TRINITY COLLEGE DUBLIN & TCD STUDENTS' UNIONS
STUDENT PARTNERSHIP POLICY

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

Purpose of this partnership

This Agreement reinforces the joint commitment of the University and TCDSU/TCDGSU 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 (hereinafter referred to as Trinity College Dublin) and Trinity College Dublin Students' Unions (TCDSU and TCDGSU, hereinafter referred to as the Students' Unions), 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' Unions and all of our students. Through this, students have the opportunity to engage at all appropriate

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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).

levels of decision making in teaching, learning and assessment and the overall student experience, thereby promoting an environment which empowers the student voice.

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 Students' Unions 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, and the Students' Unions 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 Students' 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' Unions 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, 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' Unions.

STUDENT PARTNERSHIP

Related documentation and useful reference points

- Universities Act 1997

- Trinity College Dublin (Charter and Letters Patent Amendment Act) 2000

- Trinity Strategic Plan

- TCDSU Strategic Plan

- 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

V4: November 2019

Enhancement of Working in Partnership

A key component of this agreement is a commitment between the University and the Students' Unions to work collaboratively in addressing student feedback.

The University and the Students' Unions 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 TCDGSU

……………………………………….. ……………………………….…… ……………………………………….

Patrick Prendergast   Laura Beston   Shaz Oye

Provost   TCDSU President   TCDGSU President

……………………………………………… ………………………………………… ……………………………………………

Jürgen Barkhoff   Niamh McCay   Gisèle Scanlon

Vice-Provost/Chief Academic Officer   TCDSU Education Officer   TCDGSU Vice President

STUDENT **PARTNERSHIP**

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. TCDGSU primarily exists to represent issues specific to postgraduate students. The University and the Students' Unions 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 Unions or a Part Time Officer. The Students' Unions executives are members of bodies such as Board, University Council, Quality committee, Finance committee, International Committee, Green Campus Committee, Equality Committee, TAP Steering Committee (TCDSU) 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 an undergraduate or postgraduate 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 undergraduate and postgraduate School Convenors both have a key role in ensuring that there is an appropriate flow of information between the Students' Unions and the Schools.
- Standing for election as an undergraduate or postgraduate 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' Unions 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. These representatives have responsibility for raising the issues affecting their constituency with the relevant Trinity College authorities.

Trinity Students' Unions 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 on University policy decisions made on the committees to which they are elected

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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.

Other opportunities for student partnership and providing feedback

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

- 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 online fora
- 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

SECTION B: PARTNERSHIP THEME AND ASSOCIATED PROJECTS FOR 2019-20
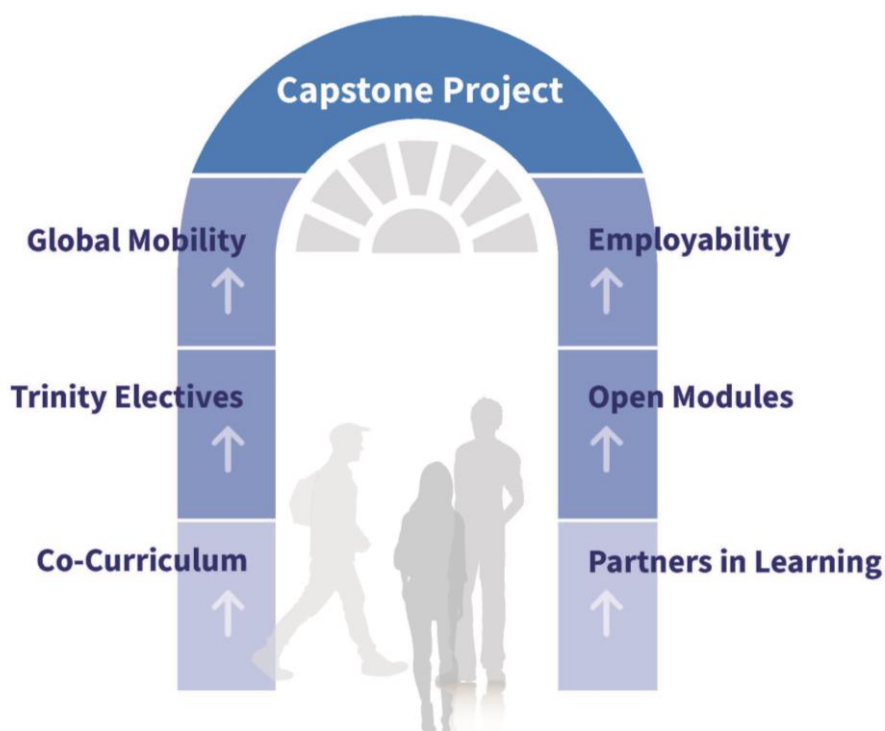
Annual Priorities

This partnership agreement acknowledges the ongoing collaborative work in strategic areas such as Healthy Trinity, sustainability and the Irish Language. This section outlines specific annual priorities agreed between the Students Unions' and Trinity College Dublin.

Compiling feedback from student surveys, feedback from Student Councils, the Students' Unions, 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 and Trinity College Dublin Students' Union (TCDSU), the University and TCDSU and TCDGSU have agreed to work together on the principal themes described below during the AY 2019-20. Monitoring and oversight of the Student Partnership Agreement will be undertaken by the Students' Unions 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 2019-20 is "Rethinking student engagement and the learning experience" for undergraduate and postgraduate students.

In the final year of TEP, undergraduate students and staff must work hand in hand to target key problem areas surrounding assessment, workload, feedback, and the wider learning experience. Undergraduate student engagement in this context relates to the 7 key features of Trinity Education, shown below. Students and staff should actively engage in the development and implementation of these features.

Seven Features of a Trinity Education

The Postgraduate (PG) Renewal Project

Equally, in the initial stages of the PG Renewal Project, postgraduate students and staff must work hand in hand to target key problem areas surrounding assessment, workload, feedback, and the wider learning experience. Postgraduate student engagement in this context relates to The Postgraduate (PG) Renewal Project where there's going to be a major systematic renewal of all classes of Trinity Education and in the context of this agreement the three focuses area are these:

- Participation in the governance of the Students' Union and Graduate Students' Union and the University
- Participation in Teaching and Learning
- Participation in the Wider Community

1. **Participation in the governance of the Students' Unions and the University**

We will continue to work together to ensure our college community understands governance in Trinity College. By taking a proactive approach to representation and communication, we will widen understanding of how the institution (Trinity College) and the Union work together. Representation on key committees that discuss the changes that are happening this year, and in the years ahead, is central to ensuring that students are a part of the decision making process. The Students' Union this year will communicate effectively the discussions had regarding TEP and other college projects, through increased engagement with the wider student body. We will also explore opportunities for student input in University wide projects and encourage and support student led initiatives. We will strive to improve committees within schools, such as Executive meetings and Student Staff Liaison Committees.

The Academic Senate is currently suspended for reimplementation in AY 2020-21. The primary role of the Senate was to form an effective student voice that contributed to the maintenance and enhancement of teaching quality here in Trinity and all academic related issues. Established by a motion to the Union's council in 2016-17, the Senate continued the ultimate year of its pilot in 2018/19, and the decision was made by the 2019-20 Sabbatical Team to not run the Senate in 2019/20 but instead evaluate the two years it was in place and draw up a work-plan for 2020-21. The vision for the Academic Senate is for it to function as a body that equips both students and staff to work effectively together to resolve issues. This year, the SU Education Officer will use the Education Committee to bring this vision of Senate to fruition, with the help of staff.

Performance Indicators:

1.1 The expansion of the Student-Staff Liaison Committee model, including, but not limited to: use of this model across a greater number of Schools and the inclusion of student representatives such as Convenors and Class reps where appropriate, at both undergraduate and postgraduate levels.

1.2 Consolidate and define the TCDSU Academic Senate, through the use of the Education Committee, including inclusion into the TCDSU constitution when appropriate.

1.3 Maintain and work towards increasing the strong performance in the ISSE (UG, PGT and PGR) Surveys and the ISB Survey, communicate the outcomes and actively engage with Trinity Teaching & Learning to develop and implement, where appropriate, policies and procedures to respond to gaps in the student experience.

1.4 Communicating effectively to students the changes that are happening this academic year, including but not limited to the 7 features of TEP.

1.5 Work collaboratively to develop the Workload Mapping Tool for undergraduate students and postgraduate taught students (PGTs), and bring it to fruition for implementation by September 2020. Through this, run effective focus groups on workload and assessment, not only with students, but staff members, with a view for the year ahead, and in line with the new Trinity Education.

1.6 TCDGSU will work with the Dean of Graduate Studies to scope out the Postgraduate Renewal in line with 3d of the College's Strategic Plan[3] where College is committed to meeting the changing student profile within the lifetime of the Strategic Plan by instituting a major and systemic renewal of all facets of postgraduate education (both taught and research postgraduate education) in Trinity.

1.7 TCDGSU will continue to support the Dean of Research office which acknowledges the importance of registered postgraduate researchers. The Graduate Students' Union will work with the college to integrate them more fully into the life of the campus by offering support in line with 4d and 4e of College's Strategic Plan[4] which also acknowledges the importance of researchers in the campus community.

1.8 TCDGSU will continue to work with the Dean of Research office to promote Open Access publications for both the postgraduate taught and postgraduate research community

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[3] Tcd.ie/Strategy Goal Three B
[4] Ibid

through its two publications (Trinity Postgraduate Review and College Green Journal) in line with 4l of College's Strategic Plan.[5]

1.9 TCDGSU will continue to engage with Trinity College Library to support a new Research Collections study Centre, which promises to open up the unique and distinct collection to postgraduate research in new ways in line with 3f of College's Strategic Plan.[6]

1.10 TCDGSU will continue to work with the Student Life Committee Working Group on PG student experience to help encourage improvements that will enhance the postgraduate experience in College and College services which in turn will help create an inviting landscape for 3a of College's Strategic Plan[7] in which College is committed to pursue strategies that will see Trinity's student profile shift to 31% postgraduate by 2024.

2. Participation in Teaching and Learning

This year will be a formative year for Trinity College, as TEP is moving into its final implementation phase for undergraduate students, and a the PG Renewal is in its initial stages for postgraduate students. The new Trinity Education will be launching in September 2020 for undergraduate students. The focus of Teaching and Learning is broad in scope, so we have decided to focus on the integration of the student voice into teaching and learning practices in the AY 2019-20, including, but not limited to, assessment, feedback, and workload.

The Strategic Plan of Trinity College Dublin outlines the need to "embed the innovations of the Trinity Education Project (including Electives, Pathways, Capstones, and the supporting structures of a fixed timetable), mainstreaming a process of continuous pedagogical renewal." [8] With this in mind, it is evident that our students have a wider scope within their area of study than before. It is important, therefore, that students remain involved in the shaping of programme and module organisation, delivery and assessment strategies.

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[5] Ibid
[6] Ibid
[7] Ibid
[8] Tcd.ie/strategy Goal Five

Performance indicators:

2.1 Coordinate communications regarding education initiatives such as the Trinity Education Project for Undergraduate students and the PG Renewal for Postgraduate Taught and Research students.

2.2 Continued work with the College to enhance the acknowledgement of student involvement in co and extracurricular activities, including emphasis on awards and other recognitions available.

2.3 Equip undergraduate and postgraduate student representatives (including but not limited to Class Reps, Convenors and Part Time Officers) with the relevant knowledge on academic changes for the year ahead, including assessment, workload, and the new academic structures.

2.4 Regular education 'Open Forums', where undergraduate and postgraduate students communicate directly with staff members on decisions being made.

2.5 Hold a student-led review on the student experience with assessment, workload and feedback in the AY 2018/19.

2.6 Continue to work with the College for the complete renewal of the PG learning experience.

2.7 Continue to work with student supports and College services, to acknowledge and better understand the uniqueness of the postgraduate taught and postgraduate research student experience.

3. Participation in the Wider community

In the final stages of TEP implementation and in the initial stages of PG renewal, AY 2019/20 these two should be used to enhance the Graduate Attributes as outlined by Trinity. 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 works to achieve these desired graduate attributes. It is important that we seek to continue to make an invaluable contribution to society, nationally and internationally, individually and as a Trinity community.

A culture of partnership and student engagement is highly desirable, and it is important that we work together to further encourage community engagement. The Students' Union and the Graduate Students' Union will lead on promoting engagement with student-led events; Student Services and the Students' Union and the Graduate Students' Union will both lead on promoting engagement with support services. We will work together to see semi-formal acknowledgement of co and extra-curricular activities.

Performance Indicators:

3.1 Increased engagement with the Deans' Volunteering Awards.

3.2 Regular engagement of the Student Volunteering Forum.

3.3 Increased engagement and TCDSU/TCDGSU collaboration with the Alumni Foundation, engaging with the global alumni network, in line with the Inspiring Generations Campaign.

3.4 Engagement with the Union of Students' in Ireland, in campaigns and efforts to improve undergraduate and postgraduate education nationally.

3.5 Work to augment and enhance the Accommodation Advisory Service.

3.6 Develop casual student spaces and informal learning spaces as per 2e of the Strategic Plan[9] to enhance the student experience on campus. This acknowledges that some spaces will cater specifically to postgraduate students, i.e. the 1937 Reading Room. All student space projects should be reported through Student Life Committee.

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[9] Ibid

3.7 Coordinate the creation and delivery of a framework for leadership training education for student leaders.

3.8 Work towards finalising the scope and location of the Student Centre.

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 activities 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

STUDENT PARTNERSHIP

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 respective Students' Unions, 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 Trinity College 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 Students' 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/TCDGSU 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, while ensuring a variety of assessment methods are utilised.

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
- IT service provision in college
- Sport service provision in college
- Groups-based, online and personal provision of services for personal mental health
- Groups-based, online and personal provision of services for academic skills
- Peer mentoring programme in the form of S2S
- A tutorial system which offers advice about financial assistance and provides a personal tutor to all undergraduates
- 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 students' 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
- A local system of elected representatives (namely Class Reps, School and Faculty Convenors and Part-Time Officers) to cater for the needs of specific courses, Schools, Faculties and groups within college, respectively
- An Academic Senate to allow for the discussion of academic issues on a College wide level amongst students and to collaborate and create tangible solutions to ongoing problems
- 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 Refresh
- 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 and the TCDSU website and to run all of the SU's social media
- An Ents 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 students' representatives through means of the Oversight Commission
- A fair and accountable electoral system 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 and represents postgraduate students' voices to the University. 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 organised 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 Journal.
- 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 7 fully recognised publications and many more associated publications.

Trinity Publications will endeavour to provide the publication of:

- **Fully Recognised**
- Trinity News
- Misc. Magazine
- Icarus
- The Piranha
- TN2 Magazine
- JoLT
- Trinity Film Review
- **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 activities 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.

Partnership Example 6: Laidlaw Undergraduate Research and Leadership Programme

The Laidlaw Undergraduate Research and Leadership Programme is an innovative scholarship designed to help self-motivated and ambitious undergraduate students from all disciplines and walks of life to develop strong research and leadership skills that will allow them to excel in both their degree programmes and their future careers.

The Laidlaw Programme was first introduced in Trinity in 2018 and is led by the Careers Service. Prior to its launch, several consultation sessions were held with student representatives from several Schools to get their input to shape the programme design and to advise on how best to reach out and engage students with the opportunities this new programme has to offer.

Student input informed the application process and the timing and structure of the Programme. It let the Careers Service know what type of support students would need right from the start of the application process through to the monitoring of progress and learning for the successful Scholars. It also resulted in clear communications to students on how the Laidlaw Programme would help them gain valuable skills in research, communication and leadership and improve their employability through participating in workshops designed to develop self-awareness, initiative, motivation and creativity.

The impact of this collaboration was a successful launch and proactive student engagement with the application process resulting in 18 Laidlaw Scholars being selected from across Trinity for the first year of the programme. These Scholars are now actively engaged with the Careers Service in providing feedback on their experience of the programme to date. In addition to contributing extensively to marketing, they have organised student-led information sessions, lecture presentations, and peer-to-peer recruitment activities. This will be used to inform our plans for the second group of Scholars in 2019. This active student partnership approach will continue to enhance the Laidlaw Programme at Trinity into the future.

Partnership Example 7: Consent Workshops

Trinity Sexual Consent Workshops have been running since 2016. The Consent Workshops utilise a unique model which is based on strong collaboration between staff and students. The Students Union, Student Counselling Services and the Senior Tutor's Office work together on Consent. Each workshop is delivered by one staff member and one student. We have found this to be one of the leading factors in our success thus far. In a recent focus group carried out with students, it was found that being friendly, personable, and relatable were the most important factors in creating lasting and meaningful student engagement.

Partnership Example 8: Student Spaces

The 'Zón Mac Léinn' initiative strives to provide a campus-wide network of student spaces where students can come together in a social setting and relax. This project follows a decision made by the Student Life Committee in 2015 and is a collaborative effort between the Student's Unions and the Student Life Committee. Work is primarily carried out on these projects by the President of TCDSU and Declan Treanor, with assistance from the Dean of Students and Student Services. The project aims to identify areas across campus that can be utilised as student space and then converted into such. Recent examples of this are the foyer of D'Olier Street, the new space in TBSI amongst others. These areas have helped alleviate the problem of students having nowhere to eat their food or sit and chat with their friends. These spaces can also provide areas for students to study, as demonstrated by some of the furniture in place in the new space in TBSI, which is a direct result of these rooms being designed and organized by students for students. At present we have eight Zón Mac Léinn, room 4017 in the Arts Building, the Buttery Vaults, Hamilton Panoz Mezzanine, The Parlour and the Student Room in Goldsmith Hall, TBSI, Old Stone Building in the Trinity Medical Centre, St. James' and the School of Nursing and Midwifery on D'Olier Street. This is a project which is constantly expanding and evolving thanks to the effort of all involved.

To offer further support to the aforementioned spaces project, the Vice President of the Graduate Students' Union identified this project as crucially important to the welfare and education of the postgraduate community and forged a partnership with this group in 2019 to strengthen the ties between the SU and GSU, Student Services and the Dean of Students. This partnership will also benefit specific postgraduate student spaces which are designated postgraduate spaces. The GSU Vice President has committed to work in tandem and harmony with this group specifically in 2019/2020 to support this initiative fully.