

Trinity College Dublin, University of
Dublin
2024

**Annual Quality Report (Trinity College
Dublin)**
Reporting Period 2022-2023

Trinity College Dublin, University of
Dublin
2024

Annual Quality Report Trinity College Dublin
PART A: INTERNAL QA SYSTEM
Reporting Period 2022-2023

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 to 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	Ongoing 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	Ongoing 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	Ongoing 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

Trinity College Dublin, the University of Dublin, is Ireland's premier university. Trinity is ranked 81 in the World by the QS World University Ranking 2024 and 134 in the World by the Times Higher Education World University Rankings 2024. For the seventh year in a row (PitchBook Universities Report 2021) Trinity is ranked 1 in Europe and in the Top 50 in the World for producing entrepreneurs. Trinity is ranked 43 in the world for international outlook (Times Higher Education 2022) and 91 in the QS Graduate Employability Ranking 2022.

In 2022/23, there were 21,380 registered students, an increase from 20,430 in 2021/22. Of these 6,280 were postgraduate, of which 1,775 were undertaking Doctoral Studies. 34% of students are from 126 countries outside of Ireland, which is a strong testimony to Trinity's attractiveness as a global destination. In 2022/23 Trinity College, in collaborative with other Irish Universities, introduced initiatives to respond to the war in Ukraine and 45 Ukrainian students are registered in 2023-24.

As a research 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 €50.5M in research funding and is host to 10 ERC Investigator awards. Trinity excels in innovation and entrepreneurship, both in terms of commercialising groundbreaking research and educating students to be creative and entrepreneurial. In 2022, Trinity generated five spinouts which were created to commercialise intellectual property from academic research. This accounts for 20% (5/24) of all spinouts out of the Irish higher education system in 2022. A measure of quality is how many spinouts survive > 3 years (i.e. active spinouts). Trinity has 24% (37/152) of all the active spinouts from the HEI sector (twice as many as any other University). Since 2017 the 32 spinouts created at Trinity have raised >€300M in equity and created over 800 jobs.

Trinity is committed to providing an environment that enables innovation and entrepreneurship at all levels across the University. Managed by [Tangent](#), Trinity's Ideas Workspace, [Launchbox](#), provides students with mentorship, funding, access to alumni and investors, and a collaborative environment to launch new ventures. Launchbox programme alumni have developed viable businesses across a wide range of sectors. Since 2013, 113 student ventures have created approximately 500 jobs and raised over €110 million in investment and funding.

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's Provost, Dr Linda Doyle, was elected Chair of LERU in 2022/23. Trinity is also a member of the [COIMBRA](#) Group since 1987. Since 2019, Trinity is a member of the [CHARM-EU](#) Alliance, this network 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
- Global Relations
- 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

This is the AQR for Trinity College Dublin, the University of Dublin, for the reporting period **1 September 2022 – 31 August 2023**. The AQR has been approved by:

- Quality Committee (25 January 2024)
- Academic Council (15 February 2024)
- College Board (28 February 2024)

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



1.0 Internal QA Framework

1.1 Governance and Management of Quality

The University has adopted the [Trinity College Dublin Code of Governance 2021](#) which is based on the Code of Governance for Irish Universities 2019, as agreed between the Higher Education Authority (HEA) and the Irish Universities Association.

The focus of the academic year 2022/23 was on the implementation of changes required under the Higher Education Authority Act, 2022 and Trinity's Supplemental Charter of 2022 by November 2023².

During 2022/23 Board considered and approved items related to the Supplemental Charter of 2022, changes to the [2010 Consolidated Statutes](#).³, the timeline for holding elections for internal Board members, a [Board Skills and Experience Matrix](#) when Board approved fundamental criteria for membership; and the terms of reference and the composition of the Nominations Committee, which was charged with reviewing the applications from external candidates. During August 2023, Board held a special meeting to consider the recommendations from the Nominations Committee and to approve the candidates for the external membership position.

The Secretary to the College and the Secretary's Office managed a number of operational processes related to the above decisions of Board. Along with the Registrar, they liaised with the Department of Further and Higher Education, Research, Innovation and Science to discuss and gain confirmation in relation to Trinity's regulations on the selection, election, nomination or appointment of members of the Board, as contained in the 2010 Consolidated Statutes. They ran the Fellows' Assent processes, where necessary, to enact Board approved changes to chapters in the 2010 Consolidated Statutes. They also managed the processes for the election of the internal members of the new Board. During the summer months of 2023, they supported the processes to select external

² The College Board had previously articulated a new set of [Governance Principles and Values](#), approved in February and April 2020, and later the Board Review Working Group published its [final report](#) in June 2021, following its approval by Board on 16 June 2021

³ Changes to Chapters of the 2010 Consolidated Statutes also required the assent of the Fellows and the approval of the Visitors.

candidates for the Board by managing the application process and by providing secretariat support to the Nominations Committee.

Details on the constitution of the Board, which sat for the first time in September 2023, can be found on the Secretary's Office [website](#).

Figure 1: New College Governance Structure 2023/24

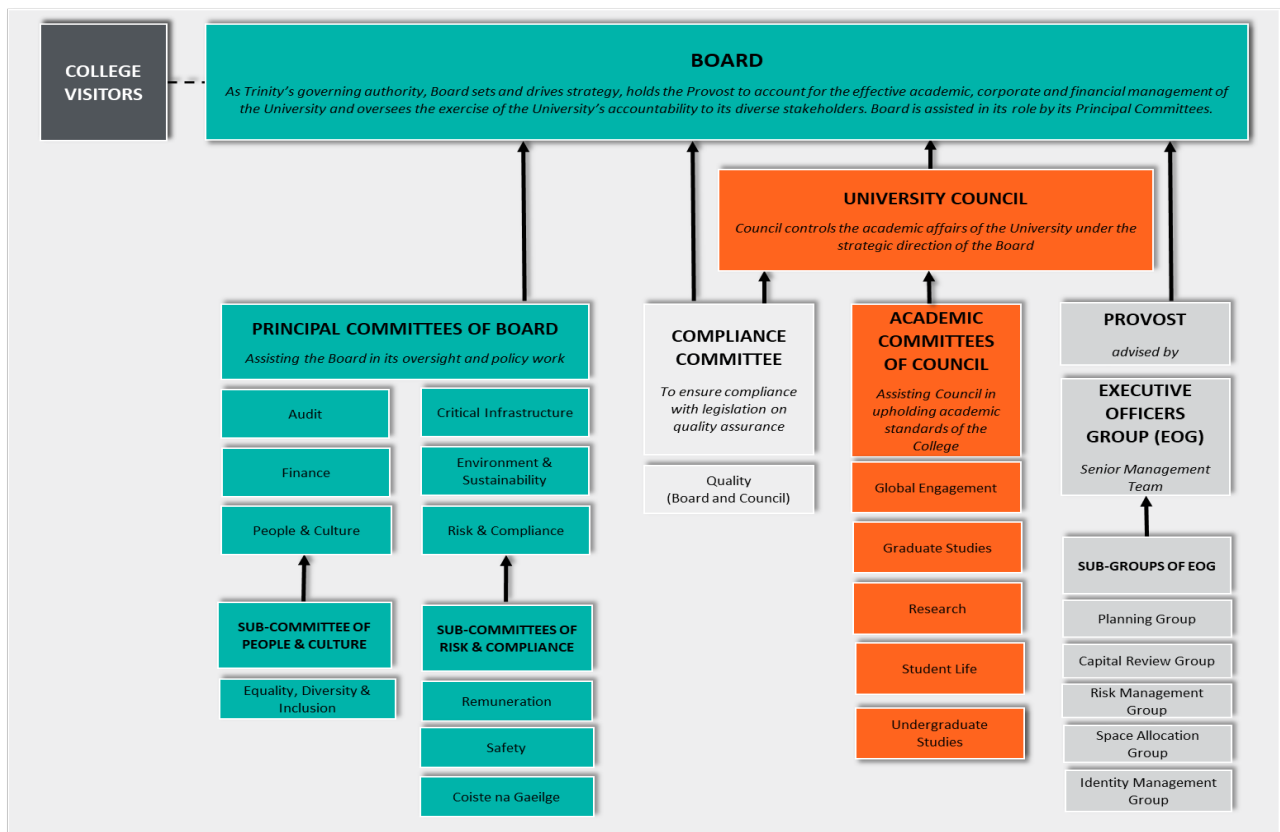


Figure 1 above outlines the new governance structure, which applies from 2023/24, showing how the principal committees of Board have been reconfigured, increasing from five to six. There is no change to the academic committees of the University Council. Quality Committee remains a compliance committee of the University Council and the College Board.

Importantly, in line with the HEA Act 2022 and the Supplemental Charter of 2022, the number of external representatives on Board has increased and the positions of the Chair and Deputy Chair are filled by external members. Details of external membership and of student representation on

institutional level committees can be found in the [Committee section](#) of the College Calendar Part I and in the [College Statutes 2010](#).

A full day briefing session was provided to the members of the newly constituted Board on 4 September 2023 and covered topics related to College Governance, the role of the Board, Administrative and Operational Matters, University Financial Matters, Capital and Estate Developments and an overview of Human Resources in the University. An 'away-day' afternoon session was held on 15 November 2023 for Board members to look at the role of the University Council and to participate in a discussion on Board effectiveness, facilitated by a member of the Institute of Public Administration. The Institute of Directors in Ireland provided training to Chairs and Secretaries of Committees 'Governance Best Practice for Committees' also in November 2023. In addition, Trinity transferred to a new platform, 'Decision Time', to support the organization, dissemination, and management of committee papers. The University has also adopted the Decision Time Risk Management Module as the enterprise risk management software for implementation in 2023/24.

Following on from the approval of the [Policy Management Framework](#) approved in April 2022, development work has progressed on a new centralised policy website. As an interim step, prior to implementation of the Policy website, the current institutional [policies site](#) has been reorganised to facilitate access to all policy websites via a single webpage. Academic Policies continue to be published on the [Trinity Teaching and Learning - Academic Policies and Procedures](#) webpage until such time as the Policy Hub goes live. New and revised policies, procedures and regulations approved in the reporting period include:

- [Bereavement Leave Policy \(New\)](#)
- [Campus Tours Policy \(Revised\)](#)
- [Child Protection Policy \(Revised\)](#)
- [English Language Policy \(New\)](#)
- [External Examiner Policy - Research Programmes \(New\)](#)
- [External Examiner Policy - Taught Programmes \(New\)](#)
- [Fire Safety Policy \(Revised\)](#)
- [Gift Voucher Policy \(Revised\)](#)
- [Habitats Maintenance Policy \(New\)](#)
- [Hospitality and Entertainment Policy \(Revised\)](#)
- [Intellectual Property Policy, Practice and Regulations \(Revised\)](#)
- [Management of Legal Affairs and Legal Costs Policy \(Revised\)](#)
- [Misuse of Drugs Policy \(Revised\)](#)

- [Reasonable Accommodations Policy and Code of Practice for Students with Disabilities \(Revised\)](#)
- [Risk Management Policy \(Revised\)](#)
- [Student Parents, Student Carers and Students Experiencing Pregnancy Supports Policy \(Revised\)](#)
- [Timetabling Policy and Procedures \(Revised\)](#)
- [Trinity Research Centres Policy \(Revised\)](#)
- [Vetting/Foreign Police Certification Policy for Staff \(Revised\)](#)

A new [Statement of Principles on Integrity](#) was approved in February 2022 and new regulations on academic integrity were published in the [College Calendar Part II](#) (Undergraduate) and [College Calendar Part III](#) (Graduate Studies and Higher Degrees) in advance of the 2023/24 academic year.

[Quality Review Procedures](#) are published on the Quality Office website, as are [review reports](#) and [continuous quality improvement](#) reports e.g. National Student Survey Reports, Annual Faculty Quality Reports, the Consolidated Academic Quality Report to Council and the Annual Quality Report to QQI. The Quality Office publishes a [Masterlist of Academic Programmes](#) and a [Masterlist of Professional Service Areas](#) that are subject to accreditation, on an annual basis.

1.2 Linked Providers, Collaborative and Transnational Provision

Trinity's approved policies on linked providers, transnational and collaborative provision are listed on the [Trinity Teaching and Learning - Academic Policies and Procedures webpage](#), with supporting information provided on the [Trinity Global website](#) and on the [Study at Trinity](#) website.

The Global Engagement Committee is an academic committee of University Council (Fig 1). The Terms of reference and membership of the Global Engagement Committee are outlined in the [College Statutes](#) (pg. 130).

Policies in relation to transnational provision include:

- [Non-EU Collaborative & Transnational Education Partnerships](#)
- [Dual and Joint Awards](#)
- [Education Recruitment Agents](#)
- [Study Abroad Providers](#)
- [English Language Policy](#)

The [Partnerships Toolkit](#) provides a range of tools and resources, e.g., due diligence checklists, risk management and approval processes for different types of partnerships. Trinity's [education partnerships and networks](#) can be found on the Global website.

Trinity policies in relation to international education partnerships will be reviewed in the academic year 2023/24, following publication by QQI of the revised [Code of Practice for the provision of HE programmes to international learners](#) (September 2023) and the [Policy on Authorisation on the use of the International Education Mark](#) (IEM) (October 2023). Information for and on Education Recruitment Agents is available on the [Study at Trinity](#) website.

Quality Review procedures that support the quality assurance of collaborative and transnational programmes are listed on the Quality Office website and include the [Dual and Joint Award Procedure](#).

The key strategic collaborative and transnational education provision partnerships with which Trinity is currently engaged are detailed in Section 9 of the AQR.

A range of new pathways into Trinity have been agreed with certain Schools/Departments within the following institutions to facilitate recruitment activities. They do not constitute Articulation Agreements, as there is no recognition of prior learning or advanced entry.:

- Institut Mines-Télécom – School of Computer Science and Statistics signed in December 2022.
- Beijing University of Technology – School of Engineering signed in May 2023.
- Harbin Institute of Technology – School of Engineering signed in June 2022.
- Abu Dhabi University – School of Engineering signed in January 2022.

The following partnerships and collaborative arrangements have come to an end or are currently suspended pending negotiations:

- Minzu Articulation Arrangement was scheduled for review in 2022 and was not renewed. It came to an end in November 2021. The potential for a different form of partnership model may be explored.
- Polythea Consortium (European Joint Doctoral Research Programme) funded under EC Funding under Horizon 2020 (Marie Skłodowska-Curie Innovative Training Networks, came to an end in 2022. All Trinity students enrolled under the collaborative project graduated successfully.
- Double Degree with Institut National des Sciences Appliquées de Lyon (INSA) and the School of Engineering is currently suspended following curriculum changes in Trinity and in INSA which have resulted in students from both institutions no longer being able to avail of the opportunity of the Double Degree Award.

Trinity has two Linked Providers (MIE and RIAM), and the focus of the academic year 2022/23 was on the preparation by both linked providers for their institutional quality reviews scheduled for the 2023/24 academic year. Each Linked Provider has a designated [Associated College Degree Committee \(ACDC\)](#): the Terms of Reference and a schedule of meetings for the ACDC can be found on the Academic Affairs [website](#). An Annual Dialogue Meeting with MIE was held on 11th May 2023, and with RIAM on the 31st of May 2023.

Policies in relation to Linked Providers include:

- [Approval of Linked Provider Quality Assurance Procedures](#)
- [Linked Provider Appeal Procedure](#)

[Quality Review Procedures for Linked Providers](#) are published on the Quality Office website.

Trinity approved the RIAM quality review procedures in May 2020 and MIE's quality procedures in September 2020. Following this approval both MIE and RIAM initiated their internal cycle of Quality Reviews with reports on validated programmes progressing through their respective governing bodies before submission to the Trinity Quality Committee and final approval by Academic Council, in the reporting period:

- [MIE Review of the Professional Diploma in Education \(Further Education\) \(1-2 March 2022\)](#);
- [RIAM Review of Level 7 and Level 8 Programmes \(7-8 March 2022\)](#).

In addition, both RIAM and MIE conducted Quality Reviews of their IT Services:

- [MIE IT Services](#) (December 2022)
- [RIAM IT Services](#) (July 2023)

In addition, MIE had a Teaching Council Accreditation review visit in September 2023 under the Céim Standards for Initial Teacher Education (2020). MIE and Trinity coordinated a strategic curriculum review of the International Foundation Programme (IFP) between November 2022 and May 2023. The report of the Working Group was presented at the MIE ACDC Committee in May 2023.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Academic staff are supported in the [development of new course proposals](#) by staff in Academic Affairs and via workshops and online resources offered by Academic Practice ([curriculum design](#)), the Careers Service ([employability, placements](#)) and Trinity Global.

The [Office of the Dean of Graduate Studies](#) provides guidance to academic staff overseeing postgraduate taught and research programmes. Templates and detailed information on submission of proposals for the development of new [standalone postgraduate modules](#) or for [new modules within an existing postgraduate programme](#) are available on the Graduate Studies website.

The Global Office provides resources to staff to support the development of joint education partnerships, e.g., the Partnership Toolkit and the development and approval of Memoranda of Understanding that underpin programme development.

Academic Registry is responsible for establishing approved programmes on College systems and for the provision of data to the Interim List of Education Programmes ([ILEP](#)) and the Irish Register of Qualifications ([IRQ](#)) to the Department of Justice and Equality and QQI respectively.

Programme proposals by Trinity's Linked Providers are reviewed by the relevant Trinity School (School of Education and the School of Creative Arts) and the respective Associated College Degrees Committee (MIE or RIAM ACDC) prior to consideration by Undergraduate Studies Committee (USC) and Graduate Studies Committee (GSC), as appropriate, followed by external review prior to formal and final approval by the University Council.

Proposals for new Trinity Electives are evaluated by the Trinity Elective Sub-Committee and, if approved, are forwarded to the Undergraduate Studies Committee and Council for final approval.

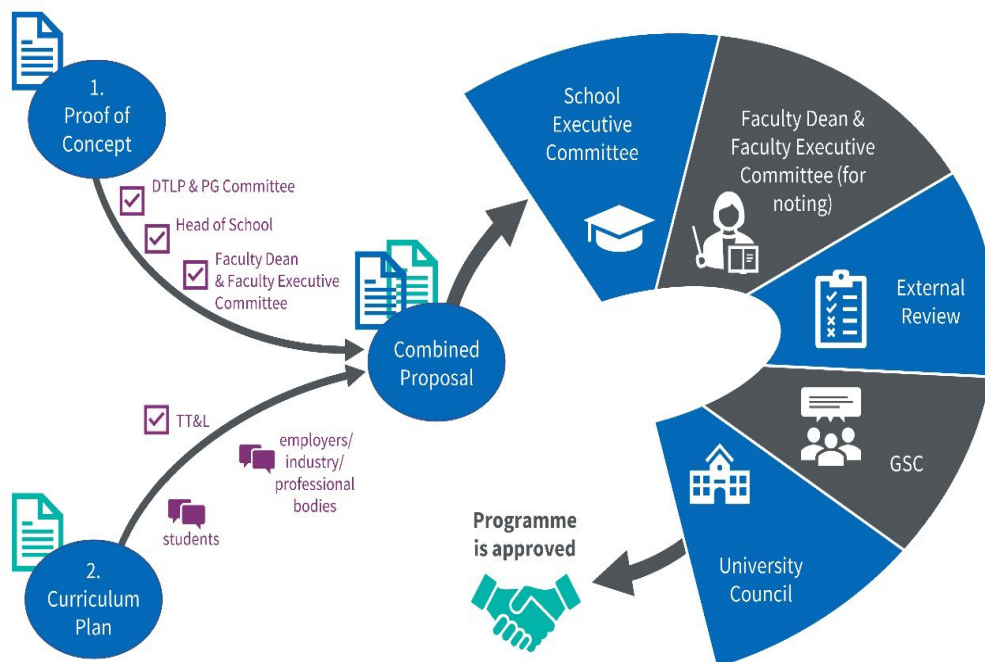
Trinity has a dedicated micro-credential [approval procedure](#) and published [resources](#) to support the development of new micro-credentials. The GSC Subcommittee on Micro-credentials considers the proposals prior to submission to GSC for Council approval via the GSC minutes.

Much of the focus in 2022/23 was on the development and implementation of a new two-stage approach to postgraduate programme development and approval. The review has been informed by

(i) a review of the practices of comparator institutions undertaken by SUMS Consulting as part of the Postgraduate Renewal Programme, (ii) the recommendations presented in the Report of the Quality Review of Academic Affairs and (iii) consultation undertaken with Directors of Teaching and Learning, Postgraduate (DTLPs), Faculty Deans, GSC, and the working groups of the Postgraduate Renewal Programme governance structure.

The new two-stage process is supported by the development of new proposal templates, namely a proof-of-concept template (business case) and a curriculum plan template. The new two-stage process will be piloted from January 2024 and will be introduced for new proposed postgraduate programme proposals initially. The process, which was approved by Council on 10 May 2023, is presented in Figure 2 below:

Figure 2: Overview of [new two-stage postgraduate programme proposal process](#)



Information on University Council-approved programmes is available from a designated webpage on the [Academic Affairs website](#).

Trinity continued its development of micro-credentials under HCI Pillar 3 in 2022/23, allowing for flexible and inclusive professional learning that is designed to meet the needs of industry, business, and employees. Four Trinity Schools are participating in the HCI Pillar 3 micro-credential pilot programme – the Schools of Engineering, Nursing and Midwifery, Social Work and Social Policy, and

the Trinity Business School. In 2022/23, Trinity offered 27 MCs at Level 9, and in April 2023 there was a call for new proposals from non-pilot Schools, from which six proposals were considered by the GSC sub-committee on micro-credentials. Of these, four proposals were approved to launch in 2024, to be delivered by the School of Medicine the School of Psychology, the School of Natural Science and Tangent. A list of all micro-credential proposals approved in 2022/23 can be found [here](#).

2.2 Admission, Progression, Recognition & Certification

The [Academic Registry](#) (AR) is the business unit responsible for the administration of the student lifecycle. The AR website includes administrative procedures relevant to the student lifecycle and a range of [guidance](#) information and [forms](#) to support students as they negotiate the various steps involved in self-service through the 'my.tcd.ie' student portal. Students on campus can also avail themselves of services provided through the [Service Desk](#).

The [Study at Trinity](#) webpage provides information for applicants and students – national and international, visiting international and Erasmus, undergraduate, postgraduate and online. It includes a link to the [Student Life](#) website that contains information for students to [support](#) them in their study at Trinity. The undergraduate pages on this site also contain information on [Transition Year Programmes](#) and [Information for Guidance Counsellors](#), which seek to meet the needs of potential applicants, teachers and parents in the pre-student lifecycle stage. Details on [alternative entry routes](#) are also outlined on the [Study in Trinity](#) website. The Global Relations website contains a number of specific resources for [International Students](#) (Non-EU).

Academic Registry staff, Global Relations staff, School and Programme Office staff and Careers Advisory staff are engaged in a variety of outreach services to secondary schools and education and career fairs both nationally and internationally.

[Trinity Access Programme](#) (TAP) delivers Foundation Programmes to improve access for Mature Students and Young Adults from socio-economically disadvantaged backgrounds.

Trinity validates the [International Foundation Programmes](#) (IFP) delivered by Marino Institute of Education. This programme aims to facilitate admission to programmes of study in Trinity for international students who do not meet the requirements for direct entry to Trinity on completion of

their secondary education in their home jurisdiction. Trinity Global manages the marketing, recruitment and admission for IFP candidates.

Procedures relating to undergraduate progression are spread across [Academic Affairs](#), [Academic Registry \(student cases\)](#) and the [Senior Tutors Office](#). The Graduate Studies website includes procedures for postgraduate students on matters on [Academic Standing](#) including progress reports, transfer to the Ph.D. Register, confirmation on the Ph.D. Register, Thesis submission and student cases, e.g., off-books with or without assessment, withdrawals and appeals.

Policies and procedures that support access, progression and retention for specific applicant groups or students include:

- [Procedures for Recognition of Foreign Qualifications](#)
- [Recognition of Prior Learning Policy \(refer to Case Study Part B 4.1\)](#).
- [Reasonable Accommodations Policy and Code of Practice for Students with Disabilities](#)
- [Fitness to Study Policy](#)
- [Fitness to Practice Policy](#).

The Trinity Tutorial System is a key support to students in matters that relate to potential disruption to the student lifecycle. Information on the tutorial system and the postgraduate advisory service can be found on the Senior Tutor [website](#). A [Tutor's Handbook](#) provides a step-by-step account on most tutorial support issues.

A [Transition to Trinity](#) programme takes students from pre-arrival through their first semester in Trinity. The twelve-week transition programme ([Trinity in Twelve Weeks](#)), delivered by peer mentors as part of their mentoring programme, includes induction and transition workshops and the centralisation and restructuring of postgraduate orientation to accommodate students who enter postgraduate taught/postgraduate research programmes at different intervals throughout the year, i.e., September, January and March. [A six-week version was introduced for international single-semester students](#) in January 2022 and is scheduled for each January.

The postgraduate orientation programme was greatly expanded in September 2023, with the addition of 21 new workshops and information sessions and three additional social events. PG engagement during the week doubled to 7,501 contacts from approximately 3,500 in 2021 and 2022.

A new research postgraduate student transition programme was introduced to provide training to postgraduate research students at each of three critical phases in their research: on entrance, on confirmation to the research register, and in their final year.

Enhancements were also made to the Online Module Enrolment system such that students with resits, or students delayed in receiving study abroad results, can still select their following year modules (provisionally) at the same time as all other students.

Pre-arrival communications were enhanced with the addition of significant social media content, including an interactive *What Would You Like to Know Wednesday* campaign, which had significant engagement. In October 2022, a Student Services Expo was held to introduce students to all the services and staff available to support them through their Trinity journey.

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 Bill 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 role of University Council regarding the approval of awards is outlined in the College Statutes. Council is responsible for (i) making regulations concerning the academic and other requirements to be fulfilled to achieve the academic standing necessary for the conferral of degrees and other academic qualifications, (ii) making the regulations concerning the exceptional circumstances in which degrees and other academic qualifications may be suspended, removed or reinstated, (iii) determining which candidates are qualified to proceed to higher degrees when it has considered the reports of examiners. Academic regulations, including the institutional marking scale, are published in the [College Calendar Part II - Undergraduate](#) and the [College Calendar Part III - Graduate Studies and Higher Degrees](#).

Award titles are published in the College Statutes and level descriptors for Awards are published in the College Calendar: these align with the level descriptors of the National Qualifications Framework.

The Trinity Education Project introduced substantive changes in Award options available to students by decoupling [entry and exit pathways](#), e.g., under the common architecture students may graduate with a Single Honours, a Joint Honours, or a Major with Minor Award.

In July 2022, QQI released a [Joint Sectoral Protocol](#) between QQI and Designated Awarding Bodies for the inclusion of Qualifications within the National Framework of Qualifications.

2.4 Teaching, Learning and Assessment

The principal academic committees of council responsible for Teaching Learning and Assessment are:

- [Undergraduate Studies Committee](#), chaired by the Senior Lecturer/Dean of Undergraduate Studies; and
- [Graduate Studies Committee](#), chaired by the Dean of Graduate Studies.

Academic Policies are published on the Trinity Teaching and Learning website's [Academic Policies and Procedures](#) webpages. Academic Regulations are published in the [College Calendar - Part II, Undergraduate](#) and [Part III, Graduate Studies and Higher Degrees](#).

Trinity continues to embed the changes arising from the Trinity Education Programme, while advancing the [Postgraduate Renewal Programme](#).

The Trinity Framework for Academic Misconduct Investigation and Case Management, based on the [NAIN Framework](#), was approved by University Council in June 2023 and includes the following:

- Updated Calendar II and III regulations
- A [flow chart](#) to visually represent the new procedure to internal staff
- An interactive rubric for staff.

In recent years Trinity has held a series of events to coincide with National Academic Integrity Week, most recently in 16-20 October 2023. Details of the events held can be found on the website [Academic Integrity Week 2023](#), as can a range of resources to support and promote awareness of Academic Integrity.

The Centre for Academic Practice provided a series of *Faculty-Based Assessment Integrity Clinics: Safeguarding Academic Integrity in an age of Artificial Intelligence* to:

- raise awareness of the challenges and opportunities posed by generative AI tools such as ChatGPT, particularly in relation to academic integrity;
- showcase potential modifications to assessment practices commonly used in cognate disciplines;
- provide a forum to surface concerns and challenges arising from this assessment window.

The Centre for Academic Practice also provided the Specific Purpose Certificate in Teaching and Assessment (NFQ L9). Two modules offered include:

- [Perspectives on Teaching and Learning in Higher Education](#) - this 5 ECTS module supports academics to evaluate their teaching role, articulate their teaching philosophy and apply educational theory to practice, including the principles of designing teaching for learning.
- [Assessment and Feedback in Higher Education](#) - this 5 ECTS module supports academics to design and implement assessment and feedback strategies that enhance and support student learning, taking into account effective assessment design, inclusivity, and academic integrity.

IT Services conducted a series of workshops in September 2023 in support of faculty engaged in teaching and learning. These included the following events:

- Audience engagement & active in-class learning using TCDpolls (Vevox);
- Designing and developing your Blackboard module (webinar);
- Designing and recording lectures using Panopto;
- MathWorks: Campus-wide license overview for Trinity College Dublin;
- AV and teaching technologies in Lecture and seminar rooms (in person).

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 principles of Universal Design for Learning and modelled on the AHEAD and UCD 'Digital Badge in Universal Design for Learning', issued by the National Forum for Teaching and Learning.

Trinity continues efforts to enhance the External Examiner system and processes. An External Examiner Working Group met on eight occasions from March – May 2023. Two new External Examiner Policies were approved by Academic Council in June 2023:

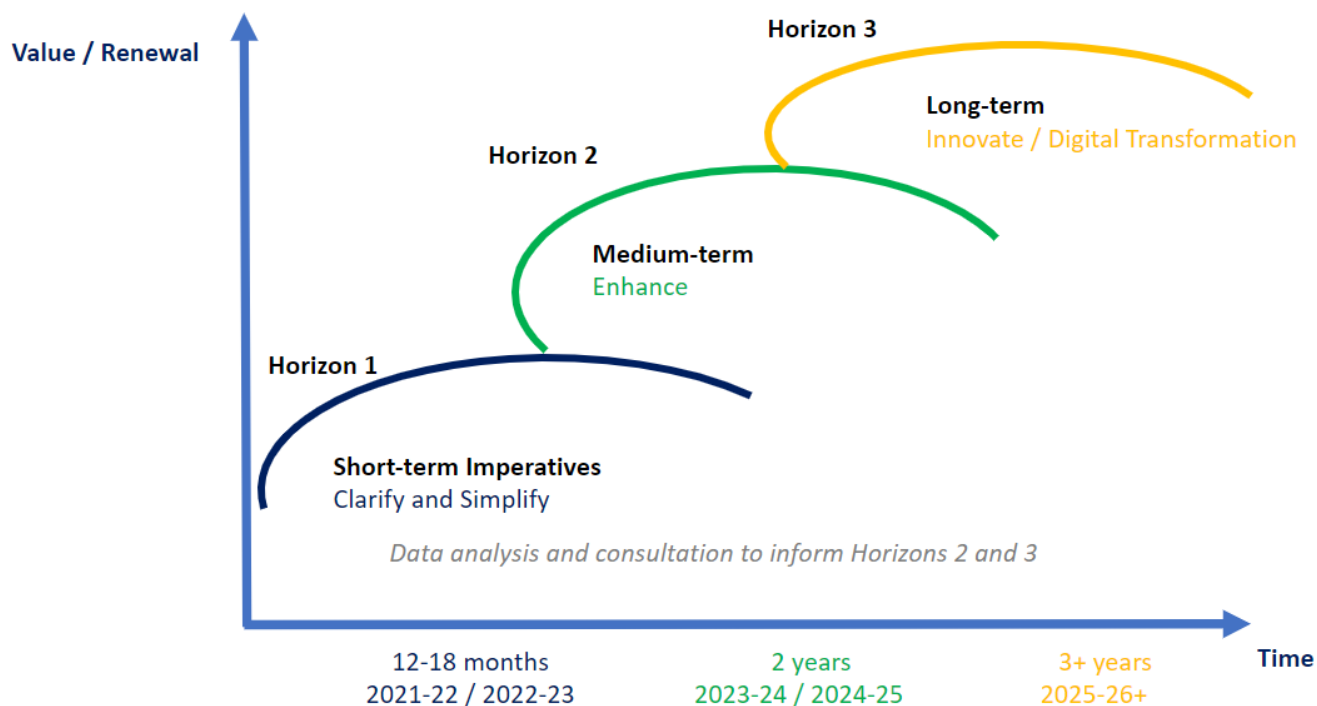
- [External Examiner Policy- Taught Programmes](#)
- [External Examiner Policy - Research Programmes](#)

Process enhancements include the introduction of a new online annual report form for postgraduate taught programmes using the technologies available through MS Apps (SharePoint; Teams; Power Automate, MS Forms). This process will be implemented for undergraduate external examiner reports

in 2023/24. Workflows using the above MS Apps will also be introduced to the undergraduate and postgraduate External Examiner nominations process in 2023/24.

The [Postgraduate Renewal Programme](#) continues as a key College-wide strategic initiative engaging internal and external stakeholders. The approach to the programme is outlined in figure 3 below. An interim report on Horizon 1 was considered by Academic Council in June 2023, and Horizon 1 finished on the 31st of December 2023. A final report is expected to Academic Council in January 2024. The achievements from Horizon 1 can be viewed on the [We Said - You Did](#) pages on the PG Renewal programme website. Horizon 2 commenced in September 2023.

Figure 3: Postgraduate Renewal Programme Approach



Initiatives under the PG Renewal Programme relevant to Postgraduate Taught provision include:

- A Research Model Framework for PGT Programmes to align with disciplinary needs was approved by Academic Council in April 2023.
- Benchmarking best practices for cyclical review of PGT programmes, approved by Academic Council in May 2023.
- A new 2-stage process for postgraduate programme development and approval being piloted in 2023-24 was approved by Academic Council in May 2023.

3.0 Learner Resources and Support

Committees with responsibility for Learner Resources and Support include the:

- [Library Information Policy Committee](#)- (Library and IT Services).
- [Student Life Committee](#) (Student Support Services).

Formal College policies can be found on the About Trinity [Policies](#) main page, which allows users to navigate to IT Policies held on the IT Services website. The Trinity Teaching and Learning [Academic Policies and Procedures](#) webpage includes details of academic policies that impact on students.

Policy content can also be found as webtext on the:

- [Academic Registry](#) website includes information on [Registration, Examinations and Assessment](#), [Student Finance](#) and [Student Cases](#);
- Study at Trinity website includes specific advice on [Orientation](#); [Supports and Services](#);
- Senior Tutors Office includes information on supports for [Undergraduate](#) and [Postgraduate Students](#) and the role of College Tutors in [Appeals](#) and Student Cases (Progression);
- Global Relations websites includes resources specific to the needs of [International Learners](#);
- [Trinity College Library](#) supports webpage;
- [IT Services](#) provide a variety of software, services and support [resources](#) for learners throughout their time at Trinity College.

In November 2022, Trinity opened Printing House Square. This building hosts the Disability Service (DisAbility Hub), College Health, amenities for Trinity Sport and, importantly, 250 student accommodation beds to address the chronic shortage and affordability of student accommodation in Dublin. The move to new premises provided the opportunity to enhance the quality and space available for the College Day Nursery and the transfer of the Student - to - Student (S2S) and Student Learning and Development units that form part of Student Counselling Services, to the premises vacated by College Health.

IT Services provide a variety of approved and licensed [academic software](#) that can be used on computers in several computer laboratories across teaching and learning locations and is available for downloading onto students' own computers. Students can access the full range of training resources available on the [LinkedIn-learning](#) platform and IT services also run bespoke and targeted classroom [training](#) courses to help learners get the most from some of the most popular software packages in

an academic setting, for instance the use of Word for Thesis writing. A range of resources are also available on the [Teaching and Learning platforms](#) in use across the University.

The Centre for Academic Practice provides a number of guides and resources for students on digital assessment and learning online. These include:

- A non-accredited, self-study virtual module on *Learning to Learn Online* – which is available to all students via the institutional VLE.
- An online hub [Student Gateway to Digital Assessment](#) which includes:
 - An introduction to the “what and why” of assessment, including digital assessment.
 - An overview of different types of digital assessment.
 - How to prepare for success when completed digital assessments.
 - Student experiences of digital assessments.

The Library delivered several initiatives to support the first phase of the Government's 'Programme for Access to Higher Education'. Design thinking workshops with staff and students examined how the Library could enhance digital skills and deliver accessible learning resources, both key aims of the fourth strand of the programme. Library website content was redesigned with more images and icons to complement easy to read text on student orientation and tutorial pages and a student orientation crib sheet was created to support the university's Neurodiverse Plus programme.

A new ['Inclusive Library' page](#) went live highlighting the location of sensory spaces with photographs and QR codes on the Library's 3D floor maps and a new guide to the Library's Assistive Technology Information Centre was created. A collaboration with 'Bookshare Ireland' allows all Trinity students, especially those with a visual impairment, dyslexia or a physical disability, access to a global database of over 1.2 million e-books which can be transformed into accessible formats.

In partnership with the Disability Service, the Discipline of Occupational Therapy, and the Students' Union, the Library continued a major research and refurbishment project to expand and develop environments to ensure students and staff with different sensory preferences can flourish. Building on the successful first phase of TCD Sense the Library worked with colleagues in the Disability Service to complete the following additional projects:

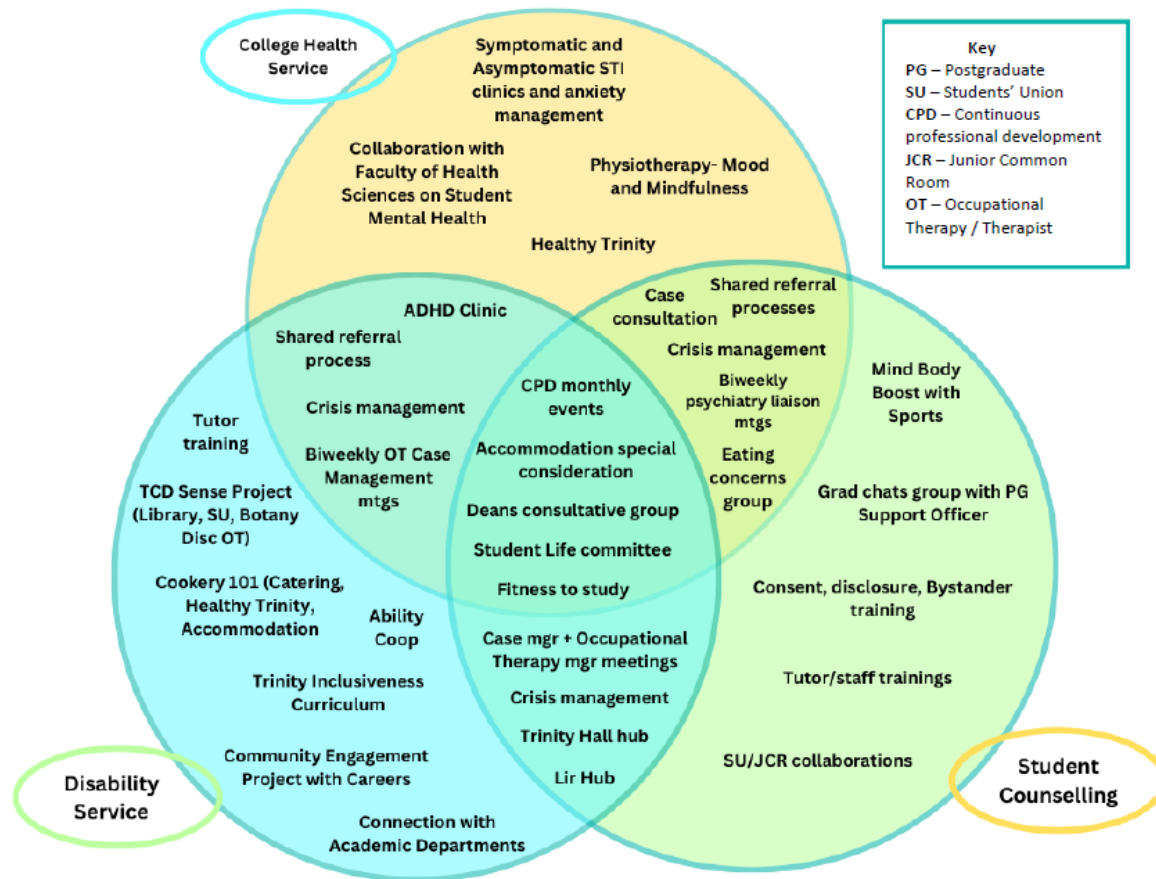
- The low-distraction room on the upper level of the Lecky Library was transformed into a respite room. It is of particular benefit to students who experience fatigue, pain, or discomfort as a result of their disability, or who may experience sensory processing difficulties.
- The Assistive Technology Information Centre (ATIC) in the Hamilton Library was refurbished to provide a more user-friendly layout and replace traditional PC workstations with low-distraction study pods.
- Based on user feedback, the Library redesigned a number of webpages to provide a more image-focussed overview of the sensory spaces and the specific supports available in each space.

During the academic year 2022-23, the Library's Teaching and Research Support team published a series of thematic resource lists to support the university's strategic aim to enhance diversity and the student experience. [These included](#) A-Z guides on race and ethnicity; LGBTQIA+; climate literacy; inclusive practices in higher education and coping strategies for exam success.

In March 2023, Trinity conducted its first ever Thematic Quality Review of Student Mental Health Services - a collaborative review of Student Counselling Services; College Health Service and Disability Services. The [Review Report](#) highlighted the collaboration across the three services specific to the needs of students, e.g., students with ADHD, Eating Disorders, etc. The thematic approach was highly commended by the External Review Panel, acknowledging both the approach to and the importance of Mental Health, as a theme in Higher Education at this time.

Figure 4, below, outlines the scope of each individual service, where they collaborate across the services and where they collaborate collectively to address the needs of students.

Figure 4: Thematic Review of Student Mental Health Services



4.0 QA of Research Activities and Programmes

4.1 Research Activities

Research structures underwent a change in the reporting period, Trinity Research and Innovation, established as two distinct units: [Trinity Research](#) headed by a new appointment of Head of Research; and [Trinity Innovation and Enterprise](#) headed by the Chief Innovation and Enterprise Officer. A Head of Clinical Sponsorship Oversight and a Quality and Regulatory Affairs Manager were also appointed to support and oversee the conduct of clinical trials research in Trinity. Trinity also has a Deputy Data Protection Officer who is primarily responsible for the management of [Health Research Regulation](#) and [data protection](#) as they relates to research - related activities.

The [Research Committee](#) is engaged in a full review of all research-related policies in Trinity. The [Policy on Trinity Research Centres](#) was reviewed and updated by the Research Committee and

approved by Council in June 2023 and is published on the Dean of Research's (Local website). The new Policy on Clinical Trials Sponsorship was presented to the Research Committee for approval in September 2023 and is being prepared for submission to Council. Work is ongoing to identify a shared process for annual reviews of Trinity Research Institutes. Part of this will see the policy relating to TRIs reviewed and updated in collaboration with Directors of TRIs and shared reporting templates developed for more consistent annual reviews to College committees and groups.

In June 2023, the Trinity Research Excellence Awards were presented to academic and professional staff at an event in the old Science Gallery. These awards are linked to the principles of Trinity's [Research Charter](#) and recognise the contributions of staff from across College in supporting and conducting excellent research. A full list of recipients can be found [here](#).

In 2023, the Research Development Office and collaborators delivered 32 training events, covering specific call topics, funders' insights, and information sessions, Inter- or Transdisciplinary Research Proposals, grant writing workshops, ERC series of training and early-career researcher series of three workshops. 1,658 researchers participated in the workshops evidencing high levels of engagement in the events from the Trinity academic community.

The Trinity Early-Career Funding Week was hosted in March 2023 with 355 participants, mainly research fellows and Assistant Professors registered for the hybrid sessions, 64% in person and 36% online. In 2023, the 'Research Focus' newsletter delivered 49 issues to 1,500 subscribers. In addition, a tailored funding alerts service was provided through Research Professional to 982 users.

HR provide an [Advancing your Research Career: Strategies for Research Leadership](#) programme, that targets early and mid-career researchers who wish to progress in their career by equipping them with the skills needed for professional development.

The University's Research Support System (RSS) interface has been enhanced to enable easier updating and a better user experience. The RSS now also allows information to be added on:

- Contributors
- Major collaborations

- Public policy engagement
- Civic engagement
- U.N. Sustainable Development Goals
- Impact

Other research system enhancements in the reporting period include:

- Phase 1 of the Research Ethics Management System (REMS) was implemented;
- RPAMS2 the next iteration of RPAMS (Research Contracts Management System) was implemented.

4.2 Research Degree Programmes

Policies and procedures that relate to research degree provision can be found on the [Trinity Teaching and Learning](#) webpages and include:

- [External Examiner Policy - Research Degree Programmes](#) (approved in June 2023);
- [Postgraduate Research Supervision Policy](#) (October 2021);
- [Procedure for the operation of online Viva-voce examination of a Research Thesis or Dissertation](#) (March 2022);
- [Remote Supervision of a Research \(Doctoral\) Students Policy](#) (October 2021).

Updated [Guidelines for examination of a PhD](#) were uploaded to the External Examiner Website.

Two initiatives under the PG Renewal Programme were approved by College Board in February 2023:

- Consolidation of the three existing PG research internal College awards (i.e., Postgraduate Research Studentship (1252), Ussher Award, Provost PhD award) into one Trinity postgraduate research award with a stipend of €25,000 for four years (full-time).
- A proposal to address Non-EU Fee differential and equalise PhD tuition fees, to ensure Trinity can continue to attract the best research students regardless of funding stream or country of origin. This aim will be further addressed in Horizon 2.

The following initiatives were approved by Academic Council in 2022/23

- A Supervisor-Research Student Agreement Template outlining expectations and responsibilities of both parties was approved in February 2023, for implementation on a pilot basis in 2023/24.
- A position paper clarifying the Academic Appeals Process and terminology used in the Calendar and PG handbooks.

Graduate Studies Committee in April 2023 approved further detailed recommendations aimed at scaling the current range of supports offered to the doctoral researcher community. The following were recommended for delivery in Horizon 2 of the Postgraduate Renewal Programme (commenced in September 2023) and are in the Horizon 2 Work Programme:

- Provision of guidelines for professional development planning for research students.
- Implementation of Personal Development Planning (PDP).
- Development of customised training courses to address identified training gaps.
- Provision of an online doctoral skills development hub.
- Review of the module Planning and Managing Your Research Process (PMRP).

The Centre for Academic Practice and the Office of the Dean of Graduate Studies co-facilitate the delivery of the [Research Supervisor Development Programme](#) Research Supervisor Development Programme with University College Dublin and the Royal College of Surgeons in Ireland (RCSI). The programme aims to prepare and support research staff in their roles as supervisors. In 2022-23, eight events ran under this programme, with two of these events run by TCD. There were 74 attendees from Trinity and 109 overall (from UCD/RCSI attendees at the TCD event).

The [Postgraduate Certificate in Innovation and Entrepreneurship](#) at Tangent, Trinity's Ideas Workspace, commenced in January 2023 and is applicable to a broad range of researchers - from current PhD students to Trinity research staff across all schools and faculties. The programme is a 30 ECTS, Level 9 qualification and comprises four modules:

- Module 1: Creative Thinking;
- Module 2: Innovation Pathways for Researchers;
- Module 3: Opportunity Generation and Recognition;
- Module 4: Leadership.

Student Learning & Development, the Postgraduate Advisory Service, the Counselling Service and the Library collaborate to deliver '[Planning and Managing Your Research Journey](#)', a five-credit module focusing on self-management, academic and communication skills, personal effectiveness, and wellbeing.

5.0 Staff Recruitment, Development and Support

In September 2023, as part of the governance renewal programme, the [Human Resources Committee](#) was stood down and a new principal committee, People and Culture, of Board was established (refer Fig.1). In the period covered in this Report, the Human Resources Committee was still in place and was a principal committee of College Board. The [HR Strategy, - empowering and enabling Trinity people to flourish](#), covering the period 2019 – 2024 has been developed to support the University to deliver on its strategy of 'Community and Connection'.

5.1 HR Policies

Access to HR Policies can be navigated from the 'About Trinity' [Policies](#) main page, which allows users to navigate to HR Policies held on the HR website. In 2022/23 HR continued its ongoing review and enhancement of HR policies and processes. During the 2022/23 academic year, the following policies were introduced or revised:

- [Bereavement Leave Policy](#) (New);
- [Child Protection Policy](#) (Revised);
- [Vetting/Foreign Police Certification Policy for Staff](#) (Revised);
- [Senior Academic Promotions Procedure](#) (Revised);
- [Senior Academic and Academic Consultant Promotions Procedure \(DDUH\)](#) (Revised);
- [Procedures for progression within the Assistant Professor grade](#) (Revised).

HR Policies pending approval and publication in 2023/24 include:

- new Researcher Recruitment Policy expected to be approved in Qtr. 1, 2024 with the appropriate training, toolkits and supports in place;
- new Sexual Misconduct Policy approved by College Board in November 2023;

- new Domestic Violence Leave Policy currently in consultation with Staff Representative Groups, is expected to be submitted to College Board for approval in early 2024;
- revision of the Dignity and Respect Policy, approved by College board in November 2023.

In 2022/23 a new Dignity Respect and Consent Advisory Service was approved. Three full-time staff were recruited to staff the Service, the last of whom was recruited at the end of Q4, 2023. A comprehensive training programme and information campaign for staff and students will accompany the launch of the Dignity and Respect and Sexual Misconduct policies in early 2024.

5.2 HR Processes

The HR team attended Lean 6 Sigma overview sessions with 15 attendees completing the formal yellow belt training and accreditation. Several process improvement projects were initiated across the various teams in HR using the 6 Sigma methodology. These projects are expected to be completed by the end of Quarter 1 2024. A draft HR technology and high-level process improvement plan has been developed and its implementation is dependent on relevant funding and resourcing being available.

During the 2023/24 reporting period consultation and enhancement action was undertaken in the following areas:

- Research Nominations;
- Role Grading;
- Job Sizing;
- Reward Recognition and Career Planning for Professional Staff;
- Senior Academic Promotions;
- Employment Contracts and Working Patterns.

In 2022/23 HR conducted four Citizens Assemblies, which were attended by over 400 staff, to discuss the area of Reward, Recognition and Career Planning for Professional Staff. In addition, three large scale consultation sessions were held to gather feedback on the Senior Academic Promotions process. This feedback has been distilled and will form part of a programme of work in 2024-25.

The Role Grading Committee reviewed 163 roles in 2023, of which 93 (57%) received a change of grade as a result. In 2022, 67 roles were reviewed; 70% of roles (47) reviewed received a change of grade. 211 vacant jobs were sized in 2023. This equates to approximately the same amount as were sized in 2022.

In response to concerns around precarity of employment, research on Employment Contracts and Working Patterns was conducted and a report is expected to be presented to the College Board in early 2024.

2022/23 constitutes the second year that data on the Gender Pay Gap was gathered and reported on in College. Reporting data is based on the snapshot date of 30 June annually and the report was published online on 20th December. The Gender Pay Gap was 8.8% in 2023 which is a reduction of 2.2% on 2022.

By the end of November 2023, 829 individuals were recruited and appointed to new positions in the University (approximately a 13% increase on the same period in 2022). The Chair (Professor of) Programme of Work continues to focus on hiring the most senior academics for the University. The programme for 2022/2023 was managing up to seventeen competitions across the three Faculties at any given time.

HR and Trinity Communications have collaborated on the launch of a new Trinity Intranet site which hosts [Information for New Staff](#) including a New Employee Hub to aid communication and navigation by staff new to College.

[Learning and Development](#) opportunities are listed on the HR Website and include a range of general programmes e.g., Induction and targeted programmes such as the Assistant Professor Development Programme and the Aurora Women in Leadership Programme. 1254 people attended L&D events in 2022/23 across the various programmes and events.

The Centre for Academic Practice is responsible for providing staff with professional development programmes, resources and supports to support the enhancement of teaching, learning and

assessment across the university. Aligned to the National Forum's Professional Development Framework. These supports include:

- formal accredited professional development: A [Special Purpose Certificate in Academic Practice](#) (NFQ L9-15 ECTS) which offers a professional qualification in teaching, learning and assessment. During 2022-23, modules offered to staff included:
 - Perspectives on Teaching & Learning in Higher Education
 - Assessment & Feedback
 - Curriculum Design in Higher Education
 - Embedding Digital Pedagogies

138 staff engaged in these modules in 2022/23.

- structured non-accredited professional development: a range of workshops, webinars and seminars were offered during 2023 with 179 staff attending in total. Bespoke workshops for schools were also facilitated including: "Blended and Online Learning" for the School of Medicine, "Feedback Practices" for the Centre for Language & Communication Studies & "Academic Writing" for the School of Social Work & Social Policy.

The Centre for Academic Practice also provides a range of professional development supports for Graduate Teaching Assistants (GTAs) who provide teaching supports for undergraduate education. These include:

- a formal accredited online module "Teaching and Support Learning as a Graduate Teaching Assistant" (NFQ L9-15 ECTS). Developed as part of a National Forum-funded initiative, this module can be taken for credit as part of the structured PhD programme or in self-directed learning mode i.e. not for credit. In 2022/23, 77 students enrolled with 47 of these completing for credit. The self-study module had 66 students enrolled in 2022/23.
- a formal accredited online module "Assessment & Feedback in a digital context" (NFQ L9-15 ECTS). Developed as an output of the SATLE-funded 'Digital by Design' project, this module aligns with the European-recognised DigCompEdu framework and focuses on enhancing core pedagogic competences in Digital Teaching, Learning and Assessment.

6.0 Information and Data Management

In September 2023, as part of the governance renewal programme, the [Library Information Policy Committee](#)- (Library and IT Services) was stood down and a new principal committee, Critical Infrastructure Committee of Board, was established (refer Fig.1). In the period covered in this Report, the Library Information Policy Committee was a principal committee of College Board.

Formal College policies can be found on the About Trinity [Policies](#) main page, which links to the approved [IT Policies](#).

IT Services manage the University's campus wired and wireless networks, data centres and external connectivity, web infrastructure, email, productivity, reporting, collaboration, and hybrid working solutions, management and student administrative applications, research IT services, and main student computing facilities. IT Services also provide support for teaching and learning in several lecture theatres and seminar rooms on campus and in 25 remote sites including at St. James's and Tallaght Hospitals. The IT [Projects Office](#) helps manage IT service change and delivery initiatives in line with good practice project management, governance and quality assurance principles. Details of current projects can be found [here](#).

In 2023 the University appointed a Digital Transformation Programme Manager and established a governance group to oversee the establishment of a new multi-year digital strategy and the implementation of enhanced digital experiences throughout the lifecycle of learners' engagement with the university. The Digital Strategy will be finalised in 2024 to align with the teaching and research strategy, including the Postgraduate Renewal programme and the support for the Admissions Strategy. It is built on the digital enablement programme that has delivered a student-centered mobile app, [Trinity Live](#), enhanced wireless connections and improved user experience in the student and applicant portal and for the Blackboard virtual learning environment.

IT Services issue a quarterly digest to all staff addressing key issues that staff should be aware of. In 2022/23, these included:

- Cybersecurity Updates including the release of new content in the [Cyber Crime Watch Hub](#) and a campaign to all staff following the cyber-attack incident on Munster Technological University;
- IT Security training material on the cyber security platform including QR Codes-Safe Scanning and Phishing and a campaign to celebrate IT Security Week and International Data Protection Day.

IT Services have a [unit](#) dedicated to the development of reports to support reporting, analysis and decision - making using trusted sources of information from the principle key systems of the university. This includes the provision of information during the annual online enrolment process, on applications and admissions, postgraduate progressions, global engagements, and key performance metrics.

A new cloud-based [data management service](#), including information capture, self-service analysis and reporting services, is under development to capture and make available relevant, quality checked, consistent and secure information to the College community.

[IT Services and its Research IT team](#) are making secure research storage available to capture, store and process large and sensitive research information sets. This research storage is available on premises and in a private cloud environment that is managed by IT Services. This complements the [high performance computing](#) infrastructure, provided by this team, to allow for the creation and analysis of advanced research information.

IT Services provide a range of Guides and supports for Blackboard and related learning technologies, with more implemented in 2022/23 ([My Module.tcd.ie](#)). A review of the College VLE System (Blackboard Learn), established in 2015/16, was initiated in 2022/23. A steering committee and associated sub-committees were established and sponsored by the Vice-Provost/Chief Academic Officer to consider any changes or addition of functionality that will benefit the university community from a pedagogic and learner perspective. Focus Groups were conducted with staff in November 2023 to initiate a consultation process. A review of the [VLE Policy](#) will be conducted as part of the wider project.

The Data Analytics and Strategic Initiative (DAaSI) Unit was established in 2002/23. The key objectives of DAaSI are to:

- Build data governance;
- Build data culture;
- Improve communication around data;
- Develop a Data Strategy.

In the first year of operation, DAaSI set up a Data Integration Group (DIG), comprising representatives with accountability as system owners and for data reporting across College.

The aim of the Data Integration Group is to inform the:

- ongoing development of data as a Strategic College Asset to enable reliable, evidence-based strategic decision-making;
- the creation of a best-in-class approach to data and analysis, supporting the strategic direction of the College and creating a combined, consolidated and centralised approach to data access, storage, analytics, reporting and communications, both internally within the College and to external stakeholders.

7.0 Public Information and Communication

Trinity Communications serves Trinity's core audiences: students, staff, policymakers, and the public.

The Communications function sits within the Provost Directorate and comprises four units:

- [Media Relations](#) - handles interaction with the media for the university, briefs media organisations and prepares researchers to engage with journalists.
- [Internal Communications](#) - builds community and shares key information with staff while Public Affairs briefs university leaders on policy and offers guidance on engaging with government and other key external stakeholders.
- [Social Media](#) - manages and develops Trinity's central social media channels. Social media is a key communication channel for student-facing content and a team of Student Ambassadors supports the Social Media team to improve student engagement with central accounts.
- [Public Affairs](#) - facilitates engagement with external stakeholders.

Trinity's approach to Public Communications is guided by the [Public Affairs and Communications Strategy \(September 2020\)](#).

These units operate across digital, print and broadcast media, social media, newsletters, Trinity's Intranet and website, events calendar, the SafeZone app, and digital screens on campus. The Trinity Communications team enables collaboration and manages the Trinity image bank, filming requests, events, and engagement with other areas in the university. It also supports communications initiatives for Trinity Sustainability and manages the content for the [News and events web pages](#) as well as key publications such as the [annual report](#).

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.). The main webpage links to the Trinity [Study](#) webpages which provide information for prospective students on undergraduate and postgraduate courses in addition to online courses, evening and short courses, Summer Schools and Transition Year programmes. Information is also provided on international applications and study abroad/exchange opportunities.

The Trinity homepage also 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](#). These pages also direct users to the research sections of the 24 Schools and the [Dean of Research](#) local webpages which house information on the Research Committee, and Research Policies.

Trinity is the lead partner on the MSCA and Citizens European Researchers' Night project, START. Coordinated in collaboration with ADAPT, RCSI and Qualia Analytics, START is an annual public engagement event that opens the doors of universities to the public and creates opportunities for researchers and citizens to talk, share ideas, and learn more about how research is done. Trinity welcomed approximately 4,000 visitors to the main campus on the last Friday in September with other events taking place at the School of Nursing & Midwifery on D'Olier Street, Unit18 at Trinity East, RCSI, and the Institute for Population Health at Tallaght.

Opportunities for graduate and industry engagement exist through the [Trinity Development and Alumni website](#) which connects with Trinity graduates and supporters. The [Provost Council](#) that brings together a network of leading international Trinity alumni and supporters who act as advisors to the College. A new Industry Advisory Board was established by [Trinity Innovation and Enterprise](#) under the Strategic Plan 2020-2025. Work began in 2022/23 on developing a new Enterprise Eco-System infrastructure for Trinity as part of its Human Capital Initiative-funded Next Generation Teaching and Learning programme. This initiative, led by the Trinity Careers Services aims to strengthen industry and employer engagement.

8.0 Monitoring and Periodic Review

Quality Reviews in Trinity typically allow for a two-year preparatory phase and in 2022-23 Trinity conducted three stand-alone reviews of professional support units, in addition to the thematic review of the student mental health services, which adopted a cross-Service review of three student support services:

- [Careers Service 6-8 Dec 2022](#)
- [Academic Affairs 31st Jan – 02 Feb 2023](#)
- [Quality Office 21-23rd Feb 2023.](#)
- The [Thematic Review of Student Mental Health Services](#), that included reviews of the:
 - Disability Service
 - College Health
 - Student Counselling Service (incorporating Student Learning & Development (SLD) and Student to Student (S2S))

The Accreditation Masterlist lists academic programmes subject to professional and statutory accreditation visits and in the reporting period 2022-23 these included visits by:

- CORU (Social Work and Social Policy) (September 2022);
- Dental Council (November 2022);

- Institute of Physics (December 2022);
- Nursing and Midwifery Board of Ireland (March 2023);
- Teaching Council (September 2023).

In respect of non-review related self-monitoring and evaluation activities, these include as outlined above:

- Amendment to Governance structures to align with the requirements of the [HEA Act 2022](#) and [Trinity Supplemental Charter 2022](#);
- Significant consultation around Horizon 1 of the Postgraduate Renewal Programme;
- Development of the [English Language Policy](#) in advance of the implementation of the IEM;
- Revision of the External Examiner Policies – [Taught](#) and [Research](#) and automation of workflows for the PGT External Examiner Annual Reports;
- Academic Integrity Case Management Framework and revised academic regulations as published in the College Calendar;
- [Admission Strategy](#) - The Vice-Provost/Chief Academic Officer initiated a discussion around the future of the university in terms the composition of the student body and an institutional admissions strategy in November 2022.
- Internal consultation in respect of sectoral initiatives included:
 - internal consultation as a member of the IUA IEM Working Group; the revised Code of Practice for HE programmes to International Learners; the Policy on Authorisation to use the IEM and the HE Guidance Note;
 - QQI Blended and Online Learning Guidelines (Draft Digital Learning Guidelines);
 - The National Student Survey evaluation including consultation held by MU Lab in November 2022 and response to the CROWE Evaluation Report by the Quality Committee in October 2023.
- Internal consultation across Trinity and CHARM-EU Alliance members in response to a Coimbra Group request on the 'Future development needs in quality assurance in higher

education across the EU”, to enable Coimbra Group representatives participate European Commission Workshop on updating the [2006 Council Recommendation on further European cooperation on quality assurance in Higher Education](#).

9.0 Details of Arrangements with Third Parties

Details of Trinity's [Partnerships and Networks](#) can be found on the Global Engagement Office website. Information provided includes [Joint Educational Programmes](#); [Networks and Alliances](#); and [International Exchange and Erasmus Partnerships](#)

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	23
Awarding bodies	14
QA bodies	8 (QAA-UK, CHARM EU-AQU (Catalan), NVAO(Netherlands), HCERES (France), the Hungarian Accreditation Committee, FINEEC (Finland), NOKUT (Norway) and AQAS (Germany).

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Irish Medical Council
Programme titles and links to publications	Medical Council - The Undergraduate Medical Degree is accredited by the Medical Council. There were 966 students enrolled on the programme in 2022/23.
Date of accreditation or last review	The most recent accreditation visit was in February 2022. The Report is published on the Medical Council website.
Date of next review	2027

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	<p>There are a number of programmes subject to CORU Accreditation within the Schools of Medicine; Social Work and Social Policy; and Linguistic, Speech and Communication Sciences. In 2022/23, a total of 831 students were enrolled on CORU accredited programmes as follows: B.Sc. in Physiotherapy (156); B.Sc. in Occupational Therapy (148); B.Sc. in Radiation Therapy (111); B.Sc. in Human Nutrition & Dietetics (83); Bachelor in Social Studies (162); Master in Social Work (33); Clinical Speech & Language Studies (138).</p> <p>CORU reports are not published in the public domain, however, their website provides a link to all approved educational programmes. The Accreditation Listing on the Quality Office website provides details for future accreditation review visits.</p>
Date of accreditation or last review	Variable
Date of next review	Variable

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	<p>Engineers Ireland accredit BAI and MAI Programmes in the School of Engineering and the School of Computer Science and Statistics. There were 132 students in 2022/23 on the BAI and MAI programmes and 109 on the Engineering with Management Programme. The most recent accreditation visit occurred in March 2022 and is valid for graduates up to 2025/26.</p>
Date of accreditation or last review	March 2022. Refer Engineers Ireland Accredited Programmes November 2023 (pg. 28)
Date of next review	2025/26

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council of Ireland
Programme titles and links to publications	<p>There are a number of programmes awarded by Trinity that are accredited by the Teaching Council. The include: (i) Professional Masters in Education (122), and the Bachelor of Music Education [(in association with Technological University Dublin (TUD) and Royal Irish Academy of Music (RIAM) (44))] (ii) Programmes validated by Trinity and delivered by Marino Institute of Education (1358). MIE underwent a Teaching Council Review in September 2023 and the Trinity School of Education also underwent a Teaching Council Review in October 2023 under the new Céim Standards for Initial Teacher Education (2020).</p> <p>The link to the MIE Céim Report can be found on the MIE website while the links to the School of Education Professional Masters in Education and the B. Mus. Ed accreditation reports are published on the Teaching Council website.</p>
Date of accreditation or last review	November 2023
Date of next review	2028

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	NMBI
Programme titles and links to publications	In 2022/23 there were 1,137 undergraduate students and 331 postgraduate students enrolled in programmes accredited by NMBI and leading to NMBI professional registration.
Date of accreditation or last review	October 2022. Details of Trinity's NMBI accredited programmes are listed on the NMBI website
Date of next review	2026/27

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	1
Joint/double/multiple awards	6
Collaborative programmes	1
Franchise programmes	0
Linked providers (DABs only)	2

1. Collaborative provision (Type of collaborative provision)	Polythea Consortium – European Joint Doctorate, Joint Research Degree
Name of body (/bodies):	Trinity College Dublin; University of Limoges (Fr); University of Amsterdam (Netherlands); University of Coimbra (Portugal); Wroclaw University of Science and Technology (Poland); University of Neuchâtel (Switzerland); University of St. Andrews (Scotland). Five students were registered in the programme in 2022. This project completed in 2022 and all Trinity students graduated successfully.
Programme titles and links to publications	Award Title is Doctor in Philosophia (Conjunctium).
Date of last review	Commenced in 2017
Date of next review	Completed in 2022.

2. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	University College Dublin (UCD)
Programme titles and links to publications	1. Structured PhD Programme 2. M.Sc. in Comparative Social Change – 19 students were enrolled in the M.Sc. in Comparative Social Change in 2022/23
Date of last review	
Date of next review	2025/26 (TBC)

3. Collaborative provision	Joint Award
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(Type of collaborative provision)	
Name of body (/bodies):	Technological University Dublin (TUD)
Programme titles and links to publications	<p>B.Sc. Human Nutrition & Dietetics (83) was quality reviewed in November 2015 and the report is available on the Quality Office website.</p> <p>Discussions on the next Quality Review of this programme have been initiated following the designation of TU Dublin as a Designated Awarding Body and the establishment of a new TU Dublin Quality Framework following the amalgamation of DIT, IT Tallaght and IT Blanchardstown.</p>
Date of last review	November 2015
Date of next review	2024/25 (TBC)

4. Collaborative provision	Joint Award
(Type of collaborative provision)	
Name of body (/bodies):	CHARM EU Alliance – 68 students were enrolled in the programme in 2022/23 (Universities of Barcelona, Utrecht, Montpellier, ELTE (Budapest), Åbo Akademi, Würzburg, Ruhr West University of Applied Sciences, University of Bergen).
Programme titles and links to publications	Master in Global Challenges for Sustainability, commenced in September 2021
Date of last review	November 2020 (Initial Accreditation under the European Approach to QA of Joint Programmes)
Date of next review	The intention is to bring the next iteration of the Masters in Global Challenges for Sustainability through the initial accreditation process in 2024/25 under the European Approach to QA of Joint Programmes.

5. Collaborative provision	Joint Award
(Type of collaborative provision)	

Name of body (/bodies):	Singapore Institute of Technology
Programme titles and links to publications	Joint B.Sc. in Physiotherapy. The Review Report can be found on the Quality Office website
Date of last review	7-9 June 2022
Date of next review	2023/24 will be the final year of the Joint Awarding Arrangement as the final cohort of students graduate.

6. Collaborative provision (Type of collaborative provision)	Dual Award
Name of body (/bodies):	Columbia University
Programme titles and links to publications	Dual BA Programme commenced in 2018/19. 196 students were enrolled on the 12 programmes that comprise the Dual Degree programme in 2022/23, across the Faculties of Arts, Humanities and Social Science and STEM
Date of last review	N/A
Date of next review	2025/26

7. Collaborative provision (Type of collaborative provision)	Collaborative Partnership
Name of body (/bodies):	Church of Ireland Theological Institute
Programme titles and links to publications	29 students were enrolled in the Master's in Theology
Date of last review	December 2015 (the report is available from the Quality Office website) .
Date of next review	2024/25

8. Collaborative provision (Type of collaborative provision)	Linked Provider
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Name of body (/bodies):	Royal Irish Academy of Music (RIAM)
Programme titles and links to publications	1. Diploma in Music, Teaching and Performance (n-4) 2. Bachelor in Music Performance (n-66) 3. Bachelor in Music Composition (n-2) 4. Master in Music Performance (n-12) 5. Doctor in Music Performance (n-13)
Date of last review	RIAM conducted a review of their Level 7 and 8 programmes (7-8 March 2022)
Date of next review	RIAM's quality assurance procedures were approved by Trinity in May 2020 and the first institutional review of RIAM will take place 23-25 th of April 2024.

9. Collaborative provision	Linked Provider
(Type of collaborative provision)	
Name of body (/bodies):	Marino Institute of Education (MIE)
Programme titles and links to publications	International Foundation Programme (108) Bachelor in Education (Primary) (495) Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) (141) B. Sc. in Early Childhood Education (Primary) (265) B. Sc. In Education Studies (115) Professional Master of Education (115) Professional Diploma in Education (Further Education) (67) Masters' in Education Studies (Early Childhood Education (20); Inquiry Based Learning (5); Leadership in Christian Education (4); Intercultural Learning and Leadership (10); Primary Mathematics Education (13)).
Date of last review	MIE's quality assurance procedures were approved by Trinity in September 2020 and the first institutional review of MIE took place in 22-24 of November 2023.
Date of next review	TBC

9.3 Articulation Agreements

Articulation agreements - Total number	5
1. Articulation agreement:	
Name of body (/bodies):	Thapar University, Patiala India
Programme titles and links to publications	Students enter Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2022/23 18 students entered Trinity under this agreement in 2022/23 and 67 students in total were registered across years 3, 4 and 5.
Date of agreement/arrangement or last review	Commenced in 2015/16. Reviewed in 2022/23 for a further five years.
Date of next review	2025
Detail of the agreement	
2. Articulation agreement:	
Name of body (/bodies):	Beijing Foreign Studies University
Programme titles and links to publications	It is a 1+1+1 'All AHSS' Masters programme whereby students can enter a 1-year taught Masters in Trinity in the middle year of their Masters' Programme and exit with a University of Dublin Award. One student entered Trinity under this agreement in 2022/2023.
Date of agreement/arrangement or last review	Commenced in 2018, renewed in 2022
Date of next review	2025/26
Detail of the agreement	
3. Articulation agreement:	
Name of body (/bodies):	Manipal Partnership
Programme titles and links to publications	2020/21 was the first year of the programme. In 2022/23, two students entered Computer Science Advanced Entry
Date of agreement/arrangement or last review	Commenced in 2020

Date of next review	2025/26
Detail of the agreement	

4. Articulation agreement:	
Name of body (/bodies):	University of Michigan- Jiao Tong University Joint Institute (UM-SJTU Joint Institute) with School of Engineering
Programme titles and links to publications	2019/20 was the first year of the programme, No students entered in 2022/23 under this arrangement,
Date of agreement/arrangement or last review	2019
Date of next review	
Detail of the agreement	

5. Articulation agreement:	
Name of body (/bodies):	University of Southern California (USC) with School of Dentistry
Programme titles and links to publications	This programme began in 2020/21. Students complete the one-year Postgraduate Certificate in Orofacial Pain at Trinity and then have the option to enter the second year of MS Degree in Orofacial Pain and Oral Medicine at USC. Four students entered the programme in 2022/23.
Date of agreement/arrangement or last review	2020
Date of next review	2025/26
Detail of the agreement	

Trinity College Dublin, University of
Dublin
2024

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2022-2023

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

As in previous years the College Board received two updates on progress against the Strategic Plan in April 2023 and September 2023, and the progress reports are published on the [Strategy](#) website.

- i. Postgraduate Renewal Programme Strategic Plan's Goals 2.3; 3.4, 3.6 and 4.5, all elements on this strategic project are ontrack (Strategic Plan Progress Report to College Board (September 2023. For further details refer to Part A- §2.4 and §4.2 and the [Postgraduate Renewal Programme website](#).
- ii. [Admission Strategy](#): Strategic Goal 1.2 In November 2022, Academic Council considered the need for a coordinated university admission strategy on the make-up of the student body and how to respond to the needs of the student body. In January 2023, a period of internal consultation commenced, and discussions occurred at the Undergraduate Studies Committee, Graduate Studies Committee, and among Heads of Schools, Fellows, Directors of Postgraduate Teaching and Learning, Faculty Executives and with the Students' Union. The initial consultation paved the way for wider consultation through online surveys to all staff and Heads of Schools and visits to each Faculty Executive. The appetite for change in the current Undergraduate: Postgraduate ratio, currently 70:30, varies across the 24 Schools. In May 2023, permission was sought from Council to further engage with Schools who voiced an appetite for non-traditional course-delivery to identify what supports would need to be in place to implement any changes that may be requested. In June 2023, Council approved a proposal to consider pilot projects in Schools to explore new directions which include seeking to embark on a partnership model with the HSE to provide healthcare education to staff, improving diversity through the review of its access routes and also seek to increase the types of opportunities offered through internships. It also proposes to explore the possibility of adjusting the teaching day/week to allow for more flexibility, more opportunities and be more inclusive of adjunct staff.
- iii. Education for Sustainable Development aims to empower all Trinity staff and students 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”. A key aspect of this involves professional development for staff relating to assessment and feedback design – in particular authentic assessment which supports the development and assessment of key competencies for sustainability (UNESCO 2017). A team of five ESD Academic Fellows, led by the Centre for Academic Practice, is currently developing the implementation plan for this significant initiative and leading strategy development for stakeholder engagement across undergraduate and postgraduate education.

- iv. Following the establishment of a Data Analysis and Strategic Initiatives (DAaSI) Unit in July 2023, a Data Information Group was established in 2022/23 with a view to developing an inaugural Data Strategy for the University which will examine topics around Data Governance, Data Culture (Refer Part A- §6.0).
- v. Athena Swan Goal 5.9: In August 2023, Trinity achieved a Silver Athena Swan Award, the first University in Ireland to achieve this standard. In addition, two Trinity Schools also received Silver Awards, while 17 other Schools across the three Faculties have bronze awards.
- vi. CHARM EU Goal 6.6: The CHARM EU Alliance has increased to nine partners and the alliance is part of two cross-Alliance pilot projects being run by the European Commission exploring the topics of (i) Legal Entity and (ii) European Degree.

Planned QA Objectives identified in Previous AQR

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	Institutional Quality Review	The Implementation Plan for the Institutional Review was submitted in April 2023. An update on the IP can be found in Part B §3.1
2	Implementation of the CHARM-EU initiative	The CHARM EU Alliance expanded to nine members in 2022/23. The CHARM-EU Masters in

		<p>Global Challenges for Sustainability is now in its 3rd cohort with 201 students registered since it commenced in 2020. CHARM-EU is also part of ED-AFFICHE (six Alliances cooperating on the European Degree Pilot) and is also a member of the Legal Entity Pilot coordinated by the European Commission.</p>
3	Implementation of the TORCH project	<p>TORCH came to a successful end at the close of 2023 with strong impact across the CHARM Alliance and Trinity. The project identified and developed strategic policy areas that will inform the future research ecosystem of CHARM: (1) Working towards reforming research assessment; (2) Fostering equality, diversity and inclusivity; (3) Championing Open Science; (4) Promoting inter/transdisciplinary research driven by societal challenges; (5) Intensifying R&I cooperation between universities. As part of this process, in March 2023, Trinity hosted the second Annual TORCH Forum, which defined pilot actions and action plans to advance the development of the strategic policy areas. Trinity staff from the Library, the Research Development Office and the CHARM-EU Office participated in and led pilot actions relating to interdisciplinary research, open science, and gender equality, amongst others. PIs from the Schools of Business, Engineering and Natural Sciences coordinated and participated in new Horizon Europe proposals with CHARM-EU based consortia supported by the Research Development Office.</p>

4	Micro-credentialing	<p>Trinity is participating in the national Micro-credentials (MC) Programme funded under the Government’s Human Capital Initiative and coordinated by the Irish Universities Association (IUA). In 2022/23, Trinity offered 27 MCs at Level 9 across four pilot Schools (Business, Engineering, Nursing and Midwifery, and Social Work and Social Policy). Following a call for new MCs from non-pilot Schools in 2022/23, four new MCs were approved from the Schools of Medicine, Psychology and Natural Sciences, and from Tangent to launch in 2024.</p> <p>Trinity is also an active partner in the IUA Microcreds Discovery Portal (https://microcreds.ie/) which was launched in March 2023.</p>
5	Working Group on Academic Integrity	Refer Part A § 2.4 and Part B § 2.1
6.	Postgraduate Renewal strategy	Refer Part A §2.4 and §4.2 and Part B §2.0
7.	Monitoring of quality of education and awards	<p>The focus on this objective has evolved since the Covid-19 pandemic to work on Academic Integrity and the impact of Artificial Intelligence Tools such as Chat GPT.</p> <p>In August 2023, Trinity provided names of Undergraduate Higher Degree Programmes to include as Case Studies in the HE Degree Classification Project due in March 2024.</p>

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Details of the schedule of meeting dates of all Principal, Academic and Compliance committees of University Council and College Board can be found on the [Committees Papers](#) website.

Body	Meeting dates
University Council	14 September 2022, 2 September 2022, 19 October 2022, 16 ^h November 2022, 14 December 2022, 25 January 2023, 22 February 2023, 29 March 2023, 24 April 2023, 26 ^h April 2023, 24 May 2023, 21 June 2023, 23 August 2023.
College Board	5 October 2022, 2 November 2022, 30 November 2022, 18 ^h January 2023, 8 February 2023, 15 March 2023, 12 April 2023, 10 May 2023, 7 June 2023
Quality Committee	21 September 2022, 19 October 2022, 1 December 2022, 26 January 2023, 29 March 2023, 20 April 2023.

1.3.2 QA Leadership and Management Structural Developments

As indicated in Part A §1, much of the work of 2022/23 focused on the implementation of Governance changes to comply with the HEA Act 2022 and the Trinity Supplemental Charter 2022 as outlined in changes to the composition and membership of College Board and the principal committees of Board as outlined in Part A Fig 1. The position of Chair of the College Board is held by an external appointment and details of new Ministerial appointments are yet to be confirmed at the time of this report.

As indicated in Part A § 4 – Trinity Research and Innovation has been restructured as two distinct units: [Trinity Research](#), headed by a new appointment of Head of Research, who commenced in October 2023; [Trinity Innovation](#) was also established and a new appointment of Chief Innovation and Enterprise Officer in June 2023. A Head of Clinical Sponsorship Oversight and a Quality and Regulatory Affairs Manager were also appointed to support and oversee the conduct of clinical trials research in Trinity.

As indicated in Part A §5, Trinity established a new Dignity Respect and Consent Unit which will be staffed by three full - time FTE. A new position of Dignity Respect and Consent Manager was filled in September 2022/23.

Changes occurred in the following positions:

- Dean of Research;
- College Secretary;
- Dean of Students

Chief Financial Officer (recruitment in progress).

A list of [Faculty School Governance contacts](#) can be found on the Secretary's Office website and includes the details of Faculty Deans, Heads of Schools and School Directors and is updated on an annual basis.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

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
Careers Service	6-8 December 2022	Careers Service
Academic Affairs	31 Jan – 02 February 2023	Academic Affairs
Quality Office	21-23 February 2023	Quality Office
Thematic Review of Student Mental Health Services incorporating reviews of Disability Service; College Health and Student Counselling Service.	27-30 March 2023	Thematic Review of Student Mental Health Services

1.4.2 Expert Review Teams/Panels⁴ involved in IQA.

(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	4	0	6	0			
<i>of those:</i>							
On-site processes	4	0	6				
Desk reviews							
Virtual processes							
Average panel size for each process type*	3						

* excluding secretary if not a full panel member

⁴ 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

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		1	3				2	2		Y-3	N-1
Secretary											
Academic/Discipline Specific											
Student Representative			1			Y				Y	
QA		2					1	1		Y	
Teaching & Learning											
External Industry /Third Mission			2				2				2

2.0 IQA System – Enhancement and Impacts

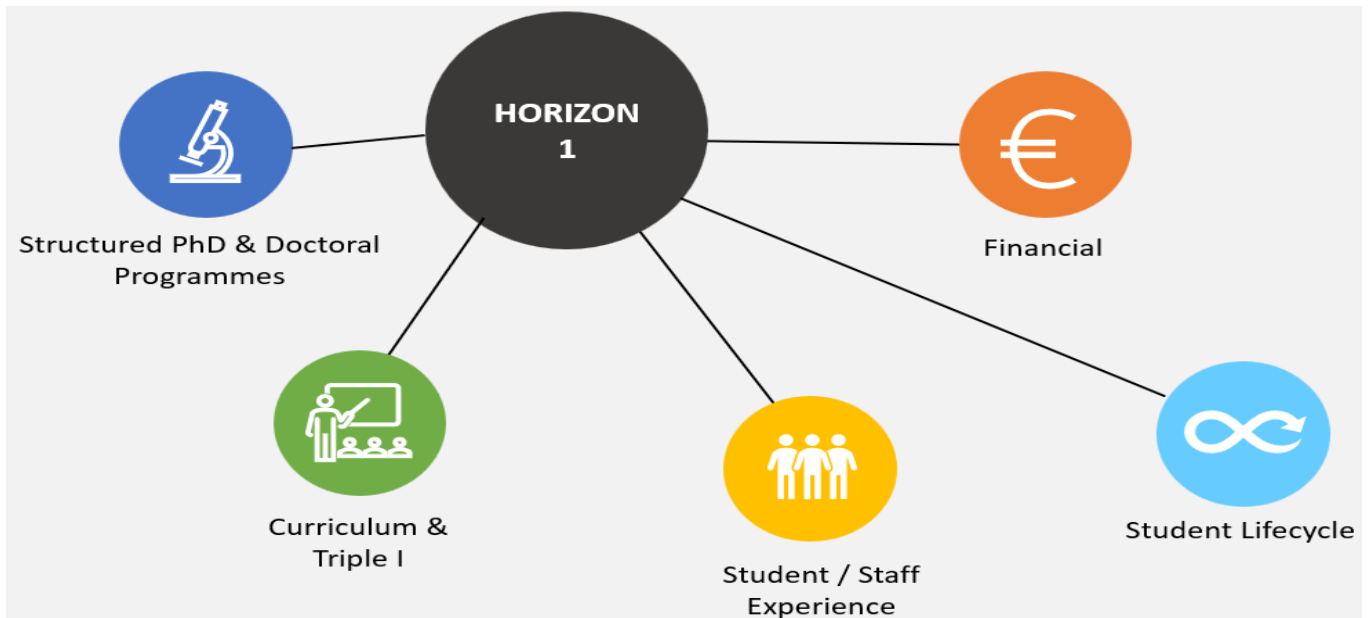
Postgraduate Renewal Programme

The Postgraduate Renewal Programme has acted as a stimulus for a range of system enhancements and impacts and this is expected to continue across future Horizons. From a quality process perspective, it has acted as the trigger for the:

- pilot implementation of the two-stage course proposal process (Refer Fig 2, § 2.1) to be piloted from January 2024;
- the pilot implementation of a *Supervisor- Research Student Agreement* from September 2023. This aligns with and is anticipated to address the finding in the National Postgraduate Student Survey in 2022/23 that 33% of PGR respondents reported that they had ‘agreed a personal training or development plan’, compared with 48% in the > 250 comparator universities. This indicator will be monitored in future administrations of the National Postgraduate Student Survey, due in 2025.
- review of best practice for the cyclical review of Postgraduate Taught programmes which is expected to inform new guidelines supporting thresholds for changes to programmes post - approval, in Horizon 2.
- restructuring and consolidation of three internal funding of PhD Awards schemes, into a single scheme with a stipend of €25,000 for four years full - time. This initiative responds to feedback by Trinity PGR students via the National Postgraduate Student Survey of the need to address the cost-of-living crisis and the level of stipend provided to PhD students.

Representatives from the Postgraduate Renewal Programme presented on the [Supervisor-Research Student Agreement](#) at the UK Council for Graduate Education Conference in July 2023 and in the QQ Quality in Higher Education event in October 2023.

Figure 5 Horizon 1 Themes



(Source: Interim Report to Council June 2023)

Other Parties involved in Education and Training - External Examiner Engagement

Following approval by Council in September 2022 to conduct a review of External Examiner Policies, Process and Support, a Working Group was established in March 2023 to progress the objectives of the review. A benchmarking exercise was conducted across national universities (NUI; UCD; UCC; TUD, UCG, MU) and UK universities (Bristol, Essex, Surry, Liverpool, and City University of London) to inform the review of the External Examiner Policy: the attendance requirements by External Examiners and of the criteria for selection, the term of appointment and reappointment of External Examiners.

The review was prompted by feedback from Schools via the Annual Faculty Quality Report on the difficulties faced in sourcing external examiners and by the lessons learned during the Covid 19 pandemic, when all Courts of Examiners were conducted virtually.

A profile of External Examiners was conducted to identify from which regions Trinity sourced External Examiners. This exercise was prompted by Trinity's [Sustainability Policy](#) and [Travel Policy](#) in support of Trinity's ambitions to reduce its carbon imprint.

Table 2: Profile of External Examiners 2022/23

Country of Origin	UG (Number and %)	PGT (Number and %)	PGR (Number and %)
Republic of Ireland	34 (26%)	43 (31%)	95 (30%)
Northern Ireland	7 (5%)	18 (13%)	14 (4%)
Other UK (Eng, Scotland, Wales)	74 (57%)	60 (43%)	93 (30%)
Scandinavia	3 (2%)	3 (2%)	13 (4%)
West European (Fr, Sp, Ger, Netherlands, Austria, Switzerland)	6 (5%)	9 (6%)	55 (18%)
Eastern European (Poland, Turkey, Greece)	1 (1%)	2 (1%)	3 (1%)
USA/Canada	3 (2%)	4 (3%)	26 (8%)
Asia (Singapore, HK, China)	1 (1%)	0	6 (2%)
Oceania (Aust/NZ)	0	0	6 (2%)
South America	0	0	1 (<1%)
Total Number and %	129 (100%)	139* (100%)	312* (100%)

Source: UG- Quality Office; PGT – Office of the Dean of Graduate Studies; PGR – Academic Registry.

The new [External Examiner Policy - Taught Programmes](#) applies from September 2023. It introduces greater flexibility to address the concerns of Schools by:

- Removing the requirement for mandatory attendance by External Examiners at annual Courts of Examiners sessions but recommending that they physically attend once in their three-year term and preferably in their first year.
- Delegating the decision as to mode and frequency of attendance by External Examiners to Directors of Teaching and Learning (UG and PGT).
- Reducing the period from ten years to five years that a graduate of Trinity cannot act as an External Examiner.
- Allowing for someone who has previously examined a research thesis in a School/Discipline to be reappointed as a Taught Examiner after two years has elapsed.
- Allowing emeritus academics to examine a Taught programme if they commence within three years of retirement; and for a research degree as long as they remain research active.
- Providing clearer guidance on concurrent, consecutive appointments across levels and across Schools.

The Quality Office will monitor the impact of the policy changes via feedback in the Annual Faculty Quality Reports for the 2023/24 academic year due in February 2025, however, an earlier opportunity to gauge the impact of policy changes will occur at the Faculty Quality Executive Meeting in March 2024.

A second strand of the review process was to explore process improvements to the External Examiner System to facilitate the online upload of an External Examiner Annual Report to improve monitoring, tracking, and reporting of the External Examiner Reports and action on recommendations for enhancement of academic standards and the curriculum. This work was led by the Graduate Studies Office in 2022/23 and supported by IT Services by optimising the functionality of MS Apps (SharePoint, Power Automate, MS Teams and MS Forms). A link to the [PGT online form](#) and the new [PGT process map](#) is published on the External Examiners website. The first opportunity to monitor the impact of the new process and whether it has increased the proportion of PGT Annual Reports returned will be through the Annual Faculty Quality Reports for 2022/23, expected in April 2024.

Information and Data Management – National Student Survey

A procedural change was introduced to the analysis and reporting of the National Student Survey 2022/23, as the impact of the implementation of strategic initiatives in 2018/19 was evident for the first time in the analysis of the data. These initiatives included:

- the new Undergraduate Science Streams;
- new curriculum architecture pathways introduced under the Trinity Education Programme;
- the increase in Trinity Joint Honours' Programmes.

As a result of these changes, 48% (n-1,901) of Undergraduate respondents to the Survey sat outside a single School/Faculty structure, i.e., were registered in multi-School or multi-Faculty programmes. In the [four undergraduate science streams](#), new entrants since 2018/19 were registered to a stream, configured as 'STEM MultiSchool' in the SITS (Strategic Information Technology System) system. As the first cycle of the stream structure reached maturation in 2022/23, it is no longer possible to identify which School Year 1 or Year 4 students are associated with.

To respond to this situation, the Quality Office has issued a report to the Associate Dean of Undergraduate Science Education (ASUSE) and asked that the Undergraduate Science Committee address survey outcomes and enhancements to the student experience at a committee level. Similarly, in response to the increase in Trinity Joint Honours a report was issued to the Undergraduate Curriculum Architecture Office with a request that the [Undergraduate Common Architecture Governance Committee](#) address survey outcomes and enhancements to the student experience at a committee level.

Internationalisation -

- Colleagues from Trinity's Global Engagement Office presented at the European Quality Assurance Forum in November 2023 '[Internationalisation and Ireland's International Education Mark: Reflections from Trinity college Dublin](#)' that outlined the range of quality measures Trinity (i) has in place and is (ii) preparing to put in place in preparation for the launch of the International Education Mark in January 2024. One such example in Trinity's new English Language Policy, approved by University Council in June 2022, that puts on a formal basis, pre-existing procedures that ensure that international students, and particularly those for whom English is not their first language, have an equal chance of success in progressing through their programme of study in Trinity.
- Also presenting at the European Quality Assurance Alliance in November 2023, Ms. Meritxell Chaves, CHARM -EU Secretary General of CHARM EU Alliance, and in collaboration with the Quality Office in Trinity, presented a paper '[Quality Assurance in European University Alliances. The CHARM -EU experience](#)'.

2.1 Initiatives within the Institution related to Academic Integrity

The academic year 2022/23 saw the emergence of Artificial Intelligence tools including CHAT GPT adding an expanded focus to the work, already underway on Academic Integrity. Initiatives around Academic Integrity are jointly led by the Senior Lecturer and Dean of Graduate Studies across undergraduate, postgraduate taught and postgraduate research provisions and across Academic Practice, Academic Affairs, the Library, IT Services and Student Learning and Development.

A new Education Policy Developer position, funded by SATLE funding, was recruited to focus on Academic Integrity and to support the development of a Trinity Framework for Academic Misconduct Investigation and Case Management based on the [NAIN Framework](#). New Calendar regulations based on the NAIN framework were approved by Council in June 2023 and implemented for the academic year 2023/24. A review of the new procedures is underway with feedback sought from stakeholders across the university.

Staff from the Centre for Academic Practice also actively engaged with the National Academic Integrity Network (NAIN) throughout the year, including contributing to the development of professional development resources for HE staff across the sector as part of NAIN user groups. Resources in support of the implementation of the new calendar regulations can be found on the Academic Affairs [website](#). A modified version of the Phil Dawson ‘let’s cheat to make your assessment better’ workshop run by Academic Affairs and Academic Practice was conducted in August 2023 and was attended by 22 staff from across a range of Schools and disciplines. The workshop focused on assessment validity and assessment re-design, as well as the new procedures for academic misconduct. Two workshops focused on the new misconduct procedures and the tutors’ role in the process and a further two workshops were held with Directors of Teaching and Learning (Undergraduate and Postgraduate), with several more due to take place in January 2024.

The Centre for Academic Practice ran a series of professional development events and workshops relating to academic integrity, with a particular focus on generative AI, in response to academic and institutional needs and priorities. This included a National Panel Debate on “Generative AI and ChatGPT: What's next for Assessment in Higher Education?” This was attended by over 230 people from higher level education in Ireland, the UK, Switzerland and South Africa. The event aimed to:

- raise awareness of the potential implications of generative AI for teaching, learning and assessment;
- engender debate on how generative AI could challenge and/or enhance assessment integrity;
- enable reflection on the wider implications of using generative AI for teaching, learning and assessment (including legal/ethical issues).

The Centre for Academic Practice also hosted:

- a workshop entitled 'Challenging Cheating: strengthening academic integrity through the "Swiss Cheese" approach' attracted 23 attendees; and
- a series of Faculty-based assessment integrity clinics with the aim of supporting colleagues with leadership roles in teaching. The aim of these clinics is to:
 - raise awareness of challenges and opportunities posed by generative AI tools such as ChatGPT, particularly in relation to academic integrity;
 - showcase potential modifications to assessment practices commonly used in cognate disciplines;
 - provide a forum to surface concerns and challenges arising from this assessment window.

In collaboration with Trinity Teaching and Learning, Student Learning Development and the Trinity Inclusive Curriculum, the Library reviewed and refreshed the university's [Guide to Academic Integrity](#). The two key achievements of this update were (a) information was updated to reflect new regulations approved by University Council and (b) greater emphasis was given to outlining what good academic practice looks like.

The guide also includes interviews with students to ascertain their understanding of academic integrity and reflect on why it is central to their learning. In addition to providing practical supports on study and referencing practices, the guide covers topics on stress and the fear of failure and the importance of students taking personal responsibility for their learning. Improved signposting of university supports, including a redesigned Library academic integrity workshop as part of the library skills programme, was also highlighted.

On receipt of QQI updates, the Quality Officer circulates them including a list of essay writing websites to the Senior Lecturer, Dean of Graduate Studies, Junior Dean, Academic Affairs, Academic Practice and IT Services. In 2002/23 Trinity issued a 'takedown letter,' in relation to intellectual property belonging to Trinity and its staff, which was being purveyed by users of the website without permission.

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. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Human Capital Initiative funded Next Generation Teaching and Learning – Enterprise Ecosystem 20023-2025 (Trish is there a link to this anywhere)	<p>Work began in 2022/23 on developing a new Enterprise EcoSystem infrastructure for Trinity as part of its Human Capital Initiative-funded Next Generation Teaching and Learning programme. The Enterprise Ecosystem will:</p> <ul style="list-style-type: none"> • Build an infrastructure that co-ordinates strategic-level enterprise engagement across Trinity’s HCI activities. • Foster a deeper understanding of enterprise and labour market needs across Trinity to inform the development of lifelong learning, micro-credential and CPD courses. • Build and consolidate networks across enterprise and academia. • Centrally support Trinity’s 24 HCI work packages to enhance enterprise collaboration, target their marketing, and generate learner pipelines within enterprise. <p>The Ecosystem team provides regular updates to Trinity’s HCI governance committees and to the HEA on progress, achievements, and challenges.</p>
2	Postgraduate Renewal Programme - (Horizon 2) Strategic Plan Goals 2.3; 3.4;3.5;3.6; and 4.5	Horizon 2 of the Postgraduate Renewal Programme commenced in September 2023, the theme for Horizon 2 is Community and Connection and

		<p>the deliverables as approved by Council in June 2023 continue initiatives under Horizon 1 themes (see Fig 5) with the addition of a new theme 'Structures and Spaces'. The details of the deliverable for H2 are included in the final Report of Horizon 1 due to Council in January 2024.</p> <p>Also linked to the PG Renewal Programme in 2023/24 are the pilots of the:</p> <ul style="list-style-type: none"> ➤ two phase Programme Proposal Process (refer Part A 2.1); and ➤ Supervisor- Research Student Agreement (refer Part A 4.2)
3	<p>Admission Strategy 'What should our student body look like and how do we make it happen?'</p> <p>Strategic Plan Goal 1.2</p>	<p>Following the approval granted by Academic Council in June 2023 (Refer Part B Strategic QA Updates 1.1 (ii) Admission Strategy), on the establishment of pilot projects, the following pilots were proposed to Academic Council in November 2023:</p> <ul style="list-style-type: none"> ➤ The School of Medicine seeks to embark on a partnership model with the HSE to provide ongoing healthcare education to staff. Initial discussions indicate that this would primarily be through a CPD model. ➤ The School of Law is interested in improving diversity in the School through a review of its access routes and also seeks to increase the types of opportunities offered through internships. It also proposes to explore the possibility of adjusting the teaching day/week to allow for more flexibility, more opportunities and be more inclusive of adjunct staff. ➤ The School of Chemistry will relaunch the Postgraduate Diploma in Circular Economy and Recycling Technologies which will be delivered

		<p>online, and it is hoped that this will open the course up to a wider group of learners.</p> <p>Progress on these initiatives will be monitored to inform the development of the new Admission Strategy and a progress report will be presented to Academic Council in Semester 2 2023/24.</p>
4.	<p>Sustainability Strategy and Action Plan (approved by College Board in November 2023)</p>	<p>The Sustainability Strategy and Action Plan was approved by College Board in November 2023 and is expected to be launched in January 2024. The priorities outlined include:</p> <ul style="list-style-type: none"> ➤ Tackling Climate Change ➤ Restoring Diversity ➤ Creating Healthy Futures <p>The Strategy includes the following focus areas:</p> <ul style="list-style-type: none"> ➤ Education ➤ Research ➤ Operations ➤ Community . <p>It defines targets for achievement and a governance structure and reporting framework to enable the delivery of the strategy and align with external reporting requirements and standards; including:</p> <ul style="list-style-type: none"> ➤ EU Corporate Sustainability Reporting Directive (CSRD)

		<ul style="list-style-type: none">➤ European Sustainability Reporting Standards (ESRS)➤ Government of Ireland Climate Action Plan – Climate Action Mandate➤ Sustainability Energy Authority of Ireland.
5.	Continued implementation of initiatives to address the recommendations of the Cinnte Review, as per the Implementation Plan (April 2022)	To be inserted

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed.	Date of planned review	Date of last review
Marino Institute of Education	23-25 November 2023	First Review - LP
School of Natural Science	7- 9 February 2024	03-05 February 2010
School of Psychology	26 -28 March 2024	28-30 March 2011
Royal Irish Academy of Music	23-25 April 2024	First Review - LP
Secretary's Office	TBC	October 2012

3.2.2 Reviews planned beyond Next Reporting Period

Planning for the 4th cycle of reviews is due to commence in January 2024, with a view to commence reviews in 2024/25 Academic Year. The following reviews are in the preparatory phase, i.e., review has been notified; nomination and selection of Review Teams has commenced, and dates are either confirmed or to be confirmed. The review cycle is still recovering from the disruption caused by the Covid -19 pandemic and we continue to attempt to realign review dates for academic areas within the seven – year cycle as required under the QQI Act 2012.

Unit to be reviewed.	Date of planned review	Date of last review
School of Physics	6-8 November 2024	March 2012
School of Linguistics Speech & Communication Sciences	19-21 November 2024	March 2011
School of Engineering	26-28 November 2024	October 2013

Trinity Business School	TBC	March 2011
School of Social Science & Philosophy	TBC	01-03 April 2009 BESS Programme 2015/16
School of Mathematics	TBC	November 2014
School of Education	TBC	May 2015
Columbia Dual Degree Programme	TBC	First Review -Dual and Joint
Human Nutrition and Dietetics (Joint Award with TU Dublin).	TBC	November 2015
M.Sc. in Comparative Social Change (Joint Award with UCD)	TBC	Commenced in September 2016

4.0 Additional Themes and Case Studies

4.1 Using a Recognition of Prior Learning (RPL) Approach to Evaluate Experiential Learning for Access to a Postgraduate Education Programme.

Context:

Trinity has participated in the National Recognition of Prior Learning (RPL) in Higher Education Project since 2021. This project is a collaborative initiative working to embed and expand RPL across 14 partner higher education institutions. The project is funded by the Human Capital Initiative Pillar 3 (Innovation and Agility) and co-sponsored by the Technological Higher Education Association and the Irish Universities Association.

A Framework for RPL in HE was agreed in June 2022 by all partner institutions which represents a shared understanding of RPL with a set of principles underpinned by quality assurance.

A Trinity RPL Working Group, chaired by the Dean of Graduate Studies, was established in March 2022 to review current RPL policy and practice across the University considering the national RPL project and make recommendations for the future use of RPL at Trinity.

During the project lifecycle institutions are encouraged to engage in case study development to highlight how RPL could be further enhanced, and to showcase new and innovative RPL approaches for further consideration.

Case Study Identification:

The Global Brain Health Institute (GBHI) at Trinity runs multidisciplinary leadership training programmes aimed at developing a global response to

increasing dementia rates by developing scalable, policy-relevant methods for dementia prevention and mitigation.

On the 6th of July 2022, GBHI received an application for its NFQ Level 9 Postgraduate Certificate in Equity in Brain Health in which the applicant did not meet the entry criteria of a 2.1 Honours Degree but had relevant experience. A process was developed by GBHI and the RPL Project Lead to assess the applicant's prior experiential learning to ensure sufficient rigour could be applied for waiving the 2.1 Honours Degree requirement for programme access. This approach was used to design and build a case study to inform RPL practice at Trinity.

RPL Process Development:

The applicant had extensive prior non-formal experiential learning and a method of capturing and assessing this learning was required to inform the decision-making process. A best practice approach suggested by the European Centre for the Development of Vocational Training (Cedefop) for measuring and evaluating non-formal learning was modified to develop the IDAC methodology which can be summarised as follows:

1. **Identification:** The learner explores their prior learning with a view to making an RPL application.
2. **Documentation:** The learner undertakes a reflective process and gathers relevant materials to substantiate their

application.

3. **Assessment:** The learner's application is assessed. A range of assessment mechanisms may be used (e.g., portfolios, interviews).
4. **Certification:** If the application is successful, the learner will receive formal recognition or certification, which will lead to one or more outcomes (e.g., access, advanced entry, module exemption).

In addition to the IDAC approach above, GBHI included some additional tailored questions for the applicant to address. The application was also evaluated against the NFQ Grid of Level Indicators at Levels 8 and 9. The applicant submitted their evidence portfolio for final review on the 20th of July 2022.

Following a review by the Course Committee (Module leads and Programme Director), the Committee recommended the applicant for access onto the programme on the 8th of August 2022. This decision was approved by the Dean of Graduate Studies on the 18th of August 2022 followed by Academic Registry Approval on the 9th of September 2022.

Communication to Stakeholders:

This case study with its RPL process approach was presented to participants on National RPL in HE Project Digital Badge series in April 2022, and discussed at the QQI 20th Anniversary of the NFQ in November 2023. GBHI will also

present this case study at a Trinity RPL Event planned for January 2024.

Benefits of the RPL Project:

The RPL Project at Trinity has allowed for the sharing of good practice in RPL application processing and decision making across Schools and has created awareness of the potential use of RPL across programmes. This work is underpinned by the Trinity RPL Policy, which will undergo an extensive review led by the RPL Working Group in 2023/2024.

Evaluation and Impact:

This case study details a robust tailored approach to measure and evaluate non-formal learning for postgraduate programme access at Trinity, which other Schools and HEIs can learn from. The applicant concerned has since successfully graduated from Trinity and has gone on to advance their research in dementia care and support.

Supporting Policies and Procedures:

The following policies and procedures were consulted as part of this RPL process development:

1. Trinity RPL Policy: [rpl-jan2021.pdf \(tcd.ie\)](#)
2. Cedefop Guidelines for validating non-formal and informal learning: [European guidelines for validating non-formal and informal learning \(europa.eu\)](#)
3. QQI NFQ Grid of Level Indicators: [NFQLevelindicators.pdf \(qqi.ie\)](#)

4.2 Introducing use of ChatGPT for pharmacy students -Teaching and assessment perspectives.

Theme: Development and Use of Learner Assessment/ Introduction of a Generative artificial intelligence (AI) to Pharmacy Curriculum

Introduction

A Generative Pretrained Transformer (GPT) is a generative artificial intelligence (GAI) tool referring to a large language model which uses machine learning to generate text outputs which resemble human text communication (Briganti, G., 2023 <https://doi.org/10.1007/s00405-023-08337-7>). Since the launch of ChatGPT from OpenAI (<https://openai.com/>) in November 2022 there has been understandable concern from the academic community about the use and abuse of such GAI tools by students, in particular in assessment integrity. However, there is also great interest in exploiting the potential of GAI tools in healthcare and education (Sallam, M., 2023, <https://doi.org/10.3390/healthcare11060887>), with suggestions for its use in higher education including stimulating critical thinking (Riley, S., and Cramblet Alvarez, L., 2023 <https://otl.du.edu/chatgpt-friend-or-foe-in-the-classroom/>). The current case study describes a biopharmaceutics workshop introduced to the pharmacy curriculum, which focused on use of ChatGPT as a GAI tool, requiring critical reflection analysis of outputs and consideration of prompt engineering to optimize its use. In this context, biopharmaceutics relates to the study of formulation design of pharmaceutical products with a

focus on assessing how the medicinal product releases the drug in the patient. This exercise related to a workshop in year 4 of the 5-year Pharmacy (Integrated) Programme in Trinity. Assessment approaches need to account for relatively large class sizes with multiple professional assessments, generally comprising 65-75 students. The workshop and assessment were conducted in February-March 2023.

The Exercise

A new biopharmaceutics workshop was introduced which considered specific technical methods investigating drug release, especially supporting efficient development of generic medicinal products. Part 2 of the workshop focused on use of ChatGPT in providing information on regulatory requirements for some specific technical criteria for gaining a “biowaiver”, or waiver of clinical studies for a medicinal product, depending on demonstration of certain biopharmaceutical properties. At the time of the workshop there was some media focus on academic integrity and use of GAI tools such as ChatGPT, with university policies on their use still in their infancy. Therefore, in order to ensure that students would not be concerned about being registered users with OpenAI, they were not at any point required to directly engage with the platform. To overcome this challenge, students were provided with three ChatGPT input queries (prompts) generated by the academic and the ChatGPT (v 3.5) outputs to each prompt. The regulatory guidance documents with the correct information were

also provided to the students. It was emphasized to students in the workshop guidance that pharmacists in all professional roles are responsible for interpreting, generating and providing information, and therefore the importance of being familiar with these GAI tools to ensure their safe use.

Assessment

The relevant assessment was in two sections: In section 1, students were provided with two critical reflection statements, requiring selection of the statement which best reflected each ChatGPT output. Whereas each of the ChatGPT outputs provided was well-structured with some correct information, each contained either some erroneous information or information that was too vague to address the information requirements. Due to these clear shortcomings, for this particular example, the attribution of the “correct” critical reflection statement was unambiguous once the source regulatory material was consulted.

Section 2 of the assessment involved students suggesting a new prompt to retrieve a more precise or accurate answer, along with a reasoned explanation for their choice of terms/phrases in the prompt. These prompt suggestions were assessed directly based on their reasoning, and not through inputting to the GPT platform and assessing outputs.

Feedback

An optional, anonymous feedback survey on workshop quality was conducted after the workshop¹. Of 27 (ex 66) responses received, 24 ‘agreed/strongly agreed’ with the

statement “The ChatGPT exercise was helpful in prompting me to critically reflect on using an artificial intelligence/natural language processing tool in practice”. In terms of workshop design going forward, 24 respondents also considered that it would be ‘somewhat/very beneficial’ to include an opportunity in the workshop to input their prompt to ChatGPT and reflect on their generated output. Comments concerning the ChatGPT element of the workshop included positive feedback on providing an opportunity to learn about these tools rather than being advised against their use.

Conclusion

Overall, the workshop was a very positive experience, enabling an applied introduction to use of the GAI tool ChatGPT. This assignment was given to a relatively large class size, was of a low-stakes nature and at a very busy time of year for these year 4 students (and academics). It was therefore essential that the assessment method employed would be suitably concise, while being of an appropriate (QOI level 8) standard. The provision of critical reflection statements could be the subject of debate, however, given the novel nature of the exercise it was considered a valuable teaching and learning aid to scaffold such critical thinking. The use of prompt design as an assessment approach was a particularly efficient method of assessing knowledge application and reasoning. Going forward, given the rapidly evolving field of use of GAI in education, theoretical concepts in the nascent field of prompt engineering will be included (e.g. [Lo, L.S., 2023 https://doi.org/10.1016/j.acalib.2023.102720](https://doi.org/10.1016/j.acalib.2023.102720)).

The project’s characteristics were deemed to be very low risk by the Trinity College ethics system, by virtue of the fact that low risk methods were used, no personal data was collected, no vulnerable participants were targeted and no intrusive topics were examined.

