

Trinity College Dublin, University of Dublin
2026

Annual Quality Report
Trinity College Dublin
Reporting Period 2024-2025

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PART A: INTERNAL QA SYSTEM
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PREFACE

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

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

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

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

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Guidelines on Completing the Report

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

Submission Process and Timeline

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

Completing the AQR

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

Report Structure

Part A: Internal QA System

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

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

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

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

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

Case Studies

In each reporting period, QQI may request updates on thematic areas or may invite the institution to submit case studies in response to specific topics. The institution may also include case studies on topics of their choosing, demonstrating good practice in QA and QE in action. In formulating case studies, the institution is encouraged to reflect on and highlight areas that may be of interest to other HEIs and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

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

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

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

Other National/International References

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

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

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
8.0 - Monitoring and Periodic Review	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
9.0 - Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for **Trinity College Dublin** for the reporting period **1 September 2024 – 31 August 2025**.

The AQR was submitted to QQI on **Friday, 27 February 2026**.

Trinity College Dublin, the University of Dublin, was founded in 1592 by Queen Elizabeth I and is Ireland's premier university. Situated on a historic campus in the centre of a vibrant modern city, it is defined by a tradition of leadership, innovation and a determination to shape the future for the better. The College community draws inspiration from a strong sense of civic responsibility, pride in its achievements over centuries, and an inquisitive and entrepreneurial mindset in teaching, learning and research. In June 2025, Trinity's Board approved a new Strategic Plan to lead the College towards 2030. Entitled THRIVE, the new Strategic Plan sets out Trinity's mission to provide a high-quality pluralist education, rooted in academic freedom and enriched by research and diversity. As the new strategy was publicly launched in October 2025, its Year 1 impact will be discussed in the subsequent Annual Quality Report for the 2025/26 year.

In 2024/25, Trinity registered 22,686 students. A total of 15,539 (68.49%) were registered on undergraduate programmes, 7,019 (30.93%), on postgraduate programmes, and 128 (0.56%) on foundation courses. Trinity is ranked 75 in the World by the [QS World University Ranking 2026](#) and 173rd in the World by the [Times Higher Education World University Rankings 2026](#). Trinity is also the 35th most international university in the world as outlined by the [Times Higher Education 2025](#). As a research-intensive university, Trinity is focused on excellence and impact. Under the European Commission's latest framework programme, Horizon Europe (2021-27), Trinity has so far been awarded €97.5M in research funding and is host to 18 ERC Investigator awards.

Trinity is committed to providing an environment that enables innovation and entrepreneurship at all levels. [Portal](#) is Trinity College Dublin's central gateway for innovation, entrepreneurship, and industry collaboration that support innovation and enterprise across the university. It brings together students, researchers, startups, and external partners to develop new ideas, build companies, and engage in research-driven innovation. Through Portal, Trinity offers a wide range of programmes, including undergraduate and postgraduate innovation modules, micro-credentials, professional training, and researcher development pathways. It also provides structured support for entrepreneurs through accelerators, mentorship, and venture building initiatives, helping early stage ideas grow into viable startups. This activity is anchored by the [Innovation Hub](#), a dedicated space designed to connect people across disciplines and sectors. Trinity excels in innovation and entrepreneurship, both in terms of commercialising groundbreaking research and educating students to be creative and entrepreneurial. In 2025, Trinity established 3 Spinouts, all deep tech companies from the AgTech & Sustainability, Ethics & Compliance, and Geospatial sectors. Three of Trinity's campus companies also went on to become Enterprise Ireland HPSUs (High Performing Start-Up Units). Trinity's existing portfolio of spinouts raised over €100m in funding in 2025, including ProVerum, a pioneering medical device company that raised €60m+ in a Series B funding round, the largest-ever funding round raised by a company to have spun out from an Irish university.

As a global university, Trinity College is continuously developing and strengthening its international networks. Key amongst these is membership of LERU (The League of European Research-Intensive Universities) since 2017. Trinity is also a member of the COIMBRA Group since 1987 and, since 2020, Trinity is a member of the CHARM-EU Alliance, a network which has now expanded to nine partner universities.

The process for development of the AQR has included consultation with units across College regarding data and information to be included in the report. These include:

- Academic Affairs
- Academic Practice
- Academic Registry
- Trinity Global
- Graduate Studies Office
- Human Resources
- IT Services
- Secretary's Office
- Office of the Dean of Research
- Trinity Schools
- Trinity's Linked Providers

The following College Officers/Annual Officers were consulted in the development of this report:

- The Vice-Provost/Chief Academic Officer
- The Dean of Graduate Studies
- The Senior Lecturer/Dean of Undergraduate Studies
- The Academic Secretary
- The Dean of Research
- The Director of Student Services
- Vice-President Global Engagement
- Secretary
- Librarian
- Chief Operations Officer

The AQR will be considered by the following committees:

- Quality Committee (29th January 2025)
- Council (5th February 2025)

The report is submitted by Professor Orla Sheils, Vice-Provost/Chief Academic Officer

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Trinity College Dublin is committed to maintaining high standards of corporate governance and has put in place the appropriate governance structures consistent with such objectives. The Code of Practice for the Governance of State Bodies 2016 has been adopted by the university sector and was approved by Trinity’s Board in November 2024. The governance structures within Trinity are bound by the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin. The institutional governance arrangements ensure that operational objectives are aligned with the University’s strategy, and that quality assurance is embedded throughout all levels of the governance structure. A schematic overview of Trinity’s governance and management structure is outlined in figure 1.1.

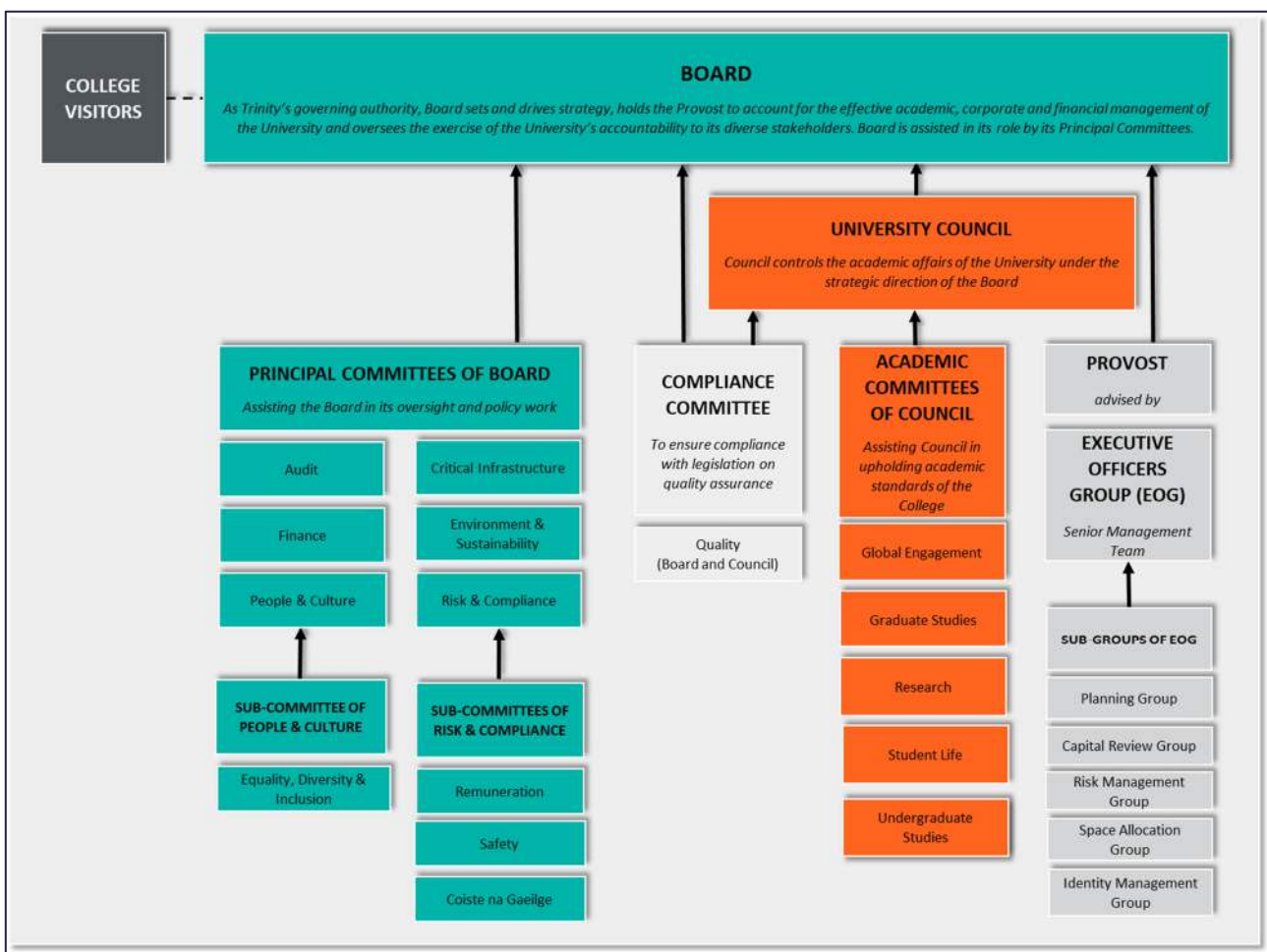


Figure 1.1: Governance and Management Structures at Trinity College Dublin

University’s Governance

Board

The Board is the University’s governing authority and is the ultimate decision-making authority of the University. The Board provides leadership and direction to the College within a framework of prudent and effective controls that enables risk to be assessed and managed. As outlined in both the Code of Practice for the Governance of

State Bodies and the Statutes, the Board has a formal schedule of matters specifically reserved for Board decision, to ensure proper management and control of the College. The Provost is the Chief Officer of the University and reports to and is accountable to the Board. The role of the Provost is defined in the relevant legislation and in the Statutes. In accordance with the Higher Education Authority Act (2022) the membership composition of the Board changed in 2023. The member composition of the Board is illustrated in Figure 1.2 below. |

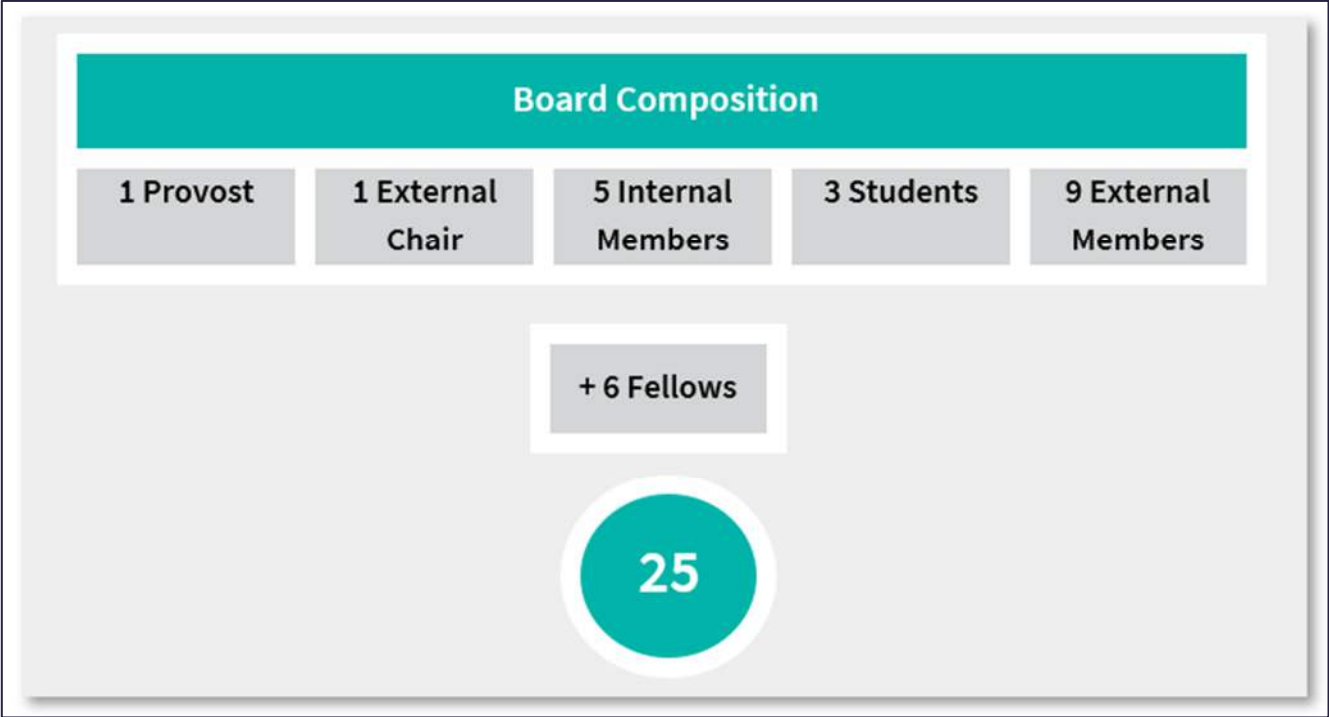


Figure 1.2: Membership Composition of the Board.

There are six Principal Committees which operate under delegated authority from the Board. A list of these principal committees, including links to their Terms of Reference and the number of external and learner representatives included on the membership of each committee, is provided in table 1.1.

Table 1.1: Terms of Reference of Board and the Principal Committees of Board, including the total number of student members and external members on each committee.

Committee Name	Student Member Representation	External Member Representation
<u>Board</u>	3	10
Principal Committees of Board		
<u>Audit Committee</u>	-	3
<u>Finance Committee</u>	1	3
<u>Critical Infrastructure Committee</u>	2	3
<u>Environment and Sustainability Committee</u>	2	2
<u>People & Culture Committee</u>	2	2
<u>Equality, Diversity & Inclusion</u>	2	-
<u>Risk and Compliance Committee</u>	2	2
<u>Remuneration Committee</u>	-	1
<u>Safety Committee</u>	2	-
<u>Coiste na Gaeilge</u>	2	-

University Council

The University Council is the academic council of the University and subject to financial constraints, is responsible for the University's academic affairs. Council plays a critical role in setting the academic direction of the University, and its remit includes the development and approval of academic programmes and academic policy. There are five Academic Committees of Council which operate under delegated authority from Council. A list of these academic committees, including links to their Terms of Reference and the number of external and learner representatives included in the membership of each committee, is provided in table 1.2.

Table 1.2: Terms of Reference of Council and the Academic Committees of Council, including the total number of student members and external members on each committee.

Committee Name	Student Member Representation	External Member Representation
<u>Council</u>	6	-
Academic Committee of Council		
<u>Graduate Studies Committee (GSC)</u>	2	-
<u>Global Engagement Committee (GEC)</u>	2	-
<u>Research Committee (RC)</u>	1	-
<u>Student Life Committee</u>	5	-
<u>Undergraduate Studies Committee (USC)</u>	2	-

Compliance Committee

The Quality Committee works under delegated authority from Board & Council. The Quality Committee has regard to the Standards and Guidelines for Quality Assurance in the Higher Education Area (2015), the QQI Act (2012), and the associated policies, guidelines and codes provided by QQI. The main function of the Quality Committee is to devise, implement and monitor quality procedures and processes across academic, research and administrative areas of College, in Linked Provider institutions and for programmes of education and research delivered under collaborative or transnational education partnerships. It shall report to Board and Council and make recommendations to Board and Council, where appropriate.

Table 1.3: Terms of Reference of Quality Committee, including the total number of student members and external members on each committee.

Committee Name	Student Member Representation	External Member Representation
Quality Committee (QC)	2	1

University Management

Trinity has in place a management structure to separate governance from management/decision-making. The Executive Officers Group (EOG) acts as a senior management team. There are 5 sub-groups of the EOG. A list of these sub-groups, including links to their Terms of Reference and the number of external and learner representatives included in the membership of each committee, is provided in table 1.4.

Table 1.4: Terms of Reference of the Executive Officers Groups and associated sub-committees, including the total number of student members and external members on each committee.

Committee Name	Student Member Representation	External Member Representation
Executive Officers Group	-	-
<u>Planning Group</u>	-	-
<u>Capital Review Group</u>	-	-
<u>Risk Management Group</u>	-	-
<u>Space Allocation Group</u>	-	-
<u>Identity Management Group</u>	2	-

As outlined in Trinity's Structure chart, Trinity comprises three academic faculties and 24 Schools, five Trinity Research Institutes and three externally funded research centres. Each faculty has a Faculty Dean whose responsibility it is to provide academic and strategic leadership within their faculty. The Faculty Dean is supported by their Faculty Office Team and the Heads of the Schools in the Faculty. The Faculty Executive Committee supports the Faculty Dean in providing academic and strategic leadership within the faculty and promotes excellence in all areas of the faculty's activities (including approving new programmes for development). Each School has a School Executive Committee whose responsibility includes, but is not limited to:

- Supporting the Head of School in preparing and reviewing the School's academic strategy and the associated academic and financial plans.
- Fostering and promoting inter-disciplinarity within the School and with other Schools.
- Engaging with external stakeholders (including accrediting bodies), as appropriate.
- To oversee the preparation of self-assessment documentation associated with quality reviews and to ensure follow-up action is taken.

Embedding a quality culture

In October 2025, the College's Strategic Plan 'Thrive' (2025-2030) was launched, with the mission of providing 'high-quality pluralist university education, underpinned by research rooted in academic freedom, enriched by diverse backgrounds and perspectives, and marked by critical thinking'. Progress on the implementation of the strategic plan is subject to ongoing monitoring and review with updates reviewed by Board. Strategic Plan Progress Reports will be published online.

The University's Policy Management Framework sets out the guidelines on the development, implementation, monitoring and review of policies with a view to promoting a consistent approach both to the development process and format of policies across the University. All new and amendments to existing academic policies are discussed with relevant stakeholders prior to being considered by relevant academic committees. Policies and procedures pertaining to Quality, including those related to internal monitoring and Quality Review/Accreditation, are first considered by the Quality Committee and recommended to Council and or Board for approval. For an academic, research or academic quality policy to be included on the Council agenda for consideration for approval it must be recommended for approval by the relevant academic committees of Council. Non-academic policies must be approved by the relevant principal committee of Board prior to being considered for approval by Board. Once policies/procedures have been approved by Council and/or Board they are published on a centralised institutional policies site.

Trinity's Policy for Quality Assurance is outlined in the Quality Policy Statement. The statement is supported by the Framework for Quality (see figure 1.3), which outlines Trinity's internal quality assurance and enhancement processes and demonstrates the governance bodies responsible for the reporting and oversight of quality. The framework is organised so that each horizontal band is assigned a distinct colour, allowing readers to follow progression across levels at a glance.

The Framework for Quality is regularly reviewed to ensure alignment with national and international guidelines and good practice, and to identify the need for policy/procedure development or enhancement. Some of these QA processes occur annually (e.g., external examiner, student evaluation) while others occur within a 7-year period (e.g., School Reviews).

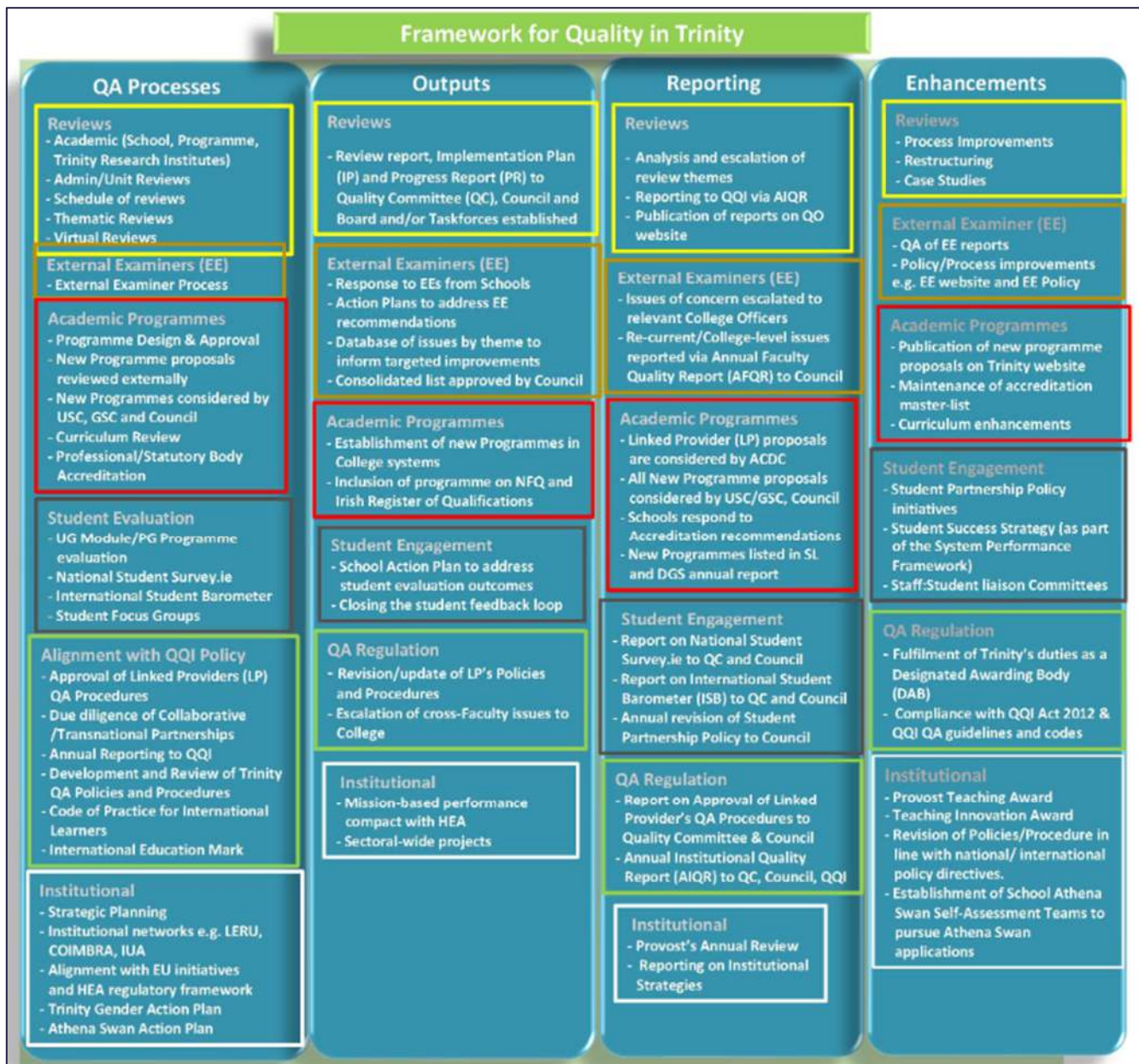


Figure 1.3: Trinity's framework for Quality outlining the key internal quality assurance processes, the governance structure who has oversight over these processes and the enhancements which can arise from the respective process.

Each of the QA processes outlined in the Framework for Quality require involvement from student and/or external stakeholders. Where external stakeholders are involved, there are explicit criteria for the recruitment and engagement of external independent reviewers and examiners. The following policies lay down the criteria when appointing external reviewers:

- External Examiners Policy Research Programmes
- External Examiner Policy for Taught Programmes
- School Review Procedures

- Administrative/Support Review Procedures

Trinity's commitment to student engagement as partners in quality assurance and enhancement processes is expressed in the Student Partnership Agreement. The agreement sets out the framework for collaboration between the University, students, and the Students' Union, emphasizing reciprocal engagement, quality enhancement, and inclusivity across academic, personal, and co-/extra-curricular aspects of student life. Trinity's commitment to student engagement is also demonstrated through the representative roles students have on College Committees as Student Union Officers, as Faculty Convenors, or Year and Class representatives.

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative Provision

Trinity has educational partnerships with HEIs both nationally and internationally. Partnerships with other HEIs take the form of dual degrees, joint degrees, articulation programmes and pathway programmes (full list of collaborative provision and articulation agreements can be seen in section 9.2 and 9.3 respectively). Any current and potential partnerships are subject to the appropriate quality assurance policies and procedures for the development, approval, implementation, monitoring and review of University programmes. These include:

- [Dual and Joint Awards Policy](#)
- [Non-EU Collaborative and Transnational Education Partnership Policy](#)
- [English Language Policy](#)
- [Risk Management Policy](#)
- [Programme and Curriculum Design and Approval Policy](#)
- [Quality Review Procedures for Dual and Joint Degree Programmes](#)

Trinity's international related policies align with QQI's [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) and QQI's [Code of Practice for Provision of Programmes of Higher Education to International Learners](#).

Trinity has in place an [International Partnership Toolkit](#) which provides a range of tools and resources (e.g. due diligence checklists, risk management and approval processes for different types of partnerships) to assist Trinity staff in developing new international academic partnerships. These processes are supported by teams within [Trinity Global](#), [Trinity Teaching and Learning](#), [Academic Registry](#), [Student Services](#) and the [College Solicitor](#). Where a partnership proposal relates to a new academic programme, the process as set out in the [Programme and Curriculum Design and Approval Policy](#) is adhered to in conjunction with the process outlined in the Toolkit.

All proposed partnerships undergo academic and general due diligence to ensure that the quality assurance requirements, academic standards and awards of collaborative partners are on a par with Trinity's awards and consistent with the Irish National Qualification Framework descriptors. Consideration is given to the student experience to ensure that the quality of the student experience, the facilities, and learning opportunities are commensurate with those of Trinity and meet the minimum education standard, verified by Trinity through site visits. Due diligence is carried out on programmes that have in place external accreditation to ensure that the external accreditation requirements of the partner institution meet the standards of the Irish professional and statutory regulations. Where satisfactory due diligence is approved by the [School Executive Committee](#) and the [Faculty Dean](#), a formal agreement is developed in conjunction with several units across the University (see Partnership Toolkit for more information). The draft memorandum of agreement (MoA) is developed, setting

out partner responsibilities for each collaborative taught programme arrangements. The MoA, due diligence report and course proposal are approved by various decision-making fora within Trinity. The approval pathway is dependent upon the type of the partnership, which is outlined in the Non-EU Collaborative and Transnational Education Partnership Policy.

Where Trinity engages in partnership arrangements, where the language of instruction of the partner's programme is not through English, Trinity's minimum entry standard for English Language competency will apply as published in the English Language Policy. For certain programmes, a higher level of English language competency is required. The English Language requirement for each programme is stipulated in all marketing material.

Collaborative programmes between Trinity and another HEI are subject to a quality review within the timeframe set out in the MoU. Reviews are carried out in accordance with the Quality Review Procedures for Dual and Joint Degree Programmes. On foot of an external review report Trinity develops an implementation plan to address the review panel's recommendations. This plan is considered at the Quality Committee and approved by Council.

Linked Providers

The Royal Irish Academy of Music (RIAM) and the Marino Institute of Education (MIE) are Linked Providers of Trinity. Trinity has in place formal agreements with both Linked Providers. Trinity, in its role as a Designated Awarding Body (DAB), has Linked Providers' Quality Assurance Procedures. These procedures comply with the requirements set out in the QQI Act (2012). Linked Providers are required to submit to Trinity a draft of proposed procedures in relation to validated academic programmes, the quality of teaching and learning, and the student experience for consideration. Linked Providers are required to self-certify the quality of non-academic procedures which fall within the legal corporate responsibility of the Linked Provider as separate legal entities. Where non-academic procedures have a statutory basis, Linked Providers are required to provide evidence of an independent external review assuring quality and compliance with the relevant legislation. Trinity considers proposed procedures submitted by Linked Providers and either:

- Approves the proposed procedures, or
- Refuses to approve the proposed procedures but makes recommendations to the Linked Provider, or refuses to approve the proposed procedures.

Submitted procedures are assessed for compliance by a Linked Provider Quality Assurance Group (LPQA). If the LPQA report either recommends approving or refuses to approve the proposed procedures this will proceed in the first instance to the Quality Committee where, if endorsed, the report will be submitted to the University Council/Board for final approval of the recommended outcome. Where procedures are approved by University Council, the Linked Provider must publish those procedures in such form and manner as Trinity directs. In instances where the LPQA refuses to approve the proposed procedures but makes recommendations to the

Linked Provider, the LPQA will invite the linked provider to address recommendations/gaps in the draft procedures. Resubmissions of revised procedures will be considered by the LPQA prior to the submission to Quality Committee and University Council. Trinity has in place a Linked Provider Appeal Procedure in instances where a Linked Provider wishes to appeal a decision by Trinity for withdrawing approval of a procedure.

Each Linked Provider has a designated Associated College Degree Committee (ACDC). The remit of this committee is to:

- consider new course proposals and/or changes to previously approved courses.
- monitor activities relating to external examiner reports, professional/statutory accreditation reports, periodic review reports.
- consider student evaluation activities; data related to the student lifecycles (progression, student retention, and achievement outcomes).
- consider any public information and communication relating to academic programmes/courses.

The minutes of the ACDC are reported to both the USC and GSC and are approved by Council. The process for the approval of Linked Provider programmes occurs in line with Trinity's Programme and Curriculum Design and Approval Policy. Programmes delivered by Linked Providers must comply with Trinity's External Examiner Policy.

Trinity undertakes a periodic institutional review of the effectiveness of the Linked Providers' quality procedures. The Procedure for Review of Linked Providers sets out the parameters and requirements of the institutional review. Both RIAM and MIE underwent an external quality review in 2023/24.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

All Trinity programmes leading to an award, modules delivered for credit, and microcredentials are subject to appropriate design and approval processes to ensure that a Trinity education delivers a student experience based on academic excellence. The Programme and Curriculum Design and Approval Policy outlines the appropriate approval process when designing new programmes and or making amendments to existing courses/programmes/stand-alone modules. The scope of the policy includes programmes that are delivered collaboratively with other HEIs, and programmes delivered by Linked Providers and validated by Trinity. All programmes/courses leading to an award are aligned to QQI's Joint Sectoral Protocol between QQI and Designated Awarding Bodies.

The Programme and Curriculum Design and Approval Policy outlines that new programmes/courses must align with the strategic plans of the University and the School(s) in which they are delivered. The design process is a consultative process informed by the perspectives of academic staff, professional staff, students, external experts, and other stakeholders, as appropriate. The lead-in time for the completion of the design and approval process gives due regard to the requirement for internal and external consultation and review, and considers the schedules of academic committee meetings, internal marketing and student recruitment deadlines, and deadlines set by external bodies.

Undergraduate and postgraduate programme proposal templates are provided by Academic Affairs and must be used when developing course proposals. Guidelines, resources, and supports are provided to Schools by a number of areas including Academic Affairs, Academic Practice, the Trinity Careers Service, Trinity Global, and the Trinity Inclusive Curriculum Project. Where proposed programmes have professional and statutory body requirements, the structure of the programme will be developed in accordance with such requirements. Proposal templates require a full overview of the proposed programme structure and must include:

Table 2.1: Core components within Programme proposal templates

Required Components	
Rationale for programme	<ul style="list-style-type: none"> • Alignment to University and School Strategy. • Evidence of involvement from industry/employers in the course development.
Academic Programme Overview	<ul style="list-style-type: none"> • Overview of Course Structure; • Programme Learning Outcomes. • Module Learning Outcomes. • Mapping of Learning Outcomes to Programme Learning outcomes.
Admission & Recruitment	<ul style="list-style-type: none"> • Overview of expected learner profile. • Outline of Access, Transfer and Progression pathways.
Resourcing	<ul style="list-style-type: none"> • Staffing (academic & professional) requirements. • Library requirements. • Designed with the intended mode of delivery & learning environment in mind. • Financial information (projected fee income, costs associated with running the programme).
Module Descriptors	<ul style="list-style-type: none"> • Overview of the indicative content. • Learning outcomes. • Teaching, Learning & Assessment overview (including mode of delivery and learning environment). • Assessment Protocol and assessment weighting. • ECT value. • Defined expected student learner workload.
Quality Assurance	<ul style="list-style-type: none"> • Outline of the governance committee(s) which has oversight of the programme.

	<ul style="list-style-type: none"> • Overview of how the programme will be evaluated at module and course level.
Confirmation of agreement	<ul style="list-style-type: none"> • Where Schools are involved in programmes as partners/service teaching/sharing modules, confirmed agreements and procedures are in place for co-ordinating provision.

Degrees conferred by the University of Dublin and non-degree awards awarded by Trinity College Dublin are appropriately included within the NFQ. Within course proposals, the learning outcomes must be clearly outlined to ensure appropriate alignment with the targeted NFQ award standard. The course proposal templates require that features (i.e., learning outcomes, the NFQ level, award class, ECTS volume etc.) of the course/programme are outlined. Due diligence is taken by Trinity’s academic governance committees and external reviewers to ensure alignment of the expected learning outcomes with the relevant NFQ descriptor.

Every new programme proposed within Trinity undergoes a rigorous process of programme approval. Programmes/Courses require the endorsement of the Head of School(s), School Executive Committee(s), Faculty Executive(s), and Faculty Dean(s). The programmes/courses are then considered either by the Undergraduate Studies Committee (including relevant sub-committees as appropriate), and/or the Graduate Studies Committee (including relevant subcommittees as appropriate) where the proposal is either recommended or not recommended for approval by Council. Prior to submission for approval by the Council, all new undergraduate and postgraduate programme proposals are sent to an external independent academic discipline expert for review.

While the governance approval process for approval of new undergraduate and postgraduate programmes is somewhat similar, the programme and curriculum design procedure differs.

New Undergraduate Programmes

When developing a new undergraduate programme, the programme proposer must consult with the Senior Lecturer/Dean of Undergraduate Studies and Academic Affairs prior to the development of the proposal. Bespoke course proposal templates (aligned to the specific course architecture) are provided by Academic Affairs. Academic Affairs’ staff advise programme proposers on regulations and academic structure (i.e., identifying the most suitable subject pillar/science stream) and provide ongoing support throughout the development of the proposal to ensure that the proposal aligns with Trinity’s regulations, policies and procedures. The proposal then proceeds through an approval process that requires approval from various decision-making fora within the University. A high-level overview of the pathway and approval process of the new undergraduate approval process is provided in figure 2.1 below and a more detailed schematic overview can be found here.

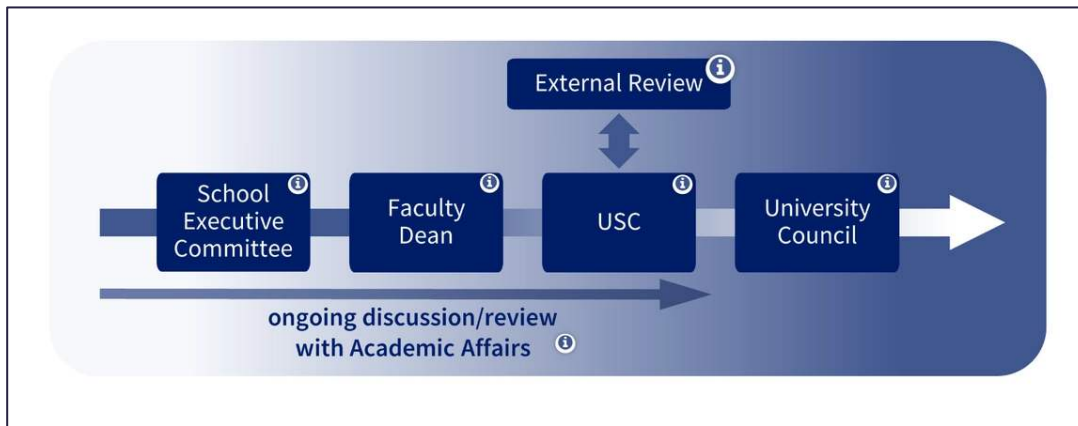


Figure 2.1: High Level overview of approval pathway for new undergraduate programmes.

The development and approval process for Linked Provider Programmes, Open Modules and Trinity Electives largely follows the same approval pathway as outlined above. However, a recommendation for approval is required from sub-committees of USC prior to being considered by USC. See table 2.2 for an outline of the respective sub-committees of Linked Providers, Open Modules and Trinity Electives.

Table 2.2: Sub-committees of USC associated with Linked Providers, Trinity Electives and Open Modules.

<u>Associated College Degrees Committee</u>	<u>Linked Providers</u>
<u>Trinity Elective Sub-Committee</u>	Trinity Electives
<u>Common Architecture Governance Committee</u>	Bespoke Open Modules

New Postgraduate Taught Programmes

As part of the postgraduate renewal programme, all postgraduate taught programmes are developed and approved via a two-stage programme approval process (an in-depth overview of the two-step process can be found [here](#)). The **first stage** requires the programme proposer(s) to complete a “*Proof of Concept*” template which provides an initial outline of the proposed programme, the Schools involved, the rationale and market need, resource requirements (human and physical) and financial viability (fees, proposed student numbers) of the proposed programme. Approval of the Proof of Concept is required from several decision-making fora within the faculty. Once the Proof of Concept has been approved, the programme team commences the **second stage** which is the development of the “*Curriculum Plan*.” The Curriculum Plan requires full programme development, with reference to the relevant award-type descriptors, alignment with institutional policies and procedures. Feedback on the curriculum plan is also provided by students and the relevant employers/industry and professional bodies. When developing the curriculum plan, programme teams are supported by the Centre for Academic Practice to ensure the teaching, learning and assessment processes of the proposed programme are aligned with best practice. Academic Affairs supports programme teams to ensure that the proposal aligns with University policy, regulations, standards as well as relevant legislation. The Proof of Concept and the Curriculum plan form a “*Combined Proposal*”, which requires approval by a number of decision-making fora prior to being sent to external review for consideration. Proposals are submitted to the Graduate Studies Committee (GSC), an

academic committee of Council, for consideration and recommendation to Council, and subsequently approved by Council.

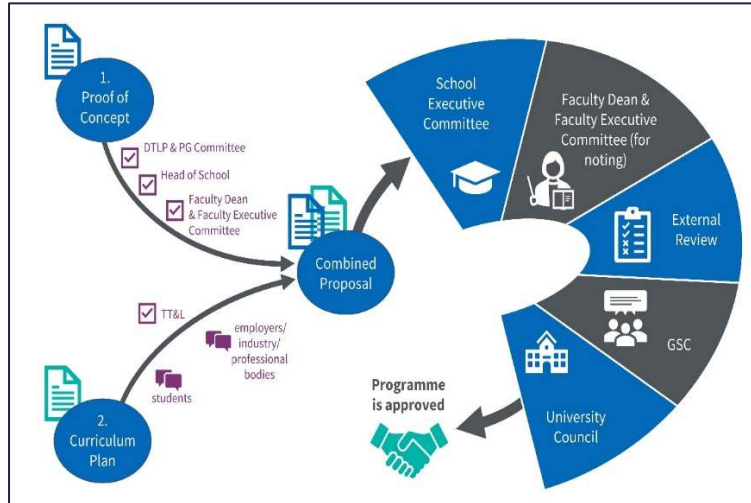


Figure 2.2: High Level overview of approval pathway for new postgraduate taught programmes.

Microcredentials

Trinity has a dedicated micro-credential approval procedure and published resources to support the development of new micro-credentials. The GSC Sub-committee on Micro-credentials considers the proposals prior to submission to GSC for Council approval via the GSC minutes.

Amendments to existing programmes/courses

Amendments to existing approved academic programmes/courses are classified as either minor or major in nature. Appendix 1 of the Programme and Curriculum Design and Approval Policy provides an overview of what constitutes a major or minor change and the appropriate pathway for oversight and approval of the change. Where programme teams are in doubt, they are advised to contact Academic Affairs for support.

Suspension and Cessation of Programmes/Courses

A Programme Suspension and Cessation Policy is in place to ensure that due consideration is given to any decision to suspend or cease a programme of study at Trinity, programmes delivered collaboratively with Trinity and/or validated by Trinity.

2.2 Admission, Progression, Recognition & Certification

Admission

Trinity's policies and procedures in relation to admission, progression and recognition of prior learning are informed by QQI's Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training Policy.

General Entry Requirements

As outlined in Trinity's Admission and Transfer Policy, Trinity welcomes and supports applications from all appropriately qualified students irrespective of disability, social, cultural and educational backgrounds. The Recognition of Foreign Qualifications Procedure affirms that Trinity's admission assessments occur in a transparent and equitable manner. The Trinity courses webpage and prospectuses outline the entry requirements for each programme/course offered at Trinity. Students on programmes with clinical or other professional placements may need to satisfy other non-academic requirements (i.e., Garda vetting and satisfy pre-defined health screening requirements). Such non-academic requirements are outlined on the courses webpage and prospectuses. The Fitness to Practice Policy outlines the policy, procedure and appeals process if a student is admitted onto a programme and a concern is raised relating to their fitness to practice. Trinity's English Language Policy requires international learners to meet certain minimum requirements for entry onto a programme.

All applicants to Trinity are required to provide official evidence of proficiency in the English language. Initiated by the Postgraduate Renewal Programme, in 2023-24, the standardized English proficiency tests accepted by Trinity were reviewed, with scores required divided into bands. The band required depends on the course or programme being applied for.

Entry Requirements Undergraduate Programmes

All undergraduate students must meet the entry requirements when applying to Trinity. At a minimum all students must have a pass in Mathematics, English and in another language other than English. Some programmes have course-specific entry requirements which are published on the webpage and in prospectuses. Most EU undergraduate applications are processed centrally through the Central Applications Office (CAO) and applicants must meet the minimum CAO points and matriculation requirement for the course. Non-EU resident applicants must apply through direct admissions to Trinity and meet certain grade bands in their education system.

If there is a concern about the candidate's eligibility for admission, the Senior Lecturer/Dean of Undergraduate Studies acts as the final arbiter in such cases.

Entry Requirements Postgraduate Taught Programmes

Applications for admission to postgraduate taught (PGT) programmes are assessed by members of the academic community, usually course Directors/Coordinators, for academic suitability to a programme. Academic

recommendations on applications are then quality assured by the [Academic Registry](#) to ensure that offers are being made to applicants who meet the entry requirements for that programme. A list of supporting documentation required to make an application is outlined on the 'how to apply' [webpage](#). If there is a concern about the candidate's eligibility for admissions, the Dean of Graduate Studies acts as the final arbiter in such cases.

Entry Requirements for Postgraduate Research

Applications for admission to postgraduate research (PGR) programmes are assessed by Postgraduate Research supervisors and/or Directors of Postgraduate Teaching and Learning for academic suitability to a programme. Academic recommendations on applications are then quality assured by the Academic Registry to ensure that offers are being made to applicants that meet the entry requirements for that programme.

If there is a concern about the candidate's eligibility for admissions, the Dean of Graduate Studies acts as the final arbiter in such cases.

Widening Participation

Alternative Access Routes:

[Trinity's Strategic Plan \(2025-2030\)](#) states our commitment to recognizing and responding to 'the needs of learners from under-represented backgrounds, people who are most marginalised, and people with special and additional needs'. [Trinity Access Programmes](#) provides a conduit to support prospective undergraduate students accessing Trinity via alternative entry routes, including:

- [Foundation Course for Higher Education](#)
- [City of Dublin ETB Partnership Courses](#)
- [Further Education and Training \(FET\) qualifications](#)

Through the [University of Sanctuary](#), Trinity provides scholarships, financial support, language supports and additional services to welcome and support migrants, refugees and asylum seekers. In addition to this, Trinity participates in DARE (Disability Access Route to Education) and HEAR (Higher Education Access Route), and operates a [Mature Student application](#) process.

Recognition of Prior Learning:

As outlined in Trinity's [Recognition of Prior Learning Policy](#) (RPL), Trinity is committed to providing recognition to different types of learning (formal, informal and non-formal). RPL applicants for admission to either undergraduate or postgraduate programmes must demonstrate that their prior learning is equivalent to the learning outcomes outlined in the chosen course of study. Applicants must provide satisfactory evidence to confirm prior learning. The [Recognition of Prior Learning Policy](#) outlines the maximum credit recognised by Trinity for advanced entry and credit exemptions (post-entry) for RPL.

The [Admission and Transfer Policy](#) outlines the procedure to consider and, where appropriate, to approve requests from students to transfer out of one programme into another. This may only occur in cases where the student is an undergraduate or postgraduate research student. The regulations underpinning transfers to another course are outlined in the [Calendar](#). The [Admission and Transfer Policy](#) also sets out the procedure to permit advanced entry by students who wish to transfer into Trinity from another HEI in Ireland via the [Recognition of Prior Learning Policy](#).

Orientation

Orientation is offered to all students who enrol on programmes/courses at Trinity. All students have year-long access to the [orientation webpage](#) which has information tailored for [undergraduate](#), [visiting and Erasmus students](#) and [postgraduate](#) students. At the start of the semester in-person and hybrid orientation events are provided by various units across the College. Students also have course-specific orientation meetings. In-person events are also recorded and are available [online](#). For international learners Trinity offers [Pre-orientation programmes](#), designed to prepare incoming international students for their time in Ireland.

Progression

The [Assessment and Academic Progression Policy](#) affirms that academic progression is based on the attainment of defined academic standards in accordance with College Regulations. The progression regulations for each course are outlined in the [Calendar](#) ([undergraduate](#) and [postgraduate](#)).

Certification

The [Academic Awards Policy](#) outlines how the University of Dublin and Trinity College Dublin have the power to create awards and confer these awards on students following the successful completion of a programme of study. The policy confirms that all awards granted are aligned to the NFQ. Trinity issues an award parchment on the conferral of awards to its graduates. The parchment provides evidence of the academic qualification attained. A Diploma Supplement is also provided for graduates.

Completion Data

Trinity reports on student retention, progression and completion within a number of reports:

- [Senior Lecturer Annual Report](#)
- [Dean of Graduate Studies Annual Report](#)
- [Annual Faculty Quality Report](#)
- [School Reviews](#)
- [Academic Registry Annual Report](#)

2.3 Procedures for Making Awards

Trinity is recognised as an Awarding Body in the Irish Universities Act 1997, the Qualifications & Quality Assurance (Education & Training) Act 2012 and the [HEA Authority Act 2022](#). The legal basis to grant Awards is enshrined in Schedule 1 of the University Division of the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin. The University Senate is the body responsible for the institution of new degrees and for approving the formal conferral of all degrees awarded to graduates of the University. The College Registrar is the Officer with statutory responsibility for the records of both Trinity College Dublin and the University of Dublin and presides over all conferrals.

The [Academic Awards Policy](#) articulates that that the University of Dublin and Trinity College Dublin has the power to create awards and to confer these awards on students following the successful completion of their programme of study. Upon successful completion of a programme candidates are provided with an award parchment and a Diploma Supplement which provide evidence of the academic qualification. Current learners and graduates can request a transcript which provides a detailed record of a student's studies, confirms the course of study, period of registration, the modules that have been taken, the number of credits and grades achieved. The [Records Retention Schedule](#) outlines that student transcripts and conferring records are retained indefinitely.

As outlined in section **2.1 Programme Development and Approval**, Trinity adheres to the [Joint Sectoral Protocol between QQI and Designated Awarding Bodies](#) and has in place procedures to confirm that awards are appropriately included within the NFQ. The [Programme and Curriculum Design and Approval Policy](#) outlines all new programmes and amendments to existing programmes and requires evidence that the programme learning outcomes and individual learning outcomes are appropriately aligned to their intended award standard. Programme proposers are supported by the [Centre of Academic Practice](#) and [Academic Affairs](#) who provide guidance to ensure that curricula are designed in accordance with best practice and adhere to the Trinity and national regulations. All new programmes are reviewed by external subject experts to ensure that the curriculum is appropriate and current, and that the programme is developed in accordance with best practice. The external review must be satisfied that the award is aligned with the targeted award standard. Degrees awarded by the University are outlined in the [statutes](#) and the [Calendar](#).

Trinity's [Assessment and Academic Progression Policy](#) outlines that assessments are employed to support learners' demonstration of programme and module learning outcomes and achievement of the graduate attributes. The policy reaffirms that assessments must be valid, reliable, and equitable. The policy ensures that progression within a course of study and receiving an award is based on the attainment of academic standards in accordance with College regulations. These regulations are outlined in the [Calendar](#). The external examiner process is a mechanism to assure the integrity of awards. Further detail about the function of external examiners can be found in the [External Examiner Policy – Taught Programmes](#) and the [External Examiner Policy – Research Programmes](#).

2.4 Teaching, Learning and Assessment

Teaching & Learning

Trinity recognises the diversity of students and their needs in relation to learning. The Student Learning Development Office offers a variety of services for all Trinity College students to help them develop the skills needed to become independent learners, face challenges and achieve their best during their time in college. Students of all levels and abilities, even very high achievers, often need support and/or advice to achieve their best. This is achieved through workshops, one-to-one appointments, academic writing centre and customised workshops. Trinity also has in place a Reasonable Accommodation Policy for Students with Disabilities which provides a framework for the provision of reasonable accommodations to support students with disabilities whilst studying at Trinity.

At Trinity, academic and professional staff are supported to continuously enhance their teaching practice through a dedicated Centre for Academic Practice (CAP). With a focus on dialogue, collaboration and partnership the CAP has three main objectives:

- To lead and advance excellence and innovation in teaching, learning and assessment;
- To progress and promote research and academic scholarship in academic practice;
- To facilitate research informed professional development in teaching, learning and assessment.

Evaluation of the modes of delivery and pedagogical methods is informed through a number of mechanisms which include learner feedback via student surveys, School reviews, external examiners and is in line with best practice. Programme teams report on amendments to the delivery of a programme based on feedback from external examiners within the Annual Faculty Quality Report.

Trinity offers programmes which are delivered predominately via face-to-face and blended delivery. A small number of postgraduate courses and microcredentials are delivered fully online. When proposing a course, programme proposers must outline the intended mode of intended delivery. In line with the spirit of the Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes, programme proposers must employ the most appropriate and fit-for-purpose teaching, learning and assessment methods, and digital tools and platforms, for supporting high levels of interactivity between learners and the learning environment. Programme teams offering fully online programmes are supported by the Digital Learning Development unit which provides a diverse range of services for Trinity staff in online learning, instructional design, graphic design and video production. The Centre for Academic Practice offers a formal 5 ECT module entitled "Embedding Digital Pedagogies in Your Teaching Practice" to Trinity staff and provide a number of resources on Digital Teaching and Learning to support staff.

Trinity offers a number of flexible learning pathways. Postgraduate programmes can typically be completed full-time over a one-year period or part-time over a two-year period. For some postgraduate taught programmes, a framework structure exists whereby students can complete a master's degree part-time over a minimum of 3 years. In such cases, the programme is broken into 3 components:

- i. Postgraduate Certificate (30 ECTS)
- ii. Postgraduate Diploma (60 ECTS)
- iii. Master Award (90 ECTS)

Students may exit from the master's programme with a postgraduate certificate or a postgraduate diploma. The regulations relating to exiting with an award and applying to submit a higher award within the framework are outlined in the Calendar.

Trinity encourages a sense of learner autonomy while encouraging guidance and support to the learner. As outlined in the Calendar, undergraduate programmes are structured in a manner whereby in the first 2 years an emphasis is placed on acquiring a broad base of knowledge in the major subject(s) and in related areas that complement the major subject(s) and increase the students' understanding of them. In the third year there is a gradual shift to in-depth study with a greater emphasis on small group learning, on independent work and on the development of a critical and analytical approach to the subject matter. In the fourth year, students, having acquired a solid grasp of the fundamental elements and methodology of the particular subject(s) and a broad base of knowledge, are in a position to undertake advanced, intellectually demanding work, such as the capstone project, requiring extensive independent research, the ability to critically evaluate knowledge and data, the search for new interpretations, and the rigour, discipline and independence of effort that are designed to develop the students' mental capacities and creative skills. The award standards for postgraduate taught and research programmes require that students be independent learners. This is reaffirmed in Trinity's Postgraduate Research Supervision Policy which outlines that the role of the supervisor is to assist and provide guidance to the student as the student undertakes the independent piece of research.

Trinity has in place an Academic Freedom Policy which reaffirms that the College will maintain an environment for teaching and learning that values diversity of opinion, encouraging exchanges of opinion between teacher and student as part of a robust educational process.

Assessment

The Assessment and Academic Progression Policy outlines that assessment modalities and methodologies need to be valid, reliable, equitable and appropriately align with the programme and module learning outcomes. To enable academic progression, students must demonstrate achievement of the learning outcomes. When approving new programmes teams are required to complete course proposal templates. These templates require course proposers to outline the form of assessment and weighting of assessment to be employed in each module. The Assessment and Academic Progression Policy states that a range of assessments employed across a programme must be appropriate to the total credit weighting of the programme. Programme teams are supported by the Centre for Academic Practice in developing assessment methodologies that align with best practice. In addition, the Centre offers a 15 ECT Special Certificate in Teaching Learning & Assessment which is

open to all staff. A module on the certificate entitled "*Assessment and Feedback in Higher Education*" explores the principles, purposes, opportunities and challenges of assessment and feedback in higher education and the impact of assessment and feedback on student learning.

As outlined in the Programme and Curriculum Design and Approval Policy, when approving a new programme, programme proposers, external reviewers and academic governance committees must be satisfied that the assessment aligns appropriately with the learning outcomes and the target award standard. The Assessment and Academic Progression Policy reaffirms that students are involved as partners in learning and assessment and must have an awareness of how and why they are assessed. The Programme Handbook Policy requires that programme handbooks outline coursework requirements which include in-course assessment and examination arrangements, marking conventions, rubrics for all assessment components and grade descriptors. Further prompts of what is required in Programme Handbooks can be found in the Programme Handbook Templates.

Trinity has safeguards in place to minimise the risk of bias and error in the marking process. Such safeguards include anonymous marking of all terminal examinations, double marking, and the use of rubrics. To ensure that the quality of content, organisation and assessment of Trinity's programmes is maintained and enhanced Trinity has in place external examiner policies for research programmes and taught programmes (includes UG programmes and PG taught). These policies set out the role of the external examiner, the criteria for appointment and the responsibility of the external examiners. In addition to ensuring that assessment is aligned with the targeted award standards, external examiners are asked, where appropriate, to make recommendations on the modes of assessment and assessment methodologies.

Trinity's assessment policies are underscored by the fact that feedback supports and enhances student learning and success. To that end, feedback on assessments is provided to learners in a timely manner. The Return of Coursework Policy outlines the expected timeframe of returning feedback on assessed work and the different forms of feedback available.

Assessment modalities and methodologies are regularly reviewed for their effectiveness, drawing on the recommendations of External Examiners and other relevant sources such as student feedback and are renewed as necessary to adapt to evolving circumstances (e.g., amendments to modules) and requirements (e.g., statutory and professional body accreditation requirements). Amendments to assessments are considered a moderate change and require approval at School level as outlined in Appendix 1 of the Programme and Curriculum Design and Approval Policy. As set out in the Calendar, the regulations for assessment do take into account mitigating circumstances, however, academic and professional standards must not be compromised. Students are encouraged to discuss issues with their tutor/course co-ordinator as relevant. A formal procedure for student appeals is in place and is outlined in the Academic Appeals Policy and in the Calendar.

Learner Complaints

Trinity has in place a Student Complaints Procedure which is underpinned by the University Calendar which contains the primary source of regulations and procedures. The Student Complaints Procedure outlines that, in the first instance, an effort should be made to resolve a student complaint at an early stage through informal means. For example, a student should raise their complaint with their College Tutor/Postgraduate Student Support Officer. If the student perceives that the outcome of their complaint has not produced a satisfactory solution, the student can make a complaint via the formal complaints' procedure. The Student Complaints Procedure outlines types of complaints which preclude students from making a formal complaint. The procedure outlines the process a student must follow when making a formal complaint. The Academic Appeals Policy (Academic Progress) ensures that the management and conduct of academic appeals are transparent, equitable and consistent.

3.0 Learner Resources and Support

Trinity provides a range of supports and services to students which are outlined on the [Support & Services](#) webpage.

Administrative Services:

[Academic Registry](#) (AR) is Trinity's central hub for student administrative services. AR supports current and future students across the student lifecycle and supports:

- Applications and Admission;
- Assessment and Progression;
- Records & Case Management;
- Student Finance;
- Certifying documentation (i.e., Bank forms, Medical Card Applications, Department of Social Protection documentation).

[IT Services](#) provide students with support for everything IT-related in Trinity. The [IT services webpage](#) provides information on all the services it provides and contact information if further help is required.

Learner Support Services:

[Tutors](#): Each undergraduate student is allocated a tutor who is a member of academic staff appointed to look after the general welfare and development of students in their care. Tutors are the first point of contact and a source of support for undergraduate students both on arrival and at any time during their time in College. Tutors provide help and advice on personal as well as academic issues or on anything that has an impact on a student's life. They will also, if necessary, support and defend a student's point of view in relations with the College. For postgraduate students, a [postgraduate advisory service](#) is available.

[Trinity Access Programmes](#) (TAP): supports students who enter through the HEAR scheme and alternative access pathway routes. All TAP students are assigned a [Trinity Access Advisor](#) and have the opportunity to avail of [academic supports](#) and [financial supports](#). The [Mature Student Office](#) provides advice and support to prospective and current undergraduate mature students.

[Student Learning Development](#) (SLD): The SLD offers a variety of services to help students develop the skills needed to become independent learners, face challenges and achieve their best during their time in College. These services include workshops, one-to-one appointments, Academic Writing Centre,

customised workshops and learning resources. Some of these services are tailored for new students, international students, undergraduate and postgraduates students.

Trinity disAbility Service (DS) provides reasonable accommodations that empower disabled individuals to achieve independence. The DS carries out individual needs assessment to determine the specific needs of a learner and identifies reasonable accommodations. The DS provides individualised supports which include:

- Academic support tailored to each student's unique needs;
- Assess to Assistive Technology Solutions to enhance learning;
- Occupational Therapy for functional independence in academic and personal life;
- Social Work Case Management to address individual challenges;
- Daily Drop-in sessions with Disability Officers;
- Coordination of Supports across Student Services, and other College entities.

Centre for English Language and Learning and Teaching (CELLT): provides a range of pre-sessional and in-sessional programmes directed at the needs of international learners. CELLT is a fully integrated academic unit within the School of Linguistic, Speech and Communication Sciences, and is responsible for the delivery of a suite of English language programmes to eligible applicants and registered students, in Trinity. The Pre-Sessional Programme which is an intensive full-time ten-week course of English for Academic Purposes approved by the University Council as an entry pathway for international learners who need to fulfil the English language requirements of a conditional offer to study in Trinity. The Pre-Sessional Programme formally assesses the English language proficiency of eligible applicants to study in Trinity. Trinity provides dedicated language support for registered international learners through English for Academic Purposes (EAP) modules delivered by the Centre for English Language Learning and Teaching (CELLT). CELLT provides free semester-long, in-sessional not-for-credit modules in Academic Writing (Essays and Dissertations), Oral Fluency, and English for Specific Purposes. Advanced credit-bearing EAP modules are available to Postgraduate Research students as part of Trinity's structured PhD programme.

College Health: Provides primary health care to full-time students along with focusing on the psychological and occupational aspects of Student Health and Health Education. The Health Service Team comprises General Practitioners, a Psychiatrist, Nurses and a Chartered Physiotherapist. Student consultations are free of charge with modest charges for additional services. College Health also carries out Health Screenings for academic programmes that have in place certain health screen requirements.

Student Counselling Service (SCS): provides supports to promote and protect the wellbeing of students who are experiencing personal and/or academic concerns. The SCS team comprises qualified counsellors, learning

development advisors and peer support specialists. **Supports** provided by the SCS include individual therapy, SilverCloud online mental health programmes, coping skills sessions, drop-in support groups and peer support.

Library: Students and staff are able to borrow and renew books from the library and can access journals, ebooks and digital collections. The library has a **subject librarian team** who provide expert guidance classes and workshops. The library also provides student with support and training examples of which can be found **here**. Opening times vary across libraries with some libraries open 24 hours. The library also offers private and **group study space**. Other study facilities include the 1937 Postgraduate Reading Room and the Kinsella Hall.

Trinity Careers Service: supports students and recent graduates to succeed beyond Trinity by helping them to explore their career ambitions and plan how to achieve them. It provides careers education, information, skills, and guidance. The Careers Service provides a host of in-person (e.g., Careers Fairs, CV and LinkedIn profile clinic) and online resources.

Trinity Sport offers a wide array of facilities which can be found **here**.

Premises Servicing and Maintenance Services

Estates and Facilities is responsible for space management and workplace strategy, health & safety, facilities management, engineering and maintenance services, capital projects and planning, business support and business continuity. In relation to research, the management of laboratory space and associated equipment falls under the auspices of the individual academic unit and/or research institute in which the facilities reside.

Student Engagement Procedures for Online/Blended Delivery Programmes

As previously noted in section **2.1 Programme Development and Approval**, programme proposers must outline the intended mode of delivery of courses for which they are seeking approval and ensure that the programme's teaching, learning and assessment are appropriately designed and aligned with the intended mode of delivery. Throughout programme development, the **Centre of Academic Practice** provides support and resources to ensure that online programmes facilitate student engagement. Governance committees approving the programme and external examiners must also be satisfied that courses delivered via blended/online modes facilitate and encourage student engagement. Programmes delivered fully online are also supported by the **Digital Learning Development** unit. The multidisciplinary team provides a diverse range of services for Trinity staff in online learning, instructional design, graphic design, video production and the development of marketing materials.

Learner Representation:

Learners are represented in the membership of all [University Committees](#) and can contribute and raise matters within the remit of the specific committee. Trinity also has in place the Student Life Committee which is an academic committee reporting to Council. The principal function of the [Student Life Committee](#) is to consider, advise on and make recommendations on policy and practice relating to student life and student well-being. Learners can also provide feedback through module surveys, through their class representatives or their tutor.

Educational, Pastoral Care & Services provided to International Learners

In addition to the above mentioned supports and services Prospective international applicants to Trinity are supported pre-arrival by Trinity Global [webinars](#) and [pre-orientation programmes](#), such as English for Academic Purposes and the [Trinity Smart Start Programme](#). Specific orientation sessions are provided to international students. These sessions are delivered in-person and are recorded ([International UG Orientation](#) & [International PG Orientation](#)). [The Centre for English Language Learning](#) provides free semester-long, in-sessional, not-for-credit modules in Academic Writing (Essays and Dissertations), Oral Fluency, and English for Specific Purposes.

4.0 QA of Research Activities and Research Programmes

Trinity is recognised as one of the world's leading research-intensive universities. The [Dean of Research](#) has responsibility for co-ordinating the University's [Living Research Excellence Strategy](#) and embedding the principles of the [Research Charter](#) in all research-related activity. The Research Committee, chaired by the Dean of Research, reports directly to the University Council and its key function is to oversee developments on research-related matters that impact on the strategic objectives of the College. Each School has a Director of Research who plays a strategic role in promoting and enabling research in the School. All research-related policies are published [online](#). The Dean of Graduate Studies has overall responsibility for academic activities related to postgraduate research students.

Within Trinity, research occurs through different structures from researching individually within Schools to conducting research as part of a Trinity Research Institute (a full outline of the different research structures within Trinity is provided [here](#)). Trinity is committed to ensuring that all research carried out meets the highest standards of academic integrity. Trinity's research policies are informed by the national policy statement [Ensuring Research Integrity in Ireland](#) and the [European Code of Conduct for Research Integrity](#). All research carried out by members of the community within Trinity must adhere to the [Good Research Practice policy](#). The Dean of Research manages staff-related allegations of Research Misconduct from any source and implements an investigation process. The outcome of any such investigation is communicated to the Senior Dean who will address disciplinary proceedings if necessary. Where such allegations relate to students, the Dean of Graduate Studies and the Junior Dean are responsible for the investigative process.

The policy for the governance, management, resourcing and monitoring and review of research activities from Trinity Research Institutes and Trinity Research Centres is outlined in the below named policies:

- [Trinity Research Centres Policy](#)
- [Trinity Research Institutes Policy](#)

One of the functions of the University's [Research Committee](#) is to oversee quality assurance of improvement measures in respect of research activity, including the efficacy of research quality measures. The Director of Research from each School is a member of the Committee. The Quality of Research activity and impact in Schools, or as part of a [Trinity Research Centre \(TRCs\)](#), are externally reviewed through School Quality Reviews every seven years. [Trinity Research Institutes \(TRIs\)](#) are reviewed separately every five years. External Reports of TRIs are considered and recommended for approval to Council by the Research Committee. External reports from School Reviews are considered and recommended to Council for approval by the Quality Committee. On an annual basis TRCs must produce and publish annual reports that provide updates on the TRC's activity, visibility, and viability along with reflecting on its success in achieving its objectives. More broadly, the University measures its research performance under four broad categories including publications, funding, research postgraduates and impact. These are reported annually to the Dean of Research.

All research is subject to ethical scrutiny and should be underpinned by what is set out in the [Good Research Practice policy](#). Research involving human participants or their data or research involving animals requires ethical approval. A detailed overview of the ethics procedure and process is outlined in section 3 of the [Good Research Practice Policy](#). To support maximum flexibility and efficiency for research, each School has its own research ethics approval process and its own Research Ethics Committee which has the authority to review research proposals. A research proposer can appeal the decision of the Research Ethics Committee to the College Research Ethics Policy Group (CREPG). The CREPG serves as the overarching institutional research ethics body and is mandated to develop an appropriate policy governing all research conducted under the auspices of College. This committee functions independently of, but in co-ordination with, Faculty, School, or unit-level research ethics committees. The Good Research Practice Policy also outlines the process for ethical approval for projects from third party collaborating institutions. Resources and [general forms relating to research ethics](#) can be found on the Trinity Research webpage.

QA of Research Programmes

The Dean of Graduate Studies is responsible for the strategic development and oversight of all academic activities related to postgraduate research students, from admissions through to final assessment. The Dean is the Chair of the [Graduate Studies Committee \(GSC\)](#). Specifically, in relation to postgraduate research, the GSC's remit is to initiate discussion and make recommendations to Council on matters of academic policy and practice relating to postgraduate study and research and is involved in monitoring, evaluating and ensuring the quality of postgraduate research degrees. The academic regulations relating to research degrees are outlined in the [Calander Part III](#). The [Graduate Studies website](#) has dedicated sections for current students, prospective students

and staff, where information and guidelines associated with research student activities and relevant quality assurance documentation are made available.

One of the strategic priorities in Trinity's Strategic Plan 2020-2025 is 'to ensure the distinctive character of postgraduate education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills training to complement their research'. Several national policy initiatives also emphasize the need for developing a broad skill set of specific, generic, and transversal skills in doctoral graduates to sustain Ireland's reputation for innovation and creativity. At Trinity, both the University and Supervisor, therefore, play a critical role in developing doctoral research graduates who demonstrate research excellence and enhance Ireland's competitiveness at an international level. Trinity asks supervisors and researchers to complete a 'Supervisor-Research Student Agreement' form, which outlines roles and responsibilities of postgraduate research students and supervisor(s) and is designed to act as a prompt for discussions between the student and supervisor(s) on their expectations of each other within the supervisory relationship. In addition to this, Trinity provides conflict resolution guidelines for the supervision relationship, which present a structured set of steps and decision points that guide research students and supervisors in recognising the type of conflict, selecting suitable resolution strategies, and putting effective solutions into practice to address the issues.

To facilitate training and career progression for students registered on postgraduate research programmes, research degrees are structured to allow for a minimum of taught components equating to 10 ECTS, and up to a maximum of 30 ECTS. Aligned to the IUA Doctoral Skills Statement (2021; 3rd edition), there is a range of transversal skills modules offered by the University (Library, Trinity Careers Service, Academic Practice, and Student Learning Development) all of which provide students with opportunities to develop core competencies.

Some Schools may have specific regulations that require students to obtain more than 10-ECTS of credit or may specify modules that students must take to fulfil their requirements. For students who are not constrained by the approach in their School, there is a wide array of options available to them to fulfil the taught components of the structured PhD, which can be accessed at the following link. In preparation for their annual review, students are encouraged to self-reflect and complete a skills audit (using **Careers and Employability Skills Audit Tool** or **PMRP Skills Audit, Docx 98KB**) to identify research and professional goals for achieving before the next annual review meeting. A new professional development (PDP) template for PGR students has been developed to encourage self-reflection and support conversations about transversal skills development as PGR researchers. Travel Grants are available to support research students to attend and present their work at conferences or carry out research abroad.

In addition to the research-related policies outlined above, the following postgraduate research policies are in place:

- Postgraduate Research Supervision Policy
- Remote Supervision of Postgraduate (Doctoral Students)

- Operation of an Online Viva voce examination of a research thesis/dissertation

As part of the School Review Procedure, Schools are required to self-monitor and review the postgraduate research education and experience provided to students. The School is required to outline the quality assurance processes that support the provision of postgraduate research education to students; ensure that the postgraduate learning experience meets the standards and requirements of College; and provide postgraduate students with an opportunity to integrate fully into the research life of the School and to broaden their skills beyond their immediate subject area. Trinity has in place an External Examiner Policy for Research Programmes to ensure that the quality and consistency of the assessment of Trinity’s research degree programmes are maintained and enhanced.

5.0 Staff Recruitment, Development and Support

All HR policies can be found on the policies webpage.

Recruitment:

The Recruitment Policy covers appointments to Academic, Administrative, Library and Technical posts of all durations and from all funding sources. Separate recruitment policies exist for the recruitment of Professor Chair Positions and exceptional external candidates (i.e., recruitment of academic posts in receipt of a European Research Council award). The Recruitment Policy outlines that recruitment must be carried out in accordance with five principles which are outlined in figure 5.1. Staff recruitment, development and support are underpinned by the Equality Policy.

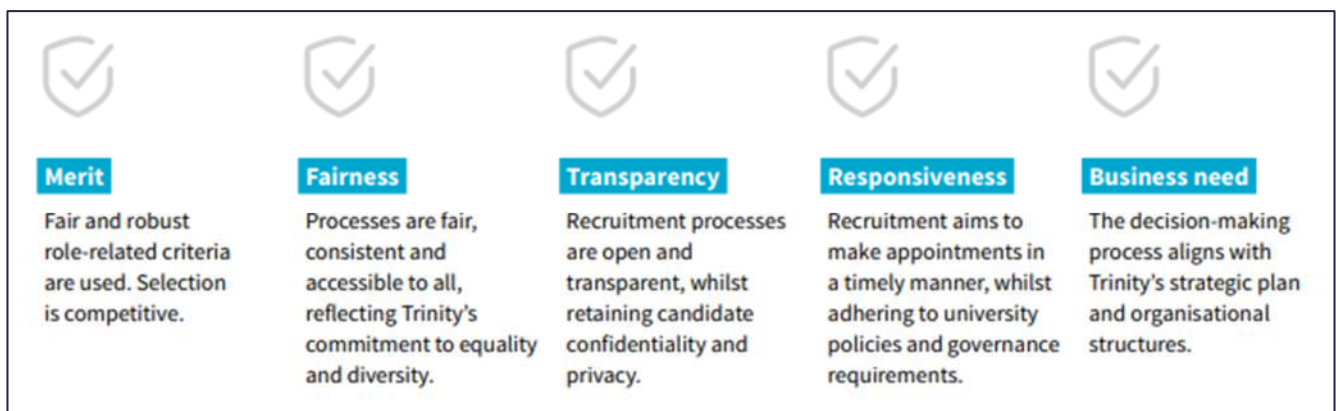


Figure 5.1: Recruitment Principles as set out in the in the Recruitment Policy.

The Recruitment Policy outlines the recruitment process’s steps and responsibilities. All vacancies must be listed online to ensure transparency and for equal opportunity. All vacancies must provide a job description which sets out the selection criteria for a recruitment competition and inform potential applicants of the requirements of the position. The job description comprises:

- i. a description of the role: the purpose of the role, the tasks of the role, and the context within which the role sits in the university.
- ii. the person specification for the role: the qualifications, knowledge, experience and skills required to successfully carry out the role.
- iii. any additional requirements related to eligibility or terms and conditions associated with the role.

Shortlisting and recommendations for appointment are decided by Selection Committees. The composition of the selection committee is dependent upon the type of role and is outlined in the Recruitment Policy. To ensure that principles of equality and diversity are adhered to in recruitment, the selection panel must have an appropriate gender representation. Training for Selection Committee members is mandatory to ensure members are familiar with selection techniques, equality legislation, and University Policy. At shortlisting and at interview, candidates are assessed against the job specification provided for the vacancy and ranked in order of suitability for appointment. Subsequent offers of employment are subject to receipt of satisfactory references and evidence of academic, professional or technical qualifications.

Management:

Members of staff report to, and are managed by, their line manager. Terms of probation and tenure are addressed in each new hire's contract and job specification. The process and procedures related to probation are outlined in the below named policies:

- Probation Policy for Academic Staff
- Probation Policy for Professional, Research and Support Staff

HR provide a central induction for all newly recruited staff.

Development:

Trinity has in place a Staff Development Policy which outlines that the development of staff is a joint responsibility shared by the University, individual members of staff and their Heads of Department, managers and supervisors. For all staff regardless of role, the Head of Department, manager or supervisor undertake staff development by staff review and including guidance in relation to promotion. The Staff Development Policy outlines how this can be achieved.

The Learning and Organisation office is a unit within the Human Resources Department that provides the University with a professional training and development function to support staff develop their full potential and thus enable them to achieve their personal, departmental and University goals. The Learning and Organisation Office offers a rolling catalogue of professional programmes (professional skills, management and leadership

development) which is available to all staff. The programme schedule is available on the Human Resources [website](#). All staff have access to [LinkedIn learning](#) which provides access to an extensive library of high-quality video courses to support and enhance operational and personal development.

To support academic early stage academic staff Trinity has in place a [Tenure Track Procedure for New Assistant Professors](#). The procedures affirm that, over a five-year period, each assistant professor is supported with a progressive professional development plan and is supported by a mentor. Support is also provided by HR through the [Assistant Professor development programme](#). The programme consists of [mentoring and peer support](#), [online and in-person workshops](#), and [performance management](#). All new assistant professors are encouraged to attend a workshop on “Understanding the Assistant Professor Expectations.”

The [Centre of Academic Practice](#) is responsible for providing staff with [professional development programmes, resources and supports](#) that enhance teaching, learning and assessment across the University. The Professional Development Modules offered are:

- [Using GenAI in Teaching and Learning \(Facilitated Module\)](#)
- [Using GenAI in Teaching and Learning \(Self Study\)](#)
- [Enacting Education for Sustainable Development \(ESD\) at Trinity](#)
- [Perspectives on Teaching & Learning in Higher Education](#)
- [Curriculum Design in Higher Education](#)
- [Assessment & Feedback in Higher Education](#)
- [Embedding Digital Pedagogies into your teaching practice](#)

To support Academic Staff, CAP offers a formally accredited NFQ level 9 [Special Purpose Certificate in Teaching, Learning and Assessment](#) (15 ECTS). The programme focuses on four interrelated facets of academic practice: teaching, learning, research and leadership. Four modules are offered within the Special Purpose Certificate which are as follows:

- [Perspectives on Teaching & Learning in Higher Education](#) (5 ECTS)
- [Assessment and Feedback in Higher Education](#) (5 ECTS)
- [Curriculum Design in Higher Education](#) (5 ECTS)

The [Centre for Academic Practice](#) also provides a formal accredited NFQ level 9, 5 ECTS professional development supports for Graduate Teaching Assistants in ‘[Teaching & Supporting Learning](#)’. A non-credit bearing [self-study version](#) of this module is also offered.

The [Trinity Inclusive Curriculum](#) provides a [professional learning module in Inclusive Practice](#) to staff who teach or support teaching in Trinity. The module is grounded in the principle of Universal Design Learning and offers an inclusive framework that can be applied to participants’ own practice.

To support staff with their research, all assistant and associate professors have access to the Epigeum Online Module “[Advancing your Research Career](#)”. The [Advancing your Research Career](#) masterclass series provides both in-person and online workshops to support researchers.

IT Services offer a range of IT resources and training (workshops, in-person training and recorded sessions) to staff/researchers: These include:

- [IT Skills Development and Training](#)
- [Technology-enhanced Learning](#)
- [IT Training for Researchers](#)
- [Data Protection and IT Security](#)

Staff development initiatives are communicated to staff through email, the staff intranet, and the Weekly Wrap-Up online newsletter.

Staff are supported in taking external Continuous Professional Development courses. In such cases the following policies apply:

- [Accredited Academic Courses Leave and Funding Arrangements](#)
- [Fee Remission Policy](#)

Promotion/Career Progression:

Policies and procedures are in place for the promotion of academic staff. These include:

- [Senior Academic Promotions Procedure](#)
- [Senior Academic and Academic Consultant Promotions Procedure](#)
- [Review Procedures for Clinical Staff for Promotion](#)

[Role grading procedures](#) are in place for professional and support staff.

6.0 Information and Data Management

Information Systems:

[IT Services](#) is responsible for the planning, delivery and support of the University’s main computing facilities. This includes the University's network systems, web infrastructure, email and calendaring, management services,

research IT, and student computing facilities. IT Services also provides support for teaching and learning in a number of lecture theatres and seminar rooms on and off campus. Further details on services provided can be found in the [IT Services Catalogue](#). A list of IT policies is available [here](#).

The University operates the following information management systems:

- SITS (Student Record System)
- FIS (Finance Management System)
- Core (HR Information Management System)
- Research Support System (Research Information System)

[Academic Registry](#) maintains and controls the University's student record function through the student records system "SITS". All student information is recorded in SITS (i.e., student demographic data, programme of study and modules; data pertaining to progression and attrition rates and grade analysis). This data can be extracted and tailored to generate reports ranging from high level reporting to reporting specific to a particular course. Data is reported and analysed in a number of ways (HEA returns, Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report, Annual Faculty Quality Reports and at School/Programme Reviews etc.). These reports and their impact are considered at various governance committees and follow-up actions are identified. Other data made available to the University and Schools that assist with planning and quality assurance processes include:

- Student Recruitment Reporting: Reports relating to CAO applications to Trinity including application rates, conversion trends and entry points.
- Access and Lifelong Learning Students: information on students who enter through the various access pathways.
- Data on students who require reasonable accommodations.
- HR Staff Management Report – report providing details of staff associated with each unit.

Schools are required to conduct module evaluation surveys to monitor student satisfaction. Schools can also produce questionnaires. Schools must report within the [Annual Faculty Quality Report](#) the proportion of modules surveyed and the response rate, and are required to outline what actions were taken, where necessary, to address student feedback.

The [Data Analytics and Strategic Initiatives \(DAaSI\)](#) unit monitors and reports on College strategic data, the strategic plan risk register and publishes up-to-date statistics to show progress across strategic objectives and enable robust decision-making across the University. Progress on the Strategic Plan is communicated to Board

throughout the year. Going forward, DAaSI will report on the progress of the new strategic plan 'Thrive' (2025-2030).

The university has agreed a suite of KPIs with the HEA as part of its mission-based performance compact. These KPIs are reported annually by the DAaSI to the HEA. Trinity is regularly benchmarked as an institution and subject area level through its participation and inclusion in various ranking agencies (e.g., QS World University Ranking).

Records Management and Retention

Trinity has in place the following policies to ensure that only necessary data is collected and stored and the data retention periods are adhered to.

- [Data Protection Policy](#)
- [Records Management Policy](#)
- [Records Retention Schedule](#)

Data Protection & Freedom of Information

The [Information and Compliance Office](#) which is a unit in the Secretary's Office assists the University in complying with its obligations under, among others, the Freedom of Information Act, the Data Protection Acts and the Copy and Related Rights Act.

7.0 Public Information and Communication

Trinity has in place an [Accessible Information Policy](#) and a [Social Networking and Social Media Policy](#) which outline Trinity's responsibility for ensuring that Trinity activities, events and information are accessible to all. [Trinity Communications](#) supports internal and external communications, media engagement, and reputation management. Trinity Communications works collaboratively and strategically with researchers, academics and staff, students, and the public to promote Trinity as Ireland's leading research and teaching university both nationally and internationally. Trinity Communications is divided into five units:

- Public Affairs;

- Media Relations;
- Internal Communications;
- Social Media;
- Digital.

These units operate across digital, print and broadcast media, social media, newsletters, Trinity's Intranet and website and the events calendar, see [news and events webpages](#). Trinity uses the main [Trinity webpage](#) to direct current and prospective students, alumni and visitors to the correct sections of the website, in addition to highlighting key events, linking to strategic initiatives and communicating emergency information or alerts (e.g. closure notices relating to bad weather etc.).

Education Programmes

Prospective Students

There is a wide variety of guidance, information and other supporting documents provided on a Trinity [webpage](#) dedicated to prospective EU and non-EU students. Prospective students can electronically find information on all [courses](#) (undergraduate, postgraduate, microcredentials, CPD and Short Courses) offered at Trinity as well as information on the qualification awarded on completion of a course, teaching, learning and assessment procedures, admission requirements, duration of the course, graduate skills and career opportunities, fees and how to apply. Physical and [electronic copies](#) of undergraduate and postgraduate prospectuses are also available. Trinity hosts in-person [open days](#) and provides pre-recorded [virtual tours](#) of the campus and course talks delivered by Trinity staff.

The website also contains information on a range of other topics which includes:

- [Why Choose Trinity?](#)
- [Scholarships, Fees, and Funding](#)
- On campus [Accommodation](#)
- [Student Life](#)
- [Alternative Pathways to Trinity](#)
- [Student Life – Sports and Societies](#)
- [Tailored Information tailored to domiciled Country/Region](#)
- [Advice for Guidance Counsellors](#)
- [Talk to our students](#)
- [Study inbound exchange](#)

The above information is provided by Academic Registry, Trinity Global and Student and Staff Support Services.

For undergraduate programmes, applicants from EU/EEA countries would normally be defined as EU applicants and apply via CAO, whereas applicants from non-EU/EEA countries would normally be defined as non-EU applicants and apply directly to Trinity via a dedicated application portal. For graduate (taught and research) programmes, EU and non-EU applicants apply directly to Trinity via a dedicated application portal. The information required to make an application to graduate taught and research programmes is outlined on Trinity's webpages.

Current Students

A dedicated current students webpage provides information on supports and services, clubs and societies, events, and frequently asked questions. A dedicated policy webpage hosts all of the University's policies. The Calendar Part II outlines the general regulations and specific regulations associated with each undergraduate course. The Calendar Part III outlines the general regulations about graduate studies and higher degrees along with specific regulations for each course (including details on programme structure, assessment and progression).

Reports on undergraduate and postgraduate retention, progression and performance, along with quality enhancements to programmes are published online in the Annual Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report and the Annual Faculty Quality Reports.

Alumni

The Trinity Development and Alumni office is responsible for developing and strengthening alumni relations. The office publishes information about alumni events occurring nationally and internationally, hosts webinars, and publishes the e-magazine "Trinity Today" which is dedicated to alumni of the university.

Research and Related Services

The Trinity homepage links to the Trinity Research webpages where Trinity's research structures, i.e. Trinity Research Institutes (TRIs), Trinity Research Centres, Multi-Institutional Initiatives hosted by Trinity, (e.g. TILDA, AMBER etc.) and other strategic Initiatives (e.g. Trinity St James's Cancer Institute) are listed, in addition to Trinity's Strategic Research Themes, Trinity's Research Charter, and Trinity's University Rankings. All research policies are hosted on the policies webpage. All agendas and minutes of the Research Committee are published online.

Quality Assurance Policies and Procedures

Trinity has in place a Quality Policy Statement and complies with the requirements as set out in the QQI Act (2019) and aligns with ESG (2015). The Quality Policy Statement is supported by the Framework for Quality and reflects the quality assurance and enhancement processes, and demonstrates the governance bodies within the

University which are responsible for the reporting and oversight of quality. The framework is regularly reviewed to ensure alignment with national and international guidelines and good practice, and to identify the need for policy/procedure development or enhancement.

Key findings from Quality Assurance processes are published in an easily accessible formation and location on the provider's website. These include:

- i. Quality Reviews Reports of Schools, Administrative/support units, Research Institutes and Programmes (including Dual/Joint Degree and Partnership programmes;
- ii. Annual Faculty Quality Reports;
- iii. Annual Quality Report to QQI;
- iv. Senior Lecturer's Annual Report and Dean of Graduate Studies' Annual Report;
- v. Institutional Quality Review Report and Implementation Plan.

Several units across the University publish Annual Reports on the website which highlight KPIs, quality enhancements and other initiatives. These include:

- Academic Affairs
- Academic Practice
- Library
- Student Counselling
- Disability Service
- Trinity Global
- Trinity Strategy Progress Reports

Separately, a masterlist of all academic programmes and professional service areas, subject to external professional and statutory accreditation, is published on the Quality Office website. This list outlines the year the external accreditation was granted and the duration of approval.

8.0 Monitoring and Periodic Review

Ongoing self-evaluation, monitoring and review of education and training, research and related services are key tenets of the university's Framework for Quality.

The University is involved in various internal self-monitoring activities which includes but is not limited to:

- Performance and progress against the actions of the University's Strategic Plan (2020-2025) is monitored annually by Board.

- Quality Reviews of every academic, research and professional/support units are carried out within a 7-year period. Review Reports are made publicly available. Proposed actions to implement the recommendations arising from the Review Report are outlined in an Implementation Plan. The implementation plan is monitored by the relevant dean/head of division, considered by the Quality Committee, and approved by Council and/or Board.
- All research and taught programmes engage external examiners to evaluate the quality and academic standards of programmes. All external examiners must submit an external examiner report annually which is considered at School level. Implementation of the external examiner recommendations is outlined in the Annual Faculty Quality Report and is considered at the Quality Committee and approved by Council.
- Student feedback is gathered via module evaluation surveys. Recommendations from student feedback are reported with the Annual Faculty Quality Report.
- All existing approved policies are reviewed every four years to ensure that they are fit for purpose. All policies undergo a rigorous approval process.
- Completion rates, attrition rates and grade classification are reviewed within various reports considered by Board/Council. These reports include: Academic Registry Report, Senior Lecturer's Annual Report, Dean of Graduate Studies' Annual Report and the Annual Faculty Quality Report.

Periodic Review

Periodic Quality Reviews of academic Schools, professional units, transnational programmes and Linked Providers occur at least every 7 years. The information/evidence required to support the development of the Self-Assessment Report is outlined in the relevant review procedures:

- General Review Procedures;
- School Review Procedures;
- Admin/Support Review Procedures;
- Trinity Research Institute Review Procedures;
- Procedure for Review of Linked Providers;

- Dual and Joint Degree Review Procedures.

The reviews are coordinated by the Quality Office. The keys stages of a quality review are:

- Development of Terms of Reference;
- Development of a Self-Assessment Report (SAR);
- Site Visit – consideration of the SAR by the External Panel and meetings with stakeholders;
- Panel Review Report outlining commendations and recommendations for quality improvement/enhancement;
- Development of an implementation plan (setting out the schedule of actions to be undertaken, identifying the person(s) responsible for actions and follow-up) by the Unit under review;
- Progress Report (12 months after the approval of the implementation plan) outlining progress against the implementation plan.

All Review Reports are published on the Quality Office website following approval by the Quality Committee, Council and/or Board.

External Review Panellists for Periodic Reviews

In order to act as an external reviewer for a Quality Review the reviewer must:

- have no formal links with the College in the last 5 years (e.g. acted as an external examiner, auditor, reviewer, collaborator, been through the College's recruitment process etc.);
- have no professional or personal links with staff of the School/Unit under review;
- in support with the College Sustainability agenda, reviewer selection should be limited to within the continent of Europe, if possible, unless a specific case can be made to extend beyond Europe to other continents;
- come from top-ranked Universities (QS World and Subject Rankings), comparable with Trinity in terms of institution;
- nominees should be of international standing in their field with some senior administrative experience if possible.

External Examiners

The criteria for appointment as an external examiner for taught/research programmes are outlined in the below named policies:

- External Examiner Policy for Research Programmes

- External Examiner Policy for Taught Programmes

Engagement with External Quality Assurance

In compliance with the requirements of the Quality and Qualifications Act (2012), Trinity undergoes an institutional review by external reviewers of the effectiveness of its institution-wide quality assurance procedures for the purposes of establishing, ascertaining, maintaining, and enhancing the quality of its provision of education, training, research and related services. The institutional external review is coordinated by the QQI. Trinity underwent external review in 2022 and the Quality Review Report was published in 2022 and the implementation plan in 2023.

Trinity engages with QQI on an ongoing basis through the Annual Quality Report and Quality Dialogue Meetings. Trinity also works collaboratively on progressing/providing feedback on any QQI initiative, and actively engages with professional, statutory and regulatory bodies that accredit professional programmes.

Annual Quality Report Trinity College Dublin
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

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

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of the institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to showcase IQA in action through case studies in relevant thematic areas.

Institutions are invited to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear and concise concluding paragraph with an overview of the key outcomes/learning.

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

1.0 Quality Implementation and Developments

1.1.1 Strategic QA Updates

Publication and Monitoring of the Strategic Plan (2020-2030)

During the reporting period, Trinity continued to deliver its ambitions as set out in the Strategic Plan (2020-2025). Progress on achieving the goals outlined in the strategic plan were continuously monitored during the reporting period with progress reports were made available to Board and were published biannually.

Development and approval the new Strategic Plan 'THRIVE' (2025-2030)

Throughout the 2024/25 academic year, work continued on the development of the College [Strategic Plan 2025–2030](#). The development process was informed by extensive consultation and collaboration across the Trinity community, including students, staff, alumni, partners, and external stakeholders. Staff were kept informed about progress through the use of Town Hall meetings which were delivered by Vice-Provost/Chief Academic Officer. In June 2025, the Board approved the Strategic Plan for the coming five-year period (2025–2030).

The Strategic Plan is structured around three overarching themes—purpose, people, and place—and sets out six clear strategic commitments that support Trinity’s core missions of teaching and learning, research, and innovation (see figure 1). Within each of these, there are a number of strategic outcomes that form a coherent Implementation plan.

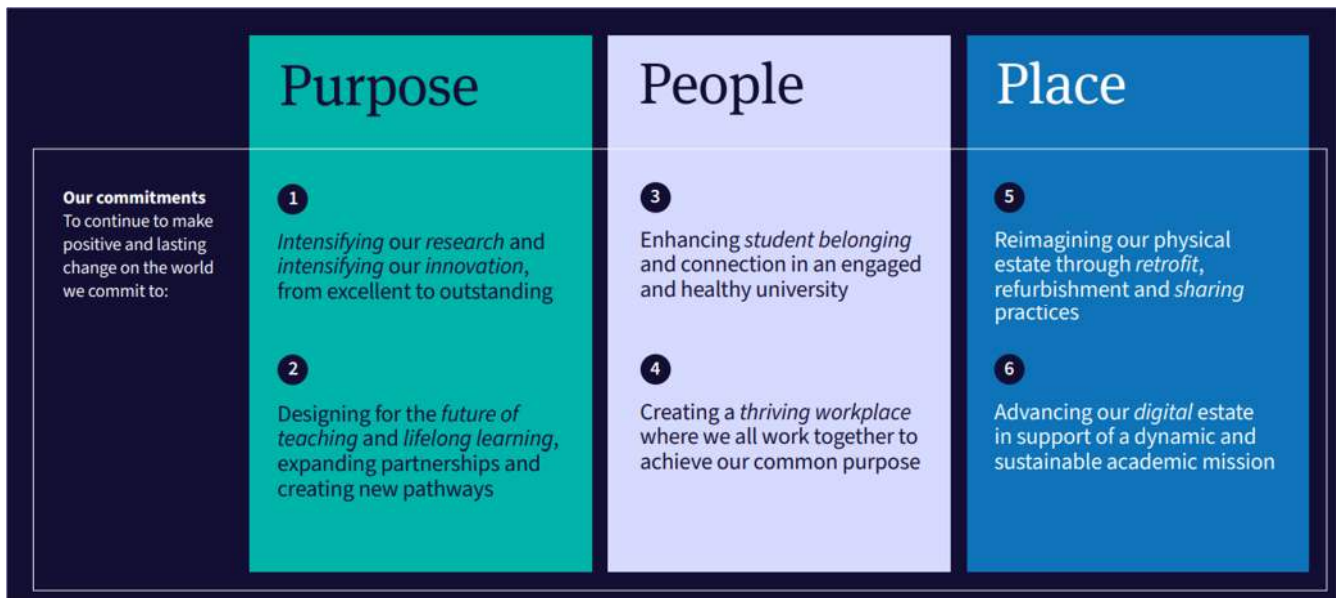


Figure 1: Illustration of themes and commitments outlined in Thrive Strategic Plan 2025-2030.

The Strategic Plan was formally launched in October 2025 and Year 1 (2025-26) implementation progress i will be discussed in next year's AQR.

1.1.2 Sustainability

As outlined in the previous AQR, Trinity approved a Sustainability Strategy (2023-30) which comprises three priorities:

- i. Tackle Climate Change
- ii. Restore Biodiversity
- iii. Create Healthy Futures

The above-mentioned priorities are being addressed in terms of:

- a. The **education** that Trinity provides to all staff and students
- b. How Trinity conducts its **research** and how knowledge is used and transferred for the benefit of the planet and people;
- c. Trinity's day-to-day **operations** on all Trinity sites;
- d. Partnerships, collaborations, and engagement with the **community** inside and outside of Trinity.

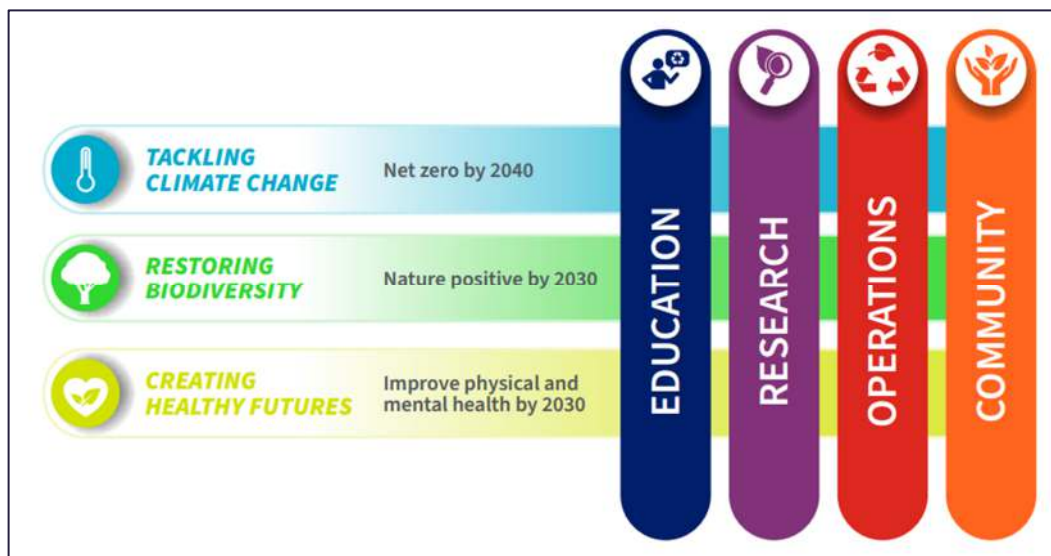


Figure 2: Priorities and underpinning focus areas to achieve these priorities. Image taken from the Trinity Sustainability Strategy (2023-2030).

Trinity is pleased to report the following achievements during the reporting period:

The Climate Action Roadmap (2024)

Trinity's 2024 Climate Action roadmap was approved by Board in October 2024. This is Trinity's third Climate Action Roadmap, prepared in accordance with the stipulations of the Public Sector Climate Action Mandate

2024. The Roadmap sets out Trinity's commitments to cutting direct carbon dioxide equivalent emissions, and indirect emissions from electricity use, while also detailing plans to boost energy efficiency and address emissions linked to procurement.

Trinity Green Labs

As part of Trinity's strategic commitment to achieving net zero carbon emissions by 2030, approximately 20% of laboratories are currently participating in the My Green Lab programme, with a long-term objective of extending engagement across all laboratories within the institution. My Green Lab is an internationally recognised organisation that supports laboratories in improving operational efficiency and environmental sustainability through structured assessment and targeted interventions.

Participating laboratories have implemented a wide range of sustainability initiatives that directly contribute to Trinity's net zero objectives, including reductions in energy and water consumption, minimisation and sharing of chemical usage, enhanced recycling and waste reduction practices, adoption of sustainable procurement strategies, and optimisation of laboratory inventory management.

During the 2024/25 academic year, 76 Trinity laboratories engaged in the My Green Lab certification process. This represents a significant enhancement in institutional capacity to reduce environmental impact within research-intensive teaching environments. Of these, 37 laboratories successfully achieved certification, with a further 39 currently progressing towards completion. This represents an 80% increase in participation compared to the previous academic year and reflects the effectiveness of targeted institutional support from Trinity Sustainability, alongside funding provided by Research Ireland, in advancing measurable progress towards Trinity's 2030 net zero target.

'Responsible Futures' Student-Led Audit and Accreditation

In February 2025, Trinity was awarded Responsible Futures accreditation, becoming the first university in the Republic of Ireland to achieve this recognition. Responsible Futures is a recognised framework that supports higher education institutions, in partnership with students, to embed Education for Sustainable Development (ESD) across all aspects of student learning, including the formal curriculum, co-curricular activities, and institutional culture and values.

The Responsible Futures process is cyclical and enhancement-focused, enabling institutions to reflect on existing practice, identify areas of strength, and highlight opportunities for further development in relation to ESD. Central to the framework is a student-led audit model, through which students review evidence, engage with staff and student representatives, and contribute directly to institutional reflection and continuous improvement.

As part of Trinity's accreditation process, in October 2024 a group of ten students conducted a two-day, in-person audit of the University's approach to embedding sustainability across the curriculum. Students played a

central role in reviewing documentary evidence and undertaking interviews with staff and Students' Union officers. The audit generated constructive feedback and recommendations, which informed the institutional audit report and supported the award of accreditation.

Reflecting the value of this approach, student auditors highlighted the importance of Responsible Futures in supporting institutional accountability and continuous improvement in relation to sustainability, and in fostering meaningful engagement with global sustainability goals through education.

Key achievements that led to the accreditation were:

1. Implementing the Education for Sustainable Development (ESD) module within Trinity Business School as compulsory. Associate Professor Norah Campbell is delivering this module to almost 600 first-year students.
2. Trinity's first ever Citizens' Assembly on ESD, organised by the Students Union Environmental Officer and the ESD Fellows to bring together students and staff to share their thoughts on topics related to sustainability such as changemaking, activism, education, inclusion, and the role of the creative arts in addressing ESD challenges.
3. Trinity's work on the informal curriculum. The University was noted for implementing creative means of driving sustainable behaviour change with actions such as renaming the Berkely Library and the Schrödinger Lecture Theatre into the Eavan Boland Library and Physics Lecture Theatre. These were noted as significant examples of efforts to uphold institutional values of inclusivity.
4. The extensive consultation with staff and students to develop Trinity's Sustainability Strategy. Almost 400 students, staff and members of the wider community were engaged in consultations to gather feedback for the strategy.

A significant objective of the Trinity Sustainability Strategy 2023-2030 is that *"all Trinity students and teaching staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries"*. Initiatives which support the professional development of staff and resources made available to staff to support embedding of Education for Sustainable Development are outlined in section 2.3. Initiatives to support the embedding of ESD into new curricula is outlined in section 2.4.

1.1.3 Statement on Artificial Intelligence and Generative AI

Following extensive stakeholder engagement process, the College approved its Statement on the Use of Artificial Intelligence and Generative AI (Gen AI) In Teaching, Learning, Assessment and Research (2025). This statement is a living document that will be regularly reviewed and updated as Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) technologies evolve and as other related College policies are published. The statement:

- sets out a high-level institutional position regarding the use of artificial intelligence and GenAI;

- outlines overarching principles underpinning the use of AI/GenAI by staff and students;
- directs staff and students to supporting resources across Trinity including relevant policies and processes.

Arising from Trinity’s statement on Artificial Intelligence and GenAI, the Centre of Academic Practice produced a number of supports to support staff in three key areas (Resources, Professional Development and Research). Further details can be found in section 2.3.

1.1.4 Embedding Equality, Diversity and Inclusion within the University

Race Equality Action Plan (REAP) (2023-28)

Trinity is deeply committed to fostering a safe, inclusive, and diverse environment, ensuring that all members of our community, staff, students, and visitors, are supported and empowered to thrive. During the 2024/25 academic year, a series of Quality Enhancements were implemented, reflecting a pronounced commitment to Equality, Diversity, and Inclusion (EDI). In March 2025 Trinity launched its first Race Equality Action Plan (2023-8). The Trinity Race Equality Action Plan sets out 34 targeted actions which are mapped to eight key headings (see figure 3) to address racial and ethnic disparities, amplify diverse and marginalised voices, and ensure that our policies, practices, and culture reflect our core values, ensuring an inclusive environment for all.



Figure 3: Eight key headings outlined in the Race Equality Action Plan 2023-28.

The action plan builds on the College Strategic Plan 2020–25, is embedded within the new strategic plan Thrive (2025-2030) and serves as a segue to the College’s Institutional Silver Athena Swan Award (2023–28) by addressing institutional barriers and systemic challenges related to racial and minoritised ethnic diversity and broader equity issues. The REAP also aims to complement the work of departmental Athena Swan Self-Assessment Teams and local (School/departmental unit) Equality, Diversity and Inclusion committees, while supporting the development of intersectional approaches to gender equality. Stemming from the REAP, a Race

Equality Officer was recruited in May 2025 to support and coordinate the implementation of the REAP in collaboration with the Equality, Diversity, and Inclusion Office (EDI) and the Racial and Ethnic Equality Working Group (REE-WG).

The Eavan Boland Library

In October 2024, Trinity announced that it was renaming its main Library after the acclaimed Irish poet Eavan Boland. This decision was made after a period of research, analysis and public consultation overseen by the Trinity Legacies Review Working Group (TLRWG). It had been decided in April 2023 that the continuation of the continued use of George Berkeley’s name on its main Library was inconsistent with the University’s core values of human dignity, freedom, inclusivity, and equality. In September 2024, after a process of deliberation including consideration of the 855 public submissions (from within Trinity and outside), the TLRWG identified several options for the renaming of the Library, from which the Eavan Boland Library emerged as the preferred option.

Athena Swan

Trinity has continued to advance the actions outlined in the Athena Swan Institutional Action Plan, with oversight maintained by the Athena Swan Committee and the Athena Swan Champions. Trinity currently holds an Institutional Silver award, while 4 Schools have secured Silver and 18 have secured Bronze awards. During the reporting period, 11 Schools were awarded an Athena Swan (four Bronze Renewal, five Bronze and two silver).

Table 1.1: List of Schools awarded an Athena Swan during the reporting period

Faculty/Profession	School/Unit	Award Type	Received
STEM	Engineering	Bronze (Renewal)	April 2025
	Genetics & Microbiology	Bronze (Renewal)	September 2024
	Physics	Silver	September 2024
AHSS	Education	Bronze	April 2025
	History and Humanities	Bronze (Renewal)	April 2025
	Languages, Literatures and Cultural Studies	Bronze	April 2025
	Law	Bronze	September 2024
	Psychology	Silver	September 2024
	Social Work & Social Policy	Bronze (Renewal)	September 2024
HS	Dental Sciences and Dublin Dental University Hospital	Bronze	April 2025
	Nursing and Midwifery	Bronze	November 2024

1.1.5 Trinity Centers are awarded prestigious accreditation

Trinity St James’s Cancer Institute (TSJCI) accredited as a Comprehensive Cancer Centre

In June 2024, TSJCI became the first and only cancer centre in Ireland to be accredited as a Comprehensive Cancer Centre. TSJCI is a joint initiative between St James’s Hospital and Trinity College Dublin, alongside St

Luke's Oncology Network. This designation makes TSJCI the leading centre for cancer care in Ireland, and places it among the leading cancer centres in Europe. This distinguished recognition from the Organisation of European Cancer Institutes (OECI) marked the culmination of nearly ten years of dedicated work by St James's Hospital, the largest hospital in Dublin, in partnership with Ireland's leading research university. The OECI accreditation and designation programme is designed to enhance the quality of cancer care by promoting multidisciplinary, patient-centred care and facilitating the integration of research, education and clinical practice.

The Irish Longitudinal Study on Ageing (TILDA) joins Global WHO Network

In September 2024, Trinity's 'The Irish Longitudinal Study on Ageing' (TILDA) announced that it has been designated a World Health Organization (WHO) Collaborating Centre for Longitudinal Studies on Ageing and the Life Course. This honour reflects the strong, ongoing partnership between TILDA and WHO in advancing research and initiatives that support healthy ageing across all stages of life — an approach that examines how experiences and needs evolve throughout the entire lifespan. To celebrate this milestone, TILDA formally launched the new WHO Collaborating Centre (WHOCC) at Trinity College Dublin. WHOCCs are institutions which contribute to an international network dedicated to advancing and supporting the WHO's programmes. They are appointed by the WHO Director General in acknowledgement of their globally recognised research and specialised expertise that help drive WHO's health priorities forward. The newly established WHOCC is the first of its kind at Trinity College, one of only five in Ireland, and one of just 15 out of 800 WHO centres worldwide dedicated specifically to ageing.

1.2 Update on Planned QA Objectives identified in Previous AQR

Guide:

An update should be provided on objectives/planned actions for the year as outlined in the last AQR. If these have not been completed or are no longer applicable this should be indicated.

The table is designed to assist in this process and should include headline information only.

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	College Statement on GenAI	Complete: refer to section 1.3 for more details.
2	Learning, Innovation and Research Hub	Developed and Launched: Refer to 2.4 for more details.
3	Trinity Strategic Plan (2025-30)	Complete: refer to section 1.1.2 for more details.
4	Global Strategy	Delayed: The publication of the Global Strategy was deferred to align with the approval of the College Strategic Plan 2025–2030, which emphasises the strategic growth of international partnerships. It is anticipated that the new Global Strategy will be approved and launched in 2026.
5	PG Renewal	Ongoing: A number of frameworks were approved during the reporting period, including the <i>Blueprint for Multidimensional Skills Development</i> for Trinity postgraduate students and a new <i>Triple I (International, Intersectoral, Interdisciplinary) Framework</i> activity engagement model. Processes implemented during earlier phases of the Postgraduate Renewal Project were internally reviewed to evaluate their impact and identify opportunities for further enhancement. Further evaluation of newly introduced processes is planned for the next reporting period. Additional details on Postgraduate Renewal activities are outlined in Section 2.2.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates 2024-25
<u>University Council</u>	16 th October, 20 th November, 5 th February, 12 th March, 16 th April, 14 th May
<u>College Board</u>	9 th September, 6 th November, 4 th December, 26 th February, 26 th March, 28 th April, 4 th June
<u>Quality Committee</u>	3 rd October, 7 th November, 20 th January, 6 th March, 1 st May
<u>Undergraduate Studies Committee</u>	1 st October, 5 th November, 10 th December, 21 st January, 25 th February, 25 th March, 29 th April
<u>Graduate Studies Committee</u>	19 th September, 17 th October, 14 th November, 12 th December, 23 rd January, 27 th February, 3 rd April, 1 st May
<u>Global Engagement Committee</u>	24 th September, 6 th November, 11 th December, 4 th February, 11 th March, 29 th April
<u>Research Committee</u>	10 th September, 8 th October, 5 th November, 3 rd December, 21 st January, 18 th February, 18 th March, 8 th April, 13 th May, 10 th June
<u>Student Life Committee</u>	1 st October, 5 th November, 18 th February, 18 th March, 29 th April, 20 th May

1.3.3 QA Leadership and Management Structural Developments

In the reporting period (01 September 2024 - 31 August 2025) leadership and management development is outlined below.

The following new appointments were made:

- Chief Operating Officer
- Director of Human Resources
- Academic Secretary

New appointments were made to the following College Officer roles:

- Associate Dean of Research (Arts, Humanities & Social Sciences)
- Senior Proctor

New Heads of School took up their roles in the following Schools:

- Pharmacy and Pharmaceutical Sciences
- Nursing & Midwifery
- Natural Sciences
- Mathematics
- Engineering
- English
- Linguistics, Speech and Communication Sciences
- Genetics and Microbiology

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Table 1.4 outlines that Institutional Quality Reviews which took place during the reporting period.

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Secretary's Office	3 rd - 5 th September 2024	Link
Trinity Business School	15 th – 17 th October 2024	Link
School of Physics	6 th – 8 th November 2024	Link
School of Linguistics, Speech and Communication Sciences	19 th – 21 st November 2024	Link
School of Engineering	26 th – 28 th November 2024	Link
School of Social Science and Philosophy	17 th – 19 th February 2025	Link
School of Maths	1 st – 3 rd April 2025	Link

1.4.2 Expert Review Teams/Panels³ involved in IQA

Guide:

As the external QA agency responsible for oversight of the institutional IQA system, QQI collects and makes a range of data available, including diverse data relating to internal QA processes through the AQR. The criteria for the engagement of peer reviewers (both internal and external) are part of the internal institutional-led QA process. The information in this section provides data and transparency in relation to peer reviewers/evaluators and their involvement in institutional-led internal QA systems.

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(i) Expert Review Team/Panel Size and Related Processes

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes		6	1				
<i>of those:</i>							
On-site processes		6	1				
Desk reviews							
Virtual processes							
Average panel size for each process type*		3	3				

* excluding secretary if not a full panel member

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

Guide

Details in respect of the composition of the panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period should be set out below. Panel composition should be represented as whole numbers rather than as percentages.

'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example.

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Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe*	Similar	Different
Chair											
Secretary											
Academic/Discipline Specific	23	16	9		N/A	1	11	11	N/A*	20	
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission	2	2			N/A	2					2

**In line with Trinity's sustainability policies, we do not source external reviewers from outside the UK, Europe and EEA region.*

2.0 IQA System – Enhancement and Impacts

2.1 Governance and Management of Quality

2.1.1 Rankings

Continuous quality enhancements have maintained Trinity’s rankings during the reporting period. The rankings include:

Times Higher Education Rankings:

Trinity remains as the highest ranked university in Ireland. Globally, in the Times Higher Education World University Rankings, Trinity ranked 173 and is the 35th most international University in the World (THE Rankings 2025).

QS World University Ranking & QS Rankings by Subject

Trinity continues to rank 1st in Ireland in the QS World University Rankings (QS WUR). Globally, Trinity is placed 75th in the 2026 QS WUR. This an improvement on the 2025 placement of 87th. Within the ranking criteria used to measure performance, it was found that Trinity performed especially well in the International Student Diversity, Employment Outcomes and International Faculty Ratio.

In the QS World Rankings by Subject, Trinity ranked in the top 50 worldwide in four subject areas:

- English (27)
- Nursing (=20)
- Pharmacy and Pharmacology (=34)
- Performing Arts (43)

Trinity is ranked in the top 100 Universities in the world in several subject areas (see table 2.1).

Table 2.1: List of subjects included in the QS top 100.

Faculty	Subject
Arts, Humanities & Social Sciences	<ul style="list-style-type: none">• Classics and Ancient History• History• Modern Languages• Philosophy• Theology• Psychology• Accounting & Finance• Education• Accounting & Finance• Education• Law• Politics & International Studies• Social Policy & Administration

	<ul style="list-style-type: none"> Marketing
Health Sciences	<ul style="list-style-type: none"> Dentistry Medicine Sports-related subjects
Science, Technology, Engineering & Mathematics	<ul style="list-style-type: none"> Chemistry Geography Material Science

Financial Times Custom Executive Education

Trinity Executive Education ranked 1st in Ireland and 45th globally in the [Financial Times Custom Executive Education 2025 Rankings](#).

Trinity course wins Pharma Industry Award

Trinity's MSc in Pharmaceutical Manufacturing Technology in the School of Pharmacy and Pharmaceutical Sciences won the 'Pharma Education & Training Award' at the [Pharma Industry Awards](#) in October 2024, and was also nominated in the 'Graduate Training Programme of the Year Category'. The judging panel noted that:

'This entrant showcased an innovative hybrid program with a Leadership and Innovation element which is essential for the pharmaceutical industry, also featuring elements like Supporting Publications and a Challenge Forum. The comprehensive submission emphasised how site visits offer students valuable industry insights and networking opportunities, while publication prospects further enhance career progression'.

2.1.2. Policies and Procedures

During the reporting period, the following policies were approved:

Table 2.2: List of Policies approved by Board during the reporting period.

Policy Name	Approval Date
Business Continuity Policy	09/10/24
Parent's Leave Policy (Revised)	09/10/24
Policy on Donations of Collections and Content to the Library	06/11/24
Library Content and Collections Security Policy (Revised)	06/11/24
Student Fee Payment and Fee Management Policy (Revised)	04/12/24
Student Mental Health Policy (Revised)	04/12/24
Fitness to Practice Policy (Revised)	04/12/24
Small Gifts and Benefits Policy	26/03/25
Travel Policy (Revised)	26/03/25
Evacuation Marshal Policy	26/03/25
Treasury Policy (Revised)	04/06/25
Sustainability Policy (Revised)	04/06/25
Protected Disclosure (Whistleblowing) Policy (Revised)	04/06/25
Open Licensing of the Library's Digitised Content Policy	04/06/25

Table 2.3: List of academic policies approved by Council during the reporting period

Policy Name	Approval Date
Internship and Placements Policy (Revised)	16/10/24
Recognition of Prior Learning Policy (Revised)	20/11/24
Student Mental Health Policy (Revised)	20/11/24
Remote Supervision of Postgraduate (Doctoral) Students Policy (Revised)	05/02/25
Assessment and Academic Progression Policy (Revised)	12/03/25
Policy on Late Submission of Assessments (Extensions Policy)	16/04/25
Return of Coursework Policy (Revised)	16/04/25
Recognition of Foreign Qualifications Policy (Revised)	16/04/25
Admission and Transfer Policy (Revised)	16/04/25
English Language Policy (Revised)	14/05/25
Policy on the Trinity Virtual Learning Environment (Learning Management System) (Revised)	14/05/25
Programme Suspension and Cessation Policy (Revised)	14/05/25
Student Garda Vetting Policy	14/05/25

2.1.3 Student Voice in the Governance of Quality

A Trinity College Dublin x Student Union/AMLCT Student Partnership agreement was developed during the reporting period. This proposed agreement sets out the framework for collaboration between the University, students, and the Students' Union, emphasizing reciprocal engagement, quality enhancement, and inclusivity across academic, personal, and co-/extra-curricular aspects of student life. The agreement outlines the scope of partnership activities and typical areas of interaction, including teaching and learning, assessment, student services, orientation of new entrants, alumni engagement, and the operation of student and sports unions. It highlights responsibilities and assurances for both Trinity and students, focusing on transparency, accessibility, dignity and respect, and the promotion of diversity and inclusion. The document also details mechanisms for issue resolution, code of conduct procedures, and support structures, ensuring that students have access to guidance, representation, and recourse through personal tutors, the Postgraduate Advisory Service, and the Students' Union.

The Agreement references several committees and working groups—covering areas such as curriculum inclusivity, joint honors governance, electives, research and innovation, and postgraduate renewal—which provide formal channels for collaboration between students and staff and ensure that the student voice is included in decision making fora. The Policy is intended to guide practical collaboration while respecting University regulations, providing a shared roadmap to enhance the student experience across all levels of study. This draft agreement will be considered for approval during the 2025/26 academic year.

2.1.4 New Code of Conduct for Members of the Board and Principal Committees of Board.

In December 2024, the Board approved updates to the [Code of Conduct for Members of the Board and Principal Committees](#). This Code is intended to ensure that Board Members, members of Principal Committees and sub-

committees are aware of, and accept, the responsibilities associated with membership and follow high standards of ethical and professional conduct.

2.2 Programmes of Education and Training

2.2.1 Curricular Review of the Undergraduate Medicine Programme

During the reporting period, the School of Medicine continued to progress a comprehensive curricular review of its undergraduate medical education programme. This review aims to ensure that the programme remains responsive to contemporary developments in medical education and clinical practice, and that graduates are equipped with the knowledge, skills, and professional attributes required for future healthcare environments. Medical education is evolving rapidly, and the School is responding by designing a curriculum that integrates virtual, in-person, digital, and simulated learning modalities across diverse learning contexts, including community, hospital, and civic settings. The revised curriculum places increased emphasis on skills such as critical appraisal and application of knowledge, interpretation of population-level evidence for individualised care, effective communication, feedback, reflective practice, and professional identity formation, supporting the development of adaptable, community-connected healthcare practitioners.

The curricular review is structured across three phases: **consultation**, **implementation**, and **evaluation**. The consultation phase commenced in 2021 and involved extensive engagement with a wide range of stakeholders, including academic, clinical, and adjunct faculty; students; alumni; patients; the Irish Medical Council (IMC); the Intern Network; postgraduate training bodies; the Health Research Board; the Health Service Executive; Faculty leadership; and University senior management. This comprehensive consultation informed the design of the proposed new curriculum and represents a strong quality assurance foundation for programme enhancement. The Irish Medical Council, as the professional statutory regulatory body for medical education, has been proactively briefed on the proposed design and phased implementation of the revised curriculum. This early and ongoing engagement supports regulatory alignment and ensures that proposed changes meet professional and accreditation requirements. This structured, consultative, and regulator-engaged curriculum review demonstrates a robust approach to programme enhancement. It ensures continued alignment with future graduate needs, professional standards, and regulatory expectations.

Following this consultation, proposed changes to Year 1 of the medical curriculum were approved in February 2025. This approval marks the commencement of the implementation phase, with curricular changes to be introduced on a phased basis, beginning with students entering the programme in the 2025/26 academic year. Given the scale and complexity of the curriculum reform, implementation will occur on a phased approach across the next five years. Throughout this process, the Discipline of Medical Education will continue to review and advise on programme development to ensure ongoing alignment with public, professional, and regulatory expectations.

2.2.2 Postgraduate Renewal

The Postgraduate Renewal Programme was established to support the objectives of the College Strategic Plan 2020–2025, with a focus on the systematic renewal of postgraduate education at Trinity. The Programme provides a structured roadmap to enhance the quality, coherence, and student experience of postgraduate provision, with particular emphasis on graduate skills development, employability, and student support. Since June 2021, the Postgraduate Renewal Programme has operated through collaborative engagement with students, academic and professional staff across the College. During the reporting period, key frameworks were approved, process enhancements were implemented, and initiatives piloted during the initial phase of the Programme were reviewed and evaluated to inform further quality enhancement.

New Approved Frameworks

Triple I (International, Intersectoral, Interdisciplinary) Framework activity engagement model

In June, Council approved the Triple I Multi-Dimensional Skills Framework which offers postgraduate students at Trinity structured opportunities to develop as individuals through International, Intersectoral, and Interdisciplinary experiences. These experiences are defined in figure 4 and were developed in consultation with Trinity staff, students and employer/enterprise partners.

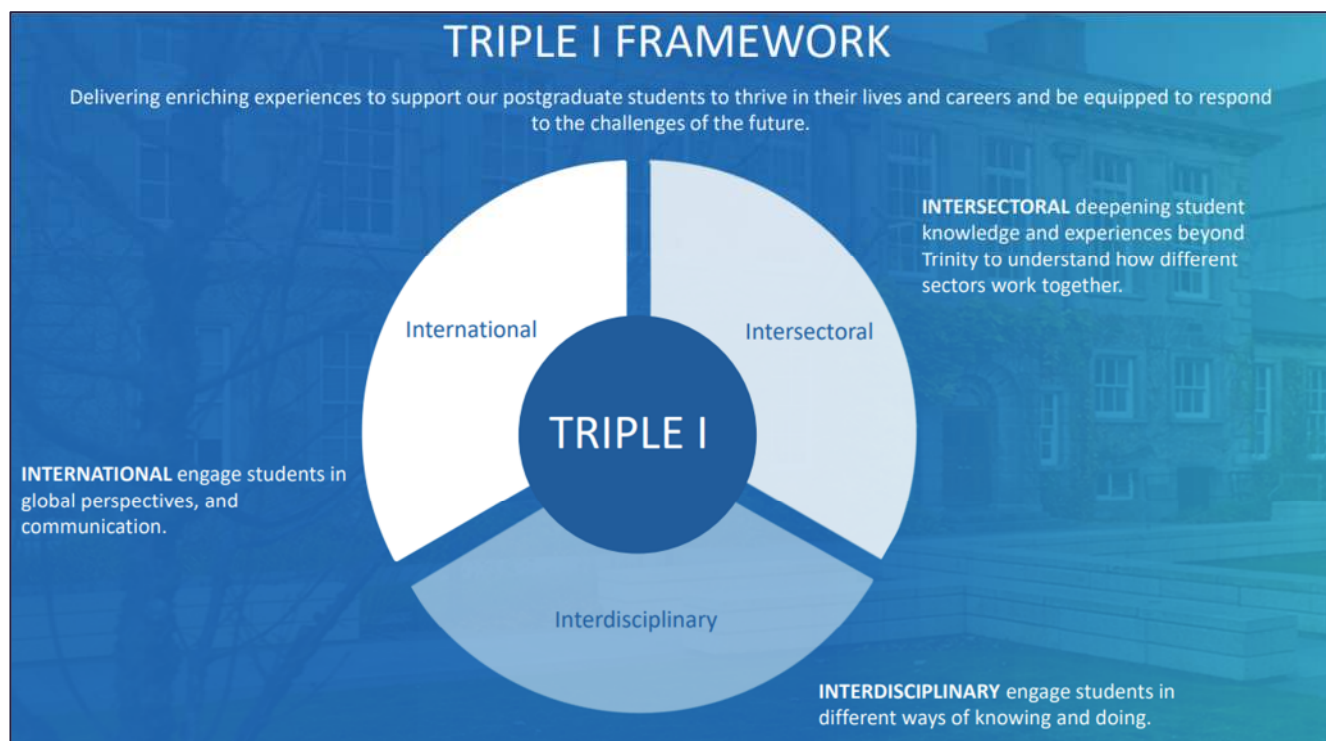


Figure 4: Overview of the Triple I Framework

The triple I approach aligns with Trinity's commitment to research excellence, creates bridges across sectors and disciplines, and enables the sharing of knowledge across boundaries. The framework positions postgraduate education at Trinity as a transformative process that deepens engagement with our communities enriched by diverse perspectives and prepares our graduates to be curious and actively engaged and capable of making an impact across diverse professional pathways.

Opportunities for engaging with Triple I are provided for within the curriculum and through co-curricular activities but may also include student-led initiatives (see figure 5). The framework is flexible with students creating their own Triple I journey aligned with their interests, career plans, and stage of study. While the aim is to make Triple I activities available to as many students as possible, some restrictions may apply.




	EXPOSE	EXPERIENCE	APPLY	EXTEND
 INTERNATIONAL	Being in an international learning environment.	Experience an international curriculum or culture.	Draw from international experience, skills + knowledge to inform perspectives, outlook and development.	Use an international lens to generate and interrogate new knowledge.
 INTERSECTORAL	Introduced to an intersectoral learning/ research environment.	Experience an intersectoral environment / activity.	Practice intersectoral experience, skills, and knowledge to inform perspectives, outlook and development.	Use or integrate techniques and perspectives from intersectoral engagement to acquire and generate new knowledge.
 INTERDISCIPLINARY	Introduced to interdisciplinary interactions and ideas.	Experience an interdisciplinary environment or activity.	Use methods or techniques from one discipline in another.	Use or blend techniques and perspectives from different disciplines to acquire and generate new knowledge.

Figure 5: Triple I Student Engagement Model

Trinity views graduates, particularly at postgraduate level, as changemakers: founding social enterprises, launching startups, driving innovation in public institutions, and creating new models for sustainable research. These graduates need the ability to communicate across cultures, collaborate with diverse teams, adapt to rapidly changing environments, and identify opportunities for innovation. Trinity believes that Triple I experiences develop these capabilities while enriching the postgraduate student journey, expanding professional networks, and helping students discover new possibilities for their future.

Academic Programme Directors will be able to offer the Triple I through various mechanisms which include:

International: Engaging in activities that incorporate global perspectives, people, and cultures, in Trinity or abroad.

Global experiences help graduates to appreciate the value of international collaboration, understanding, and empathy. Key to this are effective communication skills and cultural intelligence. Students engaging with an international experience will learn to understand diverse perspectives and communicate with people from different backgrounds building flexibility and resilience and a global perspective.

Intersectoral: Deepening knowledge and experience by engaging with organisations beyond Trinity.

Intersectoral experiences connect students with public, professional, creative, and community organisations to build practical skills, address complex challenges, and understand how knowledge translates into economic

and societal impact. This can include internships, industry projects, placements in public sector organisations, collaborations with creative organisations, or community-engaged research.

Interdisciplinary: Bringing diverse perspectives, people, and learning from beyond a single subject area together in the curriculum and research environment.

Interdisciplinary experiences develop students’ ability to work across traditional academic boundaries, appreciate different methodological approaches, and integrate knowledge from multiple fields. This can include cross-disciplinary modules, collaborative research projects, interdisciplinary conferences, or team-based challenges involving students from different Schools.

Development of a Conflict Management Framework for Postgraduate Research Students

The Conflict Management Framework was developed to support research students and supervisors in navigating effective relationships. The framework which is schematically illustrated in figure 6 is built around six Rs: Recommend actions to avoid conflict; Recognise when conflict arises; Reflect; Resolve; Refer. Each of the six Rs are underpinned by an ethos of Respect. The framework also outlines existing resources/supports currently available in Trinity that may be of value at each stage in the resolution process, as well as potential resources that might be developed in the future to better support our postgraduate community.

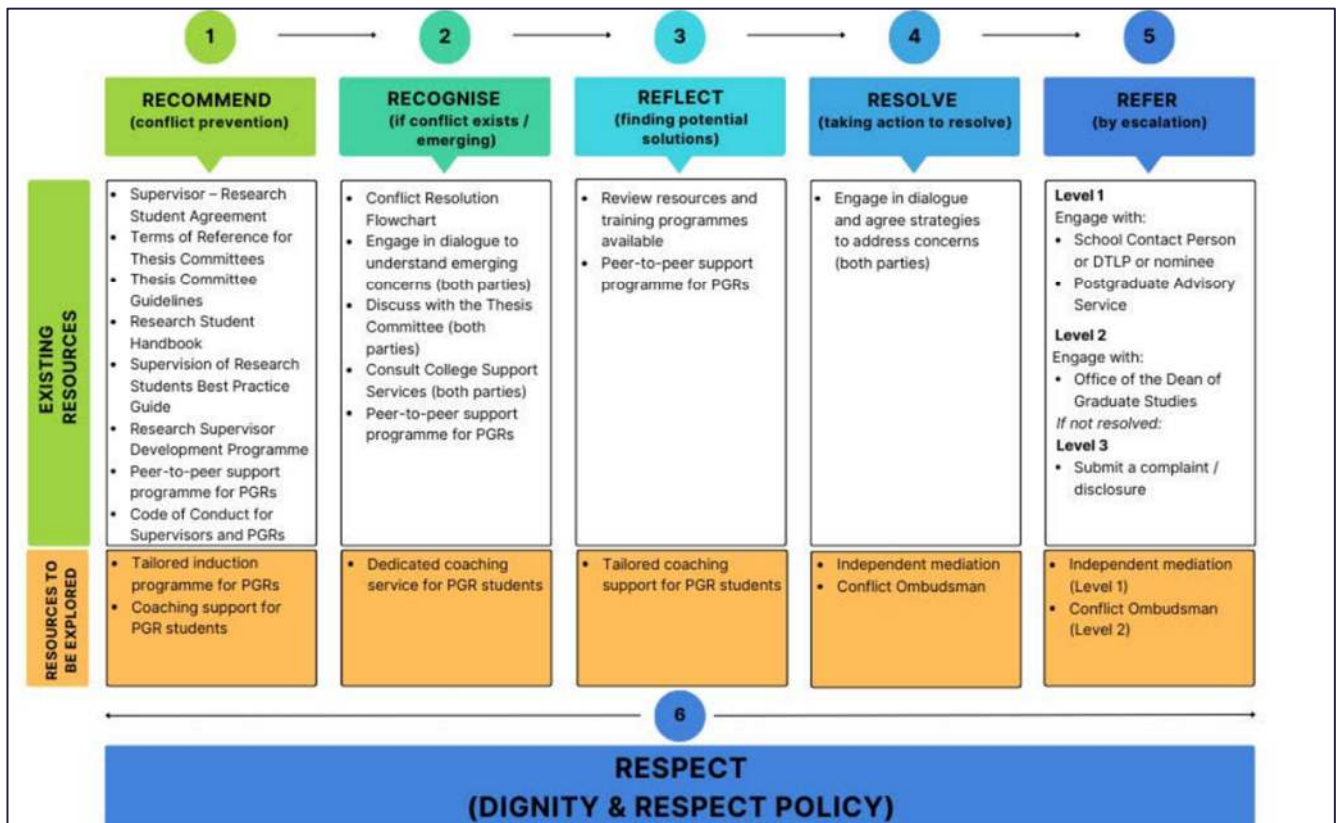


Figure 6: 6Rs Conflict Management Framework for Supervisors and Research Students

The Conflict Management Framework is built upon supports available within in the College and supports/resources that have been developed/enhanced throughout the Postgraduate Renewal Project (e.g., Conflict Resolution Flowchart, Supervisor-Research Student Agreement, Supervision of Research Students Best Practice Guide, Postgraduate Research Student Handbook, Terms of Reference for Thesis Committees). Advice for resolving conflicts between Supervisors and Research Students is available [online](#).

PGR Student Journey Mapping

Recognising that postgraduate research (PGR) students engage with multiple requirements, milestones, and institutional touchpoints throughout the duration of their research degree, a [Student Mapping Journey resource](#) was developed during the reporting period. This resource was designed to support students' understanding of the PGR by clearly outlining key requirements at each stage of the PGR journey, from induction through to graduation.

The Student Mapping Journey provides a structured overview of the typical progression of a PGR student and signposts relevant institutional supports and recommended resources available at each stage. These include supports for both **disciplinary development** and **transferable (multi-dimensional) skills**, enabling students to engage proactively with professional development planning alongside their academic research.

By presenting this information in advance, the resource supports student preparedness and transparency, helping students to anticipate upcoming requirements, understand how different processes are connected, and plan their development over time. The mapping approach also supports more informed engagement with annual review, confirmation, and professional development planning processes, reinforcing coherence across the PGR student experience.

Evaluation of initiatives introduced throughout the Postgraduate Renewal Project

A number of initiatives have been introduced since the Postgraduate Renewal Project became operational. During the reporting period, several of these initiatives were evaluated to determine their effectiveness, inform decisions on mainstreaming pilot activities, and identify areas for further enhancement. Key findings arising from these evaluations are outlined below.

Evaluation of the: Pilot for Two-Stage PGT New Programme Development and approval

As reported in the 2025 Annual Quality Report (AQR), Trinity piloted in January 2024 a revised two-stage proposal process for New Programme Development. The aim was to streamline PGT course proposal development and approval by separating the "Proof of Concept" phase evaluating the viability of the proposed course, its prospective marketability and career impact from the academically focused "Curriculum Development" stage to ensure that concise information was provided to Graduate Studies Committee in a simplified and shortened format to guide its decisions whether to recommend the programme for Council approval. During the 2024/25 academic year, an interim evaluation of the pilot was undertaken, informed by feedback from key stakeholders involved in the pilot process. The evaluation sought to assess the effectiveness of the new approach and identify areas for further refinement. Stakeholder feedback highlighted several positive outcomes arising from the introduction of the two-stage proposal process which included:

- **Structured and focused programme design:**

The introduction of programme proposal forms at the outset of programme development was positively received by programme teams. These forms supported structured thinking and promoted brevity and clarity in the provision of essential information. In particular, the Proof-of-Concept template was valued for introducing a standardised approach, facilitating clear consideration of technical aspects such as programme format, course structures, and award types.

- **Earlier and more meaningful engagement with Professional Services:**

Professional Services units, including Trinity Global and Trinity Careers Service, welcomed the opportunity for earlier involvement at the programme proposal stage. This was reported to have strengthened academic–professional relationships and enabled more effective long-term service planning. Stakeholders also noted improved preparedness for supporting student needs and for aligning services with the student recruitment cycle.

The evaluation also identified aspects of the pilot where further development/enhancements are required:

- **Approval timelines and committee scheduling:**

While the sequencing of the Proof-of-Concept and Curriculum Plan stages was intended to streamline programme approval, programme teams reported delays in progressing through the stages. These delays were primarily attributed to the scheduling and sequencing of approval committees across the different stages of the process.

- **Documentation usability and accessibility:**

Significant revision is required to improve the user experience and accessibility of the Proof-of-Concept and Curriculum Plan documentation, particularly in relation to operational aspects. Stakeholders highlighted the need to move away from Excel-based documentation towards real-time, collaborative, cloud-based platforms (e.g. SharePoint and Power Apps) to support more efficient collaboration, version control, and accessibility.

Evaluation of the Supervisor - Research Student Agreement

In February 2023 the Council approved pilot implementation of the [Supervisor – Research Student Agreement](#) for the academic year 2023–24. This agreement outlines roles and responsibilities of postgraduate research students and supervisor(s) and is designed to act as a prompt for discussions between the student and supervisor(s) on their expectations of each other within the supervisory relationship. Following a review in April 2024, the pilot was extended through to June 2025. An evaluation on the pilot occurred in April 2025. Focus groups were carried out with Postgraduate Research students and supervisors.

Postgraduate Research Students reported that:

- **Clarity of Expectations:** The template supported early clarification of roles, responsibilities, and expectations, helping to prevent confusion at the outset of the supervisory relationship.
- **Facilitation of Student–Supervisor Dialogue:** Students reported feeling more comfortable engaging in discussions about expectations and boundaries, noting that the template provided a clear and supportive reference point for these conversations.
- **Support for Wellbeing and Work–Life Balance:** Students were particularly positive about the inclusion of annual leave expectations within the template, indicating that this helped alleviate concerns about how taking breaks might be perceived.
- **Opportunities to Enhance Depth of Engagement:** A small number of students suggested that there may be scope to further strengthen the use of the template by embedding it more explicitly within supervisory discussions. These students indicated that additional time for dialogue with their supervisor would support deeper engagement, as the template was sometimes perceived as requiring prompt completion to meet procedural timelines.

Supervisors reported that:

- **Differential usefulness by experience level:** Feedback indicated that the template was particularly beneficial for newer supervisors, while more experienced supervisors reported deriving comparatively less added value, likely reflecting their established supervisory practices.
- **Timing and ongoing use of the template:** Supervisors noted that the template was most useful at the initial stage of supervision. However, there was some uncertainty regarding when, or whether, the template should be revisited during subsequent stages of the supervisory relationship.
- **Length and level of detail:** While recognised as a valuable tool, supervisors suggested that the template may be overly detailed in places and could benefit from greater concision to support ease of use.
- **Administrative workload considerations:** Supervisors highlighted existing administrative demands (e.g. annual and continuation reporting requirements) and noted that, without careful implementation, the template could be perceived as an additional administrative task rather than an integrated supervisory support tool.

Evaluation of a Pilot Professional Development Planning Workshop for Research Students

A pilot implementation of the Professional Development Planning (PDP) template took place during the 2024–25 academic year. The template supports postgraduate research (PGR) students in structured reflection on their skills development, both during the PhD and in preparation for future career pathways. Used in conjunction with a completed Skills Audit, the PDP enables students to evidence skills acquisition and attributes, while promoting self-reflection and constructive dialogue on transversal skills development. The revised template aligns with the IUA Doctoral Skills Statement (2021, 3rd edition) and enhances coherence and consistency within the

professional development planning process. The template has been incorporated into the Professional Development Planning of the annual review and confirmation reports.

A new pilot interactive workshop, “Developing Your PhD Skillset for Annual Reviews and Career Planning” was launched in January 2025 to support all research students, and specifically the TRDA recipients, to familiarise students with the PDP template and offer guidance on professional development planning. The workshop was facilitated by members from Trinity Careers Service, Student Learning and Development and the Postgraduate Advisory Service. The workshop was presented to students as an excellent opportunity to reflect on their current skillset, future development goals and to consider different approaches to career planning. The opportunity to network and share experiences with peers was also highlighted.

In this interactive workshop students had an opportunity to:

- Learn how Personal Development Planning is now formally used in Trinity’s PhD Annual Review and Confirmation processes.
- Identify and evaluate their current skillset, following completion of the new PDP template for PhD students. Participate in an exercise to help prioritise their future skills development.
- Gain an understanding of different approaches to career planning and their relevance to one’s own career. Reflect on key themes when making career decisions and ways to navigate challenging decisions.

A total of 40 students registered for the with 25 students attending on the day. Of the students who registered, nearly three-quarters were in their first year, about one-fifth were in their 4th year, and only a small proportion were in the second or fourth year of their PhD. The workshop was evaluated via an online survey, sent to all 25 participants. A total of 18 (72%) students responded to the survey. The results of the survey was as follows:

- All participants reported finding it helpful (8/18 - 44% found it to be very helpful)
- All reported learning something useful (7/18 - 39% strongly agreed)
- All reported that the facilitators were effective (11/18 - 61% strongly agreed)
- Only one participant reported that the content was not relevant to them
- 16/18 participants (89%) said it would improve their performance as a student (one disagreed, one was neutral) Most importantly, 16/18 would recommend the workshop to other PhDs, and 12 of these (67%) strongly agreed with this statement. The other respondents were neutral.

Based on the pilot the following recommendations were made:

- Increase duration to either a 2-hour session or a 90-minute session with extended networking time.

- Offer the workshop twice per year in November and April to align with the annual review and confirmation process cycles.
- Explore options for scalability e.g. recording the session.

The pilot demonstrates effective integration of professional development planning within doctoral quality assurance processes, with evaluation evidence informing clear, actionable enhancements for future delivery.

2.3 Staff Recruitment, Management and Development

As outlined in Part A, Trinity staff are supported through a range of learning and professional development opportunities. Academic and professional staff can access structured programmes delivered by the [Centre for Academic Practice](#), alongside a suite of learning and development initiatives provided by [Human Resources](#).

These professional development modules support staff in deepening their expertise and engaging with evidence-informed approaches relevant to the evolving higher education landscape. The number of staff who completed professional development modules offered by the Centre of Academic Practice is highlighted in table 2.4.

Table 2.4: List of professional modules offered by Academic Practice and the number of staff and graduate teaching assistants who enrolled on the modules during 2024/25.

Module/Course Name	Enrollment Figure
Special Purpose Certificate	21
Perspectives on Teaching & Learning in Higher Education	21
Assessment & Feedback in Higher Education	26
Curriculum Design in Higher Education	23
Embedding Digital Pedagogies in our Teaching Practice	22
Teaching & Supporting Learning for Graduate Teaching Assistants (for credit)	107
Teaching & Supporting Learning for Graduate Teaching Assistants (not for credit)	106

Below are examples of new, topical, skills-focused continuing professional development (CPD) opportunities and resources introduced during the reporting period to support staff in integrating emerging and priority themes into teaching, learning, and assessment.

2.3.1 Topical CPD opportunities and resources

- **GenAI Hub**

During the reporting period the Centre of Academic Practice developed and launched a [GenAI hub](#) designed to support Teaching, Learning, Assessment and Research. The Hub was developed in collaboration with Trinity Research, and comprising a wealth of resources, this hub aims to support staff to:

- explain how GenAI works including its capabilities and limitations;
- illustrate how GenAI can be used in teaching, learning, assessment and research;
- give insight into how GenAI is currently used to enhance teaching, learning, assessment and research at Trinity;
- identify risks and challenges to be considered when using GenAI.

The hub offers content at six levels which is illustrated in Figure 7. The hub also provides practical examples and case studies illustrating how Generative AI (GenAI) is being adopted across various academic disciplines at

Trinity. These case studies aim to provide insights into innovative teaching, learning, and assessment practices, highlighting both the opportunities and challenges that GenAI brings to higher education. The case studies endeavour to inspire, inform and guide effective, ethical and creative use of GenAI in academic practice.

1. Leveraging ChatGPT, Midjourney and HeyGen to empower Digital Marketing students with GenAI insights
2. The potential and risks of GenAI applications in clinical settings
3. Enhancing programming competency of Computer Science students by comparing student solutions with GenAI outputs
4. Exploring novel assessment approaches in Health policy and Management using GenAI
5. Using ChatGPT in a Biopharmaceutics workshop to enhance critical thinking skills

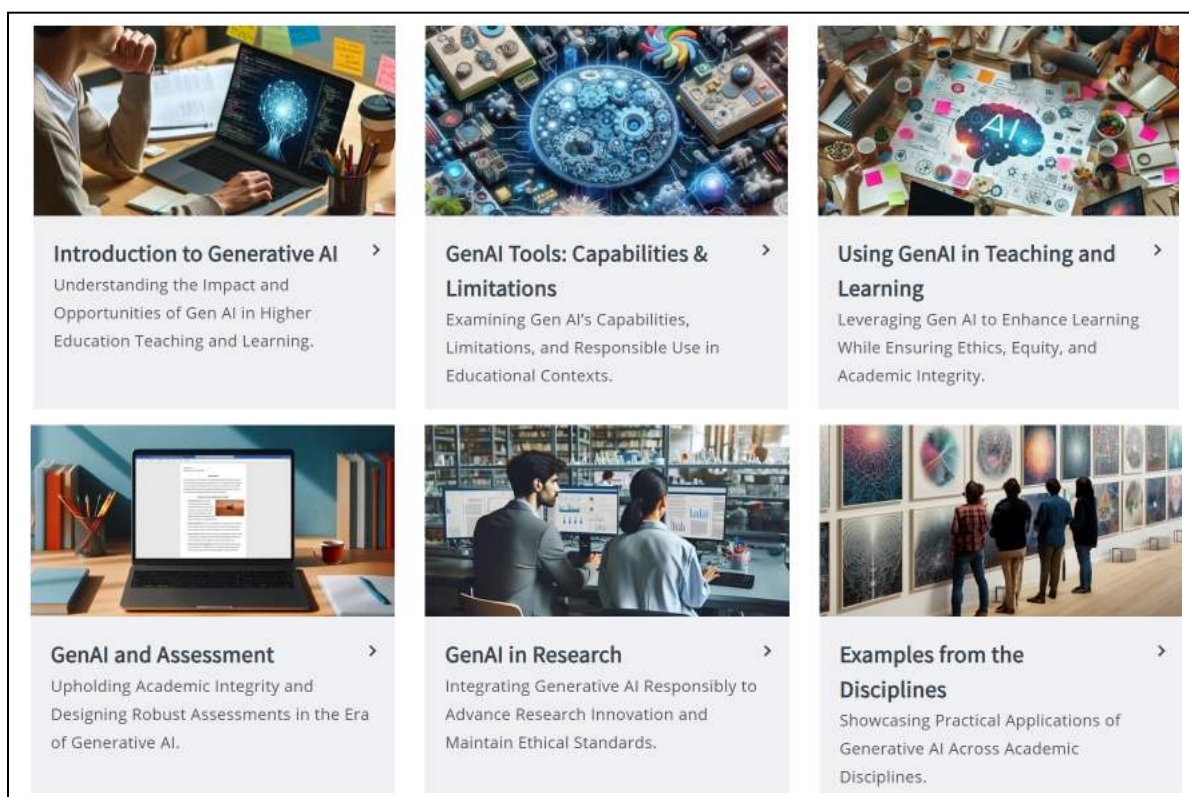


Figure 7: Illustration of the resources available on the GenAI Hub

- **GenAI Professional Development: National Launch of Open Course on GenAI in Teaching & Learning**

In October 2024, the Centre of Academic Practice launched a national open course on GenAI in Teaching and Learning, designed in partnership with Dublin City University and the University of Limerick. Trinity College Dublin acted as the lead institution in this partnership. Funded by the Higher Education Authority (HEA)/National Forum as part of their open courses suite, this course supports participants to:

- Explain GenAI terminology;

- Evaluate the use of GenAI in teaching, learning and assessment contexts;
- Explore and reflect on pedagogical practices which incorporate the use of GenAI;
- Design and embed GenAI within teaching, learning and/or assessment practices.

The course was delivered fully online, spans six weeks and involves approximately 25 learning hours. The course includes a mix of live (synchronous) sessions, self-paced (asynchronous) content, peer collaboration, group activities, and individual study. On completion of this course (including learning activities and triad work) you will be awarded a National Forum Digital badge. Since October 2024, 250 Trinity staff registered for the course with 38 digital badges awarded to date. At a national level, there have been 80 participants from 21 institutions registering on the course with 58 digital badges awarded nationally to date. The course has been adapted by 7 Higher Education Institutions across Ireland. A national self-study version of the course was launched by the National Forum/HEA with 380 participants to date.

- **Dissemination and sharing best practice relating to GenAI: Teaching & Learning Symposium**

In May 2025, Trinity hosted an inaugural Teaching & Learning Symposium to explore the theme of Sustaining Educational Innovation in the age of AI through an evidence-based lens (for full programme see). Several presentations were on GenAI in teaching and learning. During the symposium, Trinity academic staff shared their teaching, learning and assessment innovations across the disciplines, including key contributions from students on their experiences. Examples include:

- Using GenAI to transform teaching methods and enhance students' learning outcomes in Children and General Nursing students
- How GenAI tools assist students with a disability in Trinity
- Generative AI and Assessment - Rethinking and designing Assessments in an AI era

As part of the informal professional development, the Brown Bag Lunch series provides an informal, collaborative space for staff to explore pedagogical challenges, exchange evidence-based practices, help build a vibrant exploratory community and build collegiality across disciplines. These facilitated sessions aim to:

- foster reflective teaching practice;
- encourage meaningful dialogue, collaboration and peer support;
- support the scholarship of teaching and learning;
- strengthen our community of educators.

In 2024-25, these events focused on a key emerging challenge for educators: Generative AI. Four events were held throughout the year, with 169 colleagues joining from across the disciplines.

Additionally, tailored workshops were delivered to the Schools of Linguistics and Pharmacy. Due to the growing interest in embedding GenAI in teaching and learning, demand for individual consultancy has steadily increased across Schools within Trinity.

- **Inter-institutional publication of GenAI case studies in Irish Universities**

The Centre of Academic Practice led an interinstitutional collaboration with eight Irish universities to collate and publish 31 open-access case studies showcasing how educators across Ireland are using GenAI in innovative ways to enhance teaching, learning and assessment. The initiative has also earned international recognition through keynote invitations and partnerships with institutions in the EU Association, LAK25 Conference, and the USA.

- **Embedding Education for Sustainable Development (ESD) practices within curricula at Trinity**

During the reporting period, the Centre for Academic Practice developed and launched an [ESD Resource Hub](#) (see example of the ESD Hub resources in figure 8). The Hub provides resources and toolkits that help teaching staff embed ESD into the Trinity Curriculum. The resources explain the rationale behind ESD and explains how Trinity implements ESD. To support curriculum design, the [Trinity ESD Curriculum Design Framework](#) was developed and launched. This framework forms the basis of the steps required in identifying ESD themes, competencies, and teaching, learning, and assessment strategies. The hub also contains a Quick Start Guide for those encountering ESD for the first time, and of how various Trinity disciplines apply ESD themes through real-world curriculum examples.

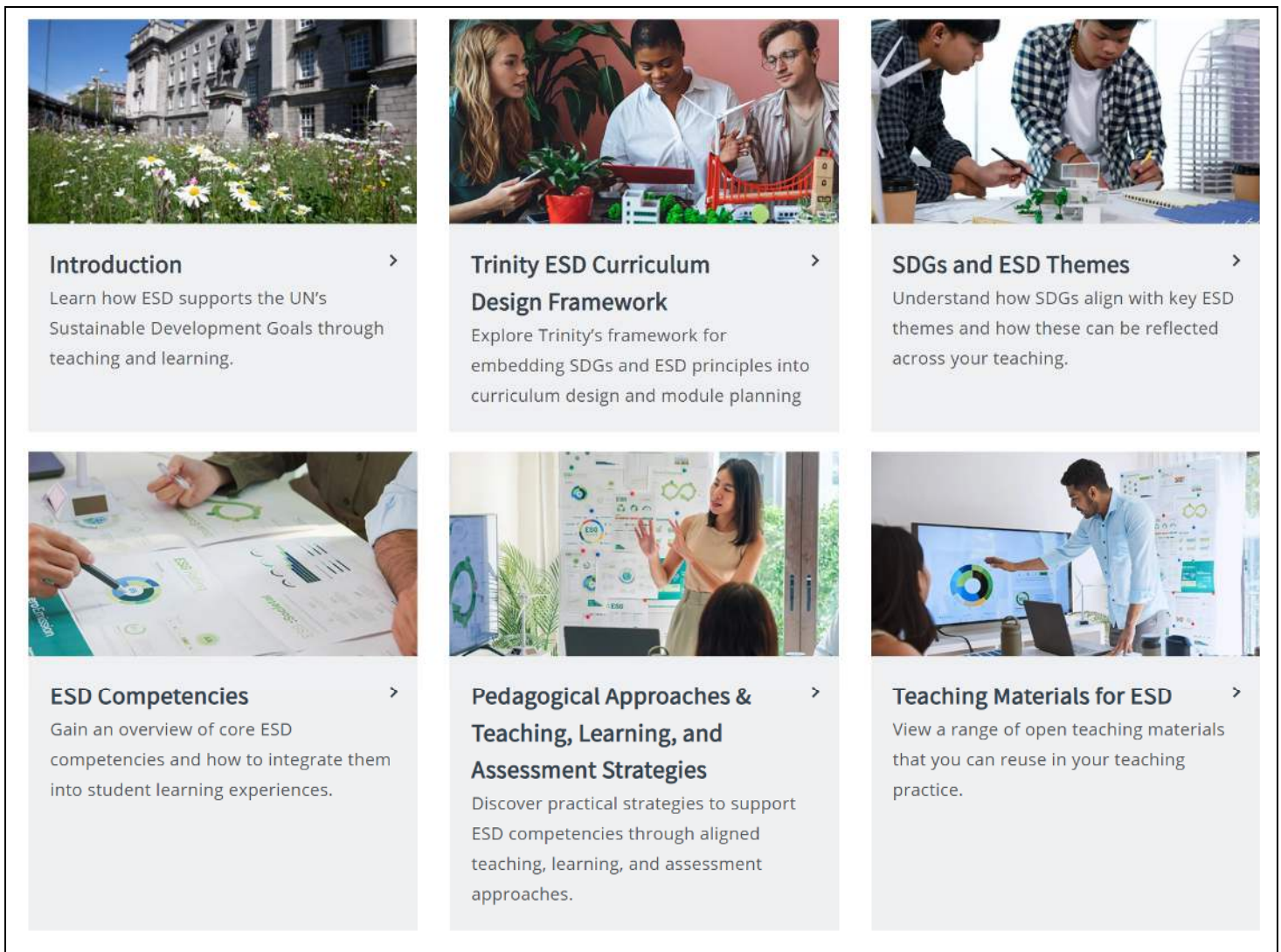


Figure 8: Illustration of the resources available to staff on the ESD Hub to assist with the embedding of ESD into curricula.

- **Enacting ESD (staff development) Module**

As highlighted in last year's AQR, Trinity's ESD Fellows, have led the creation of a 5 ECTS interdisciplinary module titled *Enacting Sustainable Development* developed in collaboration with student interns from diverse backgrounds. The module's content and workshop activities were shaped through the interns' insights, was also co-designed, and pilot tested the module with staff and students. The ESD module, has become a compulsory component of the Trinity Business School curriculum, and has reached nearly 600 first-year students.

In order to further the rollout of this module throughout the College, the Centre for Academic Practice offered a professional development module (Enacting Education for Sustainable Developed (ESD) at Trinity) to academic staff with the aim of enabling potential module leaders to deliver the module through their own disciplinary lens. By completing the professional development module, it is intended that any academic staff member would be able to teach the module within their own programme, either as a core freshman module or as a Trinity elective. Participants have the opportunity to experience the module from a student's perspective, to explore

the pedagogical approaches used in its design, and to consider how they might adapt it for delivery within their own contexts. They also had the opportunity to engage in a growing ESD community of practice at Trinity.

The aims of the module were for participants to be able to:

- Recognise our place within a complex global system and the influence of individual actions on its trajectory
- Question their worldviews, perceptions, and values related to sustainable development
- Formulate sustainability challenges as problems and develop approaches for preventing, mitigating, or adapting to them
- Explain the risks of misinformation related to sustainable development
- Articulate or illustrate how their teaching practice related to ESD had been influenced by engagement with the module

Within the reporting period one iteration of the professional development module was delivered (in Sept-Dec 2024), and 36 participants attended this iteration. Participants' feedback on the module has been extremely positive, and informal feedback since completion of the module indicates application to practice in a number of Schools. Alumni from the module confirm that multiple initiatives underway across college are using learning from experiencing the Enacting ESD module, and many are integrating resources made available to them through engagement with the enacting ESD module. Formal evaluation of ESD initiatives overall with staff across College is ongoing.

- **ULEAD4ALL: Inclusive Leadership in HE**

ULEAD4ALL is An Erasmus+ Initiative Driving Equity, Diversity & Inclusion in University Leadership. This EDI-focused training was developed in partnership with the EDI Office, HR Learning and Organisational Development, and Trinity Innovation and Enterprise. The programme was designed to strengthen equity, diversity, and inclusion (EDI) within university leadership, and offered a blended learning experience that combined in person workshops with online modules to support the development of more inclusive leadership practices. The programme offered two pathways (listed below), both designed to equip participants with the skills, knowledge, and confidence needed to advance their leadership careers and drive meaningful change.

- Pathway 1: For Current Leaders: *Focusing on reflection, challenging traditional leadership models, and adopting inclusive, future-oriented approaches.*
- Pathway 2: For Aspiring Leaders: *Aimed at academic and professional staff at middle management level, and focusing on building practical leadership skills and confidence to support career progression.*

This programme was delivered to 38 staff members.

2.3.2 Review of Senior Academic Promotions

During 2024/25, a review of senior academic promotions was ongoing. The review aimed to develop a comprehensive framework to support the professional development of academic staff and to provide greater clarity on career progression pathways. As part of this process, Faculty leads engaged with the academic community to gather discipline-specific insights to inform the development of promotion criteria, including the identification of discipline norms and relevant metrics. This engagement sought to ensure that the criteria were holistic, clear, and transparent, while recognising the diverse range of academic contributions. The proposed career framework and promotion process were scheduled for review by a range of governance and management committees, with the expectation that a draft set of documents would be presented to the Board during the 2025/26 academic year.

2.4 Teaching, Learning and Assessment

2.4.1 Research Hub for Learning Innovation (ReLI)

In May 2024, Trinity launched the Research Hub for Learning Innovation (ReLI) to support staff and students in responding to educational challenges through the co-research, evaluation and, where appropriate, integration of pedagogical innovations within College curricula.

ReLI was established as a two-year feasibility pilot with the aim of consolidating institutional expertise in research-informed teaching practice, fostering collaboration between academic staff, professional services and students, and identifying learning innovations with the potential for sustainable, institution-wide adoption. The initiative aligns with Trinity's strategic priorities for teaching and learning enhancement. ReLI also aims to:

- Strengthen and consolidate of College expertise to pilot, evaluate and embed research-informed teaching practices, curricular reforms, and emerging technologies.
- Create collaborative platform for academics, professional services, and students to co-create solutions to systemic challenges such as digital transformation, equitable access, AI integration, sustainability, and graduate employability.
- Consolidate Trinity's leadership in pedagogical research and curriculum design while building capacity for scalable, institution-wide enhancement in teaching and learning.
- Disseminate the effective practices that empower academic and professional staff, and students to respond effectively to the evolving higher educational landscape.
- Identify learning innovations with potential to sustainably integrate and mainstream across Trinity curricula.
- Advance Trinity's strategic priorities for teaching and learning enhancement.

In March 2025, ReLI issued its first call for Expressions of Interest for funded learning innovation research projects, with funding awarded for projects of up to 18 months' duration. Priority areas for this initial call focused

on teaching, learning and assessment in the context of generative AI, and on inclusivity and access in the curriculum.

By June 2025, over 40 applications had been received, representing more than €1 million in requested funding, indicating strong engagement across the University. Following a competitive selection process, four projects were approved for funding and announced in September 2025. The funded projects were:

1. MethodMentor: AI supported Chatbot for Research Methods Learning

Design of an AI-supported, reflective, and personalized learning tool to support Research Methods Learning.

2. Simulated Practice to explore application of knowledge

Create AI-driven pharmacy cases that enable safe, independent practice of dialogue-based skills with feedback.

3. New Horizons in Learning: Co-Design of Undergraduate Nursing and Midwifery Curricula

Development of a modern, sustainable and inclusive Nursing and Midwifery Curriculum.

4. An AI Teaching Assistant (AI-TA) Tool

Development of software system for running AI-TA.

The funded projects commenced in October 2025 and each includes clearly defined objectives and mechanisms for evaluating impact, stakeholder experience and potential scalability across disciplines. It is anticipated that outcomes and learnings from these projects will be disseminated through peer-reviewed publications, with progress updates reported in next year's Annual Quality Report.

Embedding Education for Sustainable Development (ESD) in new undergraduate course proposals

In April 2025, Council approved a proposal to embed Education for Sustainable Development (ESD) within all new undergraduate course proposals. This initiative supports the development of students' knowledge, skills, and competencies to address global sustainability challenges and to contribute meaningfully to a sustainable future. Under this approach, all new undergraduate course proposals at Trinity will be required, where feasible and appropriate, to incorporate ESD by including at least one programme-level learning outcome aligned to ESD themes and/or competencies. Where a proposed degree programme does not include an ESD-related programme learning outcome, a clear academic justification must be provided. Taking this approach at programme level will:

- support the realisation of Trinity's commitment to embed ESD within all UG programmes;
- ensure that ESD becomes integral to programmatic design;
- support the integration of ESD into module learning outcomes, assessments and teaching and learning activities.

Schools will retain flexibility and academic autonomy in determining how ESD themes and competencies are embedded within their programmes. This work will be supported by the ESD Team, in collaboration with the Centre for Academic Practice, which will provide guidance to academic staff on appropriate pedagogical approaches, teaching strategies, and assessment methods.

Civic Engagement and Inclusive Teaching:

During 2024/25, the [Trinity Civic Engagement Engaged Teaching and Learning Award](#) supported a project within the School of Nursing and Midwifery. The project focused on the development of resources to support the meaningful inclusion of people with intellectual disabilities as co-educators and participants in assessment within the intellectual disability nursing programme.

The initiative aimed to ensure that the lived experiences of people with intellectual disabilities informed teaching and assessment practices, thereby enhancing student learning through the development of empathy, critical thinking, and person-centred care competencies. By valuing lived experience as a form of expertise, the project also sought to challenge traditional hierarchies within teaching and learning.

Through the award, the project team co-developed practical resources, including classroom guidance, training materials, and an assessment framework for Objective Structured Clinical Examinations (OSCEs). People with intellectual disabilities were actively involved throughout the design process to ensure that resources were accessible, effective, and meaningful for educators, participants, and students.

In addition to supporting inclusive practice within Trinity, the resources were designed to be shared externally to support wider adoption of inclusive approaches in healthcare education. The project built on the School of Nursing and Midwifery's ongoing commitment to embedding inclusive and sustainable teaching and learning practices within intellectual disability nursing education.

2.5 Supports and Resources for Learners

2.5.1 Enhancing Mental Health Support: Student Counselling and Security Initiative

Each year, Trinity awards [Civic Engagement Awards](#) for projects that support Trinity staff in building civic relationships with stakeholders and external partners. In December 2024, a Civic Starter Award was presented to the Security Team in Estates and Facilities for a project focused on enabling security staff to administer mental health first aid to students experiencing mental health crisis outside of daytime hours. This initiative was developed in collaboration with Trinity Student Counselling Services, Trinity Students' Union, and the Campus Security Team to strengthen institutional responses to student mental health challenges. The programme focused on building the capacity of campus security staff to respond effectively and compassionately to students experiencing mental health crises, particularly outside standard service hours. The initiative involved the delivery of a structured programme of workshops co-designed by Student Counselling Services and a Security Officer who is a certified Mental Health First Aid Instructor. The workshops incorporated scenario-based training aligned with real-life campus situations and focused on mental health awareness, empathetic communication, crisis de-escalation, and appropriate referral pathways.

Ongoing feedback mechanisms were embedded in the programme, with student welfare representatives contributing to its review and refinement. This collaborative approach supports continuous improvement and alignment with student needs. The initiative was recognised by the Association of University Directors of Estates, which awarded Trinity's Campus Security Team a Bronze Award for Excellence in Diversity and Inclusion, with specific reference to student mental health support.

Key institutional learnings arising from the initiative include the value of Mental Health First Aid training for frontline staff, the importance of cross-unit collaboration in student support provision, and the role of staff-led innovation in enhancing inclusive campus environments.

2.5.2 DisAbility Service

In 2025, Trinity's DisAbility Service (DS) marked its 25th year of operation. Established in June 2000, the service has expanded significantly in response to increased student demand. Registered students increased from 64 in 2000–01 to 2,860 in 2024–25, reflecting the service's reach across all faculties. The purpose of the service is to empower disabled individuals to realise their full potential, fostering an environment that prioritises accessibility, embraces innovation, and cultivates a culture of belonging. By ensuring that every disabled person can participate fully in academic, social, and professional life, the DS contributes to the holistic development and success of its community members within Trinity and beyond. Within its [DisAbility Annual Report \(2024/25\)](#) the following highlights occurred during the reporting period:

- **Neurodiversity+ Pre-Orientation:** Three-day event fostering engagement, interaction, and community-building among students. There were 60 attendees at this pre-orientation. To better meet student needs, next year's Neurodiversity Pre-Orientation will include two 2-day sessions. One will follow the existing larger-group format, while a second, smaller-capacity session will be added to accommodate students who may find larger events overwhelming. This approach aims to provide a more accessible and supportive transition experience for a broader range of neurodiverse students.
- **Project LENS – School & Exam Supports:** Enhancements included SITS access for Disability Liaison Officers within the School, discipline-level reporting, Power BI dashboards, piloting of the School Disability Lead role, refined exam accommodation coding, and a fast-track NSRA process for students requiring 20–30 minutes extra time. These developments strengthened school-level implementation and equity in both in-course and exam assessments.
- **Power BI Dashboards** implemented across Schools to monitor trends, drive accountability, and improve planning and a new SITS–Blackboard Ultra API was developed to automate exam accommodation information for Module Coordinators enabling information to be available at the start of teaching.
- **[Trinity Ability Co_op](#)** recognised as UNCRPD-compliant Disabled Persons Organisation (DPO). Founded in 2020, The Trinity Ability Co_op is a collaborative initiative between students, staff and other stakeholders. The Co_op provides opportunities for members to work together towards inclusion in

Trinity. The Ability co-op is student-led, and all projects and activities are proposed and mutually agreed upon by its members. Members of the co-op have the opportunity to ensure that their voices are heard, and they can take ownership of inclusive practice across the Trinity community. The co-op is also a great platform for developing skills and gathering experience that is beneficial for personal and academic development, as well as future employability. Participating in the co-op provides opportunities for individuals to develop in areas such as communication, teamwork, networking, and leadership. Not only is participating in the co-op beneficial for the development of personal skills, graduate attributes, and career readiness.

- Engagement with CORU: DisAbility initiated consultations to improve equity in professional placements, sharing good practice, promoting supervisor training, and recommending standardised guidance for placement providers. Trinity's Placement LENS (PLENS) process was highlighted as a scalable, inclusive model.
- Occupational Therapy (OT) and Wellbeing Services: Student appointments increased from 1,880 to 2,242. Surveys indicated 82% of students found OT essential for engagement, and 78% reported development of life skills. During 2025, staffing increased to six occupational therapists, compared with one post in 2009.

2.5.3 Women in Sport Campaign

In 2025, Trinity College Dublin's Women in Sport campaign received international recognition through the Fédération Internationale du Sport Universitaire (FISU) Gender Equality Project Award. The campaign is a university-wide initiative promoting gender equality across sport, structured around four strategic pillars: Leadership and Governance, Active Participation, Coaching and Officiating, and Visibility.

Since 2024 and during the current reporting period, the campaign has reported the following outcomes:

Leadership and Governance

- Female representation on the Trinity Sport Union Executive increased to 52% of its 21 members, compared with 38% prior to the campaign.

Active Participation

- Female membership across Trinity sports clubs reached 55%.
- Participation by women in social sport programmes increased by 71% in 2024.
- Trinity Sport Centre supports approximately 8,000 female members.

Coaching and Officiating

- The number of female activators delivering social sport activities increased from 2 to 11 in 2024.
- Eight female students obtained accreditation through the Student Sport Ireland Women's Student Coaching Academy.

Visibility and Media Coverage

- Coverage of women's sport on the Trinity Sport website increased by 12% in 2024.

- Women’s sport content on Trinity Sport social media channels increased by 27%.

2.5.4 Off-books guide

Academic Registry revised its ‘Off-Books’ guide for undergraduate and postgraduate students which is available on the Academic Registry website. The guide provides comprehensive information for students considering taking a year off-books during their studies at Trinity, and key steps to take before making this decision. The guide includes procedures for returning to College, fee implications, exceptions, and a detailed checklist, and has dedicated sections for undergraduate and postgraduate students. A second phase of this update will introduce a guide specifically for postgraduate research students.

2.6 Information and Data Management

AskTCD Platform

In June 2025, Trinity College Dublin launched the enhanced AskTCD platform, an enquiry and case management portal providing a single, integrated digital gateway to Academic Registry (AR) and DisAbility Service (DS) supports. Accessible via existing Trinity login credentials, AskTCD enables users to submit and track enquiries, complete forms online, book appointments, and access a self-service FAQ knowledge base.

The CRM provides a single point of entry for enquiries, offering staff real-time visibility of service volumes, case histories, and operational performance metrics. This centralisation supports institutional governance through comprehensive audit trails, automated workflows, and GDPR-compliant data management.

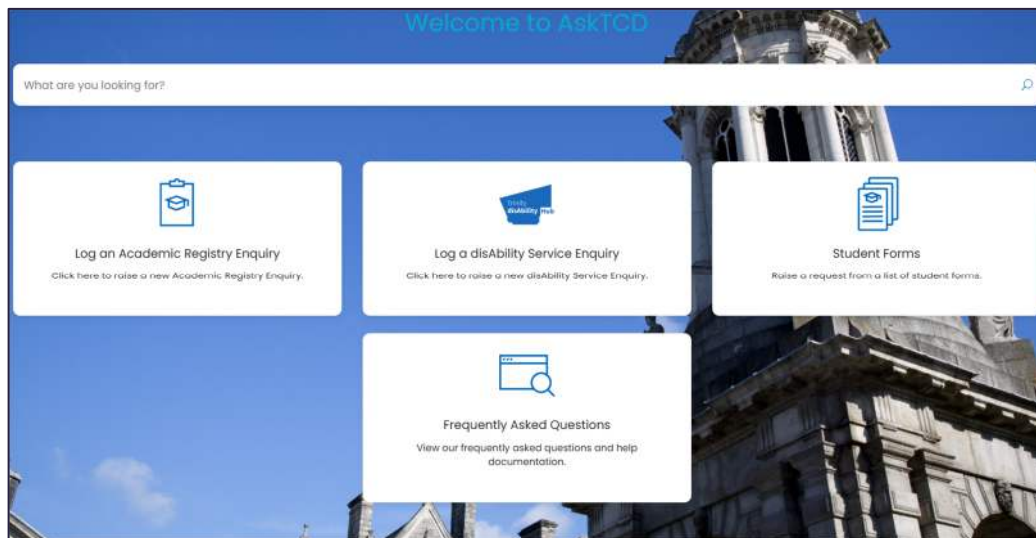


Figure 9: Illustration of the AskTCD interface

Between 16 June and 31 August 2025, the platform handled over 32,000 AR enquiries, indicating strong adoption across the student body. The highest enquiry volumes related to Student Finance/Fees, Study Abroad,

Graduation, Transcripts, Employer Verification, Research Examinations, and Entry Requirements, reflecting use of the platform for core academic lifecycle services. During this period, 90% of service forms were digitised, and 92% of enquiries were resolved within Service Level Agreements (SLAs), indicating improved workflow control and service responsiveness.

The introduction of the self-service portal (ask.tcd.ie) has contributed to a reduction in low-complexity enquiries and is projected to reduce overall enquiry volumes by approximately 20% through improved navigation, integrated FAQs, and planned automation enhancements. These developments support improved staff efficiency and a more streamlined student experience.

Within the DisAbility Service, the platform recorded over 2,300 disability-related enquiries during the enrolment period. Trends included increased requests related to mental health supports and examination accommodations, indicating early engagement by students in seeking required supports. Ninety-four per cent of disability-related enquiries were resolved within SLAs, reflecting effective service delivery.

Channel analysis indicates a shift towards digital engagement, with web-based submissions and self-service interactions supplementing traditional email-based routes. Reduced enquiry re-openings suggest improved first-time resolution and clearer communication. Early staff feedback highlights reduced duplication and improved visibility of case status, while student feedback indicates greater transparency and ease of navigation.

Ongoing analysis of usage trends and resolution patterns is informing continuous platform refinement and supports Trinity's broader quality enhancement objectives in digital service delivery, governance, and inclusive student support.

2.7 Self-evaluation, Monitoring and Review

As outlined in Table 1.4.1, seven external quality reviews were conducted during the reporting period. In addition, an external review of Trinity-Inc took place, alongside an internal review of a pilot initiative for CPD courses within the School of Medicine.

External Review of Trinity-Inc

An external review of Trinity-Inc was conducted in January 2025 to evaluate its impact on embedding inclusive practices across the curriculum. The review found that Trinity-Inc had laid a strong foundation for the development of a more inclusive curriculum and had identified clear pathways for sustaining and mainstreaming this work across the College.

Trinity-Inc was established in 2020 with a mandate to embed the principles of diversity, equality and inclusion across all curricula at Trinity College Dublin. Trinity-Inc is structured around four equal and interconnected pillars which are outlined in figure 10:

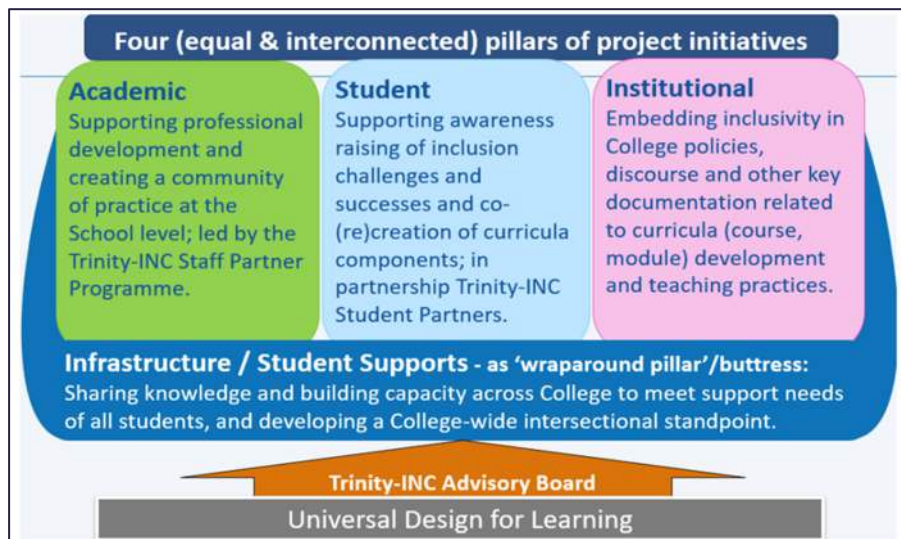


Figure 10: The four pillars of Trinity-Inc.

Further details on the various activities that occurred within the pillars is outlined [here](#) (page 14-).

The external review noted a number of examples of good practice, which included but were not limited to the following:

- **Trinity Inc**-facilitated a Trinity-wide conversation on inclusive curriculum. Changes in personal teaching practices are evident, with shared knowledge facilitating broader shifts in course and programme development. Individual teaching staff were most likely to report having made changes to course content. Examples of impact include, increased integration of accessibility principles into course development processes; Programme coordinators implementing inclusive changes at the programme level; Schools incorporating Blackboard Ally workshops and UDL principles into their resources and teaching approaches.
- **Delivery of a Professional Learning Module in Inclusive Education.** Since its inception in 2020, 297 academic and professional staff had completed the module. Of those who participated in the survey, 90% reported that the module was useful. One staff member noted: "I have been teaching for 30 years and have given a fair amount of thought to the accessibility of my teaching materials, but never in a systematic way. I am now looking to systematise my approach and identify easy wins."
- **Staff Partner Programme.** This programme supported motivated individuals who could transfer their learning and 'seed' good practice within schools. Staff partners undertook the module and met on a semester basis. They also shared their knowledge and learning within their schools in a variety of ways.

The external review found that the concept of staff partners (champions) for inclusion within each school was welcomed and should be extended and sustained.

- **Student Partner Programme.** This programme enabled students from marginalised groups to share experiences of inclusion and exclusion in their teaching and learning at Trinity. Student partners also presented directly to staff on inclusion and prepared a number of resources to guide inclusive practice, which were made available for download on the Trinity-Inc website. Both staff and students reported on the importance of the Student Partner Programme in embedding inclusivity. One academic staff member commented:

‘Having actual people who are impacted by those forms of marginalisation, and who were willing to say what it means to them and what can be done to make it better, was extremely valuable, particularly given the limits of our own experience’.

The review report made a number of recommendations under two strands:

- **Strand 1:** The creation and implementation of a transition plan to sustain and deliver mainstream inclusive practices throughout all curricula and assessments.
- **Strand 2:** Establishing an inclusive environment across the College.

During 2025, the College developed an implementation plan for the mainstreaming of work on the inclusive curriculum, which was approved by Council in October 2025. Trinity secured HEA PATH 4 funding to support a work programme for mainstreaming approaches to the development of an inclusive curriculum across Trinity, with a key focus on Universal Design for Learning (UDL). This work programme comprised four areas: Professional Development; Research and Evaluation; Dissemination, Communication and Stakeholder Networking; Governance and Project Management; and Academic policy procedures and guidelines for programme and module design.

Review of Pilot Model for CPD Programmes in School of Medicine

Trinity has been considering its vision for the composition of the student body over the next decade. In June 2023, Council approved the development of pilot projects in partnership with Schools that had articulated ambitions for change, including the active development of Continuing Professional Development (CPD) offerings and an expanded suite of micro-credentials. These pilots also included the development of novel and adapted course formats to act as testbeds for identifying opportunities and challenges associated with implementation. In November 2023, Council approved three pilot projects from Schools willing to explore new directions. Progress on these initiatives was monitored, with the expectation that the resulting learnings would inform the University’s admissions and lifelong learning strategy.

The School of Medicine undertook a pilot to establish a partnership model with the HSE to provide ongoing healthcare education to staff through CPD offerings. In this context, CPD offerings refer to targeted learning

opportunities for professional staff who are required to accumulate CPD points annually as part of their professional registration requirements. These offerings differ from micro-credentials in that they are non-ECTS credit-bearing; learners may receive a certificate of attendance and/or obtain CPD points from a recognised external professional body (e.g. RCPI, CORU, or equivalent).

An overview of lessons learned from the development and delivery of these pilot CPD offerings was presented in March 2025. The pilot generated a number of positive outcomes and actionable insights that can inform the development of future CPD provision across the University, including the need to:

- design courses that are eligible for external professional body accreditation;
- provide structured guidance and practical tools for academic staff developing CPD courses;
- establish a clear framework outlining course format, duration, and intended learner outcomes;
- implement systematic feedback mechanisms to support continuous quality enhancement;
- expand provision through asynchronous, online, and hybrid delivery models;
- explore the bundling of courses into thematic lifelong learning suites; and
- rotate responsibilities and build team resilience to mitigate staff workload and burnout risks.

Overall, the pilot demonstrated strong learner demand, operational adaptability, and a potentially sustainable model for non-credit CPD delivery. With targeted investment and strategic alignment, CPD programmes have significant potential to enhance professional engagement, support institutional objectives in lifelong learning, and strengthen the College's continuing education portfolio.

2.8 Third Mission Activities, Societal and Community Engagement

Trinity Walton Club (TWC)

In 2025, [Trinity Walton Club](#) (TWC) marked its tenth year of STEM education provision in Ireland. Founded in 2014, TWC delivers non-formal, enrichment-based STEM learning experiences for secondary school students. To date, over 7,000 learners have participated in TWC programmes.

Evidence of long-term impact is demonstrated through alumni outcomes: approximately 85% of the Club's first cohort—now aged 25—progressed to STEM degree programmes. The [10-Year Impact Report](#) highlights TWC's evolution and meaningful learner outcomes. At the heart of its offerings is the Saturday STEM Club, a unique, four-year programme delivering sustained learning through its Explorer and Innovator stages. The programme records an average annual completion rate of 91%, significantly exceeding typical retention rates for enrichment programmes. Findings from a recent alumni survey further indicate positive learner outcomes.

- 88% said their sense of belonging in STEM deepened through TWC
- 81% reported TWC influenced their Leaving Certificate subject choices
- 90% said the Club shaped their study or career direction
- 28% increase in self-efficacy, significantly boosting learners' academic confidence

Unlike typical extracurricular programmes, that have dropout rates of up to 35%, TWC's Saturday Club sees 75% of learners progressing from the Explorer to Innovator stages—demonstrating a high level of sustained engagement among teenagers.

2.9 Initiatives within the Institution Related to Academic Integrity

As part of National Academic Integrity Week (13–17 October 2025), Trinity hosted a series of events (for full schedule [see](#)) that engaged students, academics, and professional staff. This year's theme examined the intersection of academic integrity and the rise of generative AI (GenAI), exploring how such tools can both support and challenge academic and research practices.

Staff and students from across the disciplines participated in panel discussions, workshops, and webinars examining the opportunities GenAI offers, such as supporting content creation and research proposal writing, while also addressing associated risks including biases, misinformation, and ethical concerns. These events fostered thoughtful dialogue among staff and students, reinforcing a shared commitment to honesty, fairness, and respect in all aspects of academic life.

Highlights of the week included:

- Staff and student roundtable: 'Academic Integrity in a Generative Artificial Intelligence Environment';
- Expert-led workshop on 'Strengthening Academic Integrity Through Effective Assessment Design in the Age of GenAI';
- Interactive student workshops on essay writing, plagiarism awareness, referencing, and academic skills;
- Staff and student panel discussion: 'GenAI Intelligence in the Co-Creation Process'
- Student led debate on the motion 'This house would banish ChatGPT from Trinity'.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Evaluation of the feasibility phase of the Learning Innovation and Research Hub (Section 2.4).	<ul style="list-style-type: none"> • Trinity Teaching and Learning: Senior Lecturer/Dean of UG Studies and the Academic Secretary • The Learning Hub Advisory Group • Mid-term evaluation of the Feasibility phase of the Hub (2025-26 is Year 1 of the two-year feasibility study).
2	Approval of a new Student Partnership Agreement (Section 2.1.3).	<ul style="list-style-type: none"> • Dean of Students • The agreement was developed in partnership between Trinity Student's Union and the College during the 2025/26 academic year. It is anticipated that the agreement will be formally approved during 2025/26.
3	Mmainstreaming approaches to the development of an inclusive curriculum across Trinity, with a key focus on Universal Design for Learning (UDL) (Section 2.7).	<ul style="list-style-type: none"> • Trinity Teaching and Learning: Centre for Academic Practice, guided by the Inclusive Curriculum Advisory Group. • Reporting on agreed outputs and KIPS, to the USC and GSC during 2025/26.
4	Section 2.2 Postgraduate Renewal (Section 2.4).	<ul style="list-style-type: none"> • Dean of Graduate Studies • The Postgraduate Renewal Project will continue until December 2025. Initiatives that were introduced will be evaluated and enhancements will be made based on these evaluations.
5	Implementation of the new Strategic Plan (Thrive 2025-2030) (Section 1.1).	<ul style="list-style-type: none"> • Strategic Plan Management Group, chaired by the Provost

3.2 Reviews Planned for Upcoming Reporting Periods

Unit to be reviewed	Date of planned review	Date of last review
School of Education	11 th -13 th November 2025	2015
School of Religion, Theology, and Peace Studies	17 th -20 th November 2025	2017
School of Chemistry	25 th -27 th February 2026	2015
Columbia Dual Degree	25 th -26 th March 2026	N/A
School of English	31 st March – 2 nd April 2026	2016
School of Social Work and Social Policy	21 st – 23 rd April 2026	2014

3.2.1 Reviews Planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
School of Languages, Literatures and Cultural Studies	13 th -15 th October 2026	2015
CITI/TCD Collaborative Programmes	22 nd – 23 rd September 2026	2015
School of History and Humanities	TBC	2017
School of Law	TBC	2017
School of Dental Science	17 th – 19 th November 2026	2017
School of Medicine	TBC	2020
School of Nursing and Midwifery	TBC	2018
School of Pharmacy and Pharmaceutical Sciences	TBC	2016
School of Computer Science and Statistics	TBC	2016

4.0 Case Studies

4.1 Supporting the Research Student Journey: Creating the PGR Lifecycle at Trinity

Context and Starting Point:

A consistent challenge reported by PGR students was that they found navigating the research journey difficult, due to the wide dispersal of relevant information across multiple parts of the university. As part of a wider Postgraduate Renewal Programme, one Work Package (Student Experience) undertook a Collegewide consultation. From this consultation, the work package prioritised developing a clear, student facing resource to map the PGR journey endtoend, bringing coherence to timelines, processes, requirements and expectations.

The resource was designed to give students and staff a shared, high level understanding of the PGR journey, key milestones and timelines, and the supports available at each stage

Development:

The Programme's tailored *Way of Working* provided a structured six stage, stage gate approach to development with continuous stakeholder involvement.

To ensure the resource met community needs, the team undertook a comprehensive analysis of an extensive internal Consultation Survey, supported by external benchmarking, and engagement with students and staff through workshops and focus groups.

These engagements generated rich insights across the PGR journey—capturing experiences, pain points, good practice, and ideas for improvement.

Staff and students agreed that time based definitions of the journey vary. Students identified *confirmation* as a pivotal milestone, preceded by a 'settling in/ finding your feet' period and followed by a discrete 'writing up' phase.

Analysis of how participants grouped their experiences led to reducing an initial set of ten phases to eight, and ultimately to five core phases. A shared vocabulary was established for each phase for future resource development:

1. Arrival at Trinity
2. Successful Annual Review
3. Successful Confirmation
4. Final Annual Registration
5. Registration to Graduation

These five phases were then aligned with the ‘*moments that matter*’ articulated in the [College Strategy 2025–30](#) – key points in a student’s progression through Trinity where their experience has the greatest potential to shape their sense of belonging, development, success, and long term connection with the University.

Once the five PGR journey phases (Xaxis) were agreed, the focus shifted to developing the Yaxis, to capture the key activities, requirements, opportunities and supports experienced throughout the lifecycle. This design was shaped by evidence from the staff workshops and student focus groups, drawing on the themes that consistently emerged across engagements.

These themes became the basis of the Yaxis, ensuring that each phase of the PGR journey could be described using a consistent set of dimensions. Thematic areas included:

- Actions required of the student
 - College requirements
 - Research development milestones
 - Professional development milestones
 - Touchpoints and supports
 - Anticipated challenges
-
- By structuring the Yaxis around these recurring themes, the lifecycle could illustrate not only *what* happens at each phase, but also *how* students typically progress, the supports they encounter, and the challenges they may face.

Implementation:

The Graduate Studies Committee approved implementation in September 2025 (GS/2526/016). The resource was published on the [Graduate Studies website](#) and included in the [Research Student Handbook](#). The Dean of Graduate Studies wrote to all registered PGR students in 2025/26 to introduce the resource and encourage engagement; student facing professional units were also briefed to reference and promote the lifecycle in their interactions.

Benefits of the Project:

Becoming a researcher is a gradual and sometimes unpredictable process. The [PGR Lifecycle resource](#) was developed to support students in navigating this journey by providing:

1. Shared language and clearer expectations – a consistent set of phases and terminology that reduces fragmentation and helps students and staff discuss progress more effectively.
2. Improved navigation of supports – clear signposting of College requirements, milestones and supports (including IUA aligned skills), making it easier for students to identify next steps and access help.
3. Better expectation setting and trust building – transparent communication about constraints such as visas and funding, offering clearer guidance for all students.

Evaluation and Impact:

Following the rollout in September 2025, a student review was conducted in November–December to evaluate whether the resource was meeting its purpose, to identify additional information needs, and gather suggestions for improvement.

Feedback from students across all three Faculties confirmed the resource’s value and resulted in one overarching recommendation to develop more details and phase-specific guidance starting with pre-registration phase supported by clear checklists.

Conclusion:

The development of the [PGR Lifecycle resource](#) has been welcomed by students and staff. We look forward to developing it further and evaluating its impact.

4.2 Postgraduate Online Application Form (OLAF): Enhancing the Postgraduate Application Form to improve use experience and capture valuable data.

To improve the postgraduate application process, the Online Application Form (OLAF) was redesigned during summer 2024 to be more user-friendly, dynamic across mobile and tablet devices, and flexible enough to include questions tailored to specific courses and applicant cohorts. The aim was to enhance both the applicant experience and the quality of data collected to support application review and institutional reporting.

Following the initial introduction of OLAF in 2023, it became clear that not all questions were relevant to all prospective learners and, in some cases, the information collected did not add sufficient value to applications. This resulted in incomplete or inappropriate information being submitted, which did not effectively support applicants or decision-makers. In advance of the opening of the new application cycle on 1 November 2024, further enhancements were therefore identified as necessary. These enhancements needed to enable a succinct and easy to complete application form and assess whether mandatory and non-mandatory data was providing a value-add.

To inform these enhancements, a wide consultation was undertaken involving colleagues from Schools, as well as key central and specialist units including Global, the Recognition of Prior Learning Lead, the Equality, Diversity and Inclusion Office, the Graduate Studies Office, Academic Registry, IT Services, the Data Protection Officer, and the Trinity Access Programme. This ensured that the revised form reflected academic, operational, regulatory, and applicant-focused perspectives.

As a result, new data fields were introduced relating to authorised agents, recognition of prior learning, and postgraduate research funding. Enhancements were also made to the wording of existing questions, including those relating to fee status, English language proficiency, advanced entry, third-level qualifications, and previous admittance. A number of questions were discontinued where they were no longer necessary or appropriate, including those relating to PPSN, award documentation, awarding body, and date of graduation (Figure 1).

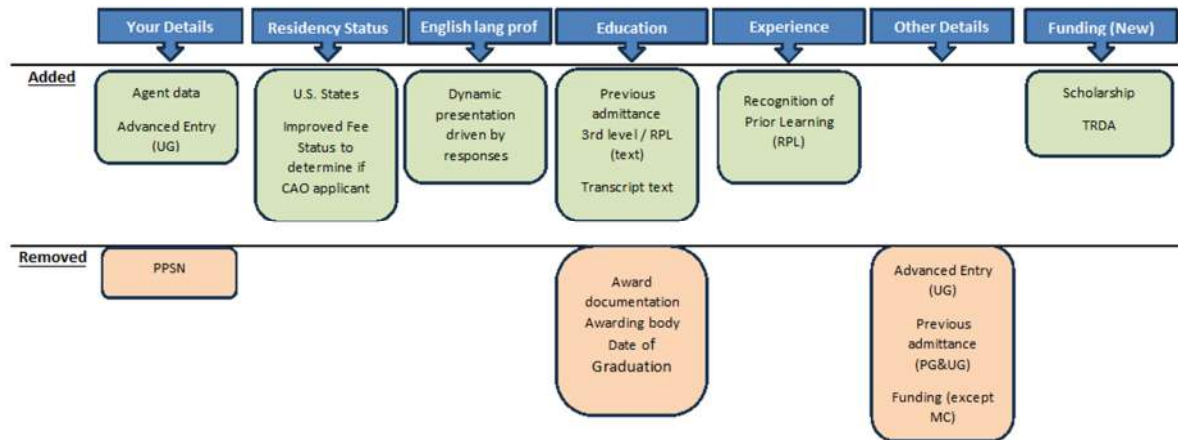


Figure 1: Areas where enhancements were made to the OLAF

These enhancements were approved, and the revised OLAF went live in October 2024 for applicants intending to commence their studies in the 2025/26 academic year.

Impact of Enhancements

The revised form has had a positive impact on applicant engagement and completion. Comparison with the previous application cycle shows an increase in the proportion of applicants who both start and submit postgraduate applications. For postgraduate research programmes, the completion rate increased from 15% in the 2023/24 cycle to 17% in 2024/25. For postgraduate taught programmes, completion increased more significantly, from 37% to 44%.

In addition, the enhanced form now captures structured data on applications submitted via professional agents and provides more meaningful information on recognition of prior learning. Applicants can categorise prior learning as formal or informal and provide contextual explanations linking their experience to the course applied for. This has improved both the transparency of applications and the quality of information available to reviewers.

Overall, the enhancements to OLAF demonstrate how iterative improvement, informed by broad consultation, can strengthen data quality, enhance applicant experience, and support more effective admissions decision-making.

4.3 Developing a College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research

Introduction

The release of ChatGPT in November 2022, created an unprecedented disruption in higher education, immediately raising fundamental questions about academic integrity, assessment design and educational outcomes. In order to mitigate staff and student anxiety, ensure consistency and clear guidance re AI usage and articulate a clear institutional position on the use of GenAI for academic work, Trinity initiated the development of a College statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research.

Aim of the College Statement

The Statement aimed to:

- articulate a clear institutional position that would guide decision-making regarding AI usage while acknowledging disciplinary differences;
- equip staff and students with principles, initial practical guidance, and institutional support to make informed decisions about AI in their teaching and learning contexts, while safeguarding academic integrity.

Key principles underpinning the approach taken

From the outset, a number of foundational commitments underpinned the Statement's development. It was agreed that the Statement would:

- cover the full spectrum of teaching, learning, assessment and research activities, providing one over-arching framework for College;
- align with and complement the **College Statement on Academic Integrity (2022)**;
- adopt an **educative**, rather than punitive approach, focusing on supporting staff and students to become AI-literate while maintaining **academic rigour** and **integrity**;
- provide an **overarching framework** of shared principles and expectations, while respecting disciplinary autonomy and pedagogical diversity;

- be a “living” document, allowing for agility in responding to the ongoing evolution of GenAI technologies and practices;
- be firmly **evidence-based** and **research-informed**.

Stakeholder Engagement Process

From the outset, it was recognised that stakeholder engagement across disciplines and functions within the university would be crucial to ensuring that the statement was representative of diverse perspectives and served the full College community.

Phase 1 – Research: mapping landscape (Jan-March 2024)

Led by the Centre for Academic Practice, the process began with a small working group comprising academic developers, an education policy developer, and expert staff from a range of disciplines and functions. This phase involved mapping and reviewing policy frameworks from peer institutions, analysing emerging research, and examining guidelines from national/international organisations, professional bodies and higher education associations. This was accompanied by an internal, informal “audit” of existing practices and concerns through informal conversations with staff across the disciplines. Based on this, a draft statement was written by the working group with key sections outlined.

Phase 2 – Broad consultation and senior leadership engagement (March – May 2024)

In order to ensure strategic alignment, secure institutional commitment, and ensure student and staff input to the draft Statement, it was presented to key Academic Committees including Undergraduate Studies Committee, Graduate Studies Committee and Research Committee.

Phase 3 – Iterative drafting and initial evaluation (May-Sept 2024)

Feedback gathered in Phase 2 was woven into a refined and expanded Statement which was then shared across all 24 Schools and key professional services across College, with the aim of expanding the consultation exercise, and evaluating and further refining the Statement. This resulted in a comprehensive qualitative data collection exercise. Thematic analysis of consultation responses was used to inform an iterative process of redrafting, leading to a final statement.

Phase 4 – Refinement and approval (October 2024-Jan 2025)

The final phase involved targeted follow-up with Senior College Officers (Vice Provost and Chief Academic Officer, Senior Lecturer/Dean of Undergraduate Studies, Dean of Graduate Studies, Dean of Research, Dean of Students, Academic Secretary) in order to address any remaining concerns and questions. Following this, and as per standard internal governance processes, the final Statement was presented to key Academic Committees for approval before progressing to University Council in November 2024. Following Council approval, the Statement was published in January 2025.

Conclusion

The development of [Trinity's GenAI statement](#) demonstrates that institutional responses to GenAI can be both principled and pragmatic, prioritising inclusive stakeholder engagement, maintaining flexibility for disciplinary contexts, and committing to responsive adaptation.

The consultation process was hugely valuable in itself, strengthening cross-institutional relationships and ensuring that a clear institutional position, which represented staff and students, was articulated. While challenges remain, the Statement established a foundation for supporting innovation while upholding academic integrity, and ensuring that staff and students develop critical AI literacies for their futures.