

[Higher Education Institution]

2021

Annual Quality Report (Institution)
Reporting Period 2019-2020

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2021

Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2019-2020

PREFACE

This is the AQR for Trinity College Dublin for the reporting period **1 September 2019 – 31 August 2020**.

The **Annual Quality Report (AQR;** formerly AIQR) 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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PART A: INTERNAL QA SYSTEM

Introduction and Overview of Institution

Trinity College Dublin, the University of Dublin, was founded in 1592 by Queen Elizabeth I and is Ireland's premier university. Situated on a historic campus in the centre of a vibrant modern city, it is defined by a tradition of leadership, innovation and a determination to shape the future for the better. The College community draws inspiration from a strong sense of civic responsibility, pride in its achievements over centuries, and an inquisitive and entrepreneurial mindset in teaching, learning and research.

As the leading institution among nine universities and 24 public higher education institutions overall in the Republic of Ireland, Trinity is the first destination of choice for 16% of Irish school leavers, and its undergraduate places are 2.5 times over-subscribed. Its commitment to inclusion and widening participation is reflected in over 20% of non-traditional students. The pioneering Trinity Access Programmes (TAP) served as a model for a similar programme established in 2016/17 at Lady Margaret Hall (LMH), an Oxford University College. Of its 18,941 students, 5,496 students in Trinity are postgraduates. Of these, 1,598 are currently undertaking PhD research. The 32% of its students that come from over 120 countries outside of Ireland is a strong testimony to its attractiveness as a global destination.

As a research university, Trinity is firmly focused on excellence and impact. It attracts over 50% of Irish ERC (European Research Council) awards and was ranked 14th in the world by the THE (Times Higher Education) Impact rankings 2020. Trinity excels in innovation and entrepreneurship both in terms of commercialising ground-breaking research and educating students to be creative and entrepreneurial. Trinity generates a fifth of all spin-out companies in Ireland and interacts with 400+ industry partners annually, ranging from multinationals to Irish SMEs and start-ups. In 2018/19, Trinity researchers won almost a third of all SFI/Enterprise Ireland Technology Innovation Awards (TIDAs) which fund the development of innovative projects with strong commercial potential. Trinity has transformative plans for a new Tech campus (Trinity East), 800 metres east of its main location, which will put the University at the heart of the city's Innovation District.

Trinity's student accelerator, LaunchBox, has created 81 start-ups that have gone on to raise over €9.5 million in funding and investment and generated 130 full-time jobs. Tangent, Trinity's Ideas Workspace, offers students, staff, and the wider innovation ecosystem a space in the new Business School in which to come together to collaborate, build and innovate. In 2020, for the sixth year in a row, Trinity was ranked Europe's leading University for producing entrepreneurs according to independent research conducted by private equity and venture-focused research firm, PitchBook.

Pitchbook's 2020 Universities Report placed Trinity at number 49 in the global rankings for producing venture-backed entrepreneurs from its undergraduate programmes, the only European university in the top 50. Trinity is the only University in Ireland that aims to embed entrepreneurship in the UG curriculum through the provision of the UG Cert in Innovation and Entrepreneurship, provided by Tangent, that students can take alongside their primary programme of study.

As a global university, Trinity College is continuously developing and strengthening its international networks. Key amongst these are membership of [LERU](#) (The League of European Research Intensive Universities) since 2017, and the [COIMBRA](#) Group since 1987. In 2018/19 Trinity, as part of the CHARM-EU Alliance with partner universities: Universities of Barcelona, Utrecht, Montpellier and ELTE Budapest, was one of seventeen university alliances in the first round of applications to the European Universities programme.

Process for the Development of the Annual Quality Report (AQR)

The following internal administrative and academic units were consulted regarding the information included in this report:

- Academic Registry
- Global Relations
- Human Resources
- Trinity Teaching and Learning
- Secretary's Office
- Public Affairs and Communications
- Trinity College Library
- The School of Linguistic, Speech and Communication Sciences
- The School of Nursing and Midwifery
- The School of Engineering
- The School of Education
- The School of Natural Sciences
- The School of Computer Science and Statistics
- The School of Medicine

The following College 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 Director of Student Services
- Vice-President Global Relations

The following Linked Providers were consulted regarding the data included in this report:

- The Royal Irish Academy of Music (RIAM)
- Marino Institute of Education (MIE)

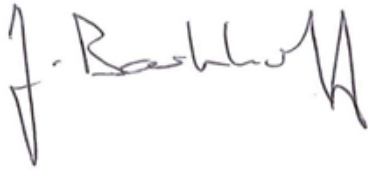
Process for the Approval of the Annual Quality Report (AQR)

This Report was approved by the following Committees:

- Institutional Self-Evaluation Team (13th January, 3rd February 2021)
- Quality Committee (14th January, 11th February 2021)
- University Council (10th February 2021)
- College Board (24th March 2021)

This Report is submitted by the Vice-Provost/Chief Academic Officer.

Signed:

A handwritten signature in black ink, appearing to read "J. Rashid". The signature is written in a cursive style with a large initial "J" and a distinct "R".

Date:

26.03.2021

List of Hyperlinks

[About Trinity homepage](#)
[Administrative Units review procedures](#)
[Annual Faculty Quality Reports \(AFQR\)](#)
[Associated College Degree Committees \(ACDC\) - papers](#)
[College Board meeting papers](#)
[College Strategic Plan \(2020-2025\)](#)
[College Statutes](#)
[Consolidated Annual Faculty Quality Report \(AFQR\) to Council](#)
[Dual and Joint Awards Programme review procedures](#)
[Framework for Quality](#)
[Global Relations Strategy 3](#)
[Governance Structures](#)
[Graduate Studies Committee \(GSC\)](#)
[Human Resources policies](#)
[Inspiring Generations Philanthropy Campaign](#)
[Library Policies](#)
[Management Structures Handbook](#)
[National Student Survey.ie \(UG/PGT\) - report](#)
[National Student Survey.ie \(PGR\) - report](#)
[Professional accreditation masterlist](#)
[Programme Review Procedures](#)
[Quality Committee Agenda and Minutes](#)
[Quality Committee Terms of Reference](#)
[Quality review reports](#)
[Research Committee meeting papers](#)
[Research Excellence Strategy and Research Charter](#)
[Research Impact Unit website](#)
[Schedule of quality reviews](#)
[School review procedures](#)
[Student Life Committee Terms of Reference](#)
[Trinity Estate Strategy](#)
[Trinity Education](#)
[Trinity Home Page](#)
[Trinity Teaching and Learning Academic Policies](#)
[Trinity Research Institutes review procedures](#)
[University Council meeting papers](#)
[Undergraduate Studies Committee \(USC\)](#)
[Virtual Review procedures](#)

1.0 Internal Quality Assurance Framework

1.1 Governance and Management of Quality

Information on the key quality assurance decision-making fora is available on the [Trinity Home Page](#), where the Terms of Reference (ToR), membership, schedule of meetings and meeting papers of the key College Committees are available. Further details of the [Governance Structures](#) can be found on the Secretary's website. The [Management Structures Handbook](#) outlines all the governance and decision-making bodies in Trinity, their Terms of Reference and the reporting relationships to each other. Proposed changes to the terms of reference and membership of Committees that require a change to the schedules of the Statutes are submitted to Board for approval on an annual basis, as required. The key quality assurance decision-making fora are:

- The [College Board](#), chaired by the Provost, is the Governing Authority of Trinity College Dublin, the University of Dublin. As per the Framework for Quality in Trinity, the College Board receives all quality review reports arising from reviews of Administrative Service Areas and policies that relate to external partnerships e.g. Trinity Linked Providers. The College Board approves the minutes of University Council and of the Quality Committee. A review of the Board was initiated in 2019/20 (see Part B, section 1.3.2).
- The [University Council](#), chaired by the Provost, is the key decision-making body in terms of academic quality and standards. Academic committees of Council are the [Undergraduate Studies Committee \(USC\)](#), the [Graduate Studies Committee \(GSC\)](#), the Global Relations Committee, the [Research Committee](#) and the [Student Life Committee](#). University Council approves new course proposals, new or revised policies and receives quality review reports for all academic reviews - Schools, Programmes and Research Institutes. Council also receives College-level reports on the National Student Survey.ie (formerly known as ISSE) at UG/PGT and PGR level and the Consolidated Annual Faculty Quality Report (AFQR).
- The [Quality Committee](#), chaired by the Vice-Provost/Chief Academic Officer, is a compliance committee of the University Council and College Board. The [Terms of Reference](#) (ToR) and membership of the Quality Committee were reviewed in 2020/21 and approved by College Board in November 2020. The [Framework for Quality](#) graphic provides an overview of the institution-level quality fora and was updated in April 2020.
- The [Research Committee](#), chaired by the Dean of Research, is the committee responsible for the development of policy in relation to institutional research. The minutes of the Research Committee are approved by University Council. The Quality Office works through the Office of the Dean of Research to develop and consult on quality assurance procedures for Trinity Research Centres and Trinity Research Institutes (TRI). The Dean of Research presents quality review reports arising from quality reviews of TRIs to Quality Committee and Council. A new [research impact unit](#) was developed in 2019/20 and comprises a Director of Strategic Engagement & Impact Assessment,

based in the Office of the Dean of Research, and two impact officers - one in the School of Medicine and one in the Trinity Long Room Hub (see Part B, section 2.10). Quality assurance of research activity is detailed in Part A, section 4.0.

- The **Global Relations Committee** was established in 2018/19, (replacing the International Committee) and signals the importance of Trinity's Global Relations Strategy 3. The Committee is chaired by the Vice-President Global Relations. The position of Director Global Relations was added to the School directorships (Undergraduate Studies; Postgraduate Studies, and Research). Each School has appointed a Director of Global Relations and these constitute the membership of the Committee. The Terms of Reference are outlined in the [College Statutes](#) (pg. 126).
- The [Student Life Committee](#) chaired by the Dean of Students includes representation by student representatives and all of the Heads of the Student Services that support the student life experience. The minutes of the Student Life Committee are approved by Council. The Dean of Students is the College Sponsor for the National StudentSurvey.ie and presents survey reports (UG/PGT and PGR) to the Quality Committee and University Council.
- The [Associated College Degrees Committee \(ACDC\)](#) for Trinity's Linked Providers is chaired by the College Registrar and reports into Undergraduate Studies Committee and/or Graduate Studies Committee on academic matters including consideration of new validated course proposals prior to submission to University Council for approval. The ToR for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI *Core Statutory Quality Assurance Guidelines* and were approved by Council in 2016/17. The ToR for the Quality Committee were strengthened in summer 2020 with regard to oversight of the Quality Assurance of Linked Providers following Trinity's approval of its Linked Provider Quality Assurance Procedures in 2019/20 (see Part B, section 1.3.2).

RESPONSE TO COVID-19:

In February 2020, the Major Emergency Management Team was invoked and a Governance Structure comprising a number of working groups and subgroups was approved in response to the COVID-19 pandemic to allow key decision-making on finance, recruitment, continuity of research, teaching and learning, space and admissions to be expedited (see Figure 1).

This structure operates in parallel to the existing governance structure - its working groups and subgroups report to the Executive Officers Group (EOG) and Council and Board are updated on the work of these groups on a regular basis.

- The [Major Emergency Management Team](#) (MEMT), chaired by the Secretary to the College as nominee of the Provost, was invoked by the Provost under the Emergency Management Plan to manage and provide direction and support to all areas of the university during an emergency.
- [Emergency Financial Management Group](#), consisting of the Vice-Provost/Chief Academic Officer (Chair), the Treasurer/Chief Financial Officer, and the Chief Operating Officer, was established to develop implementation plans to address the financial impacts of COVID-19 on University revenues, costs and cashflow.

- COVID-19 Working Group reports to the Major Emergency Management Team and updates MEMT on its activities. The purpose of the Group is to consider issues and develop proposals and guidance to facilitate the ongoing activities of the University during restrictions and to make decisions as appropriate to allow for alternative methods of delivery and working to be put in place or to escalate such issues/decisions as appropriate to the MEMT or the Provost. The Group may also issue guidance in respect of travel and overseas activity.
- Recruitment Sub-Committee of the Executive Officers' Group (EOG), chaired by the Vice-Provost/Chief Academic Officer, was established to make decisions on recruitment and staffing within the context of the recruitment freeze within College mandated by the EOG, except where a strong business case is accepted.
- Trinity's Futures Group, chaired by the Bursar/Director of Strategic Innovation, was tasked with looking at the medium- to long-term consequences of the COVID-19 crisis for College activity and Trinity's future approach to remote working, online learning and strategic projects in a post-COVID era.

In March and early April 2020, the Board and the Council approved the delegation of functions in respect of approving revisions to examination regulations to the Provost and/or the Vice-Provost/Chief Academic Officer and/or Senior Lecturer/Dean of Undergraduate Studies in order to enable decisions to be taken in a timely fashion between meetings of Council and Board.

Between May and September 2020, further governance groups were established as follows:

- Phased Resumption of Activities on Campus, a sub-group of EOG chaired by the Provost and reporting to the Board, was established to oversee the phased resumption of activities on campus. The work of the group included approving the introduction of a pilot Covid-19 screening programme for residents in Trinity accommodation, the introduction of designated student breakout spaces in New Square and in Botany Bay and spaces for students to attend online classes/study spaces in the Public Theatre (Exam Hall), the 1937 Reading Room, Kinsella Hall and the former Bank space (Hamilton Building). The Group also monitored accommodation matters on campus and in Trinity Hall.
- A Phased Resumption of Teaching Sub-Group to plan for the 2020/21 academic year and a possible resumption of teaching. The subgroup was chaired by the Associate Dean for Undergraduate Science Education (ADUSE). The group provided oversight on timetabling to support the commencement of teaching activities, addressed issues relating to in-person teaching, sourced appropriate teaching spaces and seating arrangements, and established the number of college personnel and students permitted on campus at any one time. Phased reopening plans were completed and approved for Schools and units and published on the local Trinity website in August 2020.
- A subgroup on Continuity of Learning and Student Activities, chaired by the Vice-Provost/Chief Academic Officer, took over the work of the Phased Resumption of Teaching Sub-Group at the start of the 2020/21 academic year.

- The Trinity Living with COVID Oversight Group took over the work of the Phased Resumption of Activities Group at the start of the 2020/21 academic year.
- A COVID-19 Prospective Students/Admissions Working Group, chaired by the Vice-President Global Relations, was established to track the impact of the Coronavirus on projected growth in prospective student numbers and revenue for the Academic year 2020/21 outlined in Global Relations Strategy 3 and other business plans. The group tracks and highlights data related to changes in admissions numbers, has developed plans for a flexible approach in terms of deadlines for applications, ensured rapid response in decision-making on applications and student queries, and developed a proactive internal and external communications strategy related to admissions with clear guidelines for both incoming students and staff.

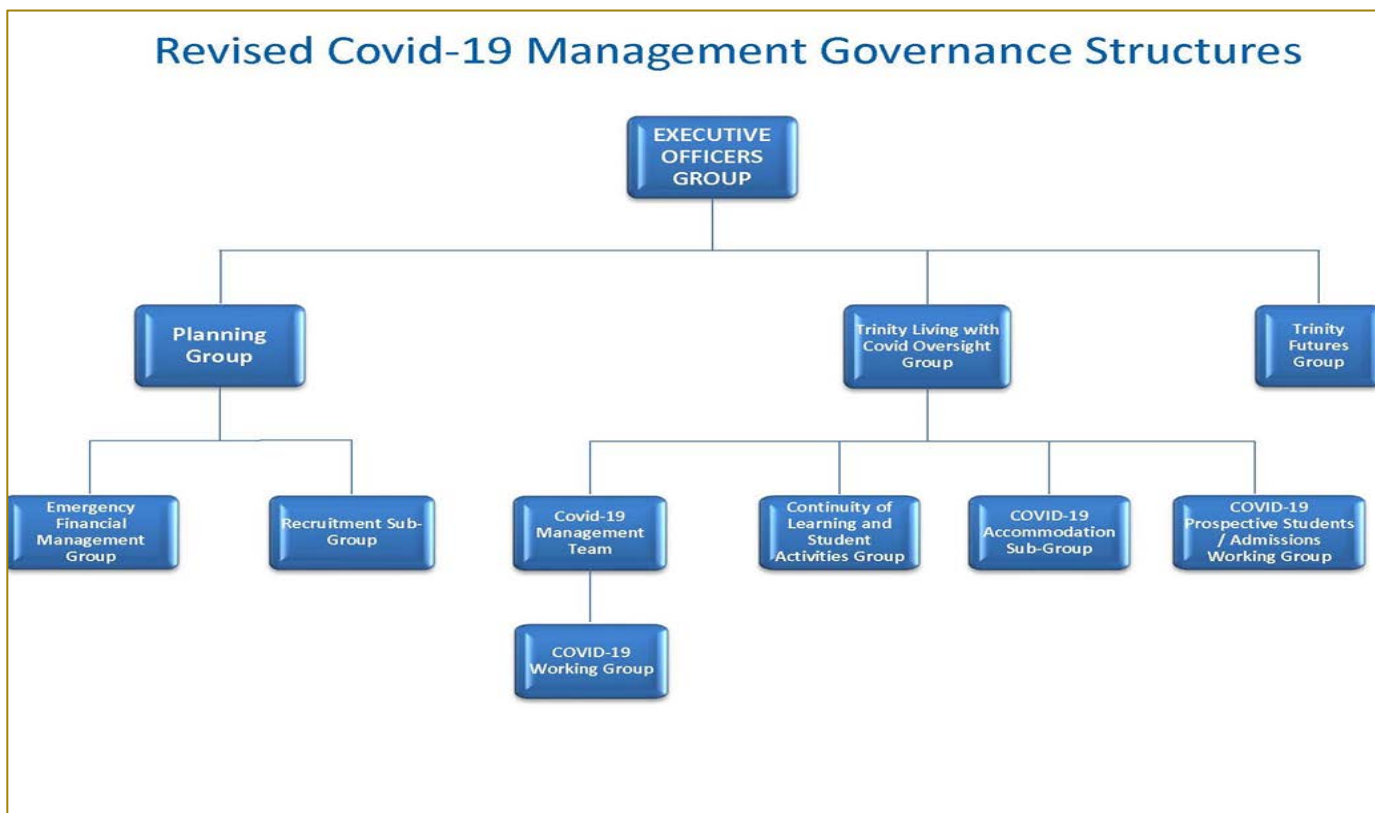


Figure 1: Covid-19 Management Governance Structures

Strategy:

A new College Strategic Plan (2020-2025) came into force on the 1st January 2020 and was formally launched in March 2020. The governance process to develop the associated implementation plan was supported by a risk assessment and financial sustainability assessment and the consideration of institutional performance indicators embedded in existing strategies such as the:

- Global Relations Strategy 3 (February 2019);
- A Living Research Excellence Strategy and Research Charter (June 2019);

- [Inspiring Generations](#) Philanthropic Fundraising Campaign (May 2019);

- [Trinity Estate Strategy \(November 2018\)](#).

The launch of the Strategy coincided with the Covid-19 global pandemic and the goals, targets and timelines of the plan have been reviewed in light of the impact on finance, research and education delivery associated with the initial closure of HEIs and the pivot to online, blended and hybrid modes of delivery.

The Trinity Education Project (TEP), a goal of the Strategic Plan 2014-2019 which set out to renew the Trinity Education, was completed in 2019/20 and the [Trinity Education](#) was launched in October 2020 by the EU Commissioner for Innovation, Research, Culture, Education and Youth, Mariya Gabriel and the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, TD.

Policies and Procedures that Support Quality Assurance:

Institutional Policies can be found on the [About Trinity](#) webpages.

Academic policies can be found on the [Trinity Teaching and Learning Academic Policies](#) webpage.

Library policies can be found on the [Library Policies](#) webpage.

Human Resources policies can be found on the [Human Resources](#) webpage.

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

- [Schools](#) (March 2018 revision);
- [Academic Programmes](#) (October 2019 revision);
- [Administrative Units](#) (October 2017 revision);
- [Trinity Research Institutes](#) (2015);
- [Dual and Joint Awards Programmes](#) (June 2019);
- [Virtual Reviews](#) (November 2020).

Outputs of Quality Assurance Activities:

The following are published on the Quality Office website in support of the transparency and the provision of public information.

- The [schedule of quality reviews](#);
- [Reports arising from quality reviews](#);
- A list of academic programmes subject to [professional accreditation reviews](#);
- The Institutional report on the results of the [National Student Survey.ie \(UG/PGT\)](#);
- The Institutional report on the results of the [National Student Survey.ie \(PGR\)](#);
- The [Annual Faculty Quality Report \(AFQR\)](#);

- [Consolidated AFQR to Council](#);
- Results of the International Student Barometer (ISB).

Access to quality activity outcome data is also made available to Faculties and Schools via the Central Quality Folder which stores the External Examiner reports, as well as School-level reports on the results of the StudentSurvey.ie and International Student Barometer (ISB) Survey Reports.

Actions arising from issues identified through these activities are reported in the [Annual Faculty Quality Reports \(AFQR\)](#), closing the feedback loop on quality and escalating issues that require attention at Faculty and College level. The Annual Faculty Quality Report assists in monitoring the implementation and effectiveness at local level of the College quality assurance policies, procedures and strategies articulated in the Framework for Quality. A Consolidated report is distilled from the three Annual Faculty Quality Reports (AFQRs), which are discussed at annual Quality Faculty Executive meetings and reviewed by the Quality Committee. The consolidated report is considered by, and makes recommendations to, Council each year. In September 2020, the [sixth Consolidated AFQR](#) was presented to Council on quality assurance and enhancement activities at School and Faculty level.

Risk Management:

The Trinity College [Risk Management Framework](#) is the process by which the University manages the internal and external risks to the achievement of its objectives. The objective of the Framework is to drive efficient, proactive, and forward-looking risk management aligned with the University Strategic Plan 2020-2025. The Framework encompasses a system of policies, committees, and tools that provides management and staff with a structured and efficient approach to risk management, providing the Board with assurance on the identification and effective management of risk. The ultimate ownership of risk management within the University rests with the Board, which is supported by the Chief Risk Officer, and committees that include the Executive Officers Group and the [Risk Management Group](#). The Risk Registers of Faculties, Schools, academic departments, corporate services and major capital projects are reviewed and updated on an annual basis or more frequently as required as has occurred in the context of COVID-19 and Brexit. This process is overseen by the [Chief Risk Officer](#). Those risks that present the most severe risk to the University are recorded in the University Risk Register, which is regularly reviewed at the Board, Audit Committee, Officer Level and Risk Management Group to ensure the proper level of scrutiny and remediation is undertaken to manage those risks.

Regulations:

The Academic Regulations are published in the [College Calendar](#) (Parts 1; II (UG) and III (PG)). A review of the College Calendar Parts II and III is undertaken annually. The Calendar was substantially revised in 2018/19 to reflect the changes brought about by the Trinity Education Project and much of the content that had previously been contained in the Calendar was transferred to Programme Handbooks, as required in the [Programme Handbook Policy](#) (June 2018). Regulations relating to Undergraduate Education can be found on the [Trinity Teaching and Learning](#) website and details of Postgraduate regulations (Taught and Research) can be found on the [Graduate Studies Office website](#).

Strategic Appointments:

The following strategic roles were approved in in the reporting period:

- Associate Dean of Undergraduate Common Architecture (ADUCA);
- Director of Strategic Engagement & Impact Assessment.

Annual Reporting:

The following Annual Reports are provided to Council or Board:

- [Senior Lecturer's Annual Report \(Council\)](#);
- [Graduate Studies Annual Report \(Council\)](#);
- [Global Relations Annual Report \(Council\)](#);
- [Dean of Research Annual Report \(Council\)](#);
- Academic Registry Annual Report (Council);
- [Library Annual Report](#) (Council);
- HR Metrics Annual Report (Board).

Student Representation in the Governance and Management of Quality within the Institution:

The University is committed to involving students in decision-making processes as bound by the Universities Act and national and European standards. This commitment is articulated in the [Student Partnership Policy](#), which is revised annually. All students are automatically members of Trinity College Dublin Students' Union (TCDSU). In addition, all postgraduate students are automatically members of the Graduate Students' Union (GSU). The TCDSU advocates for the rights and needs of the University's diverse student population. The GSU represents issues specific to postgraduate students (taught and research). The University and the Students' Unions work in partnership to ensure that students are represented on all appropriate University committees and are supported and receive training to fulfil their roles as student representatives. At College-level, students are represented on all Principal and Compliance Committees of Board and Council.

At local-level, students have the opportunity to stand for election as an undergraduate or postgraduate School or Faculty Convenor. These students contribute to the decision-making processes of Faculty Executive Committees, [School Executive Committees](#) and [School Committees](#), and at other meetings with staff including School Curriculum Committee Meetings and Student Staff Liaison Committee Meetings. The undergraduate and postgraduate School Convenors have a key role in ensuring that there is an appropriate flow of information between the Students' Unions and the Schools. Students can also stand for election as an undergraduate or postgraduate Class Representative. Within each School, each class has the opportunity to elect a student to represent their course year. They have regular meetings with staff and other representatives.

Student involvement can also be informal by nature. All undergraduate and postgraduate students are encouraged to become partners in shaping the teaching and learning process, as well as the support services and life at the University. Opportunities for these include:

- Taking part in module surveys, student-staff liaison committee meetings, focus groups and professional accreditation reviews.
- Sharing opinions with Class Reps, School Convenors, Faculty Convenors and Sabbatical officers through the various student union fora including Student Council, Faculty Assembly, Sabbatical office hours, and online fora.
- Speaking directly with lecturing staff and administrative staff.
- Participating in national student surveys, including the National Student Survey.ie (Irish Survey of Student Engagement) and international student surveys (International Student Barometer).
- Involvement in quality reviews through input to the Self-Assessment process via focus groups with students and in meetings with the review team during the site-visit.

Representation of External Stakeholders in the Governance and Management of Quality within the Institution:

External membership: The College Statutes provide for College Board having two external members, one of which is a ministerial appointment; Finance Committee has three external members, Estates Policy Committee has two external members; the Library and Information Policy Committee has two external members; all Major Capital Projects have an Independent Monitor and SFI funded Research Centres involve partner HEIs in their governance.

The Remuneration Committee, a compliance committee of Board, has an External Chair who is an external member of the Board appointed annually by the Board on the nomination of the Provost.

In the most recent review of the Quality Committee Terms of Reference, the appointment of an external member has been approved and the process of nomination is currently underway.

All Major Capital Project Steering Groups have an External Chair and some Trinity Research Institutes have External Chairs e.g. Trinity Long Room Hub.

Advisory bodies: There are a wide range of external advisory bodies across all levels of Governance and Management in College, ranging from the Provost's Council to Scientific and/or Industry Advisory Boards in Trinity Research Institutes. The Trinity Foundation, the Hamilton Maths Institute and TILDA (The Irish Longitudinal Study on Ageing) have a Patient and Participant Involvement Working Group (PPI), and several Trinity Schools have External Advisory Boards (e.g. the School of Business).

1.2 Linked Providers, Collaborative and Transnational Provision

Collaborative and Transnational Provision:

Trinity has approved policies on [Non-EU Collaborative & Transnational Education Partnerships](#) and [Dual and Joint Awards](#) that provide guidance to staff interested in establishing education partnership with other Higher Education Institutions. 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.

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

The key strategic collaborative and transnational education provision partnerships with which Trinity is currently engaged in respect of Joint and Dual Awards include:

- [CHARM - EU Alliance](#) (Challenge Driven- Accessible- Research-based-Mobile European University) in partnership with the Universities of Barcelona, Utrecht, Montpellier and ELTE Budapest. Approved as one of the first seventeen European University Alliances in 2019 and funded by the European Commission Erasmus+ Programme. A key milestone was reached in December 2020, when the first programme to be delivered by the CHARM EU Alliance was externally reviewed by a panel of experts using the European Approach to Quality Assurance of Joint Programmes. The Masters in Global Challenges for Sustainability will be coordinated by Trinity College Dublin and was approved by Academic Council in January 2021 for commencement in September 2021. Following approval by Trinity, the process for mutual recognition of the programme by the Quality Agencies and Ministries of the four partner jurisdictions will commence.
- Columbia University dual-degree programmes commenced in 2018/19. The Dual Degree programmes offered under the Columbia partnership have expanded from an initial six based solely in the Faculty of Arts, Humanities and Social Sciences, to nine programmes and now includes the Faculty of Science, Technology, Engineering and Mathematics (STEM). There were 39 students on the dual degree programmes in 2019/20.

In 2012, Trinity and Singapore Institute of Technology (SIT) began a partnership by offering top-up degree programmes in Physiotherapy and Occupational Therapy. The partnership was expanded in 2014 to include Diagnostic Radiography and Radiation Therapy. These one-year programmes enabled SIT students to obtain a Trinity degree after successful completion of their programme at SIT with Trinity recognising prior learning. Teaching was delivered at SIT's facilities in Nanyang Polytechnic and included a mandatory overseas immersion programme at Trinity. In 2016, Trinity and SIT completed the

development of a joint degree in Physiotherapy and the first intake was September that year. This programme is jointly taught by faculty from SIT and Trinity in Singapore. This partnership is now in the winding-down phase with the joint programme set to end in 2023/24. The last cohort of SIT-TCD 4 years degree students will complete the programme by 2024.

A scheduled review of the joint award programme Bachelor of Science in Physiotherapy, with Singapore Institute of Technology (SIT), due to take place in 2019/20, was postponed to 2020/21 due to Covid-19.

Articulation arrangements represent another vehicle for transnational provision that Trinity has engaged with in recent years. At undergraduate level, the typical arrangement is a 2+2 whereby students complete the first two years at their home university and, having met the eligibility requirements for articulation onto the third and fourth year of a Trinity Honours programme, complete the final two years of their studies in Trinity to achieve a Trinity College Dublin, University of Dublin Award. The key articulation arrangements in which Trinity is engaged include:

- Thapar University (India), which commenced in 2015/16 with eight students entering the School of Engineering and School of Computer Science four-year BAI, five-year integrated MAI programmes and has since increased to 65 students.
- University of Science and Technology Beijing and the School of Physics, approved in 2018/19 with first intake in 2019/20.
- University of Michigan – Shanghai Jiao Tong University Joint Institute and the School of Engineering, approved in 2018/19 with first intake in 2019/20.
- International Centre for Applied Sciences, Manipal University, India and the School of Engineering, approved in 2019/20.

Trinity is involved in a number of collaborations at national level.

- Trinity has an agreed framework approved by University Council in September 2014 for collaborative taught programmes with University College Dublin (UCD). The framework includes shared opportunities under the structured PhD programme. The Master's in Social Change programme commenced in 2016 and involves 21 students. Up until 2018/19 a Master's in Development Practice and a Joint Certificate in Innovation & Entrepreneurship were offered under the partnership. The Master's in Development Practice has now ceased as a Joint Award. The Joint Certificate in Innovation and Entrepreneurship will cease in full as of the 2021/22 academic year. Queen's University Belfast (QUB) collaboration in the Joint Certificate will cease in 2020/21.
- A joint degree in Human Nutrition and Dietetics, formerly awarded by Dublin Institute of Technology and Trinity College Dublin, the University of Dublin, will now be awarded by the Technological University of Dublin (TUD) as a joint award to reflect the establishment of the new Technological University of Dublin.
- Trinity has collaborated since 2008 with the Church of Ireland Theological Institute on the [Masters in Theology Programme](#). This programme underwent a Quality Review in 2015. A new Certificate in Christian Theology and Practice (which will now act as the MTh Foundation Course) was approved by

Council in 2020. Delivery of the new programme will commence in Hilary Term 2021 with the enrolment of between 40 and 50 students.

- In November 2016, Council approved a framework for collaboration on the [SPHeRE](#) Programme (Structured Population and Health-services Research Education) with the Royal College of Surgeons (RCSI) and University College Cork.
- Trinity collaborates with the National Dental Nursing Training Programme (NDNTP), with the Dental Council of Ireland and Dublin and Cork Dental Hospitals.

Linked Providers:

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

- [Marino Institute of Education \(MIE\)](#)
- [The Royal Irish Academy of Music \(RIAM\)](#)

Trinity has developed quality assurance policies and procedures in support of its responsibilities to its Linked Providers under the QQI Act 2012 as follows:

- [Approval of Linked Provider Quality Assurance Procedures](#) which outlines Trinity's role as the Designated Awarding Body having responsibility for the quality assurance of a Linked Provider's academic provision.
- [Linked Provider Appeals Procedures](#) which outlines the procedures to be followed in the event that a Linked Provider appeals the decision of Trinity to withdraw approval of its Quality Assurance Procedures.

Trinity completed the process of approving its Linked Provider's Quality Assurance Procedures in 2019/20 using the [Approval of Linked Provider Quality Assurance Procedures](#). An institutional review to assess the implementation of the quality assurance policies and procedures is due to be initiated in 2021.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Trinity's policy on [New Programme Design and Approval](#) (January 2017 and currently under review) is supported by [procedures and templates](#) for the development and approval of new undergraduate and postgraduate programme proposals. The policy is available on the [Trinity Teaching & Learning Academic Policies](#) website, as is the policy on [Programme Suspension and Cessation](#) approved in March 2017 (and currently under review). Details on the development of new postgraduate and validated programmes can be found on the [Graduate Studies](#) website.

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

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

Schools wishing to establish a new undergraduate or postgraduate course, or to revise significantly an existing programme, must initially meet with the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies, and with the relevant Administrative Officer in Academic Affairs, Trinity Teaching and Learning, to discuss the proposed programme or revisions. Process maps outlining the steps required for the development and approval of [undergraduate](#) and [postgraduate taught](#) course awards are available on the [undergraduate course development](#) and [postgraduate course development](#) webpages. Resources include [templates](#) for mapping individual module learning outcomes to those at programme-level, and module descriptors that list module learning aims/objectives, module learning outcomes, and modes of assessment including clearly identified separate assessment components with their weightings to be mapped into Module Assessment Pattern (MAP) and Module Assessment Body (MAB) requirements in SITS. New UG and PG Programme Proposals are required to go through extensive School and Faculty level development and approval processes, including a financial viability review by the Faculty Dean, prior to consideration and approval by the Undergraduate Studies Committee (USC) or Graduate Studies Committee as appropriate. All new programme proposals are subject to external review prior to formal and final approval by the University Council. Programme proposals by Trinity's Linked Providers are reviewed by the Associated College Degrees Committee (ACDC) prior to consideration by USC and GSC. Proposals are reviewed externally prior to submission to Council.

New programmes approved by Council are set-up by the Academic Registry in SITS and by IT Services in CMIS and Blackboard. School Managers can then populate relevant course and module data in SITS. Approved courses are included on the Interim List of Eligible Programmes (ILEP) maintained by the Department of Justice and Equality, if the criteria for inclusion are met, and will be listed on the [Irish Register of Qualifications](#). Marketing of the course can then commence, and the course entry can be included in the University Calendar for the relevant academic year.

The introduction of standalone UG modules for registration follows a similar approval process to that of new course proposals but one that terminates at the USC stage rather than going forward to Council. Proposing Schools must demonstrate a significant strategic need for the standalone module. 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.

Policies on [Dual and Joint Awards](#) and on [Non-EU Collaborative and Transnational Education Partnerships](#) provide further information and guidance to staff on the development of academic programmes with other institutions nationally and internationally. An online resource [Partnership](#)

[Toolkit](#) is available to assist academics conduct the necessary due diligence and navigate the approval process for new collaborative and transnational programmes. The Trinity Teaching and Learning lists all new UG and PG programme proposals and links to the individual programme proposals as approved by Academic [Council](#).

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 including:

[Applications and Admissions](#)

[Student Finance](#)

[Registration](#)

[Student Case Management](#)

[Assessment and Progression](#)

[Graduation](#)

[Statistical Reporting](#)

The website includes 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 of services provided through the [Service Desk](#).

The [Study at Trinity](#) webpage is a rich source of information for applicants and student –national, and international, visiting 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. Academic Registry staff, Global Relations staff, School and Programme Office staff and Careers Advisory Staff are engaged in a variety of outreach services to secondary schools and education and career fairs both nationally and internationally. The Global Relations website contains a number of specific resources for [International Students](#) (Non-EU), including a list of all International Representatives including Education Agents as required under the [*QQI Code of Practice for Provision of Programmes of Education and Training to International Learners*](#).

The [University Calendar](#) is the primary source of regulations with respect to study at Trinity.

Planning for the implementation of the Trinity Education Project in 2018/19 resulted in significant changes to [Part 2](#) of the Calendar that contains the undergraduate study regulations, including new University-wide progression and award regulations approved by University Council in 2016/17. [Part 3](#) of the Calendar contains the postgraduate study regulations pertaining to taught and research programmes. Following the introduction of a [Programme Handbook Policy](#) in June 2018 that addresses core content requirements for undergraduate and postgraduate taught programme handbooks, streamlining of information in the Calendar Part III was completed and the revised format was implemented in 2019/20.

The Undergraduate Studies website includes procedures with respect to [Academic Progress](#) for undergraduate students including student cases, absence from exams, off-books, non-satisfactory attendance, transfer and withdrawals. It also includes [Procedures for Recognition of Foreign Qualifications](#) and a [Recognition of Prior Learning Policy](#). The Graduate Studies website includes procedures for postgraduate students on matters on [Academic Standing](#) including progress reports, transfer to the Ph.D. Register, confirmation on the Ph.D. Register, Thesis submission and student cases, e.g. off-books with or without assessment, withdrawals and appeals.

The Trinity Tutorial System is a key support to students in matters that relate to potential disruption to the student lifecycle. Information on the tutorial system and the postgraduate advisory service can be found on the [Senior Tutor](#) website, which includes a FAQ page pertaining to, among other things, matters on academic progress and student academic standing. A new [Tutor's Handbook](#) was developed in 2019/20 and provides a step-by-step account for Tutors of dealing with most tutorial support issues. A [Fitness to Study Policy](#) (December 2018) formalises processes used in College where concerns are raised about a student's fitness to continue to attend and perform activities associated with their attendance at College. This policy is differentiated from the [Fitness to Practice Policy](#), which is associated with discipline and practice requirements of specific professional courses.

A [Transition to Trinity](#) programme, launched in 2016/17, takes students from pre-arrival through their first semester in Trinity. The programme is in three phases: (i) Administration & Logistics that is conducted pre-arrival; (ii) Socialisation & Academic that occurs during orientation week and the first week of teaching; and (iii) Transition that takes place throughout the first semester.

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

The Careers Advisory Service provides careers education, information, skills and guidance to students in all stages of the student lifecycle including recent graduates to enable them to realise their career potential. These include careers education, information, skills and guidance, including CV and interview preparation, opportunities for students to participate in employability-related awards and scholarships. The Careers Service facilitates careers events and sessions with employers throughout the year, where students can meet with prospective employers in their field of study. Trinity Development and Alumni provides programmes for continuing engagement of Trinity graduates in the life of the University, as mentors (include the name of the programme) and in alumni events.

Trinity collaborates with top industries and provides exclusive opportunities for students to develop employability skills and gain invaluable experience through engagement in [awards](#) such as the Trinity

Employability Award and the Laidlaw programme. The [Trinity Employability Award](#), run in partnership with key employers, was established in 2016 to give students learning experiences that contribute to the development of the Trinity graduate attributes and, in turn, their employability skills. The award combines industry-led training in highly transferable soft and technical skills with a university-led workshop to help students reflect on and articulate their learning. The [Laidlaw Undergraduate Leadership and Research Programme](#) is an innovative scholarship that was introduced in Trinity in 2018. Laidlaw Scholars undertake an intensive 18-month leadership development programme which includes opportunities for funded research and leadership experience over two summers, skills workshops from expert facilitators, personal coaching, and a range of learning resources.

The Strategic Plan (2020 -2025) commits to widening participation (Goal 1) - see also Part B, section 2.6.

2.3 Procedures for Making Awards

Trinity is recognised as an Awarding Body in the [Irish Universities Act 1997](#) and the [Qualifications & Quality Assurance \(Education & Training\) Act 2012](#). 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](#) (pg. 163). The [University Senate](#) is the body responsible for the institution of new awards 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 at all conferrals.

With regard to the approval of awards, the role of University Council is outlined in the [2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#) (pg. 190). 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 reports of examiners.

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 and pertain to Major, Minor and Special-Purpose Awards.

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.

2.4 Teaching, Learning and Assessment

2.4.1 Key institution-wide policies and procedures that assure the quality of teaching and learning include:

- The [Procedure for Quality Review of Programmes](#), introduced in 2014 and reviewed in October 2019. A feature of this procedure is the use of programme-wide student surveys, staff surveys and focus

groups with students, teaching staff, administrative staff, alumni and employers. Procedures have been developed to support the Programme reviews, including the [Procedure for Conduct of Focus Groups for Student Feedback on Modules and Programmes](#). A [Procedure for the Review of Dual and Joint Awards](#) was approved in June 2019.

- The [Senior Lecturer's Annual Report](#) provides a commentary on, analysis and interpretation of the data presented in the Academic Registry annual report (and additional data relating to entry routes, progression and retention).
- The [Dean of Graduate Studies Annual Report](#) provides an annual review of postgraduate affairs. It contains factual information and statistical data on taught courses and research degrees, meetings of the Graduate Studies Committee and Postgraduate Student Appeal Committee, and listings of external examiners for taught and research courses.
- A report on the outcome of the [National StudentSurvey.ie \(UG & PGT\)](#) is produced annually by the Quality Office at Institutional level and Faculty-level, and published on the Quality Office website. Reports at School and programme-level are also produced and are made available via the Central Quality Folder. Customised reports are produced for other areas such as the Library, Careers Service, Academic Practice and Student Services.
- A report on the outcome of the [National StudentSurvey.ie \(PGR\)](#), conducted every two years, is produced by the Quality Office and published on the Quality Office website. The report details outcomes at Institutional, Faculty and School level. Reports at School and programme-level are also produced and details for Schools with greater than ten PGR responses are included in the reports made available through the Central Quality Folder.
- The International Student Barometer (ISB) Survey is conducted on a biennial basis and the results are circulated to Faculties, Schools and administrative areas by the Global Relations Office via the Central Quality Folder.
- External Examiner Reports (see section 2.4.2 below).
- The [Annual Faculty Quality Report](#), through which Schools report annually on initiatives and challenges with regard to (i) undergraduate education, (ii) postgraduate education, (iii) implementation of academic policies and procedures and (iii) response to strategic initiatives such as internationalisation and Athena Swan. Schools also report on the issues arising from quality assurance processes such as (i) student evaluation of undergraduate modules and postgraduate taught programmes, (ii) external examiner recommendations, and (iii) quality and accreditation reviews, and the actions taken/planned to address these issues.
- The annual update and publication of a [master list](#) of academic programmes subject to reviews by professional and statutory accreditation bodies or other quality award programmes, and

representation by the Quality Office in the schedule of meetings during on-site visits by Professional and Statutory Accreditation Bodies.

A strategic review of the undergraduate curriculum, undertaken between 2014 and 2019 as part of the Trinity Education Project (TEP), resulted in the launch in May 2020 of the Trinity Education. This initiative saw the introduction of new curriculum principles, new curriculum pathways, and the introduction of [Trinity Electives](#) and [Open Modules](#) that add breadth to a student's programme of study and a renewed focus on a programmatic approach to assessment.

2.4.2 The key process and procedures/regulations for External Examining include:

The [External Examiner Policy \(April 2018\)](#) is published on the Trinity Teaching & Learning academic policies webpage. Supporting quality assurance processes for [UG and PG examination processes](#) it provides detailed information for examiners and Schools on the procedure and timelines for the submission of annual reports, and the process for payment of examiners.

The External Examiner Enhancement Project (concluded in 2018) which resulted in:

- The development of a new [External Examiner](#) website to provide centralised access to information for External Examiners, Schools, and relevant College units on the external examination process for Undergraduate and taught Postgraduate programmes.
- A new centralised email address ExternReports@tcd.ie was introduced for the submission of all taught External Examiner reports (UG and PGT) and a Central Quality Folder was established to facilitate secure access by Schools to these reports.
- New procedures including a [Procedure for the Transfer to External Examiners of Students' Assessed Work](#) and [Advisory Guidelines on European General Data Protection Regulation \(EU-GDPR\)](#) to take account of the role of External Examiners as third-party processors of student personal data were approved. The Quality Office conducts the quality assurance of UG External Examiner reports and monitors them for EU-GDPR compliance.

The 2018 revision to the External Examiner Policy addressed remote attendance by external examiners at supplemental Courts of Examiners and on an exceptional basis with the approval of the relevant Dean at annual Courts of Examiners. As a result, the transition to virtual Courts of Examiners in response to the COVID-19 pandemic in 2019/20 was facilitated. In addition, all External Examiners were provided with access to the virtual Learning Environment - Blackboard- and IT Services provided training on 'paper-less' Courts of Examiners which was conducted via MS Teams.

Annual Undergraduate External Examiner Reports are considered by the Quality Office and referred to the Senior Lecturer if recurrent or concerning issues are raised by the Examiner. Schools are required to respond in writing to the external examiners on recommendations made in the annual report, and they are required to document actions taken in response to those recommendations in the School Action Plan that informs the Annual Faculty Quality Report. Where necessary, a meeting with the relevant

School will be requested by the Senior Lecturer to discuss the issues raised in the report, and actions agreed to address the recurrent issues. Postgraduate External Examiner reports are reviewed by the Dean of Graduate Studies.

2.4.3 The policies and procedures that support academic integrity and freedom among staff and students include:

- The [Policy on Plagiarism](#), revised in March 2020, which applies to all undergraduate and postgraduate students in Trinity.
- The [College Calendar](#) defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and details the procedures for dealing with plagiarism cases. A [matrix](#) has been developed to explain the different levels of plagiarism and how they are dealt with.
- The [2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#) – amendments to the Schedules to the Chapter on Student Conduct and Capacity Procedures relating to Research Misconduct were updated in May 2020.
- The [Postgraduate Research Handbook](#) includes a Chapter on Plagiarism.
- The [Programme Handbook Policy](#) specifies inclusion of a chapter on Plagiarism.
- All students must complete the [Ready Steady Write plagiarism tutorial](#), a resource developed by the Centre for Academic Practice and eLearning (CAPSL) to help them understand and avoid plagiarism and develop their academic writing skills and academic integrity. Students must also attach a signed [declaration](#) when submitting course work, whether in hard or soft copy or via Blackboard, confirming that they understand what plagiarism is and have completed the tutorial.
- The Library provides [learning resources](#) and online [tutorials](#) for students on avoiding plagiarism.
- A handbook entitled [Developing your Academic Writing Skills](#) has been developed by the Centre for Academic Practice and eLearning (CAPSL).
- Since 2016/17, Module Markers and School Assessment Managers, or their delegates, can record levels of plagiarism offences on the student record in SITs. If a plagiarism offence has been recorded, students can view the plagiarism level recorded on their student record my.tcd.ie portal, and Schools can centrally and consistently record plagiarism incidents. The incidence of plagiarism is reported in the Academic Registry Annual Report by School, Discipline and Course.
- The [Junior Dean](#) is the College Officer with responsibility for disciplinary procedures relating to students and is the final decision-making authority on plagiarism if resolution by the Director of Teaching and Learning UG or the Senior Lecturer has not been successful.
- Trinity is represented on the [National Academic Integrity Network](#) (NAIN) by the Senior Lecturer/Dean of Undergraduate Studies. In November 2020, the resources produced by NAIN were presented at the Undergraduate Studies Committee as part of a QQI consultation process that was completed in December 2020.
- Postgraduate Research students must undertake the online module ‘Research Integrity and Impact in an Open Scholarship Era’, one of the taught elements of the Structured PhD, before they are confirmed on the PhD Register. The module comprises a research integrity course provided by Epigeum alongside Trinity-developed online workshops on Research Ethics, Intellectual Property

and Data Protection, Research Data Management and the Construction and Application of Data Management Plans. This module will be redesigned from a pedagogical perspective in 2020/21 with funding secured in 2019/20 under the [Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019](#).

- Trinity has a [Policy on Academic Freedom](#) which outlines the current issues relating to academic freedom for staff.
- The Centre for Academic Practice and eLearning (CAPSL) has developed a number of [resources for staff](#) which outline key principles to consider when designing and conducting assessments that uphold academic integrity in an open-book or hybrid context since the advent of COVID-19. These include a resource entitled 'Repurposing Face-To-Face Exam Questions for Open-Book Exams' which includes sample questions from across the disciplines, either modified from or used in previous exam sessions at Trinity and prompts reflection on how to adapt these questions for use in an open-book paradigm.
- In 2016/17, College completed an upgrade to the Virtual Learning Environment - Blackboard - to integrate the anti-plagiarism software Turnitin. From October 2018, all Schools were required to use the integrated version rather than the stand-alone version of Turnitin.

Response to Covid-19

As a result of Covid-19, College is considering the introduction of Proctoring software, to facilitate the desire by some Schools, particularly those offering programmes leading to professional registration who wish to conduct real-time online exams to assure academic integrity and standards.

3.0 Learner Resources and Support

A number of resources and policies exist to support student learners.

- The [Study at Trinity website](#) includes pages that list Student Services and Learning Supports available to students.
- The [Student Life](#) website provides links to a range of supports and services, including the [Student Services Handbook](#).
- The [Trinity Policies Homepage](#) includes the [Dignity & Respect Policy](#) and the [Student, Parent, Carer and Pregnancy Policy](#), which detail supports available to students. It also includes the [VLE Policy](#).
- The [Procedure for the Review of Administrative Units](#) is used for quality review of student service and support units. This procedure was revised in 2016/17 and published in October 2017.

The Trinity Tutorial System is a unique feature of Trinity's undergraduate educational provision and unique in higher education in Ireland. Information on the tutorial system and the postgraduate advisory service can be found on the [Senior Tutor](#) website. The [Tutorial Service](#) was reviewed in 2015/16. The working group established to review the recommendations arising from that review reported to Council in May 2017 and recommendations have been implemented and an annual update of the implementation of the review recommendations is included in the Senior Tutor Annual Report.

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

The **[Disability Service](#)** is a key support unit for students with disabilities entering Trinity. The Disability Service was **[reviewed](#)** in 2015. A new **[Reasonable Accommodations Policy](#)** was approved by University Council in January 2018. A **[Fitness to Study Policy](#)** was approved by Board in October 2018 and formalises processes that hitherto had fallen under the remit of the Deans Consultative Group. The Library also provides **[resources for students with a disability](#)** including the **[Assistive Technology Information Centres \(ATIC\)](#)**. The **[Library](#)** was reviewed in 2012.

The Library provides a number of **[learning supports and training](#)** resources for students. These include the **[Library HITS](#)** – Helpful Information for Trinity Students/Staff – which include tips on essay writing and managing references, critical reading and writing, researching for a literary review and submitting an E-Thesis.

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

Trinity provides information and supports for international students in a number of ways in line with the **[QQI Code of Practice for Provision of Programmes of Education and Training to International Learners](#)**. The **[Study at Trinity](#)** webpages provide detailed information for prospective International students on the **[application process](#)**, **[scholarships](#)**, and the **[Trinity International Foundation Programme](#)**, a year-long pre-university programme for students who cannot begin an international undergraduate degree directly. Information is also available on the Prospectus pages, including an international **[Postgraduate prospectus](#)** and **[International Application Guide](#)**. The **[orientation webpages](#)** outline information about arrival in Dublin, **[visas and immigration](#)** and the supports provided through the **[Centre for English Language Learning & Teaching \(CELLT\)](#)** include pre-sessional English Language for Academic Purposes and in-sessional support for English Language for Academic Purposes. The Trinity **[Smart-Start Programme](#)** is a week-long programme designed specifically for new international undergraduate students. It provides an introduction to the academic and social life of Trinity.

The **[Global Relations Office](#)** provides supports via the **[International Student Experience Team](#)**, the 24 **[Directors of Global Relations](#)** and the Global Officers based in the Schools, and the Global Ambassadors based in the **[Trinity Global Room](#)**. Managed by the International Student Liaison Officer, the Global Room team provides guidance and support to international students on a wide range of issues including immigration, accommodation and all aspects of life at Trinity. The Global Ambassador team are current

Trinity students are trained to help with queries that may arise during the transition from an international student's home country to Ireland. Over 300 international-themed events are held each year in the Global Room student space such as national holiday celebrations, seminars, movie screenings and art showcases. These events are run by both the Global Room and a diverse range of Trinity's clubs and societies.

The Estates Strategy includes detailed assessment of the condition, occupancy and suitability of spaces available for teaching, learning and research. College has engaged in a programme of capital projects aimed at renewal of the estate and enhancement of amenity available to students and staff. The new [Timetabling Policy and Procedure](#) aims to ensure '*the best use of the University's physical resources and facilitates effective space utilisation in line with the objectives of the Estates Strategy in supporting both the optimum utilisation of teaching space and the student experience*'. Section 2.3 of the Policy includes a *Protocol for the Management of Teaching Space* which seeks to set a consistent standard for teaching and learning resources and to ensure transparency at a central level of space availability and utilisation via the University Space Atlas.

4.0 QA of Research Activities and Programmes

4.1 Quality Assurance of Research Activities

At the heart of research in Trinity is the **individual** talent. Individual researchers have the academic freedom to pursue their chosen research, on their own or in collaboration with others. Individual researchers in the first instance belong to Schools and their work forms part of the profile of their School's research.

Within the University, there are a range of structures that allow researchers to come together and collaborate. Trinity **Research Centres**, of which there are more than 50, are the smallest formal scale at which collaborations occur. At a higher level, Trinity has *18 Research Themes* which bring researchers together from different Schools and Faculties across broad subject areas. These themes are based on areas of research in which Trinity has notable strengths. The five Trinity **Research Institutes** are more formal structures for focusing on areas of significant strength in the University.

Researchers in Trinity also collaborate with other researchers outside of the institution. At a national level Trinity leads a number of large-scale research initiatives. These are known as **Science Foundation Ireland (SFI) Research Centres**, with the core funding coming from SFI. Trinity leads three of these SFI centres and has substantial involvement in a further 14. There are also a number of other significant national research efforts such as The Irish Longitudinal Study on Ageing (known as TILDA). Details of Trinity's collaborative research activities can be found on pages 8 and 9 of the *Living Research Excellence Strategy*.

The quality assurance of research is ensured through various different approaches in the university (see Table 1 below).

Research structure	QA process
Individual researcher	<ul style="list-style-type: none"> • Participates in School Reviews. • Those in receipt of external funding are regularly reviewed by funding agencies. • Researchers participate in the peer-review process as part of their obligations to the research community. • Each faculty has developed a set of metrics to determine whether schools and researchers can be classified as “research active”.
Trinity Research Centres	<ul style="list-style-type: none"> • New centres are proposed to, and approved by, the Research Committee. • Annual reporting to the ODRes. • Policy on Trinity Research Centres.
Trinity Research Themes	<ul style="list-style-type: none"> • An independent external review of each theme was conducted in 2015. • These individual reviews were then examined by a “super panel” of independent international academic experts who produced a report delivered to the Dean of Research and Provost in 2016. • Recommendations from the super panel included the consolidation of several themes bringing the total research themes from 22 to 18, and the recommendation that the University develop a specific research strategy.
Trinity Research Institutes	<ul style="list-style-type: none"> • Each Institute is reviewed every five years in accordance with the policy and Policy and Procedures for review of Trinity Research Institutes. • Reports on these reviews are sent to the Academic Council. • Recent reviews include the Trinity Translational Medicine Institute (TTMI) and the Trinity Biomedical Sciences Institute (TBSI). These reviews informed the development of these institutes and provided an overview of strategic research performance.
Trinity hosted SFI Research Centres	<ul style="list-style-type: none"> • Independent external review facilitated by the funding bodies every two years.

Table 1: Internal and external processes for Quality Assurance of research activities.

4.2 Quality Assurance of Research Programmes:

The [Dean of Graduate Studies](#) is the academic officer responsible for the admission, progression and examination of all postgraduate students in College. As chair of the [Graduate Studies Committee](#) the Dean plays a central role in the approval of new courses of postgraduate study, and in setting regulations governing the award of degrees. The Dean is a member of the University Council, the Quality Committee, the Global Relations Committee, the Research Committee, and the Heads of School Committee.

The [Dean of Graduate Studies Annual Report](#) contains the annual review of postgraduate affairs in Trinity College, Dublin. It contains factual information and statistical data on taught courses and research degrees, in addition to outlining details of the School's publications, meetings of the Graduate Studies Committee and Postgraduate Student Appeal Committee, and listings of external examiners for taught and research courses.

The [Graduate Studies Office website](#) provides an information hub for current students, prospective students and Trinity staff. The Academic Registry website contains information specific to the examination of Research Theses, including Theses Submission Guidelines and an Intention to Submit Form. Since 2017, all research theses are deposited using the eTheses system into [TARA](#), Trinity's Open Access repository. The system was developed by the Library and approved by the Graduate Studies Committee.

The [Calendar Part 3](#) outlines the regulations pertaining to graduate studies, higher degrees and other general information for postgraduate students. These include regulations regarding examinations, thesis submission, fees, progress reports. The [Postgraduate Research Student Handbook](#) is a one-stop-shop for information concerning postgraduate research and was initiated in response to student requests for greater clarity on the requirements of the Structured Ph.D. Programme. The Handbook details the taught elements within the structured PhD, the targets and timelines for completing a Structured PhD, the process and regulations around thesis submission and examination, regulations relating to plagiarism, and supports available for postgraduate students.

Policies in respect of Research Degree Programmes available on the Academic Policies and Procedure webpage include:

- [Remote Supervision of Postgraduate \(Doctoral\) Students Policy](#) (July 2016);
- [Postgraduate Research Supervision Policy](#) (June 2017).

Goal 3 of the Strategic Plan (2020-2025) has a specific focus on the renewal of Postgraduate Education including a commitment to increase postgraduate student numbers (Goal 3.3), systemic renewal of all facets of postgraduate education (Goal 3.4), and a review of the structured PhD programme (Goal 3.6). The Plan also commits to reevaluating fundamentally the student experience for both postgraduate taught and postgraduate research students and ensuring that their bespoke needs are met (Goal 2.3) and to institute a major and systemic renewal of all aspects of doctoral education in Trinity to ensure the distinctive character of that education as a holistic concept in which doctoral students receive a diversity of cutting-edge skills' training to complement their research (Goal 4.5). A renewal plan is currently being developed and the overall framework will go to the Board for approval before consultation will begin across the College community.

Ireland's [Framework for Good Practice in Research Degree Programmes](#) was published by QQI in July 2019. It builds on the [Irish Universities Association PhD Graduate Skills Framework](#) and provides specific guidelines for Quality Assurance of Research Degree Programmes. Trinity is a member of the Irish

Universities Association (IUA) and its constituent group of Deans of Graduate Studies represents a national forum where good practice in research degree programmes is discussed and national action on priority areas progressed. The IUA is one of the four sponsoring organisations of the National Student Survey.ie. Trinity has participated in the Postgraduate Research Survey since its inception in 2017/18. The domains in the PGR National Student Survey.ie align with those of the Framework of Good Practice and as such assist in the monitoring of the implementation of the Framework at School and Programme level. Schools are required to collate actions taken in response to surveys in the School Action Plan in the Annual Faculty Quality Report, thereby closing the feedback loop, on quality assurance of research degree programmes.

Trinity is a member of [LERU](#) (the League of European Research Universities). The Dean of Graduate Studies represents Trinity at meetings of Deans/Rectors where good practice is shared. It is as a result of Trinity's LERU membership that Thesis Committees were introduced, supported by evidence from the PGR National Student Survey.ie that indicated that Trinity has the highest single supervisor ratio of its comparator institutions in Ireland. Students also directly benefit from Trinity's membership of LERU as Trinity students can avail of opportunities to attend the annual LERU Summer School.

5.0 Staff Recruitment, Development and Support

Recruitment:

Trinity maintains an extensive suite of [HR Policies](#) that outline the procedures for the authorisation of appointments and the policy to be followed in making appointments to the staff of the University within the three Faculties and the three Administrative Services Divisions.

In 2018, Human Resources undertook a Recruitment Transformation Project and the resulting Recruitment [website](#) and procedures provide information for applicants, the hiring area (initial resourcing requests, Board and Council approvals, advertising, shortlisting, selection committees), and successful candidates (employment contracts, employment permits, garda vetting etc.). Guidelines for '[Writing effective Job Descriptions](#)' and job description templates were developed for recruitment of staff to [academic](#), [non-academic](#) and [research](#) roles.

In 2019, a Recruitment Policy was approved which outlines the high-level principles to be followed in the recruitment of staff. The policy was developed with stakeholder input from across the university and based on best international practice. In 2020, HR developed standard operating procedures for the approval, selection, nomination and appointment of staff. This was based on the revised policy and took advantage of new HR software functionality. A new 'Competency Framework' for Professional staff was developed to outline the knowledge, skills and behaviour for effective performance within a job. This was developed following consultation with the College community and to meet the objectives set out in the university strategic plan.

All Trinity Staff participating on Selection Committees are required to have completed the online [LEAD \(Living Equality and Diversity\)](#) training. Staff who participate on selection panels on a regular basis are

required to participate in [Unconscious Bias Training](#). Vacancies are advertised on Trinity's [Recruitment Portal](#).

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

Learning and Development:

Trinity has a [Staff Development Policy](#) and a dedicated [Learning and Development Team](#) who offer a [calendar of Learning and Development programmes](#) for academic, research and professional service staff to support skills development, management development, wellbeing and staff engagement. The programmes are designed and delivered using a blended learning approach and the importance of peer learning to support the integration of skills into behavioural change through skills labs and community of practice approaches. This supports the Strategic Plan by supporting upskilling and the building of community and connection through the way in which programmes are designed and delivered. The Learning & Development Team also partner with units across the University to identify learning solutions to deliver on their strategic priorities.

Trinity has a campus-wide licence available to all academic and administrative staff, and students for the Online training service [LinkedIn Learning](#). The website provides access to an online skills development service offering access to an extensive library of high-quality video courses (over 5600) in business, technology and creative skills. The resource supports the Strategic Plan by increasing Trinity's capacity for digital skills development. It supports the digital transformation strategy, will help to develop digital culture and supports Academic and Professional staff to improve their skills in a broad range of areas.

The University has a number of policies in place to support personal development of staff including [Accredited academic courses leave and funding arrangements](#); a [Fee Remission Policy](#); [Research, Training and Conference Travel Scheme Policy](#). Trinity provides an [Early Career Mentoring Programme](#) for new/recently appointed Academics and a [Momentum](#) programme, aimed at more senior academics looking for the next stage in their academic careers.

The [Ussher II Development Programme 2016-2021](#), developed to support new Ussher Professors, has been recognised through the [HR Leadership Awards](#) – with the Resourcing Team – as “most effective Recruitment and Retention strategy” and shortlisted for the Irish Institute of Training & Development (IITD) Best Talent Development Initiative. The [Assistant Professor Development Programme](#), initiated in 2017 for five years, aims to support entry-level academic staff by providing mentoring and development opportunities through a series of [master-classes](#). This adds to the suite of teaching staff development programmes that also includes a [Professional Skills for Research Leaders](#) and a [Heads of Schools Induction Programme](#) which has been expanded in recent years to include a follow-up series of master-classes.

The University sponsors female staff to attend the [Aurora Leadership Development Programme](#) run by the Leadership Foundation for Higher Education UK and coordinated by Human Resources and the Trinity Centre for Gender and Leadership. Aurora is targeted at women currently up to Assistant/

Associate Professor level, or professional services equivalent, who would like to develop and explore issues relating to leadership roles and responsibilities. The programme commenced in 2014, and over 97 staff from Trinity have participated to date. Twenty-seven female staff were sponsored on Aurora in 2019/20, and ten are enrolled for 2020/21.

The University supports the [Professional Skills for Research Leaders programme](#) which is designed to help independent researchers to develop the skills, profile and momentum to become an independent researcher and a research leader by developing transferrable leadership skills. The programme is targeted at early and mid-career researchers. The programme ran in 2015 & 2017 with 64 attending. There are 29 on the 2020/21 programme.

The professional development needs of Graduate Teaching Assistants (GTAs) who provide teaching and demonstration in support of undergraduate teaching and learning is facilitated through CAPSL. Resources include an online module [Teaching and Support Learning as a Graduate Teaching Assistant](#). It can be taken as a 5 ECTS module for credit as part of the structured PhD programme or in self-directed learning mode i.e. not for credit. The module was funded through the National Forum for the enhancement of Teaching and Learning and has attracted 125 graduate teaching assistant enrolments up to end Academic Year 2019-20 with a further 86 enrolled in Michaelmas Term 2020. Seventy-five students have graduated to date.

The Office of the Dean of Graduate Studies and Academic Practice (CAPSL) co-facilitate the delivery of the [Research Supervisor Development Programme](#) with University College Dublin and RCSI. The programme aims to prepare and support research staff in their roles as supervisors. 43 staff from Trinity attended the 2019/2020 seminar programme. The remainder of the events scheduled was cancelled due to COVID-19.

Academic Practice delivers the [Special Purpose Certificate in Academic Practice](#) (NFQ L9-15 ECTS) that offers a professional qualification in academic practice for teaching staff in Trinity. This certificate is for academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part-time or adjunct teaching staff, or staff with roles in supporting learning. 369 staff were enrolled in modules on the programme up to end of academic year 2019-20.

CAPSL also conducts a series of [events](#) that address continuing professional development of staff engaged in teaching and learning. In 2019/20, six lunchtime seminars and a discussion forum were held. The CAPSL website hosts a range of [resources](#) for teaching staff including on Assessment; Curriculum design, on-line assessment, e-Learning, flipped classroom and Blackboard.

Supports:

The HR policies website details policies and procedures to support Trinity staff, including the [Annual Leave Policy](#), [Adoptive Leave Policy](#), [Leave of Absence Policy](#), [Career Break Policy](#), [Carer's Leave Policy](#), [Force Majeure Policy](#), [Grievance Policy](#) etc. A [Meeting Hours Policy](#) which aims to support University staff with caring responsibilities was approved in 2018/19. In response to it, the meeting hours of

governance committees were amended so that their start and finish times fall within the core hours identified in the policy i.e. 10.00-16.00.

The [HR Service Centre](#) is a one-stop shop for all employment-related queries from staff, including retired, prospective and former staff. The Service Centre also administers the [Travel Pass and Bike to Work schemes](#) and since the pandemic, has provided information on [alternative arrangements](#) to the Travel Pass scheme.

The [CoreHR Portal](#) is a self-service online facility for staff to access their payslips, contract information, and tax certificates and update their personal details such as their address and their Emergency Next of Kin details. A [CorePortal user guide](#) is available to staff and staff can download the [CoreHR mobile app](#) to run on smartphones.

Human Resources hold [Induction Days](#) for new Trinity staff which provide a fast track for integration and knowledge on services and key personnel in the University. An [Induction booklet](#) is also available for new staff and an [Induction Checklist](#) for managers.

Trinity's [Project Management Office](#) (PMO) has developed the PMO Handbook and a series of templates, guides and training to help staff manage projects and navigate the Capital Projects Governance process. The PMO implemented a PPM System (Portfolio, Project Management System) in 2018/19. To date the PMO has delivered [training](#) to > 60 staff in the use of the system and supporting good practice guidelines and templates that incorporate standards and processes to support project delivery.

Response to Covid-19:

In response to the impact of Covid-19 on teaching and learning, CAPSL developed a suite of resources to support staff who are [teaching online](#). The resources address [pedagogies](#) for online teaching (pivoting online, teaching tools, assessment online) and [technologies](#) to support online teaching (Blackboard suite, Panopto, Turnitin etc.). A new module '[Adapting our Teaching for Online Learning](#)' has also been developed, designed to support academics and/or those supporting teaching and learning at Trinity to prepare for a hybrid approach to teaching and learning. The module is primarily aimed at those without significant prior experience of designing for, or facilitating, hybrid learning.

A [Working from Home](#) website providing information and resources for staff working from home during the Covid-19 pandemic was developed in 2019/20.

Diversity and Inclusion:

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Trinity's Strategic Plan 2020-2025 (Goal 1.7) commits to developing '*a robust Equality, Diversity and Inclusion strategy*' to drive ambitious targets towards full gender equality under the Athena SWAN programme and the *HEA National Review of Gender Equality in Higher Education Institutions (2016)*.

The Trinity Centre for Gender Equality and Leadership (TCGEL) delivers the University's strategic objectives to advance gender equality, including the [Trinity Gender Action Plan](#) to embed the objectives of the [Strategy of Diversity and Inclusion](#), the HEA Gender Equality Report and the Athena Swan Action Plan.

In 2018/19, Trinity was successful in attaining awards of two Female-only professor positions under the [Senior Academic Leadership Initiative \(SALI\)](#), an initiative under the [Gender Equality Taskforce Action Plan 2018 – 2020](#), aimed at strengthening gender equality in higher education institutions.

A number of Policies and Procedures support this vision:

- [Trinity's Equality Policy](#) affirms the University's commitment to the promotion of equality for staff, students and visitors in all aspects of its activity. The Equality Committee has responsibility for ensuring that the Equality Policy is implemented. The [Equality Office](#) is headed by the [Associate Vice-Provost for Equality, Diversity and Inclusion](#) and the [Equality Officer](#).
- Staff training is key to ensuring the successful implementation of Trinity's equality policies and objectives. A number of training options are available: (i) the online [Living Equality and Diversity \(LEAD\)](#) training programme developed by the Irish Universities Association, (ii) face-to-face [Equality, Diversity and Inclusion Training](#) run in collaboration with the Diversity and Inclusion office and Staff Development, and (iii) [Gender Identity Training](#) provided by Transgender Equality Network Ireland (TENI).
- The [Dignity and Respect Policy](#) supports a respectful work and study environment free from bullying and harassment.
- The [Accessible Information Policy](#) commits to making Trinity's information and events accessible to all.
- [Other Policies](#) have been developed to address the needs of particular groups in detail and include the (i) Irish Sign Language (ISL); (ii) Gender Identity and Gender Expression; and (iii) Student Carers, Student Parents and Students experiencing pregnancy, suite of policies.

6.0 Information and Data Management

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

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

The importance of IT security in relation to information access, transfer and management was a key feature in 2019/20 with the shift to working from home for most staff and online learning for most students. The [Trinity Virtual Private Network \(VPN\)](#) allowed Trinity staff to make a secure, encrypted connection to the Trinity data network from home. IT Services developed a [working remotely](#) information hub to provide guidance to [students](#) and [staff](#) on learning and working remotely while maintaining the same levels of data and IT security as when working on the Trinity Network. This included information for staff and students on [research data collection and storage](#) when working from home. The [Information Compliance Office](#) provides guidance to staff on data protection issues related to [videoconferencing](#), and security and privacy in the use of [Microsoft Teams](#) and [Zoom](#) for videoconferencing and meetings.

In 2019/20, all Courts of Examiners were conducted virtually by MS Teams due to the travel restrictions necessitated by the Covid-19 pandemic. Trinity's [Procedure on the transfer to External Examiners of students assessed work](#), developed in 2018, provided advice to Schools on the use of secure platforms to transfer student personal data to External Examiners and mitigate the risk of breach of GDPR. They are supported by the [Advisory Guidelines for External Examiners on EU-GDPR Regulation](#), developed as part of an enhancement project to the external examiner process, concluded in 2018. The Quality Office manages a [central repository](#) for External Examiner Reports and reports arising from the National Student Survey.ie. Permission to access the information in the Central Quality Folder is managed by the Quality Office and staff are granted access only on receipt of approval by the Head of School.

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

These include:

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

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

The Academic Registry issues a KPI report on a monthly basis for internal College use covering core Academic Registry activity.

Academic Registry were responsible for the mainstreaming of TEP deliverables, building capability in the Student Record System (SITS) for the new Progression and Awards regulations, the new Academic Year Structure, Assessment and Curriculum requirements, e.g. Capstone Projects, Internships etc.

In 2017/18, a major scoping exercise was conducted to inform a Business Case to implement specific TEP deliverables and the new Academic Structure in 2018/19. Enhanced reporting was delivered as part of the project. An example of this in 2019/20 was the ability to report progression and retention statistics for all cohorts of undergraduate students, not only New Entrants. Furthermore, in 2019/20 the Academic Registry delivered additional reporting and the ability to flag particular cohorts of students e.g. those identified as widening participation groups and those entering College under particular arrangements so that their progression can be monitored as part of the quality assurance of those arrangements.

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

- identification of recurrent themes arising from Quality Reviews;
- analysis and dissemination of National Student Survey.ie (UG/PGT and PGR) results with reports also provided to Schools and University Council;
- individual Annual Faculty Quality Reports and a consolidated report to University Council;
- recommendations arising from External Examiner Annual Reports;
- specific information that informs the assessment of quality at programme level, including:
 - progression and retention data for new entrants (published in the Senior Lecturer's Annual Report);
 - publication of academic programmes subject to Professional & Statutory Body Accreditation on the Quality Office website;
 - engagement by the Senior Lecturer and Quality Office with School and Programme representatives on issues arising from External Examiner Report recommendations;
- request by the Senior Lecturer and Dean of Students that Schools provide an action plan responding to National Student Survey.ie (UG and PGT); the PGR Student.Survey.ie;
- International Student Barometer Survey and External Examiner Reports in the Annual Faculty Quality Report.

There has been an expansion of system support to monitoring information management in respect of Trinity's Global Relations initiatives and the implementation plan associated with Global Relations Strategy (GRS) 3:

- The Global Relations Office to date has provided Schools and units with relevant data from the International Student Barometer Survey;
- The Global Relations Office also collates the outcomes from the annual Education Agent Survey that aims to quality assure the experience of students using the services of College-approved Education Recruitment Agents. This is a requirement of the College Education Recruitment Agent Policy and the QQI Code of Practice for the provision of programmes of education and training to International Learners (2016);
- the GRO website provides centralised access to a listing of all international representatives including College-approved Education Agents.

The Global Relations Annual Report presents data on the following:

- Growth in number of EU and non-EU students;
- Growth in partnership activity and related programmes;
- Marketing activities;
- Student Mobility including non-EU Mobility: College-wide student exchange programme; Non-EU Mobility: School-level student exchanges; Erasmus and Consortia.

The Careers Service implemented the [MyCareers](#) online career management portal in 2017/18. The portal allows for student and employer engagement and associated reporting with a view to informing future strategic decisions at institutional level.

The Research Support System (RSS) acts as the sole source for publication details for all staff and facilitates outputs in the required format for staff publications in the College Calendar; for academic promotions and probations, for each School's research activity report and for staff CV's that may be provided as part of the documentation for unit quality reviews. From 2017-2019, the RSS was developed to enhance publication and project records with community-based and civically-engaged research impact information and U.N. S.D.G. alignment data and to support gender-based reporting (Athena Swan) and Creative Practice research information capture and reporting.

The production of the annual academic research productive list relies on academics maintaining accurate and current information in the University's Research Support System and the system-based application of Trinity's Faculty-based Research Metrics (FRM).

Guidance to staff on FAIR data management and the development of data management plans (required by many funders including the European Commission) is available through the Library's [Research Support webpages](#) and IT Services. The Library's [Open Scholarship Guide](#) also provides information about Open Scholarship, open access publishing and an archive of events as part of the 'Unboxing Open

Scholarship' series, which was a year-long programme under the umbrella of the *ad hoc* task force on Open Scholarship, co-led by the Dean of Research and Librarian & College Archivist. Face-to-face and online training is provided to familiarise staff and students with Trinity's research information systems, processes and policies.

TARA (Trinity's Access to Research Archive) is Trinity's open access institutional repository. TARA is fully integrated with the Research Support System and contains in excess of 42,000 open access items, which are freely available to the public to use/reuse under Creative Commons licencing. TARA is being developed in 2021 to supply Trinity researchers with open science metrics. Bibliometric and altmetric data for quality reviews is supplied (as appropriate) through subscribed access to Web of Science/ InCites (Clarivate Analytics), Scopus/SciVal (Elsevier) and Altmetric.com (Digital Science).

Trinity is a member of the National ORCID Consortium and has recently integrated ORCID data exchange into the Research Information System. Trinity is also a member of the National DataCite Consortium, which allows the University to create digital object identifiers (DOIs) for its research (including research theses and datasets). This is important for compliance with funders' requirements for research publications and datasets.

The Research Proposal and Awards Management System (RPAMS) tracks proposals and awards. A current project is seeking to improve functionality in RPAMS to provide for better data quality, provision of suite of reports, improved performance and data interfaces with RSS and Finance systems.

7.0 Public Information and Communication

Trinity's [Public Affairs and Communication Office](#) is responsible for managing official communications between Trinity and the general public. It comprises four units as follows:

[Public Affairs](#) – facilitates engagement with external stakeholders.

[Media Relations](#) – handles interaction with the media for the university.

[Internal Communications](#) – provides support and advice to staff and students regarding internal communications, event management, filming on campus, social media, publications and the university's image bank.

[Social Media](#) - manages and develops Trinity's central social media channels.

Trinity uses a variety of channels such as social media, multimedia, digital and print to promote the university's activities and engage with its stakeholders. This work involves managing the content for the [News and events web pages](#), the university's central [social media accounts](#), key publications such as the [annual report](#) and [Provost's Review](#), and running Trinity's promotional channels, for example the digital information screens across campus and the [events calendar](#).

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 such as the [Inspiring Generations](#) philanthropy campaign and the [Trinity Covid-19 Immunology Project](#)

and communicating emergency information or alerts (e.g. updates on the College's response to Covid-19, closure notices relating to bad weather etc.).

The main website 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 all 24 Schools and to the [Dean of Research](#) local webpages which house information on the Research Committee, Research Policies.

The [Quality Office website](#) publishes Quality Review Reports and also results of Quality Assurance activities conducted under the Framework for Quality in Trinity and the [External Examiners](#) website provides information for Schools and Examiners on the External Examining process. The [Study at Trinity website](#) is an information hub for prospective students and the [Global Relations website](#) provides information specifically for incoming international students. The [Academic Registry website](#) provides information for applicants, students, staff and alumni across all areas of the student lifecycle, and the [Trinity Development and Alumni website](#) connects with Trinity graduates and supporters.

Response to Covid-19

In January 2020, Trinity established a dedicated [Covid-19 webpage](#) to communicate information to the College community and to potential visitors on the emerging situation with the virus, and the College's response to it. Regular updates were provided throughout 2019/20 on the College's response to national restrictions, in addition to health and safety advice, accommodation information, Trinity's researchers' response to the virus and a FAQ section.

8.0 Monitoring and Periodic Review

The [Framework for Quality in Trinity](#) was revised in 2020 and identifies the range of quality assurance activities in terms of self-evaluation and monitoring on an annual and periodic basis (see section 1.1).

Trinity is scheduled for its external institutional quality review in October 2021. An [Institutional Self-Evaluation Team \(ISET\)](#) was established in January 2020 to oversee and approve the various stages of the self-assessment process, and a number of [ISET subgroups](#) were set-up to manage the development of the different chapters of the Institutional Self-Assessment Report (ISER). An Institution-wide staff survey 'We value your opinion of Quality in Trinity' was administered between the 16th – 30th November 2020 to provide Trinity staff with an opportunity to reflect on their experience of quality in

Trinity. The feedback from this survey informed the ISER and directed focus on particular areas of concern raised by staff.

A call for Case Studies to act as exemplars of quality in Trinity was successful in engaging sections of the College community in contributing to the institutional review. In all 36 case studies were received from across the College community and document a range of College-level, unit level and student-led initiatives that contribute to Quality.

The new Strategic Plan 2020-2025 was launched in March 2020 following a College-wide consultation process, engagement with alumni and industry bodies prior to approval by the College Board.

The publication of the Estates Strategy in November 2018 followed a two-year process of analysis, stakeholder engagement and benchmarking that culminated in the development of an inaugural Estate Strategy that outlines the roadmap and priority projects that will underpin development and enhancement of the Trinity estate to meet the needs of students and staff.

The inaugural Living Research Excellence Strategy and Research Charter published in June 2019 followed a process of College-wide consultation. Other strategies that have been informed by processes of self-evaluation and monitoring include the:

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

At the highest level, the Trinity Education Project (TEP), completed in September 2020, was a significant self-evaluation of the undergraduate curriculum and the project had a strong monitoring function of quality embedded within its governance processes. TEP has prompted reflection on the principles that underpin the undergraduate curriculum, how student entry and exit pathways and regulations support student progression and how students are assessed and examined.

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

- a review of Entry Routes for Two Subject Moderatorship (TSM) and other Two-subject Honour Programmes in September 2017. As a result of this review entry paths into TSM were reduced from 172 separate entry routes to 62. This aligns with the strategic directions of the Reform of University Selection and Entry (TGRUSE) Working Group. This review culminated in the launch of the [Trinity Joint Honours Programme](#) in May 2019.
- An Assessment Sub-Group, established in 2018/19, employed the use of Trinity Assessment Fellows and Trinity Assessment Assistants (PhD Candidates) to conduct a desktop evaluation of twelve programmes based on the information provided in the relevant Programme Handbooks. This work resulted in the design and pilot of a Module Mapping tool aimed at helping Schools map module

activities such as lecture hours, tutorials, laboratories, assessment types and deadlines. The resulting data can be aggregated for each module, for a single year of a programme or across the life of the programmes to pinpoint busy weeks for students, help estimate average workload hours and show the breakdown of activities and their module weightings. A research project led by the School of Engineering and Trinity Teaching & Learning aims to develop the tool further. The tool was due to be implemented in September 2020 and integrated with the Student Information System (SITS) but was delayed as required additional testing with a broader base of staff and students was postponed due to COVID-19. It is hoped that the project will be reactivated later in the academic year.

Policies and Procedures

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

- Trinity Education Project;
- The revised Code of Governance for Irish Universities (the Irish Universities Association, October 2019);
- The launch of the Strategic Plan (2020-2025);
- The anticipated commencement of the QQI Amendment Act 2019 and the release of a revised Code of Practice for the provision of programmes of education and training for international learners to facilitate the launch of the International Education Mark in 2021;
- Outcomes from the QQI National Academic Integrity Network (NAIN) to e.g. associated disciplinary policies;
- New and emerging alliances with e.g. CHARM-EU under the European Universities initiative.

Quality Processes

- The request to Schools for information to contribute to the Annual Faculty Quality Report is reviewed annually and agreed with Faculty Administrators. This report acts as a means of self-evaluation and monitoring of local experience with the implementation of academic policies and procedures and identifies system-wide issues for escalation by Schools to the attention of Faculty or College. It has evolved over several years to provide a more holistic view of quality and for the first time in 2019/20 each School was asked to provide an Action Plan that responds to information provided to Schools from a variety of sources.
- The publication on the Quality Office websites of:
 - the list of academic programmes subject to Professional & Statutory Accreditation Body review;
 - Annual Faculty Quality Reports and the Consolidated Report to Council;
 - Reports from the National Student Survey.ie and Postgraduate Research Student Survey.ie;
 - Annual Institutional Quality Report (provided to Schools and Programmes undergoing Professional and Statutory Accreditation Body reviews to assist in streamlining the documentation requirements across parallel processes).

- Participation in sectoral-lead quality processes such as QQI Thematic Analysis of reports on the approval, accreditation and review of programmes (2018/19).
- Attendance at QQI events, e.g. Finding Common Ground on Professional Accreditation and Regulation (June 2019) in support of the Quality Office objective to streamline/optimize, where possible, the documentation required in the self-assessment phase for parallel review processes;
- Annual self-evaluation of Quality Committee effectiveness and performance as required by the Quality Committee Terms of Reference;
- Evaluation from external reviewers participating in Quality Reviews to inform the enhancement of quality review processes.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Guide:

Indicate the total number of arrangements in place with each of the following (i) PRSBs, (ii) awarding bodies, or (iii) QA bodies in the table below.

In the boxes below, provide details of any programmes for which accreditation/approval has been extended, or which have been newly accredited/approved, during the reporting period. Details of more than five arrangements may be included if necessary. If available, links to publications related to the arrangement, such as accreditation/approval reports, may be included alongside details of the arrangement.

If available, include links to a list of all other relevant arrangements approved prior to the reporting period.

Type of arrangement	Total Number
PRSBs	22
Awarding bodies	11
QA bodies	5 (QAA, CHARM EU-AQU (Catalan), NVAO(Netherlands), HCERES (France) and Hungarian Accreditation Committee)

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Irish Medical Council
Programme titles and links to publications	1. Medical Council - The Undergraduate Medical Degree is accredited by the Medical Council. There were 881 students enrolled on the programme in 2019/20. The most recent accreditation visit was in October 2018.

	<p>2. In 2019/20 there were 163 students on the B.Sc. in Physiotherapy, 152 students on the B.Sc. in Occupational Therapy, 108 students on the B.Sc. in Radiation Therapy and 91 students on the B.Sc. in Human Nutrition & Dietetics.</p> <p>3. There were 550 students on the Joint Degree Bachelor of Sc. in Physiotherapy with Singapore Institute of Technology (SIT) which was scheduled for a quality review in 2019/20, but this was postponed due to Covid-19. In addition to the Joint Degree there were:</p> <ul style="list-style-type: none"> • 10 students enrolled on the one-year top-up degree in Occupational Therapy; • 34 students on the one-year top-up degree in Physiotherapy; • 8 students on the one-year top-up degree in Radiation Therapy; and • 8 students enrolled on the Joint Degree in Radiography.
Date of accreditation or last review	October 2018
Date of next review	Spring 2022

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 2019/20 a total of 869 students were enrolled on CORU accredited programmes as follows: B.Sc. in Physiotherapy (163); B.Sc. in Occupational Therapy (152); B.Sc. in Radiation Therapy (108); B.Sc. in Human Nutrition & Dietetics (91); Bachelor of Social Studies (172); Master of Social Work (43); Clinical Speech & Language Studies (140).</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 and review visits.</p>
Date of accreditation or last review	Variable
Date of next review	Variable

3. Type of arrangement (PRSB/awarding body/QA body)	
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Name of body:	Engineers Ireland
Programme titles and links to publications	Engineers Ireland accredit BAI and MAI Programmes in the School of Engineering and the School of Computer Science and Statistics. There were 900 students in 2019/20 on the BAI and MAI programmes in the School of Engineering, accredited by Engineers Ireland in December 2016. There were 376 students in 2019/20 on the BA (Mod) and the MA in Computer Science, also accredited in December 2016. The Engineers Ireland accreditation for the ICS Programme (BA (Mod) and MA in Computer Science) is valid for graduates up to 2020. Re-accreditation, scheduled to take place in the second half of 2020, was postponed to 2021 due to Covid-19.
Date of accreditation or last review	December 2016
Date of next review	Was scheduled for 2020/21 but an extension of one year was granted due to Covid-19

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	There are a number of programmes awarded by Trinity that are accredited by the Teaching Council. They include: (i) Programmes delivered by Trinity: Professional Masters' in Education (145) and the Bachelor of Music Education (in association with Technological University Dublin (TUD) and Royal Irish Academy of Music (RIAM) (41)) (ii) Programmes validated by Trinity and delivered by Marino Institute of Education (756). Further details on the accreditation cycle can be found in the Accreditation Listing on the Quality Office website.
Date of accreditation or last review	2013/14
Date of next review	Variable

5. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	Nursing & Midwifery Board of Ireland (NMBI)

Programme titles and links to publications	In 2019/20 there were 1,068 undergraduate students and 39 postgraduate students enrolled in programmes accredited by NMBI and leading to NMBI professional registration. In addition, there were a further 284 students enrolled on postgraduate post-registration courses with category 2 approval by the NMBI not leading to professional registration. The School of Nursing & Midwifery successfully applied to College and NMBI for accreditation of the new UG Nursing and Midwifery curricula in the 2017/18 academic year. The accreditation that took place in 2016 was for the outgoing curricula and is superseded by the accreditation of the new undergraduate curricula in 2018. The third year of this new curricula was introduced in 2020/21 and the Senior Sophister (SS) years of the outgoing curricula are being phased out. The new UG curricula will be fully implemented by the end of the academic year 2021/22. The School of Nursing & Midwifery was reviewed in 2017/18 and the report is available on the Quality Office website.
Date of accreditation or last review	2018 for new UG curriculum
Date of next review	TBC

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	1
Joint/double/multiple awards	5
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).
Programme titles and links to publications	Award Title is Doctor in Philosophia (Conjunctium). Commenced in 2018/19, there are five students currently enrolled in Trinity under the Polythea Framework.
Date of last review	Commenced in 2017

Date of next review	TBC
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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 (21 students enrolled in 2019/20).
Date of last review	
Date of next review	TBC

3. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	Technological University Dublin (TUD)
Programme titles and links to publications	B.Sc. Human Nutrition & Dietetics (91) was quality reviewed in November 2015 and the report is available on the Quality Office website .
Date of last review	November 2015
Date of next review	2024/25

4. Collaborative provision (Type of collaborative provision)	Joint Award
Name of body (/bodies):	CHARM EU Alliance (Universities of Barcelona, Utrecht, Montpellier and ELTE (Budapest))
Programme titles and links to publications	Master in Global Challenges for Sustainability (due to commence in September 2021)
Date of last review	November 2020 (Expert Panel Review under European Approach to QA of Joint Programmes)
Date of next review	TBC

5. Collaborative provision (Type of collaborative provision)	Dual
Name of body (/bodies):	Columbia University
Programme titles and links to publications	Dual BA Programme commenced in 2018/19. 78 students were enrolled on the programme in 2019/20, as follows: European Studies – 29; Middle Eastern & European Languages and Cultures – 14; History – 17; English – 18. STEM courses due to commence in 2021/22

Date of last review	
Date of next review of agreement	2024/25

6. Collaborative provision	Double Award
(Type of collaborative provision)	
Name of body (/bodies):	Institut National des Sciences Appliquees de Lyon (INSA)
Programme titles and links to publications	Double Degree Programme with the School of Engineering in Trinity. In 2019/20, 0 new students entered year 3 of the Trinity BAI Programme and 0 new Trinity students enrolled in INSA. There were 3 returning Trinity inbound students enrolling to complete the final year of the Trinity BAI Engineering Programme. There were 0 Trinity students on the final year of the INSA Programme.
Date of last review	
Date of next review	

1. Collaborative provision	Collaborative Partnership
(Type of collaborative provision)	
Name of body (/bodies):	Church of Ireland Theological Institute
Programme titles and links to publications	Masters' in Theology (30). Quality reviewed in December 2015 and the report is available from the Quality Office website .
Date of last review	December 2015
Date of next review	2024/25

1. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Royal Irish Academy of Music (RIAM)
Programme titles and links to publications	1. Diploma in Music, Teaching & Performance (6); 2. Bachelor in Music Performance (70); 3. Bachelor in Music Composition (1); 4. Master in Music Performance (14); 5. Doctor in Music Performance (16). RIAM's quality assurance procedures were approved by Trinity in May 2020.
Date of last review	2021/22
Date of next review	

1. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Marino Institute of Education (MIE)
Programme titles and links to publications	International Foundation Programme (90); Bachelor in Education (Primary) (488); B.Sc. in Education Studies (138); B.Sc. in Early Childhood Education (257). Professional Masters' in Education (Primary) (129); Prof. Diploma in Education (Further Education (69); Masters' in Education Studies (Visual Arts (6); Early Childhood Education (34); Inquiry Based Learning (3); Leadership in Christian Education (5); Intercultural Education (4)). MIE's quality assurance procedures were approved by Trinity in September 2019.
Date of last review	2021/22
Date of next review	

9.3 Articulation Agreements

Articulation agreements - Total number	5
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1. Articulation agreement:	
Name of body (/bodies):	Thapar University, Patiala India
Programme titles and links to publications	Students entering Year 3 in the School of Engineering and School of Computer Science and Statistics. In 2019/20, 44 students entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

2. Articulation agreement:	
Name of body (/bodies):	Minzu University in China
Programme titles and links to publications	Trinity signed a 1+1+1 Taught Masters arrangement with Minzu university in China where students undertaking a Master's Programme in Minzu university can spend the middle year of that programme completing a taught Masters programme in the Faculty of Arts, Humanities & Social Sciences in Trinity. In 2019/20, three students entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

3. 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 Master's Programme and exit with a University of Dublin Award. In 2019/20 two students entered Trinity under this agreement.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

4. Articulation agreement:	
Name of body (/bodies):	Manipal Partnership
Programme titles and links to publications	2020/21 was the first year of the programme. A number of applications were received but no student took up their offer of a place.
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

5. Articulation agreement:	University of Michigan- Jiao Tong University Joint Institute (UM-SJTU Joint Institute) with School of Engineering.
Name of body (/bodies):	This programme began in 2019/20 and there were 2 students registered in year 4.
Programme titles and links to publications	
Date of agreement/arrangement or last review	
Date of next review	TBC
Detail of the agreement	

[Higher Education Institution]

2021

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2019-2020

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Update on Strategic Initiatives:

2019/20 represented the final year for the Strategic Plan 2014–2019. The new College Strategy (2020–2025) called '[Connection and Community](#)' came into force on the 1st January 2020 and was formally launched on 10th March 2020. Its implementation was immediately impacted by the Covid-19 pandemic and a process to review and revise the plan in light of the impact of Covid-19 was established. The timelines for key deliverables under the plan have been revised to reflect the impact of the pandemic and the revisions will be considered by the Board in February/March 2021.

Among the goals of the last Strategic plan that were successfully delivered were:

- Delivering the Trinity Education Project;
- Membership of [LERU](#), the League of European Research Universities;
- Meeting targets for international students;
- Expanding the Ussher Assistant Professorship Scheme;
- Meeting commercial revenue targets;
- Achieving key sustainability goals;
- Global expansion of the Science Gallery Network;

The [Trinity Estates Strategy](#) provides a framework to guide the development of Trinity's estate in the medium- to long-term. The strategy highlights the necessity for efficient use of space and the continuous improvement of existing facilities, which has become even more pertinent with the advent of the Covid-19 pandemic. It also undertakes specific strategic projects. These include the Trinity Business School (opened in May 2019) and the Printing House Square development, due to open in 2020 but delayed due to Covid-19. The latter will provide on-campus student accommodation for up to 250 students, along with upgraded student services, the need for which was identified in the quality review of the College Health Centre and the College Day Nursery. The Estates Strategy incorporates long-term refurbishment and a conservation plan such as the [Old Library Redevelopment Project](#), and the refurbishment of the Rubrics and Chief Steward's House. It prioritises new capital works' projects which have been included in the '[Inspiring Generations](#)' Philanthropic Campaign, such as a new [School of Law](#), the [Trinity St. James's Cancer Institute](#), and the [E3 Institute and Grand Canal Innovation District](#) (now Trinity Campus East). It provides for a residential strategy that will serve the long-term needs of staff and students, including the expansion of student accommodation at Trinity Hall in Dartry to provide 300 new beds for students.

The Board received regular updates from Project Sponsors on capital works' projects in 2019/20. Work on phase 1 of the [Trinity St. James' Cancer Institute](#) progressed during the summer of 2020, and a Strategic Assessment Report (SAR), a legislative requirement, has been submitted to the Department of Health. The Rubrics and Chief Steward's House underwent significant work during the summer of 2020

and planning permission for the Old Library Redevelopment Project was granted in October 2020 from Dublin City Council. In 2018, Trinity launched a plan for the Trinity Technology and Enterprise Campus (TTEC) site with the then Taoiseach Leo Varadkar T.D. and published a [manifesto](#) that captured a vision for TTEC as a catalyst for a new innovation district for Dublin – called the Grand Canal Innovation District. In January 2020, the Government [formally endorsed](#) this plan and published the [report](#) from the Grand Canal Innovation District advisory group. In November 2020, planning permission for the site was submitted. It is intended to build a new 5,500m² [innovation hub](#) and to establish a public interface from the site with a new public square and an events space. At its meeting in November 2020, the Board also agreed a new name for TTEC – Trinity East. With this name Trinity paves the way for an eastward expansion of the College to encompass the campus at Grand Canal Dock as the home for new activities in education and research.

The **Trinity Education Project** (TEP) entered the final year of its final phase in 2019/20. The new academic year structure was implemented and the mainstreaming of TEP activities into the work of existing or newly created units was initiated. New systems, processes and governance structures were introduced and approaches to assessment and pedagogy, and specifically the interaction between the new academic year structure, assessment practices across Trinity and the new progression regulations were considered. The Trinity Electives Annual Report 2019/20 was brought to USC in October 2020 by the Associate Dean of Undergraduate Science Education (ADUSE) and a newly elected Trinity Electives Sub-Committee will oversee the quality control of Trinity Electives. A new [Joint Honours Office](#) was established and a new Associate Dean of Undergraduate Curriculum was appointed to embed the new curriculum architecture.

Work continued in 2019/20 to support the delivery of the [Global Relations Strategy 3](#) (GRS3) and, in particular, to address the Covid-19 impact on travel restrictions and on the implementation of key targets for student recruitment (see section 1.1).

The Trinity Strategic Plan 2020-25 (Goals 1.10 and 8.2) commits to ‘Develop and enact strategies, policies and procedures to enable more diverse and more flexible learning and programme delivery in the areas of continuous professional development and micro-credentialing’ in the life of the plan. Funding to support this strategy has been received under the Human Capital Initiative (HCI Pillar 3) in concert with the Irish Universities Association. Four Trinity Schools will participate in the initiative.

The plan also commits to the development of a Digital Learning Strategy (Goal 3.8) that will provide a framework for using a full spectrum of digital learning tools, making them part of the mainstream pedagogical practice of the university. Funding under the Strategic Alignment of Teaching and Learning Enhancement (SALTE) Fund is supporting this initiative.

Working groups were established in Trinity in 2019/20 to progress the various elements of [CHARM-EU](#) (Challenge-driven, Accessible, Research-based, Mobile European University), an Erasmus + strategic project funded by the European Commission which aims to develop long-term structural and strategic co-operation between European Universities. There are five partner universities involved in the project -

the University of Barcelona, Trinity College Dublin, Utrecht University, Eötvös Loránd University and University of Montpellier. There are two deliverables, one relating to a governance model for the development of a European University and, the other, a Master's course in Global Challenges for Sustainability. Trinity is the coordinator of the pilot Master's Programme scheduled to commence in September 2021 and the lead of the Curricula Work-package that designed the new Course Proposal. In July 2020, Trinity took over as lead of the Quality and Accreditation Workgroup.

The process for the design of the curriculum and module content for the MSc involved a unique approach using a CHARM-EU Knowledge Creation Team (KCTs), comprising 187 academics from across all five universities including twenty academics from Trinity schools across all three Faculties to support the challenge-based pedagogy and uniquely transdisciplinary content of the Masters. In September 2020, a CHARM-EU Project Director and an Academic Director for the Master's Programme were appointed. The home School and Faculty for the MSc proposal were identified as the School of Natural Sciences and the Faculty of Engineering, Mathematics and Science (FEMS) (now Science, Technology, Engineering and Mathematics (STEM)). Council considered the Quality Assurance Process for the proposed Masters in Global Challenges for Sustainability in October 2020. This approach was based on the European Approach to Quality Assurance for Joint Programmes. The Proposal underwent an external review by an expert panel in November 2020 resulting in a positive response. The proposal and the report from the expert panel was approved by Academic Council in January 2021.

1.2 Update on Planned QA Objectives Identified in Previous AQR

No.	Planned objectives (Previous AQR) <i>Note: Include reference to the relevant section of the preceding AQR, where applicable</i>	Update on Status <i>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.</i>
1	Engaging the College community in planning and preparation for the Institutional Review	Institutional Self-Evaluation Team (ISET) established in January 2020 supported by an ISET Communications Subgroup established in April 2020 and an ISET Student Experience Subgroup established in May 2020. A College-wide call for Case Studies has resulted in the submission of 36 Case Studies for the Institutional Review. A College-wide survey 'We value your opinion on Quality in Trinity' netted 825 responses. Draft ISER document underway.
2	Identifying objectives and goals under the new Trinity Strategic Plan that the Quality function in Trinity can assist in meeting; inform or track the attainment through quality processes.	The new College Strategic Plan 2020-2025 'Community and connection' was launched on the 10 th March 2020 and its implementation was immediately impacted by the Covid-19 pandemic. A process to review and revise the Strategic Plan in light of Covid-19 impacts is underway. It is expected to revise the timelines for key deliverables under the plan, once this work is completed, the work of identifying objectives and goals relative to quality will commence. Objectives and goals already identified include CHARM EU - see below Goals 2.11 Identify robust procedures for responding to student survey feedback Goal 3.4 Institute a major and systemic renewal of all facets of postgraduate education Goal 3.6 Fundamental renewal of the structured PhD programme Goal 3.13 Deepen Trinity's strategic alliance with Marino Institute of Education (MIE) Goal 3.14 Develop Trinity's strategic relationship with the Royal Irish Academy of Music (RIAM) Goal 4.5 Institute a major and systemic renewal of all aspects of doctoral education in Trinity
3	The first quality review of transitional provision using the Dual and Joint Award Procedures will take place in 2020/21 when the review of the Joint Award in B.Sc. Physiotherapy with Singapore Institute of Technology is undertaken.	This review was scheduled for March 2020 and was deferred in January 2020 following the initial outbreak of Covid-19 in Singapore. Trinity published a 'Procedure for Virtual Reviews' in November 2020 and have re-engaged with Singapore to determine their interest in proceeding with a virtual review in September 2021.
4	The process of approval of Linked Provider Quality Assurance Procedures will be completed in 2019/20.	Royal Irish Academy of Music quality assurance procedures were approved in May 2020. Marino Institute of Education was approved in October 2020.

5	Trinity will engage with the CHARM-EU Alliance to achieve the objectives of Phase 1 of the project	Trinity is actively engaged in the CHARM-EU Alliance. Trinity is the coordinator of the pilot Master's Programme to commence in September 2021. Trinity is the lead of the Curricula Work-package that designed the New Course Proposal and also the Pilot Work-package that is responsible for the Pilot. In July 2020, Trinity took over as lead of the Quality and Accreditation Workgroup.
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1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
University Council	2 October 2019, 25 November 2019, 4 December 2019, 12 January 2020, 11 February 2020, 8 March 2020, 13 May 2020, 2 June 2020, 16 June 2020.
College Board	11 September 2019, 23 October 2019, 27 November 2019, 18 December 2019, 29 January 2020, 26 February 2020, 25 March 2020, 22 April 2020, 27 May 2020, 17 June 2020, 24 June 2020.
Quality Committee	9 October 2019, 14 November 2019, 26 February 2020, 2 April 2020, 20 May 2020, 9 June 2020.
Undergraduate Studies Committee	10 September 2019, 29 October 2019, 19 November 2019, 10 December 2019, 21 January 2020, 18 February 2020, 26 March 2020, 21 April 2020, 19 May 2020.
Graduate Studies Committee	19 September 2019, 31 October 2019, 21 November 2019, 23 January 2020, 21 February 2020, 26 March 2020, 23 April 2020, 21 May 2020.
Global Relations Committee	16 September 2019, 19 November 2019, 27 January 2020, 24 March 2020, 27 April 2020, 19 May 2020, 25 June 2020.
Research Committee	17 September 2019, 15 October 2019, 12 November 2019, 10 December 2019, 14 January 2020, 18 February 2020, 24 March 2020, 14 April 2020.
Student Life Committee	17 September 2019, 15 October 2019, 12 November 2019, 28 January 2020, 25 February 2020, 31 March 2020, 28 April 2020, 26 May 2020.
Associated College Degrees Committee	Marino Institute of Technology (MIE) 14 November 2019, 19 February 2020, 14 May 2020. Royal Irish Academy of Music (RIAM) 16 October 2019, 19 February 2020, 29 April 2020.

1.3.2 QA Leadership and Management Structural Developments

The current Provost of Trinity will complete his term of office in 2020/21. A Steering Committee, an Interview Committee and an Appeals Committee for the appointment of the next Provost were established in accordance with the 2010 Consolidated Statutes (Chapter on the Provost, Sections 6, 7 and 8), and their membership was approved by Board in September 2020. In October 2020, the Board approved a timetable for the appointment process, and a [website](#) with information regarding the position, the appointment process and other particulars went live in October 2020. The post was advertised from October to December 2020 and a written report on the appointment process will be prepared and submitted to the HEA once the process is concluded. Details of those candidates who have successfully completed the interview and nomination process will be published on 5 February 2021 and the Campaign period will run from 5 February to 7 April 2021.

A new University Chancellor, former President of Ireland Professor Mary McAleese, was elected by members of the University Senate in 2019/20 and [her inauguration](#) took place on 6 December 2019. The Chancellor is one of two Visitors to the College, the other being the Judicial Visitor appointed by the Government. In November 2020, the Government appointed Mr Justice George Birmingham as the new Judicial Visitor to replace Dr Justice Maureen Harding-Clark following her resignation. The role of the Government-appointed Judicial Visitor is primarily to hear internal appeals against decisions of the Board and other bodies in College, interpret the College Statutes and approve amendments to the College Statutes. In March 2020, Professor Shane Allwright and Professor Ignatius Mc Govern were elected by the Senate as Pro-Chancellors to the University.

A number of changes to the [Statutes](#), which constitute the basic internal laws, structures and rules of the College and University, were approved by Board in 2020 including:

- A change to Schedule 2 to the Chapter on Committees was approved by Board in May 2020. These changes were designed to meet the College's commitment to equality training for Chairs and Members of Committees. As part of the successful renewal of Trinity's Athena SWAN Bronze Institutional Award (2019) Trinity committed to ensuring that all Chairs of Principal Committees of Board, Academic Committees of Council and Compliance Committees undergo appropriate equality training.
- A change to the Chapter on the Provost and Schedule 1 to the Chapter on the Provost was approved by Board in October 2020 to allow for electronic voting during the Provost's election in exceptional circumstances.

The Board is the governing body of the College and adopts a [Code of Governance](#) for College, which includes procedures to monitor and evaluate its own performance and effectiveness. In 2018/19, Board approved the establishment of a Working Group to revise Trinity's Code of Governance in alignment with the [Code of Governance for Irish Universities 2019](#), as agreed between the Higher Education Authority (HEA) and the Irish Universities Association. In 2019/20, a Board Review Working Group, chaired by Mr Dermot McCarthy, former Secretary-General of the Department of An Taoiseach, was set-up to consider the values and principles that should underpin Trinity's overall governance and to look at

the particular role to be played by the Board in that context. As part of that review, the Group considered the competencies required for Board members and developed recommendations on the optimal future composition of the Board. In February 2020, the Board approved a draft Governance “Values and Principles”, one of which was that external representation on committees should be increased. External members are already included on many of the University’s key committees.

A review of the Terms of Reference of the Quality Committee was undertaken in 2019/20 resulting in a recommendation to include, for the first time, an external member with quality expertise, reflecting the recommendation of the Board Review Working Group and comments in the Quality Committee annual evaluation survey to add specific quality methodology expertise to the Committee. The revised Terms of Reference were approved by Board in October 2020. The process of nominating and approving external member representation is currently underway.

To support the high level of curriculum sharing resulting from the implementation of the Trinity Education Project (TEP), a new Management Structure for Undergraduate Common Architecture was approved by Council in May 2020 to manage and develop the Trinity Joint Honors programme and to administer the shared elements of the common architecture. The new structures included the appointment of an Associate Dean of Undergraduate Common Architecture (ADUCA), and the establishment of a Common Architecture Governance Committee and a Common Architecture Office. The new Governance Committee, which is a sub-committee of the Undergraduate Studies Committee (USC), will provide academic leadership in the development of the common architecture, promote the offerings of the common architecture, and ensure the management of the shared elements of the common architecture. The Common Architecture Office sits within the Academic Services Division (ASD), with administrative staff reporting to the Manager of ASD and working under the direction of the ADUCA. The ADUCA in turn will report to the Senior Lecturer/Dean of Undergraduate Studies.

An initial draft of the Quality Risk Register was approved by the Quality Committee in May 2019 and an updated version, informed by the work of the Chief Risk Officer on the College Risk Register, was presented to the Committee in November 2019. There were 22 risks in total, with a risk profile of 3 High, 15 Medium and 5 Low. In June 2020, the Register was updated again to inform the annual update of the College Risk Register. Six new risks were added, reflecting the impact of Covid-19 and the outcome of the Institutional Review. The most recent update of the Quality Risk Register was in January 2021, there were 16 risks in total, with a risk profile of 2 High, 12 Medium and 2 Low. This risk register includes, as one of the high risks, the risk to disruption of professional placements due to Covid-19 impeding students completing placement hours or assessment of placement specific competencies required for professional registration by professional bodies.

During 2020, a number of new College-wide policies and procedures were introduced including Remote Supervision of Postgraduate (Doctoral) Students (October 2019), Postgraduate Research Supervision Policy (October 2019), Internships and Placement Policy (November 2019), Role Grading Policy and Process (March 2020), Recognition of Foreign Qualifications - Procedure (May 2020), Academic Awards Policy (May 2020), Lone Working Policy (June 2020), Assessment – Procedures for the non-submission of

[course-work and absence from examinations](#) (September 2020), [Misuse of Drugs Policy](#) (October 2020) Occupational Health and Safety Policy (November 2020).

The following College Policies were revised in 2020: [Senior Academic Promotions Procedure \(March 2020\)](#), [Admission and Transfer Policy](#) (April 2020), [Appeals Policy \(Academic Progress\)](#) (June 2020), [House Purchase Loan Policy](#) (June 2020), [Student Partnership Policy](#) (July 2020), [Probationary and Review Procedures for Academic Staff](#) (September 2019), [Risk Management Policy](#) (October 2020), [Plagiarism Policy](#) (March 2020), [Timetabling Policy and Procedures](#) (March 2020), [Recognition of Prior Learning Policy](#) (April 2020).

Response to Covid-19

Following the emergency response to the Covid-19 pandemic in March 2020, the College Risk Officer reviewed the Trinity Emergency Response Plan and scenario planning.

A College-level Brexit Working Group, chaired by the Chief Risk Officer, was established in 2018/19 to identify the potential risks to Trinity posed by the UK's exit from the EU. A Brexit clinic was held in October 2019 at which the impact on recruitment, data protection, procurement, health and safety, research funding, and goods and services was considered. A dedicated website has been developed where staff and students can access the presentations from the clinic, and other resources. One area of concern is around the impact of increased administrative requirements and logistics delays arising from a no-deal Brexit on research specimen shipments to/from Non-EU (and potentially UK) research institutions. A Brexit Risk Register was developed by the Procurement Office and information concerning suppliers and vendors is available to staff via a sharepoint folder which is regularly updated.

Brexit MS Teams information sessions were held in November and December 2020 to present scenarios and address queries, and further procurement training sessions and workshops are planned. Training will focus on placing orders and providing clear process maps that show the new Trinity-Supplier-Shipper-Import Agent interactions.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

The full schedule of Quality Reviews 2019 – 2024 can be found [here](#).

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
Quality Reviews		
Financial Services Division (15-17 January 2020)	Scheduled review – report approved by Board 16 September 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20on%20the%20Review%20of%20FSD.pdf
School of Medicine (3-5 February 2020)	Scheduled review – report approved by Council 3 June 2020	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Medicine%20review.pdf
MIE B.Sc. in Educational Studies	Strategic review	
Singapore Institute of Technology (SIT) – Joint Degree Bachelor of Science in Physiotherapy (18-20 March 2020)	Scheduled for review in 2019/20 – site visit postponed due to Covid-19	Currently under negotiation to be conducted in September 2021, as a physical review if circumstances allow.
Joint review of the Schools of Genetics and Microbiology & Biochemistry and Immunology (10-13 March 2019)	Scheduled for review in 2019/20 – site visit postponed due to Covid-19	Re-scheduling – date not yet agreed.
Academic Practice (CAPSL) (31 March – 2 April 2020)	Scheduled for review in 2019/20 – site visit postponed due to Covid-19	Re-scheduled as a virtual review 10 - 12th March 2021
The Lir Academy Programmes (April/May 2020)	Scheduled for review in 2019/20 – site visit postponed due to Covid-19	Currently under negotiation - to be rescheduled in November 2021

Reports		
School of Religions (27-29 March 2017)	Progress report approved by Quality Committee in February 2020 and by Council in March 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Religions.pdf
School of Nursing and Midwifery (12-14 March 2018)	Progress report approved by Quality Committee in February 2020 and by Council in March 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Nursing_Midwifery.pdf
Financial Services Division (15-17 January 2020)	Implementation Plan approved by Quality Committee in November 2020 and Board in December 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20on%20the%20Review%20of%20FSD.pdf
Human Resources (24-26 April 2019)	Review report approved by Quality Committee and Council in November 2019, and by Board in Update on implementation approved by EOG in December 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Quality%20Review%20of%20Human%20Resources.pdf
School of Medicine (3-5 February 2020)	Implementation Plan due to be considered by Quality Committee in January 2021	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Report%20to%20Council%20on%20Medicine%20review.pdf
IT Services (12-14 March 2019)	Review Report approved by Quality Committee in November 2019 and by Board in January 2020.	https://www.tcd.ie/teaching-learning/quality/assets/pdf/Quality%20Review%20of%20IT%20Services.pdf

1.4.2 Expert Review Teams/Panels¹ involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	6	<u>School of Medicine</u>	<u>Financial Services Division</u>	Approval of QA Policies & Procedures (i) Royal Irish Academy of Music (RIAM); (ii) Marino Institute of Education (MIE)	CHARM-EU Masters in global challenges for Sustainability	MIE B.Sc. in Educational Studies	
<i>of those:</i>							
On-site processes	3	1	1			1	
Desk-top reviews	2			2			
Virtual processes	1				1		
Average panel size for each process type*		No of External Reviewers = 5	No. of External Reviewers = 4	N/A	No of External Reviewers = 7	No of External Reviewers = 3	

* excluding secretary if not a full panel member

¹ 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	2	1	1				1	1	√		
Secretary/Internal Facilitator	3	1	2		3						
Academic/Discipline Specific (note - includes the two Chairs)	8	4	4			5	1	2	√		
Student Representative	0										
QA	0										
Teaching & Learning	0										
External Industry /Third Mission	1	1				1				√	

2.0 IQA System – Enhancement and Impacts

2.1 Governance and Management of Quality

Audit of Quality Compliance Oversight

Trinity's Internal Audit Office commenced a review of Quality Compliance Oversight in July 2019 as part of its annual programme of work, and a report on the audit was produced in February 2020.

The purpose of the review was to assess whether:

- Board and Council are provided with accurate, relevant and timely assurance regarding their quality obligations and compliance performance.
- The structure of the Quality Committee and the Framework for Quality ensure clear and relevant communication, reporting lines and timely escalation of issues from all areas of the University.
- Oversight and monitoring mechanisms have been put in place by the Quality Committee to ensure the University adheres to its quality policies and statutory obligations, and effectively addresses the outcomes of quality reviews.
- The Quality Committee monitors and evaluates the effectiveness of its own performance to reveal when and where improvement is needed.
- Structures and plans are in place to facilitate the University obtaining a favourable Institutional Review.

The audit report on Quality Compliance Oversight resulted in eleven recommendations. The management response to the report was considered by the Audit Committee at its meetings in March/April and November 2020. The Audit Committee maintains a log of recommendations and progress on the implementation of the recommendations is reported twice a year, in November and April. Four of the eleven recommendations were accepted as completed in April 2020 and a further two were accepted as completed in November 2020. The next update is due in April 2021.

Review of the Terms of Reference of the Quality Committee:

The Terms of Reference of the Quality Committee were reviewed in the summer of 2020 and revised [Terms of Reference](#) were approved by the Quality Committee and by Board in October 2020. The revisions clarify the Committee's status as a compliance committee of both Board and Council, specify the submission of an annual report to Board and Council to include both academic and non-academic areas, and the addition of Professional Body Accreditation Reports to address the emergence of risks to academic programmes raised by statutory bodies and to ensure '*effective University-wide oversight and monitoring*'.

Quality Assurance of Linked Providers:

In 2019/20, Trinity concluded the process of reviewing the quality assurance Policies and Procedures of its Linked Providers, the Royal Irish Academy of Music (RIAM) and Marino Institute of Education (MIE) under the [Procedure for Approval of Linked Providers' Quality Assurance Procedures](#) (updated June 2019). Quality assurance documentation was submitted to Trinity for review, in accordance with

section 7.2 of the Procedure, in Spring 2019. A Linked Provider Quality Assurance Working Group was established for each institution, chaired by the Registrar and comprising College Officers and professional staff from Trinity Teaching and Learning and other relevant areas of College, to review the documentation and make recommendations as to whether the policies/procedures were (i) Approved (outright), (ii) Not Approved with recommendations, or (iii) Not Approved.

The review process for RIAM was completed in April 2020 and a report from the MIE Working Group recommending approval of the RIAM QA Policies and Procedures was approved by the Quality Committee in April 2020, by Council May 2020 and Board in June 2020. The review process for MIE was completed in April 2020 and a report from the MIE Working Group recommending approval of the RIAM QA Policies and Procedures was approved by the Quality Committee in June 2020, by Council September 2020 and Board in October 2020.

Update of Quality Assurance Procedures:

The process of updating the suite of quality procedures to ensure alignment with national and international legislation, and with Trinity's strategic initiatives, continued in 2019/20. A new [Procedure for Virtual Reviews](#) was developed in October 2020 in response to the advent of the Covid-19 pandemic and the postponement of on-site reviews. This procedure is designed to support the [General Procedures for Quality Reviews](#), which outlines the broad elements of the quality review process common to reviews of Schools, Programmes, Administrative, Service Units, Trinity Research Institutes (TRIs), and to be used in conjunction with the specific procedures that have been developed for each review category.

Enhancements to the Annual Faculty Quality Report (AFQR):

Enhancements to the Annual Faculty Quality Report (AFQR) process in 2019/20 included (i) the submission of School Action Plans, (ii) reporting on the implementation of the Trinity Education Project (TEP) and (iii) reporting on the level of adoption by Schools of new and existing College policies, procedures and processes. The format for this year's report was informed by the *Audit Report on Quality Compliance* (Trinity Audit Office, February 2020 – see section 2.1 above) which recommended that the Head of School be asked to sign a statement of assurance in respect of the content in the School submission to the Annual Faculty Quality Report. The revised format of the AFQR in 2019/20 was also impacted by discussion of the 2018/19 Irish Survey of Student Engagement (Undergraduate and Postgraduate Taught) report at Council (CL/19-20/036) and Heads of School Committee and the need for implementation of institution-wide actions required to address the findings of the survey.

2.2 Programmes of Education and Training

Response to Covid-19

The impact of the Covid-19 pandemic resulted in many changes to procedures and the provision of additional supports to ensure that education and training continued.

From March 2020, CAPSL and IT Services delivered support for the transition to online teaching regarding:

- Designing open-book exams: pedagogical guidance;
- Technical supports for Online Exams;
- Managing paperless Courts of Examiners;
- Panopto Lecture Capture support sessions;
- Microsoft Teams support sessions;
- Blackboard Collaborate Ultra sessions.

- In April 2020, Council approved the following Assessment amendments:
- Two additional contingency weeks to schedule exams and assignments and extended dates for return of results and publication of results.
- Courts of Examiners conducted virtually via MS Teams, granted additional discretionary powers.
- Amendments to procedures regarding: Deferrals, plagiarism, permission to re-sit passed modules, viewing scripts and requests for rechecks, compensation or aggregation, re-assessments, absence from examinations procedures.

A CAPSL Summer Programme on online Module and Support for Programme Teams included workshops on adapting teaching, fostering student engagement, and assessment.

Academic Practice hosted three workshop-style virtual clinics in November 2020 focused on designing open-book assessment for remote contexts. Staff were invited to attend one or more of the clinics as appropriate for their own assessment context.

Seven scheduled Spring Commencement ceremonies were replaced by one closed virtual ceremony where 532 students received their degrees *in absentia*. The Chancellor and the Provost presided over the ceremony.

The final-year Medicine Exams were brought forward to facilitate the graduation of final year students to join the frontline staff in the health services in the effort to combat COVID-19. The University facilitated real time online examinations for these students to ensure they met the professional accreditation requirements. The School of Medicine, the Senior Lecturer/Dean of Undergraduate Studies, Academic Registry and IT Services created a model and associated infrastructure which included the monitoring of the exams and investigating the potential use of proctoring software. A special Commencement ceremony for medical students took place on the 28 April 2020.

Board approved the establishment of a working group in October 2020 to consider the future of Scholarship Examinations in the context of changes brought about by the Trinity Education Project and the impact of Covid-19. Proposals in respect of such matters as timing, conduct, real-time examinations and potential grade inflation have been considered.

A Report on the Emergency Response to Covid-19 and Preparations for Teaching, Learning and Assessment for 2020/21 was conducted in response to a sectoral-wide Quality, Integrity and Reputation Group, sponsored by the HEA and lead by QQI. The Report presented the findings of a

survey conducted in May 2020 of Directors of Teaching and Learning across Trinity Schools by the Academic Secretary. The report outlined the impact of the emergency pivot to online teaching and learning as a result of the Covid-19 pandemic to inform additional supports and structures to be implemented over the Summer period in advance of the 2020/21 Academic Year. The Report was presented to the Quality Committee in October 2020 and informed the work of the Phased Resumption of Activities Group (refer Fig 1: Covid -19 Governance Management Structure); the development of a suite of resources by the [Centre for Academic Practice](#) to align pedagogy and assessment strategies to the online environment. [IT Services](#) conducted training and information sessions to support academics in their adaption to new platforms e.g. MS Teams; or engagement with collaboration tools such as Panopto, Captivate, Collaborate Ultra available within the Trinity VLE (Blackboard).

A report 'Approved changes to services supporting teaching & learning in Trinity' was approved by the Phased Resumption of Activities Group in September 2020 and outlines best practice guidance on technologies and services to support online and hybrid modes of delivery. The report was circulated to all Schools and presented to the Quality Committee in October 2020.

2.3 Staff Recruitment, Management and Development

A new scheme for Professorial hiring was initiated in 2019/20 as part of the New Generations pillar of the flagship '[Inspiring Generations](#)' Philanthropic Fundraising campaign. A specific project was also put in place to progress the recruitment of Chair Professors, jointly sponsored by the Vice-Provost/Chief Academic Officer and the Director of Human Resources. In October 2020, Trinity was awarded €21 million in funding from the Higher Education Authority's (HEA) Human Capital Initiative (HCI) to support its innovative, skills-led teaching initiative '*Next Generation Teaching and Learning for the changing needs of society and enterprise*' over the next five years. It is planned that the initiative will see 16 of the 24 schools directly benefiting from the funding over the next year, with 14 new appointments being made.

Trinity hosted the [18th Annual IUA HR Conference](#) 'Smarter Working in our new Environment' in November 2020. The Programme included a keynote address by Minister Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science, and talks on resilience, smarter working and HR's role in reframing crisis.

Response to Covid-19

Staff were supported to adapt to the Covid-19 restrictions by the introduction of:

[Covid-19 Leave and Working Arrangements procedures;](#)

[Covid-19 Working from home procedures;](#)

[Covid-19 Employment permits information;](#)

[Covid-19 Temporary assignments across public sector;](#)

A [FAQs for Covid-19](#) website, and a Covid-19 call-centre;

[Working from Home Resources](#) for managers and staff.

2.4 Teaching, Learning and Assessment

The two key factors impacting teaching, learning and assessment in 2019/20 were (i) the implementation of the Trinity Education and (ii) the response to the Covid-19 pandemic.

(i) Implementation of the Trinity Education

The Trinity Education Features Symposium was held on 23 October 2019, which showcased the features of a Trinity Education. The symposium consisted of a number of presentations and panel discussions on the features of a Trinity Education to which all staff were invited.

In 2019/20, staff from Academic Affairs, Trinity Teaching and Learning, worked with Schools as part of the TEP Logistics work-stream on establishing the open modules and capacities available to Senior Freshman students in 2020/21 including identification of new minor subjects, ensuring programmes were aligned to programme architectures, and confirming open module offerings, as well as the preparation and provision of information to DT2. Academic Affairs staff members also participated in the TEP Open Modules Sub-Group which considered bespoke open modules for approval and submitted its recommendations to the TEP Steering Group and the Undergraduate Studies Committee. Five bespoke open modules will be delivered in 2020/21.

Eight workshops were delivered to Schools and College Tutors from September 2019 to February 2020 to raise awareness of the new common architecture and the pathways available to students. Consultations were held with School Managers, course offices and students to support the development of [resources](#) on navigating the common architecture pathways and on Frequently Asked Questions (FAQs) for students by Academic Affairs in collaboration with TEP.

The Trinity Education Project was completed in September 2020 and a project closure report was approved by Council in October 2020. Extensive consultation was a key feature of TEP throughout the project, enabling it to be implemented through a collaborative approach. The deliverables of the project consisted of (i) the Trinity Graduate Attributes, the Programme Architecture, the Seven Features of a Trinity Education, and the solving of logistical and operational challenges to deliver TEP, including, the new Academic Year Structure (AYS), progression and award regulations, and module size regulations.

Three outputs remain unrealised to date:

Expansion of internships – this was deemed to be unfeasible due to the estimated cost associated with introducing internships to all programmes except Health Sciences. An [Internships and Placements Policy](#) was developed under phase 3 and approved by Council in October 2019.

Half day for co/extra-curricular activities – a half-day to cover co/extracurricular activities was explored, however, it presented challenges for the delivery of the curriculum. The teaching day was instead shortened by one hour to 6pm to provide an additional five hours for co/extra-curricular activities.

Partners in Learning (ongoing) – the Partners in Learning Feature could not be completed in the lifetime of TEP, as changes to teaching, learning and assessment practices are constantly evolving in line with new teaching and learning pedagogies, changing technologies, student expectations, and internal and external demands. Cultural change in Schools and Disciplines is a continuous, ongoing process that will be supported by Trinity Teaching & Learning (TT&L).

Trinity Electives Annual Report 2019/20 was presented to the Undergraduate Studies Committee in October 2020.

(ii) Impact of Covid-19:

The activities of the Global Relations Office were impacted in early 2020 by the Covid-19 pandemic and led to the cancellation of student recruitment and conversion events, partnerships and engagement activities, and events for current students. The Global Relations Office responded by designing innovative solutions to reduce the impact on student recruitment, many in collaboration with colleagues across the University. These include (i) holding Virtual Education Fairs, (ii) hosting webinars for prospective applicants and offer holders in association with other administrative and academic departments within Trinity to avoid information duplication and ensure students receive up-to-date information, (iii) providing formal training for student recruitment team members from Third Parties on best practice in organising online recruitment events, (iv) including Covid-19 related informational posts in the GRO Social Media Plan, (v) enhanced alumni engagement with promotional activities and (vi) development of the Pre-Masters Pathway Programme video for interested students.

An enhancement of the Admissions Process was the establishment in 2020 of an Admissions Working Group, chaired by the Vice-President for Global Relations. This was set up initially in response to Covid-19 to track the impact of the Coronavirus on projected growth in prospective student numbers and revenue for the Academic year 2020/21 outlined in GRS3 and other business plans. The purpose was to track and highlight data related to changes in admissions' numbers; develop plans for a flexible approach within the terms of the admissions policy to support students seeking to meet entry requirements; ensure rapid response in decision-making on applications and student queries; develop a proactive internal and external communications strategy related to admissions with clear guidelines for both incoming students and staff. It has been agreed to continue with this group due to the impact in terms of transparent and timely decision-making, reporting to the Undergraduate Studies Committee and Postgraduate Studies Committee as appropriate.

Alternate Assessment Arrangements were put in place by Schools, following approval by University Council in April 2020 (see section 2.2 above).

A working group called the Continuation of Learning and Student Activities Group (COLSAG), chaired by the VP/CAO, was established in October 2020 to consider issues related to Teaching and Learning as impacted by Covid-19.

IT Services provided specific training sessions to facilitate the emergency transition to online tuition and assessment with over 400 training sessions delivered to assist teaching staff in achieving this objective.

Between May and July 2020, a [staff and student survey](#) was conducted by Clinical Speech & Language Studies to profile the communication experiences of the College community as a result of the College closure. The [findings](#) were released in September 2020 and showed that while some enjoyed the switch to online communication, others found it difficult. The information collected from the survey should help Trinity to examine how to improve the student and staff experience.

Other initiatives:

Trinity applied for and was successful in receiving funding for seven initiatives under the [Strategic Alignment of Teaching and Learning Enhancement \(SATLE\) Funding in Higher Education 2019 Initiative](#) (October 2019, National Forum for the Enhancement of Teaching and Learning) including:

- [Empowering student learning: using comparison and feedback as drivers of self-directed learning;](#)
- [Students as Partners in Assessment: Gateway to Online Assessment in Trinity;](#)
- [Structured PhD Module in Research Integrity and Impact in an Open Scholarship Era;](#)
- [Embedding Group Work and Innovative Assessment in the private Law Curriculum;](#)
- [Development of a Consensus Framework for Professional Identity Formation in Healthcare Programmes: Encouraging Partnership, Reflection and Resilience;](#)
- [Development of a Blended Learning Careers and Employability \(10 ECTS\) Module for PhD Students Delivered in Partnership with Industry;](#)
- [BioLabPrep: Maximising Learning in the Laboratory Environment.](#)

2.5 Supports and Resources for Learners

Response to Covid-19

Trinity responded to the restrictions imposed by the Covid-19 crises by providing a number of virtual events and online resources on Trinity's offerings to potential students. These included a [Virtual Open Day](#), held in November 2020, comprising course talks, Q&A sessions, panel discussions and orientation videos. A series of webinars for [CAO candidates](#) was conducted in Michaelmas Term 2020.

The student-facing '[Learning to Learn Online in Trinity](#)' module was developed collaboratively between the Centre for Academic Practice (CAPSL), Student Learning Development (SLD), Trinity Disability Service (DS), the Transition to Trinity Officer and the IUA Enhancing Digital Capacity Project. The module is pedagogically-led and profiles resources designed to prepare all students for hybrid learning at Trinity this academic year. The IT Services website YouTube videos, giving an overview of how students can access and navigate mymodule.tcd.ie (Blackboard), were developed.

The Trinity Sport-led [Mind, Body, Boost Project](#) was awarded over €391,000 in funding from the EU Commission's Erasmus+ Sport 2020 programme. The project was submitted along with seven other partners under the 'collaborative partnerships action' category. The Mind, Body, Boost project will be a

European collaboration of partners in support of EU strategies in the areas of social inclusion and equal opportunities. The aim of the 'Mind, Body, Boost' project is to encourage inclusivity and equality through sport by creating a safe health and fitness environment for third level students who need physical and mental health support.

The [Trinity Sports+](#) platform was launched by the Sports Centre in October 2020 to provide live-streamed and on-demand [fitness classes](#) for sports centre members, as well as offering an online [booking system](#) for the gym, the swimming pool and the tennis courts (ref email from Trinity Sports).

In response to Covid-19 restrictions on the availability of teaching, learning and social spaces, student breakout spaces were established on the main Trinity campus in 2019/20 and spaces for students to attend lectures online were made available in the Public Theatre and the former Bank space on College Green. The co-ordination of the breakout spaces projects was led by the Trinity Students' Union and Graduate Students' Union.

Responding to recent academic studies which have highlighted systemic issues for the wellbeing and mental health of research students the issue of providing timely access to effective pastoral support, particularly for PGR students, has been identified as a priority for Trinity. In 2019/20, the Student Counselling Service and the Postgraduate Advisory Service facilitated a seminar with Research Supervisors on the Mental Health and Wellbeing of PGR Students and the supports available to supervisors to manage the increased number of mental health incidents reported by this cohort group. The Office of the Dean of Graduate Studies initiated a weekly communication to all PGR students and introduced a regular cycle of social events to reduce the sense of isolation and increase the social interaction among students in this cohort. The Postgraduate Advisory Services instituted 'Gradchat', an informal drop-in service for PGR students seeking support.

The Office of the Dean of Graduate Studies published a new [Postgraduate Research Student Handbook](#) (November 2018) and a [Trinity PhD Viva Guide](#) (January 2020) that addresses the postgraduate research student lifecycle.

2.6 Information and Data Management (including analysis and impact of information gathered via the national Student Survey)

The impact of the implementation of the Trinity Education Project (TEP) was assessed in 2019/20. Significant changes to undergraduate progression regulations and the academic year structure, including the introduction of a formal assessment session in the first semester and the shortening of the assessment session following the second semester, were made in 2018/19. A survey of 2018/19 assessment and academic progression data was undertaken in October 2019 and the results presented to the Undergraduate Studies Committee in November 2019. The results demonstrated that the number of students required to undertake reassessments in their final year did not differ significantly from the previous year. Further data relating to the number of deferrals to the reassessment session in

2018/19 and an analysis of final year results to look at the effect of capping the reassessed component were requested.

Students reported difficulty caused by continuous assessment deadlines falling during the examination assessment weeks. Students also felt that continuous assessment elements were adding to existing module assessment components rather than replacing examinations. A Module Mapping tool aimed at helping Schools map module activities such as lecture hours, tutorials, laboratories, assessment types and deadlines was developed in 2019/20. The resulting data can be aggregated for each module, for a single year of a programme or across the life of the programmes to pinpoint busy weeks for students, help estimate average workload hours and show the breakdown of activities and their module weightings. A research project led by the School of Engineering and Trinity Teaching & Learning aims to develop the tool further (see Part A, section 8.0).

The report on the National Student Survey.ie 2020 was approved by Council in November 2020. Trinity attained its highest participation rate (34%) since the initiation of the National Student Survey.ie. Schools were provided with School and programme specific reports and will report on actions taken in response to the survey to date in the Annual Faculty Quality Report, to be submitted in February 2021.

The Widening Participation Group (WPG) is a sub-committee of USC and is chaired by the Senior Lecturer/Dean of Undergraduate Studies. Three meetings of the WPG were held in 2019/20 with the fourth meeting postponed due to Covid-19. The WPG aims to support Trinity in achieving its strategic objectives on creating a diverse undergraduate student body, a priority under the Trinity Strategic Plan 2020-25. The WPG progressed work on ensuring accurate and up-to-date data in SITS on the number of students entering Trinity through alternative entry routes, and the Senior Lecturer/Dean of Undergraduate Studies and the Mature Students' Officer presented to the Education and Training Board Ireland (ETBI) FET Principals' Forum.

A Digital Trinity 2 (DT2) Steering Group was established by IT Services in October 2019 to provide proactive governance and ensure successful delivery of the Digital Trinity 2 project. Seven meetings of the Steering Group were held in 2019/20. Academic Affairs provided support to the DT2 project by providing the original curriculum maps and information on open modules and capacities to the DT2 project team.

Response to Covid-19

The use of the [Safe-Zone](#) smartphone application was approved by Board in March 2020 to ensure the safety of staff members identified as essential workers who needed to access the campus during the lockdown. The App, which is voluntary, automatically checks-in staff when they arrive at any College premises and automatically checks them out when they have finished working and have departed College. Key features include reporting an emergency 24/7, contact with Security 24/7 and contact with College Health during normal office hours. There is also a direct link to the College Covid-19 webpages. A detailed Data Protection Impact Assessment (DPIA), which included a review of data protection, IT security, contractual elements and a risk register associated with the processing of

personal data for the purposes of SafeZone functionality, was conducted by the Data Protection Officer prior to Board approval. A follow-up review of SafeZone functionality was conducted in April 2020 which established that the processing of personal data by Trinity for the purposes of SafeZone implementation is in accordance with the measures as set out in the DPIA and in compliance with data protection legislation.

2.7 Public Information and Communication

The [Public Affairs and Communications Strategy](#) was approved by Board in May 2020 and launched in September 2020. The Strategy aims to underpin the Trinity Strategic Plan (2020-2025) 'Community and Connection' and its vision - '*We are a globally connected community of learning, research and scholarship, inspiring generations to meet the challenges of the future*' - in a focused way. The key objectives of the Strategy are to:

- Broaden the public's understanding of a research university – for instance, those activities that show Trinity as a source of creativity, innovation, entrepreneurship, and ground-breaking research as well as teaching and learning;
- Align the communications and messaging from across the university, in a way that they enrich and support the overarching Trinity story;
- Engage and unify diverse parts of Trinity through, and with, communication;
- Educate and influence other departments on the themes and emerging trends in communication, media and engagement strategies.

A [Digital Trinity 3/Web Transformation project](#) was initiated in 2020 to eliminate risk to the website and deliver a robust, scalable and easy-to-use Web Content Management System (WCMS) for the university which will also improve and enhance the Trinity website with regard to security and compliance. It will ensure brand consistency through the use of consistent web templates and provide all College web editors with quick and easy publishing. It will also enable website functionality such as data capture, repurposing content and personalisation which are vital in supporting Trinity's key objectives for student recruitment, research and rankings.

Response to Covid-19

A dedicated [Corona virus information webpage](#) went live on 31 January 2020. The Public Affairs and Communications team regularly released all-staff and all-student communications and a dedicated email helpline was established.

The Science Gallery Dublin closed to the public on the 12th March 2020, the day that the Gallery was due to launch the 'Invisible' exhibition, which originated at the Science Gallery at King's College London in 2019. The Gallery has worked since then to innovate and build a brand-new exhibition and [events programme](#) to celebrate the 25th anniversary of Science Week, which took place in November 2020. As part of the Science week celebrations, an experimental [virtual tour of the 'Invisible'](#) exhibition was

launched. One of the highlights of the year was the Science Gallery Dublin's first [national touring exhibition: 'Plastic'](#). The Science Gallery Annual Review 2019 was approved by Board in May 2020.

2.8 Other Parties Involved in Education and Training

Trinity took over the Chair of the IUA in January 2020 and relevant College Officers chaired the IUA Committees including the Quality Committee, Quality Officers Group, the Registrars Group, the Dean of Graduate Studies Group, the IUA Secretaries and the Directors of Internationalisation Groups. Trinity was represented on the Plenary Group for the National Student Survey.ie by the Dean of Students and the Quality Officer.

Trinity consulted on QQI initiatives including the 'Thematic Analysis of reports on the accreditation/ approval/review of programmes of higher education' and in QQI sponsored events with Professional and Statutory Accreditation Bodies around the draft set of 'Accreditation Principles'.

Trinity interacts with a range of Professional & Statutory Accreditation Bodies (refer the [Masterlist of Accredited Programmes](#), updated annually). College Officers, Senior Management, representatives from across Student Services and the Quality Officer attend on-site visits by accreditation bodies to Trinity.

Trinity interacts with a number of Quality Agencies e.g. QAA (UK) through the quality assurance of the Masters in Conflict Resolution and Reconciliation, delivered by the School of Religion on the Belfast Campus. As members of the CHARM-EU Alliance, Trinity has collaborated with the Quality Agencies from each of partner jurisdictions on an approval process for the proposed Masters in Global Challenges for Sustainability.

External Examiners play a vital role in the quality assurance of Trinity's academic programmes and the maintenance of academic standards. In 2019/20, Trinity engaged at a sectoral level in response to changes introduced by Irish Revenue to the payment and taxation of External Examiners. In October 2020, the [External Examiners](#) website was updated to reflect the relevant information. The changes did not impact in 2019/20 as all Courts of Examiners were conducted remotely due to the Covid-19 pandemic. However, the impact on the recruitment of new External Examiners will be monitored when physical on-site attendance by External Examiners resumes.

Education Recruitment Agents play a vital role in extending Trinity's reach as part of its Global Relations Strategy. Trinity has an [Education Recruitment Agent Policy](#) and has incorporated quality assurance processes that align with the London Principles in the 'Code of Practice for providers of programmes of education and training to international learners'. The list of countries with which Trinity has Education Recruitment Agent relationships is listed on the [Global Relations Website](#), as required by the QQI Core Statutory Quality Assurance Guidelines. The Quality Office facilitates an annual survey of international students who access the services of education Recruitment Agents to ascertain their satisfaction with the services offered by the agent.

2.9 Self-evaluation, Monitoring and Review

The Quality Office undertook to evaluate External Examiner Annual Reports for comments related to:

- Experience of External Examiners on the conduct and attendance at virtual Courts of Examiner Meetings conducted.
- Opinion of External Examiners on the 'Alternate Assessment Arrangements' put in place by Schools, following approval by University Council on 8th April 2020.

A paper on the results of the evaluation was presented to the Undergraduate Studies Committee in November 2020. In terms of the experience of virtual Courts of Examiners, Externs were overwhelmingly positive about the effort by Schools to facilitate their attendance, to provide access to Blackboard and ensure that they had all the information available to them in advance. They lamented the loss of face-to-face interaction with Faculty staff and with students. Many had provided input to the exam question set approved prior to the changed assessment arrangements and due to time constraints did not have the opportunity to review the revised assessments. A small number of externs reported difficulties with technology and connectivity issues.

Of the Examiners that provided comment on the design of alternate assessment arrangements provided by Schools (50%), 72% could be classified as positive. Comments addressed different assessment formats: MCQs, Take Home/Open Book, Online/Real Time exams, virtual *vivas*. There was strong support across External Examiner Reports for the retention of alternate assessment arrangements as the new norm, positive feedback to College on the approach taken by College, efforts made by Schools and students to facilitate and adapt to the change in assessment procedures. Access to Blackboard by External Examiners facilitated the remote examination process and should be retained and facilitated more broadly. The general sense expressed by external examiners was that students were not disadvantaged by the move to online. However, recommendations were also received to reconsider the options made available to students in certain disciplines and the potential for an increase in plagiarism.

Response to Covid-19

A report on the impact of Covid-19 was presented to the Undergraduate Studies Committee in November 2020. The report outlines the number of students who opted to (i) Defer exams to the reassessment session on grounds of difficult personal circumstances in the Covid period (March-August 2020) n=376 requests, (ii) Re-sit passed exams in one or more modules in order to improve their grades n=191, (iii) Pass by aggregation, a total of 672 students passed modules by compensation or by aggregation in 2019/20.

The report also outlined the uptake of alternate assessment arrangement types. 78 modules moved to cancel their Semester 2 exams and to pro-rate the continuous assessment to award student results. As expected, the number of 'In person' assessments decreased by 44% (1,349 in 2018/19; 598 in 2019/20). New modalities introduced to respond to Covid-19 include 'take-home exams' (n=401) and real-time online exams (82). The discussion at USC noted some concerns on Grade Inflation, particularly in the Freshmen Years, but that the breakdown of grade profiles for final-year students did not indicate significant differences in grade distribution when compared with previous years.

2.10 Quality Assurance of Research Activities and Programmes:

In 2019, the Office of the Dean of Research published [A Living Research Excellence Strategy](#) and a [Research Charter](#). This Research Strategy, the first of its kind in the University's history, seeks to build upon the great strengths of Trinity research. The Vision is *"to engage in research with the quality, intensity, depth, diversity, and openness that leads to fundamental breakthroughs, new understandings, key insights, and that can make translational and transformative advances – or, to build a world in which we want to live."*

The [Dean of Research Annual Report 2019/20](#), approved by Council in June 2020, was informed by the Research Strategy and the Research Charter and outlined the significant work undertaken over the course of the academic year 2019/20 on progressing the Strategy. To enact the principles articulated in the Strategy the [Trinity Research Excellence Awards](#) were launched in 2019/20. These awards, linked to the principles of the Research Charter, are awarded to staff nominated by their colleagues in the Trinity community. Almost 100 nominations were received in 2019/20 and eight projects received awards. An awards ceremony scheduled for April 2020 was postponed due to COVID-19 but the recipients were announced in the new [ResearchMATTERS](#) magazine, launched in 2019/20 to showcase the diversity of research that takes place in Trinity.

In 2020, a two-year pilot project to create a [Research Impact Unit](#) was initiated by the Office of the Dean of Research. This project co-funds a Research Impact Officer within the [Trinity Long Room Hub](#) and another within the School of Medicine, along with a Director of Strategic Engagement and Impact Assessment within the Office of the Dean of Research. The initiative supports the commitment to research impact articulated in the cross-cutting goal of the Strategic Plan 2020-2025 *'We will stand up for research, its quality and impact'*.

The primary focus of the [Research Impact Unit](#) is to identify, support the development of, and communicate the diversity of impacts arising from the University's research ecosystem. This will be achieved by developing effective means for defining and capturing impact, developing a repository of impact case studies aligned to the University's Research Strategy, and capturing and reporting on both quantitative and qualitative data to raise the profile of our research, both internally and externally. The Research Impact Unit will advance a culture of strategic engagement and impact assessment by piloting activities within the Trinity Long Room Hub and the School of Medicine. Resources and how-to guidance from these projects will be shared to grow research impact and assessment capacity University-wide. Between 2020 and 2022, the Research Impact Unit will report and celebrate the diversity of research impact at institutional and individual levels through case studies, researcher profiles, webinars, applications, events and other activities.

A review of postgraduate education was initiated in 2019/20 to address Goal 3.4 of the new Strategic Plan 2020-2025 to institute a *'major and systematic renewal of all facets of postgraduate education'*. A renewal plan is currently being developed and the overall framework will go to the Board for approval before consultation will begin across the College community.

A new [Trinity PhD Viva Guide](#) was published in January 2020 as an added resource for research degree students and [Procedures for the Operation of a Virtual/Remote Viva Voce Examination](#) were approved in April 2020 in response to the Covid-19 pandemic.

Response to Covid-19

In June 2020, [guidelines for the phased resumption of Research Activities](#) were developed based on the [Return to Work Safety Protocol](#) established by the Health and Safety Authority (HSA), the Health Services Executive (HSE) and the Department of Health and the Department of Business, Enterprise and Innovation. A dedicated '[Covid-19 and Research](#)' webpage was established in July 2020 to provide resources and information for researchers. These included a link to the [Covid-19 Research Access Form](#) to be completed by staff wishing to access the Campus for research purposes, and the facility to submit details, via an online form, of specific challenges encountered by individuals in conducting research as a result of Covid-19.

2.11 Integration of UN Sustainable Development Goals (SDG)

The College [Sustainability Policy](#) was established in 2008, and updated in 2017, to provide guiding sustainability principles regarding campus management, buildings and services, academic activities and environmental management. The policy commits to conducting teaching, research, services and administrative operations in a manner that protects and enhances the environment, conserves natural resources, reduces greenhouse gas emissions, and supports the community and society as a whole. This policy applies across all parts of the University.

The [Provost's Advisory Committee on Sustainability and Low Carbon Living](#) was established in February 2017 to deliver on Trinity's sustainability strategic objectives. The Committee has student, staff and faculty representatives from across the university, and receives input from the Green Campus Committee. It is specifically tasked with the goal of creating sustainable campuses for the university and publishes an [Annual Sustainability Report](#) which reports on carbon footprint, energy consumption, waste diversion, generation and recycling, transport use and water consumption. Trinity established a [Staff Sustainability Network](#) and a Student Sustainability Network in 2017, in order to harness these contributions and to foster the next generation of environmental and sustainability leaders. Information and resources for staff and students are available through the Sustainability – Green Pages [website](#).

The Sustainable Procurement Working Group (established by the Provost), developed a [Sustainable Procurement Policy](#) which was approved by Board in 2019. [Sustainable Procurement guidelines](#) are available for all staff involved in the procurement of services and goods for Trinity. Collectively, Trinity's purchasing choices support the implementation of the [UN Sustainable Development Goals – 'reduce our environmental footprint' and 'affect market change by increasing demand for fairly priced and socially responsible product'](#).

Trinity joined the International Sustainable Campus Network (ISCN) in February 2018 to participate in a global exchange between campus sustainability leaders to further best practices. Trinity became the first Irish university to be accepted for its commitment to the ISCN's sustainability goals whose global forum of 80 members represent top-tier colleges and universities from over 30 countries across the Americas, Europe, Asia, Africa and Australia. This forum supports leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

In 2019, the Government allocated €5M in performance funding across Higher Education Institutes, based on a review of Impact Assessment Case Studies, to align with national priorities and targets as part of the annual Compact Exercise. Trinity was awarded 350k as part of a competitive process, based on a submission, in relation to increasing its International Student community and diversity through key partnerships. Funding was allocated to a project "Opening mobility opportunities" – modules to be developed and shared with University partners linked to the UN's Sustainable Goals.

Within the past three years, student engagement has expanded significantly, with a record number of 235 environmentally themed events taking place in 2019 alone. Programmes and tools used over the past three years to enrol students in more sustainable lifestyle habits include:

- OneStepCloser voting platform. To date, 27,960 votes have been cast in ten voting campaigns, which engage the community in making decisions impacting the campus;
- Recycling Ambassadors training programme (designed to educate Hall residents in the basics of good recycling habits) which launched in Trinity Hall in 2018 and is now in its third year. >700 students have participated in this to date;
- Residents Sustainability Champions programme, now in its second year (and going online), teaches Residents on campus about climate change, the biodiversity crisis and how their habits and choices can make positive impacts;
- Eight new subcommittees have been established within the Green Campus Committee actively to recruit students keen to participate in driving sustainability initiatives at Trinity. Just under 100 students have signed up to this very new enterprise;
- Sustainability Fund – overseen by the Provost's Advisory Committee on Sustainability – has received 35 applications for funding for sustainability projects in the past two years and has funded 14;
- Collaboration with S2S mentors – S2S mentors receive the monthly Green Campus e-zine and are encouraged to send it to their mentees to invite participation in shaping sustainability projects and policies.

CHARM-EU has as central to its mission the Sustainable Development Goals and support for the European Green Deal. On the 23th and 24th November 2020, the very first [CHARM-EU Days](#) took place, which tackle the question 'How can the European Universities Initiative contribute to supporting the European Green Deal?'. The Pilot Masters Programme 'Master in Global Challenges for Sustainability' focuses on three challenge areas: Life & Health, Water and Food.

2.12 Third-mission Activities, Societal and Community Engagement

‘Through our teaching, research and public engagement, we courageously advance the cause of a pluralistic, just and sustainable society’ (Strategic Plan 2020-2025).

Trinity has considered [civic engagement](#) an important part of its strategy for a number of years and commits to widening access, increasing diversity in its community and extending the University beyond its boundary walls. The University has had a Civic Engagement Officer in place since 2009 and the Dean of Students is the Academic Champion for Civic Engagement in Trinity. Civic Engagement is supported by the Engagement Advisory Group, which is a cross-faculty group with academic staff, administrative staff, and student representation. It is chaired by the Dean of Students and reports to Board and Council. The University also has a Community Liaison Officer, established in 2002, who works on a voluntary basis to help Trinity further develop its relationship with the city and the immediate local community and to encourage inclusive access to the College community.

The university is connected to the community through various activities including [Student and Staff Volunteering](#), [Engaged Research](#), [Community Based Learning](#), and Public Engagement. The [Civic Engagement website](#) provides a wealth of resources for staff and students who wish to contribute to civic engagement. In recent years the Research Support System (RSS), a web-based information system which allows Trinity staff and research postgraduates to maintain and update their research profiles, has been updated to enable the recording of both civically engaged research and research that relates to the UN Sustainable Development Goals.

Trinity has engaged with the [Dublin City of Sanctuary](#) initiative and the [Universities of Sanctuary movement](#) to address issues relating to asylum-seeking and refugees. A University of Sanctuary Advisory Group (previously the Participatory Advisory Group) advises the University’s Engagement Advisory Group on shaping Trinity’s educational response to asylum seekers and refugees. This is an important initiative which seeks to identify and mobilise the College community in collaboratively responding to the educational needs of asylum seekers and refugees through, for example, the provision of English language support, developing professional networks and creating a culture of welcome and inclusion. Trinity has made an application to the University of Sanctuary Network and is awaiting the outcome of that application.

The [Asylum Seeker Access Provision](#) (ASAP) Scholarships offer four scholarships for students in direct provision who have studied in the Irish second-level school system, have taken, or intend to take, the Leaving Certificate or further education qualifications and are offered a place in Trinity through the CAO in 2020. The scholarships cover all fees (tuition, registration etc), an annual stipend of €1,500 (payable in monthly instalments), a laptop (where possible and practicable), on-campus food allowance, and public transport costs (within commutable distance of Trinity). The scholarships are open only to those living in Direct Provision, or who are registered with TUSLA or the State for accommodation within Dublin or within a commutable distance. Scholarships are awarded based on a CAO offer being made to the applicant, with a maximum of four scholarships awarded annually. Nineteen applications were received under the initiative for 2019/20 entry and two Scholarships were

awarded, one to a Junior Sophister Two-Subject-Moderatorship student who had fees previously raised through crowd-funding and the second, a deferred offer to a student subject to the successful completion of a Trinity Access Programme. Recommendations formulated in response to the learnings arising from the first year of the scheme were presented to Council in December 2019.

The [Registrar's Civic Engagement Award](#) was established in 2017/18 to recognize Trinity staff members who have made outstanding contributions to Trinity's engagement with wider society through their teaching and/or research for the benefit to the public good. In 2019/20, ten nominations were received from across the three Faculties showing the breadth of Trinity's civic engagement activities and the variety of ways the College works with its wider communities. The winning applicant was awarded for her work in art psychotherapy assisting unaccompanied and separated children seeking asylum in Ireland. The learnings from the work and experience were shared through the development of professional training, teaching, academic dissemination and participation in creative arts projects.

The Dean of Students sponsors three awards to celebrate and [recognise student volunteering](#) in the community and in Trinity organisations such as the clubs, societies, SU, GSU, and publications.

- The [Dean's List for Volunteering](#) recognises participation in a volunteering activity and personal reflection;
- The [Dean's Leadership Award](#) for volunteering acknowledges students who have contributed significantly to an organisation/individual. Recipients should have a clearly defined leadership role within the organisation that involves managing other people, being accountable for projects/initiatives, and motivating other students to volunteer;
- The [Dean's Legacy Award for Volunteering](#) acknowledges exceptional students or graduates who, during their time in Trinity, have left a legacy based on their contribution, leadership over time, and innovation in bringing about a permanent or sustained, positive impact on the organisation/individuals they are working with.

Students are encouraged to consider the [Trinity Graduate Attributes](#) when applying for these awards and the application process incorporates a reflective element, so that students can consider the impact of volunteering on themselves and the individuals/organisations with whom they volunteer. From 2020/2021, the awards process will incorporate a requirement to complete at least three reflection exercises using a [reflective tool](#) over 12 months as part of the qualifying criteria for these awards. With this tool students can build up a portfolio of pdfs of their completed reflections which can be used to build a CV or prepare for interview, apply for a number of [awards](#), and obtain a [certificate of completion](#).

Trinity engages with the Community in many other ways, including the long-standing relationship with local Schools and the community fostered through the [Trinity Access Programmes \(TAP\)](#) and through the [Science Gallery](#), opened in 2008.

2.13 External Publications or Presentations about the Institution's QA System, e.g. EQAF, Journals, etc.

The Quality Officer attended the 14th European Quality Assurance Forum (EQAF), which took place on 21-23 November 2019 in Berlin, hosted by the Technische Universität Berlin.

As part of the CHARM- EU Alliance, the Quality Officer presented at a meeting of Alliance Partners, Quality Agencies and Ministries in Budapest in February 2020, on the model of quality assurance in Trinity College Dublin and in the higher education sector in Ireland. In December 2020, the Quality Officer participated in the European Universities Association 'ImPEA Project final conference event' to consider the lessons learned from the application of the European Approach to Quality for Joint Programmes that could inform the development of the CHARM EU model of quality assurance.

Response to Covid-19

The Vice-Provost/Chief Academic Officer presented at a QQI Event on 6th November 2020 'Finding Common Ground- Covid-19 Reflections'. The meeting was attended by representatives from Professional and Statutory Accreditation Bodies and Higher Education Institutions (HEIs). Discussions focused on coordinated responses to the challenges presented by Covid-19 and the potential for the adoption of Draft Accreditation Principles that would facilitate closer relationships between professional bodies and HEIs.

2.14 Internationalisation

In February 2019, Trinity launched the Global Relations Strategy (GRS3) which builds on the progress and achievements of GRS1 and GRS2 and aims to:

- Further diversify and grow the international and domestic student body;
- Expand strategic partnerships with targeted universities around the world;
- Provide more opportunities for our students to spend time studying overseas;
- Continue to integrate all students into the global Trinity community and enhance the student experience.

The Global Relations Annual Report 2019/20 was published in May 2020 and analyses performance against key metrics in the GRS3 for the first year of the strategy.

Response to Covid-19

Some of the measures taken by Global Relations in response to Covid-19 in 2019/20 included:
Enhanced Development and coordination of communication channels through:

- Virtual Education Fairs: online versions of student fairs organised by Education Agents, High School organisations and Education Conference Organisers.
- Trinity Webinars: Additional Webinars are being organised for prospective applicants and offer holders and there has been investment in providing additional capacity to host these events. GRO

continues to be available to discuss the potential for organising webinars with schools. Virtual events are also being held for current students.

- CRM campaigns: GRO has developed a series of “conversion” emails via its Customer Relationship Management (CRM) system, targeting offer holders and accepted students. These emails are personalised with details of relevant Recruitment Regional Managers.
- Social Media: COVID-19-related informational posts are included in the GRO Social Media Plan on an ongoing basis. There are dedicated Chinese channels such as Weibo and WeChat coordinated by the China student recruitment team.

Enhanced alumni engagement with promotional activities including participation in webinars in conjunction with Trinity Development and Alumni was also introduced as well as the development of the Pre-Masters Pathway Programme video as an important conversion tool for interested students in light of many English language test centres globally being closed due to the current Covid-19 situation.

2.15 Initiatives within the Institution Related to Academic Integrity

In 2019/20, changes were made to the Schedules to the Statutes (approved by Council and Board in May 2020) relating to student misconduct to reflect:

- The Irish Universities Association’s (IUA) revision of the [Research Integrity Paper](#) to which Trinity had been a contributor;
- The requirement for more clarity regarding practice in College;
- The omission of students, professional and technical staff;
- The need to address the General Data Protection Regulation (GDPR).

Trinity is represented on the [National Academic Integrity Network \(NAIN\)](#) by the Senior Lecturer/Dean of Undergraduate Studies. Trinity took part in Ireland’s inaugural National Academic Integrity Week 19-23 October 2020, curated by QQI in collaboration with the NAIN, which included webinars organized and hosted by Irish Higher Education institutions and agencies.

Plagiarism and the use of essay mills was discussed at the Undergraduate Studies Committee in October 2020 and draft interim guidelines from the NAIN on national principles, and a lexicon related to academic integrity developed in response to Ireland’s emergency response to Covid-19, were circulated at its meeting in December 2020.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

	Relevant objectives	Planned actions and indicators
1	Institutional Quality Review 18-22 October 2021	Trinity is working to a detailed timeline as agreed with QQI for the development of an Institutional Self-Evaluation Report (ISER), Case Studies and a schedule of meetings for the review. Submission of review documentation is expected in August 2021, the Planning visit is scheduled for September 2021 and planning is underway for the site visit 18-22 October 2021.
2.	Implementation of the CHARM-EU initiative	Trinity's Academic Council approved the Masters in Global Challenges on 20 th January 2021. The next steps are that all Quality Agencies and Ministries in the Alliance's jurisdictions complete the necessary steps of mutual recognition. Recruitment and marketing for the programme are expected to commence in March 2021. The programme is expected to commence in September 2021.
3.	Implementation of the TORCH project	The CHARM-EU alliance received complementary funding from the H2020 grant in July 2020 which aims to consolidate a common research and innovation agenda for the European universities. The proposal submitted by the alliance, TORCH (Transforming Open Responsible Research and Innovation through CHARM) will be funded with €2M euros for the next 3 years, with the project commencing at the end of 2020. Trinity has appointed a PI and Project Manager.
4.	Micro-credentialing	A Trinity Micro-Credentials Working Group has been established to respond to the IUA MC2 Micro-credentials project under HCI pillar 3, funding for

		which was approved in October 2020. The Project will be rolled out through the deployment of four separate strands over the next five years.
5.	Working Group on Academic Integrity	<p>A Working Group is to be formally established and Terms of Reference approved. Draft ToR will be submitted to USC/GSC for endorsement in early 2021 and nominations for membership will be sought from a range of stakeholder groups to progress a programme of work to 2021/22.</p> <p>The Scope of the work will include a review of current processes and practices around Plagiarism; response to emergence of Essay Mills and implications of online assessment and assessment design to mitigate the risk of plagiarism and use of proctoring software and supportive policies and procedures. Record-keeping in relation to academic misconduct and the penalties attached to same will also be considered.</p>
6.	Postgraduate renewal strategy	Trinity has committed under its new Strategic Plan 2020-2025 to renew the Trinity postgraduate education (Goals 3.3 – 3.6). Revised timelines for the implementation of the Strategic Plan to reflect the impact of Covid-19 will be considered by the College Board in February 2021.
7.	Digital Learning Strategy (DLS).	Goal 3.8 of the new Strategic Plan (2020-2025) commits to implementing “...a full spectrum digital learning strategy by 2022”. Trinity Teaching & Learning and the IT Services are in the planning stages of developing the digital learning strategy (DLS). A DLS project and governance plan is expected to be approved in Trinity Term 2021.
8.	Monitoring of quality of education and awards	Ongoing monitoring of the quality of education and awards in response to Covid-19 e.g. assessment and examinations, plagiarism etc.

3.2 Reviews Planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Please provide a composite update on new and continuing objectives arising from previous reviews here.

Unit to be reviewed	Date of planned review	Date of last review
Academic Practice	March 2021	Not previously reviewed
Joint Award B.Sc. in Physiotherapy (SIT)	September 2021 TBC	Not previously reviewed
FEMS Schools' Reviews (Genetics & Microbiology; Biochemistry & Immunology)	Sept- Nov 2021 (TBC)	Genetics & Microbiology (2009/10) Biochemistry & Immunology (2011/12)
The Lir Programmes	November 2021 TBC	Not previously reviewed
Royal Irish Academy of Music	Jan-May 2022	Not previously reviewed
Marino Institute of Education	Jan-May 2022	Not previously reviewed

3.2.2 Reviews Planned Beyond Next Reporting Period

The schedule of reviews will be revised to reflect the impact of Covid-19 and the outcome of the Institutional Review.

4.0 Additional Themes and Case Studies

Case Study 1:

Enhancement of Quality through Governance, Policy and Procedures:

Management of the Impact of COVID-19 at Trinity College Dublin (Appendix 1)

Case Study 2:

Effectiveness and Implementation of Education Provision:

Interprofessional Learning - Faculty of Health Sciences (Appendix 2)

2.8 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Management of the Impact of COVID-19 at Trinity College Dublin

Initiation:

The arrival of COVID-19 in Ireland and the resulting Government public health measures necessitated a response plan by the University to ensure that Trinity continued to deliver high-quality education to its students and to facilitate essential research, while putting the necessary measures in place to safeguard the health and safety of staff and students.

Development:

Initially existing University Emergency Management structures were activated. Once measures were in place to deal with the first phase of lock down, governance structures were established to plan for a phased resumption of activities with the aim of reopening the University by the start of the teaching term in Semester 1 - September 2020. Measures were also put in place to ensure essential research and activities could continue in a controlled and safe way.

Once this phase was completed, the governance structures were revised to deal with the longer term nature of the pandemic, to manage the University's activities over the Christmas/New Year period 20/21, Semester 2 and beyond until a sufficient proportion of the population is vaccinated and business can continue as usual.

The Major Emergency Management Team (MEMT) was activated by the Provost in March 2020 at the start of the pandemic. It provided direction and support to all areas of the University during an emergency phase.

In May 2020, a Sub-group of Executive Officers Group (EOG) called the Phased Resumption of Activities Group, chaired by the Provost, was set up to re-establish full operational activity of the College, with a deadline of the start of teaching term in September 2020.

This Sub-group was established using project management governance structures with a Project Chair (the Provost), Project Sponsor (the Secretary

to the College) and a Project Manager. A Working Group reporting to the Phased Resumption of Activities Group was also established, called the Resumption of Teaching Working Group, chaired by the Associate Dean of Undergraduate Science Education, which was responsible for the resumption of teaching and learning activities for all undergraduate and postgraduate students. It addressed how face-to-face teaching could be implemented under social/physical distancing and addressed how teaching would be delivered in the case that face-to-face teaching was not possible. The leadership of the Students' Union and of the Graduate Students' Union were involved in the relevant groups. The original structures were documented and approved by EOG (see diagram below).

Once the key milestone of Semester 1 teaching was reached, the governance structures were reviewed and replaced by the Trinity Living with Covid Oversight Group reporting to EOG, chaired by the Provost. It has two Sub-groups, the Covid-19 Management Team that deals with operational issues, chaired by the Secretary to the College, and the Continuity of Learning and Student Activities Working Group that deals with academic issues, chaired by the Vice-Provost/Chief Academic Officer (VP/CAO).

The purpose of the Trinity Living with Covid Oversight Group is to ensure that Trinity continues to deliver its research and educational activities, supported by the necessary operational infrastructure, for the duration of the 20/21 academic year. This Group addresses how the University responds to any changes to the current restrictions under the [Government's National Framework for Living with COVID-19](#) and any subsequent restrictions issued. It also has a particular focus on student wellbeing. The revised structures were documented and approved by EOG, see diagram below.

Implementation:

A work programme was devised for the first phase of implementation. Schools

and Units produced phased reopening plans in accordance with the [Roadmap for reopening society and business](#) issued by the Government. Each reopening plan was signed off by the Head of Unit/School and assessed by the College Safety Officer and the Head of Facilities and Services. Schools produced teaching plans for 3 scenarios: (i) Face-to-face teaching under social/physical distancing protocols, (ii) Teaching continues fully on-line, (iii) All restrictions lifted. These plans formed the basis on which the University would operate, enabling activities to roll forward or back depending on the level of restrictions imposed by the Government.

Challenges to successful implementation were and continue to be the changing nature of the disease, with no clear timeline or detail about what additional restrictions will be imposed by the Government, and no guarantee that guidelines issued to third-level institutions will not change. This makes planning challenging and the provision of certainty to stakeholders impossible. Communication of any relevant information received is sent in a timely manner to the student and staff body which builds trust and confidence in College leadership. Providing support to students and staff for their mental health and wellbeing and for the online learning environment has worked to counteract the uncertainty brought about by the pandemic. A flexible approach when dealing with students, such as permitting them to defer exams to the following semester and making allowances for the realities of the new situation in assessment marking, has helped to alleviate student stress.

Communication to Stakeholders:

Communicating to students, staff and alumni was and remains an essential part of the work of the Phased Resumption of Activities Group and the Trinity Living with Covid Oversight Group. [A dedicated Coronavirus website](#) was set up with a Frequently Asked Questions (FAQ) section to provide information to students and staff. Many all-staff/student communications

have been issued via all-College emails, social media channels and videos from College leadership and student representatives. Where the information was critical, it was issued from the Provost or VP/CAO. Weekly emails are also issued from the Secretary to the College and others as appropriate. Graphics designed to communicate important messages about wearing face coverings and social distancing were shared on social media and placed around the campus. The existing management structures were also used to disseminate information, i.e., Heads of School and Unit were asked to cascade information down through their Schools/Units via Managers.

Benefits of the Project:

Robust governance structures throughout the crisis have been vital; ensuring continued oversight of academic and operational activities and that decisions are considered and approved appropriately and in a timely manner.

Evaluation and Impact:

Given that COVID-19 may be with us for some time, as in all likelihood the student body will not be fully vaccinated until Quarter 3, 2021 it is premature to assess how successful management of the impact of COVID-19 at Trinity has been. A preliminary measure of success, however, may be that the University has continued to operate with very few COVID-19 outbreaks and those have been managed successfully; it has completed teaching and assessment in Semester 1, 2020, has provided supports to students through the Christmas/New Year period, is keeping the libraries and study spaces open, and providing essential services such as student counselling. Study and breakout spaces, as well as on-site catering services have remained open both in and out of teaching term, and on and off-campus student residences have remained open, with no major COVID-19 outbreaks. The College Health Service has been fundamental in offering advice, rolling out screening programmes and generally supporting the College community as a whole. This has also helped any virus

concerns or suspected cases to be dealt with quickly and efficiently.

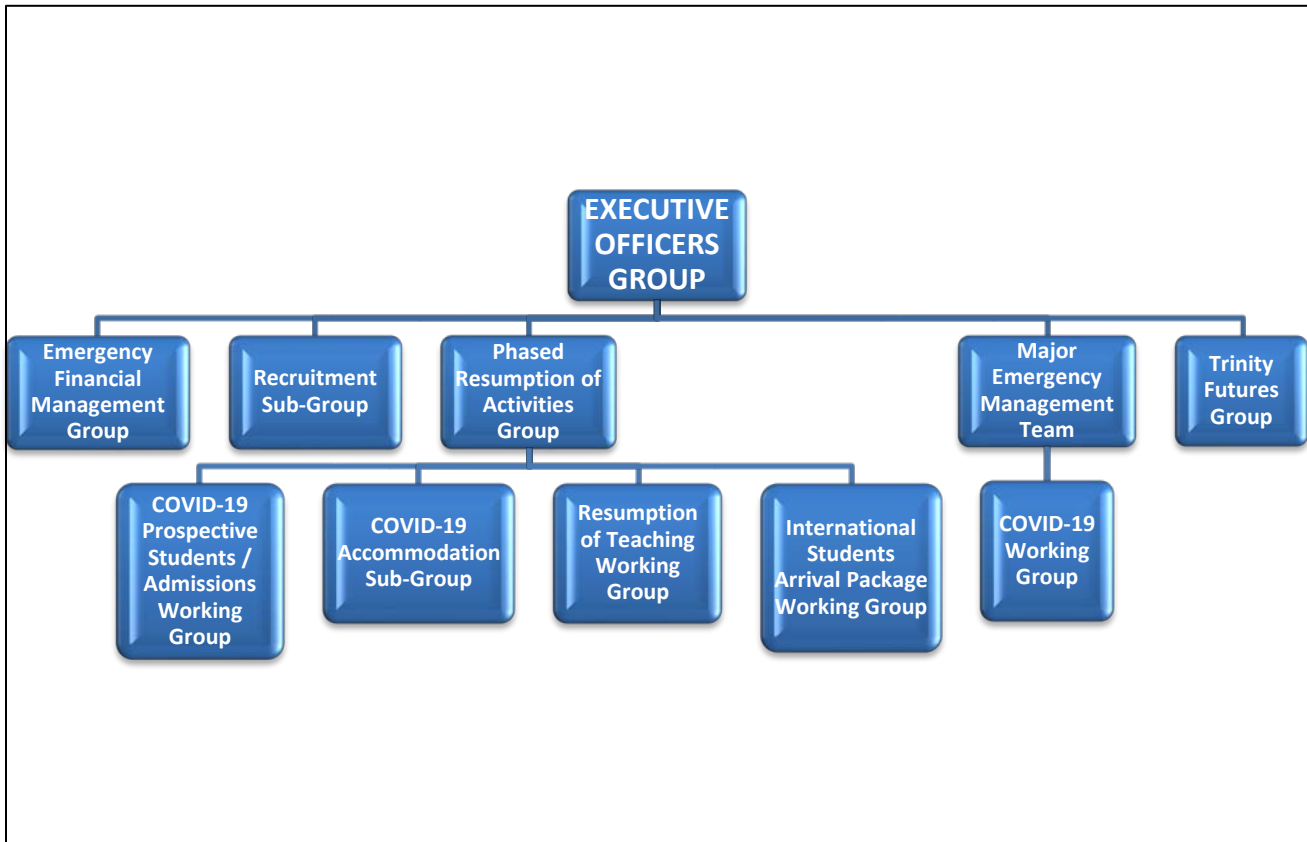
Online and outdoor sport and recreation activities have also been organised, as appropriate, to support student health and wellbeing.

The entire Trinity community has been impacted by COVID-19. Staff and students have had to adapt to working from home, many in challenging circumstances.

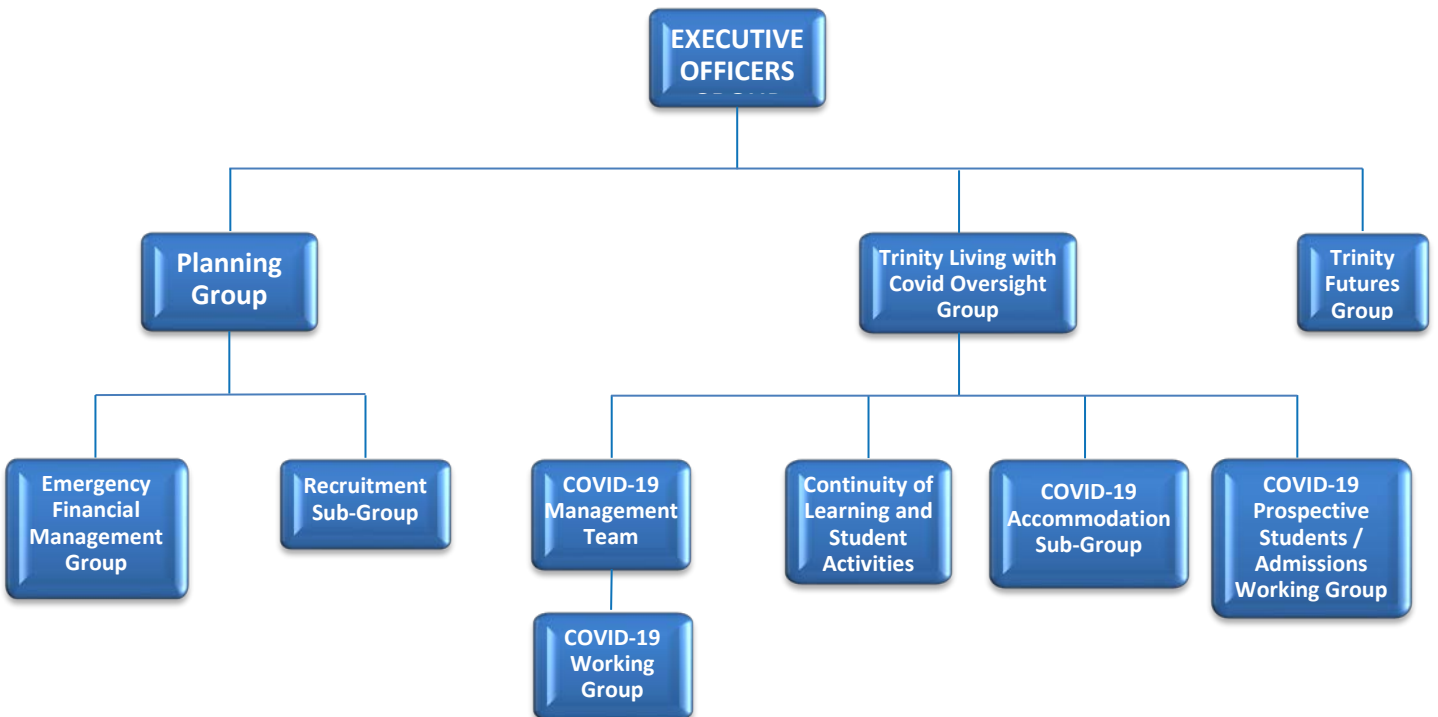
Conclusion:

There will be many lessons drawn once the pandemic is over. Flexible working for staff is likely to remain into the future; online streaming of large lectures may also continue as a more practical mode of delivery and the work of the Trinity Futures Group will be key in this regard. The current governance structures will continue to remain in place until the end of the pandemic to deal with any issues that arise or implement any new restrictions imposed by the Government.

Original COVID-19 Management Governance Structures



Revised COVID-19 Management Governance Structures



1.3 Objective 1: Effectiveness and Implementation of Education Provision - Interprofessional Learning - Faculty of Health Sciences

Initiation:

Interprofessional learning (IPL) is increasingly recognised as a core component of undergraduate education in health sciences as a means of creating a collaborative-practice-ready workforce who can work together to reduce medical error and improve health care outcomes.

The [WHO Framework for Action on Interprofessional Education and Collaborative Practice \(2010\)](#) outlines a series of strategies for implementing interprofessional education and collaborative practice, including an increased emphasis on undergraduate education in health sciences.

Development:

The Faculty of Health Sciences IPL Programme has undergone considerable renewal and expansion since 2016. 1,500 students participate in IPL on an annual basis across all years, in all programmes in the Faculty of Health Sciences. IPL provides students with unique learning opportunities to solidify their knowledge of their own professions' role in patient management and to learn about the role of other professions, to enhance communication skills, to build teamwork skills and to gain leadership opportunities. Together, these skills provide the foundations for collaborative practice.

The logistical challenges of delivering IPL are well described in the literature. Timetabling across several health science programmes with different structures, clinical practice schedules, content delivery priorities and geographical locations, can make aligning suitable student groups for IPL delivery extremely challenging.

The Covid-19 pandemic has brought unprecedented challenges to IPL which promotes the attainment of core collaborative practice competencies through small group work, student-led communication and mixing of different disciplines. This is not compatible with Public Health regulations. Therefore, the IPL programme was reconstructed for online delivery in 20/21.

Transition to Online:

In preparation for reconstruction of IPL to online delivery at Trinity, a report

examining online delivery models, theoretical frameworks and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of technical aspects available at Trinity was prepared by the dedicated Assistant Professor in IPL for the Faculty of Health Sciences and presented to the Faculty IPL steering committee, where it was discussed and online delivery for 20/21 was approved.

[The Community of Inquiry Theoretical Framework. Handbook of Distance Education \(4th ed.\). Routledge \(2018\)](#)

was chosen as the underpinning theory for online delivery. A Community of Inquiry is defined as a group of learners who collaboratively construct meaning of concepts and ideas using meaningful discussions. The Framework has been widely supported as valid theory in online course development in IPL and is a helpful guide for facilitators.

Following approval, the core components of the IPL Programme were drafted for online delivery according to the Community of Inquiry Framework and presented to relevant working groups. The working group discussion examined the suitability of the new Framework to deliver the existing learning outcomes, and decisions regarding synchronous and asynchronous content delivery were agreed.

Content was then expanded for the entire Programme by the Assistant Professor in IPL and checked for profession-specific accuracy by members of each working group. Facilitator resources were developed and dedicated non-credit bearing modules were prepared on Blackboard for interprofessional student engagement.

Success will be measured by student engagement with the content and participation in the tasks outlined. A course evaluation will be completed following each activity. Students who have previously completed face-to-face IPL activities will be asked to compare modes of delivery. Feedback will also be sought from Facilitators.

Implementation:

The implementation of the Framework involves activities outlined below:

1. Triggering event: students will be presented with relevant course material which they will access and study asynchronously.

2. Exploration: students will asynchronously explore the topic through interprofessional discussion board communication. Students will present perspectives from their own role and practice experiences as they relate to the patient case under consideration.
3. Integration: students will work together, either synchronously or asynchronously, as an interprofessional group task, which will require them to integrate knowledge and perspectives from their own professions to create a patient-centred resource. This will require interprofessional communication, teamwork and leadership skills.
4. Resolution: students will reflect on their learning through a short reflective exercise which will challenge them to consider new perspectives in collaborative practice.

Facilitators will work with interprofessional groups to facilitate teaching and social presence. They will do this by providing instructional design and organisation, facilitating discourse, direct instruction and promoting social interaction.

Evaluation and Impact:

Students will complete an evaluation following completion of all the steps outlined for every IPL activity. This will examine their satisfaction with the online IPL coursework and, for those who have previously participated in face-to-face IPL, ask them to compare the modes of delivery.

The reconstruction of the Programme for online delivery has enabled Trinity to reflect on and update the existing IPL content. The Community of Inquiry Framework has provided an extremely helpful theoretical model to construct content to enable interprofessional discourse and reflection. As Trinity implements this over 20/21, Trinity will carefully consider what works and what does not work in this setting. Learnings will be taken from the framework and applied to the face-to-face setting in the future if that is deemed appropriate.

Communication to Stakeholders:

A summary of student feedback will be collated following each IPL activity and submitted to the relevant working groups. An end of year report will be submitted to the IPL Faculty Steering Committee summarising experience and feedback. Facilitator training will be provided in advance of all online activities to communicate updates in teaching and learning methods.

Interprofessional Learning

Faculty of Health Sciences

