



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



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The University of Dublin

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Annual Report of Trinity Teaching and Learning

2018/2019

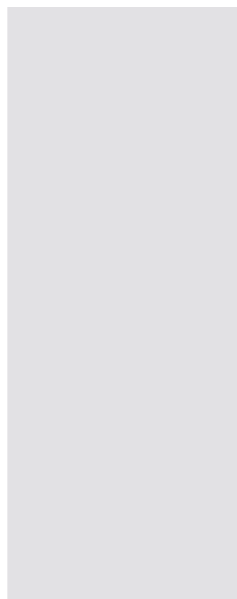


Trinity Teaching and Learning

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a focus on creating a culture of quality
that supports academic excellence and a
positive student experience



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Introducing Trinity Teaching and Learning

Trinity Teaching and Learning, established in 2015/16, seeks to support, inform and guide the pedagogical practices, policies and structures that shape the educational experiences of undergraduate and postgraduate students at Trinity. Working closely with the Vice-Provost/Chief Academic Officer and Annual Academic Officers, Trinity Teaching and Learning (TT&L) adopts 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 with considerable expertise across the span of the student academic lifecycle.

This is the second TT&L report and it provides an overview of activities across the five units of Academic Affairs; Academic Practice and eLearning; Careers Service; Quality Office; and the Trinity Access Programmes (TAP), which includes the Mature Student Office.

The report presents the contribution made by the five units to the achievement of the University's strategic goals, particularly with respect to strengthening community, enhancing the student experience, renewing the Trinity education, activating talents, and building valuable partnerships. It highlights some recent achievements and provides key figures for 2018-19.

Patricia Callaghan
Academic Secretary
Head of Trinity Teaching & Learning



TT&L Core Functions and Activities

Underpin teaching and learning at Trinity with coherent, aligned policies and processes

Ensure the excellence of academic practice and eLearning central to teaching and learning at Trinity

Prepare students to succeed beyond Trinity

Foster diversity and participation in teaching and learning at Trinity

The core functions of Trinity Teaching and Learning

Assure and contribute to the enhancement of the quality of teaching and learning at Trinity

Build valuable teaching and learning partnerships

TT&L Core Functions and Activities

Core Activities

TT&L fulfils its core functions through the following 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

Linking with primary and post-primary schools and other education providers to ensure those from non-traditional backgrounds who demonstrate the potential to succeed in Trinity are supported to do so

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 advice and support to Schools in revising courses and developing new course proposals, and in reviewing and updating courses in response to national and international developments and emerging needs



Assuring and Enhancing the Academic Quality of Teaching and Learning at Trinity

At TT&L, we aim to foster a quality culture across the University. We build on quality assurance and enhancement structures to ensure that quality characterises every aspect of our students’ university experience. Quality is the organising principle that expresses our identity and guides our actions.

Framework for Quality

Trinity’s [Framework for Quality](#), creates a coherent structure around undergraduate and postgraduate quality assurance and enhancement activities. External quality reviews facilitated by TT&L include, academic programmes, linked providers, collaborative partner programmes, Trinity Research Institutes, and administrative/support units. Quality reviews have resulted in significant enhancements to curricula and structures across the University.

TT&L adopted an innovative approach to the 2018/19 review of the Centre for Research on Adaptive Nanostructures and Nanostructures (CRANN) research institute, one of Trinity’s largest research institutes and Ireland’s leading nanoscience institute. The approach used the outcomes from a cycle of external reviews of CRANN from 2013-2018. The external review requirements were mapped against the Trinity Research Institute policy and review procedures for research institutes. The findings demonstrated that the requirements for a quality review of CRANN were achieved through the external reviews.

The Quality Committee accepted the report of the findings in lieu of an external quality review of CRANN.

The quality review of the School of Creative Arts took place in November 2018, and highlighted a number of challenges facing the School, including its location across four sites. The review team recommended a consolidation of the structure of the School and the appointment of a Professor of Creative Arts. A Task Group has been established to support the implementation of the Report’s recommendations.

TT&L commenced the process of quality assuring the policies and procedures of associated colleges/linked providers in 2018. This fulfills a key legislative responsibility under the Qualifications and Quality Assurance (Education and Training) Act 2012. The process is expected to be completed in 2019/20.

In December 2018, Trinity approved an overarching institutional [Quality Policy Statement](#) that sets out the governance of quality in Trinity meeting the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Assuring and Enhancing the Academic Quality of Teaching and Learning at Trinity

External Examiner Enhancement Project

The External Examiner Enhancement Project was launched in October 2018. The project aimed to respond to issues raised by Faculties and Schools in Annual Faculty Quality Reports. Outputs of the project included, the development of a dedicated [external examiner website](#); streamlining access to information on the External Examiner Process; a dedicated email address for the submission of all taught external examiner reports; the creation of a Trinity quality folder to provide secure and timely access to reports; a new procedure on the transfer of student assessed work to External Examiners; and updating of the external examiner annual report template and thesis submission guidelines to take account of the General Data Protection Regulation (GDPR).

Student Partnership Policy

TT&L developed a procedure for the conduct of focus groups to support those Schools that use focus groups as a mechanism to gather student feedback for module and programme evaluations. This procedural document further supports key aims of the [Student Partnership Policy](#), launched in May 2017, to promote student engagement and opportunities for students to provide feedback on their experiences.

Eight Trinity Assessment Assistants, drawn from the pool of PhD students, completed a workshop in February 2019, which provided participants with the theoretical and experiential training needed to facilitate focus groups and take notes. Four of the participants went on to facilitate three focus groups in April and May 2019.

Key figures from 2018/19:	
5	quality reviews conducted
4	quality procedures updated/approved
4	responses submitted to QQI sectoral consultations
1	overseas quality delegations hosted

Underpinning Teaching and Learning at Trinity with Coherent, Aligned Policies and Processes

At TT&L we work to support and guide the efforts of academic committees, annual officers, and University staff as they plan and develop courses, academic structures, inter-institutional collaborations, and strategic initiatives in teaching and learning.

Supporting Schools in Adjusting to the New Trinity Education Structures

In support of the implementation of reforms under the Trinity Education Project (TEP), TT&L staff have been providing assistance to academic and professional staff across the University in implementing the new curriculum architecture in 2018/19 (Health Sciences, Science and Engineering, Arts, Humanities and Social Sciences), the new academic year structure, and revised progression and awards regulations.

TT&L staff worked with the 12 Schools in the Faculty of Arts, Humanities and Social Sciences (AHSS) in completing a curriculum mapping exercise, whereby 57 undergraduate programmes offered by the 12 Schools were mapped against the new programme architecture to ensure that the pathways to award aligned with the new curriculum principles and programme architecture. TT&L staff also worked with four Schools in respect of 14 programmes offered by the Faculty of Engineering, Mathematics and Science. The resulting information enabled the creation of module codes for 2019/20, and has supported the approval, and increased capacity of Open Modules across the University.

Key figures from 2018/19:

13	postgraduate programmes approved
7	postgraduate stand-alone modules approved
6	undergraduate degree programmes approved
8	academic/compliance committees/subcommittees served with 44 meetings supported.
2	TEP subgroups led

Underpinning Teaching and Learning at Trinity with Coherent, Aligned Policies and Processes

Supporting University Committees and Annual Officers

TT&L works closely with the Registrar, Senior Lecturer/Dean of Undergraduate Studies and Dean of Graduate Studies and provides support to principal committees of the University Council and several education subcommittees. A range of academic policies developed by TT&L staff, in conjunction with the Annual Officers, are available on the TT&L website.

Examples of TT&L support and collaboration with the Annual Officers during 2017/18 include:

Support and advice provided to the the **Registrar** in her role as overseer of Trinity's inter-institutional relationships with associated colleges of education - Marino Institute of Education (MIE) and the Royal Irish Academy of Music (RIAM), and the governance committee for the legacy B.Ed. programme. Three meetings were scheduled with the MIE Associated College Degrees Committee (ACDC) and the RIAM ACDC, and two meetings of the legacy B.Ed. governance committee in 2018/19. The process of approving linked providers' quality assurance policies and procedures was re-initiated at the beginning of the 2018/19 academic year.

Support provided to the **Senior Lecturer/Dean of Undergraduate Studies** in the review of undergraduate course proposals, in the review of various undergraduate initiatives and practices across the University,

in the compilation of the Senior Lecturer's Annual Report 2017-18, in External Examiners nominations for Council approval, in the development of curriculum design and assessment resources for staff and students, and in the revision and development of policies. Eleven meetings of the Undergraduate Studies Committee (USC) were held in 2018/19 with six proposals for new programmes recommended by USC to Council for approval. The Widening Participation Group, a sub-committee of USC was established to represent a wider cohort of underrepresented students, including students with a disability and mature students, and to continue the work of the TAP Steering Committee. Two meetings of the Group were held in Hilary term 2019.

Support provided to the **Dean of Graduate Studies** in the review of postgraduate course proposals, in the handling of appeals, in the review of various postgraduate initiatives and practices across the University, and in the development and revision of policies. Eight meetings of the Graduate Studies Committee (GSC) were held in 2018/19 with several reports presented at meetings, including the report of the Irish Survey of Student Engagement Postgraduate Research Survey Pilot 2017/18, and the Graduate Outcomes Survey Report – Class of 2017. Five categories of stand-alone postgraduate modules were approved by GSC and specific registration arrangements were put in place in SITS to accommodate these modules.

Underpinning Teaching and Learning at Trinity with Coherent, Aligned Policies and Processes

Frameworks and Operational Arrangements for Inter-Institutional Collaboration

TT&L staff have considerable expertise in the development and revision of processes involved in academic collaborations.

TT&L provided significant support to Schools in developing dual degree programmes with Columbia University under the Operational Framework Agreement. Three dual degree programmes were approved by Council in 2018/19, namely the dual degree programmes in History of Art and Architecture, Film, and Classics, Ancient History and Archaeology. Two further dual degree programmes, Neuroscience and Geoscience, were recommended by USC at the end of the 2018/19 academic year and were approved by Council in October 2019.

A proposal for an articulation programme in Engineering, with the University of Michigan-Shanghai Jiao Tong University Joint Institute (UM-SJTU JI) was approved by Council. Students will complete three-years at UM-SJTU JI followed by two-years in Trinity's Engineering programme allowing successful students to graduate with the MAI (St.). TT&L provided significant input into the drafting of the collaborative agreement, in addition to advice and guidance on curriculum mapping documentation and due diligence requirements.

Five individual doctoral student learning agreements as part of the Polythea inter-institutional doctoral project under Horizon 2020, leading to the joint award of Doctor in Philosophia (Conjunctim) were finalised in 2018/19.

Fostering Diversity and Participation in Teaching and Learning at Trinity

At TT&L we help to ensure Trinity achieves its strategic goals of strengthening the Trinity community and promoting student life. We foster diversity through our access programmes and through involving Trinity Alumni in the enhancement of teaching and learning. Further, we promote student participation and engagement through student partnership initiatives.

Trinity Access Programmes

The Trinity Access Programmes (TAP) aim to increase participation in the Trinity education by students from non-traditional backgrounds, to address educational disadvantage and to create a university campus that mirrors the diverse composition of Irish society. Approximately 10,000 pupils, parents and teachers participate in developmental activities each year, across 40 DEIS schools and four further education colleges, and in 2018/19, 96 students registered on the preparatory foundation and university access courses. In 2018/19, 22% of new undergraduate entrants came from TAP.

Expansion of Progression Routes from Further Education and Training to Trinity

Continued expansion of progression pathways from Further Education and Training (FET) to programmes offered by the Faculty of Arts, Humanities and Social Sciences took place during 2018/19 academic year. The Mature Student Officer led on this expansion of existing FET routes and the development and implementation of new progression pathways from FET to Trinity. The establishment of alternative entry routes ensures that the student body entering the University reflects the diversity of Ireland's population. These progression routes also form part of the institution compact with the Higher Education Authority (HEA) enabling Trinity to achieve high-level institutional targets.



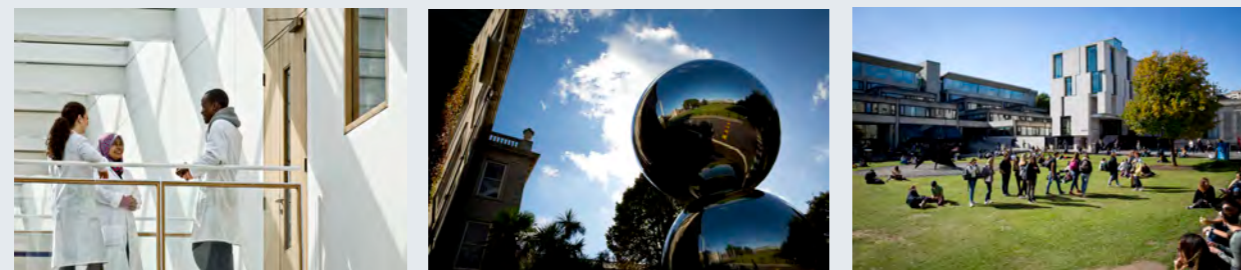
Fostering Diversity and Participation in Teaching and Learning at Trinity

Trinity Access Ambassadors Programme

The Trinity Access Ambassadors Programme recruits, trains and rewards undergraduate students for giving time to help run a number of outreach activities each year. In 2018/19 a number of changes were made to the ambassador programme with the outreach team seeking to increase the level of engagement and diversify the pool of ambassadors in order to have a better reflection of specific target groups highlighted in the National Access Plan 2020, of all alternative entry routes to Trinity, and of the diverse range of courses on offer in the college. All Trinity access linked schools visited the College with 80 ambassadors delivering at least one campus tour, a significant increase on 2017/18 when 12 Trinity access linked schools visited Trinity with 71 ambassadors providing at least one tour.

Pathways to Business

Modelled on the successful Pathways to Law initiative, which sees 70 Law undergraduate students supported in their academic and career development, Pathways to Business targets students from senior cycle in second-level education through to university level, and provides a range of interventions to support non-traditional students in becoming successful business professionals. To date, the programme, which commenced in 2018/19, has coordinated a number of community mentoring events, organised delivery of business modules on the Trinity Access Foundation course and created and delivered workshops at the Trinity Access Summer School.



Fostering Diversity and Participation in Teaching and Learning at Trinity

Advancing Young Professionals

The inaugural Advancing Young Professionals programme supported by J.P. Morgan took place in June 2018, with ten fifth-year students from Trinity Access linked schools staying on campus to partake in a two-week long summer school. The programme included a work placement in J.P. Morgan, an individual professional staff mentor for each student, group project work and a graduation ceremony. Students continued their mentoring relationship with J.P. Morgan staff throughout the year meeting their mentors for face-to-face sessions using an online mentoring platform moderated by Trinity Access staff.

Students also benefited from academic support and tailored application support to assist them in the process of applying for third-level programmes via traditional and access routes. Building on the success of the first year of the programme, J.P. Morgan has funded an expansion for Advancing Young Professionals, and TAP has partnered with the Technological University Dublin to extend their outreach into additional schools in areas of traditionally low progression to third-level education.

Key figures from 2018/19:	
312	TAP students entered undergraduate programmes
1,050+	TAP undergraduate students in total
40	primary and secondary DEIS schools linked
5,700	pupils, parents, and teachers engaged
450	mature students registered under the Mature Student Dispensation Scheme
1,781	2nd and 3rd year students from linked schools visited campus
120	second level students received the Trinity Access Achievement Award

Preparing Students for Success Beyond Trinity

At TT&L we work with students to help them identify and articulate how their learning experiences, both formal and informal, contribute to their intellectual and personal development and prepare them for global citizenship with the ability to contribute to the workplace of the future. The embedding of the Trinity Graduate Attributes in the curriculum and the nurturing of employer relationships have represented key developments in TT&L in recent years.

Employability

The new Trinity curriculum is underpinned by four graduate attributes – to think independently, to communicate effectively, to act responsibly and to develop continuously. Students will be supported in developing the four attributes during their time in Trinity, both in and outside the classroom, to prepare them for the future World of Work. Ms Orla Bannon, Director of Careers, chairs the Features Subgroup on Employability and Leadership Awards/Scholarship and is represented on the subgroups on Co-Curricular Reflection and Global Mobility to this end.

The Trinity Employability and Employment Guide, developed by TT&L and approved by Council in October 2018, sets out how Trinity supports students to develop key attributes and skills that will allow them to succeed in their future careers, as individuals and members of society. TT&L staff are working in collaboration with Schools to develop programme/subject-specific guides,

which will outline the employability related knowledge, skills, attributes and experience students will gain from their programmes, and will highlight what recent graduates have gone on to do. Such guides are now a requirement for all new undergraduate course proposals submitted to Council for approval.

A new Trinity policy on internships and placements developed by TT&L staff was approved by USC and GSC in 2019 and was approved by Council in October 2019. This policy guides Schools in the planning, development, implementation and review of internships and placements that support the application of a student's academic knowledge to the development of transferable skills and prepare them for their future careers.

In recognising that a Trinity education extends beyond the classroom, TT&L ensures that students have opportunities to participate in structured development initiatives beyond their formal curriculum.

Preparing Students for Success Beyond Trinity

Trinity Employability Award

The Trinity Employability Award, run in partnership with key employers, was established in 2016 to provide students with learning experiences that contribute to the development of the Trinity Graduate Attributes and in turn, their employability skills. It provides an invaluable opportunity for employers to engage directly with Trinity students to increase their employability skills and help them to succeed in the workplace. The Trinity Employability Award, run in partnership with Intel Ireland, is now in its third year. The criteria were broadened in 2018/19 to include students from several Schools across the Faculty of Arts, Humanities and Social Sciences. A new First Steps programme was also introduced for students in the early years of their programmes. In total, 34 students received a certificate of completion for their participation in these Awards.

The Trinity Employability Award was expanded in 2018/19 to include a new Professional Services Pathway, involving partner employers Deloitte, EY, KPMG and PwC. The expansion provides opportunities for students to improve their career readiness by engaging with leading employers in the professional services sector. A total of 74 students from across 30 programmes completed the Professional Services Pathway.

Laidlaw Undergraduate Research and Leadership Programme

In 2017/18, TT&L led on the successful introduction of the Laidlaw Undergraduate Research and Leadership Programme – an exciting new scholarship opportunity for undergraduate students at Trinity. The scholarship is designed to assist and support self-motivated and ambitious undergraduate students to gain the knowledge and skills to become future leaders in their chosen fields. Eighteen Laidlaw Scholars entered the first cycle of the 16-month scholarship in 2018 and are due to complete it in October 2019.

The second cycle of the programme commenced in May 2019 and includes 22 Scholars. During their scholarships students carry out an independent research project, are part of an innovative leadership development programme and receive a stipend to support them during the research period. TT&L staff support the Scholars throughout the programme. Trinity will host the annual meeting of the Laidlaw Programme Leads from participating international universities in November 2019.

Preparing Students for Success Beyond Trinity

Iveagh Fellowship Programme

The **Iveagh Fellowship Programme**, launched by the Department of Foreign Affairs and Trade (DFAT) and Saothar in December 2018, aims to assist Irish students to identify and participate in high-quality internships in international policy organisations.

TT&L facilitated the application and selection process for the two Trinity nominees and worked closely with the Directors of Undergraduate Teaching and Learning across the relevant Schools to shortlist applicants for interview from a pool of 116. A panel of experts interviewed the 15 shortlisted students, and the two students selected for nomination were awarded an Iveagh Fellowship from the DFAT.

Students as Key Contributors

As part of TT&L service development in 2018/19, an increased emphasis was placed on integrating the role of students as key contributors to service delivery.

PhD students were recruited and trained by Careers staff as C.V. Reviewers to work with students on a one-to-one basis to review their CVs and provide constructive feedback and advice as part of the CV Clinic service. Feedback from both students and staff has been very positive, and 10 PhD students have been recruited to assist with C.V. clinics in 2019/20.

This will allow for an increase in the number of clinics held and broaden the level of support provided to students.

Students from across a variety of disciplines at both undergraduate and postgraduate level worked with the Careers Service as Student Marketing Assistants to promote and work at events organised by the Careers Service, to support employers at their events on campus, and to contribute to social media and marketing activities.

Student worked with TT&L to support data collection for the Graduate Outcomes Survey for the Class of 2017.

Student photographers worked with TT&L to create an up-to-date image and photo bank of Careers Service Fairs and events for use across various communications channels.

MyCareer

The College-wide introduction of the **MyCareer** online career management portal in 2017/18 fundamentally changed the work of TT&L in enhancing how students, graduates, employers, and postgraduate providers connect and engage with the Careers Service. In 2018/19 work continued on promoting engagement with MyCareer and it was used for the first time in managing the application process for the Trinity Employability Award, the Laidlaw Undergraduate Research and Leadership Programme, and the Spring Week Internship Bursary.

Preparing Students for Success Beyond Trinity

An Advanced Reporting project was delivered allowing the production of more detailed and real-time careers activity reports to Schools.

In 2018/19, 24% of the total student population registered with MyCareer, with 39% of all final year students registering. The number of employers registering with MyCareer increased by 28% in 2018/19 to 1272. The ambition is to have all students register with MyCareer at some point in their education journey.

Employability Rankings

Graduates from Trinity are among the most employable and successful in the world (QS World University Rankings for Graduate Employability 2019), with Trinity ranked first in Ireland for graduate employment rate and alumni outcomes.

This places Trinity among the top 22% universities in the world using the five key QS ranking metrics; employer reputation, alumni outcomes, partnerships with employers, employer-student connections and the graduate employment rate. Trinity's overall ranking in 2018/19 was 101-110 up from 111-120 in the previous year. In terms of alumni outcomes, Trinity is ranked 39th highest in the world for producing highly successful and world-changing graduates, which is indicative of how Trinity values the careers of its graduates.

Trinity is also the only Irish university included in the top 150 worldwide for employability in the Times Higher Education 2018 Global University Employability Rankings. This is based on a global survey of 7000 recruitment and international managers from major businesses. The 2018/19 ranking sees Trinity in 120th place, up from 131st in the previous year.

Key figures from 2018/19:	
4	careers fairs, attended by 139 employers and 1568 students
120	career education presentations to students
833	individual meetings between students and career consultants
610	students participated in alumni mentoring
22	Laidlaw Scholars selected



Ensuring the Excellence of Academic Practice and eLearning Central to Teaching and Learning at Trinity

At TT&L, we guide the College community in curriculum design, enhanced assessment practices and the optimal use of technology. Affirming the assertion in Trinity's Strategic Plan that transformations in modes of teaching and in expectations of learners require academics to work continuously to keep pace with new technologies and pedagogies, we provide structured professional development experiences which allow staff to learn from each other and to be exposed to good practice that can be applied to their individual contexts.

Enhancing Assessment Practices

The [Trinity Assessment Framework](#), the first institutional assessment framework in Ireland, is the result of extensive consultation, and research into national and international assessment practices. The Framework was awarded the bronze medal for Learning Assessment at the Re-imagine Education Awards 2018 in Philadelphia. The Framework has provided structure and vision for the enhancement of assessment experiences for undergraduate students in Trinity, supporting academic staff to develop assessment strategies that are relevant, integrated and well planned.

In support of the Trinity Assessment Framework, six Teaching Fellows were appointed and assigned to individual Schools, working closely with TT&L staff and College Officers on the implementation of TEP in 2017/18.

The work continued in 2018/19 with the recruitment of 26 assessment assistants from PhD students who were trained in mapping assessment practices at programme level. The assessment assistants mapped the assessment practices of 12 programmes (480 modules) across the faculties using desktop research methods. An institutional programmes assessment tool is currently being developed to support the mapping of assessment practices and was piloted across seven programmes in 2018/19.

In 2018/19, 26 national digital badges were assessed and awarded in programme focused assessment.

In 2018/19, the Head of Academic Practice continued to lead the TEP work package on assessment and culture change.

Ensuring the Excellence of Academic Practice and eLearning Central to Teaching and Learning at Trinity

Embracing Technology-enhanced Learning

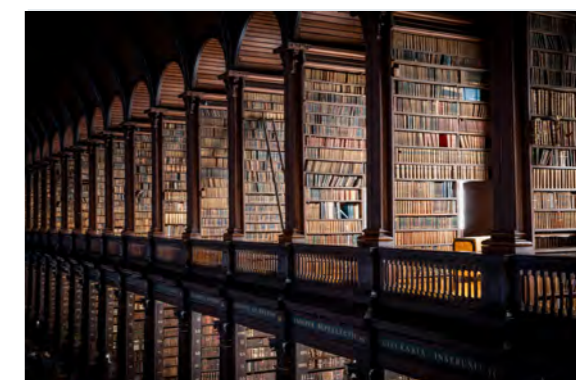
In addition to the new resources on online assessment, TT&L has also been supporting the integration of technology into teaching and learning through the eLearning professional development programme, consultancy, workshops, webinars, and through enhancements to the online learning environment and associated technological infrastructure. TT&L works closely with IT Services to enhance and maintain the University's Virtual Learning Environment (VLE), Blackboard Learn. During 2018/19, Blackboard was upgraded which brought a number of enhancements including, video feedback, and improvements to accessing the software from mobile devices. The Blackboard assignment tool TURNITIN has seen a large increase in its use to run online assignments. In 2018/19 there were 73,368 individual student assignment submissions.

A number of Schools were supported by TT&L in making the switch to paperless assessment during 2018/19, and online assessment in the form of MCQ exams was introduced into the Biological and Biomedical Sciences strand. TT&L staff provided support to the Schools of Biochemistry and Immunology, and Genetics in redesigning the blended modules, which went live in 2018/19. This is now being extended to Biology modules over the next academic year.

Special Purpose Certificate in Academic Practice

TT&L delivers the [Special Purpose Certificate in Academic Practice](#), a level-9, 15-ECTS award focused on enhancing the professional development of academic staff in Trinity. The Certificate is designed to be flexible, research-informed and practice-based.

46 staff members have graduated since June 2016, 23 of whom graduated in 2019.



Ensuring the Excellence of Academic Practice and eLearning Central to Teaching and Learning at Trinity

Research Supervisor Development Programme

The [Research Supervisor Development Programme](#), now in its fifth year, is a joint initiative between TT&L and the Offices of the Dean of Graduate Studies in Trinity, UCD and RCSI. The aim of the programme is to prepare and support research staff in their roles as supervisors. It encourages reflection, enhances pedagogy and professional development and cultivates scholarly exchange by encouraging supervisors from across the disciplines to share and critique supervision practices. In 2018/19 there was a recorded attendance of 134 Trinity staff across the ten supervision events.

Online Module for Graduate Teaching Assistants

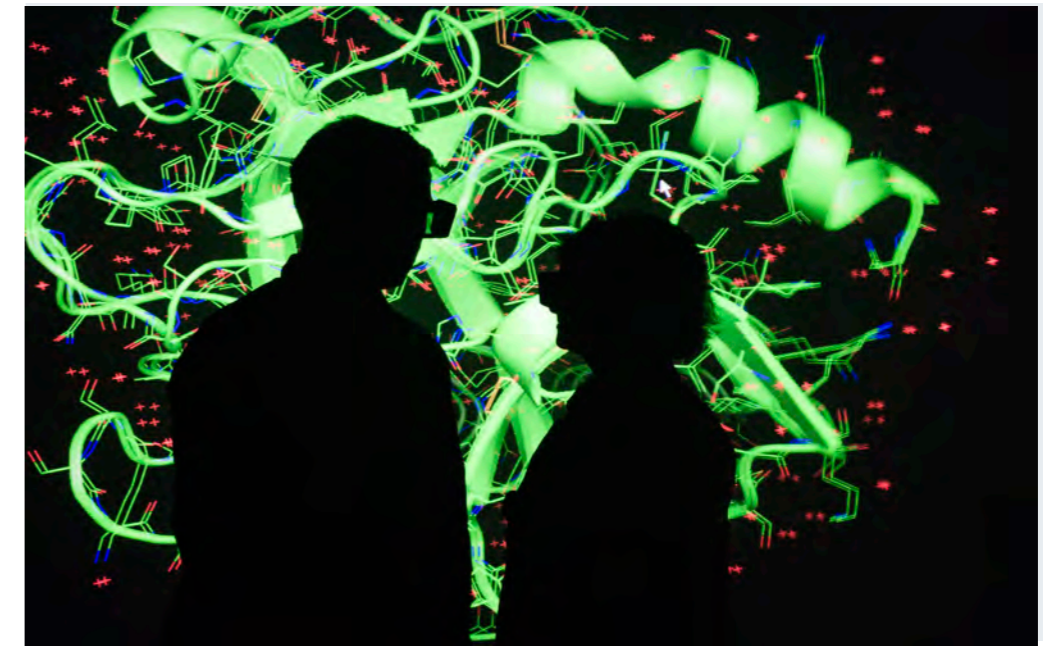
In 2018, TT&L launched a new online module for graduate teaching assistants, entitled '[Teaching and Supporting Learning as a Graduate Teaching Assistant](#)'. This research-informed module can be taken for credit or for professional development purposes. The online module for credit was rolled out for the first time in Hilary Term 2019 and 13 graduate teaching assistants have been awarded their 5 ECTS. 49 graduate teaching assistants engaged with the non-accredited modules.

Provost's Teaching Awards

The purpose of the [Provost's Teaching Award](#) Scheme is to promote teaching as a scholarly activity and to reward those who have made an outstanding contribution to the pursuit of teaching excellence. TT&L facilitates the nomination and selection process for the Award Scheme. The Award recognises excellent teaching, raises the profile and status of curriculum development, teaching, and learning and assessment as important activities in the University.

There were five winners of the 2018/19 Provost's Teaching Awards and seven shortlisted candidates.

Ensuring the Excellence of Academic Practice and eLearning Central to Teaching and Learning at Trinity



Key figures from 2018/19:

18	resources developed for staff
11	modules delivered on Special Purpose Certificate in Academic Practice
23	staff members graduated with the Special Purpose Certificate in Academic Practice
10	workshops held as part of the Research Supervisor Development Programme
1,076	Attendees across 88 academic practice and eLearning events

Building Valuable Teaching and Learning Partnerships

The Trinity Strategic Plan acknowledges that seeking out valuable partnerships with educational bodies and industry partners is crucial as Trinity aims to make a catalysing impact on local innovation and on addressing global challenges. At TT&L, we contribute to this effort through our partnership initiatives with schools, employers, and other higher education institutions at home and abroad.

Partnership with Schools Through Trinity Access 21

The [Trinity Access 21 \(TA21\)](#) project was established in 2014 as part of a three-year partnership with Google with the aim of supporting the development of innovative approaches to teaching and learning, and a strong college-going culture in DEIS schools. The project involves collaboration between TAP, Bridge21, the Schools of Education and Computer Science & Statistics in Trinity, and the US educational non-profit programme 'College for Every Student'.

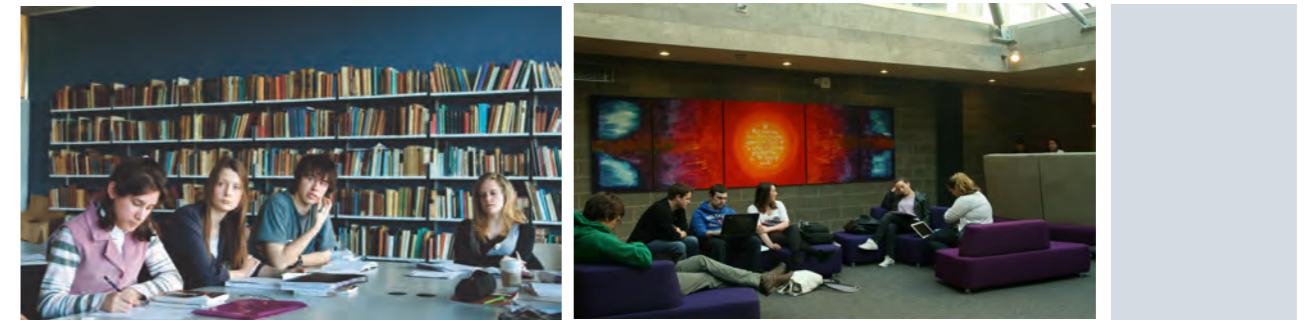
The project involves collaboration between TAP, [Bridge21](#), the Schools of Education and Computer Science & Statistics in Trinity, and the US educational non-profit programme 'College for Every Student'. The project takes an integrated approach to changing school culture and pedagogy using an action research methodology to leverage policy and systemic change.

It focuses on the development of three core practices within DEIS schools – mentoring, leadership in learning, and pathways to College. The project includes a Postgraduate Certificate in 21st Century Teaching and Learning, which aims to enhance the expertise of participant teachers in new approaches to teaching and learning. TA21 has been successfully implemented through two project phases from 2014 to 2019. The project has engaged over 10,400 second-level students and 1,000 teachers since its inception.

Partnership with Schools and National Organisations Through College Awareness Week

[College Awareness Week](#) is a vibrant national campaign, home grown in Trinity, that has received the support and endorsement of over 30 national organisations, including the Department of Education and Skills, IBEC, the Institute for Guidance Counsellors, and SOLAS.

Building Valuable Teaching and Learning Partnerships



In 2018, College Awareness Week was launched nationwide with support from the Minister of State for Higher Education, Mary Mitchell O'Connor, T. D. Over 30 counties hosted 1,708 logged events, an increase of 14% from 2017. A total of 114 DEIS second-level schools logged events.

Partnership with Lady Margaret Hall in Oxford University in the Development of a Foundation Year

In May 2019, Oxford University announced a major access initiative modelled on the Trinity Access Foundation Course. Trinity Access has worked closely with Lady Margaret Hall, Oxford University, over the past three years on the development of a pilot foundation year for low-income students.

In 2019, Oxford University announced that it will offer up to 50 places to low-income young adults by 2023 under a new initiative called Foundation Oxford, which is closely modelled on the Trinity Access Foundation course.

Oxford University will also offer up to 200 places on Opportunity Oxford, a month-long summer bridging course for students from low-income backgrounds.

Partnership with Thapar Institute of Engineering & Technology (India) in Bespoke Teaching and Learning Programme

TT&L continues its involvement with the [Thapar Institute of Engineering & Technology \(TIET\)](#), India, as part of its contemporisation programme. The ongoing collaboration focuses on developing TIET teaching staff expertise through the New Directions programme in Academic Practice. This programme provides foundation-level exposure to University teaching and learning for all academic staff at TIET, including core and elective workshops, and the facilitation of communities of practice. 300 TIET staff have now completed the New Directions programme and a further 100 TIET staff are currently enrolled.

Building Valuable Teaching and Learning Partnerships

TT&L staff have visited TIET on four separate occasions during the 2018/19. In 2019, four competitively selected TIET academics attended an intensive six-week programme in academic practice in Trinity and successfully completed the Special Purpose Certificate in Academic Practice. These Trinity-Thapar Teaching Fellows join the previous five Teaching Fellows and are now beginning to facilitate the New Directions programme in TIET. A bespoke Advanced Programme in Academic Practice was designed by TT&L in 2019. 75 TIET staff who have successfully completed New Directions have been invited to participate in this programme. To-date four master classes and three inter-active 'theory into practice' workshops have taken place in the areas of Integrating Research and Teaching and Developing Creativity in Teaching & Learning.

Partnership Through the Programme for Access to Higher Education

Trinity, in partnership with the Institute of Art, Design and Technology, Marino Institute of Education, National College of Art and Design and University College Dublin (Leinster Pillar 1), submitted two proposals for grant funding from the Higher Education Authority (HEA). The proposals form a key element of Trinity's Performance based Compact with the HEA under the Access objectives, and seek to improve the progression rates of students from under-served communities, to increase

retention rates, and to contribute to whole-of-institution approaches to widening participation across the five Institutions. The proposal incorporates five strands, Community Mentoring (led by Trinity), the 1916 Bursary, a Creative Arts Summer School, Open Learning, and establishing Dublin as a UNESCO Learning City. The Community Mentoring Programme led by Trinity fostered its first cohort of community mentors with over 100 student volunteers across the five Higher Education Institutions delivering mentoring sessions to 18 DEIS schools and four FETs in the wider Dublin area. Community mentors, mainly from areas traditionally underrepresented in third level, shared their College experiences and life journeys. Mentors from the five Colleges collectively reached 700 students in schools and FETs across the wider Dublin area.

Partnership across Irish Higher Education on Teaching and Learning Enhancement Projects

In line with national policy objectives on digital teaching and learning, TT&L is partnered with the Irish Universities Association (IUA) on a HEA funded project to enhance the digital skills of students and lecturers. The project commenced in January 2019 and over the next three years, it aims to enhance the digital skills of all Irish University graduates, and to enhance the educational experiences of all Irish University students through the integrated use of digital technologies, including social media, as part of the teaching and learning process.

Building Valuable Teaching and Learning Partnerships



The Social Policy Education: Enhancing Digital Skills (SPEEDS) project, which commenced in 2016, aims to increase the digital capabilities of social policy educators in teaching and learning contexts through partnership with e-Learning personnel in the participating Institutions. Three academic staff members from the School of Social Work and Social Policy will be awarded digital badges from the National Forum for the Enhancement of Teaching & Learning (NFETL).

TT&L and Professor Julie Byrne from the School of Social Work and Social Policy were awarded funding from the NFETL Teaching and Learning Enhancement Fund in 2018 to commence the project Enhancing the Digital Capabilities of Experienced Online Instructors and the Digital Learning Capabilities of their students in January 2019. The project aims to identify the roles, actions and behaviours associated with good digital teaching and learning in a synchronous online course and to use this information to develop online learning sessions and resources for instructors and students to build their digital teaching and learning capabilities.

Partnerships with Employers

TT&L recruited a Partnership Development Officer in January 2019 to build and support relationships with its external partners – national and multinational employers, government, Small and Medium Enterprises, not-for-profit organisations, and employer representative bodies - to facilitate graduate recruitment and work-based learning opportunities for Trinity students.

TT&L has rich engagement with employers across all employment sectors, and continuously seeks employer views on 21st century skills and the changing needs of the workplace. TT&L staff work with employers to support the embedding of employability and career development opportunities in the curriculum; develop workplace internships, placements and exchanges; promote employer engagement; and to establish links between employers and academia. TT&L facilitates Trinity students in connecting with Trinity's global network of alumni to support their learning and development.

TT&L is an active member of the Dublin Regional Skills Forum, which is a network that supports and promotes positive engagement between enterprise and education to identify and deliver skills outcomes. Trinity hosted the summer meeting of the Forum in June 2019.

Major Undertakings for 2019/20

Implementation and Mainstreaming of the Trinity Education Project

In 2019/20, the Trinity Education Project continues the 'Implementation and Mainstreaming' phase with the first intake of students into the new curriculum on programmes offered by the Faculty of Arts, Humanities and Social Sciences and into a number of programmes offered by the Faculty of Engineering, Mathematics and Science. The Academic Secretary will continue to serve on the TEP Steering and Transition Groups and will lead the 'Features' Group. The Director of Careers will continue to lead the 'Employability' work-stream and the Director of Academic Practice the 'Assessment' work-stream. Academic Affairs will provide key support and guidance to the Transitions, Logistics and Features groups and Work-streams and will provide support to the TEP Open Modules subgroup that will meet monthly over the 19/20 academic year.

The Features' activities specific to the curriculum, namely: assessment, open modules, capstone, employability, student exchanges, and Trinity Electives, will be transitioned into TT&L and the TT&L resources and business processes will be realigned to support the embedding of the new curriculum.

Initial Preparations for the 2020/21 Institutional Review

Trinity's Institutional Quality Review is due to take place in 2020/21 and will involve an international team of independent experts and peers reviewing Trinity's research, education, and training provision to ensure published quality standards are being met. This review presents an opportunity to articulate the extensive quality assurance and enhancement activities that have taken place in recent years, including the renewal of the undergraduate curriculum. The review is a major undertaking and will require input from the entire University community.

In 2019/20, TT&L will continue preparations and planning for the 2020/21 Institutional review, with a view to ensuring that review activities are efficiently organised and, as far as possible, dovetail with already planned institutional activities, such as the implementation of the new Strategic Plan (2020-2025), and Trinity's application to access the International Education Mark. A draft plan to establish the necessary structures and processes to develop Trinity's Institutional Self-Evaluation Report was submitted to the Quality Committee in the Michaelmas Term 2019/20. The first briefing meeting with QQI is expected to occur in March 2020 to discuss the review process and the composition of the Institutional Review Team.

Major Undertakings for 2019/20

In preparation, TT&L is seeking good practice case studies to act as exemplars for the Institutional Review. A case study template is available from the [TT&L/Quality Office website](#). To date, two case studies have been received and a further four are expected to be submitted.

In 2019/20 it is expected that Trinity will complete the initial phase of the approval of Linked Provider Quality Assurance policies/procedures for Marino Institute of Education (MIE) and the Royal Irish Academy of Music (RIAM), a key requirement of Trinity as a designated awarding body under the Qualifications and Quality Assurance (Education & Training) Act 2012.

Quality Review of the Joint Award Programme with the Singapore Institute of Technology (SIT) and Linked Providers

Trinity will conduct its first quality review of a joint award programme (BSc. In Physiotherapy) offered with an institution in another jurisdiction. This review will inform the development of a model to quality assure transnational education, a key area of focus in the Institutional Quality Review.

Supporting the Implementation of the New Institutional Strategic Plan

TT&L will align its strategic objectives and goals to the new Trinity Strategic Plan (2020-2025) and will support the implementation of the Plan's goals and strategic objectives over the duration of the Plan. Two areas which will require significant leadership and specialist input from TT&L include the reform of postgraduate education and the development of micro-credentialing opportunities.

In addition, there will be a renewed focus on supporting student development through increased engagement with career and personal development activities and growing the capacity of student services in line with the growth of the student body and a more diverse student community. TT&L will be involved in the development of a new Online Education Strategy and e-Learning Strategy and will lead on establishing a Curriculum Hub to provide a centre for continuous pedagogical renewal.

Major Undertakings for 2019/20

National Forum for the Enhancement of Teaching and Learning Strategic Alignment of Funding in Higher Education Teaching & Learning Initiative

The National Forum for the Enhancement of Teaching and Learning published a Call for Proposals on the 'Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019 – Developing Disciplinary Excellence in Learning, Teaching and Assessment' in June 2019. The Call invited Higher Education Institutions (HEIs) to apply for funding to address the four key strategic priorities of the National Forum: the professional development of all those who teach; teaching and learning in a digital world; teaching and learning enhancement within and across disciplines; student success.

Supported by TT&L, Trinity successfully secured funding for seven projects under four initiative types, with the focus of the projects ranging from first year undergraduates to PhD students, and across disciplines such as Law, Biology, and the Health Sciences. There is also a focus on industry engagement for career-readiness; research integrity; and students as partners in their learning and assessment.

Further information on each of the projects can be found on the [TT&L website](#).

