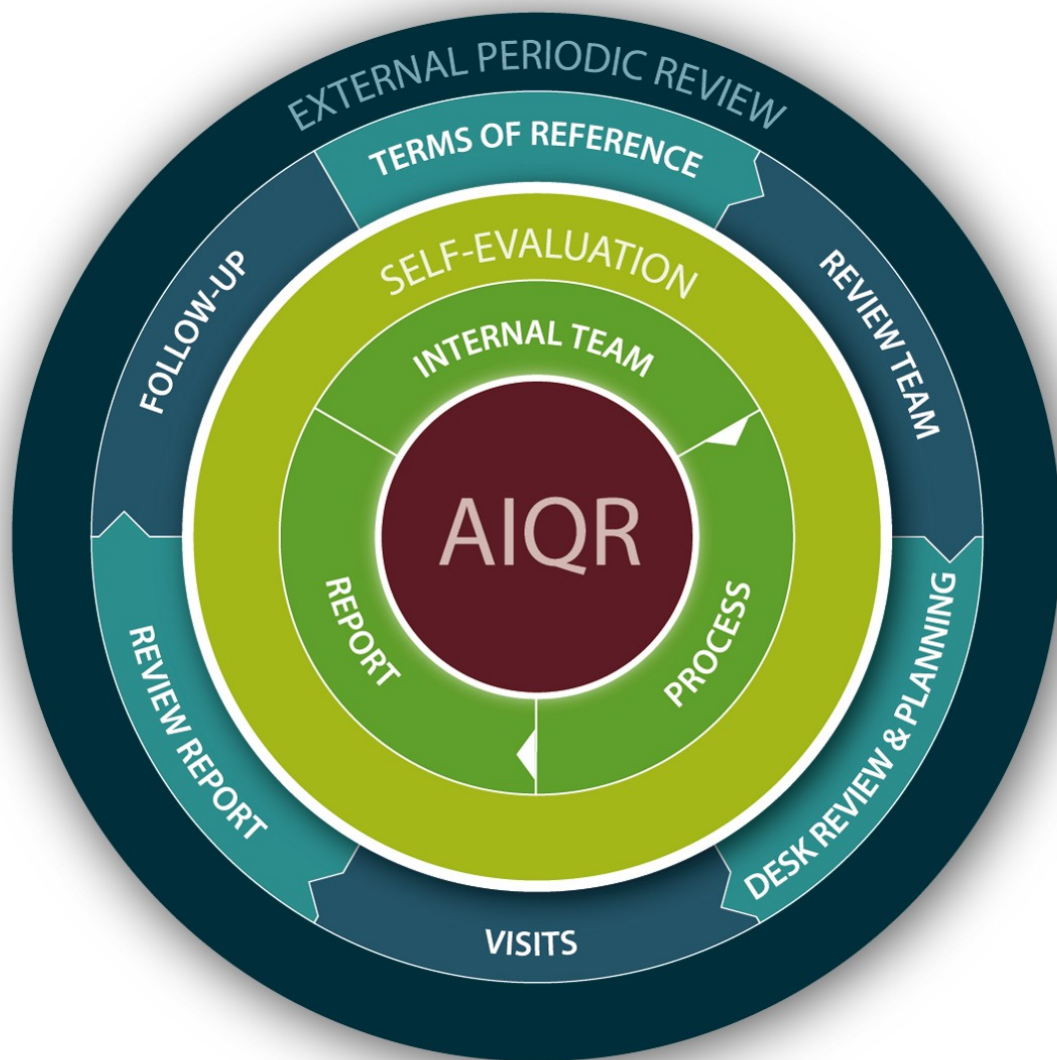# Trinity College Dublin

Annual Institutional Quality Assurance Report 2018

Based on the reporting period 1 September 2016 – 31 August 2017

The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

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

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

Trinity College Dublin, the University of Dublin *Strategic Plan (2014-2019)* was launched in October 2014. At the end of the academic year to which this report pertains, 2016/17, Trinity is engaged in a mid-term review of the Strategic Plan that was presented to the September 2017 meeting of College Board. In addition to the mid-term review, the following strategies have also undergone review, the outcomes of which are currently being considered by College committees:

- *Global Relations Strategy II*
- *Online Education Strategy*

Trinity launched a new [Strategy for Diversity and Inclusion](#) and has folded the objectives of this strategy, the Institutional Athena Swan Gender Action Plan (2015) and the Plan for Implementation of the HEA Recommendations in its National Review of Gender Equality in Irish Higher Education Institutions (2017) into the Trinity Gender Action Plan. The Quality Office is the owner for the following actions and is required to report on progress every six months to College Board on its achievement in regard to:

- Embedding gender questions within the self -assessment template used in School/Department quality reviews;
- Considering gender in Trinity's institutional quality assurance report in accordance with QQI requirements; and
- Where possible, aligning quality reviews with School Athena SWAN applications.

The [Trinity Education Project](#) (TEP- review of the undergraduate curriculum) continues with the current focus on the phased implementation of TEP commencing in the academic year 2018/19. A new TEP governance structure was announced in 2016/17 to guide the implementation of the project.

The TEP stream '*Technology and Business Process Re-engineering, Mainstreaming and Planning/Management of Transition and Systems'* should enable system support for reporting of quality metrics required by the QQI Core Statutory Quality Assurance Guidelines, e.g. completion rates.

A review of Entry Routes to the Two Subject Moderatorship (TSM) and other Two Subject Combination Programmes took place in September 2017. The review report was presented to University Council in October 2017. The outcome is expected to inform the future implementation of the TEP curriculum architecture.

TEP key achievements for the 2016/17 academic year include:
- Agreement of a new academic year structure for the 2018/19 academic year with semesterisation of teaching and learning for all programmes.
- An agreed set of nine recommendations for Progression and Awards which will be the basis of a standardised set of university-wide progression regulations.

College initiated action with respect to approval of quality assurance procedures of Linked Providers in the period under review but stalled the process to seek legal advice, which is being considered by Quality Committee and Board in the 2017/18 academic year. The outcome is expected to result in a revised procedure for the approval of Linked Provider Quality Assurance Procedures and to inform the development of an overarching Institutional Quality Policy.

Trinity Teaching and Learning continues to lead the development of a number of policies and, since the last AIQR, has added the following to the [Academic](#) [Policies](#) webpage:
- Postgraduate Research Supervision Policy (June 2017)
- Virtual Learning Environment Policy (June 2017)
- Programme Suspension and Cessation Policy (March 2017)
- Student Partnership Policy.

QQI launched the next round of Institutional Reviews (Cinnte) in 2016/17 and Trinity will commence planning for its institutional review in 2017/18.

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

Access to information on Trinity committee structures is available through the Trinity Home Page, including, interalia, the Terms of Reference (ToR), committee membership and papers. The Quality Committee is a compliance committee the University Council and College Board. The Framework for Quality graphic provides an overview of the institution level quality fora.

In terms of academic quality and standards, the University Council is the key decision- making body. Academic committees of Council are the Undergraduate Studies Committee (USC), Graduate Studies Committee (GSC) and the International Committee (IC). The Associated College Degree Committees (ACDC), or equivalent management committee for Linked Providers, report into the USC and/or GSC on academic matters. The ToR for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI *Core Statutory Quality Assurance Guidelines* and were approved by University Council in 2016/17. The 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 led by the Dean of Students and student representatives and all the Heads of Student Services that support the student life experience are represented on it. The Quality Office presented on Irish Survey of Student Engagement (ISSE) outcomes to the Student Life Committee in 2016/17 and to advise members to the introduction of the ISSE Postgraduate Research Pilot in 2018/19.

Confirmation of QA Policy and Procedures

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

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

New Programme Proposals are required to go through School and Faculty level approval processes, including a financial viability review by the Faculty Dean, prior to consideration and approval by the Undergraduate Studies Committee (USC) 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 Undergraduate programme proposal process map (July 2017) details the level of internal and external consultation involved in the programme design and approval process, the engagement by different units across the University and the link to the Interim International Register, Department of Justice & Equality.

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

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

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

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

An enhancement to the refreshed Trinity Teaching & Learning website is that all new and archived Programme Proposals (2014/15-2016/17) can be accessed via a quicklink on the homepage.

In June 2017, University Council approved an Undergraduate Certificate in Innovation and Entrepreneurship, to commence in January 2018. This fulfils a commitment of the Trinity Innovation and Entrepreneurship Strategy to extend education provision in this area to undergraduate students.

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

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

In May 2017, the Quality Office supported a Higher Education (Foreign Providers) Review of the M.Phil. in Conflict Resolution & Reconciliation in Trinity's Belfast site, coordinated by the UK Quality Assurance Agency (QAA).

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 that are collated in the Senior Lecturer's Annual Report and linked to an institutional target of undergraduate transition from first year to second year of 90% by 2019;
- reporting on the Irish Survey of Student Engagement data at Institutional, Faculty, School and programme level;
- student evaluation of undergraduate modules and postgraduate taught programmes outcomes are reported in 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.

At the time of report (January 2018), the Quality Office is revising all quality review procedures to reflect the Core Statutory Quality Assurance Guidelines (April 2016); the revised ESG (May 2015), the Research Degree Programme Guidelines and the Trinity Gender Action Plan. The revised School and Programme Quality Review Procedures are scheduled to be submitted to Quality Committee in 2017/18 and will address specific issues contained within the Core Statutory QA Guidelines such as the quality assurance of off-campus learning (5.4 c).

The consolidated Annual Faculty Quality Report of 2015/16, presented to University Council in September 2017, identified a need for further enhancement in the Postgraduate Taught external examiner process, which is being explored at the time of this report.

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

In 2016/17 there were 1506 students enrolled in Doctoral-level Research Degree Programme (NFQ – Level 10) and 75 students on Masters-level Research Degree Programmes (NFQ- Level 9).

Two new policies were published in respect to Research Degree Programmes:
- [Remote Supervision of Postgraduate (Doctoral) Students Policy](#) (July 2016)
- [Postgraduate Research Supervision Policy](#) (June 2017).

At the institutional level, Trinity was 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.

In November 2017, the University Council approved the development of a Joint Research Award, Doctor in Philosophia (Conjunctim) to facilitate future participation by Trinity College Dublin in European Joint Doctorates funded by the European Commission under Horizon 2020.
Proposals for joint PhD programmes under this Award are to be considered on a case-by-case basis and Framework agreements specific to each partnership, detailing governance and operation arrangements, must be presented to GSC and to Council for consideration and approval before such joint programmes are offered**.**

In terms of the quality of the research environment, 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. The Joint Certificate in Innovation and Entrepreneurship provided through the

Innovation Academy provides Postgraduate Research Students interested in commercialising aspects of their Research the opportunity to avail of specialist advice in this regard.

On September 29th 2017, 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.

The quality assurance and monitoring of research degree programmes and the postgraduate research student experience in Trinity was addressed through quality reviews of Schools (n= 4), Programmes (n=2) and Trinity Research Institutes (n=1). In February 2016, Trinity undertook its first survey of research degree students which attracted a 26% response rate (n=445). In January 2017, the survey was administered for the second time and attracted the same response rate of 26% (n=448). The majority of respondent in both years were Ph.D. students (2016-86%; 2017-90%). In March 2018 Trinity students will participate in the Irish Survey of Student Engagement (ISSE) Postgraduate Research Survey Pilot.

In December 2016 and February 2017, Trinity provided input to sectoral response by the IUA and provided institutional feedback to QQI on two drafts of the *White Paper on the Quality Assurance of Research Degree Programmes.*

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

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

Admissions

Fees and Payments

Registration

Lectures & Timetables

Examination & Assessment

Graduation

Student Records

Academic Transcripts

Certification of student documentation

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 Academic Registry (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), the student information system. The AR Enhancement Programme report is published on the Quality Office Website and approved by Quality Committee as fulfilling the requirements of a quality review.

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

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

The University Calendar is the primary source of regulations with respect to study at Trinity. Part 2 of the Calendar contains the undergraduate study regulations, including general regulations and regulations specific to programmes of study. Part 3 of the Calendar contains the postgraduate Study regulations pertaining to taught and research programmes. A key achievement of the Trinity Education Project in 2016/17 was agreement on a standardised set of university-wide progression regulations for undergraduate degree programmes to be introduced in 2018/19.

In addition to the University Calendar, the Trinity Teaching & Learning website contains relevant academic policies relating to the Student Lifecycle, including the Recognition of Prior Learning Policy. New in 2016/17 is the Student Partnership Policy, developed in collaboration with the Trinity Students' Union and Graduate Students' Union, which includes a number of initiatives to enhance the student experience in Trinity College Dublin.

The Undergraduate Studies website includes procedures with respect to Academic Progress for undergraduate students including student cases, absence from exams, off-books, non-satisfactory attendance, transfer and withdrawals. The Graduate Studies website includes procedures for postgraduate students on matters on Academic Standing including progress reports, transfer to the

Ph.D. Register, confirmation on the Ph.D. Register, Thesis submission and student cases, e.g. off-books, withdrawals and appeals.

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

The University Council approved a Students Complaints Procedure in January 2016, and it is accessible on the Trinity policies homepage. A report on the first year of implementation of the procedure was presented to the Quality Committee in November 2017.

A new Transition to Trinity programme has been launched to take students from pre-arrival through their first semester in Trinity. The programme is in three phases: (i) Administration & Logistics that takes place pre-arrival; (ii) Socialisation & Academic that occurs during orientation week and the first week of teaching; and (iii) Transition that takes place throughout the first semester.

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

Equality and Diversity:

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

As indicated under Part 1, §1 of this AIQR, Trinity has formulated a Trinity Gender Action Plan to embed the objectives of the new Strategy of Diversity and Inclusion, the HEA Gender Equality Report and the Athena Swan Action Plan. The Director of Diversity & Inclusion and the Equality Officer are responsible for monitoring and reporting on progress against the plan to the College Board on a six-monthly interval.

Recruitment:

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

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

Probation:

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

Progression and Promotion:

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

Staff Development:

Trinity has a Staff Development Policy and a dedicated Learning and Development Team who offer a calendar of Staff Development programmes. In 2016/17, College signed a campus-wide licence for all academic and administrative staff for the Online training service Lynda.com. The University also has a number of policies in place to support personal development of staff including Leave and funding arrangements for externally accredited academic programmes; Fee Remission Policy; Research, Training and Conference Travel Leave Policy.

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

Trinity has an academic development programme delivered by CAPSL. In 2016/17, Trinity introduced a new Heads of School Leadership Programme to address the specific needs of this group as they progress in their careers. 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.

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

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

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

The Trinity Teaching & Learning webpage hosts academic policies specific to Teaching & Learning, and are continuously being added to:

- Academic Awards Policy
- Admission and Transfer Policy
- Assessment and Academic Progression Policy
- External Examination Policy
- New Programme **D**esign and Approval Policy
- Plagiarism Policy
- Postgraduate Research Supervision Policy
- Programme Suspension and Cessation Policy
- Recognition of Prior Learning
- Remote Supervision of Postgraduate (Doctoral) Students Policy
- Return of Course Work
- Student Partnership Policy
- Virtual Learning Environment Policy

Other relevant websites with policy and procedure content include the Undergraduate Studies website and the Graduate Studies 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 Undergraduate and Postgraduate

Prospectus are other key sources for students and applicants, as are course handbooks which can be accessed through School and programme websites and the Global Relations Office website for international students.

The Trinity Education Project continues to provide a stimulus to review the undergraduate curriculum. In 2016/17, Trinity appointed a number of Trinity Education Project Fellows, who were embedded in Schools and across Programmes to facilitate the process of internal review of the curriculum, assessment practices, the Graduate attributes, Capstones Projects etc. The output from the events and workshops facilitated by the TEP Fellows and TEP Project across College resulted in the design and development of a TEP Resource Toolkit hosted on the TEP website.

The University Calendar contains the regulations that support Teaching and Learning and the Academic Year Structure outlines when Teaching & Learning occurs during the academic year. The Calender and Academic Year structure will both undergo change commencing in 2018/19 as a result of TEP. A key achievement in 2016/17 was the agreement of a new academic year structure for the 2018/19 academic year with semesterisation of teaching and learning for all programmes; and an agreed set of nine recommendations for Progression and Awards which will be the basis of a standardised set of university-wide progression regulations at undergraduate level, in the University Calendar Part II.

In terms of continuing professional development available for staff involved in Teaching and Learning, the Centre for Academic Practice (CAPSL) offers a credit bearing Special Purpose Certificate in Academic Practice (15 ECTS) in which 158 Trinity staff are currently registered. CAPSL also provide non-credit bearing professional development programmes and events, e.g. seminars, workshops and webinars. CAPSL partners with the Dean of Graduate Studies Office and University College Dublin in the Research Supervisor Development Programme, a series of workshops designed for academics new to supervisor roles or experienced supervisors seeking to enhance their skills in supervision. The Royal College of Surgeons (RCSI) is involved in the rollout of the programme in 2017/18 and is considering partnering on the programme from 2018/19.

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.

In 2016/17, Trinity conducted an independent review of its online learning strategy and the report and actions arising from the report are currently going through the governance approval process. In that period, Trinity continued to expand its online offerings and now has six online programmes, three continuous professional development (CPD) courses and five MOOCS, details of which can be found on the Online Education website.

Trinity College continues to engage with the teaching and learning enhancement fund managed by the National Forum for the Enhancement of Teaching and Learning. The College is involved in two projects from the 2016 – 2018 fund:

- Online Programme for Graduate Teaching Assistants- being led by Trinity in collaboration with NUIG, MIE & IADT to design and create a 5 ECTS research-informed online programme for graduate teaching assistants that aligns to the National Forum's professional development framework domains.
- Personal and Professional Digital Capacities in Teaching and Learning Contexts: A Collaboration between Social Policy Educators, Students, and Learning Technologists- being led by UCC in collaboration with TCD, UCD, Institutes of Technology from Carlow, Cork, Tralee and Waterford.

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. Trinity approved the Virtual Learning Environment (VLE) Policy in 2016/17 which sets minimum content specifications for upload on the VLE for modules.

The procedures for external review of Teaching & Learning are described in the quality procedures for School Reviews and Programme Reviews and the External Examination Policy and process map.

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, and PGR) are invited to meet with external review teams during on-site visits. Some programmes also arrange for students to meet with the External Examiner. The new

Student Partnership Policy outlines a number of planned initiatives with respect to student participation in quality assurance of teaching and learning.

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

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

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

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

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

The Trinity Tutorial System is a unique feature of Trinity's educational provision and unique in higher education in Ireland. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor website. The Tutorial Service was reviewed in 2015/16. The working group established to review the recommendations arising from that review reported to Council in May 2017. The Trinity Access Foundation Programme (TAP) is a Trinity programme that aims to attract non-traditional student to higher education. TAP includes a range of resources and support specific to the needs of young adults and mature students from low socio-economic backgrounds including funding support for childcare and learning resources/materials that help retain students in higher education. The Mature Student Office is located within the TAP and the website details specific supports to mature students, e.g. the Mature Student Resources Centre.

The Disability Service is a key support unit for students with disabilities entering Trinity. The Disability Service was reviewed in 2015. A new Reasonable Accommodations Policy was developed by the Disability Service in 2016/17 and approved by University Council in January 2018, following which it will be published on the Trinity Teaching & Learning Academic Policies webpage.

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

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

The supports provided through the Centre for English Language Learning & Teaching (CELLT) include pre-sessional English Language for Academic Purposes and in-sessional support for English Language for Academic Purposes are important resources and support Trinity's objective to achieve the 18% target for International Students under the Strategic Plan (Strategic Goal A1.2 Internationalisation). The Director CELT was invited to present to the Quality Committee in October 2017 on programmes offered to support international students in response to issues raised in previous years Annual Faculty Quality Reports. Presentations were also made to Undergraduate Studies Committee and Graduate Studies Committee.

Additional supports to international students include those provided through the Global Relations Office, including Global Officers in nine Trinity Schools, and Student Ambassadors in the Trinity Global Room. The latter offer a flexible space for international students' events. 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 surveyed 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.

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

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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](#)

Work is currently ongoing with respect to Information Management and Security, particularly in the context of the forthcoming EU General Data Protection Regulation (GDPR- May 2018). Readiness for GDPR was considered by the Audit Committee in December 2016 and again in December 2017.

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

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

Academic Registry is responsible for [statistical reporting](#), including the HEA Returns and extraction of data that inform the [Senior Lecturer's Annual Report](#) and [Graduate](#) [Studies Annual Report](#). The HEA data returns provide a reference point for key student lifecycle information across the

University for a given academic year. These reports are considered and approved by the Undergraduate Studies Committee; Graduate Studies Committee; and University Council.

The Academic Registry issues a KPI report on a quarterly basis for internal College-use and includes a dashboard on UG and PGT student cases; time to resolution of PG admissions; fee and help-desk queries. Academic Registry issued its first Annual Report 2016/17 which was considered by University Council in January 2018.

Academic Registry and IT Services are key partners in the TEP workstream 2 'Technology and Business Process Reengineering, Mainstreaming and Planning, Management of Transitions and Systems', tasked with implementing the TEP Deliverables and building capability in the Student Record System (SITS) for the new Progression and Awards regulations, the new Academic Year Structure, Assessment and Curriculum requirements, e.g. Capstone Projects; Internships etc. Enhanced reporting is expected to be available as a result of these changes in 2018/19 and 2019/20

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

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

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

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. In parallel to this and arising from discussion at University Council, the Director of Student Services and Transition to Trinity Officer designed a new student withdrawal process to enable Trinity to capture more useful information about why students withdraw from College. The two-phase process requires an interview with the student's Tutor to discuss their decision and to capture their reasons on a new withdrawal form. This information will be anonymously collated and reported on annually to inform enhancements and retention strategies.

In respect of systems that support the Research function of the University, in July 2017 a new Principal Investigator Quantitative Analytics tool (MyPIQA) was launched. It is linked to RSS and also draws data from the RPAMS, the University's Research Proposal and Awards Management System.

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

The Framework for Quality in Trinity identified the range of quality assurance activities in terms of self-evaluation and monitoring. The Schedule for Quality Reviews reflects the diversity of quality reviews in which Trinity is currently engaged. Evidence of Trinity's planning for self - evaluation and monitoring in advance of the next institutional review is demonstrated through the following presentations to Quality Committee:

- December 2016 - Preparing for the next institutional quality review;
- May 2017 - Quality Review Schedule and approach to Quality Reviews 2017/18-2021/22;
- November 2017 – Reports from Quality Enhancement Projects – ISSE, Postgraduate Research and Themes arising from Quality Reviews and Annual Faculty Quality Reports.

The Committee discussions point to efforts to link Quality Reviews with Institutional Strategies that respond to the requirements of the Core Statutory Guidelines and Cyclical Review Policy and Handbook.

Trinity has published a centralised listing of Accreditation Reviews, which is updated annually. The Quality Office engages with Schools undergoing Accreditation Reviews by Professional & Statutory Bodies to streamline/optimise, where possible, the documentation required in the self-assessment phase for both types of review.

At the highest level, the Trinity Education Project (TEP) can be viewed as a self-evaluation and monitoring process which is prompting reflection on renewal of the undergraduate curriculum, how students are assessed and examined, student entry and exit pathways and regulations that support student progression. In September 2017, Trinity conducted a review of Entry Routes for Two Subject Moderatorship and other Two -subject Honour Programmes in response to challenges presented under the new TEP Curriculum Architecture and in response to sectoral concerns expressed through

the Irish University Association Task Group on Reform of University Selection and Entry (TGRUSE) Reports.

A range of new policies, procedures and system changes are anticipated to be required in advance of the implementation of TEP. Planning in advance for these changes has begun, for example the new Academic Year Structure has an earlier start of the academic year structure commencing in 2018/19, this has focused attention on the of timeliness and availability of Programme Handbooks to all students. Trinity Teaching & Learning is currently developing a Policy that will be brought through Committees this academic year with a view to ensuring consistency and timeliness of information available to students in advance of the commencement of the new academic year.

Trinity's Global Relations Office is responsible for the International Student Barometer (ISB) survey data and disseminates institutional-wide information on outcomes from the ISB to the College Community and provides Faculty-level data to the three Trinity Faculties. GRO also presents to the Planning Group on outcomes and areas of enhancements as they impact on the Global Relation Strategy II and collaborative partnerships in the international sphere.

The Quality Office launched the new Quality Office website in July 2017, which provides a range of resources for Schools and units to undertake their own self-evaluation and monitoring. It also provides a one stop-site for Continuous Improvement Reports and survey question banks for evaluation.

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

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

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

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

At the institutional level, the formal source on matters relating to the appointment and engagement of external members of the community on committees, as external examiners and in terms of the management of external relations is prescribed for 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 eleven secondary schools in the Dublin area that support student recruitment into the TAP foundation programmes and also in terms of funded projects such as the Bridge 21 Programme.

Trinity 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:

- Heads of School Induction Training
- School and Faculty Executive Committee Meetings
- Linked Provider Governance Committees

Increasingly, quality review schedules include meetings with external stakeholder groups, be they external advisory bodies, organisations in which students have professional placements or internships, or Employers. The Careers Advisory Service provides avenues for Employers and Graduates to engage with Trinity staff and students.

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

Trinity, 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 engaged 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 and a listing of all programmes subject to professional and statutory accreditation. In 2016/17 Trinity participated in the QQI (PARN) survey on the status of professional and statutory accreditation across Trinity Schools and in November 2017 provided a response to the PARN Report. Trinity is keen to interact with professional and statutory accreditation bodies to streamline and reduce the burden of quality and accreditation review processes on those Schools that undergo dual or triple (quality, accreditation and professional body registration) review processes.

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

Trinity is a member of the Irish Universities Association (IUA) and is active at all levels of 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 and at an institution level. In 2016/17 Trinity provided feedback on QQI Research Degree Guidelines; Blended Learning Guidelines, Procedures for Focused Reviews, and the NUFFIC Impact Client Satisfaction Survey on Recognition of Foreign Qualifications.

Trinity is also represented on the National Forum for the Enhancement of Teaching & Learning in Higher Education and through the Digital Capacity Roadmap in two projects with other Irish HEI's. Trinity is also active in projects under the EU Erasmus Mundus programme.

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.

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

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

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

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

Trinity is developing a Public Affairs and Communications Strategy which is currently going through the committee approval process and is expected to be approved this academic year, 2017/18. Key policies that govern the provision and use of public information can be assessed through the links under Information Management above.

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

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

The policies in respect of Linked Providers established following the release of the *QQI Core Statutory Quality Assurance Guidelines* in May 2016 and the *Sector specific quality assurance guidelines for Designated Awarding bodies in July 2016* are currently subject to review and potentially revision following initial steps to enact the [Approval of Higher Education Institutions' (Linked Providers) Quality Assurance Procedures](#) (June 2016, revised November 2016). The implementation of the above procedure triggered a request for legal advice, the outcome of which was considered by the College Board on 31st January 2018.

Trinity has also established a procedure for the hearing of an appeal under the Act, which was also the subject of legal advice. This procedure was submitted to Quality Committee in November 2017 and is due for submission to College Board in February 2018. If approved by Board the policy will be published on the Academic Polices webpage on the Trinity Teaching & Learning website.

In 2016/17 Trinity confirmed that it has two Linked Providers: Royal Irish Academy of Music and Marino Institution of Education. The status of the Church of Ireland Theological Institute has being confirmed as a collaborative partner and not as a Linked Provider. This has been communicated to QQI. Trinity continues to validate the sophister years of the Bachelor of Education Degree currently delivered by Dublin City University (and previously Church of Ireland College of Education). A new accreditation agreement was signed in August 2017 to reflect the new arrangements between the Church of Ireland Teacher Education Designated Activity Company (Teacher Education DAC), DCU and Trinity.   A new governance structure for the Legacy B.Ed. Programme was established and Terms of Reference agreed.

14. DA Procedures for use of QQI Award Standards (IoTs only)

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

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

Trinity has approved policies on Non-EU Collaborative & Transnational Education Partnerships and Dual and Joint Awards that aim to provide guidance to staff interested in establishing arrangements for education partnership with other Higher Education Institutions. In 2017, the Global Relations Office in collaboration with Trinity Teaching and Learning established a Partnerships Toolkit to assist staff in developing collaborative partnerships. The Toolkit also provides staff access to a search engine that enables a search by region, by university and by type of partnership. In March 2016, the University Council approved a Trinity – Columbia Dual Degree Pilot in European Studies.

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

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

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

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

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

Year	2016/17
Areas/Units	1. School of Pharmacy & Pharmaceutical Sciences (6-8 December 2016) 2. Law Programme Review (24-26 January 2017) 3. School of Dental Science (21-23 February 2017) 4. School of History & Humanities (13-15 March 2017) 5. Confederal School of Religions, Peace Studies & Theology (27-29 March 2017) 6. The Long Room Hub (12-14 June 2017) 7. Approval of Quality Assurance Procedures for Royal Irish Academy of Music) (Commenced but deferred due to review of procedure)
Number	7 (6 completed)
Link(s) to Publications	Quality Office webpage

Year	2017/18
Areas/Units	1. Thematic Review of Postgraduate Education Procedures (deferred to 2018/19) 2. Trinity Biomedical Sciences Institute Review (deferred) 3. Entry route to Two Subject Moderatorship and other Two-subject combination programmes (13-14 September 2017) 4. Joint Cert in Innovation &Entrepreneurship (3-4 October 2017) 5. Estates and Facilities (20 – 22 February 2018) 4. School of Nursing & Midwifery (12-14 March 2018) 5. CRANN – Trinity Research Institute (tbc) 6. Approval of Quality Assurance Procedures for Royal Irish Academy of Music 7. Approval of Quality Assurance Procedures for Marino Institute of Education School and Programme reviews to be agreed subject to Trinity Education Project.
Number	5 (2 deferred)
Link(s) to Publications	Quality Office webpage

Year	2018/19
Areas/Units	1. IT Services 2. Human Resources 3. Global Relations 4. School of Creative Arts 5. Singapore Institute of Technology Joint Degree Programme in Physiotherapy(tbc) 6. Thematic Review of Postgraduate Education Procedures School and Programme reviews to be agreed subject to Trinity Education Project-Phase 1 implementation 2018/19.
Number	6
Link(s) to Publications	

Year	2019/20
Areas/Units	1. Financial Services Division 2. School of Medicine 3. Public Affairs and Communications 4. School of Linguistics Speech & Communication Sciences 5. Royal Irish Academy of Music (RIAM) 6. Marino Institute of Education (MIE) School and programme reviews to be agreed subject to planned implementation of Trinity Education Project −Phase 2 implementation 2019/20 Preparation of Institutional Review Self - Assessment Report
Number	6
Link(s) to Publications	

Year	2020/21 (TBC)
Areas/Units	1. School of Engineering 2. Secretary's Office 3. Library 4. Commercial Revenue Unit 5. Programme Management Office

	Institutional Review
Number	5 +Institutional Review
Link(s) to Publications	

Year	2021/22 (TBC)
Areas/Units	1. Trinity Teaching & Learning 2. School of Psychology 3. School of Physics 4. School of Natural Science 5. Trinity Business School 6. School of Social Science & Philosophy 7. Accommodation & Catering 8. Sport & Recreation
Number	8
Link(s) to Publications	

Year	2022/23 (TBC)
Areas/Units	1. School of Biochemistry & Immunology 2. School of Genetics and Microbiology 3. School of Social Work & Social Policy 4. School of Mathematics 5. Comparative Medicine Unit 6. College Nursery 7. College Disability Service 8. College Health Centre
Number	8
Link(s) to Publications	

Year	2023/24 (TBC)
Areas/Units	1. Student Counselling Centre 2. College Chaplaincy 3. Careers Advisory Service
Number	

Link(s) to Publications	

Overview of internal QA governance, policies and procedures	AIQR Part 1 TCD 2018 - 25_Feb.docx
PRSBs	22
Awarding Bodies	7
QA Bodies	2
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Medical Council
Programme Titles and Links to Publications	In 2016/17 there were 885 students on Medical Council accredited programmes in Trinity.</br></br></p></br></br>The 2011 report can be found at http://www.medicalcouncil.ie/Education/Career- Stage-Undergraduate/Quality-Assurance/TCD-2011-FINAL-REPORT-on-DEP- Monitoring-Visit-March-2011.pdf</p></br>Refer Schedule of Accreditation Listing on the Quality Office Website .
Date of last review or accreditation	23-03-2011
Next review year	2018
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB

Name of the Body	CORU
Programme Titles and Links to Publications	There are a number of Trinity programmes accredited by CORU Boards. In 2016/17 student numbers in Occupational Therapy (161); Clinical Language (124), Human Nutrition & Dietetics (94); Physiotherapy (236), Radiation Therapy (105), MSc. Social Work (41), Social Studies (124). Total - 885 students. Reports are not in the public domain, however the link below offers a list of all degree programmes approved by University of Dublin, Trinity College Dublin. http://www.coru.ie/en/education/approved_qualifications. Dates for next reviews vary by programme and are specific to individual CORU Boards **[Refer Schedule of Accreditation Listing on the Quality Office Website](#)**
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	There were 1,213 students on Engineer Ireland accredited programmes across two Trinity Schools. 866 students in the five year Engineering/Engineering with Management BAI/MAI programmes accredited by Engineers Ireland in December 2016. In addition 347 students in the BA (Mod) in Computer Science and Masters of Computer Science also accredited in December 2016. [Refer Schedule of Accreditation Listing on the Quality Office Website](#)
Date of last review or accreditation	08-12-2016
Next review year	201920
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Teaching Council
Programme Titles and Links to Publications	Teaching Council accredit programmes leading to University of Dublin Awards delivered by Trinity School of Education - PME (154), B.Mus.Educ (36); validated by Trinity and delivered by Marino Institute of Education - PME (Primary-126), B.Educ (Primary-437), P. Dip in Educ (FE-49); validated by Trinity and delivered by Church of Ireland Teacher Education Designated Activity Company in Dublin City University - B.Educ (63). Dates for accreditation reviews differ by programme and provider. [Refer Schedule of Accreditation Listing on the Quality Office Website](#)

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Nursing & Midwifery Board of Ireland
Programme Titles and Links to Publications	In 2016/17 there were 1037 students on NMBI accredited programmes in the School of Nursing & Midwifery. The undergraduate programmes delivered by the School of Nursing and Midwifery have been revised to ensure that European standards set out in EU Directive 2013/55/EU are met. The revised curricula was submitted to NMBI in Jan 2018 and NMBI will carry out its own review of the proposed curricula to assess their compatibility with the new standards and requirements published in February 2016 and due to take effect in September 2018. [Refer Schedule of Accreditation Listing on the Quality Office Website](#)
Joint research degrees	0
Joint/double/multiple awards	12
Collaborative programmes	4
Franchise programmes	0
Linked providers (DABs only)	3
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	University College Dublin

Programme Titles and Links to Publications	1**.** Trinity College Dublin collaborate with UCD on the Structured PhD Programme </p> 2. Masters in Development Practice is a joint award offered by Trinity School of Natural Science and UCD School of Politics and International Relations. Student numbers in 2016/17 =41 </p> 3. Postgraduate Certificate in Innovation & Entrepreneurship is a joint award offered by Trinity College Dublin, UCD and Queens University Belfast. 2016/17 is the final year of the partnership with UCD and there were no UCD students enrolled. Student numbers (62). Programme review occurred in October 2017 and Report is available on the Quality Office website. </p> 4. M.Sc in Comparative Social Change, is a joint award offered by Trinity School of Social Science and Philosophy and UCD. Student Numbers (10)
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Dublin Institute of Technology
Programme Titles and Links to Publications	The B.Sc was reviewed in November 2015 and the Review Report is available on the Quality Office webpage. Student Numbers in 2016/17 = 94.
Date of last review	26-11-2015
Next review year	2021
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Singapore Institute of Technology
Programme Titles and Links to Publications	Joint Degree in Diagnostic Radiography (Student Numbers -25) Joint Degree in Physiotherapy (Student Numbers- 237) In addition to the above Joint Degrees Trinity and SITS also collaborate in the provision of one-year top-up degrees with SIT. Student number in 2016/17: Physiotherapy (78), Occupational Therapy (40), Radiation Therapy (0). The MOU for the Joint Degree in Physiotherapy requires a quality review of the programme before the 2020 academic year.

Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Columbia University
Programme Titles and Links to Publications	An operational framework and four proposals for Dual Degrees with Columbia University were approved by University Council in October 2017 with entry into the programmes to commence in September 2018. Anticipated student numbers are: European Studies (10); History (10); Middle Eastern, European Languages and Culture (10); English Studies (6). These numbers are expected to be reviewed for 2019 due to the very high levels of interest in the first year. A programme review will occur in the fifth year following commencement 2023/24.
Section: Collaborative Provision	Fifth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Institut National des Sciences Appliquées (INSA) de Lyon
Programme Titles and Links to Publications	The Trinity School of Engineering in collaboration with INSA provide a Double Diploma Award Programme. In 2016/17 4 new incoming students commenced the programme and no Trinity students went outbound. x returning inbound students were enrolled in the final year of the Trinity BAI Engineering and 2 Trinity students were enrolled in the final year of the INSA Programme.
Section: Collaborative Provision	Sixth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Trinity College Dublin- University College Cork and Royal College of Surgeons Ireland
Programme Titles and Links to Publications	Postgraduate Diploma in Population Health and Health Services Research was approved by University Council in November 2016, with commencement in September 2018. Anticipated students entering onto the programme as per the proposal is between 30-45.
Section: Collaborative Provision	Seventh Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Church of Ireland Theological Institute

Programme Titles and Links to Publications	CITI and Trinity jointly deliver the Masters in Theology Programme which underwent a quality review under an existing MOU in December 2015. The Review [Report](#) is available on the Quality Office website. The programme title, curricula and structure were revised as a consequence of the quality review. The new programme was implemented in September 2017. A new Memoranda of Understanding is currently in development. Student numbers on the programme in 2016/17 = 40
Section: Collaborative Provision	Eighth Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Church of Ireland Teacher Education Designated Activity Company
Programme Titles and Links to Publications	In 2016/17 there were 63 - 65 (2 off-books) students who had commenced the B.Education as a Trinity validated programme. Trinity signed a new Agreement in August 2017 with the Church of Ireland Teacher Education Designated Activity Company in respect of the B.Education. The non-Trinity validated years are delivered by Dublin City University (DCU) into which the former Church of Ireland College of Education has been incorporated and no longer exists as a legal entity.
Section: Collaborative Provision	Ninth Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Marino Institute of Education
Programme Titles and Links to Publications	Trinity validates all of MIE Degree Programmes: Professional Masters in Education (126); Bachelor in Education (Primary) (437); Professional Diploma in Education (Further Education) (49); B.Sc. in Education Studies (125); B.Sc. Early Childhood Education (120).

New Course Proposals for validated programmes approved in 2016/17 include: April 2017 - Masters in Education Studies in Leadership in Christian Education; March 2017 - Masters in Education Studies in Visual Arts; October 2016 - Masters in Education Studies in Inquiry-Based Learning.

Trinity also collaborates in a strategic partnership with Marino Institute of Education on the International Foundation Programme in which 25 students were enrolled in 2016/17.

MIE is expected to submit its Quality Assurance Procedures for Approval by Trinity in 2017/18 or 2018/19. |
Section: Collaborative Provision	Tenth Set of Records
Type of arrangement:	Linked providers (DABs only)
Name of the Body (Bodies)	Royal Irish Academy of Music

Programme Titles and Links to Publications	Trinity validates the following Awards delivered by RIAM: Bachelor in Music Performance (52); Bachelor in Music Composition (8), Masters in Music Performance (10); D.Mus. Perf (10); Diploma in Music Teaching and Performance (8). RIAM submitted it proposed quality assurance procedures in May 2017, however the process of consideration for approval was paused pending Trinity seeking legal advice. This is expected to recommence in 2017/18 or 2018/19 following the approval of revised procedures in Trinity College Dublin.
Articulation Agreements	2
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Thapar University India
Name of the Programme and Links to Publications	Trinity signed an Articulation Agreement with Thapar University in July 2015, it is a 2+2 arrangements with Thapar University students entering Year 3 and 4 of Engineering and Computer Science Programmes in the Schools of Engineering and School of Computer Science. Students exit with a BAI Award and are eligible to study a further year for an MAI Award. Student number is 2016/17 = 17.
Section: Articulation Agreements	Second Set of Records
Name of the Body	University of Economics Ho Chi Minh City-Vietnam
Name of the Programme and Links to Publications	Articulation Agreement was approved November 2016 by University Council. It provides for entry of an initial 10 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.
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed
Collaborative Provision.	Confirmed
Articulation Agreements.	Confirmed
Date of Final Submission	26-02-2018

Parts 2-6
Institution-led QA – Annual Information

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

Part 2: Institution-led QA – Annual

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

Section 1: Quality Assurance and Enhancement System Developments

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

In 2016/17 Trinity continued to review and improve its institutional management, governance and quality systems in order to ensure alignment with evolving national and international developments, with the objectives of 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:

Following a mid-term review of the Trinity Strategic Plan (2014-2019) to assess progress with regard to its key objectives, a redesign of management structures to focus on the Strategic Plan goals and to increase the speed of decision-making was completed in Michaelmas Term 2016. A Chief Officers' Group was established in December 2016 to meet weekly and consider University business.

The implementation of the new academic year structure, proposed as part of the Trinity Education Project, necessitated amendments to the 2010 Consolidated Statutes to allow for an earlier start (two weeks) to the academic year. The revision to the Statutes along with the revised academic year structure approved by Council in February 2017, for implementation in 2018/19. The new academic year structure is predicated on the delivery of undergraduate programmes in a semesterised format, whereby modules are delivered and assessed within a teaching period. The change in the structure of the academic year will facilitate the assessment of modules at the end of the relevant teaching block. In this way, modules delivered in Semester 1 can be assessed at the end of Semester 1.The Steering

Committee for the Trinity Education Project follows approved College governance procedures and has a Chair (Provost), Project Sponsor (Vice Provost/Chief Academic Officer), a Project Manager, and a team.

Strategic initiatives:

In 2016/17 the Global Relations Office continued to drive the College's Internationalisation Strategy. In June 2017, the Global Relations Recruitment Team conducted an inaugural survey of students who entered Trinity using the services of an Education Recruitment Agent. Forty three students responded to the survey and the results of the survey were shared with Trinity schools, some of whom engage directly with Education Agents. Four students identified Agents who are not formally engaged with Trinity College. Regional Officers followed up with Education Recruitment agents who received low scores in the survey. The Global Relations Office continues to build a business case for a 3rd party portal to enable monitoring of Education Recruitment Agent activity and performance.

Trinity's membership of the Consortium for Advanced Studies Abroad (CASA), the first partner institution outside the US, provides a framework to facilitate international student mobility, enabling Trinity's strategies around internationalisation, enhancing the student experience and broadening curricula. The first Trinity students participated in the CASA programme in Havana in January 2017, and CASA Trinity academic programmes will begin in 2018.

Policies to support the implementation of the College's Strategy for Diversity and Inclusion were reviewed in 2016 to ensure that they continue to be accurate, relevant and effective. Board approved a revised Equality Policy in 2016 which increased emphasis on implementation, on links with other university strategies and policy, and on Trinity's equality infrastructure and supports. These changes were based on feedback from the Trinity community. The Dignity and Respect Policy that deals with matters around bullying and harassment, underwent a major review in 2016. The new Dignity and Respect Policy is clearer and more accessible with a simple Executive Summary of the options available to complainants. Staff-related (HR) policies are reviewed on a rolling basis and equality matters are considered to ensure that gender-neutral language is used.

In 2016/17 Trinity continued to build on its excellent record in innovation and entrepreneurship, and the commitments outlined in the Innovation and Entrepreneurship Strategy. Through engagement

with the enterprise community, Trinity strives to ensure that students are provided with the opportunity to develop key attributes such as creativity, initiative, leadership, team spirit, and multi-disciplinary learning. In 2016, PitchBook's Universities Report showed that Trinity is number 48 in the global rankings for universities on the number of undergraduate alumni that go on to found companies that receive a first round of venture capitalist backing. Trinity is the only European university to sit within the Top 50 for producing entrepreneurs.

Enhancements to the Quality Assurance Framework:

Annual Faculty Quality Reports

The Framework for Quality Assurance in Trinity continued to provide the focus for quality assurance in 2016/17. The Annual Faculty Quality Reports (AFQR) were considered by the Quality Committee in February and March 2017, and an overview of key quality assurance activities and common themes was included in a consolidated report to Council in September 2017 (see Part 3, section 3). An enhancement to the process was the presentation at the Annual Faculty Quality Executive meetings of common themes arising from (i) quality reviews, (ii) the external examiner process and (iii) student evaluations.

Quality reviews:

The Quality Review process continued to evolve in 2016/17, with a greater emphasis being placed on thematic or strategic reviews. Generic Terms of Reference (TOR) for Schools and Trinity Research Institutes were introduced that can be customised in consultation with the Faculty Dean or Dean of Research for individual School or TRI Reviews. Due to the heterogeneous nature of Administrative Units and Programmes, TOR are designed specific to the needs of the unit or programme under review. It is anticipated that this will provide more consistency across strategic themes on which input is sought through quality reviews. Increasingly, quality review schedules include meetings with external stakeholder groups, be they external advisory bodies, organisations in which students have professional placements or internships, or Employers.

Policies:

In the reporting period, a number of new policies were developed to support quality assurance and enhancement:

1. New Programme Design and Approval Policy was approved in December 2016 to support quality assurance in the development and approval of new undergraduate and postgraduate programmes. Templates for course development at undergraduate and postgraduate level were updated in 2016/17 to reflect the requirements of the Trinity Education Project (TEP) and to ensure alignment with the Trinity Inclusive Curriculum. Additionally a timeframe of three weeks for the set–up of new courses in College systems was agreed and implemented in 2016/17.

2. Programme Suspension and Cessation Policy was developed in March 2017 in order to consolidate existing practice in College.

3. Virtual Learning Environment Policy was published June 2017 in response to the Terms of Reference of the TEP, the HEA Performance Compact and the IT Services' VLE Project.

Appointment of key personnel:

A number of key appointments were made in 2016/17 with a strategic/quality assurance function:

1. The appointment of a Director of Student Services and the launch in September 2017 of the inaugural Student Services booklet, bringing together in one location information on the support services available to students.

2. The appointment of a Chief Innovation and Enterprise Officer at the end of 2016 to drive the College's Innovation and Entrepreneurship Strategy and the development of the Trinity Technology and Enterprise Campus (TTEC).

Irish Survey of Student Engagement:

The Report on the 2016 Irish Survey of Student Engagement (ISSE) was approved by Quality Committee and Council in October 2016. School-level reports by ISCED codes, available for the second year, not only provided valuable information at local level but also provided a reference point for the new TEP Teaching Fellows when liaising with Schools.

Postgraduate Research Survey:

In January 2017, Trinity administered its second Postgraduate Research Survey. The survey has a 26% response rate (n=448). The Report of the PGR Survey is published on the Quality Office website. Key findings of the report include:

- The continued need to communicate understanding of the structured PhD programme to postgraduate students and academic staff acting in the role of Supervisors. The latter often direct students on the selection of taught modules to fulfil the 10-30 ECTS requirement of the Structured PhD Programme. Generic skills modules that sit outside of the Discipline/School structure evidenced low –levels of participation by respondents to the survey.

- Respondents expressed a desire for learning opportunities that served to integrate PGR students into the research community in College e.g. opportunities for student collaboration, attendance at research seminars in Schools, professional networking events across College.

- The enhancement of professional development opportunities for postgraduate students preparing to act as Graduate Teaching Assistants e.g. Tutors or Demonstrators.

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

In October 2016, a discussion paper on the role of **External Examiners** and the scope of their responsibilities, e.g. marking /moderation was discussed at Undergraduate and Graduate Studies Committee. A review of School practices with respect to Undergraduate Programmes was conducted and a repository established on the Undergraduate Studies website.

The 2015/16 Consolidated Annual Faculty Quality Report presented to University Council in September 2017 highlighted inaccuracy of reporting at College and School level on the expected number of External Examiner Reports versus the number of External Examiner Reports received as an issue. This prompted the design of a new nomination Form for External Examiners that will be implemented in 2018 to enhance data on how External Examiners are allocated across Schools, programmes, strands and modules. This builds on existing enhancements to the External Examiner process which have been reported in previous AIQR Reports, namely the development of a policy, a process Map, streamlining payment of External Examiners and the revision of the annual report template.

The Quality Officer submitted a proposal to IT Services in April 2017 to address system supports to the External Examiner process informed by the University of Edinburgh - External Examiner Project (University of Edinburgh also has the SITS Student Information System). The proposal was unsuccessful due to the system –wide changes anticipated to support the implementation of the TEP Project. The Quality Officer has been tasked with addressing the identified issues in the 2017/18 academic year and as part of this initiative a representative from Dublin City University presented on their GURU System in November 2017 to a range of internal stakeholders. However, similar constraints to the level of internal resources required to support the configuration, integration and implementation of GURU concurrent with the TEP Project serve as an obstacle at this time. The process to support the Annual Faculty Quality Report will be reviewed in 2018 to respond to timing of receipt of PGT external examiner reports by Schools and the issuing of the information request to Schools to provide data to inform the collation of the Annual Faculty Quality Report by Faculty Offices.

In October 2016, the **Quality Committee** revised its Terms of Reference to reflect the requirements of the QQI Core Statutory Quality Assurance Guidelines with respect to the quality assurance of Linked Providers. The Terms of Reference for Linked Providers' Governance Committees were also revised

(February 2017) to reflect the Core QA Guidelines.

In May 2017, the Quality Committee approved a revised approach to the schedule of internal quality reviews to reflect the timing of the Institutional review (2021) and the impact of the Trinity Education Project (TEP). The revised schedule allows for thematic reviews across a number of areas or bespoke reviews, which are of added value to individual units. For example, a quality review of the Law programmes (UG & PG) was undertaken in 2016/2017, focussing on specific areas of interest to the School. A review of the Confederal School of Religions, Peace Studies and Theology in March 2017 focussed on the development of a School-based strategy and structure to consolidate the activities of three component units. The Quality Office also supported a Higher Education Review (Foreign Providers) of the M.Phil. in Conflict Resolution & Reconciliation in Trinity's Belfast site, coordinated by the UK Quality Agency (QAA).

Quality Review Procedures for the Approval of Higher Education Institutions/Linked Providers' Quality Assurance Procedures were drafted in response to the publication of the QQI Core Statutory Quality Assurance Guidelines, but the further development of the procedures was halted pending clarification of the scope of Trinity's responsibilities in this regard. In addition, a Linked Providers Appeals Procedure was drafted to address the requirement to have in place a process whereby a Linked Provider can appeal the withdrawal of approval of their QA procedures.

In response to the launch of the Trinity Strategy for Diversity and Inclusion in 2016/17, a process was initiated to revise the procedures for Quality Reviews to ensure that consideration is given to embedding gender questions and questions on diversity and family-friendly policies in the template for the self-assessment report (SAR).

The Quality Office continues to receive feedback from Schools/Programmes on the burden associated with multiple parallel review processes: internal QA, professional and statutory body accreditation, professional registration body accreditation and Athena Swan Awards, HE Gender Quality- all of which require common sets of information in different reporting formats.   In November 2016, Trinity participated in the QQI sponsored survey conducted by PARN on professional and statutory accreditation and in November 2017 Trinity provided a response to the PARN Report.

Teaching and Learning is evaluated annually by students through mandatory undergraduate module evaluations and postgraduate taught programme evaluations. In 2016/17, the Education

Officer of the Trinity Student Union and the Academic Secretary conducted a series of focus groups with 20 Schools on a 'Student Evaluation Review'. The Report was presented to Quality Committee in April 2017 and University Council in September 2017 and recommended a number of proposals, including:

- Introduction of mid-module evaluations
- Establishment of student:staff liaison committees in all schools
- Facilitation of a culture of students-as-partners in their learning through greater dialogue and engagement

1.3 The schedule of QA governance meetings.
University Council
College Board
Quality Committee
Undergraduate Studies Committee
Graduate Studies Committee
Research Committee
Equality Committee
Human Resources Committee
Finance Committee

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

School Reviews:
School of Histories and Humanities
Confederal School of Religions, Peace Studies and Theology
School of Dental Science
School of Pharmacy & Pharmaceutical Science
Programme Reviews:
Law Programmes review (Undergraduate and Postgraduate)
Trinity Research Institute (TRI) Reviews:
The Long Room Hub (TLRH)
Administrative Unit Reviews:
Academic Registry

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

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	
Number of **Programme Reviews** completed in the reporting year	2
Number of **Research Reviews** completed in the reporting year	1
Number of **School/Department/Faculty Reviews** completed in the reporting year	4
Number of **Service Unit Reviews** completed in the reporting year	1
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	0

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

Composition of Panels	%
Internal	0
National	4.5%
UK	61%
EU	8.5%
Student	0%
Other	26%

Chair Profile	%
Internal	0%
Similar Institution	71.5%
Different Institution	28.5%
International	100%

Section 3: Other Implementation Factors

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

The inaugural Trinity Postgraduate Research Survey (2016) was approved by Council in October 2016. It highlighted the need for a greater focus on communication with postgraduate research students regarding the requirements of postgraduate study and structured Ph.D. programmes, especially in relation to the availability of teaching skills courses and modules for structured Ph.D. programmes. In May 2017 the Graduate Studies Committee approved the introduction from the second semester in 2017/18 of two new generic modules to the structure PhD programme. The first module will focus on student careers while the second one will address issues affecting the life cycle of a PhD student, from admission to graduation including data curation, plagiarism, regulations, mental health and publication. Both modules will involve input from external speakers.

In May 2017, Council approved the Careers Advisory Service (CAS) Annual Statistical Report and Comparative Analysis: First Destination Statistics for the Class of 2015 and the Annual Student Mobility Report for 2016/17. The Mobility report recommended a single point of contact for all Trinity students undertaking outward mobility opportunities, a recommendation which also arose in Quality Reviews and in the mid-term review of the Global Relations Strategy. The TEP strand on internships and student mobility recommends that monitoring of the student throughout an internship should be the joint responsibility of an academic and a specifically identified workplace supervisor. A draft policy on Signing Internship Agreements for countries with Domestic Internship Legislation is also in development.

Following the completion of the [Academic Registry Enhancement Programme](), the Provost approved in 2016 a proposal that the Academic Registry (AR) would produce an annual report on its activities from 2016/17 onwards. The report consolidates in one document data and quality metrics previously held in the Senior Lecturer's Annual Report and the Dean of Graduate Studies Annual Report regarding graduation and completion rates, grade distribution, diversity stats, plagiarism cases etc. The data outlined in the report will feed into policy and process development and enhancement in advance of the institutional review.

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

The implementation of the **Trinity Education Project** was on-going in 2016/17, and an [Interim Report](#) was presented to Council in September 2016. In February 2017, responding to concerns that entry to TSM and other two-subject combinations could not be adequately evaluated as part of TEP, Council approved a proposal that entry to TSM, and two-subject combinations generally, be externally reviewed. A review took place in early September 2017 and the recommendations arising from the review will help to identify the optimal admissions mechanism to two-subject combinations in the context of the TEP.

Examples of areas in which the implementation of the Trinity Education Project will impact include:

1. A revised Academic Year structure - approved in February 2017, requires an earlier start to the academic year and is predicated on the delivery of undergraduate programmes in a semesterised format, which will facilitate the assessment of modules at the end of the relevant teaching block. It will also facilitate greater student mobility for both incoming and outgoing students where full modules can be completed and assessed within a semester.

2. Implementation of a framework for assessment that embeds graduate attributes in the curriculum and provides opportunities for students to be actively engaged in the assessment processes. The framework for assessment does not advocate replacing exams with a similar amount of continuous assessment, but more meaningful assessments across the academic curriculum. The implementation of the framework will impact the design of programmes to include a range of appropriate assessment strategies.

The impact of the implementation of the [UK 2013 E-Legal Deposit legislation](#) was raised in the quality review of the School of Histories and Humanities in March 2017 and was highlighted as an issue of concern in the Annual Faculty Quality Report (AFQR) for Arts, Humanities and Social Sciences. Under the legislation, E-Legal deposit material can only be accessed on designated computers in the University Library and, as a legal deposit library, Trinity is bound by the legislation. In July 2017, in response to the concerns raised, the Library started a pilot programme of 'PDA', i.e. 'patron driven acquisition' whereby a fund is set aside for the purchase of frequently requested material held on E-Deposit. In addition, dedicated PCs have been installed in two locations other than the main Library.

The publication of the [QQI Core Statutory Quality Assurance Guidelines](#) resulted in:
- Changes to the TOR for the Quality Committee and the Linked Providers' Governance

Committees;

- Engagement with the Linked Providers under section 33 of the 2012 act;

- Development of Higher Education Institutions/Linked Providers' Quality Assurance Procedures - further development of the procedures was halted pending clarification of the scope of Trinity's responsibilities in this regard.

- Development of a Linked Providers' Appeals Procedure

Data Security was raised to a national level in May 2017 in response to a series of worldwide Ransomware cyberattacks. Trinity IT Services responded by providing a series of instructive email communications to all staff on measures to protect their computer security from Ransomeware or phishing attacks. This was followed up in June 2017 by a short brochure and video on IT Security which was accessible via the https://www.tcd.ie/itservices/security/; a McAfee Advisory communication was disseminated in June 2017 and a Phishing Education and Campaign updated in July 2017.

3.3 A description of other implementation issues.

In 2016/17, the Trinity Education Project Teaching Fellows were appointed and assigned to individual schools, working closely with College Officers on the implementation of TEP. The Fellows gathered regularly as a team, learning from each other and sharing knowledge and practices across disciplines, and in April 2017 they held a day-long event called 'The Long Table' that focused particularly on issues around assessment. The culmination of these activities was the development of a series of resource toolkits to support the implementation of the TEP at local level.

A research project on the Trinity Admissions Feasibility Study (TAFS) was undertaken by a team in the Cultures, Academic Values and Education (CAVE) Research Centre in the School of Education and a report was presented to the Undergraduate Studies Committee in May 2017. The report showed that students admitted through this route are performing well, but that more work needs to be done to promote it to the general public and to Schools, and to clarify how the route will be mainstreamed.

Part 3: Effectiveness and Impact

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

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

Implementation of the policy in respect of mandatory student evaluation on an annual basis of all undergraduate modules was reviewed in 2016/17, and issues such as survey fatigue, survey timing, evaluation methods and perception of impartiality were identified, all of which it was felt warranted further investigation. A fact finding initiative undertaken in 2016/17 found a range of student feedback methods in use across Schools and many examples of good practice, but revealed recurrent issues relating to module evaluation and the need for more co-ordinated activity and dialogue around quality. A report and recommendations was presented to the Quality Committee in April 2017 and to Council in September 2017 and, as a result, a number of Schools were identified to pilot mid-term module evaluations in 2017/18.

An area of concern highlighted in the consolidated Annual Faculty Quality Report to Council in 2016/17 was the low rate of return of postgraduate External Examiner reports in the Faculty of Health Sciences and this precipitated a review of the effectiveness of the internal procedures with respect to postgraduate courses. A project to establish systems for tracking and maintaining external examiner records and recommendations was initiated in early 2018/19 (see section 1/2).

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

A quality review of the common entry Science programme (TR071) was undertaken in 2014/2015 which resulted in the establishment of a working group to define the future shape of science education in Trinity, in conjunction with the Trinity Education Project. A new Science Programme was approved by Council in November 2016 and launched in 2017/18, offering streaming at the point of entry into four pathways leading to one of 19 exit routes. Entry into the new Science Programme commences in 2018/19.

A review of the College Tutorial Service was undertaken in February 2016 and key recommendations included the requirement that all new staff commence a three-year term   as a College Tutor during their first seven years in College, facilitating a reduction in the size of chambers to 40 tutees and thus reducing the workload on Tutors. In summer 2017, 55 new tutors were recruited to the system. The number of College Tutors now stands at 255, the largest number ever recorded. All new tutors have been allocated 30 tutees with the understanding that this will increase next year to 40.

Two issues that received a focus in the 2016/17 Law Programmes Review (i) a dependency on limited staff resources for the law and language elements of the joint degree programmes (Law and French; Law and German) and (ii) supervision model for the LLM dissertation were both resolved in 2017/18 as a direct result of the School's participation in the quality review process.

In October 2016, Quality Committee considered the QQI White Paper on Quality Assurance of Research Degrees to inform a response to QQI. In considering the White Paper it was noted that while guidelines and regulations for research supervision already exist, the need for a College Policy on research supervision was identified. In April 2017, Council approved a College Policy on Postgraduate Research Supervision (published June 2017) that sets out the framework for effective research supervision and clarifies the roles and responsibilities of both the student and supervisor. It is consistent with the relevant regulations provided in the Calendar Part III and was informed by the Dean of Graduate Studies' membership of LERU's Doctoral Studies Policy Group.

Arising from the systems-related issues highlighted in a number of quality reviews, in particular issues with the student administration system (SITS), the Director of the Academic Registry provided an update on the AR enhancement programme to the Quality Committee in 2016. The systems

enhancements have included enhanced registration functionality, provision of online application for visiting students for the first time, and the implementation of electronic payments for students.

A new Transition to Trinity programme was launched in 2017 to take students from pre-arrival through their first semester in Trinity. The programme is in three phases: (i) Administration & Logistics that takes place pre-arrival; (ii) Socialisation & Academic that occurs during orientation week and the first week of teaching; and (iii) Transition that takes place throughout the first semester.

Achievements of Phase 1 include a new Orientation website and Welcome Guide, as well as email and social media communications work to answer as many questions as possible before a student arrives.

Phase 2 focuses on socialising new students with their classmates and within the university. Course information and social integration are key to managing student expectations in the first weeks. New interactive, student-generated workshops were introduced in partnership with the S2S mentor programme that allow students to establish their own priorities and understand their concerns are not unique to them.

Phase 3 focuses on helping students with their transition to university through the Trinity in Twelve Weeks programme. This features weekly themes around study skills, looking after health, managing money and more. The programme gives advice and information to students, as well as suggested activities around each theme, to help ensure that their transition is as successful as possible.

Reflective workshops were also introduced to encourage students to think about the academic, personal, financial and social challenges they have faced and create personal action plans to tackle these challenges. Support services are highlighted at these workshops and throughout the Twelve Week programme.

In 2016/17, the Careers Advisory Service introduced a Careers Management System which facilitates enhanced engagement capability for Employers with College. A new Employer Engagement Plan is also being developed as part of the new Trinity Careers Strategy. This will expand relationships and partnerships with employers in key industry sectors with a view to securing internships and work placements for our students.

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

An analysis of key themes arising from Quality reviews and Annual Faculty Quality Reports in 2016/17 was presented to the Quality Committee in November 2017. Key themes in 2016/17 were as follows:

Supports for students:
A lack of clarity regarding the availability of transferable skills training for postgraduate students and the need for more co-ordinated training for Teaching Assistants were raised as areas of concern in quality reviews. The Health Sciences Annual Faculty Quality Report highlighted technical language skills required by international students on clinical placements as requiring additional attention, and a number of school reviews identified the need for greater integration of and supports for postgraduate students.

Placements/off campus learning:
The need to provide more effective co-ordination and oversight of placements and exchanges was highlighted in reviews across the three Faculties. Improved systems to facilitate the quality assurance of off-campus learning, including the undertaking of risk assessments, were identified as areas requiring improvement. A policy on signing draft internship agreements for countries with Domestic Internship Legislation is in development. Revisions to School and Programme Quality Review Procedures to reflect Core 5.4 QA for off-campus learning and the implementation of the mobility strand of the TEP will address these issues.

Systems:
The requirement for greater access to and use of Blackboard was a recurring issue in 2016/17. The Centre for Academic Practice and Student Learning (CAPSL) provides support for staff in Blackboard via its professional development programme but issues remain regarding timely access to Blackboard for students, teaching assistants and adjunct staff. Council approved a [Virtual Learning Environment](#) (VLE) policy in June 2017.

Library:
The issue of Library access for evening and part-time students was raised in a number of review reports and in the discussion of the FEMS Annual Faculty Quality Report. The Library and Information Policy Committee is currently progressing this issue. The impact of the UK 2013 Legal deposit legislation on access to on-line resources for staff and students was also identified.

Part 4: Quality Enhancement

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

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

In January 2017, the Global Relations Partnership Team in association with Trinity Teaching and Learning published an online International Partnership Toolkit to facilitate Trinity staff in the development of new international academic partnerships. This toolkit details a step-by-step process for development of partnerships and for risk management in the approval process.

In May 2017, Council approved a Student Partnership Policy, the aim of which was to reinforce a joint commitment by the University and the Students' Union (SU) and the Graduate Students' Union (GSU) to develop and support effective student partnership, engagement and representation. The policy commits to the development of a student engagement and quality assurance framework to promote greater student involvement in the evaluation of teaching quality and provide increased opportunities for students to actively engage in their learning.

In 2016/17 the three Faculties, in conjunction with IT Services, collaborated to negotiate a one year trial site licence of a ResponseWare system called 'Turning Point', to be initiated at the start of 2017/18. The system is used in anonymous mode to assess students' understanding and to obtain real-time feedback on a lecture or presentation. The system uses downloadable mobile phone apps and is also compatible with existing 'clickers'. It will be reviewed in 2018 and discussions will take place with IT Services to establish whether integration with Blackboard is possible.

Arising from the space issues highlighted in the Implementation Plan for Computer Science and Statistics, and in the 2016 Annual Faculty Quality Reports, the Bursar attended the Quality Committee in October 2017 to update the Committee on the Estates Strategy and outline the improvements being made to the teaching and learning spaces around College.

One of the recommendations arising from the review in 2014/15 of the Day Nursery was the provision of enhanced training for staff, including in the area of child protection, and a review of relevant policies. Training was provided by the Dublin City Childcare Committee, the authorised training agency for child protection recognised by TUSLA/HSE. The College's Child Protection Policy was also reviewed and updated. In November 2016, a child protection training session was organised by the Secretary to the College for academic and administrative staff, facilitated by a Training Officer of Bernardos.

The issue of English Language competency was raised in the 2016 Annual Faculty Quality Report for Health Sciences, where difficulties with technical language in a clinical setting had arisen as an issue of concern for non-national students. The Director of the Centre for English Language Learning and Teaching (CELLT) was invited to speak to the Quality Committee in October 2017 on the work of the Centre in supporting non-native English speaking students and postgraduate teaching assistants.

The review of the Chaplaincy recommended the development of plans to address the interfaith requirements of a more diverse student population. In 2017, the Quality Office completed desktop research into accommodations made at UK universities for students of non-Christian faiths and this will inform the updating of existing policies and the development of new policies to support the globalisation initiative.

The Library is reviewing the borrowing rights of the post-graduate diploma and certificate students in consultation with relevant stakeholders. These issues have been included on the Library risk register.

The Quality Office website was redesigned in 2016/17 to ease navigation and improve accessibility of information, reduce duplication of pages and to align with the College style requirements as outlined in the Visual Identity Guidelines.

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

An Identity Management Committee was established in 2016/17 to update Trinity's visual identity guidelines and produce relevant information in a handbook. The Trinity Identity Project, which aimed to develop a clear and consistent visual identity for the University, concluded in May 2017. In July 2017 the Trinity Branding Document and the Trinity Visual Identity Handbook were published.

The Trinity Access Programme (TAP) is recognised as a leader across the sector in terms of widening access and participation at third-level of under-represented groups. In 2015/16 Trinity announced that it had been invited to work with Lady Margaret Hall (LMH), Oxford University to build a framework for a LMH Foundation Year using the expertise and good practice developed in Trinity. The four year pilot scheme offering a Foundation Year to students from under-represented backgrounds started in Autumn 2016.

In May 2017 Trinity launched the new Trinity Centre for Gender Equality and Leadership (TCGEL), established to deliver the University's strategic objectives to advance gender equality. Recognising the work done by WiSER (Centre for Women in Science and Engineering Research, TCD) to recruit, retain, return and advance women in academic science, engineering and technology, the new Centre expands this remit to all disciplines and support areas across the university.

Trinity's agreement with Study Group International, which had been in place since 2011, concluded in 2016 and was replaced by the International Foundation Programme (IFP) in partnership with Marino Institute of Education. The IFP aims to make Trinity's undergraduate programmes accessible to school leavers whose high school examination qualifications are not recognised by Trinity for the purposes of admission. The programme is delivered by Marino Institute of Education and validated by Trinity, and students can register for two pathways – an Arts and Social Science pathway and a Science and Health Science pathway.

In March 2017, Council approved a Trinity-Columbia Dual Degree Programme in European Studies with Columbia University, New York for entry in 2018/19. This is the first dual award programme to be put forward under the Dual and Joint Awards policy, approved by Council May 2015.

In October 2016, Trinity presented at the Learning Innovation Network - Student Led Learning Symposium on the Trinity Graduate Attributes and Assessment For, By and As Learning. In December

2017, Trinity received a Bronze Award in the Learning Assessment Award from QS Stars Reimagine Education Awards.

Part 5: Objectives for the coming year

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

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

- Initiate planning for the institutional review

- Continue to work in support of the implementation of the TEP

- Complete the External Examiner enhancement project

- Engage with Linked Providers regarding approval of their Quality Assurance procedures

- Continue the process of developing, approving and publishing policies that

  support academic regulations and practices;

- Continue efforts to streamline quality assurance processes (accreditation,

  quality reviews, Annual Faculty Quality Reports).

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

Delete this message and insert text here. The box will expand. Other reviews of linked or partner institutions scheduled for the forthcoming period should also be included.

See schedule of reviews here.

5.3 Other Plans

Part 6: Periodic Review

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

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

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

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