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

Quality Committee	
Meeting Date	Thursday 07 May | 14.00 – 16.00 |Dining Room, Provost's House
Present	Professor Orla Sheils, Vice-Provost/Chief Academic Officer; Ms Victoria Butler, Secretary to the College/Director of Governance (Chair); Ms. Patricia Maguire, Academic Secretary; Professor Martine Smith, Dean of Graduate Studies; Professor Sylvia Draper, Dean STEM; Dr. Michael Cleary-Gaffney, Quality Officer; Ms. Breda Walls, Director of Student Services (nominee of the Chief Operating Officer); Prof. David O'Regan, STEM Representative; Prof Graeme Watson, Head of School Representative; Mr. Patrick Magee, Director, IT Services (CSD delegate); Ms. Anne Marie O Mullane, Deputy Secretary, Secretary's Office; Professor Vincent Wade, Senior Lecturer/Dean of Undergraduate Studies; Dr Cormac Kennedy, FHS Representative; Professor Carmel O'Sullivan, AHSS Dean; Professor David Fennelly, FAHSS representative; Ms Jessie Kurtz, Deputy Librarian;
Apologies	Mr. Noel Gorman, COO; Professor Emma Stokes, Vice- President Global Engagement; Mr Buster Whaley, Education Officer, Trinity Students' Union;
Vacant	External Member Chief Risk Officer Graduate Student Representative
Visitor/In - attendance	• Ms. Valerie Smith and Dr. Katie O'Connor for **QC/25-26/039** *Annual Faculty Quality Reports 2024/25* • Professor Ann Devitt, and Mr Conn Mc Cluskey for **QC/25-26/040** *Quality Review Report – School of Education*

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	Key points arising from discussion	**Actions/Decisions**
QC/25-26/037 Quality Committee Minutes		**Decision QC/25-26/37.1** The QC minutes of the 12th March 2025 were approved.
QC/25-26/038 Matters Arising from the Minutes	The following items were approved by Council on 8th April 2026:	

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	• **QC/25-26/031** Quality Review Report – School of Religion, Theology, and Peace Studies (SRTPS). • **QC/25-26/032** Quality Progress Report – School of Psychology • **QC/25-26/033** Institutional Quality Progress Report – Royal Irish Academy of Music (RIAM) • **QC/25-26/034** Royal Irish Academy of Music – Academic Policies *Admission and Transfer Policy and Procedure* and the *Doctoral Studies Policy and Procedure* • **QC/25-26/035** PGR StudentSurvey.ie 2025 Institutional Findings Report	
QC/25-26/039 Annual Faculty Quality Reports 2024/25	The Annual Faculty Quality Reports for each Faculty were circulated prior to the meeting. Each Faculty Dean was invited by the VP/CAO to discuss their report. **Faculty of Health Science- Professor Brian O'Connell (Faculty Dean)** The Dean noted significant quality enhancements across Schools within the Faculty of Health Sciences. These included curriculum review, enhancements to physical resources, and supports for students. The use of quality funds to support agreed quality measures were agreed by the Faculty Executive and supported a number of activities across Schools including first aid instruction for learners in the School of Pharmacy and Pharmaceutical Sciences, the renovation of physical spaces, and quality-related licences across the Faculty. Other enhancements were noted and are outlined as case studies within the report. Quality risks within Schools' control were noted, including academic integrity and the use of generative AI. The dispersion of physical space used by the School of Medicine was highlighted, including challenges relating to room usage and scheduling. The School is	**Decision QC/25-26/039.1:** The Quality Committee recommends the Annual Faculty Quality Report from the Faculty of HS to Council for approval via the Consolidated Faculty Quality Report.

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	considering the appointment of a dedicated timetabling officer to address this matter and improve the experience for students and staff. The VP/CAO recommended that the School engage with the Central Timetabling Unit particularly in the context that the College is exploring new ways to timetable and manage the use of space more efficiently. The Dean noted that challenges for the School of Nursing and Midwifery include meeting regulatory requirements for appropriate placements and ensuring that learners gain the required range of experience across community and acute care contexts. The regulatory body requires a specified threshold of placement hours in particular contexts to be met. This can be challenging given constraints within the Health Service. The School is proactively engaging with key stakeholders to ensure that placement requirements across the relevant contexts are achieved. Risks outside Schools' control were also highlighted. These included the increased volume of PGT applications processed by Schools, accessibility issues, and the suitability of some buildings. The Dean noted engagement and assistance from Estates and Facilities and the Bursar's Office to improve physical space for students. Challenges remain in providing learners with suitable social space, including eating and locker space, in buildings not located on campus. The Dean noted that the Faculty is proactively working to ensure that physical space meets the needs of current students and is suitable for the agreed significant expansion of student numbers. Members commended the Faculty for their proactive approach to providing first aid instruction and suicide prevention workshops to learners and staff. It was also noted that the Secretary's Office and Human Resources have appointed an in-house solicitor that	

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	whose expertise is in dignity and respect and matter related to EDI and this appointment will support the work of the Dignity and Respect Unit. **Faculty of Arts, Humanities and Social Sciences- Prof. Carmel O'Sullivan (Faculty Dean) and Ms Valerie Smith (Faculty Administrator)** The Dean noted that Schools within the Faculty are proactive, engaged and innovative, with a strong quality culture and evidence of enhancement at local level. This was demonstrated through curriculum redesign, pedagogical innovation, policy development, and direct responses to student feedback. The Dean highlighted the need for strengthened College-wide frameworks in relation to generative AI, assessment models, diverse student needs, and compliance requirements associated with regulatory accreditation. It was noted that Schools are developing local solutions while institutional direction continues to be developed. Challenges relating to physical and digital infrastructure, capacity and resourcing were also noted, along with ongoing challenges in securing placements for students in particular health-related areas. The Dean noted the need for enhanced coordination across the Faculty, as well as institutional coordination, to support these areas. The Dean further noted that additional institutional guidance and policy development would be beneficial in areas including generative AI, EDI and LENS reporting, lecture recording, and online assessment models. It was noted that assessment practices have evolved, but that supporting systems and structures have not developed at the same pace.	**Decision QC/25-26/039.2:** The Quality Committee recommends the Annual Faculty Quality Report from the Faculty of AHSS to Council for approval via the Consolidated Faculty Quality Report.

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	In response to the issues raised regarding lecture recording and infrastructure, the VP/CAO noted that College is exploring how rooms can be used more efficiently. It was noted that appropriate infrastructure will be required to support more effective use of teaching spaces. In certain cases, College will need to support the Faculty to ensure that appropriate resources are in place in shared teaching spaces, and that these are efficiently used. A proportion of teaching spaces will be equipped to support live streaming and hy-flex teaching, and the mode of teaching will need to be aligned with timetabling arrangements. The Senior Lecturer noted that a College-wide policy on lecture recording will be considered for approval by USC, GSC and Council at their next meetings. A communications plan will set out the applicable arrangements. It was noted that lecture recording will not be mandatory but affordances can be provided where practicable. In relation to generative AI, the Senior Lecturer noted that the College statement will be updated and that a working group has been established to identify the College-wide supports required. A member noted the need for supports, resources and case studies to accompany College-wide statements and policies, which Schools can draw upon collectively. The Senior Lecturer also noted that a separate working group may be established to consider assessment and the academic year structure. It was noted that terminal examinations have increased by 25% over the past three years. Challenges in implementing reasonable accommodations and supports for learners during in-semester examinations were noted, including the availability of suitable examination venues were noted. The working group would examine assessment management systems that may reduce reliance on terminal examinations, and a possible extension of the examination	

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	period when the LC results return to normal release. A member noted that the working group might rather consider how a revised academic year structure could decompress teaching, which had occurred a direct consequence of changes with the later publication of CAO points. Enhancements to digital systems were noted, including the upgrade to Blackboard Ultra, which has been positively received. The positive impact of targeted small-scale local investments to physical resources was noted. However, it was acknowledged that some physical resources require further upgrade, including the ARTL. Technical issues relating to SITS were noted, while acknowledging that these were confined to one School. It was also noted that, while learner feedback is sought, there are ongoing challenges in securing learner engagement and participation in formal feedback processes. Issues outside the remit of Schools were also raised, including matters relating to the Library. In response, the Deputy Librarian noted that, in 2024/25, the Library's information resources budget was €2.45 million, of which €2.23 million was allocated to e-resources, with the remainder allocated to print resources. It was noted that 42% of the total information resources budget was allocated to AHSS. The Deputy Librarian noted that the Library continues to acquire collections relevant to staff needs. In relation to issues with the Library catalogue system, it was noted that procurement of an updated system had been delayed, but that the Library is commencing a process to procure a new system. **Faculty of Science, Technology, Engineering and Maths (STEM)- Prof. Sylvia Draper (Faculty Dean) and Dr Katie O'Connor (Faculty Administrator)**	**Decision QC/25-26/039.3:** The Quality Committee recommends the Annual Faculty Quality Report from the Faculty of STEM

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	The Dean noted the work of the School of Chemistry and the School of Physics in providing foundation-level supports to help learners develop their understanding of conceptually challenging material. This has been supplemented by horizontal and vertical curriculum review to reinforce core concepts that are built upon in the Sophister years. The Dean noted that some assessment practices may encourage learners to revise, cram, pass and move on, and may not support the development of strong conceptual understanding. The Dean commended the use of peer-to-peer supports, including the Maths Help Room. It was noted that some Schools have created opportunities for students across different years to engage with one another to support peer learning. Capstone projects were also commended by external examiners as adding significant value. Upgrades to student social spaces were noted, including in TBSI, Goldsmith Hall, the Hamilton Building and O'Reilly Hall. It was also noted that funding provided by Planning Group for the Maths Library had led to enhancements that have been welcomed by learners. The Maths Library now includes helpdesks and teaching tutors, is accessible, and is being fully utilised. It was noted that the turnaround time for marking examinations is tight. Class sizes and student numbers have increased, placing pressure on physical infrastructure and resources. Schools are exploring innovative ways to assess learners differently, including the use of oral assessment alongside written assessment. Challenges relating to physical spaces, including accessibility issues in the Chemistry Building and Museum Building, were also noted.	to Council for approval via the Consolidated Faculty Quality Report.

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	The Dean raised the need for College to explore how online and e-examinations, including proctored examinations, could be facilitated. The Vice-Provost noted that online proctored examinations can present challenges, including the need to protect learners' privacy rights. The Dean queried whether online proctoring could be explored for on-campus examinations. The need for greater support and resources from Academic Registry to support examinations was also raised. The Dean emphasised that AI in STEM should be viewed as an opportunity as well as a challenge, noting that employers increasingly expect graduates to have experience using AI. The importance of AI experience and skills for graduate outcomes was noted, along with the need to ensure that AI literacy is embedded within curricula. The School of Computer Science and Statistics was noted as having developed its own AI policy to support the embedding of AI within its programmes. The growing number of students with additional needs was also discussed. The School of Physics was commended for adding a question to its learner feedback form to establish whether lecturers had met learners' reasonable accommodations.	
QC/25-26/040 Quality Review Report – School of Education	Professor Carmel O'Sullivan, Dean of AHSS, introduced the School of Education Quality Review Report. The AHSS Dean and Head of School noted that the External Panel identified several commendations including: • the School's strong culture of collegiality, trust, care and mutual support, which permeates its teaching, learning and research;	**Decision QC/25-26/040.1:** The Quality Committee recommended the School Education Quality Review Report dated 30th April to Council for approval.

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	• the School's responsiveness and competitiveness in attracting research funding, and the quality, rigour and impact of its research and programme portfolio; • the School's interdisciplinarity and expertise in addressing complex and "wicked" issues in education; and • the success of TCPID in setting an international benchmark for its work, and its embeddedness within the School. The Head of School noted that the reviewers' commendations were encouraging, while highlighting that the School's performance should be considered in context. Compared with other Schools of Education nationally and internationally, the School is small, has a relatively junior academic staff profile, and currently has two vacant Chair positions. The Head of School noted that the Quality Review recommendations aligned with the School's planned trajectory and are reflected in the School's draft strategic plan. The Head of School highlighted the following: 1. **Strategic Partnerships and Mobility** The School will continue to develop partnerships supporting outward and inward mobility, and will take a considered approach to identifying and developing strategic partnerships with other Higher Education Institutions. 2. **Global Talent Recruitment** The School will progress a global talent recruitment process for the two vacant Chair positions.	

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	3. Co-locating the School of Education and TCPID In relation to developing a coherent School of Education, the Head of School noted that the co-location of TCPID with the School of Education would further embed TCPID within the School. This was noted while acknowledging that TCPID is already at the heart of the School and embedded within its structures. **4. Enhancement of Digital Education Infrastructure** The quality of teaching and learning space in the Arts Building was noted, along with the need for appropriate physical and digital infrastructure to support future-oriented digital education. The School is actively applying for grants to enhance educational infrastructure and support 21st-century teaching and learning requirements. A Committee member noted the importance of dedicated physical space and digital education infrastructure to enable School of Education staff and students to test and trial new approaches. It was suggested that collaboration with the School of Computer Science and Statistics, particularly in the context of the E3 building, and with the Laidlaw Library may support this objective. The Head of School noted existing collaboration with other Schools in the use of physical and technical resources, including Oriel House, to support Digital Education modules on Initial Teacher Education programmes. In response to a query regarding the extent to which the UN Sustainable Development Goals are embedded within modules across the School's programmes, the Head of School noted that the School of Education has been a national leader in education for sustainable development for the past 50 years. Members of the School have also advocated for the inclusion of education for sustainable development within accreditation requirements for	

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	initial teacher education, which is now part of those requirements. Many researchers in the School are actively engaged in research related to the UN SDGs, and sustainability is embedded within the curriculum across all School programmes. The Head of School noted that ESD Fellows have not come from the School to date, due to existing commitments within the School. The VP/CAO commended the Quality Review Report and noted that the next step is for the School to develop an Implementation Plan to be presented to a future meeting of the Quality Committee.	
QC/25-26/041 Linked Provider Policy Framework	The Quality Officer noted that Trinity, as a Designated Awarding Body, has a number of responsibilities in relation to Linked Providers under the Qualifications and Quality Assurance (Education and Training) Act 2012. These include procedures for the review and approval of a Linked Provider's quality assurance procedures; procedures for reviewing the effectiveness and implementation of those procedures; the right of the Designated Awarding Body to withdraw approval of approved Linked Provider procedures; and provision for the Linked Provider to appeal such a decision through an independent appeals person. The Quality Officer noted that the existing procedures are in place but are due for review. It was proposed to consolidate the discrete procedures into a Linked Provider Policy Framework. The Quality Officer highlighted the proposed amendments, including a more agile process for the approval of academic policies where minor changes are being made. It was further noted that minor and moderate changes would be approved at local level within the Linked Provider, in accordance with the proposed framework.	**Decision QC/25-26/040.1:** The Quality Committee recommended the Linked Provider Policy Framework Report dated 30th April to Council for approval.

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QC/25-26/042 Any Other Business	The Committee noted that this was the final meeting for Dr David Fennelly, Professor Martine Smith, Professor Brian O'Connell and Mr Buster Whaley, each of whom had completed their respective terms. The VP/CAO thanked the outgoing members for their contribution to the Committee.	
QC/25-26/043 Quality Committee Self Evaluation	The VP/CAO encouraged members of the Quality Committee to complete the survey addressing the performance of the Quality Committee in 2024/25.	**Action QC/25-26/043.1**: Quality Committee members were asked to respond to the QC Survey Self-Evaluation by 16th June 2026.
QC/25-26/044 Quality Review Schedule 2025/26	The Schedule of Quality Reviews for 2026/27 was presented to Quality Committee members for noting.	**Decision QC/25-26/044.1:** The Quality Committee noted the Quality Review Schedule 2026-27.
QC/25-26/045 Proposed dates for Quality Committee 2026/27	Quality Committee proposed dates for Academic Year 2026/27 were circulated.	**Decision QC/25-26/045.2:** The Quality Committee noted the proposed dates for Quality Committee 2026/27.