TRINITY COLLEGE DUBLIN & TCD STUDENTS' UNION
STUDENT PARTNERSHIP POLICY

Trinity College Dublin & Trinity College Dublin Student Unions'
Student Partnership Agreement Policy

Purpose of this partnership

This Agreement reinforces the joint commitment of the University and the TCDSU/GSU to developing and supporting effective student partnership, engagement and representation.

The purpose of this Partnership Agreement is to present the work being done to improve the student experience in partnership between Trinity College Dublin, the University of Dublin (herein after referred to as Trinity College Dublin) and Trinity College Dublin Students Unions' (TCDSU and GSU hereinafter referred to as the Students' Union), and to show students how they can get involved in that activity.

It does not replace other strategic documents, and protects the obligation of student representation on relevant committees as bounded by the Universities Act 1997; rather it is intended as a concise and user-friendly document to make students and staff aware of agreed areas for partnership enhancement.

We believe that this Partnership Agreement is an important statement of our commitment to further developing as a University community within which we all have a role and a function to perform and where we all have rights and responsibilities. It is designed to promote the engagement of students during their time at the University, and they are encouraged to provide feedback on their experience whenever possible.

Student engagement[1] is a partnership between the University, the Students' Union and all of our students. Through this, students have the opportunity to engage at all appropriate levels of decision making in teaching, learning and assessment and the overall student experience, thereby promoting an environment which empowers the student voice.

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[1] "The investment paf time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution" - V. Trowler and P. Trowler, Student engagement toolkit for leaders (Leadership foundation for higher education and Higher Education Research and Evaluation, 2011).

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What is partnership?

This partnership agreement recognises that all members of the University community, including both staff and students, have legitimate, though sometimes different, perceptions and experiences. The University and the TCDSU/GSU value the diversity of the student population and are committed to ensuring all students have a sense of belonging to the University. By working together to a common agreed purpose, steps can be taken that promote enhancement in a way that works for all concerned. The use of the term partnership reflects a mature relationship based on mutual respect between students and staff.

Trinity College Dublin, TCDSU and GSU are committed to upholding the following values to ensure that students are equal partners in the college environment.

- Democracy
- Students as stakeholders
- Inclusivity and Diversity
- Transparency
- Students as Co-Creators
- Collegiality and Parity of Esteem
- Professionalism and Support
- Reciprocal Feedback and Feedback Loops
- Self-Criticism and Enhancement
- Consistency

Scope

This Partnership Agreement applies to:

- o All students in the institution
- o All academic and professional staff employed in the institution

Roles and Responsibilities

The Vice Provost/Chief Academic Officer is the Primary Academic Sponsor of the Project. The Education Officer and Graduate Students Union Vice President will be the student champions.

The document is signed also by the Provost and the Presidents of the Trinity Student Unions' who will endorse it.

Implementation and Review

The implementation of this policy will be guided by Sections B and C which comprise of an annual partnership plan and a scope document which will be co-produced by the Students' Union and the Vice Provost. The scope of the partnership as outlined in Section C will be published and promoted on all stakeholder websites.

This policy will be co-owned by Student Council, Academic Senate, Undergraduate Studies Committee, Graduate Studies Committee & Student Life Committee. An annual report will be jointly prepared and presented to Student Life and Council in Trinity term of each Academic year. Sections A, B and C of this document will be reviewed on an annual basis by the Vice Provost and the Students' Union.

Related Documentation and useful reference points

- Universities Act 1997
- Trinity College Dublin (Charter and Letters Patent Amendment Act) 2000
- Trinity Strategic Plan 2014-2019
- TCDSU Strategic Plan 2014-2017
- HEA Policy on Student Engagement – "Enhancing Student Engagement in Decision Making" 2016
- QQI Standards
- HEA System Performance Framework
- TCDSU and GSU Memorandum of Agreement

Contact details

Further information on the Trinity Student Partnership Agreement is available from:

education@tcdsu.org, vicepresident@tcdgsu.ie or Vice.Provost@tcd.ie

Version Control

V1 – February 2017

Enhancement of working in Partnership

A key component of this agreement is a commitment between the University and the Students' Union to work collaboratively in addressing student feedback.
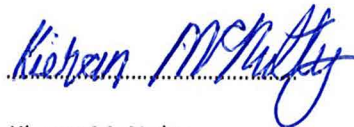
The University and the Students' Union are committed to the ongoing development of this Partnership Agreement which will be reviewed jointly on an annual basis.

Signed on behalf of the University   Signed on behalf of TCDSU   Signed on behalf of GSU

Patrick Prendergast
Provost
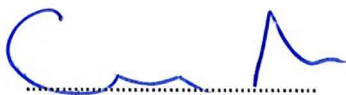
Kieran McNulty
TCDSU President

Shane Collins
GSU President

Chris Morash
Vice-Provost/Chief Academic Officer

Dale Whelehan
TCDSU Education Officer

Elisa Crespo
GSU Vice President

Section A: Student Engagement and Representation

Formal Student Representation

The University is committed to involving students in decision-making processes as bound by the Universities Act, as well as Quality and Qualifications Ireland standards. All students are automatically members of TCDSU and are members of the University. In addition, all postgraduate students are automatic members of the Graduate Students' Union. TCDSU primarily exists to be an advocate for the Universities diverse student population by representing their rights, needs and opinions. GSU primarily exists to represent issues specific to postgraduate students. The University and the Students' Union work closely as equal partners together to ensure that students are represented on all appropriate University committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation include:

- Standing for election to become a Sabbatical Officer of the Union or a Part Time Officer. The Students' Union Executives attends bodies such as University Council, International Committee, Green Campus Committee, TAP Steering Committee and Coiste na Gaeilge to articulate the views of the student body.

- Standing for election as a student member on other committees including Undergraduate Studies Committee, Disciplinary Committee, Campus Residence Committee and various Research Committees.

- Standing for election as a School Convenor. These students contribute to the decision making processes of School Executive Committees and at other meetings with staff including School Curriculum Committee Meetings and Student Staff Liaison Committee Meetings. The School Convenors have a key role in ensuring that there is an appropriate flow of information between the Students' Union and the schools.

- Standing for election as a class representative. Within each school, each class has the opportunity to elect a student to represent their course year. They have regular meetings with staff and other representatives within the School to provide feedback and highlight any issues, and they receive training from the Students' Union to fulfil their roles.

- Standing for election to represent the various clubs, societies and capitated bodies.

Trinity College Dublin values student representation and input at all levels of the universities governance structures. The Students' Union and Graduate Students' Union take responsibility for electing and appointing representatives for each level as agreed by Trinity College. These representatives have responsibility for raising the issues affecting their constituency with the relevant TCD authorities.

Trinity Students Union will endeavour to ensure:

- The elections of class rep(s) that will represent your class to the Students' Union, Graduate Students' Union and to your department and school
- Treatment of students as partners, full members, and equal stakeholders in all appropriate decision making processes in the university
- The election of Academic champions in the form of School Convenors who will represent solely the academic interests of the student body at School Executive and other school meetings
- Opportunities to nominate and elect class, school, part time officers and sabbatical representatives
- Opportunities to vote on issues and engage in dialogue that affect the entire student population such as student levies
- An equal responsibility on staff and student officers in ensuring student appointment to all appropriate meetings
- Scheduling of meetings in such a way that students' academic commitments are reasonably accommodated
- Treatment of student reps as full voting members of the committees to which they are elected[2]
- Proactivity of the student body in bringing concerns and opinions to the relevant University committees
- Communication from representatives to their representative body representative on University policy decisions made on the committees to which they are elected

Other opportunities for student partnership and providing feedback

Student Involvement can also be informal by nature. All students are encouraged to become partners in shaping the teaching and learning, as well as the support services and life at the University. Opportunities for these include

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[2] This is with the acknowledgement that some reserved items may exclude student representation for example - student cases, HR issues etc. . . . Each of these situations would be assessed individually.

- Giving honest, constructive feedback by partaking in module surveys, student-staff liaison committee meetings, focus groups and professional accreditation reviews

- Sharing opinions with class reps, school convenors, faculty convenors and sabbatical officers through the various student union fora including Student Council, Faculty Assembly, Sabbatical Office Hours and Academic Senate.

- Speaking directly with lecturing staff and administrative staff.

- Participating in focus groups and surveys, including the National Student Survey (Irish Survey of Student Engagement)

- Increased participation in all Quality Reviews

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Section B: Partnership Theme and Associated Projects for 2017-18

Annual Priorities

Compiling feedback from student surveys, feedback from Student Councils, Faculty Assemblies, the manifestos as outlined in the Sabbatical Elections and in guidance with the strategic plan of both Trinity College Dublin, The University of Dublin (TCD)[3] and Trinity College Dublin Students' Union (TCDSU)[4], the University and TCDSU have agreed to work together on the principal theme described below during the AY 2017-18. Monitoring and oversight of the Student Partnership Agreement will be undertaken by the Students' Union and the office of the Vice Provost. These groups will meet biannually and request progress reports as standing agenda items.

The overarching theme identified for AY 2017-18 is *"Revolutionising Student Engagement through embedding a Culture of Collaboration and Partnership"*. In the context of this agreement, the culture of student engagement encompasses:

- Engagement with Representation in Governance of the University and the Students' Union
- Engagement with Teaching and Learning
- Engagement with the Wider Community

While the governance structures, the methodology of Teaching and Learning, and the strong sense of community are all evident in TCD, there are specific areas that fall under these key heading where we believe that further progress is needed.

1. **Engagement with Representation in Governance of the University and the Students' Union**

We will continue to work together to implement innovative approaches to student representation. We will proactively encourage a diversity of student representation at a University level and at Union level. We will continue to improve the training opportunities, supports and guidance available to student representatives and will consider how these roles may be recognised in accordance with the Trinity Education in the future. We will develop a representation strategy, as well as a review of the governance structures of the Students' Union to ensure effectiveness, relevance and transparency. We will explore opportunities for student input in University wide projects and encourage and support student led initiatives.

Performance indicators:

- The co-development of a good practice document on student representation (including guidelines)
- Increasing student engagement with the University in college wide initiatives including the formation of Internships through Trinity Education Project and Student Advisory Groups for Services
- The effective functioning of an Academic Senate within TCDSU to specifically address Academic Issues in alignment with the governance structures of the University.
- Forming a framework for effective student-staff liaison committee meetings

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- Strong performance in the ISSE survey and ISB survey and increased engagement compared to previous years and other HEI's
- Strong performance in the annual TCDSU Strategic Plan Survey
- Formation of a strategic plan specifically for the Graduate Students' Union

2. Engagement with Teaching and Learning

In acknowledging that the scope of engagement with Teaching and Learning is broad we have decided to focus on *Modular and Programmatic Feedback for AY 2017-18*. We will continue to work with Trinity Teaching and Learning to ensure that Quality Assurance Mechanisms are embedded in the Schools. We will ensure that all aspects of the Learning Experience are evaluated including Internship and Placement Opportunities. We will trial several modes of feedback including formal and informal mechanisms. We will ensure a level of accountability in the reciprocal feedback loop and timely closing of that feedback loop.

We will also endeavour to represent the needs of all students in the implementation of the Trinity Education Project, and remain involved in the shaping of programme/module organization, delivery and assessment strategies.

As part of the ongoing discussion in effectiveness of module feedback, it has been proposed that a Student Engagement with Quality Enhancement framework should be developed in collaboration with the Academic Secretary.

An effective Academic Senate is now part of the Union Structures and will include the appointment of between 2-5 Academic Senator Representatives for each school. The primary role of the Senate will be to contribute the student voice to the maintenance and enhancement of teaching quality here in Trinity and all academic related issues.

Performance Indicators:

- The production of a Student Engagement and Quality Enhancement framework which will highlight good practice, provide recommendations, and ensure adaptability and flexibility within schools to engage the student voice as an active partner in the Teaching and Learning experience.
- Establishment of regular student chaired/co-chaired Student-Staff Liaison Committee Meetings
- The development of a toolkit for Clinical Education and Internship including appropriate escalation pathways, feedback forms, and the formation of a working committee to evaluate informally the Clinical Education experience
- Work with the College to ensure formal acknowledgement of student involvement in co and extracurricular activities
- The effective functioning of an Academic Senate in the Student Union Structures. The work of this Senate reports to Student Council, and the Academic Senator Representatives act as members of the Student-Staff Liaison Committee Meetings.

- Improvement in ISSE and ISB scores for questions relating to feedback, assessment and other institutional questions relevant to academic affairs.
- Increased engagement with the Postgraduate Research survey.

3. Engagement with the Wider Community

Evidence has shown that student involvement with the wider community, both within the University (societies, clubs, representative bodies and publications) and externally (volunteering initiatives and student-led projects) enhances the student experience, improves retention and progression, and achieves the desired graduate attributes. As we are embracing a culture of partnership and student engagement, we will work together to further encourage community engagement. The Students' Union will lead on promoting engagement with student-led events; Student Services and the Students' Union will lead on promoting engagement with support services; and Schools will lead on the development of local events and volunteering opportunities.

Performance Indicators:

- Increased engagement with the Deans Volunteering Awards
- Regular engagement of the Student Volunteering Forum
- Formation of an Off-Campus engagement strategy to ensure effective representation of these students by the sabbatical officers
- Increased engagement and SU collaboration with the Alumni Foundation

Section C: Scope of the Partnership Agreement Policy

This document presents the scope of the Partnership Agreement. It identifies the typical areas of interaction between students, the sabbatical officers, and Trinity College Dublin that are subject to this policy. It should be actively engaged with by staff and students as a means of collaboration between both parties to address issues. It does not impose any legal duty or obligation on the Board, any College officer, employee or student. Partnership activities should consider current local practice and seek opportunities for enhancement by referencing best practice. The outcomes of partnership activites may be used to guide resource allocation. We encourage you to discuss the following in the spirit of Partnership.

The Scope contains the following chapters:

Chapter 1 – Introduction

Chapter 2 – Prospective Students and New Entrants

Chapter 3 – Teaching and Learning

Chapter 4 – Assessment

Chapter 5 – Services

Chapter 6 – As Alumni

Chapter 7 – Student Capitated Bodies

Chapter 8 – Resolution of Issues and code of Conduct Procedures

Chapter 1 – Introduction

The Partnership Agreement has been written collaboratively by staff and students of Trinity College Dublin to outline expectations between the university's stakeholders.

It aims to outline what all students can expect from Trinity, and what Trinity can expect from its students. It emphasises the reciprocal engagement between staff and students in the pursuit of excellence in teaching and learning, and in the successful creation of a comprehensive student experience, and as part of lifelong learning.

Queries relating to this arranged agreement should be addressed to the Students' Union, or the Vice Provosts' Office.

Trinity College Dublin is committed to excellence in both research and teaching, to the enhancement of the learning experience for its students, to an inclusive university community with equality and access for all, and to the achievement of the graduate attributes – to think independently, to communicate effectively, to act responsibly, and to develop continuously through engagement with their academic curriculum as well as the co and extra curricula opportunities offered by the university community. This document is guided by other policies and best practice.

Trinity College Dublin will endeavour to:

- Provide opportunities for excellence in academic education through both depth and breadth of learning
- Ensure students are a key stakeholder in the University community
- Provide universal access to all the opportunities and supports that the university has to offer
- Ensure access to excellent research and research opportunities
- Provide guidance and support, both academic and personal, that commences upon entry and continues beyond graduation
- Treat all members of the University community with dignity and respect

Trinity Students will endeavour to:

- Achieve excellence in their programme of study
- Engage in the University community through academic and co/extra-curricular opportunities
- Respect and adhere to the rules and regulations of the University
- Treat all members of the University community with dignity and respect

Chapter 2 – Prospective Students and New Entrants

Trinity College Dublin is committed to attracting students from diverse backgrounds with a strategic goal of admitting 25% of students from non-traditional backgrounds by 2019. Through its access programmes such as the Trinity Access Programme [TAP], the Feasibility Scheme, the Northern Ireland Feasibility Programme, the TCD Disability Service, and the Global Relations International Foundation Programme, the University facilitates admission for non-traditional students. The University attempts to make the application process as transparent as possible.

Trinity Students and Trinity College Dublin will endeavour to work as partners in the enhancement of the following:

- Orientation Packs
- Information about immigration, accommodation, banking and social security procedures in Ireland as well as Student Union Financial and Accommodation advisory services
- Orientation fresher's week for undergraduates and postgraduates
- Course handbooks
- Course timetables
- Registration processes
- Fee payments
- Student Diaries
- Personal Tutor provision
- Events calendar for society, club and TCDSU/GSU events

Chapter 3 – Teaching and Learning

Trinity College Dublin is committed to providing a teaching and learning experience that is of excellence, research-led and universally accessible. Teaching and Learning is a joint process requiring reciprocal feedback and partnership between staff and students for quality enhancement.

Trinity Students and Trinity College Dublin will endeavour to work as partners in the enhancement of the following:

- Teaching and Learning Environments that are student-centred, evidence-based, inclusive, and diverse
- Transparent assignment and assessment scheduling and submission
- The role of the tutor
- Online learning environment
- Assignment feedback
- Research opportunities
- Resources allocation for academic learning
- Engagement in teaching enhancement through feedback mechanisms and closing the feedback loop
- Accountability of the staff and student in the learning environment
- Accreditation of own work
- Changes in course structures and assessment in the short-term and long-term
- Study abroad opportunities
- Internship opportunities
- Course material requirements

Chapter 4 – Assessment

At Trinity College, you may be assessed through continuous assessment, course work, attendance, lab work and formal examinations. The University will work for and with students to ensure a fair and equitable assessment system that reflects the work done by students during their course.

Trinity Students and Trinity College Dublin will endeavour to work as partners in the enhancement of the following:

- Accessibility of information on assessment methods both physically and online
- Communication on when assessment will take place both physically and online
- Communication on what will be assessed
- Opportunities for innovative assessment methods and processes
- Changes in the assessment structure in the short-term and long-term
- Timely feedback opportunities on assessment performance
- Accommodation provision for assessments
- Regulations concerning assessment including but not limited to appeals, plagiarism, examinations conduct, reassessment etc.
- Communication regarding placements and internship provision, as well as timely notification, relevant preplacement information and relevant regulation
- Support of the College while on programme supported placement/internships

Chapter 5 – Student Services

Trinity College Dublin will provide student support services and academic services to students during their academic career and will facilitate students' academic progress and the overall student experience.

Trinity Students and Trinity College Dublin student services will endeavour to work as partners in the enhancement of the following:

- Provision of services that are comprehensive, ethical, accessible, professional and confidential as appropriate
- Financing of student services
- Opportunities for feedback into the services that are provided through informal and formal mechanisms
- Coordination between administrative, academic and support services
- Accommodation provision
- Competitively priced catering on campus
- Opportunities for career enhancement
- Opportunities for spiritual and non-spiritual services in college
- College Health services
- Service provision for Student Parents in College
- Service provision for Mature Students in College
- Accessibility in Trinity College Dublin for Students with Disabilities
- Accessibility in Trinity College Dublin for Students from socio-economic groups under-represented in higher education, to go to university.
- IT service provision in college
- Sport service provision in college
- Groups, Online and Personal provision of services for personal mental health
- Groups, Online and Personal provision of services for academic skills
- Peer mentoring programmes in the form of S2S
- A tutorial system which offers advice about financial assistance and provides a personal tutor to all undergraduates, and has a tutorial service for postgraduates
- A centralised academic registry service
- The provision of student learning spaces and student learning resources through the Library services
- The provision of informal student spaces

Chapter 6 – As Alumni

Trinity recognises the importance of their alumni as an integral part of maintaining the community and reputation of Trinity College Dublin.

Trinity Students and Trinity College Dublin Services will endeavour to work as partners in the enhancement of the following:

- Opportunities to engage with alumni for future career opportunities
- Access to transcripts/references/information regarding your time in College
- Communication from the Trinity Foundation and Alumni office
- Achievement of the graduate attributes

Chapter 7 – Student Capitated Bodies

Similarly to the students acting as partners to college, Students should actively engage in student-led capitated bodies within Trinity College Dublin to ensure the principles of partnership are upheld and partnership occurs.

Students' Union

The Students' Union is the only representative body for all students in Trinity College. It provides services for students and represents student's voices to the University.

Trinity College Dublin Students' Union will endeavour to provide:

- Representation to College by five sabbatical officers on all matters affecting the student body
- An education advisory service for assistance and advice on academic difficulties
- A welfare advisory service for assistance and advice to do with personal, sexual, mental and general wellbeing issues
- A financial advisory service
- An accommodation advisory service
- An SU Jobs Portal on the SU website
- An emergency financial assistance loan of up to 100 euro
- A technical support service in the form of Click.ie
- An SU café in Goldsmith Hall
- 2 SU shops in House 6 and the Hamilton Building
- A student travel card system in the Front Office of House 6
- A communications service to produce the Student Diary, the TCDSU website and to liaise with the University Times Editor to produce the University Times
- An Ent's service to provide entertainment opportunities catering to a wide array of interests
- USI to represent the students of TCDSU on a national and international level.
- The opportunity to have your voice heard through various means and fora
- Accountability of their representatives through means of the Oversight Commission
- A fair and accountable election through the regulation of the Electoral Commission
- A strategic plan for the Union to be reviewed annually and formulated with student input
- Training initiatives to enable students to upskill

Graduate Students' Union

The Graduate Students' Union is the sole representative body for the postgraduate students of Trinity College Dublin, and provides advocacy and support services. All postgraduates are automatically members upon registration

Graduate Students Union will endeavour to provide:

- Representation to College by two sabbatical officers on all matters affecting PG students and PG study and research

- Advice on funding, academic progress, supervision and appeals, as well as advocacy on all academic and welfare issues
- Social events to be organized for PG students throughout the year
- A dedicated study space for PG students only, currently in the 1937 Reading Room, which is managed by the Library.
- A locker system in the 1937 which is rent managed by the GSU
- A GSU common Room in House 7 as a relaxation and social space
- Journal publications in the form of Trinity Postgraduate Review Journal and College Green Magazine
- The elections of Faculty Representatives and Executive Committees by the GSU
- Regular information from the GSU of all the policies and activities taking place in College

Central Societies Committee (CSC)

The CSC is the sole body responsible for student societies in Trinity College Dublin and serves to the interests of a diverse student body.

CSC will endeavour to provide:

- Representation to Trinity College Dublin via Executive officers through various fora including Capitation Committee and Student Life Committee
- Provision of grants to societies in order to fulfil the diverse interests of the student body
- Promotion of the interests of student societies and to act as their representative within the University of Dublin and Trinity College.

Trinity Publications

Trinity Publications funds and promotes all the independent student run magazines and newspapers in college. At present we have 6 fully recognised publications and many more associated publications

Trinity Publications will endeavour to provide the publication of:

- **Fully Recognised**
- Trinity News
- TCD Miscellany
- Icarus
- Piranha
- TN2
- JOLT
- **Associated**
- The Bridge
- Histories and Humanities Journal
- STAND Magazine
- Social and Political Review
- TCD Journal of Neuroscience
- Tuathal
- Trinity Arts Festival Programme

- Black Book
- New Irish Music Composition of Trinity College
- Nemesis
- Trinity Frontier Magazine

Dublin University Central Athletics Committee (DUCAC)

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion Bar.

DUCAC will endeavour to provide:

- Representation to a Student Sport Forum for reciprocal feedback on Sports services
- Representation at the Captains Committee and executive committee
- Provision of a wide array of sporting opportunities at various levels of fitness catering to the whole student population

Chapter 8 – Resolution of Issues and Code of Conduct Procedures

Over and above the activites that are partnership there are code of conduct procedures and formal mechanisms for resolution of issues as laid out in the College Calendar.

Mitigation of issues on a local level is the resolution mechanism recommended by Trinity College Dublin in all first instances. In the event of a more serious issue arising, or if issues are not being resolved satisfactorily, there are established procedures that can be found in the Trinity College Dublin Calendar. It is of utmost importance that Dignity, Equality and Diversity are respected in the University, and a mechanism for complaints in the form of the Formal Complaints Procedure is available for escalation of issues.

Trinity College Dublin is committed to fair and transparent sets of disciplinary procedures which reflect all parties' rights to natural justice. In the event of a disciplinary procedure being brought against you, the Tutorial Service or Postgraduate Advisory Service will advise you on University procedures which are laid out in the Trinity College Calendar. You are entitled to nominate any person you wish to support you throughout these disciplinary procedures. To assist staff and student in the resolution of issues they should refer to college policy and the college calendar.

Appendix 1: Partnership Examples in the University

Partnership Example 1: Disability Service Ambassador Programme (Trinity Disability Service)

"The student voice is an integral aspect of the service. In summer 2016, we employed 12 Disability Service Student Ambassadors as interns to develop, and change existing supports and information provided to prospective and incoming students with disabilities. The Ambassadors developed orientation programmes, devised Student and Parent Handbooks and developed the Disability Service Website. This project supports the Disability Service's strategic plan in terms of enabling the student voice and ensuring that the student voice and experience is central to the services provided. It provided the service with valuable feedback and suggested multiple changes which were then made by the students. We believe that this was truly an equal partnership, where the ambassador's voice was central. Furthermore, we provide a Student Ambassador Programme for students registered with the Disability Service. The Trinity Students with Disabilities Ambassador Programme was established in August 2015, with the aim to emphasise and showcase the student voice and experiences of being a University student with a disability in TCD at disability service events and through community engagement. Furthermore, through engagement in the Programme, students have a unique opportunity that provides a wide array of learning prospects to build skills, knowledge and experiences. The students have the potential to build their confidence in public speaking, effective communication, group facilitation, networking and in leadership skills. The Programme also offers monthly workshops to students to develop the skills necessary for these events and practice them in a safe environment before utilising them. Furthermore this programme allows us to hear the feedback provided by the students who avail of the service and aids the Disability service in making changes as required."

Partnership Example 2: Student 2 Student Mentor Programme (S2S)

S2S does not treat the volunteers as stakeholders in the service – our staff are the stakeholders and our student volunteers are the leaders of the organisation. Whilst we provide training and guidance specific to each voluntary role being undertaken, we base the ongoing work, promotion and direction of the service on input and feedback from the student body, and especially from the S2S volunteers themselves. It is a strong ethos of the service that they know more about the student body than we do, so their expertise is what we work by.

Mentors and Peer Supporters are trained and supported to deliver information and support to their fellow students, and are personally responsible to follow-up on the commitments they make to group and one-to-one work. The service relies heavily on their own motivation and direction, and has developed a model of Head Mentor and Committee training to allow fellow volunteers to develop their leadership roles and to act as a first point of call for queries, support and encouragement.

There is a much stronger engagement from the S2S volunteers as a result of the ownership they have over the programme; there is a space for learning about responsibility, delegation and leadership from a hands-on perspective, and there is a space for their voices to be heard and their opinions acted on. They take on the development and promotion of their own service and become hugely confident, creative and committed as a result. It also means that they benefit more from the

programme themselves, and we're committed to ensuring that student volunteers gain as much as they give within the S2S service.

Volunteers give consistent feedback that they learn more about themselves in training and supervision than ever anticipated, that they gain personally from the work they undertake, and that they feel their experience as a volunteer has helped them to build personal and emotional intelligence as well as key graduate attributes / transferrable skills.

Partnership Example 3: TCD Headspace Student Advisory Group (Student Counselling Service)

TCD Headspace, TCD Student counselling service early intervention initiative, is a new collaborative programme created and supported by students and the Student Counselling Service.

TCD Headspace and the Student Advisory Group aim to:
> Share positive mental health resources for staff & students across the campus.
> Empower online communities where students can engage in discussion, have access to resources and share their leanings
> Provide education, openness and awareness about mental health that may act as a gateway for further engagement with student services.

The TCD Headspace Student Advisory Group is a group of 20-25 students who work in partnership with staff in advising and guide TCD Headspace. The Student Advisory Group's input is felt in all areas of its work – in getting TCD students talking about mental health, reshaping student attitudes and creating new fun ways of towards interactive campaigns.

Partnership Example 4: Trinity Access 21 (TAP)

Trinity Access 21 (TA21) is a TAP outreach programme which supports the educational aspirations of secondary school students through the provision of three core activities. These activities include Pathways to College, Leadership through Service and Mentoring. The mentoring programme is a good example of best practice. The programme harnesses the cultural and social experiences of the TAP-TCD undergraduate population, and provides a supportive environment for these undergrads to engage with younger students, in secondary schools within their own communities, and form trusting networks through which younger students can learn about the benefits of Higher Education. Over the course of 2014 – 2017 over 300 TAP-TCD past and present students have gone out into their communities and become mentors to young people. They have developed lengthy relationships with these students which emphasise college and career development. They meet a minimum of 6 times per year with their mentees, each time working through structured activities aimed at building student aspiration, hope, resilience and knowledge. In 2016 the Trinity Access 21 initiative saw a sharp rise in young people from TAP linked schools aspiring progress onto a degree course in TCD; this growth in aspiration was due primarily to the significant engagement these young people have had with the TA21 mentoring programme.

Partnership Example 5: School of Chemistry Student-Staff Liaison Committee

The School of Chemistry has currently adapted a student-staff liaison forum specifically to address issues that students may be having with their teaching and learning. The forum meets with freshman reps and sophister reps separately. The class representatives are the student representatives on the forum. The School Convenor is the chair of the forum, and the administration of the forum is carried out by the school. By having the student as the chair of the forum, there is increased engagement and dialogue between all members of the committee. Members of staff are invited to attend, with the Director of Undergraduate Teaching and Learning being the primary representative. The forum acts as a Quality mechanism, as well as an example of collaboration and partnership. Issues that the students and staff are having are raised at this form, and a problem solving exercise with equal roles and responsibility ensues. The items due for resolution are left at standing items for the next meeting for discussion. The students have found this to be an extremely important mechanism in the schools governance structure in facilitating the concept of students as partners in the teaching and learning, as well as all the processes which support it.