible Review of Singapore Institute of Technology Joint Degree Programmes (TBC)</li> <li>3. School and Programme reviews to be agreed subject to Trinity Education Project.</li> <li>4. Estates and Facilities</li> <li>5. IT Services</li> </ol>
<b>Number</b>	5
<b>Section: Internal Review Schedule</b>	Fourth Set of Records
<b>Year</b>	2019/2020
<b>Areas/Units</b>	<ol style="list-style-type: none"> <li>1. Human Resources</li> <li>2. School and programme reviews to be agreed subject to planned implementation of Trinity Education Project</li> <li>3. Preparation of Institutional Review Self Assessment report</li> </ol>
<b>Number</b>	3

**A piece in relation to the evolution of quality assurance and enhancement systems to support strategic objectives in the reporting period.**

In 2015/16 Trinity continued to review and enhance its institutional management, governance and quality systems in order to ensure alignment with evolving national and international developments, and with the College's [Strategic Plan 2014 - 2019](#).

In the reporting period the following specific enhancements supported the implementation of Trinity's Quality Framework and Strategic objectives :

**Governance and management structures:** A process to review the 2010 College Statutes, which included a review of the University's Principle Committees' terms of reference and membership, culminated in approval by Board and Council in January 2016 of revisions to reflect recent structural and organisational changes within the University. The development, approval and publication of a College Risk Policy in September 2015 led to the subsequent establishment of a Risk Management Group charged with implementing the policy in 2015/16.

**Policies and resources to support the implementation of Trinity's Global Relations Strategy (Strategic Plan: A1.2 Internationalization)** in 2015/16 included the development, approval and publication of policy documents on (i) Non-EU Collaborative and Transnational Education Partnerships, (ii) Education Recruitment Agents (iii) Study Abroad Providers and (iv) Dual and Joint Awards, and the development of an [International Partnerships toolkit](#) to support University staff in the development and maintenance of international relationships and partnerships.

The [Framework for Quality Assurance in Trinity](#) was formally approved by Council in January 2016 and brings together the elements that form the current focus of quality assurance and enhancement in Trinity. Further enhancements were made to the [Annual Faculty Quality Report \(AFQR\)](#) introduced in 2014 as a vehicle for implementing the Framework, sharing good practice across Schools and identifying and escalating recurrent quality assurance issues. The 2014/15 AFQRs reports were considered by the Quality Committee in January, March and June 2016 and an overview of the key quality assurance activities and common issues across the three Faculties was approved by University Council in September 2016 in a [consolidated report](#).

The continuing evolution of Trinity's Quality Review processes included:

- The first review of a Trinity Research Institute (TRI) (Trinity College Institute of Neuroscience ([TCIN](#))) was conducted in December 2015 under new [procedures for TRI](#) reviews approved in 2014/15. TRI reviews are an important part of the process to quality assure the provision of research under the 2012 Act. They fulfill a requirement outlined in the Trinity Policy on Research Institutes that all TRIs undergo a quality review every five years in order to maintain their TRI status. The focus of the review is on the TRI's management, governance, strategy and quality assurance processes and not on the quality of its research.

- A review of undergraduate education provision through the [Trinity Education Project](#) (TEP) as outlined in the Strategic Plan 2014-2019: A03 to renew the Trinity Education. The project aims to put forward a set of institutional Trinity graduate attributes and, using these attributes, agree curriculum principles and a programme architecture which support their development. These key pillars were approved by Council in June 2016, following a programme of consultation with stakeholders across the university, and the design of the implementation phase of the project was initiated.

- A review of two academic programmes delivered with partner institutions was undertaken. Reviews of the joint Trinity/DIT [B.Sc. in Human Nutrition and Dietetics](#) (November 2015) and the [Masters in Theology](#), a collaborative programme with the Church of Ireland Theological Institute (CITI) (December 2015), led to reforms in the design and delivery of these programmes.



- A [Policy/Procedure for the Approval of Quality Assurance Procedures for Higher Education Institutions \(HEIs\)](#) to reflect the additional responsibilities of Designated Awarding Bodies under the QQI Act 2012 was developed. The Terms of Reference for the Associated College(s) Degree(s) Committee and the Terms of Reference for the Quality Committee were also reviewed and amended to reflect the new legislative requirements.

- Engagement in 2015/16 with the Pharmaceutical Society of Ireland (PSI) and the Dental Council to identify synergies across the quality review and accreditation processes that could potentially improve efficiencies was initiated. Appropriate reports such as the University's Annual Institutional Quality Report were made available to Schools undergoing accreditation in 2015/16, in a effort to reduce the burden of data and information gathering and to avoid duplication of effort. In June 2016, the Quality Office updated and published a [list](#) of the Trinity undergraduate and postgraduate courses that are accredited by professional or statutory bodies. This is updated on an annual basis.

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

In response to the publication in February 2016 of the [QQI policy for cyclical reviews of higher education institutions](#) and the [schedule of institutional reviews](#), Trinity initiated a review of its internal review schedule to 2020/21. The impact of the Trinity Education Project was also considered. The merit of scheduling thematic reviews aligned with the requirements of the institutional review was also discussed, with a view to approving a revised schedule of reviews in 2016/17 for implementation in 2018/19.

A review of Trinity's quality review procedures was undertaken following the publication, in April 2016, of the QQI [Core Statutory Quality Assurance \(QA\) Guidelines](#) and the subsequent release in July 2016 of the [sector-specific Quality Assurance Guidelines for Designated Awarding Bodies](#). Revisions were made to both the review procedures and the schedule of meetings to ensure that new requirements such as the quality assurance of off-campus learning are addressed. Additionally, a Policy/procedure for the Approval of Higher Education Institutions' (Linked Providers) Quality Assurance Procedures was developed, in consultation with the Linked Providers, and approved by the Quality Committee and Council in June 2016.

The Terms of Reference for the Associated College(s) Degree(s) Committees and the Quality Committee were reviewed to reflect Trinity's responsibilities with respect to Linked Providers under the QQI Act 2012. The Terms of Reference for the Quality Committee were revised to reflect these responsibilities, and also in response to the Committee's annual evaluation of its TOR and performance. Revised TOR for the Quality Committee were approved by Council in June 2016 and revised in November 2016.

Establishment of three key posts with a quality assurance/enhancement function:

1. A Director of Student Services took office in February 2016;
2. An Associate Dean of Undergraduate Science Education (ADUSE) was appointed arising from the review of the undergraduate science TR071 programme and the recommendations of the TR071 taskforce.
3. A Transition to Trinity Officer to address issues around transition from 2nd to 3rd level as per the Strategic Plan: A2.1 Transition to College
4. An associate Professor in Inter-Professional Learning in the Faculty of Health Sciences in June 2016.

**The schedule of QA governance meetings for the period should be inserted here.**

[University Council](#)  
[College Board](#)  
[Quality Committee](#)  
[Undergraduate Studies Committee](#)  
[Graduate Studies Committee](#)

**PART 2 - Section 2:  
Institution-led QA - Annual**

Reviews in the Reporting Period

**Area/Unit and links to relevant publications**

School of Chemistry; <http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20the%20Review%20of%20>

**Links to published internal reviews**

Second Set of Records

<b>Area/Unit and links to relevant publications</b>	B.Sc. Human Nutrition and Dietetics; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20the%20Review%20of%2">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20the%20Review%20of%2</a>
<b>Links to published internal reviews</b>	Third Set of Records
<b>Area/Unit and links to relevant publications</b>	Masters in Theology (M.Th.); <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20review%20of%20M.Th.p">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20review%20of%20M.Th.p</a>
<b>Links to published internal reviews</b>	Fourth Set of Records
<b>Area/Unit and links to relevant publications</b>	Tutorial Service; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20the%20Review%20of%2">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20the%20Review%20of%2</a>
<b>Links to published internal reviews</b>	Fifth Set of Records
<b>Area/Unit and links to relevant publications</b>	BESS; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20review%20of%20BESS%2">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20review%20of%20BESS%</a>
<b>Links to published internal reviews</b>	Sixth Set of Records
<b>Area/Unit and links to relevant publications</b>	School of Computer Science and Statistics; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20SCSS%20review.pdf">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20SCSS%20review.pdf</a>
<b>Links to published internal reviews</b>	Seventh Set of Records
<b>Area/Unit and links to relevant publications</b>	School of English; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20English%20review.pdf">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20English%20review.pdf</a>
<b>Links to published internal reviews</b>	Eighth Set of Records
<b>Area/Unit and links to relevant publications</b>	TCIN; <a href="http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20TCIN%20review.pdf">http://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20TCIN%20review.pdf</a>
<b>Number of internal approval/evaluations and reviews completed in respect of Programme Review.</b>	3
<b>Number of internal approval/evaluations and reviews completed in respect of Research Review.</b>	1

<b>Number of internal approval/evaluations and reviews completed in respect of School/Department/Faculty Review.</b>	3
<b>Number of internal approval/evaluations and reviews completed in respect of Service Unit Review.</b>	1
<b>Section</b>	Strategic review
<b>Number of internal approval/evaluations and reviews completed.</b>	1
<b>Composition of Panels: % Internal</b>	0
<b>Composition of Panels: % National</b>	0
<b>Composition of Panels: % UK</b>	62
<b>Composition of Panels: % EU</b>	24
<b>Composition of Panels: % Student</b>	0
<b>Composition of Panels: % Other</b>	14
<b>Chair Profile: % Internal</b>	0
<b>Chair Profile: % Similar institution</b>	100
<b>Chair Profile: % Different institution</b>	0
<b>Chair Profile: % International</b>	100
<b>PART 2 - Section 3: Update on Institutional QA Overview</b>	Other Implementation Factors

**This institution can use this section to set out the ways in which data is used to support quality assurance and the management of the student learning experience.**

- The Senior Lecturer's (SL's) Annual Report provides data on applications and the admission of undergraduate students, and developments in the area of undergraduate studies. The report provides the University Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate education. Progression and retention data for the SL's Annual Report is derived from data in the Student Information Technology System (SITS). The [Senior Lecturer's Annual report for 2014/15](#) (including admissions data for 2015/16) was approved by Council in September 2016.

- The Dean of Graduate Studies Annual Report provides statistical information needed to make informed policy decisions about graduate education in the College. The [Dean of Graduate Studies Annual Report 2013/14](#) (including admissions data for 2014/15) was approved by Council in September 2015.

- A report on the 2015 Irish Survey of Student Engagement (ISSE) was discussed at the Quality Committee in December 2015. As this was the third year of the survey, trend analyses were possible thus consolidating the role of the survey as a decision support tool for the College and facilitating input to strategic initiatives such as the Trinity Education Project. In 2015/16, reporting was provided for the first time at School level using ISCED codes. This will also inform College-wide strategies such as the Trinity Education Programme.

- The [Global Relations Office](#) collates the results of the International Student Barometer (ISB) survey data and provides it to Schools and Faculties who then act upon the findings.

- The [Academic Registry enhancement project](#) concluded in February 2016. Significant deliverables included the cleaning and migration of student data from the previous Admin 5 student record system to the SITS system and enhanced registration functionality, provision of online application for visiting students for the first time and the implementation of electronic payments for students. This is expected to address the system-related issues identified in quality reviews and to support schools in delivering College's mission (including growing student numbers).

- The Academic Registry publishes a KPI report on a quarterly basis for internal College-use which includes a dashboard on UG and PGT student cases; time to resolution of PG admissions; and fee and help-desk enquiries.

The institution may choose to highlight in this section information relating to factors that have impacted on quality and quality assurance in the reporting period. These may be factors relating to national developments or initiatives, such as clusters/alliances/mergers, other external factors or intra-institutional factors.

**Impact of reduced resources:**

Funding remains a critical factor that is directly impacting the quality of education and service provision for students. In 2015/16 the University responded to the recruitment restrictions imposed by the Government's Employment Control Framework by approving forty new non-exchequer funded [Ussher Assistant Professorships](#). The Director of Public Affairs and Communications actively led engagement with government departments on the issue of resources in the reporting period. The Irish Universities Association (IUA) prepared a position paper on behalf of the seven universities and actively engaged with political parties to communicate a consistent message, building on the 2014 symposium '21st Century Universities – Performance and Sustainability'.

**Change in external quality environment:**

The implementation of the QQI Act 2012 through the publication of new policies, procedures and guidelines continues to impact quality and quality assurance in Trinity, as providers are required by legislation to "have regard to QQI guidelines" in developing their own procedures for quality assurance. In the reporting period the Quality Committee engaged with QQI in sectoral consultation on the following:

- i) [Policy on Cyclical Review of Higher Education Institutions \(TCD response\)](#);
- ii) Code of Practice for Provision of Programmes of Education and Training to International Learners;
- iii) [Core Statutory Quality Assurance \(QA\) Guidelines](#);
- iv) [Policy on Quality Assurance Guidelines](#);
- v) [Sector specific quality assurance \(QA\) guidelines for Designated Awarding Bodies](#)

The publication of the QQI Core Quality Assurance guidelines, and the sector specific QA guidelines for Designated Bodies initiated the development of a [Policy/Procedure for approval of the QA guidelines of Higher Education Institutions \(HEIs\)](#) which was approved by Council in June 2016, and subsequently revised in November 2016. The Terms of Reference for the Associated College(s) Degree(s) Committees and the Quality Committee were reviewed and amended accordingly.

**Clusters and sectoral initiatives:**

A [Research Supervisor Development Programme](#) was initiated in 2015/16 in collaboration with University College Dublin, providing a series of workshops designed for academics new to supervisor roles or experienced supervisors seeking to enhance their skills in supervision. A doctoral outcomes assessment masterclass along with five workshops were held between February and May 2016, facilitated by the [Centre for Academic Practice and Student Learning \(CAPSL\)](#).

Trinity participated in the IUA's Task Group on the Reform of University Selection and Entry (TGRUSE) in 2015/16. The impact of the project on amendments to entry mechanisms to undergraduate courses was discussed at Council in February 2016 in relation to the implementation of the Trinity Education Project. It was agreed that Trinity would maintain its viewpoint in sectoral discussions i.e. that setting a minimum quota for courses would be problematic in relation to maintaining institutional autonomy and parity of esteem and with regarding to the ongoing work of the Trinity Education Project, which is considering entry mechanisms to undergraduate courses as part of its remit.

**Any other implementation issues of interest can be noted here.**

None

**PART 3**

Effectiveness and Impact

**A commentary about the effectiveness of QA policies and procedures in the reporting period may be inserted here.**

In 2015/16 the effectiveness of QA policies and procedures at local and institutional level was assessed in a number of ways:

In May 2015 the annual self-review of the [Quality Committee](#) was undertaken and the results were discussed by the Committee in Hilary Term 2017. The survey considered whether the terms of reference for the Quality Committee are fit for purpose and whether the Committee is fulfilling its role as defined by its terms of reference. Committee members were asked to consider how the composition of the membership could be improved and to suggest ways in which the work of the Committee could contribute more robustly to institutional and sectoral quality assurance and enhancement issues. Other Committees to undertake a self-evaluation in the reporting period included the [Graduate Studies Committee](#) and the [Undergraduate Studies Committee](#).

The effectiveness of the Annual Faculty Quality Reports in encouraging ownership of key quality assurance processes at local level and in identifying common issues for escalation to College level was assessed in 2015/16. Key issues arising included: (i) a delay in the receipt by students of timely written or oral feedback to their assessed work which initiated the development of a [Return of Coursework Policy](#) (ii) the quality of teaching and social spaces in some buildings on campus (iii) duplication of information and resources required for the Accreditation Process, Quality Review process and annual Quality Report which has prompted engagement by the Quality Officer with the Pharmaceutical Society of Ireland (PSI) and the Dental Council.

The effectiveness of the revised [External Examiner process](#) in improving the return rate of external examiner reports and simplifying the process for Schools was evaluated in 2015/16. The implementation of the new external examiner policy, the revised template for the external examiner's report and new payment procedures (approved by Council in June 2015) was assessed in order to determine whether return rates for examiner reports had improved and whether issues arising from reports were being escalated appropriately. Further process improvements introduced in 2015/16 include the formalisation of regular meetings between the Senior Lecturer and the Quality Office to discuss key issues arising from the undergraduate examiner reports, to ensure that these issues are raised with and addressed by the appropriate Head of School and Director of Teaching and Learning UG, and that actions taken are communicated to the Examiner.

The [procedures for quality reviews](#) are consistently reviewed and updated in order to ensure that they are fit for purpose and providing effective guidance and support for both the areas undergoing review and the review teams. Following feedback from external reviewers and stakeholders in 2015/16, the following enhancements were introduced to the quality review process to improve its effectiveness; (i) the development of bespoke Terms of Reference for quality reviews; (ii) the inclusion of a meeting with representatives of the Trinity Education Project (TEP) in relation to the impact of the project on undergraduate education; (iii) the inclusion of a meeting with representatives from the Academic Registry (AR) in relation to system support for education and research; (iv) the standardisation of information provided to review teams through the development of a financial information package in collaboration with the Financial Services Division (FSD); consideration of the quality assurance of off-campus learning through placements in professional programmes.

In October 2015, a working group to review the effectiveness of the [academic appeals](#) process was established following the development of a significant backlog of appeals cases. The remit of the group was to review how the appeals procedures and systems underlying their processing could be managed more effectively, and to propose interim measures to address the delays pending a more in-depth review of the general regulations as part of the Trinity Education Project. The group met six times during Michaelmas Term 2015, and interim recommendations to address the issue were approved by Council in January 2016 for implementation in 2016/17.

**An evaluation of the impact of QA policies and procedures through their implementation in the reporting period should be inserted here.**

The first postgraduate research survey was implemented in February 2016, and a review of the survey was undertaken prior to its second administration in 2017. The impact of the survey was the introduction in Michaelmas Term 2016 of seminars for Postgraduate Teaching Assistants: Introduction to Teaching at Trinity and a new Teaching and Supporting Learning module. Both the seminars and the module were provided through [CAPSL](#) -12 students enrolled in the Teaching and Supporting Learning Module and 84 students attended the Postgraduate Teaching Assistants: Introduction to Teaching at Trinity Seminars.

In the reporting period, the impact of the implementation of mandatory module evaluations was raised in the Annual Faculty Quality Reports. The University Council expressed concern regarding low response rates in the Faculties of Health Science and Engineering, Mathematics and Science, attributed to the introduction of on-line surveys and survey fatigue. A consultation process with Schools to gain further insight into the issues has been initiated by the Academic Secretary and the SU Education Officer following discussion at the Quality Committee in Michaelmas term 2016.

**This section should highlight an analysis of the key themes arising within the implementation of QA policies and procedures, primarily through a thematic analysis of key recommendations, commendations and conditions for the reporting period.**

An analysis of the key themes arising from quality reviews in 2014/15 was presented in a report to the Quality Committee in December 2015. Common themes are also identified in the Annual Faculty Quality Reports.

Key themes in 2015/16 were as follows:

**Staffing:**

The use of contract/short-term staff and the impact that this has not only on the quality and continuity of existing provision, but on the ability of Schools/Services to plan and grow was repeatedly raised in quality reviews. Concerns were expressed regarding the impact on the staff:student ratio caused by reducing staff numbers, and issues around the ability to undertake succession planning and sabbatical leave.

**Space:**

Issues relating to location, accessibility and quality of teaching and social facilities arose frequently in quality reviews and in the AFQRs. The Bursar is currently developing an Estates and Facilities strategy, which is expected to address some of these issues.

**Systems:**

IT supports, client relationship management and records/data management were recurrent issues identified in quality review reports. Supports for on-line registration and on-line students were identified in the AHSS Annual Faculty Quality Report in 2015/16 and delays in the turn around time for finalising marks in SITS and holding Courts of Examiners and appeals were also identified as areas of concern in this Faculty. Some of these issues are addressed through the AR enhancement programme. There is a Data and Records management group in the University headed up by the University's Secretary. IT Services are a stakeholder in this group.

**Module evaluations:**

Low response rates to module surveys and a preference for evaluation at programme level were highlighted in the FEMS Annual Faculty Quality Report. In Health Sciences a switch to in-class student surveys in the School of Nursing and Midwifery was introduced in 2015/16 to increase participation rates and student engagement. A consultation process with Schools by the Academic Secretary and the Education officer of the SU was ordered by the University Council to assess issues around student evaluation.



**A description of improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period, identifying the reasons for the improvements (for example an evaluation of effectiveness and impact from the previous period or objectives set out in strategic compacts).**

#### **Supports for Students:**

Following publication in July 2015 of the [Code of Practice](#) (COP) for the Provision of Programmes of Education and Training to International Learners, a series of consultation events with internal stakeholders was held in Michaelmas Term 2015 to assess compliance with the Code and to identify possible gaps, and an implementation plan was presented to the Quality Committee in June 2016. An '[Orientation for new students](#)' website was launched as a resource for both 'traditional' students and visiting/Erasmus students. A Transition to Trinity Officer was appointed, whose role is to support students in the transition to third level education. A more student-friendly and interactive [Trinity homepage](#) which incorporates social media feeds was developed. A one-year [International Foundation Course](#) leading to a special purpose Level 6 award, the Certificate in International Foundation Studies for Higher Education, was approved by Council in January 2016 and is being delivered in partnership with the Marino Institute of Education. The course is designed to enable international students, coming from countries where the terminal secondary school examination is insufficient for direct entry, to progress to undergraduate courses in Trinity.

Arising from the review in 2014 of the common entry Science undergraduate programme (TR071), the Undergraduate Science Education Working Group was established in 2015 to define the future shape of science education in Trinity in conjunction with the Trinity Education Project (TEP). The establishment of the role of Associate Dean of Undergraduate Science Education (ADUSE) to provide leadership in undergraduate science education was approved by the College Board in October 2015.

Arising from the strategic review of the Careers Advisory Service in October 2015, a re-branded [Careers Advisory Service](#) was launched in 2015/16, incorporating organisational and staffing recommendations from the review.

As a result of the first postgraduate research survey in February 2016 that identified a lack of training for postgraduate students involved in teaching, Trinity introduced seminars for *Postgraduate Teaching Assistants: Introduction to Teaching at Trinity* in Michaelmas Term 2016; and a new *Teaching and Supporting Learning* module. Eighty four students enrolled for the *Introduction to Teaching at Trinity* seminars and 12 for the *Teaching and Supporting Learning* module. Additionally, a [Shortguide to doing a Ph.D. at Trinity](#) was developed and published on the Graduate Studies Website.

A [Return of Coursework Policy](#) was developed in response to feedback from students through programme reviews, module/programme evaluations and the Annual Institutional Quality Report that there were significant delays in some instances in obtaining feedback on course work.

The identified enhancements in 2015/16 that arose from the 2014/15 Annual Faculty Quality Reports were (i) the initiation by the Faculty of Health Sciences of a thematic review of clinical placements and (ii) the introduction of a Dean's medal to award to clinical colleagues in recognition of their work. A new position of Associate professor of Inter-Professional Learning was appointed in June 2016 to further integrate students across various disciplines in Health Sciences.

#### **Supports for staff:**

The establishment of the Trinity Centre for Gender Equality and Leadership (TCGEL) was approved in 2015/16. The TCGEL builds on the success of WiSER (Centre for Women in Science and Engineering Research) and broadens its remit to create sustainable, structural and cultural change throughout the College to deliver an inclusive community in which women and men participate at all levels, and where all are recognised fully for their contribution to the University.

The Establishment of the Innovation and Entrepreneurship Hub in 2015/16 brought together a number of existing College activities and entities: the Innovation Academy; Blackstone Launchpad, LaunchBox, European Institute of Innovation and Technology's Knowledge and Information Communities (Health and Active Ageing, Raw Materials); and The Tower (incubation centre). It will focus on the creation of critical income streams for Innovation and Entrepreneurship.

Supports for academic staff were enhanced in 2015/16 with the establishment of a new overarching structure in the Academic Services Division (ASD) entitled U-LEAD (University Leadership and Academic Practice). Its purpose is to provide a framework to achieve the strategic goal of facilitating and enabling academic staff to be leaders in teaching and research (Goal 4 of the Strategic Plan 2014-2019) by maximising impact and achieving greater coherency and integration of academic development and support activities, and is subject to review after one year.

**An analysis of quality enhancement activities that were initiated by the institution. This could also include reference to any national or international quality assurance developments in which the institution is engaged. The institution is encouraged to highlight areas that may be of interest to other institutions and would benefit from wider dissemination.**

The development of a [partnerships toolkit](#) which will support the development of international partnerships and exchanges was a quality enhancement highlight in 2015/16

The launch of the [Provost's Professional Staff Award](#) in 2015/16 to recognise an individual or a team who demonstrate exceptional service and commitment to the University and/or its visitors - five individual awards were made in May 2016.

The [International Foundation Programme](#) was launched in May 2016 in partnership with the Marino Institute of Education. It is a pre-university programme designed to help students who are not academically ready to directly enter undergraduate programmes in Trinity to reach the entry requirements.

Quality enhancements identified in the Annual Faculty Quality Reports in 2015/16 include:

- Use of educational technology to get immediate feedback from students during class e.g. clickers
- Use of webinar technology to support students with placement projects and assignments
- Electronic submission of course-work on Blackboard, and provision of Blackboard training for staff and students.

## **PART 5**

Objectives for the Coming Year

**A piece in relation to strategic objectives in the coming period and plans for quality assurance and enhancement.**

- Initiate discussions with Linked Providers with regard to the implementation of the Linked Provider Quality Assurance Procedures;
- Continue the process of developing, approving and publishing policies that support academic regulations and practices;
- Lead the development of quality assurance processes to support the Trinity Education Project;
- Conduct a review of procedures for postgraduate education;
- Conduct a review of TSM and other two-subject entry routes;
- Enhance communication with internal and external stakeholders on quality assurance issues through the redevelopment of key websites (Quality Office and Trinity Teaching & Learning);
- Continue efforts to streamline quality assurance processes (accreditation, quality reviews, AFQRs)
- continued enhancement of External Examiner processes;
- work to identify quality indicators and system capabilities to support reporting on same;
- launch of the Global Partnership Toolkit.

**Review Plans: Area/Unit and Number**

TBC

**Any further information with respect to plans for the coming period.**