

TRINITY TEACHING AND LEARNING ANNUAL REPORT 2024-2025



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Academic Secretary's Welcome

Welcome to the 2024/25 edition of the Trinity Teaching and Learning (TT&L) Annual Report.

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

Over the past decade, teaching and learning at Trinity have undergone profound transformation. We have embraced more flexible and digital approaches, blended and hybrid learning, and innovative assessment practices, all designed to meet the evolving needs of our students. These changes have been shaped by advances in technology, the demands of a diverse and global student body, and a growing emphasis on inclusivity, student wellbeing, and career readiness.

At the same time, initiatives such as Education for Sustainable Development (ESD) have encouraged us to embed sustainability into curricula and campus practices; Brexit has influenced international collaboration, student mobility, and recruitment; and the emergence of generative AI has prompted new approaches to teaching, learning, and assessment, ensuring that students develop critical skills alongside responsible engagement with technology. In addition, ongoing geopolitical tensions and conflicts around the world pose challenges for international collaboration, mobility, and the security of our academic community, underscoring the need for resilience and adaptability in all that we do.

TRINITY TEACHING AND LEARNING

As Academic Secretary and Head of Trinity Teaching & Learning, I am both proud and humbled by the commitment, expertise, and energy of all TT&L staff, past and present. Together, we have advanced the quality of teaching and learning, strengthened academic practice, supported Trinity's access programmes, enhanced careers and professional development opportunities, and contributed to the broader work of academic affairs. It has been inspiring to see colleagues meet challenges with creativity, care, and collaboration, ensuring that our students continue to thrive.

As I step into retirement, I am filled with gratitude for what we have achieved together and the privilege of working alongside such remarkable colleagues.

Looking to the future, Trinity Teaching & Learning will continue to face both challenges and opportunities. I have every confidence that the TT&L community will rise to meet these demands, advancing teaching and learning while nurturing the development of our students and staff alike. I wish my successors every success in continuing this vital work, and I thank all colleagues for their dedication, humour, and generosity. It has been an honour to be part of this journey, and I look forward with optimism to all that lies ahead for Trinity Teaching & Learning



Trish Callaghan
Academic Secretary & Head of Trinity Teaching and Learning
(2015-2025)

**CORE
FUNCTIONS**

Underpin Teaching & Learning with
Researched Informed Pedagogy.

Develop coherent Academic
Policies and related processes.

Build valuable Teaching &
Learning Partnerships

Prepare students to succeed
beyond Trinity College.

Foster Diversity & Participation in
Teaching & Learning at Trinity

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

CORE ACTIVITIES



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



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



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



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

CORE ACTIVITIES



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



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



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



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

ACADEMIC AFFAIRS

Academic Affairs plays a central role in shaping and maintaining Trinity College Dublin's academic policies and regulations; supporting Schools in programme design and modification; managing key academic committees; and contributing to strategic teaching and learning initiatives at institutional and sectoral levels.

10 Academic Policies
reviewed

2 new policies

3 new PGT course
proposals

7 amended course
proposals

1 new UG course
proposal

11 degree
development course
proposals

Institutional TrustEd
(IEM) Submission to
QQI

4 new Trinity
Electives proposals

1 new Microcredential
proposal

Review of Pilot 2-stage
PGT Course Proposal
Process

Improved Process for
PGT Course
Modifications

29 Governance
Committee Meetings

3 College Advisory
Working Groups

Sectoral Contributions:
IQQF

Coimbra Group
QQI/ Sectoral Events and
Policy Consultations

Figure 1: Number of Course Proposals

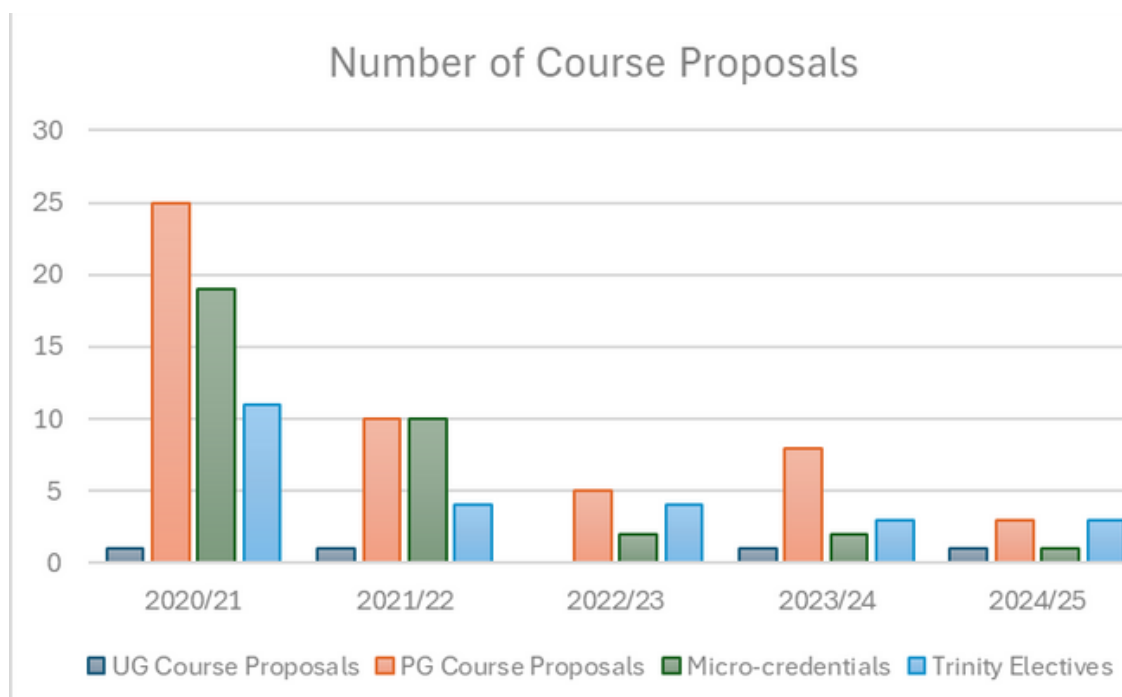


Figure 2: Number of Committees supported by Academic Affairs

Committees	2020/21	2021/22	2022/23	2023/24	2024/25
Committee/sub-committees supported	7	6	6	6	5
Individual meetings supported	42	37	36	42	29
Council	10	9	9	9	6
USC	9	8	9	9	7
GSC	9	9	9	9	8
TE Sub-committee	3	2	3	4	3
MCs Sub-committee	3	3	4	3	-
ACDC	6	6	6	8	5
Widening Participation	2	-	-	-	-

HIGHLIGHTS 2024/25

CENTRE FOR ACADEMIC PRACTICE

Our mission is to inspire and strengthen a culture of enhancement in teaching, learning and assessment underpinned by research, innovation, inclusivity, sustainability, and collaboration.

Over 4,376 participants
engaged in CAP events
from 2020 -2025

1,469 participants
engaged in CAP events
during 2024/25 – the
highest annual total to
date

81 attendees at the
inaugural Teaching and
Learning Symposium
(2024)

21 graduates of the
Special Purpose
Certificate (15
ECTS)

96 staff enrolled on the
Special Purpose
Certificate

88 graduates of the
Graduate Teaching
Assistants module (5
ECTS)

12 recipients of
Teaching Awards

280 participants in
the National
Academic Integrity
Week

KEY FIGURES

2024/25

Participation in CAP events reached a record high in 2024/25, strengthened by new events including National Academic Integrity Week and the Teaching & Learning Symposium

Event Type	2020/21	2021/22	2022/23	2023/24	2024/25	Total
Special Purpose Certificate (SPCert)	94	110	138	63	96	501
Workshops & Webinars	697	402	589	282	920	2,890
Graduate Teaching Assistant programme (GTA)	120	158	90	164	92	624
National Academic Integrity Week	-	-	-	-	280	280
Teaching & Learning Symposium	-	-	-	-	81	81
Total participation	911	670	817	509	1,469	4,376

Education for Sustainable Development (ESD)

- ESD Implementation Plan 2023-2026 launched.
- ESD Resource Hub and Teaching Materials Library launched.
- 5 ECTS interdisciplinary pilot module delivered to 500+ students (Yr 1 TBS students).
- Customised staff module advancing transformative ESD pedagogy launched with 50+ participants.
- Secured Council approval to ensure that all new UG course proposals include an ESD related programme learning outcome.
- ESD Community of Practice established.

Generative AI (GenAI)

- GenAI Hub launched.
- College Statement on Artificial Intelligence and GenAI in Teaching, Learning, and Assessment and Research published.
- New module on Using GenAI in Teaching and Learning launched to the Irish HE sector, with National Digital Badge awarded on successful completion. Over 200 participants registered.
- Interinstitutional open-access book published: Using GenAI in Teaching, Learning and Assessment in Irish Universities.
- Co-hosted the 15th International Conference on Learning Analytics & Knowledge (LAK25) in collaboration with the Society for Learning Analytics Research (SoLAR), TU Dublin and the Open University UK.
- Presented ongoing research and initiatives at national and international conferences, establishing collaborative networks with leading researchers globally.
- GenAI Community of Practice established.

Research Hub for Learning Innovation

- Led the strategic development and launch of a new Research Hub for Learning Innovation - creating a new interdisciplinary platform for researchers and educators to (co)research pedagogical innovations.
- Conceptualised and executed a competitive funding call for innovative projects addressing critical challenges in education, attracting 40 high-quality proposals totaling over 1 million euros in requested funding.

Research and Scholarship in Academic Practice

Progressed a portfolio of targeted educational research initiatives aiming to advance evidence-based practice and innovation in teaching and learning. The following current projects reflect our dedication to addressing key challenges in education through rigorous research methodologies and collaborative partnerships.

Using GenAI in Teaching, Learning and Assessment A multi-institutional study investigating practices across Irish universities to develop a comprehensive understanding of current approaches and identify best practices.	Curriculum analytics - GenAI tool to scale mapping of ESD across TCD curricula Design and development of an AI-powered tool to systematically identify Education for Sustainable Development themes, competencies, and pedagogical approaches Trinity curricula.
Curriculum Design Framework for ESD A comprehensive review and analysis of exemplary approaches to embedding ESD in higher education curricula, leading to the development of an institutional curriculum design approach to support ESD integration at Trinity.	Developing Sustainable Futures Together A students-as-partners approach to evaluating experiences of ESD across Trinity undergraduate curricula.
Evaluating the impact and influence of postgraduate professional development in teaching and learning Longitudinal research investigating the sustained impact and influence of postgraduate professional development programmes on professional practice.	Teaching Space Strategy Collaborative research with Estates and Facilities investigating the changing needs, challenges and uses of on-campus spaces with a focus on enhancement of teaching spaces and the student learning experience.

HIGHLIGHTS 2024/25

TRINITY CAREER SERVICE

The Trinity Careers Service, supports students (approx. 22,000 undergraduates and postgraduates) and recent graduates across all disciplines to explore their career ambitions for the future and plan how to achieve them using a wide variety of activities, services, events, and resources.

1,248 students
attended career
appointments

590 students attended
CV Clinics

98 students attended
practice interviews
(18% increase)

3,068 students
attended Careers Fairs
205 Employer stands at
Careers Fairs

371 students attended
mentoring events
(41% increase)

69 Laidlaw
Scholars at Trinity

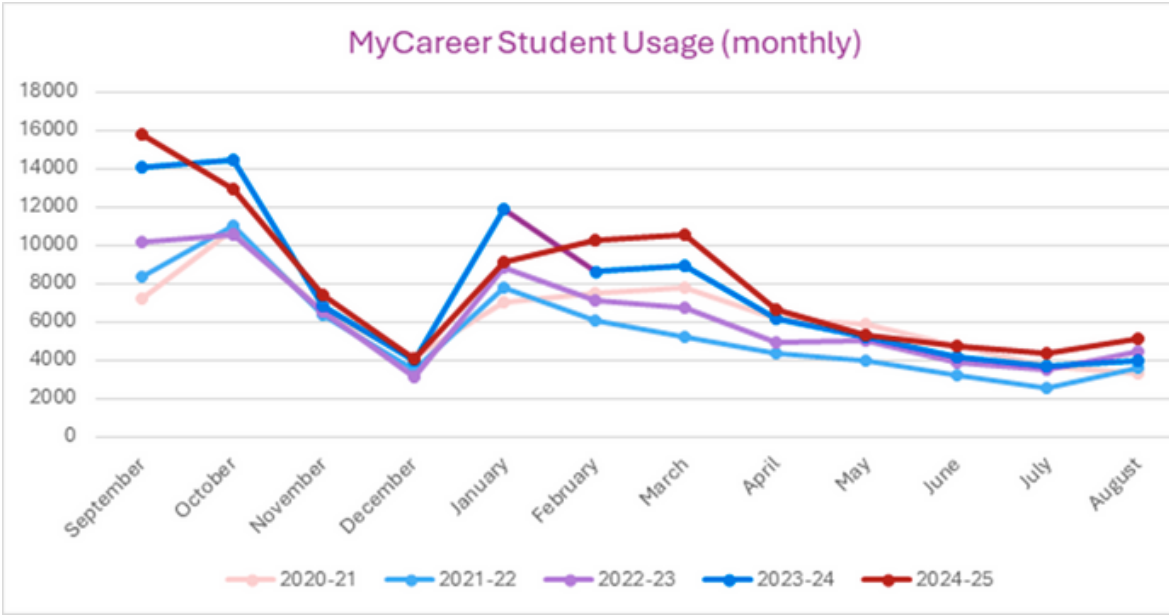
2,825 opportunities
advertised

39 Student
Employability Bursaries
awarded

<https://www.tcd.ie/careers/>

KEY FIGURES 2024/25

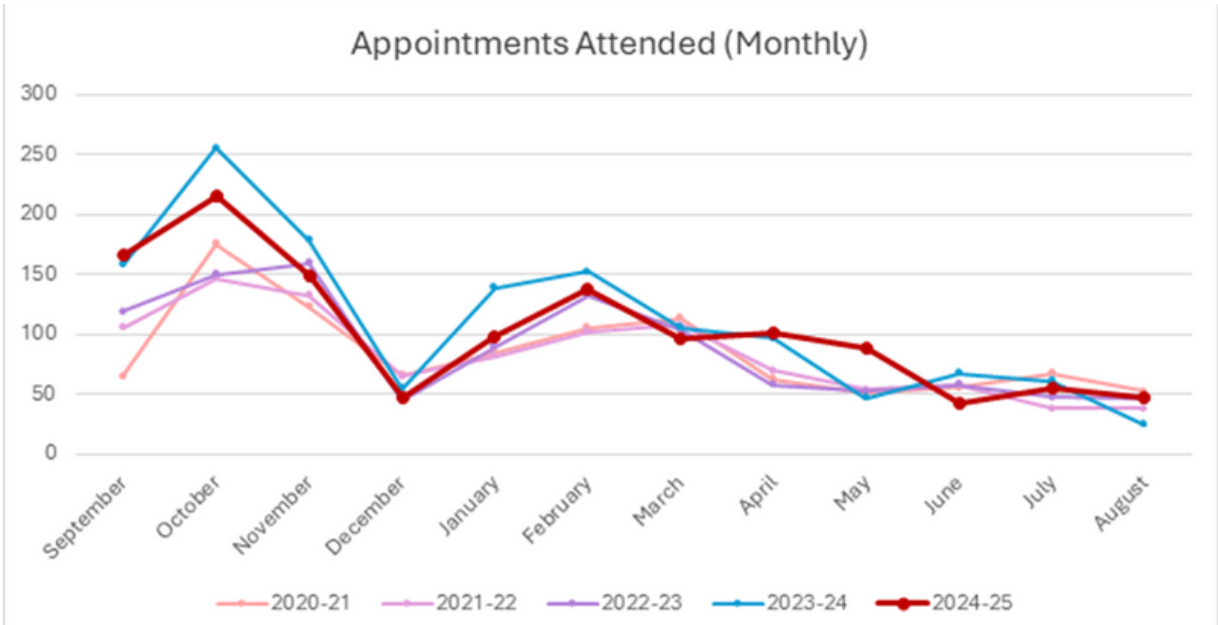
Fig. 1. Trends in student activity on MyCareer



Year	2020/21	2021/22	2022/23	2023/24	2024/25
Annual Total	75,192	66,186	74,975	92,271	96,617

* 45% of the student body (UG & PG) were active on MyCareer in 24/25 (4% increase on 23/24), with 55% of graduates from the Class of 2024 remaining active on the system throughout the year.

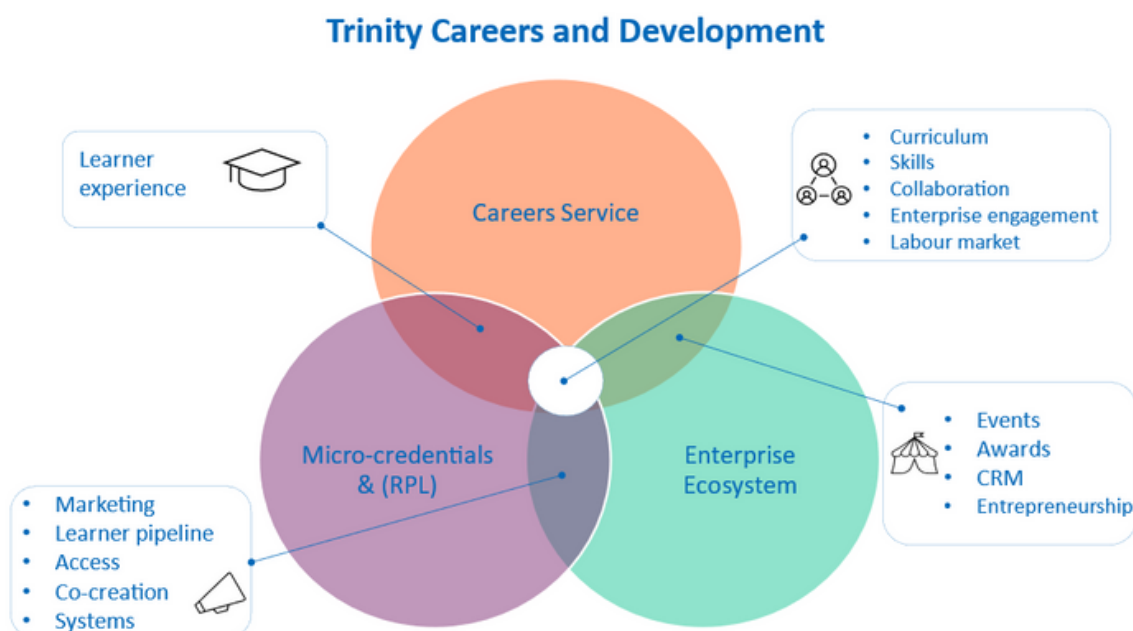
Fig. 2. Trends in career appointment attendance



Human Capital Initiative - funded Programmes

In addition to the Careers Service, Trinity Careers and Development also manages the Micro-credentials, Recognition of Prior Learning and Enterprise Eco-System teams –all funded under the Human Capital Initiative. Throughout 24/25, all teams worked in collaboration to exchange knowledge and learning, enabling a shared approach to changing employment trends, labour market needs, and government policies on employment and skills.

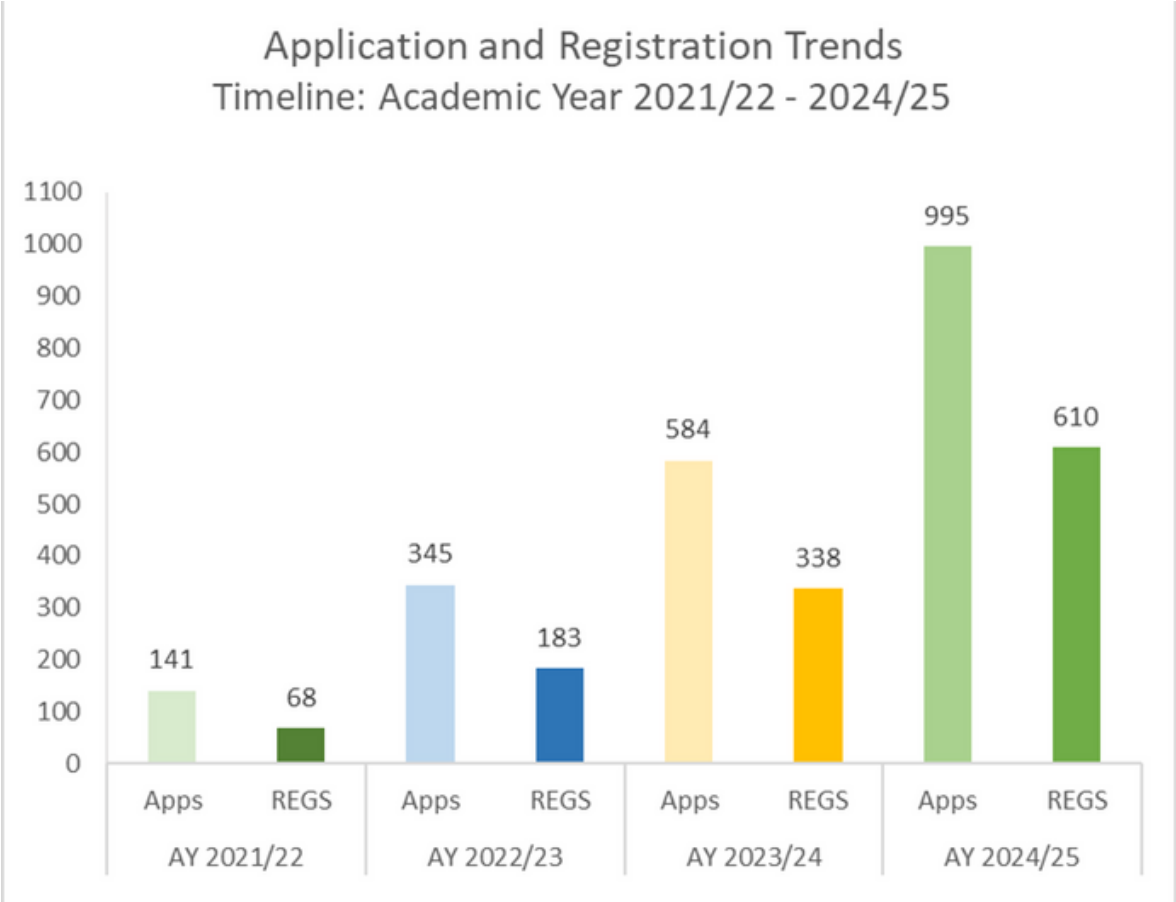
Fig. 3. Synergies across Trinity Careers and Development



Promotion and delivery of 34 individual micro-credentials in 24/25 with 40 iterations and 610 registered learners. There was a 70% increase in applications to MCs and an 80% increase in the number of registered learners. A government fee subsidy of 50-80% was in place for all our MCs that delivered in 24/25. The application-to-registration conversion rate increased from 48% in 21/22 to 61% in 24/25.

KEY FIGURES 2024/25

Fig. 4. Trends in applications and registrations for Trinity micro-credentials



QUALITY OFFICE

The Quality Office supports academic and professional units in College to meet statutory quality assurance obligations and ensures that quality assurance policies and procedures are, as appropriate, aligned with national and international guidelines

HIGHLIGHTS 2024/25

Conducted a thematic analysis of Quality Review Recommendations conducted between 2020-2024

Publication of Linked Provider Institutional Quality Review Reports, which reflect full compliance with QQI's Statutory QA Guidelines

Prepopulating Annual Faculty Quality Reports with data readily available thereby reducing workload to Schools

Prepopulating Annual Faculty Quality Reports with data readily available thereby reducing workload to Schools

Led consultation response to QQI on various on Access, Transfer and Progression

Facilitated 7 external quality reviews of Schools and Professional Units

Figure 1: Quality Reviews 2020/21-2024/25



Figure 2: Types of Quality Reviews completed

Year	School	Programme	Admin Unit	Research
2020/2021	0	0	1	0
2021/2022	2	2	0	0
2022/2023	0	0	6	0
2023/2024	2	0	2	0
2024/2025	6	0	1	0

TRINITY ACCESS PROGRAMMES

Trinity Access Programmes (TAP) provides Outreach, Alternative Entry Routes and Post-Entry support to students from Socio-Economically Disadvantaged Backgrounds and Mature Students.

HIGHLIGHTS
2024/25

416 students entered
TCD through TAP routes

78 TAP graduates
currently undertaking
postgraduate study in
TCD

29 Young Adults and
16 Mature students
took part in the TAP
foundation course

395 TAP students
were in receipt of
scholarships

94% of Eligible
students availed of
TAP financial
supports

8,838 students
visited campus from
TAP linked schools

35 visits to FET
colleges and fairs and 4
on campus events
engaging over 2,269
prospective students

180,000 students and
63% of DEIS schools
nationally took part
in College Awareness
Week

Figure 1: Number of Students entered TCD through TAP routes

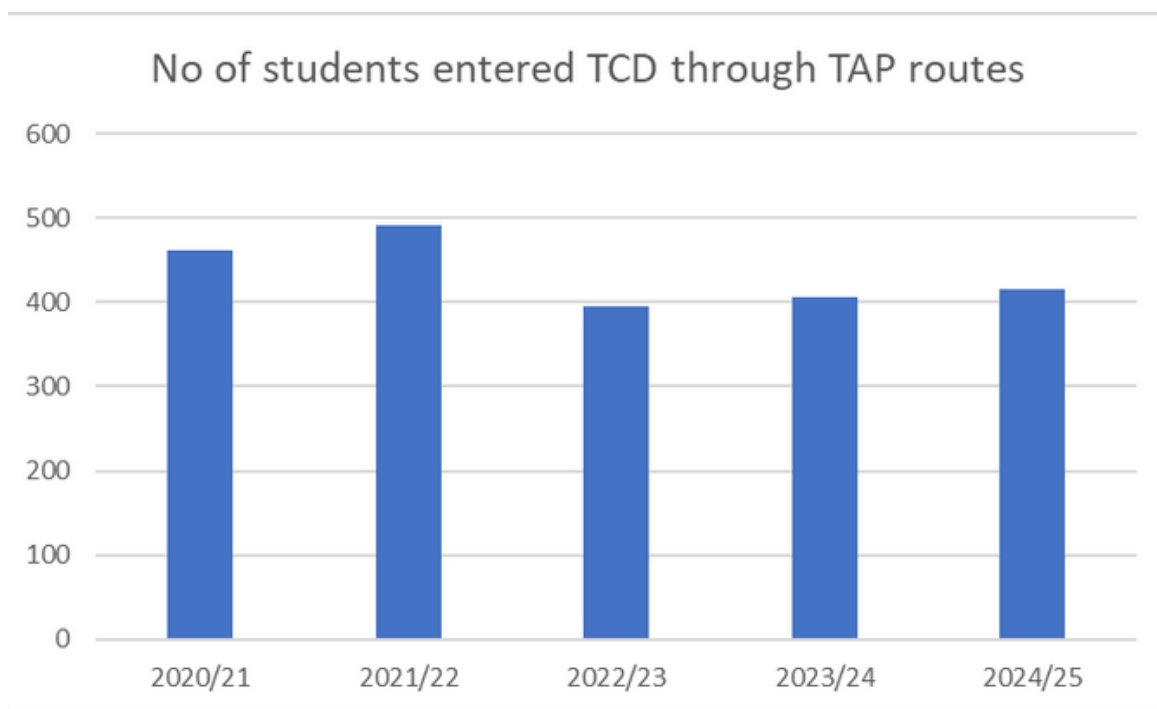


Figure 2: Student Participants in School outreach

