



Trinity
College
Dublin

The University of Dublin

ANNUAL REPORT 2022-2023

Trinity Teaching & Learning

TABLE OF CONTENTS

Foreword from the Academic Secretary	3
Core Functions of Trinity Teaching and Learning	4
Core Activities of Trinity Teaching and Learning	5
Academic Affairs: i. Highlights at a Glance, 2022-23 ii. Key Figures for 2022-23	6 7
Centre for Academic Practice: i. Highlights at a Glance, 2022-23 ii. Key Figures for 2022-23	8 9
Careers Service: i. Highlights at a Glance, 2022-23 ii. Key Figures for 2022-23	10 11
Quality Office: i. Highlights at a Glance, 2022-23 ii. Key figures for 2022-23	12 13
Trinity Access Programmes: i. Highlights at a Glance, 2022-23 ii. Key Figures for 2022-23	14 15

FOREWORD

Welcome to the 2022/23 edition of the Trinity Teaching and Learning (TT&L) Annual Report.

Established in 2015/2016, TT&L was tasked with informing and guiding the pedagogical practices, policies and structures that shape the educational experiences of undergraduate and postgraduate students at Trinity.

Working closely with College Academic Officers, TT&L has adopted a people-first approach, with a focus on creating a culture of quality that supports academic excellence and a positive student experience. TT&L is led by the Academic Secretary and supported by a team of higher education professionals and support staff, who have considerable expertise across the span of the student academic lifecycle.

The aim of this Annual Report is to provide an overview of activities and developments across the five units of TT&L (Academic Affairs; Centre for Academic Practice; Careers & Development; Quality Office; Trinity Access Programmes) during the 2022/23 Academic Year.

The Report also highlights the contribution and achievements made by the units across TT&L towards the University's strategic goals, particularly with respect to Goals 1, 3 and 6.

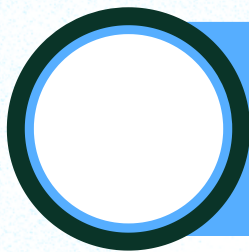
The 2022/23 Academic Year presented unique challenges for teaching and learning with the advent of Generative AI and developments in ESD (Education for Sustainable Development) and the commitment of the TT&L staff to support these developments is highly commended.

Patricia Callaghan

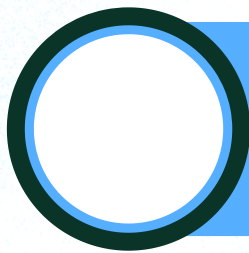
**Academic Secretary
Head of Trinity Teaching & Learning**



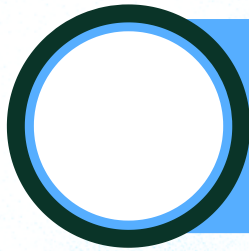
CORE FUNCTIONS



**Underpin Teaching & Learning with
Researched Informed Pedagogy.**

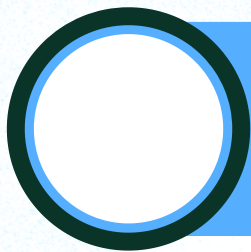


**Develop coherent Academic Policies
and related processes.**

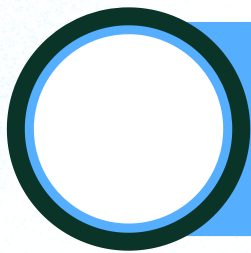


**Build valuable Teaching &
Learning Partnerships.**

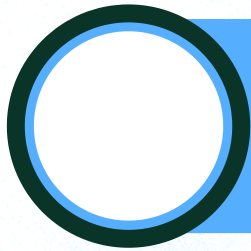
CORE FUNCTIONS



**Prepare students to succeed
beyond Trinity College.**



**Foster Diversity & Participation in
Teaching & Learning at Trinity**



**Assure and contribute to the
Quality Enhancement of
Teaching & Learning at Trinity**

CORE ACTIVITIES



Development, revision, effective communication, and support of the implementation of academic policies, regulations, and frameworks.

Enhancement of the pedagogical understandings and practices of academic staff and those who shape teaching practices across the University.



Development, dissemination, and implementation of international best practice in quality assurance and enhancement.

Provision of a comprehensive careers service for students in collaboration with academic staff and employers.



CORE ACTIVITIES



Linking with Schools to ensure those from non-traditional backgrounds are supported to succeed at Trinity.

Building partnerships with teaching and learning staff, education partners, policy makers and other stakeholders at institutional, national and international levels.



Provision of advice and support to the University's academic committees and academic officers.

Provision of support to Schools revising and developing course proposals, and in updating courses in response to national developments and emerging needs.



ACADEMIC AFFAIRS

Quality
Review of
Academic
Affairs
Completed

New PG
Programme
Development
& Approval
Process

New
Framework
for Academic
Misconduct
Investigations

Supported
Review and
Development
of LibGuide

Supported
University
Council with
consideration
of Programme
Proposals

7 PG Course
Proposals
Approved

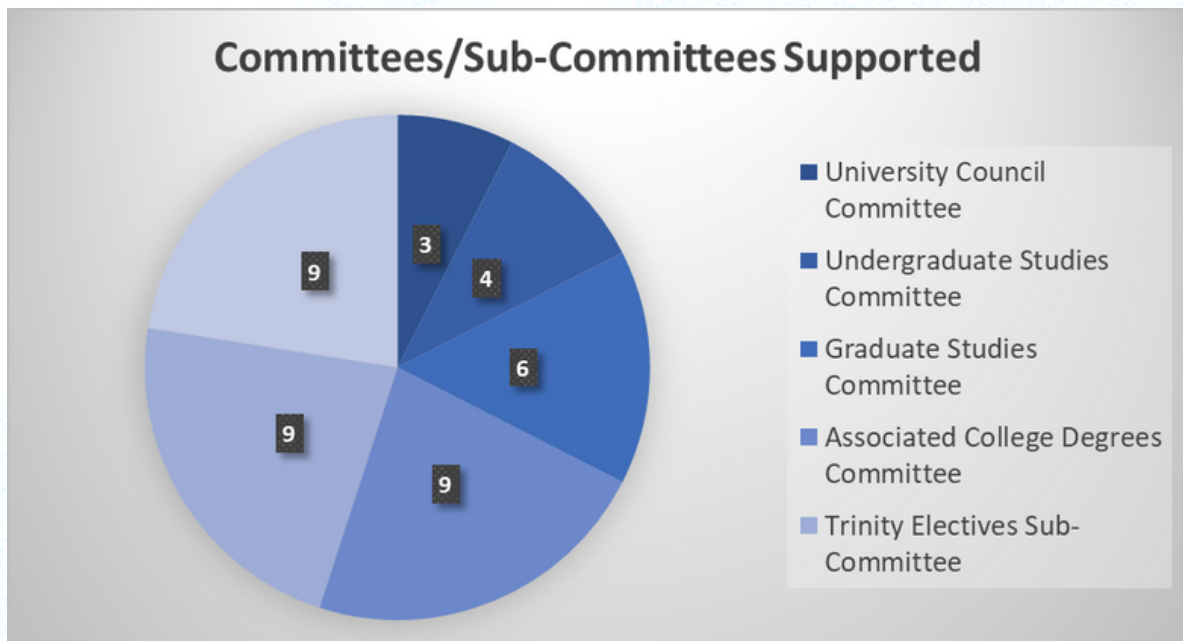
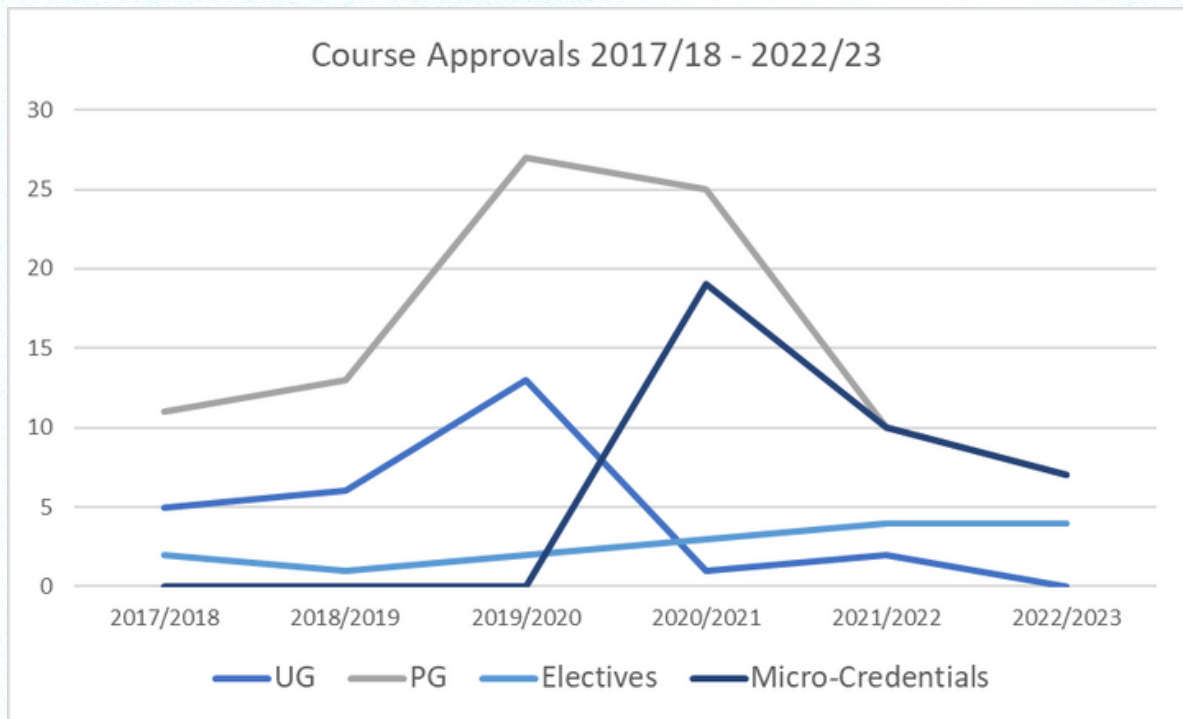
7 Micro-
Credential
Proposals
Approved

4 Trinity
Electives
Approved

3 UG Course
Amendments
Approved

ACADEMIC AFFAIRS

KEY FIGURES



CENTRE FOR ACADEMIC PRACTICE

7 Graduates
from Special
Purpose
Certificates

59 Graduates
from Graduate
Teaching
Assistant
Programme

37
Professional
Development
Events

7 For-Credit
Modules for
Staff

90 PhD students
enrolled in
Graduate
Teaching
Assistant
Programme

13 Teaching
Excellence
Award
Winners

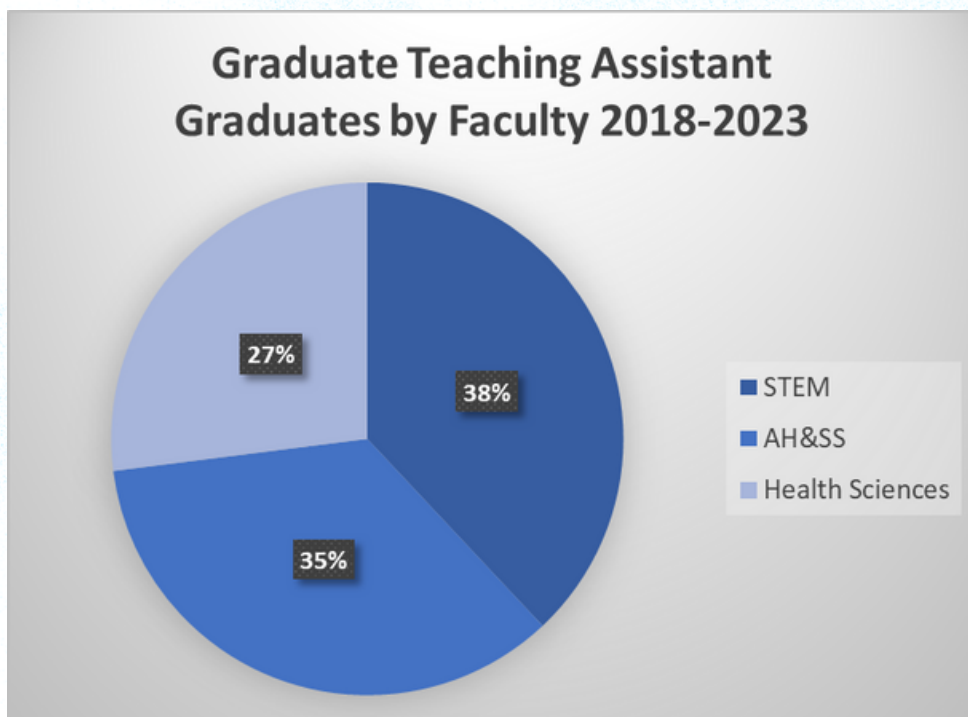
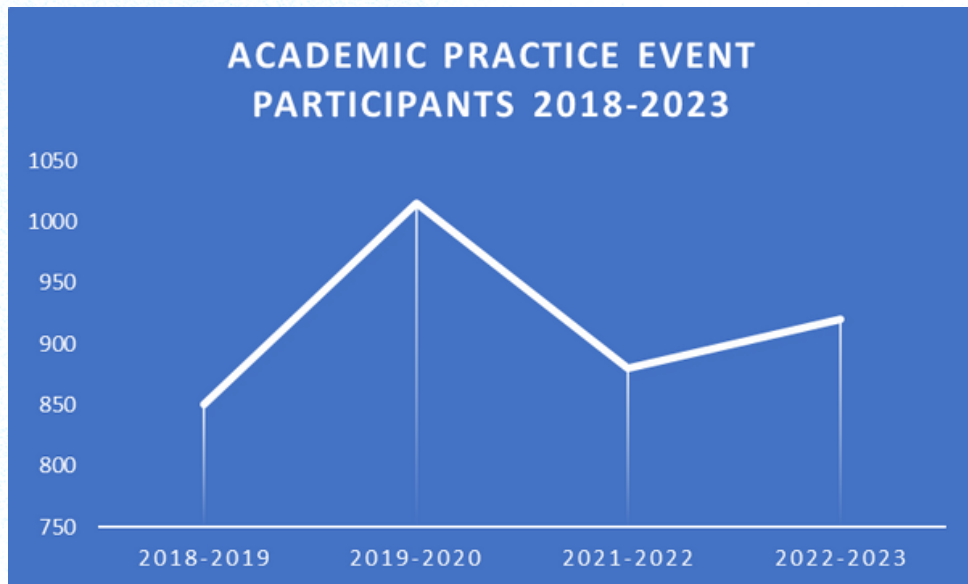
2 For-Credit
Modules for
Postgraduate
Students

Quality
Review Report

926
participants in
Professional
Development
Events

CENTRE FOR ACADEMIC PRACTICE

KEY FIGURES



CAREERS SERVICE

1069
Appointments
Attended
11% Increase

710 students
attended CV
clinics
3% Decrease

2453 students
attended
Careers Fair
Event

482 Students
Attended
Mentoring
Events

Total of 68
Scholars in
Laidlaw
Programme

108 Careers
Education
Sessions
25% Increase

2567 Requests
for
Information
and Advice

3222 Job
Opportunities
Advertised

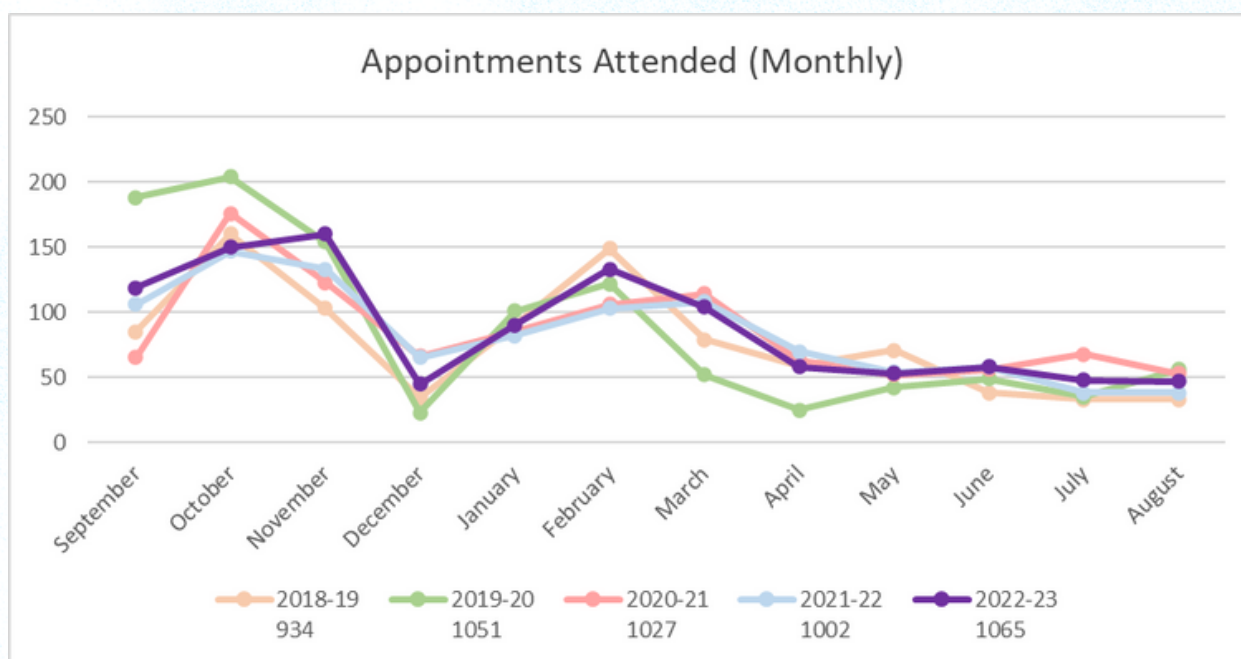
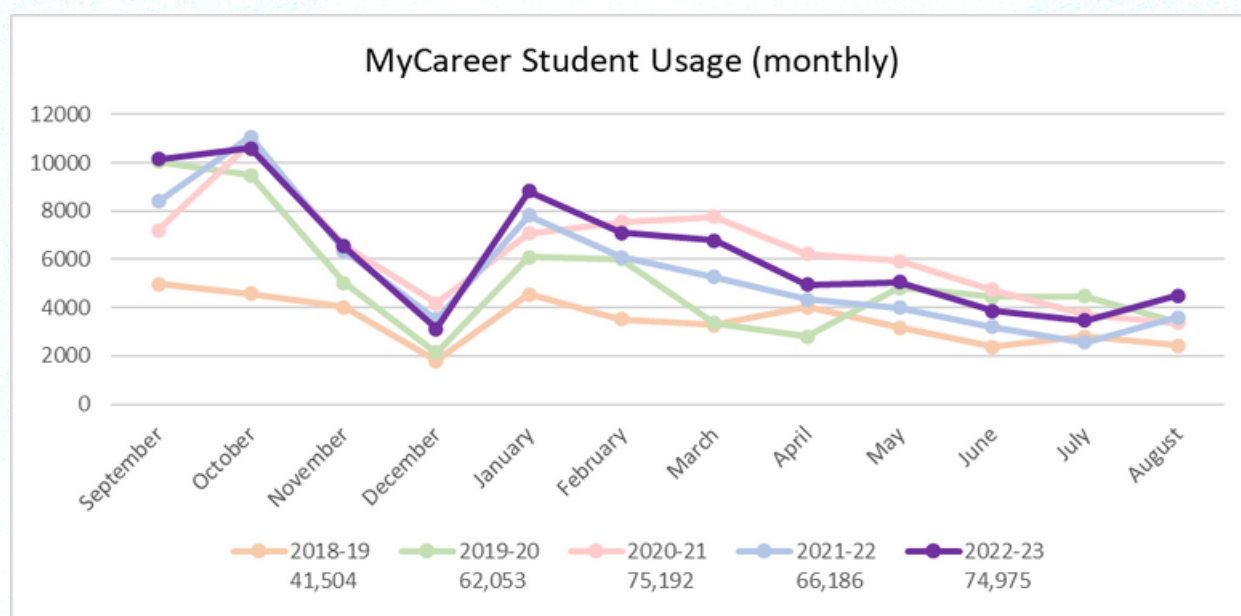
34 Student
Bursaries
Awarded
183% Increase

CAREERS SERVICE

KEY FIGURES

Human Capital Initiative-funded Programmes

In late 2022, Micro-credentials, Recognition of Prior Learning at Trinity and the Enterprise Eco-System were amalgamated into the Careers Service under the umbrella of Trinity Careers and Development. This collaboration will help strengthen development and oversight in order to enable alignment with ever-changing employment trends, labour market needs, and government policies on employment and skills.



QUALITY OFFICE

Quality Office
Underwent
Inaugural
Quality
Review

First Thematic
Review of
Student
Mental Health
Services

Approval of
Revised
External
Examiner
Policy

Represented
Trinity at IUA
International
Education
Mark Working
Group

Approval of
the English
Language
Policy

Eight PhD
Candidates
Trained as
Focus Group
Facilitators

Awarded QQI
Funding for
External Peer
Review of
Assessment

Contributed to
QQI Quality
Assurance
Development
in HE

Collated cross-
college response
to Statutory
Quality
Assurance
Guidelines

QUALITY OFFICE

KEY FIGURES



Types of Quality Review Completed				
<u>Year</u>	<u>School</u>	<u>Programme</u>	<u>Admin Unit</u>	<u>Research</u>
2017/2018	1	2	1	1
2018/2019	1	0	2	1
2019/2020*	1	0	1	0
2020/2021*	0	0	1	0
2021/2022	2	2	0	0
2022/2023	0	0	6	0

* = COVID-19 affected.

TRINITY ACCESS PROGRAMMES

400+ new
Students
entered TCD
through TAP
routes

895 TAP
Students
engaged with
post-entry
supports

300+
Scholarships
were provided
to TAP
Students

20,000+
Students
engaged in
School
Outreach

10,000+
Students
visited TCD
from TAP
linked schools

1300+
Teachers
engaged with
CPD with TAP

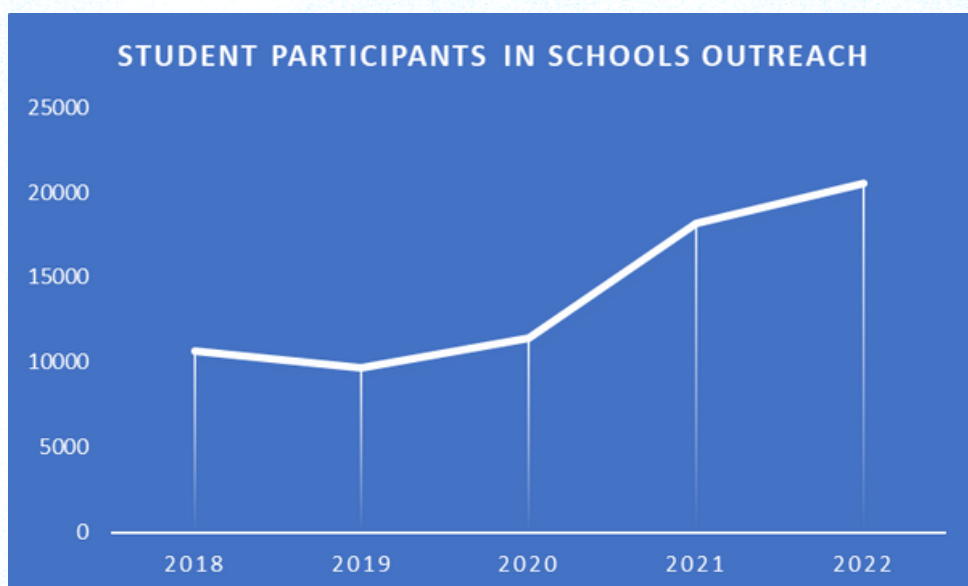
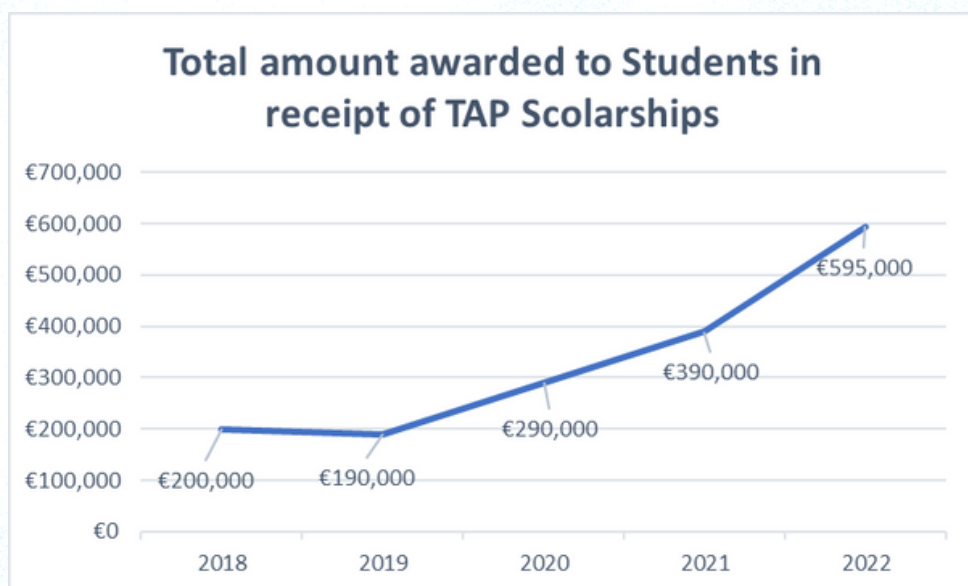
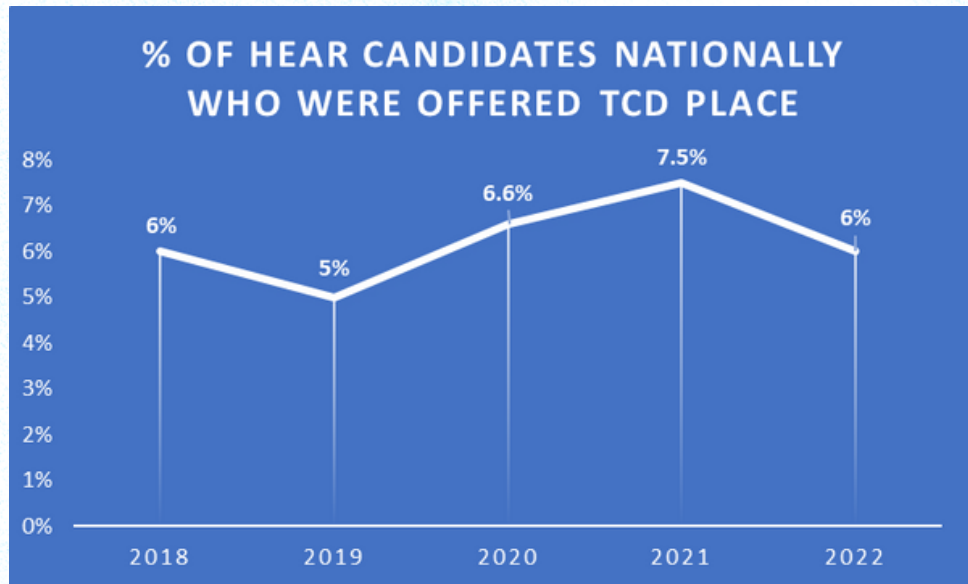
163,000+
participants in
College
Awareness
Week

2500+
participated
in Community
Mentoring

100+ Parents
engaged with
Programme to
Enhance Digital
Literacy (PEDL)

TRINITY ACCESS PROGRAMMES

KEY FIGURES





**Trinity
College
Dublin**

The University of Dublin