



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



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# First Report of Trinity Teaching and Learning

November 2018



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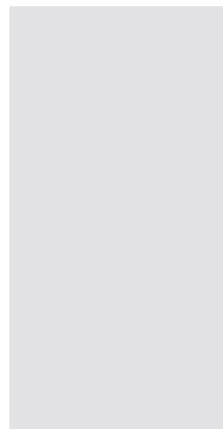
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a focus on creating a culture of quality  
that supports academic excellence and a  
positive student experience



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Introducing Trinity Teaching and Learning	<b>03</b>
TT&L Core Functions and Activities	<b>05</b>
Assuring and Enhancing the Academic Quality of Teaching and Learning at Trinity	<b>07</b>
Underpinning Teaching and Learning at Trinity with Coherent, Aligned Policies and Processes	<b>09</b>
Fostering Diversity and Participation in Teaching and Learning at Trinity	<b>11</b>
Preparing Students for Success Beyond Trinity	<b>13</b>
Ensuring the Excellence of Academic Practice and eLearning Central to Teaching and Learning at Trinity	<b>17</b>
Building Valuable Teaching and Learning Partnerships	<b>21</b>
Key Projects for 2018/19	<b>26</b>

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## Introducing Trinity Teaching and Learning

Trinity Teaching and Learning, established in 2015/16 following a major central administrative reform programme, seeks to support, inform and guide the pedagogical practices, policies and structures that shape the educational experiences of undergraduate and postgraduate students at Trinity. Working closely with the Vice-Provost/Chief Academic Officer and Annual Academic Officers, Trinity Teaching and Learning (TT&L) has, since its inception, sought to adopt a people-first approach, with a focus on creating a culture of quality that supports academic excellence and a positive student experience.

This TT&L report provides an overview of activities across the five units of [Academic Affairs](#); [Academic Practice and eLearning](#); [Careers Service](#); [Quality Office](#); and the [Trinity Access Programmes \(TAP\)](#).

TT&L is led by the Academic Secretary and supported by a team of higher education professionals and support staff with considerable expertise across the span of the student academic lifecycle. This report gives a sense of the contribution of these staff to the realisation of the University's strategic goals, particularly with respect to strengthening community, promoting

student life, renewing the Trinity undergraduate education, activating talents and building valuable partnerships.

Staff in TT&L have always shown leadership, commitment and creativity in developing and supporting core functions of the University, from access and participation to careers and beyond; this report highlights some recent achievements, as well as key figures from 2017-18.

You are invited to explore the [TT&L website](#) to see the full range of services and activities across our five divisions. We would very much like to hear your views on how we can respond to your needs as you continue to enhance the development and delivery of programmes and support students in their journey through a positive education experience at Trinity.

**Patricia Callaghan**  
Academic Secretary  
Head of Trinity Teaching & Learning



## TT&L Core Functions and Activities

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

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

Support students to succeed beyond Trinity

Foster diversity and participation in teaching and learning at Trinity

### The core functions of Trinity Teaching and Learning

Assure and enhance the academic quality of teaching and learning at Trinity

## TT&L Core Functions and Activities

### Core Activities

TT&L fulfils its core functions through the following activities:

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

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

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

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

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

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

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

Provision of advice and support to Schools in revising courses and developing new course proposals



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

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

### Framework for Quality

Trinity's [Framework for Quality](#), which was finalised by TT&L in 2016, creates a coherent structure around undergraduate and postgraduate quality assurance and enhancement activities in Trinity. In recent years, external quality reviews facilitated by TT&L have expanded to include those of academic programmes, linked providers, collaborative partner programmes, and Trinity Research Institutes.

Quality reviews have resulted in significant enhancements to curricula and structures across the University. The review of the science programme in 2014, for example, eventually led to the establishment of a new science programme architecture. The strategic review of the Trinity Careers Service in 2015 resulted in a redefinition of the role of Director of Careers, and a restructured Careers Service. And, most recently, the review of the Confederal School of Religions, Peace Studies and Theology prompted the establishment of a new, restructured [School of Religion](#), which came into being in July 2018.

### Quality Assurance and Enhancement Across Linked Providers

The Terms of Reference for Linked Provider Governance Committees were revised in May 2016 following the release of the QQI Core Statutory Quality Assurance Guidelines. In 2017/18, Trinity initiated those elements of the QQI Act 2012 that related to linked providers. This involved extensive negotiations through related committees to clarify and agree the scope and nature of Trinity's responsibilities with regard to the assurance and enhancement of quality across the academic and governance functions of its linked providers.

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

### Identification of Common Themes Across Quality Data Sources

In recent years, TT&L has developed the practice of reviewing the comments and recommendations from multiple quality assurance/enhancement initiatives to identify common issues and patterns. These initiatives include quality reviews; the Irish Survey of Student Engagement, the postgraduate research survey, and the International Student Barometer; external examiner reports; and issues escalated by Schools via the Annual Faculty Quality Reports.

In 2017/18, issues identified included, for example, those relating to student feedback, communications, the quality of our learning environments, and underpinning systems. These issues were disseminated to inform management

decisions and policy at institutional level. This practice of synthesising and feeding back data from multiple sources provides a foundation for conversations about quality enhancement across the University, with a view to ensuring that all students and staff can become active participants in the enhancement of the quality of their teaching and learning.

An example of good practice arising from this approach to quality assurance and enhancement is the streamlining of the external examiner processes and the development in 2017/18 of an [external examiner website](#) that provides ease of access to key resources and information.

QQI highlighted several of Trinity's quality initiatives as examples of good practice in its Summary Report on ["Quality Within Higher Education 2017"](#).

Key figures from 2017/18:	
6	quality reviews conducted
6	quality procedures updated/approved
3	new external examiner processes established
4	responses submitted to QQI sectoral consultations
2	overseas quality delegations hosted
7	quality enhancement good practices highlighted by QQI

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

At TT&L we work to support and guide the efforts of academic committees, annual officers, and University staff as they plan and develop courses, academic structures, inter-institutional collaborations, and underpinning policies, processes and frameworks.

### Supporting Schools in Adjusting to the New Trinity Education Structures

In support of the implementation of reforms under the Trinity Education Project, TT&L staff have been providing assistance to academic staff across the University in adjusting to the new programme architecture, academic year structure, progression and awards regulations, and elements such as approved modules and Trinity Electives. Related changes to the University Calendar were also overseen by TT&L, including the incorporation of the new undergraduate progression regulations. Staff across 49 Phase 2 programmes engaged with TT&L in 2017/18 to ensure compliance with the new programme architecture and to receive advice on adjusting their teaching, learning and assessment strategies in accordance with new module size rules and the new academic year structure.

Key figures from 2017/18:	
16	new/revised undergraduate and postgraduate programmes developed and approved
49	programmes assisted in complying with new programme architecture
4	new/revised academic policies approved
7	academic committees/subcommittees served
2	TEP subgroups led
9	new progression regulations approved and incorporated into University Calendar

### Supporting University Committees and Annual Officers

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

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

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

- support and advice provided to the Registrar in meetings with linked providers, in revising the [Policy on Linked Providers' Quality Assurance Procedures](#) and in drafting legal documents with respect to joint programmes and partnership agreements;
- support provided to the Senior Lecturer/Dean of Undergraduate Studies in the review of undergraduate [course proposals](#), in the review of various undergraduate initiatives and practices across the University, in the development of curriculum design and assessment resources for staff and students and in the revision and development of policies, including, for example, the new [Programme Handbook Policy](#); and
- support provided to the Dean of Graduate Studies in the review of postgraduate course proposals, in the handling of appeals, in the review of various postgraduate initiatives and practices across the University, and in the development and revision of policies, including, for example, the revised [External Examiners Policy](#).

### Developing Frameworks and Operational Arrangements for Inter-Institutional Collaboration

TT&L staff have considerable expertise in the development and revision of processes involved in academic collaborations. This expertise came to the fore in the 2017/18 academic year with the development of a number of key institutional frameworks and operational arrangements. A framework agreement detailing governance and operational arrangements for participation in European joint doctorate projects was developed by TT&L staff in 2017/18, in collaboration with the Dean of Graduate Studies. While this framework was developed specifically for the European collaborative doctoral research/training programme, [Polythea](#), of which Trinity is a partner, it is intended also to serve as an operational benchmark for Trinity to develop policies and practices for other similar doctoral programmes in the future. TT&L also conducted extensive work in preparation for the establishment of the new [Dual BA Programme with Columbia](#). This work included consulting on course proposals, researching grade conversions, and ensuring due diligence was exercised in aligning academic standards. The Programme, which welcomed its first cohort of students in September 2018, includes pathways in English Studies, European Studies, History, and Middle Eastern and European Languages and Cultures.

## Fostering Diversity and Participation in Teaching and Learning at Trinity

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

### Trinity Access Programmes

The [Trinity Access Programmes \(TAP\)](#) aim to increase participation in the Trinity education by students from non-traditional backgrounds, to address educational disadvantage and to create a university campus that mirrors the diverse composition of Irish society. Approximately 10,000 pupils, parents and teachers participate in developmental activities each year, across 39 [DEIS](#) schools and four further education colleges, and up to 125 students register on the preparatory foundation and university access courses. In 2017/18, TAP undergraduate students represented circa 8.5% of fulltime undergraduate students in Trinity.

### Expansion of Progression Routes from Further Education and Training to Trinity

During the 2017/18 academic year, the Mature Student Office led on the expansion of existing pathways and the development and implementation of new progression pathways from further education and training to the University. As part of this work, the Mature Student Office advised on pre-entry and post-entry engagement, and data management, for those students entering from further education and training. These policy changes and progression routes form part of the institutional compact with the HEA, and, as such, will help Trinity to achieve high-level institutional targets.



## Fostering Diversity and Participation in Teaching and Learning at Trinity

### Trinity Alumni-to-Student Mentoring Programme

TT&L worked closely with Trinity Development and Alumni in 2017/18 to launch the new [Alumni-to-Student Mentoring Programme](#). This took the form of several large events for various industry sectors accompanied by supporting guidelines and videos for both mentees (students) and mentors (Trinity alumni). Mentors can help students with preparing for the world of work, discuss career options and offer practical assistance with getting jobs and a place on a postgraduate course.

### Student Partnership Policy

In 2016/17, TT&L worked with the Trinity College Dublin Students' Union (TCDSU) to develop Ireland's first student partnership agreement to reinforce the joint commitment of the University and the Students' Unions to developing and supporting effective student partnership, engagement and representation. Trinity's [Student Partnership Policy](#) recognises the diversity of the student population and reinforces the University's commitment to ensuring all students have a sense of belonging to the University. This policy was rooted in feedback received through student evaluations and consultation meetings held across every School, led by the Academic Secretary and TCDSU Education Officer.

### Irish Survey of Student Engagement

TT&L undertakes the analysis and reporting of results from Trinity's participation in the [Irish Survey of Student Engagement \(ISSE\)](#). In all, 9,917 Trinity undergraduate and taught postgraduate students have participated since the survey's inception in 2012/13. The response rate in Trinity has risen from 9% in 2012/13 to 22.6% in 2017/18. In 2017/18, the ISSE included for the first time a postgraduate research iteration of the Survey and 379 (26.5%) Trinity students participated. The surveys are designed to inform developments within institutions while also providing a national set of data. The survey findings are disseminated to Schools and their responses are captured in the Annual Faculty Quality Reports.

Key figures from 2017/18:	
273	TAP students entered undergraduate programmes
1,016	TAP undergraduate students in total
39	primary and secondary DEIS schools linked
10,000	pupils, parents, and teachers engaged
450	mature students registered under the Mature Student Dispensation Scheme
2,384	Irish Survey of Student Engagement responses analysed
630	Attendance at alumni and mentoring events

## Preparing Students for Success Beyond Trinity

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

### Embedding the Trinity Graduate Attributes

The approval of Trinity Graduate Attributes by Council in 2016 was followed by much activity in TT&L to support the embedding of the Graduate Attributes across all teaching and learning activities in Trinity. In 2017/18, the Academic Secretary led a subgroup, chaired by the Dean of Students, of the Trinity Education Project entitled 'Internships & Careers, Student Exchanges/Mobility and Co-Curricular Activities'. The work of the subgroup resulted in the publication of numerous [resources](#) to assist staff in understanding the Graduate Attributes, mapping them throughout their subjects/programmes and linking them to module and programme learning outcomes.

In recognising that a Trinity education extends beyond the classroom, TT&L actively encourages all students to get involved in co- and extra-curricular activities and reflect on and articulate the transferable skills learned through such activities to improve their personal and professional development and their chance of success in the next steps in their career. In addition to encouraging volunteering, involvement in societies, and work experience, TT&L also ensures that students have opportunities to participate in structured development initiatives beyond their formal curriculum. These include the Trinity Employability Award, the Laidlaw Undergraduate Research and Leadership Programme, and the Pathways to Law Programme.

## Preparing Students for Success Beyond Trinity

### Laidlaw Undergraduate Research and Leadership Programme

In 2017/18, TT&L led on the successful introduction of the [Laidlaw Undergraduate Research and Leadership Programme](#) – an exciting new scholarship opportunity for undergraduate students at Trinity. This scholarship is designed to assist and support self-motivated and ambitious undergraduate students to gain the knowledge and skills to become future leaders in their chosen fields. Over the 16-month scholarship period, the 18 Laidlaw Scholars, who were selected through a competitive application process, will carry out an independent research project, be part of an innovative leadership development programme, and receive a generous stipend to support them during their research period. A second cohort of Laidlaw Scholars will be selected in 2018/19.

### Trinity Employability Award

The [Trinity Employability Award](#), run in partnership with key employers, was established in 2016 to provide students with learning experiences that contribute to the development of the Trinity Graduate Attributes and, in turn, their employability skills. It provides an invaluable opportunity for employers to engage directly with Trinity students to

increase their employability skills and help them succeed in the workplace. TT&L ran a highly successful pilot of the Award in partnership with Intel Ireland in 2016/17 and 2017/18. Following from this pilot, we now plan to roll out the Award on a phased basis from September 2018 with a broader range of employers, with an initial focus on professional services, to allow for the involvement of a wider group of undergraduate students across Schools in the Award.

### Pathways to Law Programme

In partnership with several law firms, including A&L Goodbody, Arthur Cox, Eugene F Collins, Linklaters, Mason Hayes and Curran, Matheson, McCann Fitzgerald and William Fry, and the Trinity School of Law, TAP supports more than 70 law undergraduates in their academic and career development through the [Pathways to Law Programme](#). The students are provided with financial support and opportunities to participate in workshops and mentoring. To date, over 300 students have benefited from participating in the now over 30 annual activities. Over 200 legal professionals give their time and expertise to the programme.

## Preparing Students for Success Beyond Trinity

### MyCareer

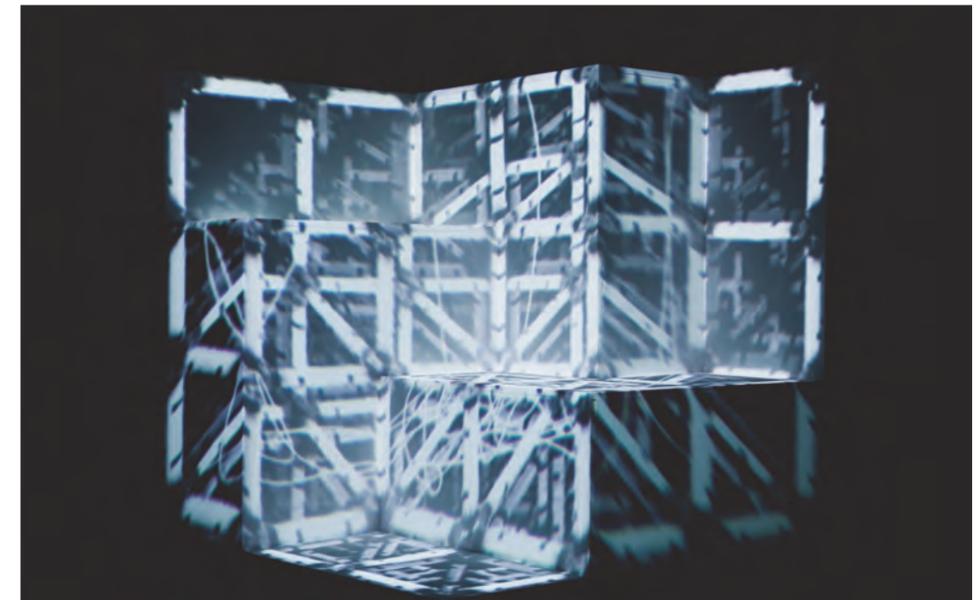
The College-wide introduction of the [MyCareer](#) online career management portal in 2017/18 fundamentally changed the work of TT&L in enhancing how students, graduates, employers and postgraduate providers connect and engage with career services. By creating a central hub where appointments and event attendance can be booked, and vacancies, internships and courses searched or advertised, MyCareer has streamlined engagement and increased cohesion between all those invested in the valuable contributions Trinity students can make during and beyond their time at university. This new careers portal also allows for an accurate picture of careers activity to be captured, with a view to informing future strategic decisions at institutional level and ensuring that resources can be directed where they are most likely to impact positively on the realisation of the career ambitions of Trinity students.

### Success of Trinity Graduates

Trinity graduates are among the most employable and successful in the world according to the QS World University Rankings for Graduate Employability 2019, which rank Trinity first in Ireland for graduate employment rate and alumni outcomes. Trinity is ranked 39th highest in the world for producing highly successful, creative and world-changing graduates, attributes that are fostered throughout teaching and learning at Trinity.

**1st in Ireland for graduate employment rate and alumni outcomes**

## Preparing Students for Success Beyond Trinity



Key figures from 2017/18:	
3	careers fairs, attended by <b>96</b> employers and <b>797</b> students
130	career education presentations to students
761	individual meetings between students and career consultants
996	employers registered on MyCareer
68	students completed Trinity Employability Award
18	Laidlaw Scholars selected

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

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

### Enhancing Assessment Practices

The [Trinity Assessment Framework](#), developed in TT&L, in collaboration with colleagues in the Trinity Education Project (TEP), is the first institutional assessment framework in Ireland and is the result of extensive consultation, and research into national and international assessment practices. The Framework was awarded the bronze medal for Learning Assessment at the Reimagine Education Awards 2018 in Philadelphia. This prestigious international competition rewards innovative educational initiatives aimed at enhancing student learning outcomes and employability. The Framework has provided structure and vision for the enhancement of assessment experiences for undergraduate students in Trinity, supporting academic staff to develop assessment strategies that are relevant, integrated and well-planned.

In support of the Trinity Assessment Framework, TEP Teaching Fellows were appointed and assigned to individual Schools, working closely with College Officers on the implementation of TEP. Facilitated by the TEP Fellows, a series of 25 ideas exchanges, focused on assessment, were arranged by TT&L in early 2017, attracting a total of 293 staff members and students. The Fellows gathered regularly as a team, learning from each other and sharing knowledge and practices across disciplines, and in April 2017 they held a day-long event called 'The Long Table' that focused particularly on issues around assessment. The culmination of these activities was the development of a resource toolkit to support the implementation of TEP at local level. In 2017/18, the Head of Academic Practice chaired the Pedagogy subgroup of TEP, and, along with other members of the sub-group, supplemented this toolkit with a number of [resources on assessment](#), including videos on group work, factsheets, and frequently asked questions, as well as [resources on online assessment](#).

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

### Embracing Technology-enhanced Learning

In addition to the new resources on online assessment, TT&L has also been supporting the integration of technology into teaching and learning more generally through advice, collaboration, consultancy, workshops, webinars, and enhancements to the online learning environment and associated technological infrastructure. TT&L works closely with IT Services to enhance and maintain the University's virtual learning environment (VLE), Blackboard Learn. During 2017-18, a number of enhancements were integrated into Blackboard Learn to increase functionality within the VLE and streamline associated processes.

A key aspect of TT&L's focus on the professional development opportunities available to staff is increasing the [digital capability of those who teach](#), enabling them to design and develop online teaching materials and activities, online assessment and online communication and reflection, and making best use of the online classroom environment. A total of 21 eLearning events were organised for staff in 2017/18, in addition to local initiatives and seminars across seven Schools.

### Special Purpose Certificate in Academic Practice

TT&L delivers the [Special Purpose Certificate in Academic Practice](#), a level-9, 15-ECTS award focused on enhancing the professional development of academic staff in Trinity. The Certificate is designed to be flexible, research-informed and practice-based. Candidates are encouraged to set out their own professional development agendas in academic practice and develop and evidence this throughout their careers at times appropriate to them. In all, 15 staff members graduated with the Certificate in June 2018 and a further 12 are expected to graduate in December 2018. There are currently 212 staff members enrolled on Certificate modules, 180 of whom are pursuing certification.



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

### Research Supervisor Development Programme

The [Research Supervisor Development Programme](#), which is now in its fourth year, is a joint initiative between TT&L and the Offices of the Dean of Graduate Studies in Trinity and UCD. The aim of the programme is to prepare and support research staff in their roles as supervisors. It encourages reflection, enhances pedagogy and professional development and cultivates scholarly exchange by encouraging supervisors from across disciplines to share and critique supervision practices. The programme has recorded an attendance of 605 to date, including an attendance of 170 in 2017/18.

### Online Module for Graduate Teaching Assistants

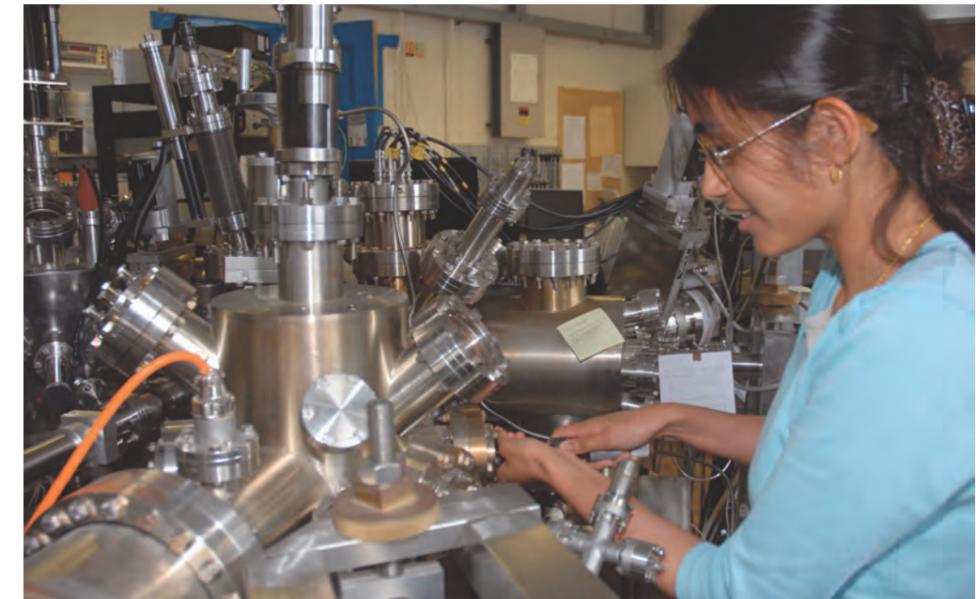
In 2018, TT&L launched a new online module for graduate teaching assistants, entitled '[Teaching and Supporting Learning as a Graduate Teaching Assistant](#)'. During the design of the module, TT&L acted as curriculum, academic and subject matter experts, while Trinity Online Education Ltd. managed the development of the module for online delivery. Graduate Teaching Assistants undertake a variety of valued teaching roles in Trinity, involving tutorials, seminars, lectures,

undergraduate research supervision, and demonstration in laboratories and field settings, and this module supports them in these roles. The module content was informed by national and international research, as well as evidence gathered from surveys and interviews with staff and students in Trinity and other institutions nationally. The module can be taken for credit, either as a stand-alone module or as part of the Special Purpose Certificate in Academic Practice or a structured PhD. In all, 75 graduate teaching assistants have enrolled on the new online module.

### Provost's Teaching Awards

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

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



Key figures from 2017/18:	
18	resources developed for staff
5	nationally-funded seminars held
8	modules delivered on Special Purpose Certificate in Academic Practice
15	staff members graduated with the Special Purpose Certificate in Academic Practice
10	workshops held as part of the Research Supervisor Development Programme
	Attendance of <b>1,102</b> across <b>118</b> academic practice and eLearning events
2,295	views of four most watched technology-enhanced learning videos on Blackboard

## Building Valuable Teaching and Learning Partnerships

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

### International Partnerships Toolkit

With a view to supporting staff in the development of new international academic partnerships, TT&L collaborated with the Office of Global Relations in 2017/18 to develop the [International Partnerships Toolkit](#). This interactive resource includes step-by-step guidelines for staff on exchange, articulation agreements, joint and dual award programmes, and multi-dimensional award programmes, with a view to assuring the quality of the educational experience for students through the conduct of due diligence checks at all stages of the process.

### Partnership with Schools Through Trinity Access 21

The [Trinity Access 21](#) project was established in 2014 as part of a three-year partnership with Google with the aim of supporting the development of innovative approaches to teaching and learning and a strong college-going

culture in DEIS schools. The project involves collaboration between TAP, Bridge21 and the Schools of Education and Computer Science & Statistics in Trinity and the US educational non-profit programme 'College for Every Student'. The project includes a Postgraduate Certificate in 21st Century Teaching and Learning, which aims to enhance the expertise of participant teachers in new models of teaching and learning. Further, it aims to address complex challenges related to developing an inclusive educational environment and preparing all school students for higher academic aspiration and progression, through a focus on whole-school culture, leadership and change. Since 2014, 477 teachers nationwide have completed the course. The success of Trinity Access 21 precipitated strategic philanthropy for Phase 2 (2018-21), involving six companies, two foundations, four philanthropists and matched funding from the Social Innovation Fund Ireland's Education Fund. This support is focused on enabling the scaling of this evidence-based intervention from 11 to 70 DEIS schools nationwide.

## Building Valuable Teaching and Learning Partnerships



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

TT&L and Lady Margaret Hall, Oxford University, have recently recruited the third cohort of students for the LMH Foundation Year, a programme modelled on the TAP Foundation Course. Course applications have increased from 91 in 2016 to 228 in 2018. The LMH Foundation Year model has been shared with four other Oxford University Colleges and it has received significant external media attention from the Economist, the Financial Times, the Times Higher Education Supplement and BBC Radio 4 Today programme. In May 2018, Cambridge University announced an intention to launch a Foundation Year by 2020 aimed at young adults from under-represented socio-economic groups, based on the LMH Foundation Year and the TAP Foundation Course models.

### Partnership with Schools and National Organisations Through College Awareness Week

[College Awareness Week](#) is a vibrant national campaign which was home grown in Trinity and has received the support and endorsement of over 30 national organisations, including the Department of Education and Skills, Ibec, the Institute for Guidance Counsellors and SOLAS. The campaign was initially delivered to primary school children in schools affiliated with TAP. In 2017, College Awareness Week was launched nationwide with support from the Minister of State for Higher Education, Mary Mitchell O'Connor, T. D. Over 1,500 events took place in libraries, local businesses, schools, further education colleges and training centres, and higher education institutions across the 26 counties, with an estimated 100,000 people taking part over the course of the week.

## Building Valuable Teaching and Learning Partnerships

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

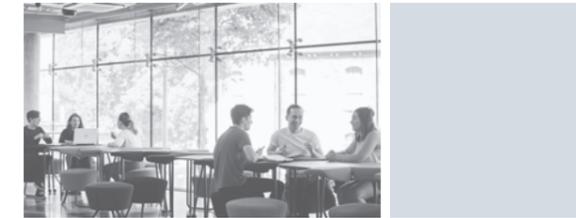
In 2015, Trinity and the Thapar Institute of Engineering & Technology (TIET), India, announced an [institutional partnership](#) to promote academic collaboration and global engagement, while supporting a major contemporisation programme in TIET. In order to meet the developmental needs of Thapar University, staff in TT&L created a bespoke programme, New Directions in Academic Practice. The programme provides foundation-level exposure to university teaching and learning for all academic staff at TIET, including core and elective workshops, and facilitation of communities of practice. In 2017/18, TT&L developed a bespoke train-the-trainers programme for TIET and five competitively-selected TIET academics attended this intensive seven-week programme at Trinity. The Fellows are currently being supported to contribute to and facilitate to the New Directions Programme in TIET.

The partnership with TIET has so far seen 14 visits by TT&L staff to TIET and 184 TIET staff graduate from the New Directions Programme

### Partnership Through the Programme for Access to Higher Education

In partnership with IADT, Marino Institute of Education, NCAD and UCD, Trinity is collaborating on a unique community-based mentoring programme. This mentoring programme forms part of a suite of four strands funded through the HEA's Programme for Access to Higher Education (PATH). The four strands are: [community mentoring](#) (led by Trinity), a creative arts summer programme (led by NCAD), creating Dublin as a learning city (led by Marino Institute of Education and IADT), and the expansion of open learning (led by UCD). As part of the Trinity-led community mentoring, 250 undergraduate mentors will be recruited from across the five participating institutions. The mentors will undertake visits to local post-primary schools and community organisations, inspiring and informing the next generation of students across Dublin. Student volunteers will be drawn from groups currently unrepresented in higher education, including first-time mature students, students with disabilities, Irish Travellers, lone parents, and socio-economically under-represented students. Online resources and a training programme have been developed to support this mentoring programme.

## Building Valuable Teaching and Learning Partnerships



### Partnership across Irish Higher Education on Teaching and Learning Enhancement Projects

Three collaborative projects were recently funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education following national competitive bids in which TT&L and its partner institutions were successful. In collaboration with colleagues in NUIG, Marino Institute of Education and IADT, TT&L designed the new online [module for graduate teaching assistants](#). The module was launched in 2018 across the partner institutions.

In collaboration with UCD Teaching and Learning, [TT&L received funding to develop a digital badge](#) on programme-focused assessment and the associated workshop was delivered to Trinity and UCD staff in January 2018. In collaboration with Trinity's School of Social Work & Social Policy, TT&L has partnered with other Irish higher education institutions on the [Transforming Personal and Professional Digital Capacities in Teaching and Learning Contexts](#) project which aims to increase digital capabilities of social policy educators in teaching and learning contexts through partnership with eLearning personnel in the participating institutions.

Trinity is also a partner in the #VLEIreland project, which is a longitudinal project on VLE usage across Irish higher education. The project has been running since 2008 and has collected 24,000 responses on how students use VLEs. The findings have helped to identify some of the challenges and enablers to the enhancement of student learning using technology and were recently published in a [special issue](#) of the Irish Journal of Technology Enhanced Learning.

### Partnerships with Employers

TT&L has rich engagement with employers across all employment sectors, collaborating with government, national and multinational employers, SMEs, NGOs and employer representative bodies to seek employer views on 21st-century skills and the changing needs of the workplace. TT&L is strengthening collaboration with employers in terms of graduate recruitment and developing work-based learning opportunities for Trinity students. A drive is underway to increase employer and student attendance at careers fairs and to increase collaboration with and support for Schools in the development of internship opportunities. TT&L is an active member of the [Dublin Regional Skills Forum](#), which is a network that supports and promotes positive engagement between enterprise and education to identify and deliver skills outcomes.

## Awards

The Academic Secretary was awarded **Honorary Membership to Trinity College Dublin Students' Union** in 2017 for her dedication to improving the quality of education in Trinity

Two TT&L staff, Ms Kathleen O'Toole Brennan and Ms Helen Thornbury, each received a **Provost's Professional Staff Award** in 2016 for outstanding service to the Trinity community.

Trinity was awarded a 2016 **Silver Digital Media Award** in the Best Public Service Category for College Awareness Week

The Trinity Assessment Framework was awarded the International **Bronze Medal** for Learning Assessment at the Reimagine Education Awards 2018

Trinity was awarded a **Chambers Ireland Corporate Social Responsibility Award** in 2016 for Trinity Access 21

The Trinity Employability Award in partnership with Intel Ireland was **Highly Commended** in the AHECS Employability Award category at the 2018 GradIreland Awards



The Director of TAP was awarded a **Global Engagement Award** in 2017 for partnership with Lady Margaret Hall on the development of a Foundation Year, and for partnership with College for Every Student in the development of Trinity Access 21

The #VLEIreland Project was **Highly Commended** in the Research Award at the ALT Learning Technologist of the Year Awards 2018

## Key Projects for 2018/19

### Implementation and Mainstreaming of the Trinity Education Project

In 2018/19, the Trinity Education Project moves into the 'Implementation and Mainstreaming' phase. The Academic Secretary will serve on the TEP Steering Group and the Transitions workstream, and will lead the Features workstream. The Director of Careers will lead the 'Employability' subgroup and the Head of Academic Practice will lead the 'Assessment' subgroup. Academic Affairs will provide key support and guidance to the Transitions, Logistics and Features workstreams.

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

### Initial Preparations for 2020/21 Institutional Review

Trinity's Institutional Quality Review is due to take place in 2020/21, which will involve an international team of independent experts and peers reviewing Trinity's education and training provision

to ensure published quality standards are being met. This review presents an opportunity to articulate the extensive quality assurance and enhancement activities that have taken place in recent years, including the renewal of the undergraduate curriculum. The review is a major undertaking and will require input from the entire University community.

In 2018/19, TT&L will begin initial preparations and planning for the 2020/21 institutional review, with a view to ensuring that review activities are efficiently organised and that, as far as possible, review activities dovetail with already planned institutional activities, such as the development of the new Strategic Plan (2019-2024) and Trinity's application to access the International Education Mark.

### Supporting the Creation of a New Institutional Strategic Plan

TT&L will align resources to support the Vice-Provost/Chief Academic Officer in the development of key objectives with respect to education goals for the next Strategic Plan, 2019-24.