Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.

- The format of the template should not be altered.

- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.

- Where word count limits apply, these limits should not be exceeded.

- Appendices are not permitted.

- Reporting should be clear, concise, and evidence based.

- Narrative or bullet point formats may be used, and the use of plain English is encouraged.

- Reporting should be cognisant of the information provided in the System Performance Framework 2023–2028 and System Performance Framework Glossary.

- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.

- Data presented in the report should be the most recent data available to the institution (timeframe should be specified).

- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.

- Redaction may be agreed with the HEA prior to publication, as appropriate.

- The report must be signed by the head of the institution prior to submission.

- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's Data Privacy Notice.

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Trinity College Dublin Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA's assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and Trinity College Dublin (TCD) in accordance with the System Performance Framework 2023–2028.

In line with the HEA's mandate to measure and assess institutions' strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions' accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

The most up-to-date data available should be reported in the **'Benchmark data'** and **'2024/25 result'** columns.

The year or range of years to which the reported data relates should be added after the data source in the **'Data source and timeframe'** column.

Pillar: Teaching & Learning

Performance Objective 1

To empower all Trinity students and staff to develop the knowledge, skills, and attitudes necessary to act as successful agents of change, individually and collectively, in working for sustainable development within planetary boundaries.

Transversal areas of impact: Student Success; Climate & Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	**Proportion (%) and number of undergraduate (UG) students registered for interdisciplinary taught module(s) that address ESD themes[1] and develop key**	Academic Registry	2022/23: 2.3% (354) UG students of total 14,986 (headcount)	Not available	**N/A**	**5.7% (854)**	**5.34% (861 of 15,539)**	9% (1,354)	12% (1,854)	16% (2,354)	**13.7 percentage point (p.p.) increase (2,354 students)**

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[1] "ESD themes" relate to Sustainable Development Goals utilising a wedding cake illustration, which is a move away from the current sectoral approach (where social, economic, and ecological development are seen as separate parts) and which describes how economies and societies should be seen as embedded parts of the biosphere: the SDGs wedding cake — Stockholm Resilience Centre.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	competencies for sustainability[2]										
1.2	**Proportion (%) of postgraduate (PG) programmes with ESD embedded in at least one module**	Academic Registry/ Academic Practice ESD curriculum review, PG Renewal Process	Baseline to be established in 202526 2023-24: total of 245 PGT programmes	Not available	**N/A**	**N/A**		Confirm % baseline	Increase of 10% on baseline	Increase of 20 % on baseline	**Target of 20% increase on baseline proportion**
1.3	**Number of teaching staff reporting increased awareness of ESD competencies and pedagogies following training**	ESD Fellows, Centre for Academic Practice (Trinity Teaching and Learning)	2023/24: 39	Not available	**N/A**	**50**	**140**	50	50	50	**200 staff members over 4 years**

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[2] Key competencies for sustainability are outlined by UNESCO and the European Commission based on convergence in research which identifies the key competencies seen as crucial to advance sustainable development (see Brundiers et al., 2020; Redman and Wiek, 2021). They are most commonly identified as systems-thinking competence, futures-thinking competence, values-thinking competence, strategic competence, interpersonal competence, integrated problem-solving competence, implementation competence and intra-personal competence.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.4	**Number of sustainability-related career events (careers education sessions, careers fairs etc.) as proportion of total career events organised by Trinity Careers Service**	Trinity Careers Service data on 24/25	2022/23: 0.9% (1) of the 113 careers education sessions/careers fairs was sustainability related	Not available	**N/A**	**2** **1.8%**	**2** **1.7%**	3 2.6 %	4 3.5%	4 3.5%	**13** **2.9% of 452 events over 4 years**
1.5	**Number and proportion (%) of sustainability-related employment opportunities (graduate jobs & summer internships) advertised to Trinity students via the MyCareer portal**	Trinity Careers Service	2022/23: 3.5% (113) of 3,222 employment opportunities (graduate jobs & summer internships) were sustainability related	Not available	**N/A**	**145** **4.5%**	**150** **5.8% of 2,572**	177 5.5%	209 6.5%	242 7.5%	**773** **6% of all opportunities advertised over 4 years 2024–2028**

Technical note on indicator data for PO 1:

1.2 Mapping tool developed using AI— work ongoing to establish baseline in 2025/26 (see narrative report). *N.B. correction to total PGT programmes from 426 to 245, having removed PG exit awards.

Pillar: Research & Innovation

Performance Objective 2

To embed sustainability in our research and innovation practices and culture and harness our creativity and world-leading research to tackle the challenge of climate change and biodiversity loss.

Transversal areas of impact: Climate & Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	**Number and proportion (%) of laboratories with Green Lab certification**	Trinity Sustainability action plan	2023/24: 5 (1%) of 450 laboratories hold Green Lab certification	Target set in Trinity Sustainability Strategy 2023–2030	**Target set in Trinity Sustainability Strategy 2023–2030**	**40 (9% of labs certified)**	**37 (8% of labs certified)**	60 (13% certified)	80 (18% certified)	100 (22% certified)	**100 (22% of all labs)**
2.2	**Proportion (%) of publications that are Open Access (as a measure of increasing sustainability of research)**	Trinity RSS, TARA	2022/23: 29% based on 2018–2022 data Total entries to RSS database 5,271 in 2022, approx. constant over	National Action Plan for Open Research target of 100% by 2030	**National Action Plan for Open Research target of 100% by 2030**	**40%**	**Updated approach as outlined in text**	50%	60%	70%	**70% of publications to be OA in 2028**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
			previous 4 years								
2.3	**Proportion (%) of Trinity SDG-aligned research papers that are Open Access**	Trinity RSS, TARA	2022/23: 21% OA, based on 2018–2022 data	Not available	**N/A**	**30%**	**Updated approach as outlined in text**	40%	50%	60%	**60% in 2028**
2.4	**Number of SDG-aligned new spinouts supported**	KT Boost (TI&E) and Annual Knowledge Transfer Survey 2022	2022: 4 Trinity spinouts (SDG–aligned)	Average number of spinouts from the 8 universities (2.75 in 2022)	**Average number of spinouts from the 8 universities (2.625 in 2024)**	**3 in 2024**	**5 in 2024**	4 in 2025	4 in 2026	5 in 2027	**16 new SDG-aligned spinouts supported over 2024–2027**
2.5	**Number of SDG-aligned new licences**	KT Boost (TI&E) and Annual Knowledge Transfer Survey 2022	2022: 16 Trinity LOAs (SDG–aligned)	Average number of LOAs across 8 Irish Universities (16.75 in 2022)	**Average number of LOAs across 8 Irish Universities (16.25 in 2024)**	**17 in 2024**	**25 in 2024**	19 in 2025	22 in 2026	26 in 2027	**84 new SDG-aligned licences over 2024–2027**
2.6	**Number of new industry engagements with**	Climate+	2023: 0 New activity	Not available	**N/A**	**3 in 2024**	**4 in 2024**	4 in 2025	4 in 2026	6 in 2027	**17 new industry engagements over 2024–**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	sustainability stakeholders										**2027**
2.7	**Number of new research clusters targeting industry needs in green energy & climate**	Trinity Research; TI&E	2023: 0 New activity	Not available	**N/A**	**1 in 2024**	**1 in 2024**	1 in 2025	1 in 2026	1 in 2027	**4 new clusters**
2.8	**Number of additional IDR desk spaces at Trinity East**	Trinity East Space Allocation Committee	2023/24: 0 New activity	Not available	**N/A**	**26 additional IDR desk spaces**	**24**	36 additional IDR desk spaces	11 additional IDR desk spaces	10 additional IDR desk spaces	**83 IDR research desk spaces in total over 4 years**

Technical note on indicator data for PO 2:

Following an international review of Trinity's research analytics function, recommendations were made to improve our data collection mechanisms. Consequently, indicators 2.2 and 2.3 are no longer applicable. Per consultation with the HEA, results will be recorded as N/A until 2027/28. Any difference between the result and target in 2027/28 will then be explained within the Technical note and in Part B of the 2028 report.

Pillar: Access & Participation

Performance Objective 3

To consolidate and extend our position as a place where students from all walks and stages of life are welcomed to learn and belong and encouraged to realise their potential in an inclusive environment.

Transversal areas of impact: Equality, Diversity, Inclusion & Belonging.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	**Number of undergraduates supported by University of Sanctuary (UoS) Scholarship programme**	Trinity Global	2023/24: 10 (4 new, 6 continuing, 1 Off Books)	Not available	**N/A**	**14 (5 new UoSs)**	**12 (4 new UoSS)**	18 (6 new UoSs)	24 (7 new UoSs)	27 (8 new UoSs)	**26 new undergraduate students supported by UoS scholarships over 4 years**
3.2	**Number of students participating in the Pathways to the Professions programme**	Trinity Access Programmes	2023/24: 150	Not available	**N/A**	**170**	**179**	180	190	200	**200 students involved in Law, Business, STEM and Health Science in specific Pathways to the Professions post–entry programmes by 2028**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.3	**Proportion (%) of registered undergraduates who entered through the Foundation Course for young adults who achieve a passing grade**	Trinity Access Programmes, 2023-24	84% (2017–2023 average progression / completion rate) 79% (actual progression / completion rate 2022/23)	Progressing towards HEAR student progression rate at Trinity (92%)	Progressing towards HEAR student progression rate at Trinity (92%)	**81%**	**83%**	83%	86%	88%	**By 2027/28, 88% of the cohort will be progressing/ completing their undergraduate courses**
3.4	**Proportion (%) of new entrants from DEIS schools**	Trinity Access Programmes and HEA SRS, 2023/24	2022/23: 4% (147)	% DEIS entrants to UG hon. degrees in other Dublin-based Universities: 7% in 2022/23	Updated benchmark not yet available.	**4.5% (165)**	**4% (143)**	5% (183)	5.5% (202)	6% (220)	**6% (220) new entrants per annum by 2028** **2 p.p. increase on baseline**
3.5	**Proportion (%) of new entrants from FET**	Trinity Access Programmes, 2023/24	2022/23: 1.6% UG entrants	% FET entrants to UG honours degrees in	% FET entrants to UG honours degrees in	**1.75%**	**1.79%**	2%	2.25%	2.5%	**2.5% new entrants from FE per annum by 2028**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
			from FET[3]	other Dublin-based Universities (4.7% in 2022/23)	other Dublin-based Universities (5.5% in 2023/24)						0.9 p.p. increase on baseline
3.6	**Number of inclusive internship places for undergraduate students with disabilities**	DisAbility Hub	Summer 2023: 11 internships	Not available	**N/A**	**14 in Summer 2024**	**25 in Summer 2024**	17 in Summer 2025	20 in Summer 2026	25 in Summer 2027	**76 internship places in total over 4 years**
3.7	**Proportion (%) of new entrants with a disability (registered with the disability service) as % of all new entrants**	Disability Hub	2023/24: 13.3%	Not available	**N/A**	**14%**	**13.4%**	15%	16%	17%	**17%**

Technical note on indicator data for PO 3:

For indicators 3.3, 3.4 and 3.5 above, a 2022/23 baseline was used, and an update provided for the year 2023/24. This is due to the timing of the availability of data, and for this reason, data will be presented for these indicators a year in arrears in this and future reports.

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[3] SRS returns for Trinity for 2022/23 did not correctly flag all FET students, so we are using our own data to set a baseline, rather than published HEA data.

Pillar: Engagement

Performance Objective 4

To work together with a diversity of partners and stakeholders so that civic engagement is woven into the fabric of our university for the benefit of society and of our students and staff.

Transversal areas of impact: Society.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	**Level of good-quality civic engagement across the university, as indicated by the TEFCE Toolbox[4]**	Associate Dean of Civic Engagement for Societal Impact	Overall activity mean is 2.7 out of 5 and overall quality mean is 3.0 out of 5.	Not available	**N/A**	**N/A**	**N/A**	N/A	Increase scores by 10% based on TEFCE heatmap	Retain 10% increase on 2024/25 baseline	**Increase the level of good-quality civic engagement by 10% based on TEFCE heatmap**
4.2	**Number (headcount) per annum of staff and PhD candidates who undertake training to develop appropriate skills for civic**	Associate Dean of Civic Engagement for Societal Impact	2023/24: 0 Relevant cohort: 3,736 (1,765 postdocs + 1,062 academic staff + 909 research	Not available	**N/A**	**40 new**	**80 new**	60 new	80 new	80 new	**Average of 65 staff per year trained 260 individuals trained over 4 years (7% of total relevant**

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[4] The level of quality of civic engagement will be captured using the TEFCE toolbox under the following dimensions: Teaching and learning; Research; Service/knowledge exchange; Students; Management partnerships; Management policies; Peer support.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	engagement in engaged research, teaching and learning		staff)								cohort)
4.3	**Proportion (%) of academic / research staff who include civic engagement in the Trinity Research Support System**	Associate Dean of Civic Engagement for Societal Impact	2023/24: 13.5% 267/1,971 research-active staff (1,062 academic staff + 909 research staff)	Not available	**N/A**	**302** **15.3%**	**314 out of 2,032 15.5%**	345 17.5%	388 19.7%	432 21.9%	**165 new staff over 4 years 8.4 p.p. increase**
4.4	**Number of qualitative case studies on the use of guidance documents on civic engagement**	Associate Dean of Civic Engagement for Societal Impact	None	Not available	**N/A**	**2 case studies**	2 [Case Studies](#)	2 case studies	2 case studies	2 case studies	**8 case studies over 4 years to illustrate how staff, students, or external partners are using Trinity guidance on civic engagement**
4.5	**Number of participant engagements per**	Trinity East / Unit18 civic space	Trinity East (Unit18) participant	Not available	**N/A**	**9,500**	**10,523**	10,300	10,500	10,700	**Increase of 2,200 participant**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	annum at the Trinity East campus for civic engagement activities		engagement numbers: 8,500 in 2023/24								**engagements 25.9% increase on baseline**
4.6	**Number of qualitative case studies demonstrating how Trinity is influencing and supporting policy development**	Associate Dean of Civic Engagement for Societal Impact	2023/24: 0	Not available	**N/A**	**4 new case studies**	**4 new Case Studies**	4 new case studies	4 new case studies	4 new case studies	**16 case studies in total over 4 years**
4.7	**Number of qualitative case studies demonstrating how Trinity is playing a role in both national and global affairs**	Associate Dean of Civic Engagement for Societal Impact	2023/24: 0	Not available	**N/A**	**4 new case studies**	**4 new Case Studies**	4 new case studies	4 new case studies	4 new case studies	**16 case studies in total over 4 years**

4.1 An increase of the activity mean scoring by 10% on the baseline i.e. the current activity mean is 2.7 out of 5. A 10% increase on the baseline would bring us to 3 out of 5.

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.

- Changes to the organisation's structure and/or senior leadership.
- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.

- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.

- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

Institutional Strategy

Over the past year, input to the Strategic Plan 2025–2030 was gathered from an extensive range of internal and external stakeholders in line with the HEA Act 2022. In addition, a dedicated Board Working Group was established, and the Plan was a standing agenda item with regular updates. The Plan was approved by the Board in June 2025, submitted to the HEA in July, and will be officially launched in October 2025.

The implementation of the Strategic Plan is overseen by Executive Officers with regular reporting to the Board. A financial forecasting tool has been developed that accompanies the plan and allows close monitoring of financial aspects. The Strategic Plan webpage will be a dynamic, iterative site that will be updated in real time.

Senior Leadership

Since the publication of the Framework agreement, we have welcomed a new Chief Operating

Officer and HR Director to the senior management team.

Pillar data

One of the key challenges we continue to face is the need to collate data from multiple sources. To address this, a comprehensive data plan was developed and shared with stakeholders. This plan includes detailed indicator descriptions, baseline, target data, targets, and identified data sources. By allowing pillar leads and other stakeholders to contribute data on an ongoing basis, we have transformed data collection into a continuous process. This approach has streamlined workflows while providing stakeholders with full visibility of progress against all indicators.

Pillar 1: Teaching and Learning

Gen AI was applied to identify an ESD mapping framework across programme documentation. The application Gen AI in this context has delivered valuable insights into how such technologies can be leveraged to enhance data and information management more broadly, including within the performance agreement.

Pillar 2: Research and Innovation

Restructuring of research-related data elements is underway and will ultimately enable more complete and reliable data. It should be noted that Indicators 2.2 and 2.3 have been particularly impacted this year. Following an international review of Trinity's research analytics function, recommendations were made to improve our data collection mechanisms. Consequently, these indicators are revised in the indicator tables and are now based on the development of a new, more robust system for data collection in this domain.

Pillar 3: Access and Participation

The group on Access data continues its work, which will influence data collection and reporting in relation to Access, EDI, as well as Disability.

Pillar 4: Engagement

The TEFCE data tool, initiated by the Civic Engagement department, was incorporated into the Pillar 4 work programme. In parallel, the CESI survey provided significant insights into civic engagement initiatives across schools and faculties, while also enabling an assessment of Trinity's broader societal impact.

We have made considerable progress in robust data collection, though further advancement is required. Preparing this report has been a collaborative effort across the institution offering a valuable opportunity to reflect on performance. Monitoring and reporting progress are key components of the new Strategic Plan, facilitating clear updates to the HEA and Board within the agreed governance framework.

[Word count: 498]

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to this Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:

    o Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.

- Assessment of implementation, e.g.:

    o Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.

    o Internal or external factors that have supported or impeded the achievement of targets.

    o Any additional evidence of performance, e.g. qualitative evidence of outcomes.

- Strategic reflection, e.g.:
    o Any learning from the analysis of the institution's performance.

    o How learning is being applied to maintain and/or enhance implementation and outcomes in future.

    o How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.

    o New or emerging opportunities, challenges, and risks related to the Performance Objective.

    o Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To empower all Trinity students and staff to develop the knowledge, skills, and attitudes necessary to act as successful agents of change, individually and collectively, in working for sustainable development within planetary boundaries.

Transversal areas of impact:

Student Success; Climate & Sustainable Development.

Year 1 has been a successful launchpad for Performance Objective 1. We believe we have created the initial momentum for Sustainability to become a mainstreamed part of teaching and the student experience. Benefitting from the interdisciplinary ESD module created in 2024–25, we will now continue to support academic faculty, led by our ESD fellows (via our Centre of Academic Practice), to design curricula, and integrate appropriate pedagogy and assessment approaches. This will support students in achieving their sustainability–related learning outcomes. Evaluating both students and lecturers' experience of our College approach to ESD is also integral to our activities. Regarding sustainability–related careers opportunities for students, there is a growing interest from students; we anticipate comfortably achieving our targets for bespoke events, over 2025–2028, and may exceed them as businesses and public sector employers create more Sustainability-related roles and include these in Careers events at Trinity.

Education for Sustainable Development (ESD): Learning and Teaching – staff and students

Indicator 1.1 Proportion (%) and number of UG students registered for interdisciplinary taught module(s) that address ESD themes and develop key competencies for sustainability

Trinity made significant progress during Year 1, with 5.34% of total 2024–25 UG students (861 out of 15,539 students) registered on interdisciplinary ESD modules. During the year, an additional 507 UG students completed a new mandatory **interdisciplinary** ESD module as part of their first year Business degree. Student feedback on this module has been highly positive; over 50% of student responses rated the module as either "good" or "excellent" while qualitative feedback indicated that students believed that they had developed a deeper insight into the interconnectedness of economics, climate change and their discipline and profession of business.

Indicator 1.2 Proportion (%) of postgraduate (PG) programmes with ESD embedded in at least one module

As noted in the agreement, the target for Year 1, 2024–25 was to map Trinity's taught postgraduate (PGT) programmes, to evaluate where and how ESD knowledge and skills development is currently embedded. The outcome of the mapping will create a baseline number

and % of programmes, against which we will increase the proportion of programmes (with embedded ESD within modules), by 20%, by the end of the 2027–28 academic year (Year 4 of the current performance agreement). As of September 2025, the mapping work is near completion and the baseline will be reported to the HEA in the Year 2 report.

During the year, we completed a scoping exercise to determine how and where ESD themes, competencies, pedagogical approaches and teaching strategies are addressed and embedded via articulation of learning outcomes and curriculum design.

https://hub.teachingandlearning.ie/esd-spotlight-series/esd-spotlight-recordings/#TCD
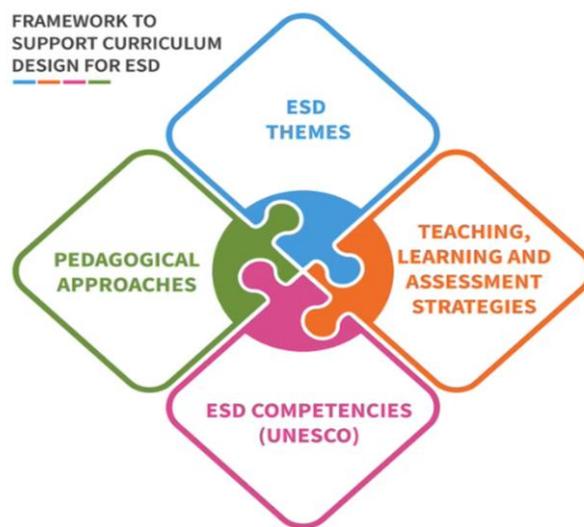
Informed by this conceptual framework, a Generative AI tool was developed to map ESD across programme documentation. Beta-testing of this tool is currently underway, and it is planned that the mapping exercise will be completed in the first half of Year 2, and the baseline established, as planned, during 2025-26. This data will be triangulated with qualitative data from students and teaching academics across PGT programmes.

Indicator 1.3 Number of teaching staff reporting increased awareness of ESD competencies and pedagogies following training

The indicator data shows that we significantly exceeded our 2024/25 target of 50 staff, with a total of 140 staff reporting increased awareness by participating in professional development activities during the year. 49 staff completed the new module "*Enacting ESD at Trinity*"; feedback from participants indicated that many have been inspired to customise the transformative pedagogical approaches modelled in the module for use within their own disciplines. An institutional **ESD community of practice and knowledge network** has been seeded.

During 2024–25, the ESD team also delivered a suite of workshops and webinars to 91 participants. With a focus on "early adopters," these will be expanded in 2025–26. For example, the team is currently designing a localised **Spotlight Series** to disseminate ESD use cases. We are now working to address professional development needs across ESD and GenAI in tandem, addressing questions such as *How is GenAI supporting better and more accurate analysis of climate risk and biodiversity loss? How does this relate to social, economic, and political change and*

therefore to the UNSDGs? Reimagining and redesigning curriculum and assessment draws these concerns together and our further professional development opportunities will empower staff to address them comprehensively.

Revised Targets: as we surpassed the 2024–25 target by almost 150%, we have reconsidered the **Indicator 1.3** targets for 2025–2026 and beyond. We anticipate continued high levels of engagement but a drop-off from Year One, 2024–25, as we move beyond the "early adopters" into the wider academic community.

Indicator 1.4 Number of sustainability-related career events (careers education sessions, careers fairs etc.) as proportion of total career events organised by Trinity Careers Service

In 2024–2025 year, the College held two bespoke sustainability–related careers events, organised by the Careers Service and part of the Career Skills Award for students. This provides a solid foundation to build for future years; we anticipate that the sustainability theme will become increasingly prevalent in Careers events more generally as employers and professions embed sustainability within corporate and strategic plans

The first was a bespoke **Skills Workshop on Environmental Stewardship**, organised with Dublin City Council (DCC). 49 UG and PG students attended from across multiple disciplines. You can view the Instagram post here.

The second was a **Careers with Social Impact Expo and Panel Session**. Five Charities engaged with students about their work and career opportunities, followed by a panel discussion which shared insights into benefits and challenges in the sector. 23 students attended the Panel session, with more at the Expo. Instagram post here.

Indicator 1.5 Number and proportion (%) of sustainability-related employment opportunities (graduate jobs & summer internships) advertised to Trinity students via the MyCareer portal

In 2024–25, we exceeded our target for sustainability-related employment opportunities advertised to Trinity students via MyCareer portal. From a 2022/23 baseline of 3.5% (113), the proportion increased to 5.8% (150) surpassing the 4.5% target.

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Pillar: Research & Innovation

Performance Objective 2

To embed sustainability in our research and innovation practices and culture and harness our creativity and world-leading research to tackle the challenge of climate change and biodiversity loss.

Transversal area of impact:

Climate & Sustainable Development.

Steady progress was made this year across Trinity Research and Trinity Innovation & Enterprise against the relevant indicators. For some indicators—particularly 2.1 and 2.8—activity is planned to ramp up towards the end of the framework's lifecycle, so initial progress may appear slow, but overall, progress is on track.

A significant development is the recent appointment of a dedicated Green Labs Officer to enhance engagement with the research community, which will significantly aid progress for **Indicator 2.1** related to Green Labs certification. While the target for the year was just missed, it should be noted that the appointment of the Green Labs Officer was made during the same year, so much of the certifications achieved predated this recruitment. It is expected that progress against this indicator will be considerably enhanced going forward as the Green Labs Officer establishes relationships and networks across the institution.

Notable difficulties were encountered in achieving progress against **Indicators 2.2 and 2.3** in relation to open access publications. This was for several intersecting reasons. Staff turnover in key positions meant that crucial dissemination, monitoring and reporting was not possible at certain points throughout the year. At the same time, internal restructuring significantly altered the research analytics team composition, reporting lines and management. A further complicating factor is the impact on researcher engagement with the open scholarship initiative given the increasing emphasis and dialogue nationally and internationally about knowledge security and perceived tensions between these agendas.

To address these issues for future years of the framework, the following actions have taken place: An expert international review was conducted of Trinity's research analytics function. This review made several recommendations, the most notable of which was to move the research analytics team into Trinity Research. This move has now been completed. The review also flagged that the current Research Support System used for reporting publication data required significant overhaul.

- Trinity Research has recently undergone a major recruitment drive which has seen the appointment of several key roles including a Senior Research Performance and Information

Analyst and a Head of Research Strategy and Policy.

- Building on the relocation of the research analytics team and the new appointments into Trinity Research, there will be a renewed focus on improving the reporting of publication data. A plan is being developed to increase outreach to the research community in relation to open access and SDG-related publications especially in an era of knowledge security.

Indicators 2.2 and 2.3 were agreed before the expert international review mentioned above was conducted. As a result, the targets for these indicators are under review. Per consultation with the HEA, results will be reported as N/A until 2028 with any deviation from the 2027/28 targets to be addressed in that report.

For **Indicator 2.4** in 2024 Trinity created 5 SDG aligned new spinouts (target for 2024 was 3): https://www.tcd.ie/news_events/articles/2024/trinity-unveils-six-new-campus-companies/

They include products and services that will deliver a better and more sustainable future:

- An AI platform which delivers remote pre-clinical attendance patient assessments.
- An innovative digital roleplay training tool that improves and measures diversity and inclusion performance within organisations.
- A digital skills education platform to support health and social inclusion for adults with intellectual disabilities.
- Gene therapy solutions for prevalent neurodegenerative diseases, including dry AMD, glaucoma, Alzheimer's Disease, Parkinson's Disease and Motor Neuron Disease.
- An AI enabled movement analysis tool which can track and analyse movements during exercise and rehabilitation using just a single mobile device

For **Indicator 2.5** in 2024 Trinity executed 25 SDG aligned license options and agreements (target in 2024 was 17). The intellectual property documented in each of these legal agreements provide third party access rights to use patents / patent families, copyright, data and/or know–how. Using a mapping SGD alignment tool / calculator, Trinity's 25 SDG licenses are cross cutting with many benefits across; Good Health and Well-being, Quality Education, Gender Equality, Industry, Innovation and Infrastructure and Reduced Inequality.

For **Indicator 2.6,** 4 new industry engagements with sustainability stakeholders (target in 2024 was 3) including research collaborations to accelerate technology innovation in the energy sector, a new Climate Hub in association with Allied Irish Bank and the launch of a pre–screening service for sustainable aviation fuel producers.

For **indicator 2.7** Trinity reached its target of 1 new research cluster targeting industry needs in green energy and climate. The Co-Centre for Climate + Biodiversity + Water launched in May 2024 and has over 100 stakeholders aiming to shape a more sustainable future. Projects will include integrated solutions to the most pressing common challenges of climate change, biodiversity decline and water degradation:

https://www.tcd.ie/news_events/articles/2024/co-centre-for-climate--biodiversity--water-launches-as-over-100-stakeholders-come-together-to-shape-a-more-sustainable-future

For **Indicator 2.8,** steady progress was made against the target of providing new desk space for interdisciplinary research at the Trinity East campus. Although not achieved for this year, the planned activity for the Trinity East campus sees most of those spaces coming on stream towards the latter part of the framework's lifecycle. It is fully expected that the overall target will be achieved by the end of the framework.

The performance framework itself has proven a valuable tool for monitoring, analysing, and constructively responding to challenges in all four pillars. Looking ahead, the development of the university's new strategic plan, alongside a refreshed research strategy, will provide a strong foundation and key enablers for enhanced activity and impact across the lifecycle of the framework.

Overall, performance against the indicators highlights steady progress and lays a strong foundation for future success. The past year's restructuring addressed gaps in staffing and support, leaving Trinity in a stronger, more sustainable position. Progress was achieved across all indicators, with well-defined plans to accelerate improvements where targets were not fully met. The framework has proven invaluable for monitoring, analysing, and constructively responding to challenges in research and innovation. Looking ahead, the launch of the university's new strategic plan, together with a refreshed research strategy, will be key enablers driving even greater activity, excellence, and impact across the lifecycle of the framework.

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Pillar: Access & Participation

Performance Objective 3

To consolidate and extend our position as a place where students from all walks and stages of life are welcomed to learn and belong and encouraged to realise their potential in an inclusive environment.

Transversal area of impact:

Equality, Diversity, Inclusion & Belonging.

Consolidating Inclusion and Belonging at Trinity College Dublin – Introduction

Performance Objective 3 focuses on consolidating and extending Trinity College Dublin's position as an inclusive institution where students from all backgrounds, experiences, and stages of life are welcomed, supported, and encouraged to realise their potential. This objective aligns with Equality, Diversity, Inclusion, and Belonging, emphasising accessible pathways, tailored supports, and structured opportunities for engagement.

The College monitors progress through quantitative and qualitative indicators, capturing participation in targeted programmes, registration with the Disability Service, access to internships, and progression outcomes for students from underrepresented groups. Data from 2023/24 and 2024/25 demonstrate a sustained commitment, highlight opportunities, and identify challenges requiring intervention. Key initiatives include inclusive internships, outreach through the Trinity Access Programmes (TAP), enhanced post-entry supports, and development of pathways for student from diverse educational and socio-economic backgrounds.

This evaluation reviews institutional performance, reflects on lessons learned, and outlines priorities to further embed inclusive practices and equitable outcomes across College.

Indicator 3.1 Number of undergraduates supported by University of Sanctuary (UoS) Scholarship programme

Trinity Global expanded its University of Sanctuary scholarship programme in 2024/25 with increased outreach and promotion. Four new scholarships were awarded in 2024/25 but the 2024/25 target was not met due to insufficient matriculating applicants. One student was deemed eligible for Free Fees and removed from the calculation. Steps taken to meet 2025/26 targets include earlier application dates aligned with CAO, clearer communication emphasising 2025/26 applications, and a revised form automatically rejecting ineligible applications. The Steering Group confirmed the unused 2024/25 award will be added, meaning seven new scholarships in 2025/26. Priorities in the coming year include:

1. Enhance outreach with international protection accommodation centres to increase applications.

2. Evaluate application processes for continuous improvement.

3. Continue to build targeted supports to help Sanctuary students succeed.

Indicator 3.2 Number of students participating in the Pathways to the Professions programme

In 2023/24, 150 students were registered on Post–Entry Pathways Programme activities, including finance and employability workshops, internships, and leadership events. In 2024/25, Trinity Access Programmes (TAP) Office restructuring and new staff supported 179 students. This growth reflects targeted outreach, enhanced programme coordination, and philanthropic funding, introducing a Pathways to the Arts programme, alongside Law, Business, and STEM. A college–wide Employability Programme, developed with Disability Services, Careers, and HR engagement. Strategic focus on staffing, funding, and collaboration underpins our capacity to maintain and expand participation.

Indicator 3.3 Percentage of registered undergraduates entering through the Foundation Course achieving a passing grade

The Foundation Course supports NAP–identified groups with wraparound services. The 2024/25 target was 81%, 83% passed in 2023/24, surpassing expectations. Full progression statistics for 2024/25 will not be available until October 2025 as supplemental exams are ongoing. These results highlight the ongoing importance of comprehensive support structures to enable equitable academic success.

Indicator 3.4 Percentage of new entrants from DEIS schools

In 2022/23, 147 students (4%) from DEIS schools enrolled in undergraduate programmes. In 2023/24, the rate remained at 4%,below the 4.5% target. Nationally, Trinity cannot work in depth with all DEIS schools. In addition, only 1/3 of HEAR entrants to TCD met the indicator for DEIS schools. Upcoming changes to the scheme should allow for better prioritisation of students from DEIS schools during the admissions process. More focused strategies for direct–entry students from TAP–linked DEIS schools are being implemented, with targeted engagement designed to gradually improve outcomes. Strategic planning recognises that multi–year interventions are required to increase participation, particularly in the context of complex eligibility and admissions metrics.

Indicator 3.5 Percentage of new entrants on the basis of a FET qualification

In 2023/24, the FET target of 1.79% was met, providing a baseline for the 2.5% four–year goal. Continued collaboration and structured pathways will support incremental increases, enhancing access in line with institutional and national objectives.

Indicator 3.6 Number of inclusive internship places for undergraduate students with disabilities

In Summer 2024, Trinity exceeded its target of 14 paid internships, offering 25 across 17 areas. The initiative attracted 322 applications, with 102 students shortlisted for interview. Inclusive recruitment included structured interviews, tailored feedback, and support for students and managers. Internships provided experience while contributing to College operations. Lessons learned inform 2025 planning, expanding to three Academic Schools and enhancing support through Careers Portal promotion, consultations and industry–alumni mentorship.

Indicator 3.7 Proportion of new entrants with a disability registering with the Disability Service

In 2024/25, 709 of 5,278 new entrants (13.4%) engaged with the service, close to the 14% target. Proactive outreach and guidance facilitated early identification of needs. Consistent registration rates demonstrate effectiveness, while ongoing evaluation will further enhance awareness and accessibility.

Strategic Reflection and Priorities

Overall, Trinity's performance against Performance Objective 3 demonstrates progress in broadening access, supporting diverse student cohorts, and embedding inclusive structures within academic and professional pathways. Lessons include the need for sustained multi–year interventions to improve DEIS and FET representation, the value of targeted post–entry support programmes, and the impact of structured employability opportunities for students with disabilities.

For the year ahead, priorities include:

1. Expanding inclusive internships across additional Academic Schools and integrating enhanced mentorship and career development support.

2. Strengthening outreach and engagement with DEIS and FET

3. Consolidating post–entry Pathways Programme expansion, including the Pathways to the Arts, and embedding the new college–wide Employability Programme.

4. Evaluation of Disability Service registration and LENS-informed supports to maintain early identification and equitable access.

These actions will ensure that Trinity continues its strategic commitment to inclusion, equity, and belonging, using evidence–based decision-making to drive policy, programme design, and student outcomes across the institution.

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Pillar: Engagement

Performance Objective 4

To work together with a diversity of partners and stakeholders so that civic engagement is woven into the fabric of our university for the benefit of society and of our students and staff.

Transversal area of impact:

Society.

Analysis of the indicator data

The primary indicator of the health of civic engagement across Trinity College Dublin is the implementation of the inaugural Civic Engagement for Societal Impact (CESI) Survey. Each School and Discipline (n=75) was invited to complete the survey, based on the TEFCE Toolbox. With a 56% response rate (n=42), this is giving a clearer picture of 'good-quality civic engagement across the university'.

On average, the CESI Survey showed that Schools and Disciplines placed themselves on a mid-point for how civic engagement is embedded in:

- Learning–programmes and courses reflect societal needs and/or include community-based learning and involvement of external stakeholders
- Research–studies and research projects are developed and conducted *with* external stakeholders
- Other Activities–other ways that academics engage in the public discourse and benefit communities in a way that reflects societal needs and involve external stakeholders

They also rated the quality of such engagements at just above the mid-point.

Where Schools and Disciplines placed themselves slightly below the mid-point was on how they support undergraduate and postgraduate students to civically engage and on how they foster mutually beneficial partnerships with external stakeholders. The highest scores emphasised the willingness of staff to advocate for civic engagement. The lowest scores underlined the need for partnerships to be supported with policies and structures.

On the other targets for 2024/2025, each has been met or, as with training targets, notably exceeded. The case studies provide a picture of the varied ways in which Trinity engages in public policy and in both national and global affairs.

Assessment of implementation

The performance objective is 'to work together with a diversity of partners and stakeholders so

that civic engagement is woven into the fabric of our university for the benefit of society and of our students and staff'.

The CESI Survey shows that civic engagement is happening across the university's Schools and Disciplines, albeit with scope to enhance activities in the future. This is borne out by the existence of civic engagement in 15.5% of researcher RSS records. The increase in registration of civic engagement in this first year is partly due to an emphasis on registering this work during training sessions.

The survey is also showing that many staff are supportive of civic engagement and training numbers demonstrate the wish to develop skills in the area. Opportunities for training have been achieved through the inclusion of civic engagement into HR training programmes for Assistant Professors and Early Career Researchers. Also, Masterclass sessions were requested by Trinity's Postgraduate Advisory Service and the Impact Officer in the School of Nursing and Midwifery.

It is also clear that engagement with the Pearse Street community remains very strong, thanks to partnership building and diverse events and activities from Unit18, a dedicated space for civic engagement in Trinity East in operation since September 2021.

One indicator in the Survey, on capturing and articulating the benefits of the impact for external stakeholders, shows that there is a need for structures to capture and acknowledge such work. The development of the Case Studies around policy and national and global affairs highlighted that Trinity has impact stories to tell that are relevant to external, non-academic stakeholders.

The case studies have shown that Trinity academics play a variety of influential roles in tackling societal issues. These may be formal roles in government, such as serving as the National Science Advisor, or they may act as a 'critical friends' to policy efforts like Sláintecare or the National Drugs Strategy. They may be contributed to process reform in areas like family law or lobbying. They may be evaluating global programmes for displaced communities or developing pilots in Ireland on sustainable transport. They may also be encouraging entrepreneurship at a local level in the service of climate goals.

While internal guidance documents on civic activity processes and procedures are helpful, they are often used in tandem with customised advice. It is expected that there will continue to be a need to supplement such documents with discussions about how to customise activities to suit a discipline, a stakeholder community, and the objectives that the academic wishes to achieve. The Civic Engagement unit facilitates these discussions.

Strategic reflection

Trinity is satisfied to have exceeded its initial targets during this first year. The Survey results show a willingness among staff to engage civically and, from the training numbers, a desire to improve the skills and capacity needed to build greater engagement. Further training has been planned for the coming year in tandem with Trinity Research with the aim to reach greater numbers.

The desire for increased structures and supports is being addressed by the Civic Engagement for Societal Impact Action Plan and the Civic Engagement unit within the Provost's Directorate including the guidance which is highlighted in the two case studies included.

The policy and the national/global affairs case studies show the level of civic engagement to which Trinity aspires—long–term, impactful, mutually beneficial partnerships where Trinity academics' skills and knowledge are tackling societal challenges. The case studies show the variety of policy–related actions that are coherent with an academic's work, insights, and skills. They also show how national or global engagement can enhance academic work, which can lead on to greater engagement.

Trinity's Civic Engagement unit is working on developing further impact case studies in partnership with Trinity Research. While these case studies celebrate the work of the academics involved, they will also be incorporated into future training on engagement, as an illustration of the many routes through which an academic can achieve societal impact.

As Trinity East—the extension of the campus down to the Grand Canal—moves into its next phase, support for Unit18 as a valuable convening space for the Pearse Street community and a tangible engagement offering needs to continue to respond to the evolving role that Trinity will play within that community.

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Section 3: System Learning and Policy Development

> Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.
>
> Word limit: 300

Trinity's experience of implementing the System Performance Agreement 2024–25 has generated several insights of relevance to both system learning and national policy development.

First, the integration of generative AI in data mapping has demonstrated the potential for new technologies to streamline institutional reporting and identify areas of opportunity more efficiently. This could offer a scalable model for other institutions, suggesting that national-level exploration of AI enabled data analysis could strengthen sector-wide monitoring of performance frameworks.

Second, the challenges faced in relation to open access publications (Indicators 2.2 & 2.3) highlighted gaps in research analytics. Trinity's restructuring of its research analytics functions underscores the need for coordinated national investment in research information systems to ensure robust, consistent, and comparable data.

Third, insights from Access and Participation initiatives reinforce the importance of multi–year, system level interventions to address structural inequalities. There is recognition that access and participation requires a whole of institution approach.

Finally, the outcomes of the Civic Engagement for Societal impact survey confirm both the appetite for, and barriers to, embedding civic engagement across higher education. System–level support for frameworks that recognise and reward civic engagement—alongside research and teaching—would strengthen Ireland's position as a leader in socially engaged scholarship.

Together, these insights demonstrate how institutional learning at Trinity can contribute to shaping policies that are responsive, evidence-based, and future-focused across the Irish higher education landscape.

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Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of **Trinity College Dublin**, I declare that the particulars supplied in this report are true and correct.	
Signature:	*Linda Doyle*
Print Name:	Provost and President. Dr Linda Doyle
Date:	26 September 2025