Trinity College Dublin

Case Studies in Quality

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Case Study Authors

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1.1	Renewal of the Undergraduate Science Education at Trinity College Dublin	Professor Aine Kelly – Associate Dean Undergraduate Science Education	Faculty of Science, Technology, Engineering & Mathematics
1.2	Embedding Careers and Employability in the Curriculum	Ms. Orla Bannon – Director	Careers Advisory Service
1.3	Interprofessional Learning – Faculty of Health Sciences	Professor Emer Guinan & Dr. Mohd Marion	Faculty of Health Science
1.4	External Examiner System Enhancements	Ms. Roisin Smith – Quality Officer/Institutional Co-Ordinator	Quality Office
1.5	Technology Enhanced Learning – TurningPoint Responseware	Ms. Valerie Smith – Faculty Administrator	Faculty of Arts, Humanities, Social Sciences
1.6	Trinity Business School – Securing Recognition for Excellence	Professor Paul Coughlan	Trinity Business School
1.7	Trinity's Assessment Framework	Dr. Ciara O'Farrell – Head of Academic Practice	Centre for Academic Practice
2.1	Global Relations Strategy	Dr. Elizabeth Donnellan – Administrative Officer	Quality Office
2.2	Grand Canal Innovation District	Mr. Diarmuid O'Brian – Chief Innovation and Enterprise Officer	Innovation and Enterprise
2.3	Governance of Capital Projects	Mr. Greg Power – Head of Capital Projects & Planning	Estates & Facilities
2.4	Disability Data Management	Mr. Declan Treanor – Director	Disability Service
2.5	Healthy Trinity	Ms. Martina Mullin – Health Promotion Officer	College Health Service
2.6	Trini-Screen – Screening of Staff and Students for Covid-19 in Trinity	Mr. Frank Mangan – Business Manager	Trinity Translational Medicine Institute
2.7	Living Research Excellence Strategy	Dr. Fiona Killard – Head of Strategic Research Development	Office of Dean of Research

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2.8	Governance and Management of Covid-19 in Trinity College Dublin	Ms. Sheena Brown – Project Manager for Strategic Projects	Office of the College Secretary
2.9	Academic Policies Development, Implementation and Monitoring	Ms. Roisin Smith – Quality Officer/Institutional Co-Ordinator	Quality Office
2.10	Enhancement of Senior Academic Promotion Procedures	Mr. Ronan Healy – Resourcing & Career Progression Partner	Human Resources
2.11	Trinity Education Project (TEP) Governance Structures	Dr. Elizabeth Donnellan – Administrative Officer	Quality Office
3.1	Enhancing Applications and Admissions Reporting	Ms. Jennifer Pepper – A/Director	Academic Registry
3.2	Enhancing Progression & Retention Reporting	Mr. Peter Hynes – Head of Business Support & Planning	Academic Registry
3.3	3Set Project - Developing Quality Student Services for Students' Mental Health and Wellbeing	Dr. Deirdre Flynn – Director	Student Counselling Service
3.4	Transition to Trinity	Ms. Eimear Rouine – Transition to Trinity Officer	Office of Chief Operating Officer
3.5	Stepped Care Model	Ms. Patricia Murphy – A/Director	Student Counselling Service
3.6	Trinity Access – TA21	Dr. Cliona Hannon – Director & Visiting Fellow, LMH, Oxford University	Trinity Access
4.1	Quality Assurance of the Year Abroad and Exchange Programme	Professor Deirdre Crowe	Trinity Business School
4.2	The Trinity Global Room	Ms. Louise Staunton – International Student Experience and Global Room Manager	Global Relations
4.3	Enhancing the Structure of Undergraduate Admission Requirements	Mr. Ronan Hodson – Regional Manager	Global Relations
4.4	Erasmus+	Mr. Brendan Tighe – Erasmus & European Partnerships Manager	Global Relations

No.	Case Study Title	Author	Unit
5.1	Using the StudentSurvey.ie to Enhance Lifecycle Activities	Ms. Eimear Rouine – Transition to Trinity Officer	Office of Chief Operating Officer
5.2	Library & Community Partnership – Empowering Students with Disabilities	Ms. Helen Shenton – College Librarian and Archivist	Library
5.3	Enhancing the Student Experience – Postgraduate Tutorial Service	Mr. Martin Mc Andrew – Postgraduate Student Support Officer	Office of Senior Tutor
5.4	Disability Service – Student Partnership through the Trinity Ability Co-Op	Mr. Declan Treanor – Director	Disability Service
5.5	Together Consent Education Workshops	Ms. Patricia Murphy – A/Director	Student Counselling Service
5.6	SOAPBox – Student Publication Partnership	Mr. Shane Collins – Research Fellow	CONNECT
5.7	Supporting the Postgraduate Research Community During COVID-19	Ms. Gisèle Scanlon – President (20/21)	Graduate Students' Union

INTRODUCTION

The *Case Studies in Quality* is a product of the internal reflection and preparation process conducted in advance of Trinity College Dublin's Institutional Quality Review in October 2021.

The process of producing a *Case Studies in Quality* document started in January 2019, with a call for Case Studies and the production of a case study template. The original concept was to provide a collection of 8 -10 case studies that demonstrated unit-led initiatives that involved all levels of staff, students and, in some instances, other Higher Education Institutions in projects and initiatives aimed at improving the quality of education provision, research, the governance of quality and the student experience.

A key aim in producing the *Case Studies in Quality* document is to demonstrate that quality is embedded in the aspiration of staff and students to improve continuously and respond to the constant changes that exist in our external and internal environment.

This change was no more evident than with the onset of the Covid-19 pandemic and resultant campus closure that impacted on preparations for the Institutional Review. The production of the *Case Studies in Quality* metamorphosed into an engagement strategy, a way of inviting broader participation in the Institutional Review, hence the expansion to 35 case studies. On behalf of the Institutional Self-Evaluation Team, we thank all our Trinity colleagues for your continuing efforts to enhance quality in all its facets.

The structure of the *Case Studies in Quality* loosely aligns with the four objectives of the Cinnte Review Handbook:

1. To review the effectiveness and implementation of quality in the institution;
2. To review the enhancement of quality by the institution through governance, policy, and procedures;
3. To review the effectiveness and implementation of procedures for access, transfer and progression;
4. To determine compliance with the Code of Practice for the Provision of Programmes to International Learners.

We added an additional objective:

5. The Student Experience and Student Partnerships.

An added benefit of the Case Studies is that they provide the opportunity to demonstrate the use of evidence-based resources by Trinity staff. These resources are outlined in Appendix 1 for ease of access to readers of this *Case Studies in Quality* document. In the document (i) pilot projects are denoted by ◆ ◆ ◆ and (ii) research projects are denoted by ● ● ● symbols.

1.1 Objective 1: Effectiveness and Implementation of Education Provision - Renewal of the Undergraduate Science Education at Trinity College Dublin

Initiation:

The quality review of the undergraduate common entry Science Programme (TR071) was conducted in December 2014. At the time of the review, Trinity science offerings consisted of the common entry TR071 course, leading to exit routes in 15 Moderatorships, plus five specialist direct entry courses.

A proposal to stream entry routes into TR071 and restructure Trinity's Science Course offerings was central to the review. There was also an impetus to use the opportunity of the Trinity Education Project (TEP) to reinvigorate science offerings and to introduce more flexibility and breadth. The course was reviewed by an international panel - six major recommendations resulted:

1. Restructure the course management of TR071 by giving the Science Course Director Dean-level authority over TR071 and by creating a compact Science Course Executive to replace the existing management committee.

2. Streamline teaching across the whole programme by increasing the use of a virtual learning environment, rationalising content among modules, promoting a wider range of final-year research projects, developing innovative curriculum content, encouraging more self-learning, critical thinking and development of other transferable skills.

3. Change the course structure by introducing streaming to allow greater alignment between student intake and Moderatorship choices, better coordination between TR071 and associated Direct-Entry courses, broader but fewer Moderatorships, and degree specialisations determined primarily by the final-year research project.

4. Improve programme resource management by, *inter alia*, developing a transparent resource allocation model across Schools and support units, and by improving student information and other online systems.

5. Improve student facilities by providing flexible learning spaces and more common areas.

6. Manage changes positively and transparently by giving staff a say in the process and placing executive responsibility in the hands of suitable leaders.

Implementation:

An Undergraduate Science Education Working Group (USEWG) was formed to oversee implementation of the recommendations, chaired by the Dean of Engineering, Mathematics and Science (EMS). An Associate Dean of Undergraduate Science Education (ADUSE) was appointed to oversee all science programmes. In addition, each degree now has its own management committee and is overseen by its own Director. The work of these committees feeds into a Science Programme Management Committee, chaired by the ADUSE.

The new course design aimed to achieve the best possible student experience and student outcomes, within the parameters of the TEP, with a focus on development of the Trinity Graduate Attributes. Members of the WG liaised with staff/students from their own Schools, whose feedback was brought to the group.

Benefits of the Project:

Streaming was introduced and the direct entry courses were 'folded in' to the streamed courses, beginning in the 2018/19 academic year. Students now enter through one of four possible degree routes, each focused on one distinct area of science: *Biological and Biomedical Sciences*, *Chemical Sciences*, *Geography & Geoscience* and *Physical Sciences*.

All modules in Junior Fresh (JF-Yr 1) and Senior Fresh (SF-Yr 2) have been reviewed, and the majority of modules now offered are either brand new or have been completely redesigned. This process will continue over the next two years, overseen by the degree and programme management committees, until the entire 4-year curriculum of each course has been redeveloped. In addition to core modules, development of the new

curriculum has resulted in the generation of innovative modules in the JF and SF years, unique to the Trinity science programmes. These are in *Science Education, Communication, & Society* and the *History, Philosophy and Ethics of Science*. In common with the core and approved discipline-specific modules, they map directly onto the Graduate Attributes to think independently, to communicate effectively, to develop continuously and to act responsibly. More in-course assessment has been introduced to reduce the reliance on the final year examination and spread the student workload more evenly through the semesters.

Communication to Stakeholders:

Internal communication to staff was managed through the work of the USEWG. External communication involved changes to the Central Applications Office (CAO) booklet and provision of information to secondary school guidance counsellors on the different entry routes and curricula. The new degrees were also marketed to prospective students worldwide via Trinity's Global Office. A launch event was held in November 2017 to highlight the new courses, addressed by Nobel Laureate and Trinity graduate Prof. William Campbell.

Evaluation and Impact:

There have been three intakes to the new course since its launch in 2018/19. Student performance and progression are being monitored, and student feedback on the course structure and curriculum is obtained via electronic survey and face-to-face focus groups. Additional feedback is given by the student representatives on each committee. Initial feedback from students has been broadly positive. Regarding student performance, the comparison of grades achieved by the final intake of TR071 vs the first intake of the new courses reveals that student performance has improved. The % of students who received an overall fail grade at the annual examinations has fallen from 17.6 to 10.9, resulting in fewer students being required to sit supplemental (repeat) examinations. The pass:fail rate at the supplementals has improved, with more students progressing to 2nd year.

Conclusion:

Trinity will continue to monitor student performance through all years of the new programmes and feed this information back in order to inform curriculum assessment and development.

Post-2018 Science Entry Routes

		1st Year	2nd Year	3rd and 4th Year
TR060	**Biological and Biomedical Sciences** Stream	40 Core + 20 Elective Credits	40 Core + 20 Elective Credits	Biochemistry Microbiology Botany Molecular Environmental Science Medicine Genetics Neuroscience Human Genetics Physiology Immunology Zoology
TR061	**Chemical Sciences** Stream	40 Core + 20 Elective Credits	40 Core + 20 Elective Credits	Chemistry Chemistry with Biosciences Chemistry with Molecular Modelling Medicinal Chemistry Nanoscience
TR062	**Geography and Geoscience** Stream	40 Core + 20 Elective Credits	40 Core + 20 Elective Credits	Geography Geoscience
TR063	**Physical Sciences** Stream	40 Core + 20 Elective Credits	40 Core + 20 Elective Credits	Nanoscience Physics Physics and Astrophysics

1.2 Objective 1: Effectiveness and Implementation of Education Provision: Embedding Careers and Employability in the Curriculum

Initiation:
A strategic review of the Trinity Careers Service was undertaken by an international review panel in October 2015. The Terms of Reference for the review were to assess the suitability of the Service, to deliver on the College's strategic objective of embedding employability and career development skills in the curriculum, and to prepare students for the 21st century workplace.

The review detailed how a new understanding of the role of careers in the education experience could be promoted and developed at Trinity by:

- **Structural reform of the Service** to allow for more flexible service provision using an education-focused model.
- **Implementation of a Career Management System (CMS)** to introduce administrative efficiencies and provide a powerful data management tool to help advance the careers agenda with staff, students and employers.
- **Embedding employability in the curriculum** and capturing attainment from co-curricular activity to enhance student development and employability.
- **Forging engagement with potential collaborative partners** using an integrated cross-College approach.

Implementation:
A new Director of Careers started in September 2017 to lead on shaping the new strategic direction of the Careers Service and to drive forward its delivery. New roles in student employability and partnership development were also created.

Careers services were refocused on group and classroom work with students, including for-credit modules, e.g. business, psychology, political science. This was facilitated by hiring PhD students to run CV review clinics to free up Career Consultant time to focus on School engagement.

A new online career management portal (MyCareer) was introduced College-wide in 2017. This fundamentally changed the work of the Service and how students,

graduates and employers connect and engage with it.

The Trinity Education Project enabled the Service to lead on embedding employability in the curriculum through awards and scholarships, internships and work-based learning, global mobility and student reflection.

The Trinity Employability Award, run in partnership with key employers, was established in 2016 as a co-curricular initiative to give students learning experiences that enhance their career readiness. Five strands of the Award will run in 20/21 in engineering, professional services, pharmaceuticals, digital health and social action. To date, 480 students have participated in the Award.

The Laidlaw Undergraduate Research and Leadership Programme, a philanthropic initiative, was introduced at Trinity in 2018 to give undergraduate students the opportunity to develop strong leadership and research skills to enable them to become future leaders. Trinity has selected 62 Laidlaw Scholars to date.

A renewed focus on engagement with internal partners, e.g. Schools, student representatives, Trinity Research & Innovation, Trinity Development and Alumni, Global Relations, and external partners, e.g. employers, government, Small Medium Enterprises (SMEs), has created an environment to advance employability as an integral feature of the curriculum.

Policy Development:
The Careers Service led on the development of a new Internships and Placements Policy for Trinity, which was introduced in November 2019.

The first Trinity Employability and Employment Guide, which sets out how Trinity supports student development and prepares them for their career ahead, was published in September 2018. Work continues with Schools to develop programme/subject-specific guides that set out how employability is embedded in student curricula.

Benefits:
This work has resulted in a stronger

focus on employability at Trinity with the Careers Service now seen as a centre of expertise, contributing to and influencing the College's wider objectives in terms of employability, skills development and the wider student experience.

Structural and service reforms, facilitated by increased income generation, have created an agile Careers Team with the skills to respond to evolving student, staff and employer needs. There is strong staff commitment to service excellence and a drive to optimise the use of digital technology to enhance engagement. Proactive engagement with our alumni has resulted in a successful, College-wide alumni-to-student mentoring programme.

Communication:
MyCareer, the Careers website (relaunched in Summer 2018), and social media channels allow for direct, tailored communications with students, graduates and employers on careers engagement and employability resources. The Careers team works proactively with Schools on developing opportunities to embed careers and employability in their curricula and in connecting them with employers to advance internships and work-based learning experiences.

Evaluation and Impact:
MyCareer allows for real-time feedback from students, graduates and employers on their engagement with the Careers Service. This is reviewed on a monthly basis to inform service enhancements. A third of the student body are now active on MyCareer with over 1500 employers registered, a 170% increase on 2018.

Employer attendance at Trinity Careers Fairs in 2019 was 200% higher than in 2016 with student attendance up 400%. Appointments with individual students decreased by 22% in 18/19 compared with 15/16 as a result of a refocus on class-based work, improved communications and the availability of online resources.

Feedback on the Trinity Employability Award is positive with all employers continuing their involvement year-on-year and a high level of student participation.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

MyCareer
for students

MyCareer is the way to connect with your Careers Service online. Personalise your profile so you hear about everything that's happening of interest to you

Appointments
Get one-to-one advice and guidance

Opportunities
Receive tailored notifications for jobs, internships, interesting opportunities

Events
Book into employer led events & career workshops

Cv & Linked in Clinics
Get one-to-one advice on preparing your CV and online profile

Learn how to access
Trinity Mentoring Programmes, Awards, Postgraduate study, scholarships, internships and more......

Practice interviews
Get interview practice, with advice and feedback from your Careers Consultant

Awards and Scholarships
Apply for Awards, Scholarships and Bursaries

Find us on tcd.ie/careers
Login is easy!

Step 1: Login to **MyCareer** (Using your Trinity username and password)

Step 2: Update your profile with your email preferences, job and study areas of interest and your career readiness

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 healthcare 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 the 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 the 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 it 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

Initiation
- Online delivery in response to pandemic

Development
- Best evidence to-date

Communication
- Training for trainers

Implementation
- Community of Inquiry Theoretical Framework

Evaluation
- Students feedback

1.4 Objective 1: Enhancing the Effectiveness of QA Procedures – External Examiner System Enhancements

Initiation:

External Examiners provide a valuable and objective perspective that contributes to the quality assurance of Trinity education programmes. External examining is therefore an integral and very important part of institutional quality assurance.

The External Examiner Enhancement Project was triggered by feedback in the Annual Faculty Quality Reports in 2015/16. This resulted in a request by Academic Council in 2017 for more reliable procedures to support the central role of External Examiners in the quality assurance of undergraduate and postgraduate education.

Development:

The External Examiner Enhancement Project was commenced in 2017/18. The key components of the Project were:

1. A single-entry pathway for Undergraduate (UG) and Postgraduate Taught (PGT) External Examiner annual reports via a designated email address externreports@tcd.ie. The purpose of this was to enhance record management and reconciliation of reports expected and received.
2. A centralised secure folder for the storage of External Examiner reports was established to eliminate delays and facilitate contemporaneous access by internal staff with access permissions to specific report folders where their School External Examiner reports are stored.
3. A designated External Examiner website to streamline communication to internal staff and External Examiners.

Supporting Policies and Procedures:

Trinity's External Examiner Policy (April, 2018), ensures a transparent, consistent and effective external examining system. The April 2018 revision clarified the position in respect of remote attendance by External Examiners at Courts of Examiners. Remote attendance was considered on an exceptional basis at the time of policy review in April 2018. However, it served to underpin emergency procedures for Courts of Examiners in May/June 2020, when all Courts of Examiners were conducted remotely due to Covid-19.

A significant amount of work was undertaken to develop procedures in response to the introduction of the European Union – General Data Protection Regulation (EU-GDPR) in May 2018, in recognition that the new regulations regard student assessed work as personal data:

- Procedures for the transfer to External Examiners of students' assessed work (exam scripts, coursework and research theses);
- Advisory Guidelines for External Examiners on EU - GDPR;
- revisions to the annual report template to enable External Examiners to self-certify that they have complied with EU-GDPR and have safely disposed of student assessed work.

Process Improvements:

Process improvements introduced include:

- A requirement that the External Examiner Annual Report be submitted within eight weeks of completion of examining duties.
- All Schools and Programmes Administrators are asked to respond to the External Examiner recommendations in writing once the report is discussed at the relevant programme/School committee.
- Follow up by central administrative units in September (UG) and in January (PGT) with Schools on the number of annual reports received and those outstanding.
- Reporting by Schools and Faculties in the Annual Faculty Quality Report of the number and proportion of External Examiner Reports received; and action taken in response to recommendations.
- Escalation of recurrent or system-wide issues to the Senior Lecturer/Dean of Undergraduate Studies.
- Meetings by the Senior Lecturer with Programme/School representatives to discuss issues escalated from the External Examiner Annual Report.

Communication to Stakeholders:

The recommendation to develop the centralised secure folder for storage and access to External Examiner Reports stemmed from the School Administrators Forum in November 2017.

Communications to launch the enhancements to the External Examiner process were sent to Schools including Heads of Schools, Directors of Teaching & Learning UG and PGT by the Senior Lecturer and the Dean of Graduate Studies in November 2018. A presentation was provided to the School Administrators Forum in October 2018.

A letter was sent to all UG External Examiners in April 2019 by the Senior Lecturer launching the new External Examiner website, informing UG External Examiners of changes to the progression regulations made under the Trinity Education Project (TEP) and providing a link to Programmes with Council approved derogations to those regulations.

Benefits of the Project:

The outcomes of the External Examiner Enhancement Project have streamlined External Examiner processes across UG and PGT Programmes, facilitated access to External Examiner Annual Reports and improved transparency in terms of monitoring and reporting on External Examiner recommendations.

It is anticipated that the enhancements will result in a better user experience for internal stakeholders and External Examiners. As adoption of the new developments is embedded, the ability to monitor the effectiveness of the quality assurance measures that supports the External Examiner system is enhanced.

From a quality perspective the project demonstrates the Plan-Do-Check-Act cycle.

External Examiner Developments 2018

NEW Central Storage

- Access to centralised UG & PGT External Examiner Reports
- Ability to upload External Examiner Reports and save centrally
- Security is ensured
- Brings transparency and visibility

NEW email address: externreports@tcd.ie

NEW Email Address

- One central email for submitting External Examiner Reports
- Single point of contact
- Improves responsiveness and productivity

NEW Website

- One-stop shop for all information on External Examiner process
- Provides latest forms ie. External Examiner Report template
- Allows for information exchange ie. role of External Examiners, College requirements etc

Quality Office Enhancement Project 2018

1.5 Objective 1: Effectiveness and Implementation of Education Provision - Technology Enhanced Learning - Turning Point Responseware

Initiation:
TurningPoint is an easy-to-use live polling service which allows lecturers or presenters to ask interactive questions, track participant progress and receive instant feedback. This technology using handheld clickers was first introduced in the Faculty of Engineering, Mathematics and Science (FEMS) in 2014, managed by the Faculty Office and clickers were provided to students on payment of a €10 deposit. The process of handing out the clickers, keeping and returning deposits was administratively heavy, and an additional expense on students.

Development:
The service provider Turning Technologies approached the Faculties with the mobile phone version of the application, and the Faculties, in conjunction with IT Services (ITS), negotiated a one-year trial site license of this, which would provide unlimited access for academic staff and free access to students via a mobile phone application.

Implementation:
The key stages in Implementation were:

Planning (16/17)
An initial meeting took place with the service provider to discuss costs and compliance with the College Cloud Policy.

Phase one (17/18) was an initial one-year pilot phase, managed mostly by the Faculty Administrator for Arts, Humanities and Social Sciences (AHSS) liaising directly with the service provider with advice received from ITS. Funding was provided by the three Faculty Deans.
80 people signed up for trial licenses during this phase. A survey of users (lecturers) was carried out at the end of phase one, to determine whether to continue with the Project.

The main issue during this phase was data security, requiring significant liaison with the service provider around the location of their servers, and the safety of student data. Phase one was only permitted to go ahead on the condition that students would log-in anonymously, thereby removing any risk of student data being stored in an unsafe manner.

Phase two (18/19) was a one-year mainstreaming of phase one, with little actual change in phase two, other than increasing the number of licenses (184 people had signed up by Jan '18). However, during this phase, the Project got approval as an ITS Project, and was assigned an ITS Project Manager. Planning and development for phase three took place during this time, led by the Project Manager. A focus of this work was planning the integration with the College's Virtual Learning Environment (VLE) 'Blackboard'. This phase was also funded by the three Faculty Deans.

In **Phase three (19/20)** the Project was taken over by IT Services, with the Faculty remaining as a stakeholder, and the software is being integrated into 'Blackboard'. Currently, 311 people have signed up for licenses.

Supporting Policies and Procedures:
The various documents produced to ensure the smooth running of the project included:
- Project Plan;
- ITS Project Proposal;
- Non-Disclosure Agreement;
- Communications Plan;
- Information Sheet for staff and students;
- Service Level Agreement.

Communication to Stakeholders:
- Email from Secretary's Office to all academic staff inviting them to sign up for a license;
- Four Lunch and Learn Training Sessions from Turning Technologies attracted > 40 participants:
- Emails from Faculty Offices informing colleagues how to sign up for licenses.

Benefits of the Project:
The Project:
- Enhances the teaching and learning experience of students through the collection of valuable, exportable data to decipher individual and group responses or question understanding during sessions.
- Tests the uptake of the technology by students in terms of increasing the response rate of module evaluations to over 60% in 50% of modules evaluated.
- Enhanced teaching staff capability in the use of technology-enhanced teaching and learning through sustained use of the technology by 40 academics.

Evaluation and Impact:
Prior to starting the Project, the criteria for success were determined as:
- The number of academics using the technology should be 40 at a minimum.
- Sustained use of the technology should be demonstrated over the evaluation period.
- Attendance by more than 10 staff at each 'Lunch and Learn' session.
- Satisfaction rating of 70% in post-implementation survey administered to staff.
- Satisfaction rating of 70% in post-implementation survey administered to students.

Conclusion:
All the above Project success criteria were met and by September 2018:

- 222 staff members had signed up for licenses. 42 of these had signed into the system for more than 5 days.
- Staff attendance numbers at 4 Lunch and Learn Sessions in 2018 were >40.
- In the staff survey carried out in April 2018, 83% of staff said they would use Turning Point software again and 76% of staff were highly likely or quite likely to recommend the system to other staff.

Students were not directly surveyed, so as not to increase the number of surveys they receive, but feedback from the staff survey was overwhelmingly that students found the use of the polling tool a positive experience.

1.6 Objective 1: Effectiveness and Implementation of Education Provision - Trinity Business School - Securing Recognition for Excellence

Initiation:

Trinity Business School (TBS) is a University-based Business School, competing nationally and internationally. Accreditation is central to attracting high quality students, faculty and partners. In 2015, TBS set the achievement of triple accreditation as a strategic objective. When achieved, accreditation by AACSB (AACSB Business Education Alliance), EFMD EQUIS and AMBA (Association of MBAs) would place TBS among the top one per cent of Business Schools worldwide. It would also facilitate process improvement throughout the School, leading to sustainable quality experiences and outcomes.

Development:

To achieve this objective, an accreditation and rankings team was established by the TBS Dean. Its purpose was to facilitate the substantive engagement of faculty, staff, students, alumni, advisory board members, College and employers. At the earliest opportunity, TBS signalled clearly that responsibility for accreditation was shared among all of the stakeholders of the School – it was not an activity, disconnected from the School's activities or the preserve of the accreditation and rankings team. This message was reinforced regularly to all staff.

Implementation Challenges:

In 2015, TBS secured unconditional reaccreditation by AMBA for a further five years. It was time to engage with AACSB and EQUIS, each of which had specific criteria for eligibility. TBS initiated exploratory discussions with AACSB and EQUIS. For EQUIS, it was clear that the School had many improvements to make including increased scale, increased managerial autonomy, faculty numbers, range of programmes and greater international reach. In contrast, AACSB required the School

to progress systematically through applications for membership, unit of accreditation, eligibility assessment, preparation of an initial self-assessment and annual progress reports. All of these hurdles required the School to articulate clearly its distinctive mission and vision, and to document, evaluate and identify improvements to all of its organisation and processes in relation to the mission. Quality management and assurance of learning permeated. A strategic decision point was reached in late 2017 when the School decided to submit for EQUIS accreditation before AACSB.

Supporting Accreditation Agency Policies and Procedures:

AACSB, EQUIS and AMBA facilitated TBS in progressing towards accreditation by visiting the School, detailing standards and processes, and hosting conferences and workshops. AACSB and EQUIS also supported the School by appointing a mentor who acted as a "critical friend". The mentor for TBS, a widely experienced senior academic from an accredited university, challenged assumptions, met regularly with the Dean, faculty and staff and advised on submissions. Each agency also appointed a Peer Review Team (PRT) to visit and to enquire in detail into the activities of the School. The members of each PRT for TBS included experienced Deans from accredited international Business Schools.

Communication with Stakeholders:

Stakeholders in TBS include the faculty, staff, students, alumni, employers, advisory board and College. TBS engaged and communicated with the stakeholders at various times and in different settings. The objective was to ensure that all appreciated and articulated the active roles that they played in the School's submissions to

the accreditation agencies. Targeted communication built confidence among the stakeholders both in the authenticity of their experiences and in their abilities to share them with the Peer Review Team members during their visits.

Benefits of the Initiative:

The benefits of the triple accreditation initiative have been wide-reaching and deep. Within the School, the shared experience has built a clear sense of identity, quality and community.

All stakeholders now appreciate the link between mission, vision, strategy, structure, processes and outcomes. Faculty and staff are literate in the requirements of accreditation to the point that they anticipate these requirements when enacting or planning educational or research initiatives.

Data on activities and processes are available routinely and typically, generated and gathered systematically by those responsible for activities. The portfolio of programmes has expanded, internationalisation has increased while research quality and quantity have grown. EQUIS accreditation qualified the School to participate in the Financial Times Rankings. In addition, the School has become more attractive when recruiting faculty, staff, students and international partners. These outcomes have positioned the School among its global peers.

Evaluation and Impact:

Writing in 2021 and looking back to 2015, it is clear that the School has changed. Having embarked on an innovative multi-year programme towards triple accreditation, the result has been strategic quality enhancement and a capability to sustain it. The School has secured due recognition for excellence internationally.

Securing Recognition for Excellence

Source: mba.today (as of March 2019)
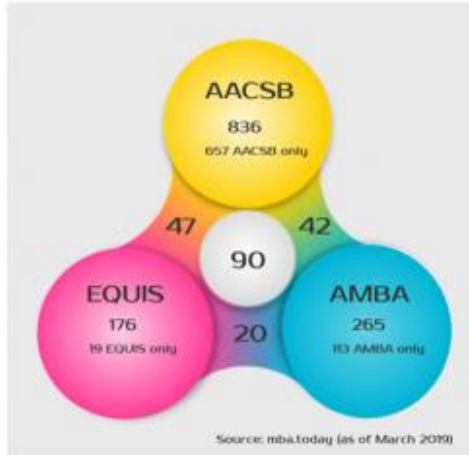
Groupings		AACSB Standards
Strategic management & innovation	1	Mission, Impact, Innovation
	2	Intellectual Contributions, Impact, and Alignment with Mission
	3	Financial Strategies and Allocation of Resources
Participants, students, faculty & professional staff	4	Student Admissions, Progression, and Career Development
	5	Faculty Sufficiency and Deployment
	6	Faculty Management and Support
	7	Professional Staff Sufficiency and Deployment
Learning & teaching	8	Curricula Management and Assurance of Learning
	9	Curriculum Content
	10	Student-Faculty Interactions
	11	Degree Program Educational Level, Structure, and Equivalence
	12	Teaching Effectiveness
Academic & professional engagement	13	Student Academic & Professional Engagement
	14	Executive Education
	15	Faculty Qualifications and Engagement

The Standards

EFMD

1. Context, Governance & Strategy	6. Executive Education
2. Programmes	7. Resources & Administration
3. Students	8. Internationalisation
4. Faculty	9. Ethics, Responsibility & Sustainability
5. Research & Development	10. Corporate Connections

1.7 Objective 1: Effectiveness and Implementation of Education Provision – Trinity's Assessment Framework

Context:

In Trinity, as in many universities, summative assessment dominates and external examiners regularly refer to 'over-assessment' in programmes. Trinity initiated a process of assessment renewal in 2016 as part of the Trinity Education Project (TEP) and this resulted in a Trinity Assessment Framework (TAF), the first institutional assessment framework in Ireland. TAF was the result of extensive consultation and research into national and international assessment practices. A video explaining the consultation process and some of its results can be accessed here.

The framework for assessment does not advocate replacing exams with a similar amount of continuous assessment. Rather, it advocates fewer, more varied assessments across the academic curriculum. Much work was carried out to ignite the cultural change required for this to happen, with resources and videos produced on workload and assessment mapping, a mapping tool for graduate attributes and assessment resources for staff produced by Academic Practice Student Learning Development (SLD), and Schools. Teach-Meets (informal meetings of teaching staff to share good practices) were held by academics within Schools to encourage colleagues to consider a broader range of both formative and summative assessment practices. They reappraised the importance attributed to assessment of, for and as learning and sought to engage students in more integrative learning within and across the academic year(s).

Barriers to successful mainstreaming of the TAF include increasing student numbers, financial austerity, high staff workloads, demands of accrediting bodies, and staff not being competent or confident with the technology. Even though the academic year structure in Trinity has moved to a semesterised model, with shortened exam periods to encourage fewer exams, the concept of 'less assessment' was often confused with 'more continuous assessment'. Further, in a context where there is often little integration

between and within programmes, it has proven challenging to engage Schools to develop assessment strategies that are relevant, integrated and well-planned across their curricula. Despite the TAF being awarded the bronze medal for Learning Assessment at the International Reimagine Education Awards 2018 in Philadelphia, the necessary cultural change required in Trinity to enact these changes proved significant.

Initiation:

Programme-Focussed Assessment (PFA) is a key component of the TAF. Its implementation is, however, complex. Modularisation encourages a compartmentalised approach to learning and assessment but a programme-focussed approach requires academic recognition of the importance of assessment tasks being diverse, complementary to each other and balanced throughout a programme of study. This necessitates a shift in focus from the teaching and delivery of 'my module' to a focus on the lived experience of the student in 'our programme'.

To do this successfully the Academic Practice unit in Trinity initiated a project to support academics and Programme Leads to gather evidence about assessment practices and enable the provision of a visual representation of the load, distribution, timing and range of assessment throughout a year, subject or programme.

The Academic Practice approach to the PFA Project has been firmly evidence-based, informed by the international literature (e.g. TESTA, PASS, AAGLO), invited guest speakers/ workshop facilitators (Professor Tansy Jessop of TESTA has given invited seminars in Trinity to inform this Project) and national and local priorities. Influenced by a National Forum report on programme assessment at a national level, Academic Practice mapped a Profile of Assessment Practices in Trinity from a sample of 12 undergraduate students'

handbooks (4 per faculty) and 855 assessments. This provided valuable evidence about what was happening in Trinity compared with the position nationally.

Implementation:

An assessment mapping tool was developed as a final-year project by the School of Engineering staff and masters' degree students, with pedagogical support from Academic Practice. The *ModuleM* is a planning and communication tool that allows easy management of information regarding classes, assignments and all aspects of student learning. The Project has been paused due to Covid-19 restrictions but is expected to recommence in academic year 2021/22.

Implementation of the TAF is still in its infancy and Trinity is developing methods of engaging staff and effecting positive change in this area, especially in the context of the move to remote online learning due to Covid-19. A suite of resources focused on end-of-year and end-of-semester assessment practice was developed for the April/May 2020 assessment period. These concentrated on the best use of alternative assessments, and particularly on the redesign and repurposing of assessments previously planned for in-person delivery, such as open book assessment. An Academic Practice publication which reflects on this initiative can be accessed here. Virtual Clinics to support the move to digital assessment were also provided and were very well received by academics from every school. Academic Practice also responded to the changes necessitated through COVID-19 by revising the remit of a nationally-funded strategic project, 'Gateway to Digital Assessment in Trinity.' The Project will end in May 2021 and its accompanying website, currently in development, will be live from mid-April 2021.

Evaluation and Impact:

Funding received by Trinity Teaching and Learning from the National Forum for the Enhancement of Teaching and Learning for the Gateway to Digital Assessment Project, led by Dr Ciara O'Farrell, Head of Academic Practice, has ensured that the assessment work begun under TEP will continue post-TEP. Early evidence from the pivot to online assessment during 2020 showed that both staff and students found this pivot to digital

assessment to be a successful assessment experience.

Conclusion:
To continue to enhance cultural change in the assessment practices as recommended by the TAF, Academic Practice will maintain a focus on digital assessment practices.

Academic Practice has received national funding to undertake a Project, 'Digital by Design: Building Capacity for Digital Education at Trinity'.

While broader than digital assessment alone, the focus on assessment will be a key part of this Project.

TRINITY EDUCATION PROJECT
ASSESSMENT FRAMEWORK
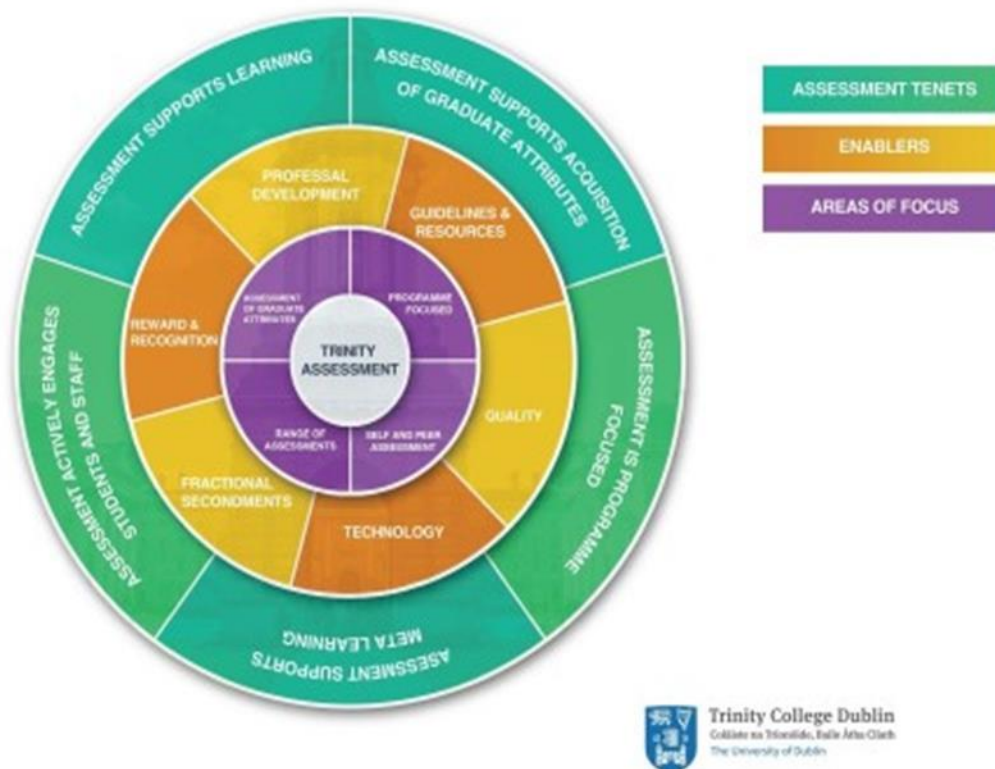
2.1 Objective 2: Enhancement of Quality through Governance, Policy and Procedures – Global Relations Strategy

In recent years, the nature of international partnerships between higher education institutions has evolved beyond research collaboration activities. Opportunities for the development of dual degree programmes, global academic networks and second campuses have emerged. This has presented Trinity with the opportunity to build on its long record of internationalisation and to expand its international reach. Trinity has embraced these opportunities by putting in place structures that support internationalisation and by developing policies, procedures and processes to guide this growth and to assure the quality of education partnerships, the equivalence of teaching and learning, and the student experience.

Governance:
Established as a sub-committee of Council, the International Committee was charged with developing a five-year business plan to meet the strategic targets for international policy and student enrolment outlined in the College's Strategic Plan 2008-2012. In parallel, the Planning Group, a sub-committee of the Executive Officer Group, approved the financial support for Trinity's international ambitions. The International Committee was reconstituted in 2018/19 as the Global Relations Committee, with a membership and remit to better reflect the new global relations environment.

Strategies:
Trinity's first Global Relations Strategy (GRS) was developed in 2012, following the appointment of the University's first Vice-President for Global Relations (VPGR) and the formation of a Global Relations Office (GRO) in 2011. This first explicit public articulation of an internationalisation strategy in Trinity included international student recruitment targets, which involved doubling the number of non-EU students between 2011 and 2016. Following a review in early 2014, and in the context of decreasing state funding and Trinity's Strategic Plan 2014-2019, the level of ambition was increased over

a longer timeframe, specifically in relation to non-EU student recruitment and strategic partnerships/articulation agreements. GRS2 committed to a mid-term review, which took place in 2017. This mid-term review recommended, *inter alia*, facilitating global partnerships by more direct engagement at a School level. Accordingly, the third iteration of the Global Relations Strategy, GRS3, refers to School Directors of Global Relations in each School. The GRS3 will run to 2023/24 and is built around four pillars: Building global collaborations and partnerships; Ensuring a global student community; Leveraging the global reach and impact of Trinity's research, education and innovation; Supporting the continued delivery of a high-quality student experience. The Strategy also renews focus on engagement with Europe, and Trinity is a partner in the European initiative to build a European Universities Network-CHARM-EU.

Policies, Procedures and Processes:
A suite of policies, procedures and processes has been developed in support of the Global Relations strategies. The first Dual and Joint Awards Policy was approved in October 2015. This was followed by the Non-EU Collaborative and Transnational Education Partnerships Policy, the Education Recruitment Agents Policy and the Study Abroad Providers Policy, all approved in June 2016. An International Partnership Toolkit was developed in 2017 to support Trinity staff in the development of academic partnerships by providing a guide to partnership types, advice on risk management and due diligence in the development of partnerships, and access to an International Partnerships' database. A Dual and Joint Awards QA Procedure was approved in June 2019 and is expected to be used in the first review of transnational education in 2019/20. A draft crisis management procedure for students on study/placement abroad is being developed (led by the Director of Student Services), Procedures for the Recognition of Foreign Qualifications (led by the Academic Registry) and a Policy on Quality Assurance of the Year Abroad are in development for 2020/21.

International Partnerships to Date:
The number and type of international partnerships have increased over the lifespan of the GRS2. From a baseline of one joint programme with Singapore Institute of Technology, initiated in 2011/12, there are now nine Dual degree programmes under the Columbia Framework, and a number of articulation arrangements (including with Thapar Institute of Engineering and Technology and University of Science and Technology Beijing (USTB)). The first cohort of students from the School of Engineering UM-SJTU Joint Institute entered in 2019/20 under an articulation arrangement. In addition, the International Foundation Programme (IFP) was developed (2015/16) in partnership with Marino Institute of Education to facilitate entry for international students to UnderGraduate (UG) degree programmes from countries and systems that do not lead to direct entry into Trinity. Students choose from one of two pathways currently on offer – Pathway A in Law, Business, Economics and Social Sciences and Pathway B in Engineering, Science and Health Sciences.

Supports for International Students:
There has been significant growth over the last six years in non-EU student numbers (1,123 in 2011/12 to 2,897 in 2018/19). The Global Relations Office has developed a specialised international student experience team to meet the specific support needs of these international students. The Global Room was launched in 2013 as a student support hub and social space. Seven Global Officers have been appointed across nine Schools/Areas to work between the Schools and GRO on recruitment, marketing, partnership development, alumni activities, and to provide support to incoming and outgoing students. Under GRS3 it is planned to build on Trinity's achievements to date by further diversifying the student body, expanding international partnerships, providing more opportunities for students to study abroad and continuing to integrate students into the global Trinity community.

Objective 2 - Enhancement of Quality by the Institution through governance, policy and procedures

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Governance	**Sept 2011** VP Global Relations appointed / **Sept 2011** Global Relations Office established			**Date TBC** First School Global Officers appointed				**2019** Global Mobility Subgroup established	**February 2019** School Directors of Global Relations appointed / **April 2019** Global Relations Committee established
Strategy		**September 2012** Launch of Global Relations Strategy (GRS1)		**January 2015** Launch of Global Relations Strategy 2 (GRS2)		**April 2017** Mid-term review of GRS2		**Feb 2019** Launch of Global Relations Strategy 3 (GRS3)	
Policies & Procedures					**October 2015** Dual and Joint Awards Policy / **June 2016** -NEU Collaborative/TN Education Partnerships Policy -Education Recruitment Agents Policy -Study Abroad Providers Policy	**January 2017** Partnership toolkit developed		**June 2019** Dual and Joint Awards QA Procedure / **In development:** -Student Crisis Management Procedure -Policy on QA of the Year Abroad -Procedures for the Recognition of Foreign Qualifications	
Data		**Annually from 2012/13 & Bi-Annually from 2016/17** International Student Barometer (ISB)				**April 2017, December 2018, February 2020** Education Recruitment Agents Survey			
Partnerships								AA x 4 Dual x 5 Joint x 1	
Resources			**Sept 2013** Global Room set-up		**May 2016** International Foundation Programme established	**Trinity Chinese Language website**			

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2.2 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Grand Canal Innovation District

In the last decade there has been an enhanced focus on the role (and responsibility) of universities in shaping the social, economic, cultural and innovation landscape of the city and region they encompass.

Aligning with these enhanced expectations of universities has been a significant flux in global trends such as the focus on enterprise investment in cities, increased investment in talent rich ecosystems, the development of open innovation practices across enterprise and the significant disruption of traditional industries. This creates pressure for firms to engage in research and innovation activities to remain competitive.

These changes have created both risks and opportunities, and particularly impacted Ireland as one of the world's most open economies.

In tandem with these macro trends, Trinity has been reflecting on its own requirement to enhance its infrastructure to meet its research ambition, to attract world leading faculty, researchers and students and to grow its research income and impact. Furthermore, as is happening in other leading international universities, the importance of connecting faculty, students and research with the enterprise and entrepreneurship community has become more important.

These strategic threads have been grasped through the development of an ambitious and transformational plan for Trinity, Dublin and Ireland.

Trinity proposes to develop a new campus for the University and to use this campus to develop a globally competitive innovation district for Ireland – based in its capital city.

This ambition is complex, with many factors requiring alignment to ensure the effective delivery of this generational, transformational agenda for the city. It is the single largest capital investment project proposed by any Irish higher education institution since the foundation of the state.

To deliver on this Project Trinity has had to build strong partnerships and to establish innovative approaches to governance and financing.

Partnerships:

Innovation districts require many partnerships and collaborations to be successful as they demand commitment from higher education institutions, industry, government and the local community.

The opportunity for this initiative to enable enhanced partnership with Dublin universities was identified early on. This vision for an innovation district is central to the vision of Dublin working more effectively as an "innovation city". To support this ambition Trinity has signed a Memorandum of Understanding (MoU) with the three other Dublin universities – UCD (University College Dublin), DCU (Dublin City University) and TU (Technological University) Dublin.

Trinity has also developed partnerships with all of the leading enterprise chambers and many of the leading businesses in Ireland in relation to this vision. Unanimously, innovation-orientated businesses recognise the opportunity for this Project to elevate Dublin's reputation as a city globally. Trinity has also engaged directly with the local community, and through this initiative has established a new community centre on the proposed new campus site as part of an early activation strategy.

Internationally, Trinity has also built relationships with peer districts in the US, the UK and Europe. Trinity organised two trips – one to Kendall Square in Cambridge, MA and one to London. In each case, Trinity hosted thirty representatives from higher education, industry, government departments and agencies and the local community.

Governance:

Two kinds of governance structures have been established to bring this Project forward. The first is an internal "Project Governance" that reports to Board and is managing the delivery of a €50m pre-development Project for the Trinity East site.

It is this structure that will bring recommendations on the new campus to Board for approval.

The second structure is an external advisory group chaired by the Secretary General to the Dept. of the Taoiseach (Prime Minister). This group comprises the four Dublin university presidents; the CEO of IDA (Industrial Development Authority) and EI (Enterprise Ireland); the Secretary Generals of the Depts. of Education, Enterprise and Finance; representatives from Google and LinkedIn; representatives from venture capital firms and local community representatives. This group published a report, approved by government, endorsing the development of the campus and the innovation district – essentially formulating a new national policy.

This level of stakeholder connection is highly unusual and speaks to the ambition of the Project and the transformational potential of what is being proposed. It also highlights the unique convening power of Trinity and the role it can play in shaping Ireland and beyond.

Financing:

The scale of the Project conceived is un-paralleled for an Irish institution. It includes 1.2m sq ft of new space that will cost in excess of €1bn to construct. It involves complex land dealings; the establishment of development partnerships; obtaining significant contributions from government; ambitious philanthropic targets and the raising of high levels of debt funding. To enable this process a detailed business planning process has been undertaken bringing in expert capability from third party organisations; a new Project Governance structure involving a Project Director role and the utilisation of international lead advisory firms. The learnings from this Project will help shape Trinity governance for the future and will provide a case study for a new level of public private partnership for other higher education institutions and public bodies.

Conclusions:

A new campus for Trinity is a once-in-a-century (if that) development. It requires new approaches to strategy development, governance, partnerships and fund-raising. It will reshape Trinity's ambitions, the role it can play for Ireland and position the institution for the next century of research, education and innovation.

Proposed Location for New Trinity Campus that Will Act as a Catalyst to Establish Globally Competitive Innovation
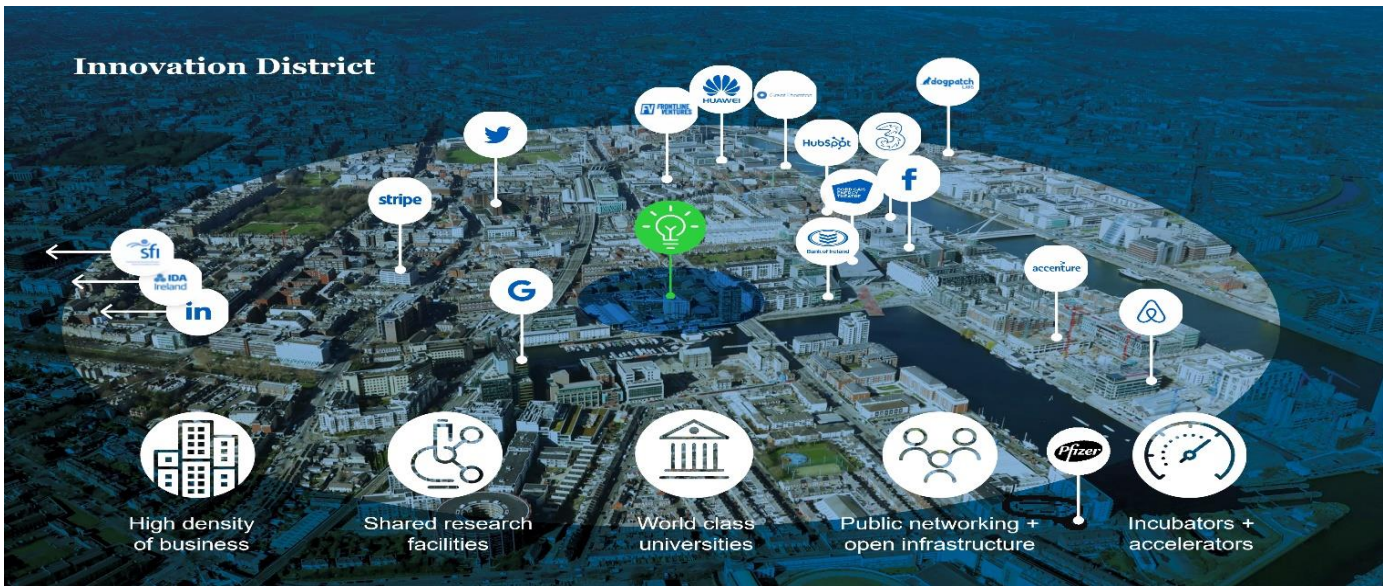
Indicative Success Factors for the City, the University and the Enterprise Community

2.3 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Governance of Capital Projects

Trinity launched an Estates Strategy in 2019 as a framework to guide the long-term future of the College estate. The Strategy aims to ensure that, in an ever more competitive and global world, the capital available to Trinity is spent wisely and the cost of running the estate is as efficient as possible.

The Strategy is the culmination of a number of initiatives, policies, and procedures that the College has put in place since the last Institutional Review (2012) to ensure that (i) its built environment is fit-for-purpose and provides the most suitable teaching, research, social and living spaces for its students, staff and researchers and (ii) the large-scale capital projects undertaken to deliver this improved physical infrastructure are managed in a transparent and cost effective way.

Governance of Capital Projects:
Prior to initiating a large capital project Trinity conducts an economic cost-benefit analysis. Trinity delivers all major capital projects in accordance with the Government's Capital Appraisal Guidelines and Public Spending Code; EU and Irish procurement, planning, safety and building regulations; and the Capital Works Management Framework as set out by the Government Construction Contracts Committee (GCCC).

Large capital projects now have an Independent Monitor who reports quarterly to the Trinity Board on the project's budget, quality and programme. Each capital project has a Steering Group with an independent chair, the Terms of Reference for which are approved by the Trinity Board.

Capital Review Group (CRG):
Capital Projects with a value in excess of €50,000 must be submitted to the Capital Review Group (CRG) in advance for review and approval. The CRG provides University management oversight on capital projects and specifically the initial review and recommendation of projects for approval or rejection, the monitoring of the College project portfolio performance, the recommendation of project change requests for approval or rejection and the

approval of a project's progression through the Stage Gate process for all project Stage Gates not requiring Board approval. The CRG comprises the Bursar (Chair) Chief Financial Officer (CFO), Chief Operating Officer (COO), Head of the Programme Management Office (PMO) and the PMO Administrative Officer (Secretary).

Programme Management Office:
To support the management and governance of large-scale capital projects further, a Programme Management Office was established in 2017 and a Director of Programme Management was recruited. The role of the PMO is to help to raise maturity by driving a common approach to the delivery of large-scale projects across the University. This entails developing and following a set of common standards and best practices. These common standards bring predictability, transparency and accountability, the latter being especially pertinent where public funding is involved.

A Standard Project Governance Process has been adopted to manage these projects. This process views the lifecycle of a capital project as a series of sequential 'Stages'. Each Stage is separated by a 'Gate' at which a formal review takes place to determine if the project is to progress, and what funding is to be provided. This is known as 'Stage Gate Approval'.

Reporting on Capital Projects:
Capital projects report quarterly to the Finance Committee and Board. Trinity has invested in an online project management system (the PPM tool), and associated training, to track capital projects. The use of the project management tool, RAID (Risks, Assumptions, Issues, Dependencies) is now mandatory on all large-scale capital projects. The RAID log is designed to centralise and simplify the gathering, monitoring and tracking of project data from the inception of the project to its completion. Other mandatory processes include the Project Approval & Prioritisation process and the Change

Request process. These processes support the management, monitoring and control of projects in order to maintain them within College-wide Capital Project Governance. A Handbook and a series of templates, guides and training are available as guides to the process.

Resources:
Trinity appoints external project managers and cost consultants following a procurement process. Trinity's Estates & Facilities Directorate manage the built environment elements of the project and engage qualified professional in-house Project Leaders to work with the outsourced professional consultancy teams. In addition, internal capacity within the Estates team is created by costing a project manager to the project budget.

A dedicated procurement resource is available within the Financial Services Division to advise on procurement matters as they pertain to capital projects. Trinity appointed a Head of Capital Projects in 2015 as a senior Estates professional to lead on Trinity's capital programme and in 2017, as mentioned above, a Director of Programme Management was appointed. Training in the use of PPM (Project and Portfolio Management) and Power BI (Business Intelligence) Reporting has been provided by the PMO to Trinity staff since 2019, and PPM has been adopted by many key areas in Trinity.

Policies and Procedures:
A Timetabling Policy and Procedure has been developed to help ensure the best use of the University's physical resources and to facilitate effective space utilisation and an improved student experience, in line with the objectives of the Estates Strategy. It also supports the Trinity Education Project (TEP) through the development of a fixed/stable timetable. A *Protocol for the Management of Teaching Space* is in development. It seeks to set a consistent standard for teaching and learning resources and ensure transparency at a central level of space availability and utilisation. An updated

Space Allocation Policy is also in development.

Outcome:
A number of recent large-scale capital projects have been successfully delivered using the new Project Management Governance Processes. These include a €7m upgrade to Trinity's medium voltage infrastructure - this complex project was governed in accordance with the University's new internal process and was delivered on time and within budget.

A 2017 report by Indecon Economic Consultants appointed to conduct a cost-benefit analysis on the Grand Canal Innovation District provided a favorable report to Board in relation to Trinity's governance of capital projects The process has been used effectively for the recent Business School completed in 2019 and Printing House Square due in 2020 developments. Trinity is following this governance process for the E3 Learning Foundry which is in receipt of funding from the Higher Education Authority (HEA).

Trinity College Dublin
The University of Dublin

STAGE/GATE GOVERNANCE PROCESS (v1.5)

PHASE 1: DEMAND MANAGEMENT	PHASE 2: DETAILED DESIGN AND PLANNING	PHASE 3: EXECUTION

Pass 0 Idea Selection — Pass 1 Investment Selection — Pass 2 Prioritisation

Ideation	Project Proposal & Prioritisation	STAGE 0: Business Case Preparation	STAGE 1: Initiation & Strategic Planning	STAGE 2: Detail Plan High Level Design	STAGE 3: Detailed Design	STAGE 4: Tender	STAGE 5: Execution	STAGE 6: Benefits Realisation

GATE 0 — GATE 1 — GATE 2 — GATE 3 — GATE 4 — GATE 5 — GATE 6

2.4 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Disability Data Management

The Quality Review of the Disability Service (DS) in January 2015 identified the Service's practice of manually inputting student data to the inhouse, standalone data management system as posing risks regarding data protection and confidentiality, as well as being time consuming and resource intensive. Additionally, it highlighted the risk of legal action arising from errors made during the manual input and manipulation of data, and the resulting miscommunication of disability needs that might lead to a disabled student not receiving the support to which they are legally entitled. The review recommended that '*effective IT systems are required both to speed up communications and to free up valuable staff time to provide disabled student support*.'

Initiation:
A project was initiated to build a fit-for-purpose data management system to record and access student disability information in the College's existing Strategic Information Technology System (SITS). Key stakeholders involved in the planning and design of the system included the Disability Service, the Senior Lecturer/Dean of Undergraduate Studies, the Dean of Graduate Studies, School Directors of Teaching and Learning UnderGraduate (UG) and PostGraduate(PG), the Academic Registry (the owner of SITS) and IT Services.

Systems Innovations:
The DS launched the SITS disability module in 2018. The module provides a system interface within the existing SITS solution allowing the Disability Service to complete, record and communicate students' needs assessments via the my.TCD.ie portal. It provided for the first time an efficient case management system of student interaction and financial management using the Student Information Desk (SID) incident and case management functionality. This allowed Disability Service staff to record effectively all modes of communication within one system. As a result, information regarding requests for student disability supports and interactions with the DS were easily retrievable, shareable and reportable as

required by the HEA (Higher Education Authority) and ESF/FSD (European Social Fund/Fund for Students with Disabilities) funding requirements. A 'reasonable accommodation' is an amendment to the student's course of study which enables her/him to participate fully in their education. Reasonable accommodations are identified in consultation with the student and communicated to the relevant academic and service area via the Learning Education Needs Statement or LENS report. This is contained in the student record in SITS. Schools ensure that the LENS is disseminated to staff who are required to implement reasonable accommodations within the School. Additional module manager functionality was implemented in 2019 to allow LENS reports to be made available directly to module owners/coordinators via SITS. Reporting in SITS allows for effective data collection on students' entry routes, progression and retention management.

Supporting Policies and Procedures:
Trinity introduced a Reasonable Accommodation Policy and associated Code of Practice in January 2018 to provide a framework for the provision of reasonable accommodations for students with disabilities, to coincide with the disability systems innovations. The policy explains how reasonable accommodations are granted and communicated to all relevant stakeholders.

Communication to Stakeholders:
Guidance on dissemination of the LENS is provided to staff and students via the Disability Service website to ensure all stakeholders are clear on the dissemination and implementation of disability needs.
Annual meetings are held with all Schools on the implementation of the Disability module in SITS. This allows for effective communication and provides a forum to deal with identified issues. Students give feedback directly to the DS if issues arise.

Benefits of the Project:
Implementation of the Project maximised the efficiency and effectiveness of the DS service delivery. The reduction of manual input of data into multiple systems by Disability Service staff reduced the sharing of both bad and inaccurate data.
The development of the Disability module in SITS & SID/Case management functionality greatly enhanced the Disability Services (DS) ability to communicate quickly and efficiently across the University. It supports Trinity's legal obligations under the Disability Act (2005) by providing a single audit point for student interactions in the administration of student cases and legislative actions.
The SITS module and SID tool allowed DS staff to view and target students' needs and trends in an effective and planned process. The tool gave additional functionality in the recording of student queries and categorisation of such requests, allowing staff to view trends in queries in real-time vs the current method of end-of-year reporting. The replacement of the current standalone Disability Service Student database ensured compliance with all relevant security and General Data Protection Regulation (GDPR) requirements.
The new system provides functionality to allow a Disability Service member to publish an online calendar for students registered with the DS to book appointments in time slots made available by the service. This tool will also manage the room booking resource in Printing House Square.

Disability Service - My.TCD.IE

Some staff roles within Schools will be able to view a student's LENS and reasonable accommodations within the student's record on SITS.

- Disability Liaison Officer will be able to download and see the LENS of any student within their School
- Module Owners will be able to download and see the LENS of any student within their School.
- Tutors will be able to see the LENS of any student for whom they are a Personal Tutor. They will receive a notification as one of their students has a new or updated LENS.
- PG Directors and PGR Supervisors will be able to see the LENS for their students. They will receive a notification as one of their students has a new or updated LENS.

To find out how to use the SITS functionality, choose your role below:

| Disability Liaison Officer > | Tutor > | Module Co-Ordinator > | AR-Assessment Team > |

Screenshot from Trinity Disability Service Website Providing Guidance to Staff on How to Access the SITS Disability Module

2.5 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Healthy Trinity

Initiation:
Our Trinity vision is to be recognised as a health enhancing University where everyone can enjoy physical, mental, and social health, where health is valued and supported and is everyone's responsibility. In 2014, Healthy Trinity was established by Board at the recommendation of the Tobacco Free Trinity Committee and in response to the Government's newly published Healthy Ireland Framework - a cross-University initiative co-chaired by College Health and the Faculty of Health Sciences.

Development:
Healthy Trinity has over 100 partners on campus contributing to 9 working groups (see image below). Equal partnership between academic and operational leads is a principle of practice facilitating learning between academics and practitioners. Healthy Trinity was featured in the 2018/2019 Provost's review and throughout Trinity's Strategic Plan 2020-2025. With a five-year implementation framework for 2020 to 2025, Trinity is currently focused on achieving financial sustainability and developing an outcomes framework to measure progress.

The strategic goals of the initiative are: **Living laboratory:** using campus as a living laboratory assessing health knowledge, attitudes and behaviour, making changes to the environment and studying the effects. **Respond to Trinity strategies:** aligning actions to Trinity's Strategic Plan 2020-2025 and the Research Excellence Strategy 2019. **One Trinity:** contribute to the One Trinity goal as per Trinity's Strategic Plan. **A Voice for Education as a Determinant of Health:** using evidence-informed health promotion to emphasise third level education as a social determinant of health. **Strategic Partnerships:** engaging with national and international organisations and universities.

Implementation:
Each working group delivers actions under six work areas: **Campaigns:** throughout the year, campaigns are delivered via social media, on campus information screens and staff communication channels. **Events/interventions:** events are hosted on campus and online. Mind, Body, Boost is a pilot and research project of Healthy Trinity. **Supportive Environment:** supporting health through policy and/or the alteration of the environment. **Data collection:** Healthy Trinity studies the Trinity community and compares findings with national and international data. **Publications:** Healthy Trinity has published data on the Trinity environment under tobacco, smarter travel and physical activity. Papers are in draft for alcohol, mental health in the workplace, healthy eating amongst students, a new University health promotion initiative and developing an online health promotion tool. **Funding:** pursues funding opportunities to support its activities.

Supporting Policies and Procedures:
The initiative aligns to policy, data and implementation framing all actions within the UN Sustainable Development Goals. View an interactive map of the initiative's activities here. Supporting documents include: Terms of Reference, Implementation Summary and Full Plan, policies on Alcohol, Tobacco, Sustainability, multiple HR policies, parenting and breastfeeding. Trinity is a Smarter Travel Campus. While many policies were developed before Healthy Trinity, some have been updated and strengthened e.g. tobacco, alcohol and breastfeeding and some are in development e.g. drugs, healthy eating. The initiative is part of the Healthy Ireland Healthy Campus network and the UK Healthy Universities initiative.

Communication to Stakeholders:
Communicating the breadth of Healthy Trinity work is a challenge. However, Healthy Trinity utilises all staff and student channels available including: Instagram, Facebook, Twitter, staff email and website; main Trinity digital channels, Orientation, S-2-S (Student to Student Peer Mentoring), TCD (Trinity College

Dublin) SU (Students' Union), TCD GSU (Graduate Students' Union), Trinity Sport, TCD Headspace. Learnings are shared via journal publications, public speaking events, press releases and social media.

Benefits of the Project:
Increased knowledge including alcohol and drugs campaigns before Trinity Ball, safe sex at orientation, healthy eating including retail options; **encouraging healthy behaviour** including stop smoking courses, social walk/jog/run groups, addictive behaviour groups, workplace social cafes, guest speakers, cycle buddy schemes for new cyclists; **A campus supportive of health** including free condom machines, tobacco free campus, promoting stair-taking, bike parking and shower facilities, student break-out spaces, segregated cycling etc. **Greater understanding of the Trinity community:** Trinity students drink less than the general population but consume damaging quantities when drinking; 85% of staff believe their mental health has been impacted by work, with high proportions reporting experiences of stress, anxiety and depression; 50% of smokers in Trinity start >18; Trinity is a global leader in the use of sustainable transport; the Trinity community sits for an average of >8 hours per day.

Evaluation and Impact:
83% reduction in frequency of observed smoking, >€120,000 in bike parking funding, installation of two breastfeeding rooms, updated or implemented new policies e.g. alcohol, workplace, tobacco, breastfeeding, cross-University collaboration and partnership, student engagement, using data to build business cases for funding.

Conclusion:
Healthy Trinity, a cross-University collaboration, aligned to the University's Strategic Plan and Research Strategy, achieving its aims through the skill and energy of volunteers and champions. Appropriate funding will ensure Trinity is recognised globally as a health-enhancing University through the Living Lab approach.

The Healthy Trinity Initiative is Made up of a Co-Ordinating Committee with Nine Working Groups

A = Academic lead
O= Operational lead

A: School of Medicine
O: Student Counselling

A: Clinical Medicine - Dietetics
O: Trinity Catering

A: Cyclist.ie & Adjunct
O: College Health

A: Nursing & Midwifery
O: Student Counselling

A: Registrar
O: College Health

A: Physiotherapy
O: Trinity Sport

A: Faculty of Health Science
O: College Health

A: Trinity Business School
O: Human Resources

A: Nursery & Midwifery
O: Nursing & Midwifery

A: School of Medicine
O: College Health

The Initiative Uses an Academic and Operational Partnership Model with over 100 Partners Across the University

2.6 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Trini-Screen - Screening of Staff and Students for Covid-19 in Trinity
● ● ● Research Project

Initiation:
Led by the Faculty Dean for Health Sciences (Prof. Orla Sheils), Trini-Screen is a culmination of in-house University-wide efforts to provide a rapid, non-invasive, self-collected saliva test for the detection of SARS-CoV-2, the coronavirus that causes COVID-19. The weekly Screening Programme targeting asymptomatic individuals commenced in September 2020 to mitigate against the development of clusters in campus accommodation. This proactive risk reduction strategy of knowing who is infected is vital to slowing transmission rates, and in combination with the College Health led on-site HSE (Health Service Executive) testing service - both provide an invaluable level of reassurance and support to students, staff and members of the University community. Under guidance from the Trinity Covid-19 Management Group, the Programme has since been extended to essential staff and researchers.

The Development Process:
Creating the testing infrastructure in a matter of weeks wouldn't have been possible without contributions from colleagues and collaborators across Schools, Departments and Disciplines. Availing of expertise within the Trinity Translational Medicine Institute (TTMI), a screening strategy was developed that relies on a relatively simple PCR (Polymerase Chain Reaction) based test called LAMP. This saliva-based test is robust, scalable and, most importantly, doesn't impinge on the supply chain that the HSE needs to perform its testing.

In addition to screening staff and students, Trini-Screen also has research ambitions aimed at understanding factors that contribute to infection and why certain individuals become symptomatic while others do not. The Programme is committed to conducting responsible research which is ethically approved and conducted in accordance with the regulations governing data protection.

The Faculty of Health Sciences Research Ethics Committee reviewed the application to ensure participants' rights and welfare are protected. Further submissions for the Programme were made to the University Data Protection Office, which serves to ensure that data collected or generated is collated, used and stored in compliance with data protection legislation.

Each prospective individual receives detailed information on the Trini-screen Programme including a Participant Information Leaflet (PIL) which outlines the procedures, the potential risks and benefits, and the fundamental rights of a participant in a study. Written informed consent is obtained for every individual prior to their anonymous participation in the Programme.

Estates & Facilities and the Accommodations Office undertake a significant amount of work to manage the logistics surrounding sample pack distribution while ensuring anonymity, and management of the sample collection points at various locations throughout Trinity.

Upon reaching the laboratory in TTMI, the samples are processed using only a coded number. Samples are screened via the LAMP assay (see image below) to identify positives, which are then reported to College Health for follow-up. Thereafter, all samples are destroyed

Supporting Policies and Procedures: Ethical approval was granted by the Faculty of Health Sciences Research Ethics Committee in September 2020. In addition, a review was conducted by the Trinity College Data Protection Office and the study was deemed to be in compliance with data protection legislation. In compliance with the Health and Safety Regulations 2013, the Trinity Safety Office approved the Project Risk Assessment. Standard operating procedures were generated to ensure that the Project complies with the aforementioned regulations and guidelines.

Communication to Stakeholders:
Central communication channels and tailored email circulars direct to specific cohorts were utilised to apprise individuals of the Programme. A website https://www.tcd.ie/ttmi/triniscreen/ and email address Triniscreen@TCD.ie have also been set up to aid communications.

Benefits of the Project:
The study aims to find out how widely COVID-19 infection exists among cohorts in Trinity College Dublin, by inviting them to undergo regular COVID-19 screening.

This will help to:
• make decisions about how to control the spread of the infection and how to make College a safer environment;
• help Trinity understand if other factors contribute to infection acquisition and why some people become infected while others do not.

Evaluation and Impact:
Initial results suggest that the Screening Programme, together with the University's public health measures, regular input from College Health Services and responsible student and staff behavior have helped limit the spread of the virus.

Conclusion:
TriniScreen is serving to establish the proportion of subclinical or asymptomatic infections among cohorts in Trinity College Dublin and, thus, helping to inform future public health responses at local and national level in other similar institutions to which this data may be applicable.

What is RT-LAMP?

Reverse Transcription Loop-mediated Isothermal Amplification (RT-LAMP)

Reaction mixture   + Primers   + Template (aka your sample)
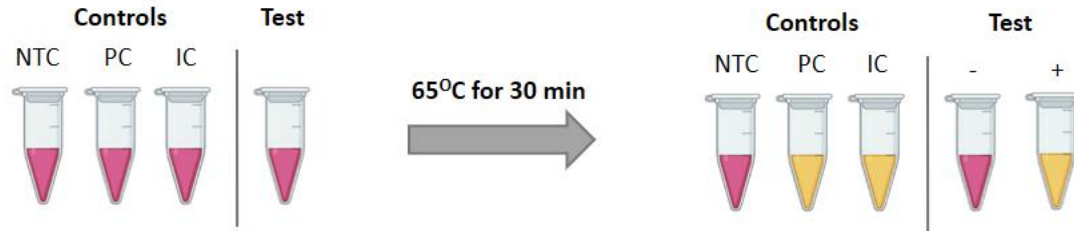
The LAMP test detects whether or not viral **RNA** is present in samples from a person. It does this by capturing and amplifying regions of the virus' genetic material in a test tube.

The laboratory test uses special enzymes to make many copies of the viral target (if it is present). The results of the test are determined based on a **colour change** in the sample tube.

2.7 Objective 2: Enhancement of Quality through Governance, Policy and Procedures – Living Research Excellence Strategy

Initiation:
An international review of Trinity's research themes took place in 2015. The expert review panel recommended that Trinity should develop a research strategy in order to establish a coherent, cohesive approach to how research is performed and supported in the University.

The process to develop Trinity's first research strategy was initiated in late 2017, under the Dean of Research, Professor Linda Doyle, and was completed in 2019. It resulted in the creation of a Research Charter and Living Research Excellence Strategy.

The aim was to create a meaningful strategy that would be relevant for the entire Trinity community and that would provide a clear and strong framework to drive Trinity's ambitions while at the same time allowing a dynamic approach to its implementation.

Development:
A two-part process was involved in delivering the research strategy:

Part 1 - The Research Charter
In the first half of 2018, a draft Research Charter that listed key principles underpinning Trinity's approach to research was created. The Charter was the result of a highly consultative process that engaged people from different disciplines and divisions across Trinity, including College Officers. Over 60 different meetings took place.

A draft set of principles and a sample SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis arising from these principles was generated and considered by the Research Committee. Committee members engaged with their individual constituencies around the draft principles and carried out their own individual SWOT analyses. The resulting document was brought to Executive Officers Group (EOG)) for approval in 2018 and became known as the Research Charter.

The Research Charter is the public declaration of Trinity's commitment to the values that underpin the research of the University. Its seven principles are seen as a means of developing the kind of research environment that will allow Trinity to deliver its research vision. The Charter describes each principle in turn and sets out a high-level goal associated with each.

Part 2 – The Living Research Excellence Strategy
The Research Charter is the foundation on which the Living Research Excellence Strategy was built. It was developed by considering how the principles in the Research Charter could be lived, or what kind of things would stop Trinity from living those principles. Many of the recommendations and ideas that arose during the consultation phase for the Research Charter also played a role at this stage of the process.

Input to the draft Strategy was sought from the Research Committee, and from small focus groups as well as from individual College Officers (Provost, Vice-Provost/Chief Academic Officer, Deans etc.). The final Strategy was approved by Executive Officers Group on 19 December 2018, Board on 16 January 2019, and by the University Council on 27 February 2019.

Implementation:
The Living Research Excellence Strategy contains six chapters:
1. Stimulate and build strategic research collaborations.
2. Make it easier to do research.
3. Generate the research funding and resources Trinity need.
4. Radically revise how Trinity does research communications.
5. Join the dots on research policy.
6. Be bold in planning Trinity's long-term research future.

Within each chapter a number of actions are identified and progress on the implementation of each of the actions is provided in detail in the Dean of Research's Annual Report.

The report also identifies areas where more work is needed and notes the evolution of the actions over time. Progress on the implementation of the Strategy is also discussed at the College Research Committee.

Since its launch in 2019, the Research Strategy has become embedded in the College community. It fed into the new College Strategy (2020-2025), where research features heavily, and is specifically referenced as one of the cross-cutting goals - 'We will stand up for research, its quality and impact'. The actions under this goal capture activities related to research and innovation and include a focus on postdoctoral training and more.

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 19/20 to showcase the diversity of research that takes place in Trinity.

Communication to Stakeholders:
The Strategy and the Charter were officially launched at an event in 2019 and are available on the Trinity Research website. The Charter has been translated into Irish, Spanish, Chinese and Irish Sign Language (ISL).

Conclusion:
The development of these documents has provided a focal point for Trinity's research community, articulating a clear ambition for how the University wishes to conduct research and the environment it wants to create for researchers. The consultation process involved the entire academic community which has increased the buy-in required for a strategy of this type.

The Seven Principles of Trinity's Research Charter

01. CHERISH ACADEMIC FREEDOM, DIVERSITY OF SCHOLARSHIP, AND PURSUIT OF TRUTH	
02. POSITION RESEARCH AT THE HEART OF TRINITY	
03. FOSTER AND GROW RESEARCH TALENT	
04. HARNESS OUR COLLECTIVE EXPERTISE FOR THE GREATER GOOD	
05. BROADEN OUR LOCAL AND GLOBAL IMPACT	
06. ENGAGE PROFOUNDLY WITH OUR PUBLICS	
07. STAND UP FOR RESEARCH	

Principles from the Research Charter and the High-level Goals

Principle	High-Level Goal
Cherish academic freedom, diversity of scholarship and pursuit of truth	*To be synonymous with a culture of academic freedom, diversity of scholarship, the pursuit of truth, and the highest level of academic standards.*
Position research at the heart of Trinity	*To fully reflect the research intensity of the institution in our governance, structures, and operational practices.*
Foster and grow research talent and leadership	*To develop the kind of research environment that attracts and nourishes the very best research talent and allows our researchers to excel at all stages of their career.*
Harness our collective expertise for the greater good	*To be bold in defining and taking the lead in multidisciplinary initiatives or emerging fields of research that leverage our expertise, for the long- term benefit of humanity.*
Broaden our local and global impact	*To identify and deliver opportunities for local and global impact that exemplify the diverse forms of scholarship that are part of the Trinity research landscape and drive impact to new heights.*
Engage profoundly with our publics	*To be a world leader in how we communicate our research to our multiple audiences.*
Stand up for research	*To be a champion for a balanced research ecosystem in Ireland and Europe, one that has excellence as a foundation, and influence how research policy is developed to achieve this.*

2.8 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Governance and Management of Covid-19 in 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 online, (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

```
                              EXECUTIVE
                              OFFICERS
                               GROUP

 Emergency      Recruitment      Phased                      Major          Trinity
 Financial      Sub-Group        Resumption of               Emergency      Futures
 Management                      Activities                  Management     Group
 Group                           Group                       Team

            COVID-19         COVID-19      Resumption   International   COVID-19
            Prospective      Accommodation of Teaching  Students       Working
            Students /       Sub-Group     Working      Arrival Package Group
            Admissions                     Group        Working Group
            Working
            Group
```

Revised COVID-19 Management Governance Structures

```
                              EXECUTIVE
                              OFFICERS
                               GROUP

        Planning                 Trinity Living with            Trinity
        Group                    Covid Oversight                Futures
                                 Group                          Group

 Emergency    Recruitment   COVID-19    Continuity of  COVID-19       COVID-19
 Financial    Sub-Group     Management  Learning and   Accommodation  Prospective
 Management                 Team        Student        Sub-Group      Students /
 Group                                  Activities                    Admissions
                                                                      Working Group

                           COVID-19
                           Working
                           Group
```
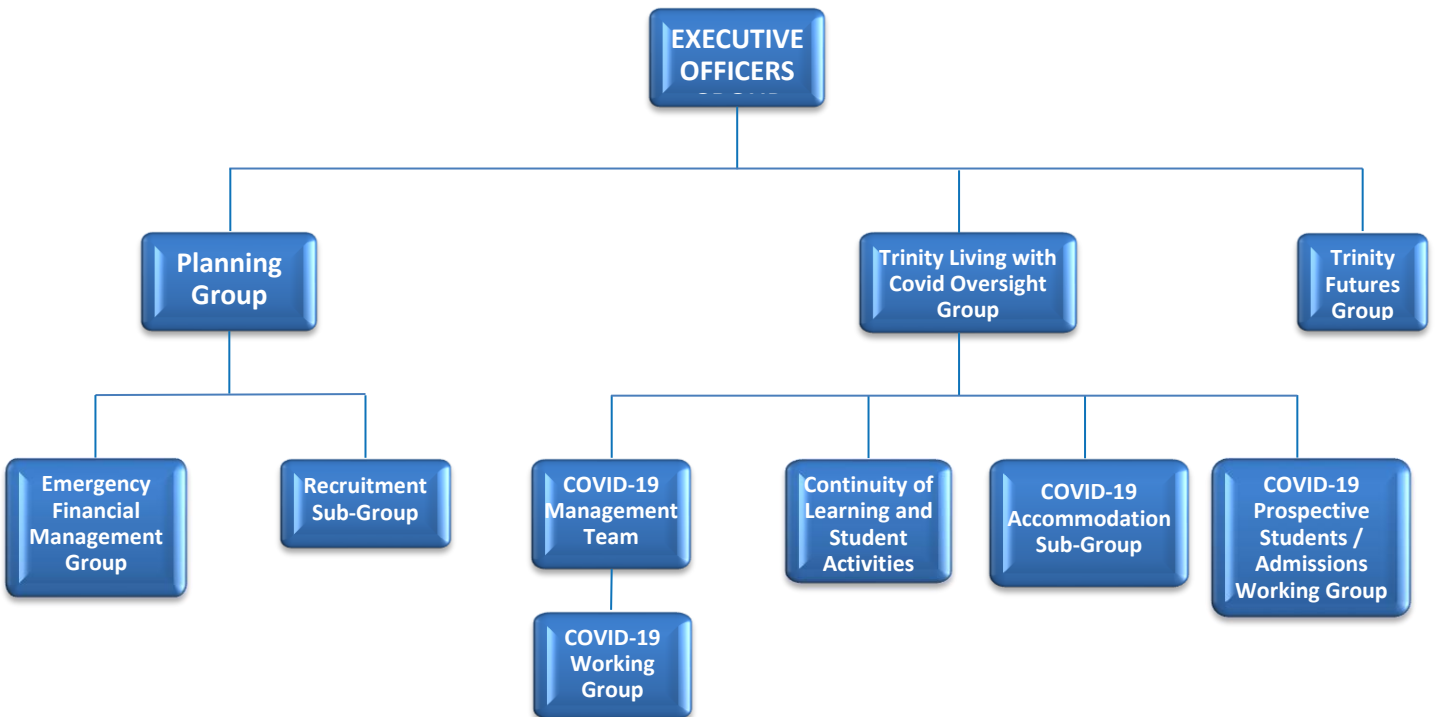
2.9 Objective 2: Enhancement of Quality through Governance, Policy and Procedure - Academic Policies Development, Implementation and Monitoring

Initiation:

The 2012 Institutional Review elicited a number of recommendations in respect of the development, implementation and monitoring of College-approved policies: *Trinity should ensure the unambiguous direction of strategic policies at College level with devolved responsibility for delivery by Faculties/Schools.*

The key reference document accessed by staff for 'policy' matters in 2012 was the *College Calendar;* the repository for academic regulations for undergraduate (Part 2) and postgraduate (taught, and Higher Degrees) (Part 3) studies.

At the time of the review, Institutional-level policies were published on the Trinity Home-page and related primarily to corporate activities.

Development:

Following the publication of Trinity's third Strategic Plan (2014-2019), the Quality Office initiated a Project to (i) research good practice in the area of policy development; (ii) conduct a mapping of policies in the European Standards Guidelines (ESG 2015) and the QQI Act 2012 (the QQI Core Quality Assurance Guidelines were not available until May 2016); and (iii) develop good practice resources for use by staff who would be responsible for developing/documenting policies.

The scope of work was limited to academic policies only. The search for evidence-based practice included all Irish Universities and the Russell Group of Universities (UK). Resources developed included:

- A checklist and guidelines for writing policies and procedures;
- A policy template based on Trinity's Visual Identity Guidelines.

Two policy workshops were held in March and April 2015 with staff from Academic Affairs and the Quality Office, to socialise the resources and build consistency of approach.

As policies were drafted over the ensuing months, they were reviewed by the Academic Administrators Group, the Senior Lecturer/Dean of Undergraduate Studies, the Dean of Graduate Studies, the Registrar and the Academic Secretary. This group is responsible for polices related to undergraduate study, postgraduate study and Trinity Awards.

A distinction was made between the approval pathways for: (i) those policy topics where policy was pre-approved and there was awareness of the policy decision, but where benefit could be realised from formalising a policy document and making it accessible to staff; and (ii) new policies that required formal approval via the academic committees of the University Council and College Board.

Implementation:

The Trinity Teaching and Learning website was updated to include an Academic Policies and Procedures page, where all academic polices are accessible to staff. Between 2015 and 2020, a suite of 30 academic policies were added to the Academic Policies and Procedures webpage.

Best practice requires that policies are regularly reviewed and updated to ensure that they are fit-for-purpose and reflect changes to legislation and strategy. Approved policies include a date of next review. Staff in Academic Affairs and the Quality Officer maintain a 'Policy Register' and have developed an internal procedure to address the cycle of review of existing academic policies. Between 2018 and 2020, a number of these polices underwent review and revision, and the need for new policies was identified in response to internal change initiatives such as the Trinity Education Project (TEP) and external changes such as the European Union – General Data Protection Regulation (EU-GDPR).

To close the communication loop to staff, links to the Academic Policies and Procedures page are included on the Trinity Home-page and from 2020/21, a link and a listing of all Academic policies and procedures was included in the College Calendar.

Benefits of the Project:

The benefits of the Project are many and include first and foremost the benefit to Trinity as an institution and to its staff in having a suite of documented academic policies, available in the public domain and accessible to all staff. They demonstrate a 'provider-owned' quality assurance system and evidence both a documented system and a governance approach to Quality, as per the QQI Core Statutory Quality Assurance Guidelines.

Evaluation and Impact:

Monitoring of local level implementation and impact of academic policies occurs through the Annual Faculty Quality Report. This report is based on an annual request to Schools for information on quality activities including conduct of policy-mandated actions such as module and programme evaluations, timeframes for return of coursework and response to external examiner reports and results of the Irish Student Survey.ie.

The impact of closing the feedback loop on policy implementation via the Annual Faculty Quality Report has resulted in (i) the External Examiner Enhancement Project in 2018; (ii) a review of module evaluation processes, the adoption of mid-module evaluations and the establishment of Staff Student Liaison Committees in many Schools in 2019.

The revision of the External Examiner Policy to address remote attendance by external examiners at Courts of Examiners in 2018, expedited the transition to virtual Courts of Examiners in 2020/21 following the outbreak of the Covid-19 pandemic.

Policy Management Framework

- new legislation
- new strategy
- restructuring
- good practice
- identified risk
- feedback

identify the **policy need**

→

identify the **policy owner**

→

confirm the **approval pathway**

liaise with the **policy owner** e.g. the responsible College Officer

→

research **good practice**

→

consult with **key stakeholders**

draft policy using the **approved template**

→

invite feedback from stakeholders

→

agree the **final draft**

circulate policy to **relevant Committees**

→

incorporate **Committee feedback**

→

submit to University and College **COUNCIL BOARD**

publish on the Trinity website

communicate to stakeholders

review regularly

2.10 Objective 2: Enhancement of Quality through Governance, Policy and Procedures – Development and Implementation of a New Senior Academic Promotions Procedure

Initiation:

In 2015, Board requested a review of the Senior Academic Promotions Process (SAPC). Professor Jeremy Sanders, the former Pro-Vice Chancellor for institutional Affairs at the University of Cambridge, was engaged to conduct the review and assess whether Trinity's policies were:

- consistent with the mission of the University;
- comparable to policies in peer universities;
- compliant with the regulations issued from the Department of Education and Skills;
- assess the associated procedures for openness, transparency, fairness, and operational efficiency.

Development:

Professor Sanders compiled his report between June - September 2016. He was provided with all the promotion policies and procedures. Feedback was sought via a confidential email address to which academics could submit comments and evidence anonymously. The draft recommendations (n=13) were communicated to Board in November 2016. The Vice-Provost/Chief Academic Officer (VP/CAO) was asked to prepare detailed procedures to implement the recommendations, to return to Board for approval. A Working Group was established to draft the new Senior Academic Promotions Policy, which was communicated to Board 15th of November 2017. Following feedback from Board, the final Senior Academic Promotions Procedure, incorporating 12 of the 13 recommendations from the Sanders review, was approved 23rd May 2018.

Recommendations:

Some of the important recommendations are:

Quota:

- The Provost, with the approval of Board, should state the financial envelope available for promotions for that year.
- The quota should be defined by this financial envelope at the outset of each Promotions Round.

Criteria and Scoring:

- Candidates would have to be outstanding in one of the criteria of Research and Scholarship or Teaching to be promoted.
- A threshold score was introduced that ensures candidates are contributing across all criteria to be promoted.

External Committee Members:

The addition of three external distinguished academics from External Institutions, one per Faculty.

Communication to Stakeholders:

A communication was issued from the Vice-Provost/CAO on the Sanders Report and the Report was made available from the Secretary's Office. The new Senior Academic Promotions Policy was communicated to all internal staff at the opening of the Senior Academic Promotions Call 2018. The new Policy was also added to the HR website and specific promotions webpages were created. Further to the above there were roadshows conducted that sought to inform the academic body on the new process and on how to fill out the application form.

Benefits of the Project:

Through the threshold scoring there is now a recognition that you can be promoted through excellence in teaching.

The External Committee members have provided invaluable expertise and insight from their respective perspectives.

Evaluation and Impact:

The new Procedures have been in place for the last two Promotions Calls, which resulted in 83 promotions. At the end of each promotion stage a lessons learned session is conducted. For instance, at the Faculty Review Committee stage after the final reviews are complete, the Chairs seek feedback from the Committees. This is then compiled and brought to a session conducted by the Provost after the call has been concluded. After the first call some changes to improve the process were implemented:

- the removal of a 5% reweighting that could be done by applicants for promotion to Associate Professor.
- Re-instatement of interviews for the Professor Of (Personal Chair) cohort in the 2019 Promotions Call.
- More detailed and specific feedback to unsuccessful candidates.

While there is wide acknowledgment of improvements and benefits arising out of this new process, considerable concerns remain around, for example

- the imposition of a quota set by financial determinants;
- the decision not to approve a recommendation to grant Assistant Professors above the Merit Bar the title of Associate Professor;
- the desirability of discipline specific metrics.

Conclusion:

Although the changes to the procedures have produced improvements and benefits, as measured by for example the reduced number of appeals, there remains further work to do to respond to feedback from academic staff. It is anticipated that ongoing enhancement and development of promotion procedures will be required. These will be informed by lessons learned from each call.

2.11 Objective 2: Enhancement of Quality through Governance, Policy and Procedures - Trinity Education Project (TEP) Governance Structures

Initiation:

The Trinity Education Project (TEP) is the most radical renewal of the undergraduate curriculum at Trinity College in more than a century. Work began on TEP in April 2013 and continued until the launch of the Trinity Education in October 2020.

TEP was delivered over four phases (Figure 1) and a Governance Structure evolved over the course of the Project to meet the needs of each phase. The Governance Structure consisted of:

- an overarching Steering Committee established by Council, which had overall responsibility for the sponsorship, planning and delivery of the Project;
- strands/subgroups/workstreams that reported into the Steering Committee.

Implementation:

Phase 1: Research and Analysis
April 2013 – March 2015

During Phase 1 a review was conducted of the current range of programme offerings at Trinity, the international and national context, and curriculum reform projects internationally. There was also consultation on the graduate attributes and a benchmarking exercise was completed to provide the evidence base for further discussion and to inform the Project scope subsequently approved by University Council. The Project management governance structure was implemented from Phase 2 onwards. This phase of research and analysis informed the development of the Trinity Strategic Plan Goal 3 'renew the Trinity Education'.

Phase 2: Design
October 2015 – June 2016

The 'Design' phase was concerned with developing the curriculum principles and architecture, the seven Features of a Trinity Education and the Academic Year Structure (AYS). The TEP Governance Structure established for Phase 2 consisted of a Steering Committee and seven Strands (see Figure 2).

The seven Strand Leads were members of the Steering Committee and were responsible for working with their teams to ensure that the objectives of the Strand were achieved within the agreed timeframe.

Phase 3: Planning for Implementation
April 2013 – March 2015

The TEP Governance Structure for Phase 3: 'Planning for Implementation', was established to ensure that TEP achieved its overall objective, remained in scope and was delivered on time. The Governance Structure consisted of the Steering Committee with six subgroups (see Figure 3). Membership of each subgroup consisted of representatives from the Students' Union (SU) and academic and professional, technical and support staff from across the University, enabling a collaborative rather than a top-down approach to Phase 3.

Phase 4: Implementation and Mainstreaming
Sept 2018 – Sept 2020

The aims of Phase 4 were to complete TEP with activities mainstreamed into the work of existing or newly created units, to deliver all the features of TEP, resolve logistical and other challenges that arose due to the implementation of TEP and plan and coordinate the transition to ensure the management and maintenance of TEP achievements in the longer term. Phase 4 was governed by a Steering Committee reporting to University Council, chaired by the Vice-Provost/CAO as Project Sponsor. Four Workstreams, each with its own Chair and Lead, reported into the Steering Committee. TEP Plenary, chaired by the Provost as Project Chair, maintained an overview of the progress of TEP Steering and the Workstreams in delivering the Project plan. Figure 4 illustrates the Governance Structure. Any elements that required a change to existing policies or structures, or that required new policies, were brought through the University's relevant governance

structure as appropriate.

Supporting Policies and Procedures:

The TEP Governance Structure was implemented according to the College's Capital Project Governance Processes (see Programme Management Office).

Communication to Stakeholders:

The TEP Governance Structure involved many academic and professional staff on its Workstreams and Subgroups, meaning that views were represented from across the University. Student representatives were key members of all groups under the Governance Structure. While the quarterly Plenary Committee sessions chaired by the Provost in Phase 4 were outside of the formal Governance Structure, they were well received as information-sharing opportunities. The Governance Structure for each phase was published on a dedicated TEP website.

Benefits of the Project:

After the first phase of Research and Analysis, a decision was taken to implement the objectives of the Strategic Plan using Project management structures. A Project Manager was assigned and a Steering Committee established ensuring that the overall Project objectives were delivered on time, the Strategic Plan objectives to renew the undergraduate curriculum have been implemented systematically and that the changes will be embedded due to the robust mainstreaming of all elements of the Project. The Governance Structure and membership changed with each phase of the Project. This ensured that many members of the College community were involved in informing the decisions that were brought for approval to Council and to Board. Wide representation of academic, professional staff and students in the membership of Workstreams has meant that the approach to delivering the Project has been collaborative. This avoided a top-down approach, as members could bring their experience and represent the views of their colleagues to inform decision-making. One of the lessons learned from the governance of the Project is that membership of longer-term projects be reviewed at the end of each phase and that as wide a representation of the staff and student body as possible, appropriate to the Project, be included.
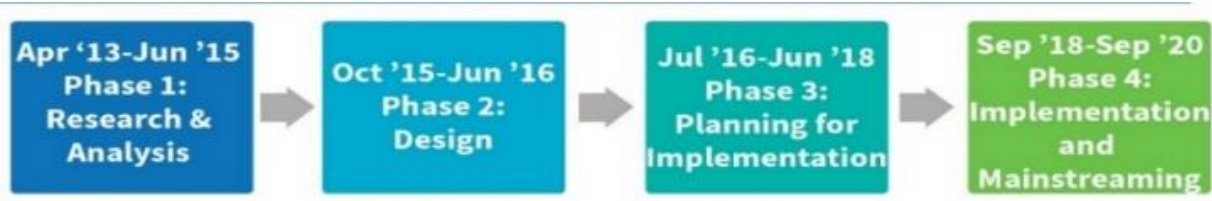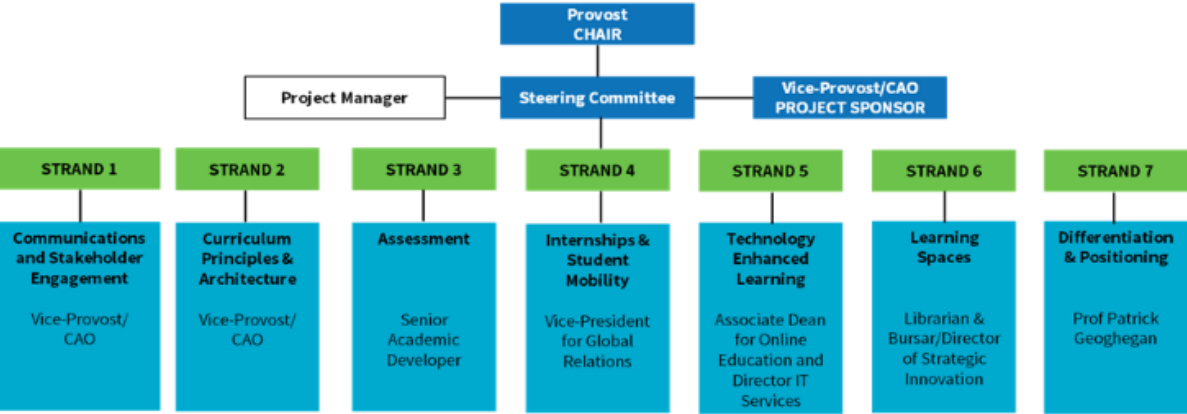
Figure 1: Phased timeline
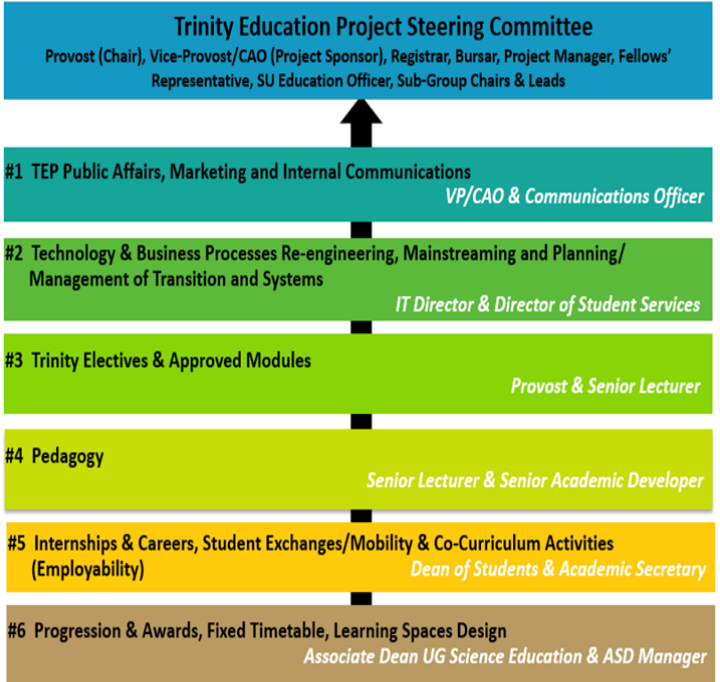

Figure 2: Phase 2 Governance Structure

Figure 3: Phase 3 Governance Structure

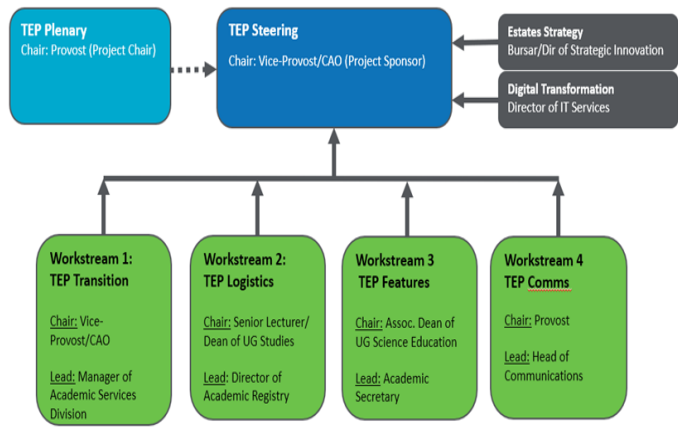Figure 4: Phase 4 Governance Structure

3.1 Objective 3: Access, Transfer & Progression – Enhancing Applications and Admissions Reporting

[Trinity's Strategic Plan 2020-2025](#) identifies diversity of the student body as a key theme and the Application and Admissions Report will support ongoing management of this activity.

Essentially, the goal was to move from the 'As-Is' situation typified by:

- a single summary report at the end of an annual Admissions cycle, requiring much effort to produce;
- a reliance by Schools on local data sets and reports leading to numerous queries on conflicting data, double counting etc.;
- ad hoc requests throughout the cycle from Schools and Global Relations (GR) tying up admission staff on counting, reconciling how many applications received/offers sent out etc.'), introducing competing priorities to their core work of progressing applications, leading to tension between Schools and Academic Registry (AR).

to a 'To- Be' situation that places reliance on a master data set:

- with regular, automated, standard reporting to provide timely, overarching visibility of the status of all applications in the system;
- support operational planning and management decisions;
- target areas requiring support, and
- generally help provide an easy, structured understanding of the entirety of applications and a better experience for applicants.

When reviewing applications and admission data, it was important to understand and be clear on what application and decision statuses are. The terminology used in the report is defined in Table 1 below: *Statuses and Meaning*.

Initiation:
The core focus in developing the Application and Admissions Report was to report on data which can be split across Faculty, School and Programme and can be drilled down to an applicant level. The report tracks applications across the application pipeline and identifies the progress and status of current applications.

The Report presents detailed information on the progress and decision status of all direct applications received for entry in the academic year in question, which includes applications to Postgraduate Taught and Postgraduate Research programmes and International Undergraduate applications. EU applications are centrally managed through the national Central Admissions Office (CAO) and are not included in this report currently.

As it has become increasingly important to have visibility on the country of domicile of those submitting direct applications, additional reports were developed to incorporate that information. Additionally, to assess successful applicants taking up their place, reports by country of domicile track applications that have been withdrawn, or where permission has been granted for deferral.

Development:
The key component of the development was ensuring that SITS (Strategic Information Technology System) was the single source of truth for all application and admission reporting throughout the University. The data for each admission cycle is for the coming academic year, for example, a report on 20th November 2020 refers to 21/22 application and admission data.

The development of this reporting also helped data anomalies which were investigated and cleansed in consultation with key stakeholders.

As the Project advanced, other data sets were added including the ageing of applications in the system and coding of study abroad applications (Erasmus and Worldwide). Working with key stakeholders including Trinity's Admissions Officer, Director of Student Services, GR and Schools, the multiple application and admission reporting requirements were incorporated into the Report. The key to success is clearly defined data mappings and business logic to ensure that this data source was interpreted correctly and became system-generated without the need for further interpretation.

Supporting Policies and Procedures:
This Project has been driven by the Director of Student Services, AR, and GR.

The Report has been used to inform management groups during the Covid-19 crisis. This data informs University plans and strategies, forecasts revenue, develops metrics from student applications to registered students and is shared with Schools weekly for operational planning.

Communication to Stakeholders:
Reports are circulated weekly to Heads of School, Directors of Teaching and Learning (undergraduate and postgraduate), School and Course Office Managers, Senior Lecturer, Dean of Graduate Studies, GR and Faculty Managers. The information is also presented weekly at the Admissions Group meeting, forms part of the AR Annual Report and feeds into the Senior Lecturer's Annual Report and the Dean of Graduate Studies' Annual Report.

Benefits of the Project:
Ultimately this is to improve the turnaround time for applications, creating a better applicant experience and a more competitive University process.

Continued work on management reporting ensures:
1) Increased Communication;
2) Improved accuracy and timeliness;
3) Improved efficiency and decision-making;
4) Visibility of the trends and factors affecting the organisation;
5) Development of future key performance indicators.

Conclusion:
The Project has enabled the University to produce up-to-date measurable data which can be monitored and evaluated for quality purposes on a daily basis.

This has provided a foundation upon which further improvements can be made. The next step is to find a way in which these foundational reports can be provided to end users in a way that facilitates further self-service analytics in a data safe, reliable way. This work is underway.

Table 1: Statuses and Meaning

Application Progress Status	Meaning
Academic Review	Number of applications in Schools awaiting assessment.
Academic Review Complete	Decision has been made and returned to AR for processing.
Additional Assessment Scheduled	Additional assessment is required e.g. student to be interviewed.
Conditional Offer	Conditional Offer has been issued to student.
Conditional Offer Accepted	Conditional Offer has been accepted by the student.
Conditional Offer Declined/No Response	Student declined or did not respond to the Conditional Offer.
Failed to meet conditions	A Conditional Offer was issued but the student failed to meet the conditions; Application unsuccessful.
Firm Offer	Firm Offer has been issued to the student.
Firm Offer Accepted	Firm offer has been accepted by the student.
Firm Offer Declined/No Response	Student declined or did not accept the Firm Offer.
Incomplete	Application is incomplete.
Met Conditions	Student with Conditional Offer has met the conditions of the offer.
Met Conditions Accepted/No Response	Conditional Offer has been converted to a Firm Offer and student has either accepted or not yet responded.
Pending Decision	Application is with School or AR awaiting assessment.
Unsuccessful	Application has been unsuccessful.
Waiting Assessment by AR	Applies to undergraduate applications which are centrally assessed by AR.
Waiting List	Decision of Waiting List has been returned to AR.

Table 2: Sample report (Faculty Level)

APPLICATION PROGRESS STATUS

Faculty	CourseGroup	Unsuccessful	Incomplete	Waiting List	Academic Review	Academic Review Complete	Additional Assessment Scheduled	Waiting Assessment by AR	Conditional Offer	Met Conditions	Firm Offer	Grand Total
AHSS	PGD (Postgraduate Doctorate)	1	1	1	300		6		3	1	10	323
	PGDD (Postgraduate Distance Doctorate)										1	1
	PGR (Postgraduate Research)	1										1
	PGT (Postgraduate Taught)	568	35	7	469	51	405		538	31	216	2,320
	UG (Undergraduate)	14	58	2	17	2		67	39		72	271
AHSS Total		**584**	**94**	**8**	**771**	**68**	**413**	**67**	**580**	**32**	**299**	**2,916**
FEMS	PGD (Postgraduate Doctorate)				3	2			1		1	7
	PGR (Postgraduate Research)				1				1	1		3
	PGT (Postgraduate Taught)	152	6		533	6	166		88	5	30	986
	UG (Undergraduate)	7	40			4	3	26	59		42	181
FEMS Total		**159**	**46**		**537**	**12**	**169**	**26**	**149**	**6**	**73**	**1,177**
HS	PGD (Postgraduate Doctorate)				33				1	1	2	37
	PGT (Postgraduate Taught)	1	10		103		4		7		2	127
	UG (Undergraduate)	28	18		14	1		59	2		3	125
HS Total		**29**	**28**		**150**	**1**	**4**	**59**	**10**	**1**	**7**	**289**
Multi Faculty	FND (Foundation)				28							28
	UG (Undergraduate)	4	21		3	16		27	10		38	119
	UGV (Undergraduate Visiting)				1			3				4
Multi Faculty Total		**4**	**21**		**32**	**16**		**30**	**10**		**38**	**151**
Grand Total		**776**	**189**	**8**	**1,490**	**97**	**586**	**182**	**749**	**39**	**417**	**4,533**

APPLICANT DECISION STATUS

Faculty	CourseGroup	Invalid	Unsuccessful	Conditional Offer Declined	Firm Offer Declined	Pending University Decision	Conditional Offer No Response	Firm Offer No Response	Met Conditions No Response	Conditional Offer Accepted	Met Conditions Accepted	Firm Offer Accepted	Grand Total
AHSS	PGD (Postgraduate Doctorate)		1			308	1	4		2	1	6	323
	PGDD (Postgraduate Distance Doctorate)							1					1
	PGR (Postgraduate Research)	1											1
	PGT (Postgraduate Taught)		568	7	5	967	274	100	7	257	24	111	2,320
	UG (Undergraduate)	1	12		1	147	37	62		2		9	271
AHSS Total		**1**	**582**	**7**	**6**	**1,422**	**312**	**167**	**7**	**261**	**25**	**126**	**2,916**
FEMS	PGD (Postgraduate Doctorate)					5	1					1	7
	PGR (Postgraduate Research)					1				1	1		3
	PGT (Postgraduate Taught)		152		2	711	49	20	2	39	3	8	986
	UG (Undergraduate)		7	1	1	73	55	37		3		4	181
FEMS Total			**159**	**1**	**3**	**790**	**105**	**57**	**2**	**43**	**4**	**13**	**1,177**
HS	PGD (Postgraduate Doctorate)					33	1	2			1		37
	PGT (Postgraduate Taught)		1			117	4			3		2	127
	UG (Undergraduate)		27			93	2	2				1	125
HS Total			**28**			**243**	**7**	**4**		**3**	**1**	**3**	**289**
Multi Faculty	FND (Foundation)					28							28
	UG (Undergraduate)		4		1	67	9	35		1		2	119
	UGV (Undergraduate Visiting)					4							4
Multi Faculty Total			**4**		**1**	**99**	**9**	**35**		**1**		**2**	**151**
Grand Total		**1**	**773**	**8**	**10**	**2,554**	**433**	**263**	**9**	**308**	**30**	**144**	**4,533**

Table 3: Sample report (Course Level)

APPLICATION PROGRESS STATUS

Faculty	School	Course	Fee Status	Unsuccessful	Incomplete	Waiting List	Academic Review	Academic Review Complete	Additional Assessment Scheduled	Waiting Assessment by AR	Conditional Offer	Met Conditions	Firm Offer	Grand Total
AHSS	AHS-BU (AHSS, Business)	PDBU-ACCO-1F (Accounting)	EU					2			6			8
			Non-EU	2					4		6		3	15
		PRBU-BUSI-2P (PhD in Business)	EU	1							2			3
		PRBU-BUSI-4F (PhD in Business)	EU	1					1					2
			Non-EU	1			2		2		1		3	9
		PTBU-BADM-1F (Business Administration)	EU										2	2
			Non-EU										14	14
		PTBU-BADM-1P (Business Administration)	EU										4	4
			Non-EU										1	1
		PTBU-BANA-1F (Business Analytics)	EU								6		1	7
			Non-EU	77	2		9		120		35	3	15	261
		PTBU-BMAN-2F (Management)	EU				3				3		1	7
			Non-EU	40			38		49		30	4	14	175
		PTBU-DMST-1F (Digital Marketing Strategy)	EU	2			5				17	4		28
			Non-EU	94			25	1	28		50	9	9	216
		PTBU-ENTR-1F (Entrepreneurship)	EU				2				4			6
			Non-EU	10			5	4	1		3	1	3	27
		PTBU-FINA-1F (Finance)	EU	8			12				23	1	3	47

APPLICATION DECISION STATUS

Course	Fee Status	Invalid	Unsuccessful	Conditional Offer Declined	Firm Offer Declined	Pending Decision	Conditional Offer No Response	Firm Offer No Response	Met Conditions No Response	Conditional Offer Accepted	Met Conditions Accepted	Firm Offer Accepted	Grand Total
PDBU-ACCO-1F (Accounting)	EU					2	1			5			8
	Non-EU		2			4	5	1		1		2	15
PRBU-BUSI-2P (PhD in Business)	EU		1								2		3
PRBU-BUSI-4F (PhD in Business)	EU		1			1							2
	Non-EU		1			4		1		1		2	9
PTBU-BADM-1F (Business Administration)	EU											2	2
	Non-EU							2				12	14
PTBU-BADM-1P (Business Administration)	EU							1			3		4
	Non-EU									1			1
PTBU-BANA-1F (Business Analytics)	EU						4			2		1	7
	Non-EU		77			131	20	6		15	3	9	261
PTBU-BMAN-2F (Management)	EU					3	2			1		1	7
	Non-EU		40			87	16	7		14	4	7	175
PTBU-DMST-1F (Digital Marketing Strategy)	EU		2			5	6	1		11		3	28
	Non-EU		94	1		54	19	3	3	30	6	6	216
PTBU-ENTR-1F (Entrepreneurship)	EU					2	3			1			6
	Non-EU		10			10	2	1		1	1	2	27
PTBU-FINA-1F (Finance)	EU		8		1	12	8	1		14	1	2	47

3.2 Objective 3: Access, Transfer & Progression – Enhancing Progression and Retention Reporting

Trinity's Strategic Plan 2014-2019, Goal A1.1, was to measure Access and Participation to 'improve rates of undergraduate transition from first to second year courses to 90% by 2019'.

Essentially, the goal was to measure students enrolled in their first Higher Education Programme at Trinity, who successfully progressed from Junior Fresh (Year 1) to Senior Fresh (Year 2).

When discussing progression and retention it is important to understand and be clear on what these two concepts mean. The terminology used and the understanding around definitions is important.

1. Progression ensures that students demonstrate the skills and competencies needed to complete their academic programme and continue successfully towards completion.

2. Retention is the outcome of how many students remained enrolled from academic year to academic year. This number can be applied to any defined cohort.

Initiation:
The core focus in enhancing progression and retention reporting was to expand the original remit of the Strategic Plan 2014-2019 to look at all cohorts of students in Trinity. Phase 1 of this Project focused on retention and progression for all Undergraduate programmes across all years of study; ensuring that the methodology used could be rolled out to all course groups i.e. (Foundation, Undergraduate and Postgraduate) in the later phases.

Development:
The key component of this development was ensuring that SITS (the Strategic Information Technology System) was the single source of truth for all this reporting. The data for the academic year 2018/19 was used as the baseline for the Report's development. This academic year was used to focus and triage the Report and the data.

As with all reporting projects the development allowed Trinity to identify data anomalies which were investigated, and a data cleanse was undertaken with key stakeholders.

The Progression and Retention Data Report was subsequently extended to compare data across different Entry Routes and bring added benefit from a more disciplined approach to a single master data set, agreed definitions and standard reports.

Working with key stakeholders, including Trinity's Admissions Officer and the TAP (Trinity Access Programme) Office, the multiple admission Entry Routes into Trinity were incorporated into the Report. This provided intelligence on Entry Routes and combined that data with both progression and retention. The key to success is clearly defined data mappings and business logic to ensure that this data source was interpreted correctly and became system-generated without the need for further interpretation.

Supporting Policies and Procedures:
Support for this Project has been driven by the Academic Registry, the Director of Student Services and the Quality Office, who previously had the remit for this reporting.

The Widening Participation Working Group chaired by the Senior Lecturer has been an invaluable forum to present the data as the Project continues. This data has helped shape discussion and will become integral to policy decisions recommended by this Working Group.

Communication to Stakeholders:
The data presented as part of the 2018/19 analysis, and included in the Senior Lecturer's Annual Report (Retention Data 2018/19 - Senior Lecturer's Annual Report 2018/19 Appendix VI to Appendix X), has been shared with all Faculties in Trinity. It was the first time that Trinity had reported on Retention for Undergraduate students across all years of study.

Benefits of the Project:
Implementation of this Project has allowed the Academic Registry to create a report that maximises efficiency as it presents data from a single source.

Trinity is removing reliance on data that is held outside of the SITS system and must be compiled and interpreted by multiple areas across Trinity.

Continued work on management reporting ensures:

1. Increased Communication;
2. Improved accuracy and timeliness;
3. Improved efficiency and decision-making;
4. Visibility of the trends and factors affecting the organisation;
5. Facilitates the development of the organisation including future key performance indicators.

Conclusion:
The Project has enabled the University, for the first time, to produce measurable data which can be monitored and evaluated for quality purposes. It has provided a single version of the truth and no longer relies on multiple sources of information. This ensures the integrity of the data is maintained and the reputation of the Academic Registry is enhanced in the provision of a centralised source of accurate data.

Tables 1,2,3: Sample Widening Participation Progression Reports

Widening Participation   18/19

Total (FND & UG)   12,051
Standard Entry   9,418
Widening Participation (all categories)   2,633
                                                             22%

Table 1: by Access Route

⊞ **Foundation**	**63**
⊟ **Undergraduate**	
DARE (Merit offer)	245
DARE (Reduced points offer)	581
HEAR (Merit offer)	185
HEAR (Reduced points offer)	467
ex Foundation into full degree (Mature)	88
ex Foundation into full degree (Young Adult)	140
FETAC/QQI	76
Mature	602
Northern Ireland Feasibility Study	105
Trinity Admissions Feasibility Study	81
Standard Entry	9,418
Undergraduate Total	**11,988**
Grand Total	**12,051**

Table 2: Progression by Access Route

Row Labels ▼	PASS	Fail	Not Prog
⊞ **FND**	**95%**	**5%**	
⊟ **UG**			
DARE (Merit offer)	96%	1%	
DARE (Reduced points offer)	93%	1%	
HEAR (Merit offer)	98%	1%	
HEAR (Reduced points offer)	93%	1%	
ex Foundation into full degree (Mature)	89%	2%	
ex Foundation into full degree (Young Adult)	92%	2%	
FETAC/QQI	96%	1%	
Mature	93%	0%	
Northern Ireland Feasibility Study	99%		
Trinity Admissions Feasibility Study	96%		
Standard Entry	95%	1%	
UG Total	**95%**	**1%**	
Grand Total	**95%**	**1%**	

Table 3: Progression by Access Route by Standing

Count of Student Number

Row Labels	1 PASS	1 Fail	1 Not Progressed	1 Repeat year	1 Blank	1 Total	2 PASS	2 Fail	2 Not Progressed	2 Repeat year	2 Blank	2 Total	3 PASS	3 Fail	3 Not Progressed	3 Repeat year	3 Blank	3 Total	4 PASS	4 Fail	4 Not Progressed	4 Repeat year	4 Blank	4 Total	5 PASS	5 Fail	5 Repeat year	5 Blank	5 Total	Grand Total
⊞ FND	49	3				52	9					9																		61
⊟ UG																														
DARE (Merit offer)	75	1	1	1		78	62	1		3		66	71		1		2	74	41		1		1	43	6				6	267
DARE (Reduced points offer)	187	3	2			192	143		5	13	1	162	140	2	1	4	1	148	122		1	2	9	134	6		1		7	643
HEAR (Merit offer)	33		1			34	35					35	51		1			52	40	1	1			42	2				2	165
HEAR (Reduced points offer)	110	3	2	2		117	89		7	4		100	108	1		4	1	114	118		1	1	7	127	10				10	468
ex Foundation into full degree (Mature)	19	1		1		21	19	1		2	1	23	22					22	15			1	2	18	1				1	85
ex Foundation into full degree (Young Adult)	27	2		1	1	31	33		1	3		37	26	1				27	25				1	26	5				5	126
FETAC/QQI	39	1		1		41	33					33	18					18	10		2			12						104
Mature	128	1		5		134	154	2		6		162	156	2		5	2	165	115	1	6	6	7	135	16				16	612
Northern Ireland Feasibility Study	26					26	24		1			25	35					35	16					16	2				2	104
Trinity Admissions Feasibility Study	22			1		23	15					15	20		1	1		22	19					19						79
Standard Entry	2,496	29	20	24	30	2,599	2,201	13	57	47	2	2,320	2,082	7	3	34	44	2,170	1,940	5	5	18	162	2,130	342	1	1	2	346	9,565
UG Total	3,162	40	27	36	31	3,296	2,808	15	73	78	4	2,978	2,729	13	5	50	50	2,847	2,461	7	16	29	189	2,702	390	1	1	3	395	12,218
Grand Total	3,211	43	27	36	31	3,348	2,817	15	73	78	4	2,987	2,729	13	5	50	50	2,847	2,461	7	16	29	189	2,702	390	1	1	3	395	12,279

by Final Exam Result By Standing (% of row total)

Count of Student Number

Row Labels	1 PASS	1 Fail	1 Not Progressed	1 Repeat year	1 Blank	1 Total	2 PASS	2 Fail	2 Not Progressed	2 Repeat year	2 Blank	2 Total	3 PASS	3 Fail	3 Not Progressed	3 Repeat year	3 Blank	3 Total	4 PASS	4 Fail	4 Not Progressed	4 Repeat year	4 Blank	4 Total	5 PASS	5 Fail	5 Not Progressed	5 Repeat year	5 Blank	5 Total	Grand Total
⊞ FND	94%	6%				85%	100%					15%																			100%
⊟ UG																															
DARE (Merit offer)	96%	1%	1%	1%		29%	94%	2%		5%		25%	96%		1%		3%	28%	95%		2%		2%	16%	100%					2%	100%
DARE (Reduced points offer)	97%	2%	1%			30%	**88%**		3%	8%	1%	25%	95%	1%	1%	3%	1%	23%	91%		1%	1%	7%	21%	86%			14%		1%	100%
HEAR (Merit offer)	97%		3%			21%	100%					21%	98%		2%			32%	95%	2%	2%			25%	100%					1%	100%
HEAR (Reduced points offer)	94%	3%	2%	2%		25%	89%		7%	4%		21%	95%	1%		4%	1%	24%	93%		1%	1%	6%	27%	100%					2%	100%
ex Foundation into full degree (Mature)	90%	5%		5%		25%	**83%**	4%		9%	4%	27%	100%					26%	83%			6%	11%	21%	100%					1%	100%
ex Foundation into full degree (Young Adult)	**87%**	6%		3%	3%	25%	**89%**		3%	8%		29%	96%	4%				21%	96%				4%	21%	100%					4%	100%
FETAC/QQI	95%	2%		2%		39%	100%					32%	100%					17%	83%		17%			12%							100%
Mature	96%		1%	4%		22%	95%	1%		4%		26%	95%	1%		3%	1%	27%	85%	1%	4%	4%	5%	22%	100%					3%	100%
Northern Ireland Feasibility Study	100%					25%	96%		4%			24%	100%					34%	100%					15%	100%					2%	100%
Trinity Admissions Feasibility Study	96%			4%		29%	100%					19%	91%		5%	5%		28%	100%					24%							100%
Standard Entry	96%	1%	1%	1%	1%	27%	95%	1%	2%	2%	0%	24%	96%	0%	0%	2%	2%	23%	91%	0%	0%	1%	8%	22%	99%	0%	0%	1%		4%	100%
UG Total	96%	1%	1%	1%	1%	27%	94%	1%	2%	3%	0%	24%	96%	0%	0%	2%	2%	23%	91%	0%	1%	1%	7%	22%	99%	0%	0%	1%		3%	100%
Grand Total	96%	1%	1%	1%	1%	27%	94%	1%	2%	3%	0%	24%	96%	0%	0%	2%	2%	23%	91%	0%	1%	1%	7%	22%	99%	0%	0%	1%		3%	100%

3.3 Objective 3: Access, Transfer & Progression – 3Set Project - Developing Quality Student Services for Students' Mental Health and Wellbeing

◆◆◆ **Pilot Project** and ●●● **Research Project**

3Set Project Overview:
The **3Set – 3rd level Services for Engagement and Transformation** is a 3-year Project which began in January 2019 and will finish in June 2022.
It focuses on improving the quality of Student Services, particularly Student Counselling Services and Peer-led Transition Programmes, to facilitate student engagement, retention and success.
Student Counselling Services are the largest national provider of psychology-based mental health services for the 18-25-year-old demographic. At a national level, the inability to consolidate and collect data has led to notable inefficiencies, with each Higher Education Institution (HEI) independently trying to assess key retention and progression issues, argue for relevant resource generation and identify best practice for preventative measures.
The 3Set Project is a collaborative project between Trinity's Student Counselling, Student Learning Development & Student 2 Student service, University College Dublin's Youth Mental Health Laboratory and Athlone Institute of Technology.
The objectives of all partner institutions are focused on the transition, improved student experience, learning and progression of students, in line with the national priorities of the Higher Education Authority (HEA) and institutional priorities.

Initiation:
Work Package 1 (WP1) focuses on Student Counselling Services' national data sets, outcome measures and the development of a Practice Research Network (PRN). **Work Package 2 (WP2)** focuses on the review and development of student mental health practices & policies, specifically suicide prevention, national cross-sector partnerships and a shared resource development. **Work Package 3 (WP3)** focuses on developing an evidence-based, peer-led, social, academic and emotional transition programme.

Supporting Policies and Procedures:
This Project involves a comprehensive review of HEI counselling services, resources and peer-based interventions to model a consolidated approach to evaluation, intervention and preventative measures. These are in line with best practice nationally and internationally, and evidence-based.
A combination of questionnaires, surveys, focus groups, literature reviews, statistical data analysis and qualitative methods, such as Appreciative Inquiry (Stavros *et al.* 2015) and Grounded Theory, will be used to review best practices and procedures. A key outcome of the Project has been the National Framework for Suicide Prevention, which was launched in October 2020. Another is a partnership between Psychologist Counsellors of Higher Education in Ireland (PCHEI) and crisis text service 50808, a free, anonymous 24/7 text support service, launched by Minister Simon Harris on 15/9/2020. This provides access for all HEI students to online support 24/7.

Communication to Stakeholders:
The 3Set Project has a Steering Group with members who bring relevant expertise or facilitate stakeholder engagement and give useful advice to the Project. A Dean of Research chairs the Steering Group, which consists of representatives from PCHEI, the National Forum of Teaching and Learning (NFTL), the Irish Student Health Association (ISHA), Union of Students in Ireland (USI) and Disability Advisors Working Network (DAWN). Student representation on the Steering Group and the Student Advisory Group established by WP3 enable the Project to remain student-centered.

Benefits of the Project Impact Statement: By June 2022, the Project hopes to bring many benefits to higher education in Ireland, such as:
- Significantly improve the equality of opportunity by enhancing understanding, reporting and resourcing of students with mental health needs;
- Prove improvement in retention/progression following implementation of the pilot peer-led transition model;

- Agree and embed national data set standards, with annual collection, analysis and dissemination;
- Foster collaborative links between 22 HEI counselling services, DAWN and the Irish Student Health Association;
- Improve the transition into Higher Education and the first-year experience;
- Continue to work with the HSE (Health Service Executive) and other internal and external departments and agencies to continue to improve student mental health supports;
- Dissemination of annual statistics to all HEIs;
- Shared national resources targeting issues identified in the annual reports.

Challenges:
There are huge diversities in the resources of Student Counselling Services, which impacts on the capacity to collect and monitor data in HEIs. Ideally, to ensure all data is secure and General Data Protection Regulation (GDPR) compliant, all HEI Student Counselling Services should have online data systems to facilitate the national data set and outcomes measures.
Covid19 presented challenges to WP3, which had to adjust its Project timelines to delay the pilot and redevelop existing services and resources for online delivery. Only one pilot will now be feasible, but the pivot to focus on online delivery in summer 2020 has helped to develop a much stronger national network of Peer-Led Transition Co-ordinators, and has given WP3 an opportunity to build the student-voice comprehensively into the Programme design.

Sustainability:
The medium- long-term financial impact of Covid-19 on HEIs will be a challenge for the sustainability of the Project, as future funding will be needed for national data systems (WP1), implementing the National Student Mental Health and Suicide Prevention Framework (WP2) and resources for a national, Peer-Led Transition Programme (WP3).

WP1: National Database for Student Counselling Services
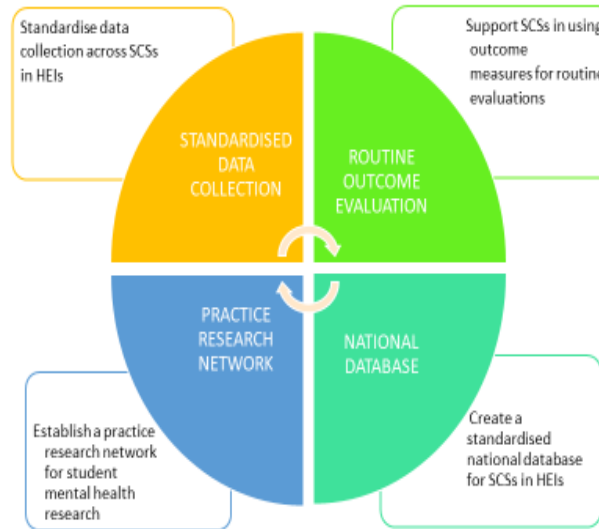
WP3 - Pivot
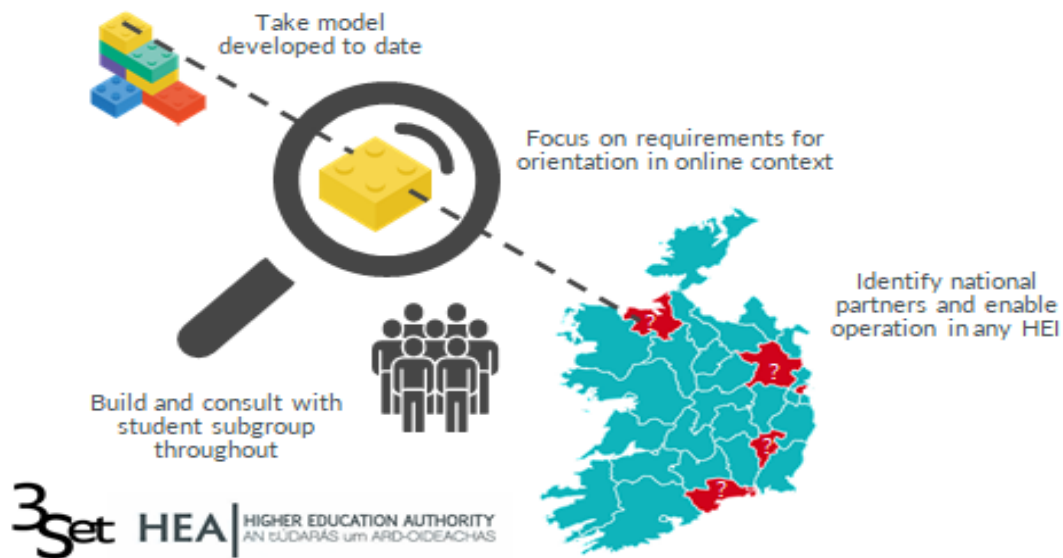
3.4 Objective 3: Access, Transfer & Progression - Transition to Trinity

The Transition to Trinity Programme is a three-phase programme to support students as they begin their studies in Trinity. The Programme caters to all incoming first year students with tailored information by course as well as additional information for specific cohorts of students, including international students, mature students, HEAR/DARE (Higher Education Access Route/Disability Access Route to Education) students and Trinity Access Programme students.

Initiation:
The Transition to Trinity Officer was appointed in 2016 after feedback from the StudentSurvey.ie (formerly Irish Survey of Student Engagement) indicated that first year students felt they needed more support in their first semester. The Transition to Trinity Programme was the first initiative created to provide a structured orientation and transition to the University, stretching through the first semester. The Programme sponsor is the Dean of Students.

Development:
The Transition to Trinity Programme was developed in consultation with other areas in the University and through benchmarking against peer university programmes and offerings. An Orientation Working Group was established to steer the development process. A sub-group of Student Life Committee, the Orientation Working Group, reports monthly to the Student-Life Committee which approved the Programme.

Key input areas for development of the Programme included the Senior Tutor's Office, Global Relations, Student 2 Student Peer Mentoring, the Library, Trinity Sport, the Students' Union, Academic Registry, Student Learning Development, Student Counselling, Healthy Trinity, Careers Advisory Service, Student Societies and Clubs.

The Programme comprises three phases: pre-arrival, orientation week and transition. Pre-arrival information focuses on providing information to students on administration and logistics. Orientation week focuses on academic information and socialisation and the transition phase is a weekly Programme through the first semester called *Trinity in Twelve Weeks*. Each week in the Programme is themed to provide students with information, advice, events and links to supports at appropriate times during the semester. Student Services and the Students' Union align workshops and events with the themed weeks for a holistic Programme.

Communication to Stakeholders:
Communication with incoming students during Phase 1 is done through a posted welcome guide, the orientation website and a concerted social media campaign. Phase 2 communication is face-to-face during orientation lectures and other activities. Communication of Phase 3 (*Trinity in Twelve Weeks*) information is provided through the Student 2 Student Peer Mentoring Programme. Information, links and events are sent each week to the Peer Mentors to include in their weekly emails to their mentees. Communication through the Peer Mentoring Programme was chosen to reinforce and integrate both Programmes and to ensure that incoming students see the information as useful when coming from their Peer Mentors.

Benefits of the Project:
The Project was conceived to provide continuous access to information on supports and services throughout Semester 1 and to support Peer Mentors in delivering activities and information to incoming students.

Some changes to orientation activities and to the *Trinity in Twelve Weeks Programme*, including the provision of more peer-led activities and interactive workshops, have been designed to foster a deeper sense of connection amongst students.

The *Twelve Weeks Programme* also provides a framework for student services and student organisations to plan events with relevant content for students.

Evaluation:
There has been a general upward trend in the proportions of first year students responding positively to questions covering the supportive environment in the StudentSurvey.ie, from 43.9% in 2018 to 49.2% in 2020, and surveys conducted by Student2Student have indicated that students participating in these new orientation activities report a deeper sense of connection with their class.

Engagement with the *Trinity in Twelve Weeks* Programme has increased year on year and has doubled from its inaugural year in 2017.

Conclusion:
The Transition to Trinity Programme has so far contributed to increased awareness among first year students of student supports and services and to the increased sense of connection reported among cohorts who participated in pilot orientation activities. These activities have now been rolled out to all students. Each year, further activities are added to the Programme to keep it relevant and dynamic for students.

3.5 Objective 3: Access, Transfer & Progression - Stepped Care Model

Initiation:

The Student Counselling Services developed a Stepped Care model to meet the increasing complexity of the mental health needs of students and manage resources in the service. This increase is in line with international trends in the UK and US university counselling services. The Stepped Care Model prioritises the distribution of limited mental health resources in a way that maximises effectiveness and best suits the needs of all students. Stepped Care is a system of delivering and monitoring mental health treatment so that the most effective, yet least resource-intensive treatment, is delivered first. Programme intensity can then be either "stepped up" or "stepped down" depending on the level of client need. For example, less intensive treatments include self-help approaches, online programmes, psychoeducational workshops or peer support, and more intensive treatments can include clinical group and individual therapy or psychiatric consultation. Throughout the process, mental health indicators are monitored to give both the therapist and student feedback on their progress and to empower the student to participate actively in care options, decisions and delivery.

Development:

The first step in this model is online resources and these are provided in the form of social media outreach, podcasts, E-Pub and the student learning Blackboard module. This is done across services, with coordination from our Outreach team. Peer-led Mentoring Programmes for first year undergraduates provide transition skills, networking, information and support.

Psychoeducational workshops are provided – including mindfulness, well-being and academic skills. SilverCloud offers online CBT-(Cognitive Behavioural Therapy) based modules that are supported by a counsellor and have weekly check-ins. S2S (Student to Student) Peer Support offers weekly one-to-one support from highly trained fellow students. Initial consultations can be a booked appointment or a drop-in at specific times (pre-Covid) and offer one-off support/assessment by Counselling and Student Learning Development. One-to-one academic support appointments are offered by a learning development expert and writing clinics are available on a weekly basis.

An extensive group programme is available across both semesters, including groups focusing on Mindfulness, Anxiety, Social Anxiety, Mood and Managing TCD (Trinity College Dublin) with ASD (Autism Spectrum Disorder). Three long-term therapy groups are delivered weekly by clinical professionals. Individual therapy (short- term) is attended by 12% of the student population. At all times, liaison and referral to other Trinity services, particularly College Health, is ongoing. Referral to external clinical services and specialist care is conducted as necessary.

Supporting Policies and Procedures:

The Student Counselling service introduced the concept of Stepped Care as pressure began to mount for increased services delivery and Student Counselling services around the world began to see ever-increasing waiting lists for counselling.

Several studies have been carried out both internationally (EAB-SAF 2018 "Meeting the Escalating Demand for Mental Health Services") and in Ireland - My World Survey 1 and 2 myworldsurvey.ie, that demonstrated the rising mental health needs of the student body and the need for a range of services to meet these needs.

IACS - International Accreditation of Counseling Services - iacsinc.org suggests that counselling teams in colleges develop services across 9 areas so that student mental health needs are met in a diverse range of activities. Trinity Student Counselling Services has been developing this range of services for some time and is working towards IACS accreditation.

Communication to Stakeholders: The Student Counselling website details all the services available to students in terms of support for their mental health. Social media channels through TCD Headspace are utilised and strong messages of prevention and wellbeing are dispersed. The SU (Students' Union) and GSU (Graduate Students' Union) work with a Student Advisory Board so that all messages to students are student-led and appropriate. The Counselling Services work closely with all other sections of the College community so that mental health support is delivered in a timely and appropriate manner. This includes working with College Health, Disability Services, Tutors, Junior Deans, Assistant Wardens, Schools, Chaplains, Careers Office, Trinity Sport and many more.

Benefits of Stepped Care:

- It promotes client responsibility, autonomy and resilience;
- Steps are based in part on client readiness for change;
- It includes face-to-face and/or online components to meet clients where they are;
- It applies solutions-focused, strengths-based interventions first;
- It ensures rapid access to prevent more serious health and mental health conditions.

("*Stepped Care: A promising model to improve access to mental health care on campus*" Centre for Innovation in Campus Mental Health (CICMH) Ontario)

Students are taking care of their mental health at a much earlier stage than might otherwise happen. They become part of the process in terms of involvement with S2S or the Student Advisory Board. Stigma around mental health is lessened by the many pronged approach taken.

More serious issues can be prevented by early intervention.

Much of the model can be delivered outside office hours (e.g. SilverCloud) and a wider support network set up in response to student need.
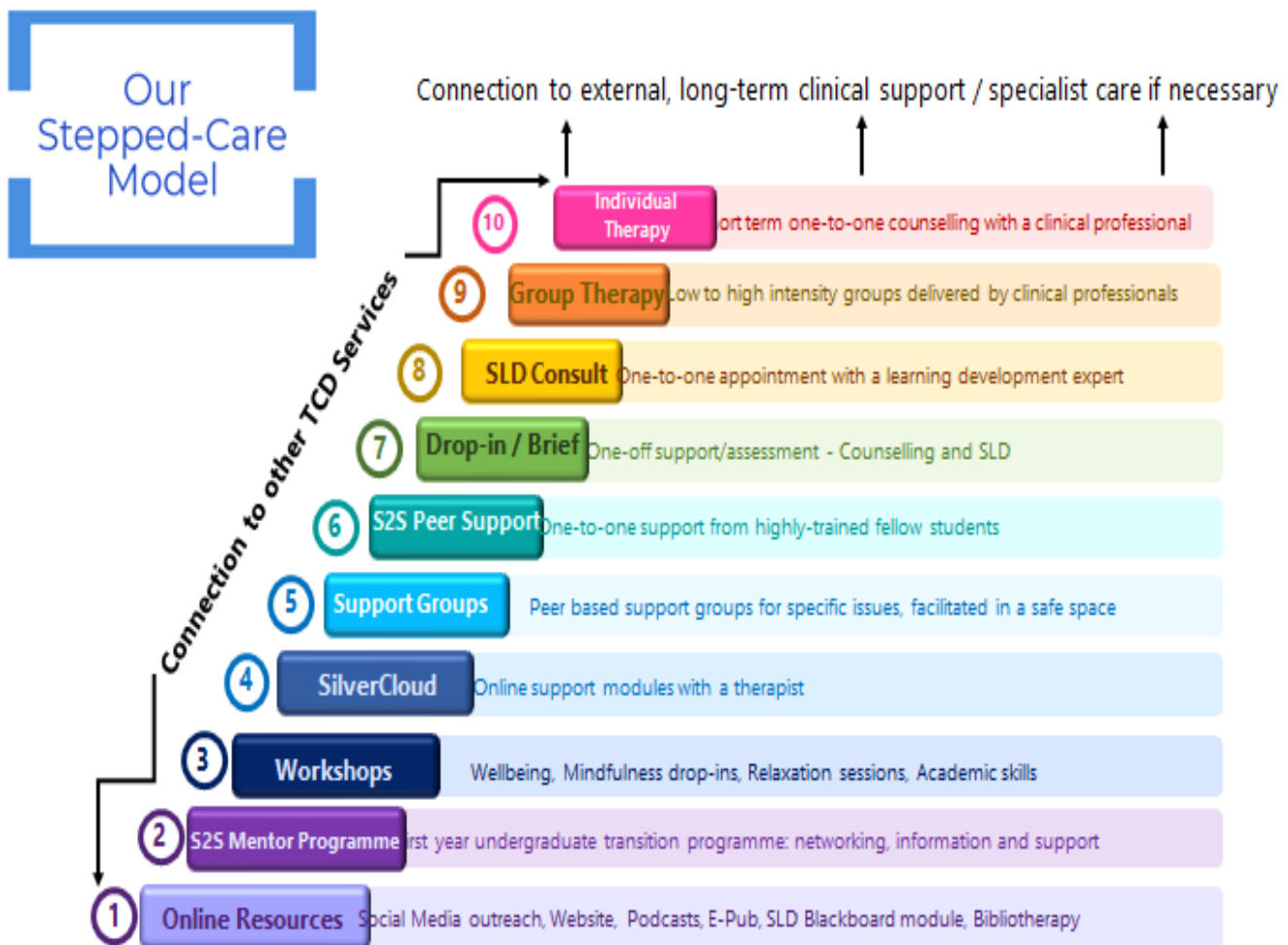
Evaluation:
The Student Counselling Service uses a number of outcome measures to monitor progress through service user feedback and psychometrics. The Stepped Care model has been a success in that it offers a diverse range and intensity of supports for students.

Trinity has seen a reduction in the number of students referred on for individual therapy.

However, demand for 1st consultations continues to increase and long waiting lists continue to be a challenge to be managed each academic year. The SCS is extending its Outreach and Prevention Programme through Headspace, delivering more training to staff working with students and wellbeing workshops to students. Covid 19 has brought an acceptance of online supports and this may in fact improve the Stepped Care offering.

Conclusion:
The Student Counselling Services is committed to the Stepped Care model. S2S, Student Learning and Development and the Counselling Teams offer a broad range of services under the Outreach and Prevention brief and in doing so serve a large number of the student population. All involved will continue to work hard to extend the model developing more low intensity interventions to enable students to take care of their mental health and become resilient graduates.

Our Stepped-Care Model

Connection to external, long-term clinical support / specialist care if necessary

Connection to other TCD Services

10 — **Individual Therapy** — Short term one-to-one counselling with a clinical professional

9 — **Group Therapy** — Low to high intensity groups delivered by clinical professionals

8 — **SLD Consult** — One-to-one appointment with a learning development expert

7 — **Drop-in / Brief** — One-off support/assessment - Counselling and SLD

6 — **S2S Peer Support** — One-to-one support from highly-trained fellow students

5 — **Support Groups** — Peer based support groups for specific issues, facilitated in a safe space

4 — **SilverCloud** — Online support modules with a therapist

3 — **Workshops** — Wellbeing, Mindfulness drop-ins, Relaxation sessions, Academic skills

2 — **S2S Mentor Programme** — First year undergraduate transition programme: networking, information and support

1 — **Online Resources** — Social Media outreach, Website, Podcasts, E-Pub, SLD Blackboard module, Bibliotherapy

3.6 Objective 3: Access, Transfer and Progression - Trinity Access 21 (TA21)

Context:

Ireland has been following a strategy of expanding participation in higher education since the 1980s and the current target for higher education participation of young adults is 72%. Five national surveys, undertaken between 1982 and 2004, tracked the social-class background of higher education entrants and all five found significant and persistent disparities in social class participation in higher education.

Trinity initiated the Trinity Access Project (TAP) - now Programmes - in 1993 in recognition of limited progression to the University by students from some socio-economic groups. Since then, Trinity has established itself as a global leader in developing, scaling and evidencing educational outreach and alternative admissions systems aimed at working class young adults with little or no family history of higher education participation. These include University-based summer schools, campus student shadowing days, parents' higher education workshops, pathways to the professions' programmes and extra tuition programmes in a range of second level subjects. Trinity has also developed alternative entry routes such as the Foundation Course for Higher Education and the nationwide Higher Education Access Route, and adapted participation models from other countries, such as the College for Every Student (CFES) model, from the U.S.

Initiation:

The Trinity Access and CFES partnership aimed to explore how an Irish version of the US model could be used to build capacity within working-class schools. This model moved beyond the standard university outreach model of providing educational opportunities for the students to visit the higher education campus, to one that focuses on using university resources to build the educational capabilities of all students within partner schools. The Project, Trinity Access 21 (TA21), involves a focused intervention using the CFES model in 11 Irish schools.

The aim of TA21 is to build capacity within partner schools so that all students are informed and prepared to make post-secondary educational choices which will support them to realise their full educational potential. The goals of the Project are to support:

1. educational attainment and post-secondary progression in geographical areas where progression to higher education is historically low.
2. schools to develop and promote 21st Century Teaching & Learning practices.
3. development of an evidence base that has systemic impact by informing policy and structural change.

Development:

The Project began with the entire second year cohort (age 14), as the inflection point at which most research identifies an educational disengagement, along with self-limiting subject choices (Economic and Social Research Institute 2014) and will follow them over the course of their second level education to explore the impact of the TA21-CFES intervention on their educational and personal development. The Longitudinal Study uses a student survey each year, combined with teacher focus groups, to explore the impact of the intervention.

Implementation:

Trinity Access is the only Project in Ireland that takes an integrated approach to changing school culture and pedagogy, using action research to leverage policy and systemic change. TA21 has been successfully implemented through two Project phases from 2014 to 2020. In that time, it has engaged over 10,400 second level students and 1,000 teachers in the TA21 Project.

The Project focuses on the development of three 'core practices' within a core group of 20 DEIS (Delivering Equality of Opportunity in Schools) Dublin schools with which TAP works – the Leader schools. **Pathways to College** focuses on providing information, advice and guidance to every student in the Leader schools from first year onwards. **Mentoring** aims to provide a mentor to every student in the schools throughout second level. **Leadership in Learning** is twofold: providing all students with the chance to lead and complete a school or community-focused initiative to have a positive local impact; it also aims to upskill teachers so that they are using more active, engaged teaching and learning methods in the classroom, so students have more agency in their learning.

In 2014, the TA21 team developed a Postgraduate Certificate in **21st Century Teaching and Learning**, in collaboration with Trinity's School of Education. This course aims to provide teachers with the theoretical and practice tools to leverage technology to create more active, student-led pedagogical approaches, while also preparing them to identify and change structure and culture across the schools.

Supporting Policies and Procedures:

Trinity's commitment to welcoming and supporting applications from all appropriately qualified students, irrespective of disability, social, cultural and educational backgrounds, is outlined in its Admission and Transfer Policy. Trinity aims to provide students from all backgrounds a pathway to higher education through a number of alternative access routes outlined in Schedule 1 of the Policy. Trinity's Recognition of Prior Learning Policy recognises formal, informal and non-formal prior learning as relevant for admission to undergraduate programmes (level 7 and 8) and to postgraduate programmes (level 9). Goal 1 of the Trinity Strategic Plan

2020-2025 commits to intensifying *the pursuit for greater equity of access by strengthening our Trinity Access Programme*s.

Conclusion:
It is proposed that long-term partnerships between higher education institutions and schools, focusing on deep engagement with as many students as possible from the earliest feasible stage, would have a much bigger impact on student outcomes.

The current focus of higher education-to-school partnerships is almost exclusively at senior cycle level, a point at which most students have already made self-limiting subject choices and other decisions about where they might belong in their post-secondary world.

This approach is quite distinctive from a deficit understanding of students' requirements for higher education. It asks what is needed to develop the capabilities students will need most to help them. prepare for post-secondary education.

This provides a space within which to examine each young person's experience of structure/agency conflicts and how they change and develop through the process of negotiating these; it also provides a way of thinking about their experience of schooling and how they bring that experience to other domains of their life, including their family and peers.

Figure 6: TA21 Distinguishing features
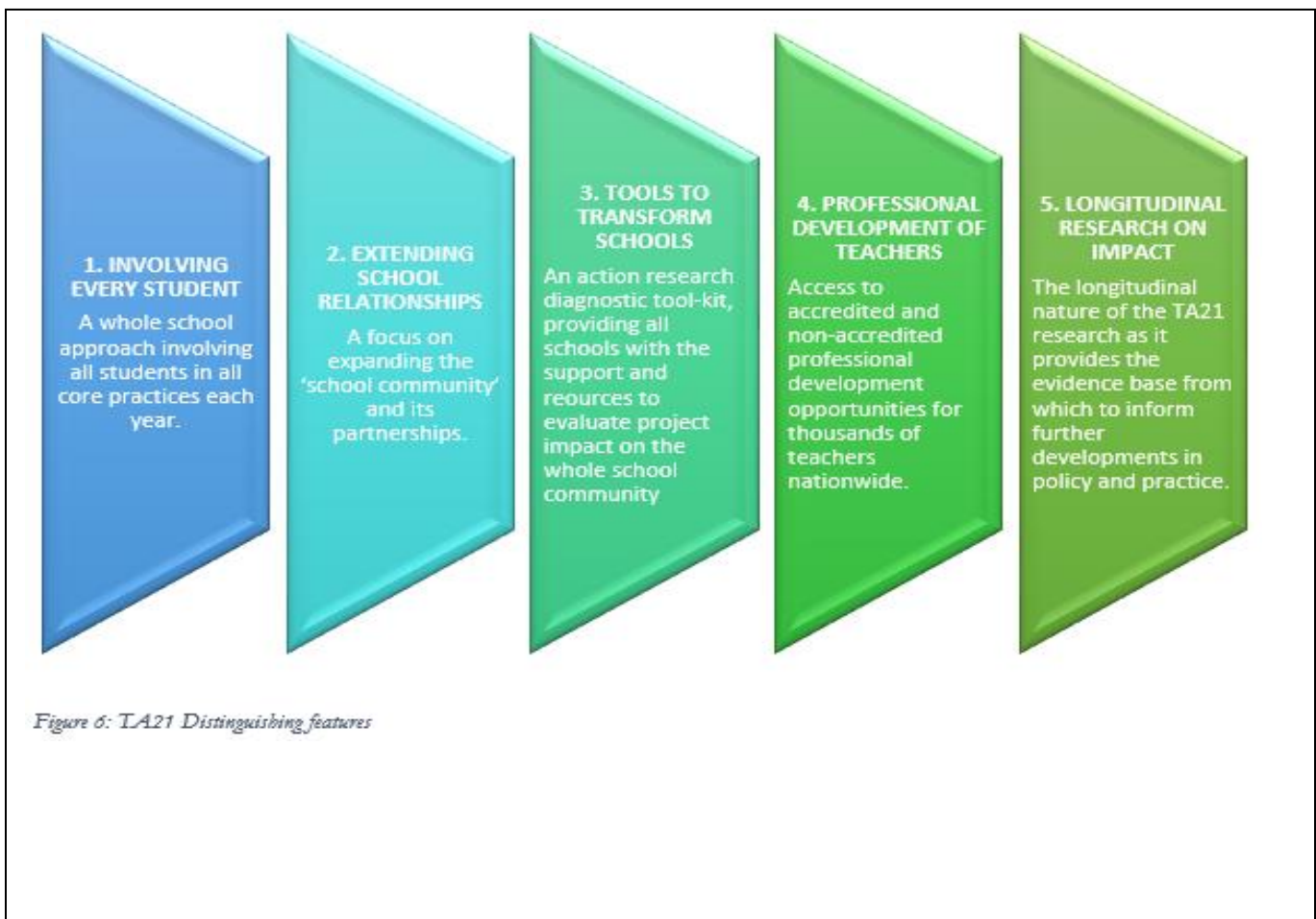
4.1 Objective 4: The Code of Practice for the Provision of Programmes to International Learners - Quality Assurance of the Year Abroad and Exchange Programme

Initiation:

Trinity Business School (TBS) is a University-based Business School, competing internationally. It is TBS policy to encourage internationalisation in all aspects of the School and to encourage students enrolled in the following degree programmes to go on exchange:

- Global Business;
- B.E.S.S. (Economics, Political Science, Sociology, Philosophy);
- Business & Language (French, Spanish, German, Russian and Polish);
- Law & Business;
- Computer Science & Business.

Continuous Development:

The streamlining of activities relating to the Exchange Programme commenced in 2015 with the appointment of a dedicated Co-ordinator. This resulted in a major review and overhaul of the Exchange Programme and led to the introduction of numerous improvements including ring-fencing of administration hours dedicated to the Programme. Many iterations and continuous improvements have taken place over several cycles of the Programme until 2020. Handover to a new team in 2020 has taken place and a further review is now underway over the year-long cycle. A move to electronic documentation and filing has facilitated the sharing of information and the TBS Programme is in a good position to participate in the Paperless Erasmus initiative: EWP (erasmuswithoutpaper.eu).

This has been further accelerated by the need for remote working due to Covid-19 restrictions.

Implementation Benefits:

The Exchange Programme benefits from a prominent position within TBS. The appointment of a dedicated team and administrative support provides for a clear point of contact for students, staff and exchange partners and facilitates participation in School decision-making fora.

The Programme has been enabled by a shift to electronic document management systems and processes in shared drives that facilitates document-sharing and records management in conjunction with the School of Social Sciences and Philosophy (SSSP):

- folders for each year for incoming and outgoing students;
- shared file for applications and offers;
- links to student documents (MoUs – Memoranda of Understanding, PAMS – Pre-Approved Modules, LAs – Learning Agreements, Transcripts);
- separate file for BSL (Business and a Language), Computer Science & Business and Law & Business. This is being merged.

Alignment to Strategy and Policy:

The Project supports the achievement of the TBS Strategic Plan and supports the School's participation in triple accreditation processes (AMBA – Association of MBAs, EQUIS and AACSB).

A strategic review of TBS international partnerships is also underway and will report in early 2021.

A policy to enable more students to participate by providing more single semester exchanges is being considered at College level.

The role of exchange in the TEP (Trinity Education Project), and TSM/JH (Two Subject Moderatorship/Joint Honours) Common Architecture is under review.

A College-wide process to coordinate the College and Erasmus/School level applications and offers is underway.

A specific Project is being established at College level to incorporate exchange into SITS (Strategic Information Technology System). However, co-ordination of offers will be facilitated by the sharing of information and obligation on students to select/accept offers in a timely manner and to communicate with SSSP/TBS.

Communication to Stakeholders:

This has been a major feature of the review and quality assurance process. Engagement with various stakeholders on a regular basis through committees, information sessions, shared drives and email etc. A clear process for communication with students and various stakeholders is now in place - see graphic below.

Evaluation and Impact:

The success of the Exchange Programme is particularly notable in the new Global Business degree where almost 60% of students were able to participate. In 2019/20, across all Business degree programmes, more than half of students participated either through a TBS partner or College-wide exchanges. This already exceeds the Trinity target of 50% participation over the next five years. Further examination of barriers to participation is to be conducted.

Conclusion:

The review and development of the Exchange Programme over the past four-five years has been comprehensive and thorough. It has successfully implemented major changes and engaged in extensive communications and relationship-building initiatives.

Some improvements are required and can be achieved as part of continuous review and iterative improvements. A dependency on some College-wide initiatives leaves control of some elements outside of TBS.

Communications with Stakeholders

Participation of TBS Exchange Coordinator

TBS Undergraduate Committee
Chair - Dr. Norah Campbell, Director of Undergraduate Teaching & Learning

BESS Study Abroad Committee - TBS & SSSP
Chair - Dr. Davide Romelli, Dept of Economics

TCD Global Mobility Committee:
Chair - Dr. Juliette Hussey, Vice President for Global Relations

TCD Erasmus Coordinators Forum: Chair - Brendan Tighe

Business Studies and a Language Committee: Chair – Dr. Mairead Brady

Working Group for Study Abroad within the Common Architecture

Regular Communication and Interaction with:

Director of Undergraduate Teaching and Learning

TBS School Manager and Undergraduate School Administrators

Chair of Study Abroad Cttee and administrator in SSSP

Exchange Coordinators in relevant departments: German, Spanish, French, Polish, Russian, Computer Science & Statistics, Law, Economics, Sociology, Politics

Academic Registry

TCD Global Relations Office, International Partnerships, Erasmus Coordinator

Director of BSL, Joint Honours Law & Business / Computer Science & Business

Dean of TBS – International strategy and partnerships

TBS Accreditation Manager and Team

Communication with Partner Institutions

Administration is channelled through the business.exchange email.
All agreements are filed electronically.
Erasmus agreements have been automatically extended for one year to 2022.
Regular communication takes places with all partners particularly the school level international partners.

Communications with Outgoing Students

Junior Freshman
Introduction to the Exchange Programme and explanation of process based on JF results
Senior Freshman
October/November: Information Sessions for specific groups as well as general sessions and individual consultations.
November: Applications for college-wide and school level exchanges.
Offers made Hilary Term of SF – documentation, MOUs, host factsheets, connection to other students, learning requirements, conversion tables.
Pre-departure information sessions.
Junior Sophister: Regular communication, pre-departure information sessions, review of documentation and learning requirements. Pre-approved Modules, Learning Agreements, check-ins with students abroad, communications regarding results and receipt of transcripts.
Senior Sophister: Feedback, participation in information sessions for SF, advice to outgoing JS.

TBS Communications with Incoming Students

Liaison with Global Relations Office – confirmation of incoming student numbers and departments, global events, international student network.

Pre-arrival – some Learning Agreements may need to be signed depending on the sending institution. Some consultation regarding modules and other matters. Referral if needed to undergraduate office, Global Relations, Academic Registry accommodation, Students' Union as appropriate.

Welcome Presentations
General SSSP & Specific TBS,
Introduction to TBS, description of module selection process,
clarification of prerequisites,
Learning Agreements,
Regular updates.

Trinity Business School International Experience

Whether you want a one-semester Erasmus exchange, or a year long global experience, Trinity Business School and its 50 partner universities together provide a unique academic, cultural and linguistic opportunity and an exceptional personal experience – real experiential learning that is highly valued by both students and prospective employers.

'Study in Uppsala and trips to Lapland, a once in a lifetime experience'

Hannah Spink, Uppsala Universitet, Business & Economics

' The only downside to our exchange at Ohio State University is that at some stage we will have to go home'

Aoibhin and Rosanna, Fisher College of Business, The Ohio State University Business & Law

MONTREAL, CANADA

STUDY AT McGILL UNIVERSITY
Canada's most International University with 25% overseas students. Located in vibrant multicultural Montreal in the Francophone province of Quebec. Founded in 1821 McGill is in the Top 30 World University Rankings with 12 Nobel Prize winners.

3 McGill graduates have explored the 'Final Frontier', 4 if you include William Shatner!

TOKYO, JAPAN

The B.C.L programme at Senshu University, Tokyo, Japan examines the world of Japanese Business, Culture and Language. Classes in Japanese Language and Culture are combined with extended field trips to areas of great historical importance and top Japanese companies. Every moment a unique opportunity to experience Japan!

'The world is a book and those who do not travel read only one page'

Sam Harley, Chinese University of Hong Kong, Business & Economics

Trinity Business School

'What a year! Exploring Spain's past and experiencing it's present'

Katie, Shauna, Sally, Jane and Sarah, University of Salamanca, Business & Spanish

TRINITY BUSINESS SCHOOL

+ 50 Partner Universities

+ 18 Countries across 4 Continents

+ No. 1 Universities in Russia, Hong Kong, Singapore and China

+ Oldest Ivy League University in the U.S.

+ You

= Academic excellence, real personal development and a once in a lifetime opportunity!

PARIS, FRANCE

'To study in Paris is to be born in Paris' Victor Hugo

Students may take part in a Double Degree Programme in H.E.C. Paris Europe's top Business School , Participate in France's number one Global BBA in ESSEC Cergy-Pontoise or study at IEP Sciences-Po a truly International, World class University in the Social Sciences.

'Do not waste a moment. Travel, sight-see, experience the culture, be confused, get lost, get frustrated and then realise how amazing the whole experience is!'

Catherine Corrigan, Tongji University, Business & Economics

4.2 Objective 4: The Code of Practice for the Provision of Programmes to International Learners – The Trinity Global Room

Initiation:

Trinity's Global Room was established in 2013, as a core element of Trinity's first Global Relations Strategy (2012).
The Global Room was conceived as a focal point for student-facing activity within the wider International Student Experience team working in Global Relations.
A professional staff and student Global Ambassadors offer specialist advice to support the international student journey from prospective to current student, via student engagement activities through the Global Room space, or via global mobility activities. while also highlighting international engagement opportunities at home and abroad for **all students.**

Development:

Internationalisation of higher education became a global focus in the 1990s. In a small number of HEIs (Higher Education Institutions) globally, the new concept of a specific international space - a Global Room - was created as a way to integrate international student experience with strategic internationalisation objectives.
At Trinity, the Global Room was conceived as a way to put international students at the heart of Trinity's internationalisation ambitions. Key to this was housing the Global Room in an actual physical space in a busy high traffic area of campus (next to Academic Registry) in order to establish a profile for the Global Room and highlight global activity to all students. The objectives of the Global Room have evolved over time in line with the evolution and goals of Trinity's Global Relations' strategies.

Implementation:

First, a team was established, growing from one manager to a team of 2 professional staff supporting the Global Room, and managed by the International Student Experience and Global Officer Manager.

A crucial element of the Global Room was the inclusion of student voices and representation through its Global Ambassador Programme. Each year paid student Ambassadors are appointed to support international activities at the Global Room. Starting from a first intake of under 10 students in 2013, the Programme has grown to 25 Ambassadors in 2020/21. The Ambassador team is a mix of undergraduate and postgraduate, international and Irish students from diverse backgrounds. They undergo an Induction Training Programme at the start of the academic year to provide them with a range of support skills including counselling, intercultural competence, immigration overview and social media.

The Global Room's specialist advisory services include:
- Managing queries and providing supports to international students on a wide range of topics including: orientation programme; travel and immigration-related advice and Third-level Graduate Scheme (1G);
- Supports and resources on accommodation, banking, health and travel insurance; initiatives relating to socio-cultural adaptation;
- Managing queries from and holding events for domestic students that have an international element (e.g. information sessions for student exchanges/the Erasmus Programme); and signposting to other Trinity Student Support Services.

The Global Room develops and hosts short programmes/initiatives such as:
- Social and cultural Programme 'New to Dublin' - runs for 4-5 weeks at the start of each semester and focuses on giving students practical information and facilitates new students meeting;
- Specific supports to partnership student cohorts on articulation and dual degrees (e.g. Columbia-Trinity dual degree and Thapar Institute of Engineering and Technology).

Communication to Stakeholders:

The Global Room's key stakeholders are current international and domestic students; prospective international students (EU and Non-EU); Trinity's Schools and Faculties and the wider Trinity Community including Student Support services and Students' Unions.
A key communication platform for student communication is social media and the Global Room has an active presence and following. Social media is essential to its engagement with students and the main route for communicating information updates and promoting events and activities. Webinars, virtual orientations, representing students at internal and external fora are the key communication engagement methods.
On an institutional level, the International Student Experience Team feed into the development of policies and procedures in relation to areas such as international student crisis management while also representing Global Relations on the Student Life Committee (a committee of College Council), chaired by the Dean of Students.

Benefits of the Project:

The Global Room is a bookable event space open to all Trinity students (domestic and international), staff and student clubs and societies to host events with an international outlook. The ethos of the Global Room is to provide a home away from home to all Trinity students – international or domestic.
In 2020, with 26% of the student population hailing from 120 different countries, the Global Room works to promote activity and support the inclusion of Trinity's diverse student community. In a typical year up to 300 events run in the Global Room ranging from information events and movie nights, to socio-cultural initiatives (for example 'New to Dublin') and cultural celebrations such as Indian Diwali, US Thanksgiving, Chinese New Year, and St Patrick's Day. In 2019/20, a total of 253 events were hosted in the Global Room. These events are conceived and run by both the Global Room and a diverse range of Trinity's clubs and societies.
The Global Ambassador Programme is a key resource for Trinity's international

students and enables Trinity to gain direct insight and connection to lived student experiences. Ambassadors are involved: in responding to student queries; delivering campus tours to prospective international students; as Unibuddy Ambassadors through a peer-to-peer platform to engage with and answer questions from prospective students; promoting outbound student mobility via international exchange programmes/Erasmus Programme and creating student-generated social media content including blogs and vlogs on topics of interest to prospective and current international students.

Evaluation and Impact:
The Global Room now fills a niche space in Trinity as the only area of the institution providing students with specialist immigration advice and as such fulfills an essential requirement for its non-EU student population particularly. The volume of events run and hosted annually (300+ in a typical year), promotes diversity and inclusion in the widest sense.
In the most recent International Student Barometer survey in late 2018, 90% of respondents said they were either satisfied or very satisfied with the Global Room's support and advice.
Future developments will include

increasing cooperation with Academic Registry in responding to immigration queries; looking at the development of the student query and case management system from an efficiency, quality and student experience perspective and expanding the number of Global Ambassadors working on the Unibuddy peer-to-peer engagement platform for prospective students.

Further information:
https://www.tcd.ie/study/international/trinity-life/global-room/

4.3 Objective 4: The Code of Practice for the Provision of Programmes to International Learners – Enhancing the Structure of Undergraduate Admission Requirements

Initiation:
The academic rigour and discipline-oriented structure of Trinity undergraduate programmes demand detailed subject-specific and programme-specific subject requirements. Requirements fall into four parallel categories, including matriculation requirements, subject-specific requirements, programme-specific requirements and competitiveness scores.

This complexity can be off-putting to prospective applicants. Furthermore, course requirements have traditionally been based on the Leaving Certificate and A-levels. Global Relations and Academic Registry identified the need to clarify and re-articulate admission requirements to align with Trinity's increasingly internationalised applicants profile. In doing so, an innovative new structure was developed (Admissions Matrix) that, in addition to bringing clarity to prospective students, will guide the development of admissions requirements as Trinity continues to diversify its student body.

Development and Challenges:
A collaborative project between members of the Global Relations Recruitment Team and the Admissions Officer, Academic Registry, began in 2019. An initial focus was to review international best practice in the presentation of admission requirements – particularly from Australia and the UK, where university degree structures, and so admission requirements, are commensurate with Trinity's. The objective was to identify ways to improve the transparency of admission requirements for an international audience, without compromising Trinity's academic standards. A related objective was to "future proof" any new structure, so that it could incorporate additional

international education systems as needed over subsequent years, without becoming unwieldy and unclear. This was especially challenging given that undergraduate admission policies are related to the Central Applications Office (CAO) and the Higher Education sector policies, placing some limitations on Trinity's freedom to unilaterally adjust requirements at short notice.

To resolve this, a structure was devised for describing the various categories of requirements (matriculation, subject specific, competitive, etc.) that was compatible with all existing admission requirements as set out in the Calendar Part 2, but that could also be generalised to fit any international second-level qualification system. The newly devised structure introduced the terminologies of "bands" to contain competitiveness requirements (equivalent to Leaving Cert points totals) and "levels" to contain subject specific requirements. These new terms also resolved the design challenge of graphically representing so many layers of information succinctly in a legible format. A draft presentation of the banding structure was approved by the Undergraduate Studies Committee (USC) in April 2020.

With provisional approval to proceed, the Global Relations Recruitment Team undertook a benchmarking exercise to establish the appropriate values with which to populate the bands and levels. The benchmarking was based on the published standards of peer universities, existing Trinity policies, and the professional experience of Trinity staff and counterparts in other institutions. Informed by this, the admission structure was expanded to include 11 new secondary qualifications, from countries including India, China, Russia, Australia and

Malaysia. A final version of the new structure, including Competitive Bands, Subject-Specific Levels, Science Subject Groups, and the combined "Matrix" table, was approved by USC in September 2020 and by Council in October 2020.

Implementation:
Academic Registry Applications and Admissions Team adopted the new structure in assessing applications for 2021 admission, which opened in November 2020. A standalone publication to cover Undergraduate Admissions for Non-EU students, based on the new structure approved in October 2020, was prepared by Global Relations Marketing Team, and published as a pdf document online in December 2020 (see images below). For subsequent application cycles, the new structure will be incorporated into the Undergraduate Prospectus and Admissions pages of the University website.

The adoption of this structure comes with a streamlined annual process for adding new qualifications. Proposals to add Turkish, Serbian and additional Chinese qualifications are under consideration, and others will be introduced as needed.

Benefits of the Project:
The primary benefit of the new admissions structure is in providing at-a-glance understanding to pathways to admission to Trinity; and so ensuring compliance with Principle 3.2.3a of the QQI Code of Practice for the Provision of Programmes to International Learners: "Providers shall clearly specify entry requirements for international learners." Beyond this, the structure provides a tool with which the University's academic and professional staff can expand and refine admissions policies in a consistent, systematic and rational way.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Undergraduate Admission Guide for non-EU Students

www.tcd.ie/study

Table 1: Subject Specific Requirement Levels

Second Level Qualification	Subject Level				
	1	2	3	4	5
Leaving Cert	H3	H4	H4 or O2	H6 or O4	H6 or O6
GCE, A-levels	AL B	AL C	GCSE A	GCSE B	GCSE C
International Baccalaureate	HL6	HL5	HL5 or SL6	HL5 or SL4	HL4 or SL4
French Baccalaureate	16(s4); 14(≥5)	15(s4); 13(≥5)	14(s4); 12(≥5)	13(s4); 11(≥5)	12(s4); 10(≥5)
Indian, Standard 10 and Standard 12	Std.12 80%	Std.12 75%	Std.10 80%	Std.10 75%	Std.10 70%
USA, High School	Grade 12, B	Grade 12, C	Grade 11, A	Grade 11, B	Grade 11, C
China, Gaokao	70% Gaokao	60% Gaokao			
China, High School	85% over 3 years	80% over 3 years	90% in Senior 1	80% in Senior 1	70% in Senior 1
Hong Kong, HKDSE	5* or 4 Extended	5 or 3 Extended	4	3	3
Russia, Attestat	5	5	4	4	3
Australia, HSC	80%	72%	66%	60%	55%
Australia, QCE	VHA	HA	SA	LA	LA
Australia, VCE	A+	A	B+	B	C+
Australia, WACE	A	B	C	D	D
Australia, TCE	EA	HA	CA	SA	SA
Malaysia, STPM	STPM B+	STPM B	STPM C+	SPM B or STPM D+	SPM C or STPM D
Malaysia, UEC	A2	B3	B4	B5	B6

Table 2: Science Subject Groups

Science Group A	Physics, Chemistry, Physics & Chemistry*	*Physics & Chemistry is not accepted as a 2nd subject alongside Physics or Chemistry
Science Group B	Any of the above or Biology	
Science Group C	Any of the above or Agricultural Science*	*Agricultural Science is not accepted as a 2nd subject alongside Biology
Science Group D	Any of the above or Applied Mathematics*, Mathematics, Geography, Geology, Computer Science	*Mathematics may not be presented with Applied Mathematics.

Table 3: Overall Competitive Admission Bands

Qualification	Notes	Special Band	Band 1	Band 2	Band 3
International Baccalaureate	Total including Bonus Points	40	36	33	30
A-levels, 3 subjects		A*A*A	A*AA	AAA	ABB
A-levels, 4 subjects		A*A*AA	A*ABC	AABC	BBBC
French Baccalaureate		17/20	15/20	14/20	13/20
USA – SAT	SAT score plus high school GPA	n/a	1400, 3.5	1350, 3.4	1250, 3.2
USA – ACT	ACT score plus high school GPA	n/a	32, 3.5	30, 3.4	27, 3.2
INDIA - Standard XII	Average of 6 subjects	n/a	90	85	77
CHINA - Gaokao	Gaokao (% of total possible score) plus high school result	n/a	GK 80% HS 90%	GK 75% HS 85%	GK 70% HS 80%
CHINA - International Section	Same as SAT	n/a	1400, 3.5	1350, 3.4	1250, 3.2
HONG KONG - HKDSE	3 core subjects and 2 electives in recognised subjects	5*5*554	5*5544	55544	54444
RUSSIA - Attestat	Between 12 and 20 subjects. Average score excluding PE	n/a	5	4.95	4.9
AUSTRALIA - ATAR	National percentile	99	97	95	90
MALAYSIA - UEC	Average Grade of 6 best recognised subjects	n/a	A1	A2	B3
MALAYSIA - STPM, 3 subjects	Similar to A-levels	AAA-	AA-A-	A-A-A-	A-BB
MALAYSIA - STPM, 4 subjects		AAA-A-	AA-BC	A-A-BC	BBBB

For more details on Minimum Entry Requirements for the Leaving Certificate or A-levels, see
www.tcd.ie/study/apply/admission requirements/undergraduate

Table 4: Competitive Admission Band and Subject Requirements Matrix

Competitive Admission Band (See Table 3)	Programme	Mathematics	Languages	Science Subjects (See Table 2)
	Faculty of Arts, Humanities and Social Sciences	**Mathematics**	**Languages**	**Science Subjects** (See Table 2)
3	Ancient and Medieval History and Culture			
3	Ancient History and Archaeology (JH)			
2	Business (JH)	Mathematics 4		
2	Business Studies and French	Mathematics 4	French 1	
2	Business Studies and German	Mathematics 4	German 1	
2	Business Studies and Polish	Mathematics 4	Language other than English 2	
2	Business Studies and Russian	Mathematics 4	Language other than English 2	
2	Business Studies and Spanish	Mathematics 4	Spanish 1	
2	Business, Economics & Social Studies	Mathematics 4		
3	Classical Civilisation (JH)			
3	Classical Languages (JH)		Language other than English 2	
3	Classics, Ancient History and Archaeology		Language other than English 2	
3	Clinical Speech and Language Studies	Mathematics 5	Language other than English 3 or English 3	Group C 3
3	Deaf Studies		English 3	
3	Drama and Theatre Studies*			
3	Drama (JH)*			
3	Early & Modern Irish		Irish 2	
2	Economics (JH)	Mathematics 4		
1	English Literature (JH)		English 3	
1	English Studies		English 3	
2	European Studies		Irish, French, German, Italian, Polish, Russian, Spanish 1 or 2+2	
3	Film, Film (JH)			
3	French (JH)		French 2	
3	German (JH)		Language other than English 2	
2	Global Business	Mathematics 4		
2	History, History (JH)			
3	History of Art & Architecture, HA&A (JH)			
3	Irish (JH)		Irish 2	
3	Italian (JH)		Language other than English 2	
2	Law, Law (JH)			
2	Law and French		French 1	
2	Law and German		German 1	
3	Linguistics (JH)		Language other than English 4	
3	Middle Eastern & European Languages & Cultures		Language other than English 2	
3	Middle Eastern Jewish & Islamic Civilisations (JH)			
3	Music, Music (JH)*			
3	Music Education*			
3	Philosophy, Philosophy (JH)			
2	Philosophy Political Science Economics & Sociology	Mathematics 4		

4.4 Objective 4: The Code of Practice for the Provision of Programmes to International Learners – Erasmus+

Initiation:

Trinity's Global Relations Office (GRO), in line with the vision laid out in the 2020-2025 Strategic Plan, is committed to strengthening the University's global profile by supporting academic and student mobility and building strategic partnerships worldwide, while also working to create a positive experience for all international students who study at Trinity.

For these reasons, Trinity has been a very active participant in Erasmus+, the European Union's Programme to support education, training, youth and sport in Europe since it was launched in 1987. The overall framework of Erasmus+ is developed by the DG-EAC (Director General Education and Culture) of the European Commission.

Study or work abroad is recognised as one of the seven key features of a Trinity Education. One third of eligible undergraduate students currently avail of global mobility opportunities and the plan is to increase this to one in two students over the coming years.

Development:

Since the launch of the third Global Relations Strategy (2019-2024), the Global Relations Office has taken on responsibility for the planning and design of Erasmus activities in Trinity. The new Erasmus team is a joint initiative made up of members from both GRO and the Academic Registry (AR).

Erasmus activity is supported by Departmental Erasmus Coordinators across the University, who meet in the Co-ordinators Forum. The Global Relations Committee (GRC), and the Global Mobility Group (GMG) are College-level committees that are consulted and involved in planning Erasmus activities. Student representatives sit on these Committees and input and feedback from students is also collected via surveys and focus groups on a periodic basis.

The new Erasmus Team structure is tasked with contributing to the University's goal of one in two eligible undergraduate students undertaking a mobility during their studies. This will primarily be done by further promotion of Erasmus+ and streamlining its administration thanks to the implementation of the European Student Card Initiative that digitalises many resource intensive processes.

A year-long assessment of Erasmus+ in Trinity was undertaken by the newly appointed Erasmus and European Partnerships Manager. This laid the groundwork for the planning of the next-year's work plan which is geared towards preparing the University to step into the next 7-year Programme on the best possible footing.

Implementation:

Erasmus+ in Trinity is implemented by the joint GRO/AR Erasmus team. A one-year Workplan has been devised that lays the groundwork for future success in the next Erasmus+ Programme which is due to launch in Spring 2021. Building on an extensive assessment of the current organisation of Erasmus activities in the University (activities included a baselining exercise, a benchmarking exercise, and a thorough review and reorganisation of historical data), this Workplan defines a number of actions for the team. The actions can be grouped into various categories, for instance digitalisation (where administrative procedures are streamlined), communications (further promoting the Programme, e.g. with a review of different webpages), and relationship management (with both internal and external/international partners).

Trinity has begun to see positive signs that these efforts are paying off, with an increased awareness of the lesser known elements of the Erasmus+ Programme already evident.

Communication to Stakeholders:

The entire Trinity community is a stakeholder in Erasmus+, since mobility opportunities are open to all students and staff (academic and non-academic).

Other stakeholders include inbound exchange students and our international partner universities. For all groups, the primary means of contact is email, though students and staff events are regularly organised in-person and online to promote the opportunities offered by Erasmus+. Examples include orientation meetings and pre-departure information sessions. Students have access to their departmental Co-ordinators for tailored advice. Dedicated webpages are maintained to provide information on the Programme for all audiences. Social media is frequently employed to increase engagement with the Programme.

Evaluation and Impact:

Trinity recently received full marks for its Erasmus Charter renewal application. This demonstrates that the University has done well in implementing the previous 7-year Programme and is set to continue on the same track for the next edition.

Everyone who takes part in an Erasmus mobility must submit a participant report. This feedback is used to evaluate Trinity's performance. An annual report is submitted to the HEA (Higher Education Authority), which can then recommend how to develop further and better implement the Programme. This report is presented to the GMG and the GRC.

In the most recent report from 19/20 there were 455 outbound mobilities achieved. 87% of outbound and 95% of inbound students and 100% of staff were very satisfied or rather satisfied with their mobility experience. Some areas of concern have also been identified and these learnings have been taken on board. In the recently produced one-year Erasmus Workplan Trinity seeks to address these issues and further refine the implementation of Erasmus+.

Trinity Students Enjoying their Erasmus Exchange in Spain

5.1 Objective 5: The Student Experience – Using the StudentSurvey.ie to Enhance Lifecycle Activities

The StudentSurvey.ie Lifecycle Activities were conceived to respond to student feedback on the StudentSurvey.ie about student supports and services. The surveys highlighted the need to raise awareness of existing services and to engage further to share results, explore meaningful improvements, prioritise and plan actions in partnership with students.

A full list of student services was compiled and the Big Wheel (see image below) was created. The Director of Student Services, Transition to Trinity Officer, Students' Union (SU) and Graduate Students' Union (GSU) created focus groups to share Student Survey.ie results and get a deeper understanding of what improvements students would most like to see.

Improvements that students would like to see to services informed the creation of a priority list, and steps have been taken to close the feedback loop in many of these areas.

In order to increase awareness of services generally, a full day Student Services Expo was organised in partnership with the SU and GSU, where each of the services hosted a stall to promote service activities and introduce service teams to students in person. The event raised awareness of services and developed close relationships between student leaders and professional staff, and in many cases introduced College services staff to each other. It is hoped that, post-pandemic, this Expo will be a regular annual fixture.

Initiation:
The StudentSurvey.ie Lifecycle Activities were conceived in order to address the perceived gap in the provision of student services and student awareness of the activities as reported in StudentSurvey.ie responses. The Lifecycle Activities would provide the opportunity to gain more in-depth feedback from students, close the feedback loop between survey responses and action, and raise awareness of available student services to students.

Development:
Key stakeholders involved in the conception of the Project were the Director of Student Services, Transition to Trinity Officer and the Students' Union. Other stakeholders in the later stages included all student services and students. The five key stages were
1. Analysis of survey results;
2. Creation of Big Wheel;
3. Focus Groups;
4. Student Services Expo;
5. Implementation of feedback.

Communication to Stakeholders:
All College services contributed an outline of their services to create the Big Wheel – a simple overview of all services.

The recruitment of students to participate in the focus groups and surveys was carried out by the Students' Unions in their weekly emails to students, and by the Transition to Trinity Officer through the Student2Student mentors.

Results of the focus groups and surveys were presented to the Student Life Committee to ensure that all service leads had the opportunity to examine the feedback received.

Benefits of the Project:
The in-depth feedback received from focus groups and surveys resulted in the creation of a priority list for service improvement. This list included
1. Shorter waiting times for Health & Counselling services;
2. More student spaces;
3. More academic skills classes (particularly from the students' academic departments);
4. Financial advice;
5. Accommodation advice;
6. A more efficient Academic Registry.

Within the next year, extra staff had been approved for Health and Counselling services to decrease waiting times.

An additional five student spaces (Zón Mac Léinn) are now available on campus, as well as online class spaces.
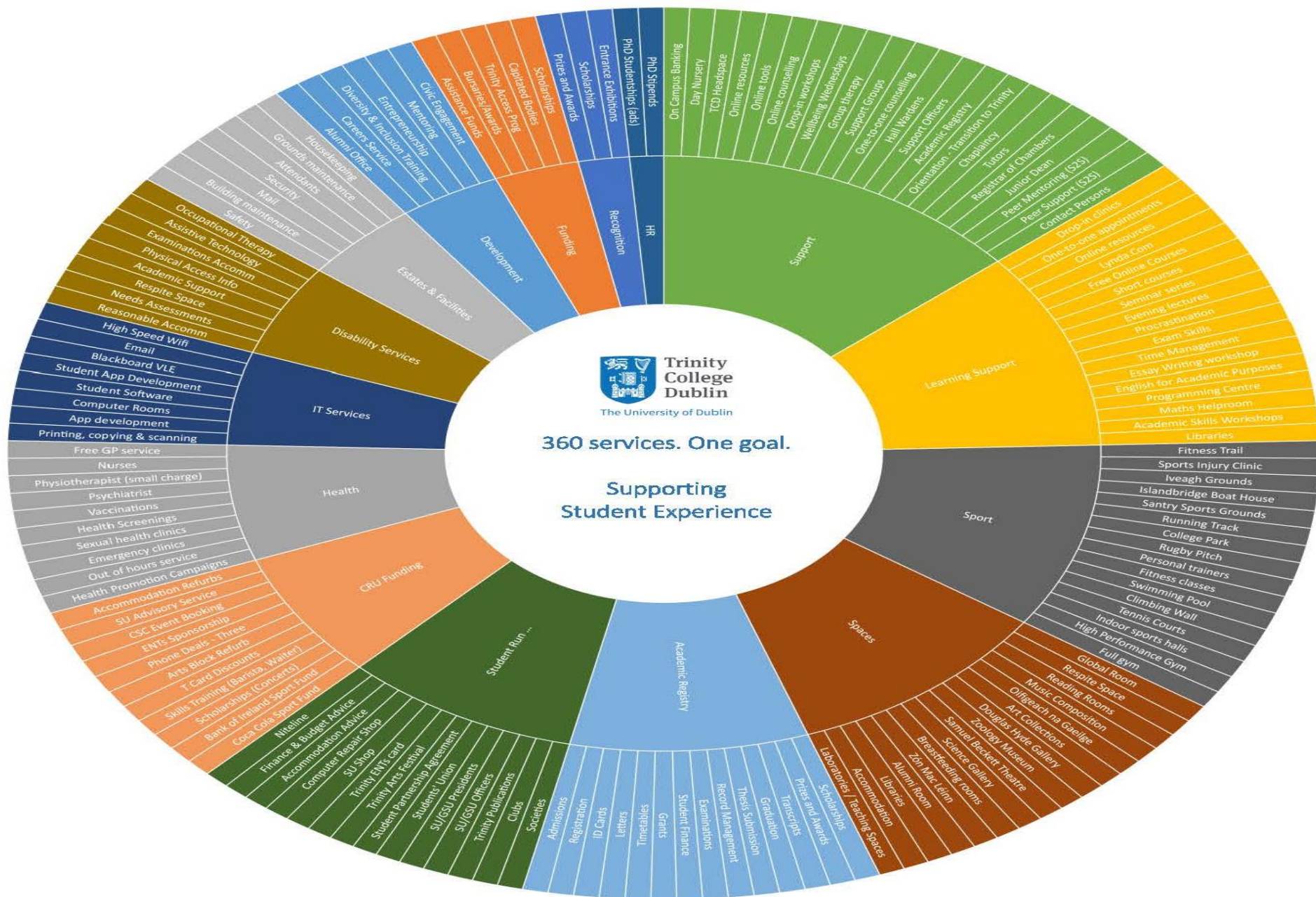
Student Learning Development increased the number of academic skills workshops they provide to students and *Finance Friday* information sessions were introduced to provide more financial advice to students.

The case was successfully made for some additional resources in Academic Registry. Each of these initiatives closes the feedback loop from the StudentSurvey.ie results.

The Student Services Expo provided 24 stands for services and students as a casual way to interact, to ask questions about services provided and to explore offerings in a dynamic, personable environment, including sport showcases, raffles, and spot prizes. Feedback received at the Expo was overwhelmingly positive, with many students remarking that they were unaware of the wealth of supports available to them.

Evaluation:
Evaluation of the success of the Project will be undertaken with the next cycle of StudentSurvey.ie feedback. The Big Wheel has found a permanent home in the Student Service Centre so that future generations can see the breadth of services available.

Trinity College Dublin
The University of Dublin

360 services. One goal.

Supporting
Student Experience

Support: On Campus Banking, Day Nursery, TCD Headspace, Online resources, Online tools, Online counselling, Drop-in workshops, Wellbeing Wednesdays, Group therapy, Support Groups, One-to-one counselling, Hall Wardens, Support Officers, Academic Registry, Orientation - Transition to Trinity, Chaplaincy, Tutors, Registrar of Chambers, Junior Dean, Peer Mentoring (S2S), Peer Support (S2S), Contact Persons

Learning Support: Drop-in clinics, One-to-one appointments, Online resources, Lynda.com, Free Online Courses, Short courses, Seminar series, Evening lectures, Procrastination, Exam Skills, Time Management, Essay Writing workshop, English for Academic Purposes, Programming Centre, Maths Helproom, Academic Skills Workshops, Libraries

Sport: Fitness Trail, Sports Injury Clinic, Iveagh Grounds, Islandbridge Boat House, Santry Sports Grounds, Running Track, College Park, Rugby Pitch, Personal trainers, Fitness classes, Swimming Pool, Climbing Wall, Tennis Courts, Indoor sports halls, Full gym, High Performance Gym

Spaces: Global Room, Respite Space, Reading Rooms, Music Composition, Oifigeach na Gaeilge, Art Collections, Douglas Hyde Gallery, Zoology Museum, Science Gallery, Samuel Beckett Theatre, Breastfeeding rooms, Zón Mac Léinn, Alumni Room, Libraries, Accommodation, Laboratories / Teaching Spaces

Academic Registry: Scholarships, Prizes and Awards, Transcripts, Graduation, Thesis Submission, Record Management, Examinations, Student Finance, Grants, Timetables, Letters, ID Cards, Registration, Admissions

Student Run ...: Societies, Clubs, Trinity Publications, SU/GSU Officers, SU/GSU Presidents, Students' Union, Student Partnership Agreement, Trinity ENTs card, Trinity Arts Festival, SU Shop, Computer Repair Shop, Accommodation Advice, Finance & Budget Advice, Niteline

CRU Funding: Bank of Ireland Sport Fund, Coca Cola Sport Fund, Scholarships / Sport Fund, Skills Training (Barista, Waiter), T Card Discounts, Arts Block Refurb, Phone Deals - Three, ENTs Sponsorship, CSC Event Booking, SU Advisory Service, Accommodation Refurbs

Health: Free GP service, Nurses, Physiotherapist (small charge), Psychiatrist, Vaccinations, Health Screenings, Sexual health clinics, Emergency clinics, Out of hours service, Health Promotion Campaigns

IT Services: High Speed Wifi, Email, Blackboard VLE, Student App Development, Student Software, Computer Rooms, App development, Printing, copying & scanning

Disability Services: Occupational Therapy, Assistive Technology, Examinations Accomm, Physical Access Info, Academic Support, Respite Space, Needs Assessments, Reasonable Accomm

Estates & Facilities: Building maintenance, Safety, Mail, Security, Attendants, Grounds maintenance, Housekeeping

Development: Alumni Office, Careers Service, Diversity & Inclusion Training, Entrepreneurship, Mentoring, Civic Engagement

Funding: Assistance Funds, Bursaries/Awards, Trinity Access Prog, Capitated Bodies, Scholarships, Prizes and Awards

Recognition: Entrance Exhibitions, Scholarships

HR: PhD Studentships (ads), PhD Stipends

5.2 Objective 5: The Student Experience and Student Partnerships - Library & Community Partnership - Empowering Students with Disabilities

Engaged research describes a wide range of research approaches and methodologies that share a common interest in collaborative engagement with the community. It aims to improve, understand or investigate an issue of public interest or concern, including societal challenges. Importantly, engaged research is advanced *with* community partners rather than for or about them. Over the last five years, the Library has worked alongside the academic community to improve the lived experience of students with disabilities through several initiatives.

Improving the Experience of Students with Intellectual Disabilities:

Whilst Library staff had been delivering an Orientation Programme to students in the Trinity Centre for Students with Intellectual Disabilities, they became aware that the students were struggling to engage with the service. To understand better the challenges experienced by students, the students were invited to partner on a Research Project that would explore their user journey and identify solutions to enhance their Library experience.

By means of semi-structured interviews and focus groups, the students were able to reflect on their experience; a central finding was that the students, many of whom had autism, felt overwhelmed by the Library environment. The students concluded that a video tour produced and performed by themselves would enable future students on their programme to 'see themselves in the Library'. The University's Equality Fund supported production costs and a premiere to showcase the students' work to their families, friends and peers. A second research output, an article co-written by the students and Library staff was published in the peer-reviewed journal 'Disability and Society'.

Improving the Experience of Students with Sensory Disabilities:

On foot of the above research, the Occupational Therapy team in the Disability Service approached the Library to co-build an evidence base to improve the physical environment for students with sensory disabilities. Data from the Library's own survey, an audit of learning spaces (which included the Library environment) and data from a survey of Disability Service users, were triangulated and an action plan produced.

68% of students reported that there is no quiet space on campus they can access easily if feeling overwhelmed. In response to this finding, Student Ambassador-led 'Sensory Library' tours have been introduced; attendance is limited to six students with the tours providing a bespoke experience for students who might otherwise never join a Library tour. The response from students has been extremely positive and has enabled Library staff to understand better the needs of its diverse student body.

Improving the Experience of Students with Physical Disabilities:

As part of the 'Unboxing Open Scholarship' series, the Library has co-delivered a number of citizen science events with the Graduate Students' Union. The central event involved a mapping exercise using 'Access Earth'. This app, developed by a Trinity graduate, maps the physical accessibility of locations and shares that data with an international audience. On the evening of the mapping event, the citizen scientists comprised one hundred and thirty Trinity students, staff and members of the public and in one evening, over three hundred city centre restaurants, hotels, bars and shops were mapped and rated for accessibility. One of the participants, a first-year postgraduate student and a wheelchair user, brought the inaccessibility of a city centre restaurant bathroom to the attention of the Managing Director who committed to implementing improvements. A follow-on workshop shared the findings and discussed the transferability of the research approach to participants. Finally, the 'research story' was shared with members of the public for European Research Night.

Conclusion:

The COVID pandemic has highlighted 'environmental fatigue' for many students studying at home thereby increasing demand for appropriate spaces on campus.

The Library continues to work closely with the Disability Service to develop low distraction study spaces, improve the acoustics of student common areas and introduce improved signage to aid wayfinding. Implementation of a Universal Design approach continues to improve the experience of all Library users.

In these examples, the Library has engaged with students, staff and members of the public through many stages of the research lifecycle, from research design to collaborative data gathering, from implementation of solutions to the communication of the 'research story'. Participants have very actively engaged in the co-creation of new research and knowledge both within, and beyond, the University campus.

Trinity Students, Staff and Members of the Public at the 'Mapping Accessible Dublin' Citizen Science Event Organised as Part of the 'Unboxing Open Scholarship' Series

5.3 Objective 5: The Student Experience and Student Partnerships - Enhancing the Student Experience – Postgraduate Tutorial Service

Initiation:

The Postgraduate Experience Working Group (PGEWG) was convened by the Student Life Committee (SLC), an Academic Committee of Council in 2019. The Working Group Chair reports to the Student Life Committee on a monthly basis during term. The membership is drawn from across campus and includes representatives from: Student Counselling, Student Learning Development, Transition to Trinity, Global Relations, the Office of the Dean of Graduate Studies and the Graduate Students' Union and is chaired by the Postgraduate Student Support Officer. The Working Group is tasked with developing service-level interventions which respond to the National Student Survey (NSS) data and to other requests from the Student Life Committee, Dean of Students or Dean of Graduate Studies to develop supports or interventions as needs are identified.

Development:

The Working Group's initiatives are:
- **Tailored:** empirical, evidence-based supports designed for postgraduates;
- **Collaborative:** cross-cutting, interdisciplinary expertise from across campus;
- **Preventative:** equipping postgraduates with the information, skills and resources to mitigate issues they face.

Implementation:

The catalyst for determining the workplan and individual workstreams is the publication of the Student Survey-data by the Trinity Quality Office, as part of the University's quality assurance process. Three workstreams were developed:

1. Responding to PG Feedback

The PGEWG compared Trinity scores with Irish and UK national averages to determine areas of focus Trinity research postgraduates had identified: Supervisor Relationship workshops; Ongoing training for researchers including in-sessional half-day skills days.

2. Defining and aligning best practice in partnership with postgraduates

In May 2019 Trinity hosted *Postgrad Lives*, Ireland's first conference on the challenges and opportunities in postgraduate support and education. As partners in their learning, postgraduates were vital stakeholders in all aspects of the event and were strongly encouraged to submit abstracts and attend and chair sessions.

3. Enabling a compassionate community of learners

The Working Group created opportunities to engage postgraduates in shaping their own experience and foster a supportive culture within the postgraduate community. This included:
- Convening a weekly PG Support Group (*Grad Chats)* facilitated by a Counsellor and the PG Support Officer;
- A weekly *Shut Up and Write Café* convened by Student Learning Development;
- Securing philanthropic funding of €3,000 for a *PG Community and Wellbeing Fund* to support student-led welcoming initiatives

Benefits of the Project:

Responsiveness: The Working Group responds to the needs of postgraduate students.

Strategic and reputational advantage: Sectorally, PG-Support is now recognised as an emerging area of focus, with LERU and the UK Council for Graduate Education highlighting the need for mental health supports in particular. Research suggests that half of all PhD students experience psychological distress and one in three experience symptoms of a common psychiatric disorder (Levecque et al, 2017). Renewing the PG curriculum and enhancing the postgraduate experience are key objectives of Trinity's Strategic Plan 2020-2025.

Student Partnership: Students are co-creators of the interventions developed as members of the Working Group and contributors to the National Student Surveys. Postgraduates delivered or co-delivered half of the papers at *Postgrad Lives* and Trinity postgraduates chaired half of the panel sessions that day.

Resourcing: The collaborative, interdisciplinary nature of the group promotes holistic responses, rationalises resources and helps to avoid duplication of activity across individual services/ divisions in Trinity.

Prevention: Its focus on pre-emptive intervention mitigates the need for resource intensive one-one support (see supervisor workshop data below).

Evaluation and Impact:

The group has achieved over one thousand new student contacts since its establishment including:
- 547 workshop participants with a reduction in students presenting for one-one support for supervision down from 40% in 2017-18 to 25% in 2019-20;
- 193 contacts PG Support Group participations with 86% reporting the content was useful and 62%reporting an improvement in their academic performance.
- 203 unique attendees at a *Shut Up and Write Café* with 73% rating its impact as 10/10;
- 94 academics, professionals, policy makers and students attended Postgrad Lives in May 2019. #PostgradLives trended on Twitter that day.
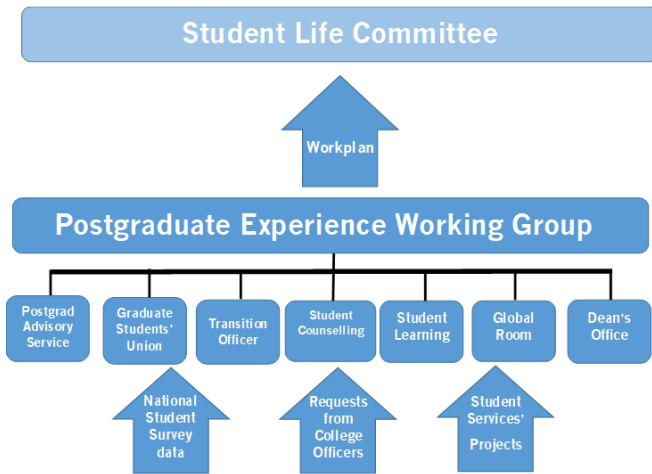
Conclusion:

Examination of participation figures and feedback indicates that the Working Group's activity has been valuable and well-received by students. Its collaborative and preventive focus is unique to Trinity and reflects student affairs' best practice. The pandemic and consequent public health restrictions required members of the Working Group to focus on adapting day-to-day operations to the changed student-need. A review of the most recent Student

Survey PGR (Postgraduate Research) has highlighted 'research culture' as an area of focus for the Working Group for 2020/21.
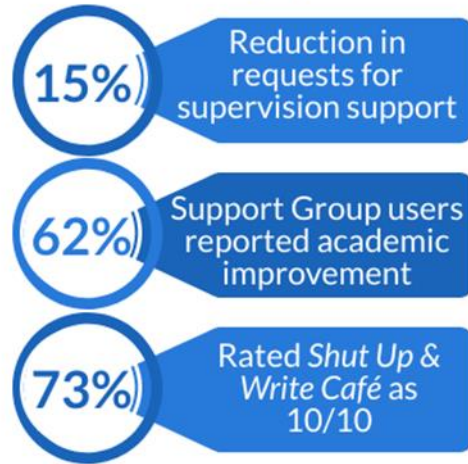
The issue of resources for the group remains a concern; the members have taken on the Working Group's activity in addition to their normal workloads and in order to respond fully to the ambitions of the 2020-2025 Strategic Plan and ensure Trinity remains to the fore of this emerging field, further resources to support the Working Group's activity will likely be required.

For 2020/21 a member of the Library staff has been added to the group. The *PG Community & Wellbeing Fund* will also be readvertised with a view to supporting student-led initiatives which may take place under the public health restrictions.

How It Works:

Student Life Committee

Workplan

Postgraduate Experience Working Group

- Postgrad Advisory Service
- Graduate Students' Union
- Transition Officer
- Student Counselling
- Student Learning
- Global Room
- Dean's Office

National Student Survey data

Requests from College Officers

Student Services' Projects

What Happened:

15% Reduction in requests for supervision support

62% Support Group users reported academic improvement

73% Rated *Shut Up & Write Café* as 10/10

What We Did:

547 Workshop participants

111 PhD training registrations

396 Group Support attendees

52 Supervisor Training participants

What They Said:

Achieved more than I thought I would. Maybe writing my thesis won't be so bad!

This was a powerful event. It's great to finally have something that looks at Postgrads

This was incredibly helpful! I feel much more confident engaging the power dynamic now.

5.4 Objective 5: The Student Experience and Student Partnerships - Disability Service - Student Partnership through the Trinity Ability Co-Op

Initiation:
The Disability Service (DS) in Trinity has always been committed to student partnerships and listening to our customers' voices - students with disabilities. Over the years, this has taken many forms, including the formation of the Student Ambassador Programme in 2015 to provide an opportunity for students with disabilities to develop skills while creating a platform for the student's voice and lived experience of disability in third-level education. This Programme has recently evolved into the 2020 establishment of a new, student-led initiative, the Trinity Ability Co-Op.

Development:
From May – September 2020, the Disability Service employed a full-time student intern to assist with DS operational activities and provide a student perspective on service development projects. Among the tasks undertaken by the DS Intern was the development of the Trinity Ability Co-Op.

The Trinity Ability Co-Op is established under student leadership in collaboration with the DS to embody the Trinity Student Partnership Agreement's values and provide a platform for students, staff, and other stakeholders in the University community to improve and promote inclusion at Trinity.

Students who worked over the summer established the Co-Op Leadership Team of nine students, representing a diverse range of disabilities and fields of study which is organised into three working teams:

1. **The Liaison Group**, acting as a formal link to the Disability Service and representative of the Co-Op in engagements with other offices, groups, and areas of the College community.

2. **A Communications Group** to lead on media activities, content creation, awareness, and promotion of the Co-Op.

3. **An Advocacy Group** to develop the Co-Op membership, induct and support the participation of new members and lead on projects related to disability education and awareness.

Supporting Policies and Procedures:
The Co-Op was initially founded on the Co-Operative Principles, in which a group of people acts together to meet collective needs and aspirations, sharing ownership and making decisions democratically. The early development of the Co-Op has been built upon objectives aligning with the Student Partnership Agreement:

1. **Participation in Governance of the Disability Services, Student's Union & the University** – ensuring that disabled students' views, values, and needs are recognised. Providing an active decision-making process and encouraging and supporting student-led initiatives is paramount to this partnership.

2. **Participation in Teaching & Learning** – empowering students to take ownership of disability supports and Reasonable Accommodations that facilitate academic engagement and ensuring that student feedback and student voices are involved in developing increasingly accessible educational practices.

3. **Participation in the Wider Community** – collaboratively working on projects and initiatives that benefit students with disabilities and enhance inclusion in the University community as a whole.

Communication to Stakeholders:
The Co-Op Leadership Team meets weekly to raise discussion topics, propose ideas for projects, monitor project updates, and engage in planning and reviewing overall Co-Op development objectives.

The Co-Op has established a general membership online forum and a strong social media presence and increasing following through its communications work.

Email: abilitycoop@gmail.com
Website www.abilitycoop.com
Facebook: https://www.facebook.com/Ability-Co_op-108998600831478
Instagram: @abilityco_op
Twitter: @abilitycoop
LinkedIn: https://www.linkedin.com/in/trinity-ability-co-op-9a20981ab/

Benefits of the Project:
The rewards of the developing Co-Op are best understood through the overall aims of this initiative:
1. To make Trinity an inclusive environment for students with disabilities.
2. To raise awareness of the challenges students with disabilities face daily and how Trinity can best support us as students.
3. Create a safe space for students to discuss issues they are having or develop friendships with other students with disabilities.
4. Provide opportunities for students with disabilities to develop graduate attribute skills such as communication, project management, and teamwork through projects within the Co-Op.

Trinity Ability Co_op

A co-operative movement by students with disabilities towards radical inclusion on campus. We work in partnership with Trinity's Disability Service to ensure that inclusion is a priority in Trinity.

The structure of the co_op is a leadership team of nine students with disabilities which is divided into three sub-groups: **Advocacy and Mentorship, Communication and Media, and Representative.**

We also have the **Trinity Ability co-op Forum** on Facebook to engage with the broader co_op community where students with disabilities can participate in projects and discussions of inclusion.

Mission

- To make Trinity an **inclusive environment** for students with disabilities.

- To **raise awareness** of the challenges students with disabilities face on a day-to-day basis and how Trinity can best support us as students.

- Create a **safe space** for students to discuss issues they are having or develop friendships with other students with disabilities.

- Provide **opportunities** for students with disabilities to develop graduate attribute skills such as communication, project management and teamwork through projects within the Co_op.

Strategy

- Work with Trinity to provide **inclusion training** for the student capitations and academics in college, and for this training to be mandatory.

- Grow our **social media presence** to ensure that people become more aware of the importance of inclusion of people with disabilities.

- Have **media campaigns** created by students with disabilities to raise awareness, and these projects will also help develop **graduate attribute skills** of students with disabilities.

Goals

- **Inclusion** is widely discussed across campus and is a **priority** in academic teaching and within the student capitations.

- Students with disabilities **develop skills** from the co_op, which will benefit them in the workforce, which they may have not previously had gotten the opportunity to create.

- Have students with disabilities **present** in board discussions and **included in conversations** of change in Trinity.

- An Ability co-op in **every higher education institution** and that they can support each other as a **wider community** of students with disabilities.

- Raise awareness of the issues faced by students with disabilities on a **National Level** and lobby to ensure that we are supported in higher education.

Trinity
Ability co_op

5.5 Objective 5: The Student Experience and Student Partnerships - Together Consent Education Workshops

In 2015, TCDSU (Trinity College Dublin Students' Union) released the results of a survey of the student population on sexual consent. The results showed that, of the group of 1038 survey respondents, 1 in 4 women and 1 in 20 men at Trinity had had a non-consensual sexual experience. These data are consistent with other surveys and reports, including the recent Sexual Experiences Survey, a national survey of HEIs (Higher Education Institutions) published by USI (Union of Students Ireland) and NUIG (National University of Ireland Galway) in 2020.

Initiation:
Based on the Trinity SU (Students' Union) Survey and other national data available, the SU took the initiative to develop Sexual Consent Workshops for Trinity. The Project became a collaboration between the Students' Union, Senior Tutor, and the Student Counselling Service (SCS). The first pilot Project involved the delivery of Sexual Consent Workshops to incoming Fresher (Year 1) students in Trinity Hall in September 2016. The Workshops were based on the work of the SMART Project Team at the School of Psychology in NUI Galway, who provided training to a team of Facilitators made up of counselling staff, tutors and students. Workshops were delivered to approximately 60% of the Fresher students over Freshers' week. Workshops were delivered by Facilitator pairs made up of one staff member and one student.

Development:
A detailed evaluation of the pilot Project showed a definite improvement in students understanding and attitude towards sexual consent following the Workshops. Other feedback from participants and facilitators was used to develop the next phase of the Consent Project, which has continued to grow year-on-year. In 2017 a Steering Group was established to oversee the continued delivery of the Project, with representation from the SU, SCS and Senior Tutor's Office. Membership was later widened to include staff from the area of Diversity and Inclusion. The

Consent Workshops in 2017, now based on Trinity materials, were attended by approximately 90% of first year students resident in Trinity Hall, with similar numbers in subsequent years. In 2018, the second branch of the Consent Education Project was introduced: First Responder Training. This training was offered to those in the College identified as being potentially likely to hear a disclosure of sexual violence. This includes security staff, Assistant Junior Deans, Tutors, Assistant Wardens, Students' Union Officers and student leaders from clubs and societies. The training is aimed at giving attendees the skills and confidence to respond appropriately to such disclosures. Feedback showed that attendees reported increased confidence in supporting students who disclose sexual violence, and increased knowledge on how to signpost them for further support or reporting pathways. This training is now run annually. 2019 saw the introduction of 'Consent Plus' - a Workshop that combined the content of the original Consent Workshops with aspects of First Responder training and an introduction to the idea of Active Bystander Training. These Workshops were rolled out to all Students' Union Class Representatives in 2019 and 2020, further extending the reach of the Consent Education Programme. The Workshops were also delivered as requested by specific groups on campus e.g. clubs and societies. In 2019 the Students' Union introduced a full-time Graduate Intern position to support the Sexual Consent Education Project, funded by the Higher Education Authority (HEA). This position was funded for two years until 2021. The Project was rebranded as 'Together Consent'. The arrival of the Covid-19 pandemic in 2020 required the Project to pivot to online provision. This involved both the training of the staff and Student Facilitators, delivery of the Consent Workshops in Trinity Hall and Consent Plus Workshops to class representatives, and the delivery of the First Responder training.

Supporting Policies and Procedures:
2019 saw the launch of the HEA **Framework for Consent in Higher Education Institutions**. It sets out aims for students, for the Higher Education Authority, the Department of Education and Skills, for higher education institutions themselves and for staff of institutions. The Framework Document specifically addresses the necessity to implement targeted educational initiatives, and the 'Together Consent' Project supports Trinity in meeting these goals as an institution.

Communication to Stakeholders:
Information about the 'Together Consent' Project is disseminated online through the websites and social media of the Student Counselling Service, Students Union and JCR (Junior Common Room). In 2019, Trinity Trust funded the development of a 'Together Consent' website, launching early 2021, where details of the Project, campaigns and events, information and videos related to the topic of sexual consent will be housed. 'Together Consent' will move to its own dedicated social media channels, and continue to link with other sectors of the college community.

Benefits of the Project:
This model for Consent Education was the first concrete manifestation of the College-Student Union partnership in Trinity and is unique in the Irish higher education sector. This Project shows the great potential of such partnership projects. 'Together Consent' benefits Trinity students by increasing awareness and knowledge of issues of sexual consent, with the hope of starting conversations which continue beyond the confines of the Workshops themselves. Through ongoing education and training, the Project aims to contribute to the creation of a culture on campus that is safe, respectful and supportive. As more of the College community receives education and training each year, students are more likely to receive a compassionate and appropriate response in the event of disclosing sexual violence and will be directed to appropriate services for further support.

Conclusion:

The 'Together Consent' Project continues to expand and grow since its inception in 2016 and remains committed to its goals of creating an informed and engaged community on issues of both positive sexual consent and sexual violence.

The staff/student partnership structure lends unique strength to the initiative. Future plans for the Project aim to increase access to the educational initiative, thus widening the reach of the Project.

Freely Given

Retractable

Informed

Enthusiastic

Specific

5.6 Objective 5: The Student Experience and Student Partnerships – SOAPbox – Student Publication Partnership

Initiation:

Significant mandates requiring Open Access to publications and research data have been on the rise across the world. The European Union has committed to making Open Access the norm by 2030. Due to the evolving Open Scholarship (OS) landscape and Trinity's broader interest in making OS progress, an *ad hoc* OS Taskforce was established at the end of 2018 to be a platform within Trinity for OS discussion and debate. The Taskforce was co-chaired by the Dean of Research and the College Librarian. Advancing actions that promote the necessary cultural change in academia to mainstream OS were identified at an early stage, as essential to making OS progress. The Taskforce remit therefore included supporting pioneering OS pilot projects that could have such impact. SOAPbox – the Student Open Access Project - was initiated in line with this objective.

Development:

A Project proposal was developed, considered and approved by the OS Taskforce. Funding for SOAPbox was initially sourced from the Office of the Dean of Research for a 2-year cycle. The Project proposal included: (i) a governance structure with KPIs; (ii) information from a mapping exercise that identified 23 suitable 'candidate' research-led student publications based on a set of conditions closely aligned with Directory of Open Access Journals (DOAJ) quality criteria (e.g. propensity to publish minimum 1 volume/edition per annum; editorial committee in situ; etc.); and (iii) a preliminary programme for learning including (a) Intro to Research Integrity Policies; (b) Copyright & Licensing in an OS world; (c) other pertinent topics.

In line with fulfilling a high-level commitment to constructivist paradigms of learning, flexibility in the prescribed curriculum was agreed prior to the Project initiation, with agreement that, wherever possible, the Programme should be co-designed with participating partners. In the area of enabling infrastructure, the provision of an online open source publishing platform (i.e. Open Journal Systems 3.1) was delivered by Research IT to host the publications and the

process for delivery involved other key stakeholders from within Trinity; the Library, the Office of the Dean of Research and the OS Taskforce.

Implementation:

A target of 4-5 participating publications was set with final numbers rising to 8. In addition, 3 established academic journals and one new academic journal availed of various aspects of the SOAPbox Programme. A survey was conducted at the beginning of the Programme to identify participants' needs and gaps in their publishing and OS knowledge. The results were used to inform content delivery and prioritisation.

In total 7 workshops took place during the first year of the Project, including a ½ day intensive introductory course to OJS (Open Journal Systems). Two student journals have published at least one volume using the platform (i.e. TPR (Trinity Postgraduate Review); TSSR (Trinity Student Scientific Review) and a work package is underway to populate back volumes to the platform in accordance with proper copyright and licensing standards, as well as indexing standards. Feedback has been acquired from participants at various stages of the project to date.

Supporting Policies and Procedures:

The SOAPbox Programme is managed by a Project team consisting of a (i) Project Officer; a (ii) Project & Business Process Manager; and a (iii) Digital Journal Manager. The Dean of Research acts as Project Sponsor and the Project team provides a regular update to the Project Steering Group (which includes the Editor-in-Chief of each participating student publication). Open educational materials (e.g. PKP Docs - Public Knowledge Project Documents) have been exploited in the provision of the SOAPbox Programme, wherever possible, with trainings devised in line with best practice guides to Publishing.

Benefits of the Project:

SOAPbox is an extra-curricular way of complementing the development of the Trinity Graduate Attributes, whilst providing student publications with a publishing platform making the process

of peer-review, editing and submission simpler and assisting students in following best practice in the management of their publication and workflow. The Programme increases discoverability of students' research and therefore the research impact of this work. It also realises Trinity's commitment to bibliodiversity, champions OS in a pioneering way and fulfils the objectives identified in various College strategies including Trinity's Living Research Excellence Strategy, Trinity's Library Strategy and Trinity's Strategic Plan 2020-2025.

Evaluation, Impact & Conclusion:

Feedback from participants refers to how SOAPbox bridges the research and the teaching and learning divide – requiring participants to address practical issues in research integrity, research management and scholarly communication through action-based learning in a way that is uncommon in existing research methods' tertiary curricula. Furthermore, a community of practice around Open Access publishing has been developed amongst the student journal managers and between new and long-established journals – triggering interdisciplinary and inter-generational questioning and innovation within Trinity. SOAPbox has offered training in some OS fields and the demand for this far exceeded expectation. It is also clear that, for SOAPbox participants, it assists with the annual 'handover' model of student publishing ensuring some level of institutional memory remains, through software workflows and institutional knowledge. Student publishers' commitment to ethical and global issues is overwhelming and challenges us to find conceptual and technical solutions beyond conventional approaches with a clear desire for Trinity's mainstream curriculum to deal with questions of social justice that arise in respect of the knowledge commons.

5.7 Objective 5: The Student Experience and Student Partnerships – Supporting the Postgraduate Research Community During COVID-19

Background:

The GSU PhD COVID-19 Committee was formed by the Graduate Students' Union (GSU) and its membership is comprised of GSU PhD candidates who have been impacted by COVID-19 and wish to examine the impact of the pandemic on the Trinity postgraduate research (PGR) community (circa 1,794 students in 2020/21). Meeting online in September 2020 with Academic Officers and professional staff, the GSU PhD COVID-19 Committee set the ambitious goals for the GSU "to develop a dynamic knowledge-based Union, capable of securing funding, more jobs, safety and social cohesion for the Trinity research community impacted by COVID-19."

This echoes, from a Graduate Students' Union Perspective, the commitment in the College Strategic Plan 2020-2025, Goal 4.16 to: "stand up for research and its people through systematic lobbying for increased national funding for investigator-led research across the disciplines, increased stipends for funded Ph.D. researchers, a balanced research ecosystem and a more sustainable rate of overhead return on research."

Initiation:

Trinity has participated in the National Student Survey.ie of Postgraduate Research Students since the pilot in 2017/18 and again in 2018/19. In the 2018/19 PGR report, respondents reported a lower level of satisfaction on the personal outlook aspect where respondents *definitely* or *mostly disagreed* that they were satisfied with their life.

A GSU-led Survey of the PG Community in 2021 echoes the Student Survey.ie sentiment, but also shows that the COVID-19 crisis has had a deep impact on early career researchers in Trinity.

Development:

The GSU PhD COVID-19 Committee's initiatives in improving the research experience in collaboration with Trinity during a pandemic include:

1. **Support:** GSU sessions for PhDs to discuss these difficulties with other researchers and then with College Officers at the main GSU meeting.
2. **Space:** Clean, safe, stewarded space, designed and monitored with the postgraduate researcher in mind.
3. **Software:** Access for researchers to software packages onsite in computer laboratories.
4. **Solutions:** Offering researchers an opportunity to identify College's key stakeholders who are then invited to the main GSU meeting to provide solutions for all PhDs in attendance.
5. **Safety:** Equipping GSU Officers, School Convenors and the GSU Executive with operational safety information to support the research community, as it undergoes a phased return to laboratory, library and clinical research space.
6. **Stipends:** GSU lobbying internally and nationally for enhanced government investment in stipends and investment in extra scholarships and sponsorships to mitigate the COVID-19 effect.

Implementation:

Chaired by the President of the GSU and incorporating the GSU PhD COVID-19 Committee, over 70 PhD researchers from the postgraduate community have participated in each meeting since September 2020 and helped with solutions in collaborating with College. The meetings offer the following opportunities to researchers:

1. **Support from Trinity College**
   The Dean of Graduate Studies and the Vice Provost provided valuable support to researchers who outlined their COVID-19 academic experiences.
2. **Space at Trinity College**
   Space was opened by the Library and the Director of Student Services to accommodate research.
3. **Software at Trinity College**
   The Director of Student Services and the Head of Estates & Facilities in conjunction with IT Services expanded the Student Spaces Project to incorporate computer laboratories, managed by the GSU stewards, to offer instant access to essential software packages to researchers across six locations, as well as two new online class spaces.
4. **Safety at Trinity College**
   As a result of the discussions around researchers in laboratories and extra safety for PhDs, the GSU President took a request to the Dean of Health Sciences to request Trini-Screen COVID-19 screening be extended to PGR students, post-doctoral students (as well as technicians facilitating laboratories) as a measure "to safeguard and reassure our research community going forward". (Refer Case Study 2.6). As per the Graduate Students' Union request, eight Schools were deemed eligible to start Trini-Screen screening on 25/01/2021: 1. Biochemistry and Immunology, 2. Chemistry, 3. Physics, 4. Microbiology and Genetics in the Engineering, Mathematics and Science (EMS) Faculty and the entire Health Sciences (HS) Faculty comprising
   5. Dental Science, 6. Medicine, 7. Nursing and Midwifery and 8. Pharmacy with other Schools including Engineering and Natural Sciences being phased in.
5. **Stipends**
   Lobbying for an increase in investment in research and innovation became a key message through the meetings, defining the focus of the GSU for much of 2020/21 and the GSU President's focused lobbying finally resulted in the (Irish Research Council) IRC €16,000 stipend being raised to €18,500 per annum.

Communication to Stakeholders:

Information about points 2-5 above was disseminated online through tailored GSU email and social media posts to the PG student population. The GSU website and the GSU PhD COVID-19 Committee will continue to innovate and grow to support students within the research College community, through these meetings.

Benefits of the Project:
Student Partnership: PhDs benefit from suggesting solutions to College where they can be a part of the solution.
Peer Support:
Research suggests (Levecque *et al,* 2017). that at least half of all PhD students experience psychological challenges and that one in three experience symptoms of a mental health disorder.

Access
Research students whose research has been impacted by COVID-19 are positive about the access to:
- Warm, clean, safe, stewarded study buildings for the student population;
- Computer laboratories with software to support ongoing research;
- Trini-Screen screening for postgraduate stewards in study spaces and libraries, and for researchers including post-doctoral

and laboratory technicians across the Schools named above with other Schools being phased in;
- Access to meeting with the Provost, Vice Provost, Dean of Graduate Studies, Director of Services, Estates & Facilities, the Library IT Services and the Safety Office where a joint solution to researchers' problems is discussed.

Evaluation and Impact:
The GSU and the GSU PhD COVID-19 Committee have engaged with over 1,500 research students since September 2020 including:
- 625 unique emails regarding COVID-19 and its impact on the Research Community;
- To date a high percentage of students who have developed COVID-19 have engaged with the meetings;
- In a micro-survey, 825 postgraduates deemed these

interactions necessary for their survival to support academic performance and prevent social isolation and the devastating effects of long COVID.

Conclusion:
The Trinity postgraduate PhD research students' lived experience through COVID-19, shared in discussions with the GSU PhD COVID-19 Committee and Trinity College, has resulted in some significant recommendations in the GSU's strategic plan for research students in the light of COVID-19. This provides the GSU President with a blueprint for where the Union and its Executive need to focus their attentions in 2021 for research students and what the Union needs to achieve for the research community in partnership with the other key stakeholders in 2021/22. The GSU PhD COVID-19 Committee will remain in place whilst the research community faces challenges from COVID-19 in Ireland.

Appendix 1 – Evidence-based Resources

Case Study No.	Case Study Name	Evidence Based Resources
1.3	Interprofessional Learning – Faculty of Health Sciences	World Health Organisation (WHO) (2010) *Framework for Action on Interprofessional Education and Collaborative Practice.* Available at: https://www.who.int//hrh/resources/framework_action/en/ (Accessed 23/03/21)
		Vaughan, N., Garrison, D.R., Cleveland-Innes, M. (2018) *The Community of Inquiry Theoretical Framework. Handbook of Distance Education (4th ed.).* Abingdon: Routledge. Available at: https://doi.org/10.4324/9781315296135 (Accessed 23/03/21)
1.7	Trinity's Assessment Framework	Transforming the Experience of Students through Assessment (TESTA) (no date) *Home page* Available at: https://www.testa.ac.uk (Accessed 23/03/21)
		University of Bradford (no date) - *Programme Assessment Strategies* (PASS) Available at: https://www.bradford.ac.uk/pass/ (Accessed 23/03/21)
		Barrie, S., Hughes, C., Crisp, G. and Bennison, A. (2014). *Assessing and assuring Australian graduate learning outcomes (AAGLO): principles and practices within and across disciplines.* Sydney: Universities Australia, Learning and Teaching Repository Available at: https://ltr.edu.au/resources/SP10_1879_Barrie_Report%20_2013.pdf (Accessed 23/03/21)
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Case Study No.	Case Study Name	Evidence Based Resources
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3.4 **Also referred to in 5.1 5.3 5.7**	Transition to Trinity	Student Survey.ie (no date) *Home page* Available at: https://studentsurvey.ie (Accessed 23/03/21)

Case Study No.	Case Study Name	Evidence Based Resources
3.5	Stepped Care Model	Eab.com (2021) *Meeting the Escalating Demand for Mental Health Services* Available at: https://eab.com/research/student-affairs/study/meeting-the-escalating-demand-for-mental-health-services/ (Accessed 23/03/21)
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4.1	Quality Assurance of the Year Abroad and Exchange Programme	Erasmus Without Paper (no date) *Landing Page* Available at: https://www.erasmuswithoutpaper.eu (Accessed 23/03/21)
4.3	Enhancing the Structure of Undergraduate Admission Requirements	ECCTIS (no date) *Universities, Colleges, Providers* Available at: https://www.ecctis.com/Universities%20And%20Colleges/Default.aspx (Accessed 23/03/21)

Case Study No.	Case Study Name	Evidence Based Resources

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5.5	Together Consent Education Workshops	The Active* Consent/Union of Students in Ireland (USI) (2020) *Sexual Experiences Survey 2020: Sexual Violence and Harassment Experiences in a National Survey of Higher Education Institutions*
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Case Study No.	Case Study Name	Evidence Based Resources
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