



Quality Committee	
Meeting Date	Thursday 27 November 2025 14.00 – 16.00 Trinity Boardroom
Present	Ms Victoria Butler, Secretary to the College/Director of Governance (Chair); Ms. Patricia Maguire, Academic Secretary; Professor Martine Smith, Dean of Graduate Studies; Professor Vincent Wade, Senior Lecturer/Dean of Undergraduate Studies; Professor Sylvia Draper, Dean STEM; Dr. Michael Cleary-Gaffney, Interim Quality Officer; Ms. Breda Walls, Director of Student Services (nominee of the Chief Operating Officer); Ms Jessie Kurtz, Deputy Librarian; Prof. David O'Regan, STEM Representative; Dr Cormac Kennedy, FHS Representative; Prof Graeme Watson, Head of School Representative;
Apologies	Professor Orla Sheils, Vice-Provost/Chief Academic Officer; Professor Emma Stokes, Vice- President Global Engagement; Mr Noel Gorman, Chief Operating Officer; Mr. Patrick Magee, Director, IT Services (CSD delegate); Ms. Anne Marie O Mullane, Deputy Secretary, Secretary's Office; Professor David Fennelly, FAHSS representative; Mr Buster Whaley, Education Officer, Trinity Students' Union
Vacant	External Member Chief Risk Officer Graduate Student Representative
Visitor/In - attendance	<ul style="list-style-type: none">• Ms Ciara Muldoon, Administrative Officer: Quality Office• Professor Paul O'Grady and Ms Olive Donnelly for QC/25-26/017 <i>Quality Implementation Plan – School of Social Science and Philosophy</i>• Professor Katrin Wendland and Ms Karen O'Doherty for QC/25-26/018 <i>Quality Review Report – School of Mathematics</i>• Professor Anil Kokaram for QC/25-26/019 <i>Quality Implementation Plan – School of Engineering</i>• Ms Leticia Peralta for QC/25-26/020 <i>Thematic Analysis of School Quality Review Recommendations from 2022/23 - 2024/25</i>



Agenda item		
	Key points arising from discussion	Actions/Decisions
QC/25-26/015 Quality Committee Minutes		Decision 015.01 The QC minutes of the 16 th October were approved.
QC/25-26/016 Matters Arising from the Minutes	<p>The following items were approved by Council on 5th November 2025:</p> <ul style="list-style-type: none"> • QC/25-26/03 Quality Progress Report for the Marino Institute of Education • QC/25-26/05 Quality Review Report for the School of Social Sciences and Philosophy QC/25-26/06 Quality Implementation Plan for the Trinity Business School • QC/25-26/007 Quality Implementation Plan for the School of Physics • QC/25-26/008 Quality Progress Report for the School of Natural Science <p>Quality Review of Schools Subject to External Professional, Statutory and Regulatory Body (PSRB) Review</p> <p>The Academic Secretary noted that work is ongoing to develop a proposed model for the Quality Review of Schools subject to external PSRB review. Recognising that Quality Reviews are a core component of Trinity’s Quality Framework, members agreed that they should not duplicate external accreditation processes.</p> <p>It was noted that PSRB reviews typically focus on programme content and assessment, whereas Quality Reviews consider the School as a whole. Accordingly, it was suggested that University Quality Reviews should focus on areas not covered by accrediting bodies and, where appropriate, that elements of PSRB accreditation reports may be used to inform or supplement the Quality Review. Members noted that assessment of a School’s strategy and governance should normally remain within the remit of a Quality Review.</p>	<p>Action</p> <p>016.01 Academic Secretary and Quality Office to develop a procedure for the Quality Review of Schools subject to PSRB review and bring it to Quality Committee in Hilary Term for consideration.</p> <p>Action</p> <p>016.02 The Quality Office to update the School Review Procedures to clarify that Schools have agency to tailor the Quality Review Terms of Reference to ensure the review is informative and relevant to the School.</p>



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Agenda item		
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	<p>The Academic Secretary and the Quality Office will develop a proposed procedure for the Quality Review of Schools subject to PSRB review, which will be brought to the Quality Committee in Hilary Term for consideration. In the interim, Schools are advised that they have agency to tailor the Quality Review Terms of Reference to ensure that the review is useful to the School.</p>	
<p>QC/25-26/017 Quality Implementation Plan – School of Social Science and Philosophy</p>	<p>The Head of School, Professor Paul O’Grady, and the School Manager, Ms Donnelly, presented an overview of the School’s proposed Implementation Plan (IP). The IP is a three-year programme with associated KPIs, identified risks to progressing actions, and measures to mitigate these risks. Implementation will be overseen by a Steering Committee, which will meet monthly and report progress to the School Executive. The IP covers six thematic areas:</p> <ol style="list-style-type: none"> 1. Strategy, Vision and Identity The development of a shared Strategic Plan articulating the School’s identity and priorities will be co-created with input from staff and students. 2. Workload and Curriculum Frameworks The School will develop an equitable Workload Allocation Model (WAM) and a curriculum framework to support high-quality teaching, fair workload distribution, and sustainable programme structures. The WAM will be informed by benchmarking against internal and external models and refined through consultation within the School. It will be piloted in two disciplines, followed by adjustments based on the pilot outcomes. Concurrently, the School will review its programme structures and assess the viability of modules with low 	<p>Decision 017.01 The Quality Committee recommended the School of Social Science and Philosophy Quality Implementation Plan, dated 19th November 2025, to Council for approval.</p>



Agenda item	Key points arising from discussion	Actions/Decisions
	<p>enrolments. A reduction in modules may positively influence overall workload allocation.</p> <p>3. Research Excellence and PGR Strategy To support research excellence, the School will pilot a protected research time policy. To increase the volume and success rate of grant applications, the School will offer grant-writing workshops and mentoring. The School will also develop a PGR recruitment strategy, with the objective of increasing PGR numbers by 25% by 2028, and will seek to identify and provide additional internal funding opportunities to support PGR growth.</p> <p>4. Governance, Engagement and Student Representation The School will streamline governance, clarify committee remits, and strengthen student and internal engagement.</p> <p>5. Professional Services Development The School will introduce a CPD programme for professional staff and establish a professional staff forum, along with cross-skilling and upskilling events, to support professional staff development, recognition, and retention. The School will also continue to advocate for College-level progression mechanisms for professional staff.</p> <p>6. Teaching Assistant Structures The School will standardise Teaching Assistant (TA) recruitment, training, pay, and allocation to ensure consistency, equity, and teaching quality across</p>	



Agenda item		Actions/Decisions
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	<p>disciplines. As a first step, the School will conduct an audit of TA recruitment practices, pay levels, and duties. A mandatory TA induction and annual training programme will be introduced, and TAs will be directed to resources provided by the Centre for Academic Practice. The School will also establish a baseline TA allocation model to ensure equity across disciplines.</p> <p>Members queried the feasibility of increasing PGR numbers by 25% given funding constraints. The School noted that it offers the Grattan Scholars Programme and is seeking additional philanthropic support via Trinity Development & Alumni to support further scholarships. The Head of School noted that increased School revenue has been directed towards scholarships rather than the recruitment of additional staff. It was noted that growth in PGR numbers could also be supported by an increased number of PGT students progressing to PGR programmes.</p> <p>The Committee emphasised the importance of alignment with the University Strategic Plan and welcomed the School's proactive approach to implementation and risk management. In relation to Professional Services Development, it was noted that the University Strategic Plan includes a commitment to being a good employer and advancing the "People Programme," which may support School initiatives for professional staff development and recognition.</p>	
QC/25-26/018 Quality Review Report – School of Mathematics	The Head of School, Professor Katrin Wendland, and the School Manager, Ms Karen O'Doherty, presented an overview of the findings from the Quality Review Report. Professor Wendland noted that the External Panel commended the School for its strong	Decision 018.01 The Quality Committee recommended



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	<p>international profile, built on excellence in both research and teaching, the reputation of its academic staff, and the positive, collegial atmosphere within the School. Professor Wendland highlighted that the reviewers' recommendations were categorised under five headings:</p> <ol style="list-style-type: none"> 1. Organisation and Management The Panel encouraged the School to further strengthen multidisciplinary collaboration between the two disciplines within the School (Pure Mathematics and Theoretical Physics). In response, the School is working to improve colloquium participation to facilitate cross-disciplinary discussion. Professor Wendland noted that all academic staff are encouraged to participate in HMI activities. 2. Academic Staff Previously, a higher proportion of staff were appointed from Theoretical Physics compared to Pure Mathematics. In recent years, however, the School has hired several Assistant Professors with a background in Pure Mathematics. Professor Wendland noted that, given current financial constraints, the School is not in a position to make Teaching Fellow posts permanent. She also reported that College support is being sought to fill the vacant Erasmus Smith Chair. 3. Undergraduate Education In response to the reviewers' recommendation that the School review the organisation of the undergraduate curriculum, Professor Wendland noted that, 	<p>the School of Mathematics Quality Review Report, dated 20th October 2025, to Council for approval.</p>



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Agenda item	Key points arising from discussion	Actions/Decisions
	<p>prior to the Quality Review, some academic staff had proposed changes to modules and had begun identifying content that could be streamlined or integrated. Since the review, a working group has been established to examine the undergraduate curriculum, which may lead to a reduction in the number of modules offered. She noted that this review will take time to ensure it does not adversely impact service teaching within the Faculty and that any changes are unlikely to take effect before the 2027/28 academic year. The Academic Secretary noted that supports are available through Trinity Teaching and Learning to assist the School in conducting this curriculum review.</p> <p>4. Postgraduate Education The School is open to developing an MSc in Pure Mathematics; however, progress is challenging due to limited resources. The Senior Lecturer advised that a reduction in undergraduate modules would help free academic staff time to contribute to a new MSc programme, which could also increase the School's income. Professor Wendland noted that undergraduate students are seeking opportunities to progress to an MSc in Pure Mathematics and that such a programme would provide a pipeline for future postgraduate research students.</p> <p>5. Resources The reviewers recommended refurbishing the School's existing space to facilitate pedagogical and scholarly exchange. Professor Wendland highlighted that parts of the School have recently been refurbished and accessibility</p>	



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Agenda item		Actions/Decisions
	Key points arising from discussion	
	<p>improved. However, a proposed structural modification to an office in the Lloyd Building was not approved by the Space Allocation Group.</p> <p>Members commended the Quality Review Report and the School's proactive response to the recommendations. The Senior Lecturer advised the School to identify KPIs when developing its implementation plan, to ensure that actions are targeted rather than aspirational, and that the identified KPIs will support the fine-tuning of proposed initiatives.</p>	
<p>QC/25-26/019 Quality Implementation Plan – School of Engineering</p>	<p>The Head of School, Professor Kokaram, provided an overview of the School's proposed Implementation Plan and outlined that the Reviewer's recommendations were categorised under five thematic areas.</p> <ol style="list-style-type: none"> 1. Education and Curriculum The School is developing an Education Strategy, informed by the relevant Professional, Statutory and Regulatory Body, Engineers Ireland. The strategy will identify opportunities for curriculum rationalisation, new thematic areas. The School has also carried out a curriculum review of Freshman years to inform the creation of more coherent clusters/tracks. The strategy will inform the long-term viability and societal benefits of some of the programmes currently offered. It was noted that the Education Strategy will complement the School's Research and Industry Strategy. 2. Financial and Space Planning 	<p>Decision 019.01 The Quality Committee recommended the School of Engineering dated 19th November 2025, to Council for approval.</p> <p>Action 019.01 Matters pertaining to the Red Brick Building to be escalated to the Chief Operating Officer.</p>



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

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	<p>The School has been analysing ten years of data on student and staff FTEs and income to support transparent financial planning and decision-making. The School is also reviewing its PI overhead retention policy. To support this review, a report is being developed outlining overhead income over the past 10 years, and then the historic impact if a change had been made over the last ten years and the implications for future planning. Prof. Kokaram noted that the School is developing a five-year School Space Policy and Plan to enhance the office environment across all of the School's buildings. He also highlighted that support from the College will be required in relation to the Red Brick Building, where certain issues currently pose a health and safety risk.</p> <p>3. Staffing and Staff Development It was noted that the School does not have authority over career progression pathways for administrative staff and that limited progression opportunities are impacting staff retention and leading to a loss of built up knowledge and experience.</p> <p>4. E3 Learning Foundry and Systems The School is exploring options to enable the use of E3 facilities for research activities outside of teaching hours. The Head of School noted that the lack of interoperability between College systems is creating a significant administrative burden, with manual workarounds currently required. The School has been working proactively with Academic Registry to develop a report on student progression.</p>	



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Agenda item		
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	<p>5. Outreach.</p> <p>The School has launched an Industry Strategy and will increase industry engagement at open days and in showcasing the School's global activity. The Director of Student Services noted that the College is developing a campus-wide masterplan to support the management and prioritisation of building upgrades. Members reiterated concerns regarding the Red Brick Building and noted that this matter should be escalated to the Chief Operating Officer.</p> <p>The Senior Lecturer/Dean of Undergraduate Studies commended the development of the Education Strategy and recommended that it aligns with the College Strategic Plan, particularly in relation to Lifelong Learning. The Senior Lecturer/Dean of Undergraduate Studies also advised the School to identify KPIs to measure performance against its implementation plan.</p>	
<p>QC/25-26/020 Thematic Analysis of School Quality Review Recommendations from 2022/23 - 2024/25</p>	<p>The Quality Projects Officer, Ms Leticia Peralta, outlined the findings from a thematic analysis of recommendations arising from seven School Quality Reviews conducted during 2022/23 and 2023/24. A total of 81 recommendations were made across all reviews.</p> <p>Quality Committee members commended the report stating that it was beneficial to understand whether there were similarities in the recommendations being made across Units/Schools. Members noted that the findings may be of assistance to Schools which in the future will undertake a Quality Review by assisting them in developing the Terms of Reference of the Review.</p>	<p>Decision</p> <p>020.01 The Quality Committee noted the Thematic Analysis of Recommendations from School Quality Reviews Report dated 19th 2025 November.</p>



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Agenda item		
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QC/25-26/021 Any Other Business	Nil	
QC/25-26/022 QQI Consultations	Trinity's response to QQI's Green Paper on Micro-credentials and the short programmes that lead to them was presented to Quality Committee for noting.	Decision 022.01 The Quality Committee noted Trinity's response to QQI's Green Paper on Micro-credentials and the short programmes that lead to them.