



Guidelines for Annual Faculty Quality Report

Background

The Institutional Quality Review of Trinity College, 2012, referring to the ‘quality assurance of education’ recommended, that Trinity develop mechanisms “at School, Faculty and College levels to inform the enhancement of education...”

Recommendations aimed to devolve greater ownership of quality and implementation of College-wide academic policies to Schools and Faculties, expand the remit of the Quality Committee to include monitoring of quality assurance and enhancement processes and outcomes, and appropriate responsibility to Faculty Deans for quality assurance and enhancement within their respective Faculties.

In 2014/15, each Faculty presented their inaugural Annual Faculty Quality Report to Quality Committee, which included for the first time a report on the Council decision (CL/12-13/148), that annual module and course evaluations by students should become mandatory and be conducted at School or course office level. As an outcome of those presentations Faculties sought increased guidance as to the purpose and structure and content of the Annual Faculty Quality Report, which has prompted the development of this document.

Context

The context for the Annual Faculty Quality Report is embedded in the Institutional Review of Trinity under the proposed institutional review model (Quality & Qualifications Ireland (QQI), White Paper on Reviews of Higher Education Institutions (July 2015)) states ‘**Reviews explore institutional enhancement of quality in relation to impacts on teaching, learning and research at the level of the programme and/or the module, specific enhancement themes, institutional achievements and innovations, alignment to the institution’s mission and strategy and the quality-related performance of the institution relative to quality indicators and benchmarks**’.

Data collected through the Annual Faculty Quality Report informs the development of the Annual Institutional Quality Report (AIQR) to QQI which under the Memorandum of Understanding between QQI and the Higher Education Authority (HEA) in turn informs the HEA Compact.

From 2015/16, Trinity will be required to publish the AIQR to ensure access in the public domain of quality assurance information, a requirement under the European Standards Guidelines Standard 1.8 “**Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible**”. This in turns drives the need for consistent data, delivered in consistent formats through the Annual Faculty Quality Reports.



Purpose

The purpose of the Annual Faculty Quality Report is therefore to:

1. enable the continuing implementation of recommendations arising from the 2012 institutional reviews;
2. to facilitate monitoring and reporting of Council decisions in respect of undergraduate module (CL/12-13/148) postgraduate surveys (CL/11-12/172) and recording of external examiner recommendations at Courts of Examiners (CL/14-15/ 083)
3. to optimise the use of available sources of quality performance data by Schools and Faculties to respond to quality and accreditation review processes and demonstrate a Plan-Do-Check-Act cycle in the consideration of quality performance data;
4. to inform School and Faculty decision-making in respect of shared good practice and provide a means to escalate system-wide issues that act as a constraint to quality;
5. to facilitate annual reporting through the Annual Institutional Quality Report to QQI on compliance areas under the Act which serves as an input to the institutional review;
6. to facilitate enhancement and improvement initiatives based on internal performance data, internal and external quality indicators and benchmarks that serve as an input to the institutional review.

Structure and Content

1. Executive Summary – (the target audience is Quality Committee and Council-length 1-2 pages, content at discretion of Faculty).
2. Body of the Report

The focus of this section should be on the quality assurance of education and research informed by the outputs of quality processes employed by the Faculty and Schools in the academic reporting year. This is to include *compliance and enhancement aspects* and *integrate multiple data sources* received by Faculties and Schools to inform an assessment of quality, these sources include:

- a. Course and Module Evaluations
- b. Postgraduate Research Student Surveys
- c. External Examiner Reports and Courts of Examiner Meetings
- d. Accreditation Reviews
- e. Quality Reviews
- f. Retention and Progression Statistics to inform Strategic Plan target of 90%
- g. Faculty Reports on Irish survey of Student Engagement
- h. Faculty and School Reports on International Student Barometer
- i. Existing and planned collaborative and transnational education provision



Sections in the body of the report can be defined under the following headings showing exemplar content.

2.1 Quality of undergraduate education provision, this would include:

- how Schools performed against a benchmark of 100% for evaluation of undergraduate modules? What action was taken and what feedback was provided back to students?
- data inputs include the Faculty ISSE Report which will be provided by the Quality Office; Faculty and School ISB Report which provided by the Global Relations Coordinator and Progression and Retention found in the Senior Lecturer Annual Report. Note Trinity has a target of 90% retention.
- If Schools have their own quality indicators that they measure and report upon or are involved in benchmarking activity with other Universities they should include information relating to these activities.
- External inputs such as outcome of accreditation reviews and external examiner recommendations.

2.2 Quality of postgraduate education, this would include:

- How Faculties performed against a benchmark of 100% of PGT modules evaluated, what action was taken and what feedback was provided to students
- Did Faculties performed in terms of the newly introduced PGR Survey, what action was taken and what feedback was provided to students
- Faculty ISSE Report includes data on PGT students and ISB Report
- PG education targets for confirmation and completion within 4 years should be reported in the same ways as progression and retention data for undergraduate education.

2.3 Summary of good practice identified across the Faculty.

2.4 Issues to be escalated to College level that act as a constraint on quality.

2.5 Faculty projects or initiatives:

- progress on initiatives and plans outlined to address quality in the previous year's annual report;
- new projects or initiatives designed to improve or enhance quality this academic year

2.6 Satisfaction with feedback on action on issues escalated to the attention to College in the previous year's Faculty Quality Report.

3. Appendices - Faculty at a glance includes tables that supports the discussion in the body of the report. This section covers data that responds to compliance and enhancement aspects of quality assurance. Data in this area will be collated to produce a report to Council and will also inform the Annual Institutional Quality Report to QQI.



New to the report template this year is a focus on postgraduate education, international students and collaborative and transitional education arrangements. These additions have been informed by:

- recent release by the Higher Education Authority of the *National Framework for Doctoral Education* which requires that ‘**a robust quality assurance system underpins all doctoral education**’. The planned implementation of a postgraduate research survey in 2015/16 and systems capability to produce confirmation and completion statistics planned to be available from 2016/17 will enhance our capability to report on quality of postgraduate education. In the interim, this information may be held locally by Director of Teaching & Learning Postgraduate or Postgraduate Programme Administrators in Schools.
- recent release by Quality & Qualifications Ireland (QQI) of the *Code of Practice for providers of programmes of education and training to international students*. Faculties and Schools can access the ISSE Faculty Reports or the Faculty and School International Student Barometer reports to provide information on the quality of teaching and learning and student experience as perceived by international students including Erasmus, visiting and international UG and PG students.
- Increased government focus on the reputation of Irish Higher Education abroad as government plans to introduce an international Education Mark and link student immigration to programmes listed on the International Register held by the Department of Justice & Equality. Trinity is required to report to QQI on all linked, collaborative and transitional education arrangements where Trinity awards an Award solely or jointly with other providers of higher education. Seeking information on existing and proposed partnerships in EU and Non-EU areas will inform the work of Global Relations Office, Trinity Teaching & Learning and the International Committee. Once approved programmes will be reported through the Annual Institutional Quality Report to QQI.

Definitions:

- **linked provision**, whereby a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body
- **collaborative** arrangements whereby two or more providers are involved by formal agreement, nationally and/or internationally, in the provision of a programme.
- **joint** means a single award made jointly by two or more awarding bodies .
- **dual** programme of study consisting of two separate curricula, provided by two partner institutions, leading to two awards, one from each institution¹.

¹ A Dual Award is not awarded for a joint programme of study



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

FACULTY OF XXXX QUALITY REPORT 201X

Submitted to Quality Committee xx/xx/xxxx



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1. EXECUTIVE SUMMARY



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2. QUALITY REPORT

2.1 Quality of Undergraduate Programme Provision

2.2 Quality of Postgraduate Programme Provision

2.3 Summary of best practice across the Faculty

2.4 Summary of issues to be escalated to College Level

2.5 Faculty Projects / Initiatives

2.6 College response to issues outlined in previous years Annual Faculty Quality Report



3. APPENDICES -FACULTY AT A GLANCE

3.1 Course and Module Evaluation

Table 3.1

Number of UG Modules/Courses provided		100%	Number of UG Modules/Courses evaluated		xx%
Number of PGT Modules /Courses provided		100%	Number of PGT Modules/courses evaluated		xx%
Number of PGR students in Faculty*		100%	Number of PGR students participating in PGR Survey		xx%

1. Escalations, repeat issues, positive aspects and enhancements arising from UG course and module evaluations on quality of UG Programmes
Actions to address
Feedback to students
2. Escalations, repeat issues, positive aspects and enhancements arising from PGT course and module evaluations on quality of PGT Programmes
Actions to address
Feedback to students
3. Escalations, repeat issues, positive aspects and enhancements arising from PGR survey on quality of PGR Programmes
Actions to address
Feedback to students



3.2 External Examiner Reports

Table 3.2

Number of UG Programmes externally examined		Number of UG External Examiner Reports returned		xx%
Number of PG Programmes externally examined		Number of PG External Examiner Reports returned		xx%

1. Escalations, repeat issues, positive aspects and enhancements arising from External Examiner Reports or Courts of Examiner meetings on the quality of UG Programme provision
Actions to address
Feedback to External Examiner
2. Escalations, repeat issues, positive aspects and enhancements arising from External Examiner Reports or Courts of Examiner meetings on the quality of PG Programme provision
Actions to address
Feedback to External Examiner



3.3 Accreditation Cycle

Table 3.3

Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due

**Outcomes include Accredited, Accredited with Conditions, Not Accredited*

1. Escalations, repeat issues, positive aspects and enhancements relating to Programme and School Accreditation Reviews



3.4 Quality Review Cycle

Table 3.4

School or Programme	Date of Quality Reviews	Type of Quality Review (S, P, R)*	Current Status (RR, IP, PR)**	Next due

Refer Schedule of Reviews on Quality Office Website *School (S); Programme (P); Research (R). ** Review Report (RR); Implementation Plan (IP); Progress Report (PR)

1. College level issues/recommendations raised in Quality Review Reports for escalation to Quality Committee and Council



3.5 Progression, Retention and Completion Statistics

Table 3.5.1: UG New Entrants (available from Senior Lecturers Annual Report)

		School	%	School	%
Faculty achievement 2015 (UG-refer SLAR)		School	%	School	%
Faculty achievement 2014 (UG-refer SLAR)		School	%	School	%
		School	%	School	%
		School	%	School	%

Strategic Plan target of 90% retention (A1.1) for transition from first year to second year.

Table 3.5.2: PG Confirmation Statistics

Students eligible for confirmation process in 2015	Number.	Students confirmed in 2015	No.	%
1. School of		1. School of		
2. School of		2. School of		
3. School of		3. School of		
4. School of		4. School of		
5. School of		5. School of		
6. School of		6. School of		
7. School of		7. School of		
8. School of		8. School of		
9. School of		9. School of		



Table 3.5.3: PG Completion Statistics

Students eligible to complete (Yr 4 or above) in 2015	Number	Students completing (Yr 4 or above) in 2015	Number	Number and % of students at Yr 5; Yr 6; Yr 7	Number	Comment
1. School of		1. School of		1. School of		
2. School of		2. School of		2. School of		
3. School of		3. School of		3. School of		
4. School of		4. School of		4. School of		
5. School of		5. School of		5. School of		
6. School of		6. School of		6. School of		
7. School of		7. School of		7. School of		
8. School of		8. School of		8. School of		
9. School of		9. School of		9. School of		

3.6 Irish Survey of Student Engagement (Refer Faculty ISSE Report for data and tables. Contact Quality Office for Word version of ISSE Report)

Table 3.6.1: Key stats from Faculty ISSE Report

Faculty Response	Total	Percentage	Male	Female	Irish Domicile	Non-Irish Domicile
First Year						
Final Year						
PGT						

1. Faculty Performance on ISSE indices
2. Action on issues arising from ISSE Report



3.7 Internationals Student Barometer

Table 3.7.1 Key stats from ISB Report (available from School and Faculty Reports provided by the Global Relations Coordinator)

1. Key issues arising from ISB Report
2. Action to respond to issues arising from ISB Report

3.8 Collaborative and Transnational Education Provision

Table 3.8

Name and Location of Partner Institution (please insert hyperlink)	Partnership Status Initiation phase (I) Approval phase (A) Operational (O)	Programme Title² or Award type and NFQ level (Bachelor's degree, Master's degree, PhD, or other)	Type of Partnership: Linked Domestic/validated Collaborative Other	Awarded Trinity Joint(J) Dual (D)	Brief description of agreement (please include date the MOU Agreement signed, date Contact signed, Student intake start date)