



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

TRINITY TEACHING AND LEARNING

Strategic Objectives 2015-19

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MISSION AND VISION

Mission

To significantly shape the design, delivery and quality of the education provision at Trinity College Dublin.

Vision

To be a centre of expertise for the discovery, development and evaluation of policy and practice that set international benchmark standards in the education provision at Trinity College Dublin



Trinity Strategic Plan, 2014-19 Goal Alignment



Strategic Pillars: What we do

- 1. Deliver research-informed curriculum design, assessment, teaching and learning capabilities**
- 2. Lead the diversity and Lifelong Learning agenda**
- 3. Embed employability in our education provision**
- 4. Deliver Policy Frameworks for the development of academic programmes and education partnerships (national and transnational)**
- 5. Lead Academic Quality Assurance & Improvement**

SP 1: Deliver research-informed curriculum design assessment, teaching and learning capabilities (6)

- ❖ Create expertise for innovation in curriculum design, assessment, teaching and learning
 - Renew CAPSL and align with expertise in the Online Entity, the Academy for Research, Teaching & Learning, academic programme/course development and quality activities
 - Develop and inform digital learning and teaching practice
 - Develop and inform student-centred pedagogies and assessment methods
 - Working collaboratively with internal and external partners, develop, pilot, evaluate and disseminate models of best practice that impact teaching, learning and the curriculum
- ❖ Develop, lead, implement and evaluate a proactive strategy for academic engagement in new pedagogic models of best practice
- ❖ Develop national and transnational partnerships that will secure research funding for higher education teaching and learning
- ❖ Align Faculty and CAPSL Teaching & Learning Initiatives to achieve impact
- ❖ Design and deliver staff development programmes in academic practice for credit and not-for-credit
- ❖ Work in partnership with Academic Officers, Schools, Faculties, Trinity Online, Global Relations Office, and the Teaching, Learning & Research Academy

SP 2: Lead the diversity and participation agenda (10)

❖ Develop, implement and evaluate a Lifelong Learning (LLL) strategy

- Continue to develop Trinity Access Programmes
 - Put Access Programmes on the NFQ
- Develop, implement and evaluate life-long learning policies to include:
 - Continuous professional development
 - Credit framework for non-formal learning / Recognition of Prior Learning
 - Flexible entry pathways – national and international
 - Summer programmes / Extra Mural Opportunities
 - Part-time provision
 - Online / MOOCs
- Develop internal, national and transnational partners to pilot, evaluate and disseminate models of best practice that impact access and LLL
- Work in partnership with Academic Officers, Schools, Faculties, Trinity Online, Global Relations Office, and the Teaching, Learning & Research Academy

SP 3: Embed employability in our education provision (9)

❖ Transform the Careers Advisory Service

- Develop relationships and networks to support internships, placements, research and service learning, and entrepreneurship
- Integrate employability into the curriculum across all disciplines
- Develop and pilot employability & assessment schemes across different disciplines, and implement successful schemes
- Continue provision of personal and professional career development services for students
- Engage national and multi-national employers in our education provision
- Proactively elicit the views and support of the alumni in the development of employability strategies
- Work in partnership with Academic Officers, Schools, Global Relations Office, Trinity Foundation, Alumni, and TR&I
- Host an international conference on employability

SP 4: Deliver Policy Frameworks for the development of academic programmes and education partnerships (national and transnational) (4)

❖ Develop and implement frameworks for national and transnational collaborative academic partnerships that maintain academic integrity

- Design, implement and monitor partnership agreements for dual, joint and other collaborative programmes and awards
- Advise Global Relations on new partnership developments
- Advise and support implementation of policy development on entry pathways for international students

❖ Provide advice and support for new course proposal development

❖ Revise and effectively communicate academic programme regulations (marks & standards)

❖ Work in partnership with Academic Officers, Schools, Trinity Online and the Global Relations Office

SP 5: Lead Academic Quality Assurance & Improvement (5)

❖ Focus Quality Office activities on academic priorities

- Develop, disseminate and implement international best practice standards in quality assurance and improvement
- Enhance quality review processes for Schools and Research Institutes
- Lead policy developments and influence best practices in academic programme reviews
- Provide leadership and best practices in ensuring quality across national and transnational collaborative education engagement
- Ensure public accountability and transparency of quality review outcomes
- Actively engage with QQI and the IUA to lead and influence quality developments and policy at national level
- Work closely with Trinity Online, the Global Relations Office, Schools and Faculties

Organisation Structure

TT&L

Academic Affairs

Programmes & Partnerships

Academic Committee supports

Teaching & Learning Development

Academic Practice

E-Learning

Quality Assurance and
Enhancement

Programmes

Schools

Professional & Support Areas

Diversity and Participation

Trinity Access Programmes

Careers and Employability

Career Consultancy

Academic Supports

Employer Partnerships