



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

## **ACADEMIC QUALITY ASSURANCE: FACULTIES REPORT**

**2015/16**

---

## Table of Contents

|  |    |
|--|----|
| 1. Background.....   | 3  |
| 2. Introduction.....   | 4  |
| 3. Key themes identified in the 2015/16 Annual Faculty Quality Reports .....                     | 8  |
| 3.1 Teaching & Learning Environment .....  | 8  |
| 3.2 Library access.....  | 8  |
| 3.3 Streamlining Quality Review and Accreditation processes .....                                | 9  |
| 3.4 Student evaluation and engagement .....  | 9  |
| 3.5 Clinical placements .....  | 10 |
| 3.6 Supports for International Students.....   | 11 |
| 3.7 On-line Education & the Virtual Learning Environment (VLE).....                              | 12 |
| 3.8 Staffing.....  | 13 |
| 3.9 Systems.....   | 13 |
| 4. Key Enhancements/best practice identified in the 2015/16 Annual Faculty Quality Reports ..... | 14 |
| 4.1 Faculty of Health Sciences .....   | 14 |
| 4.2 Faculty of Arts, Humanities and Social Sciences (AHSS).....                                  | 14 |
| 4.3 Faculty of Engineering, Mathematics & Science (EMS) .....                                    | 15 |

## 1. Background

The Annual Faculty Quality Report (AFQR) produced by each of the three Faculty Offices forms part of the Framework for Quality at Trinity College Dublin. The reports are discussed at each of the Annual Faculty Executive Quality Meetings, attended by the Quality Officer, before being submitted to the Quality Committee for consideration. A consolidated report is produced by the Quality Office for consideration by the University Council.

The AFQR provides a vehicle for:

- i. identifying and disseminating key issues and best practice arising from quality assurance processes at local level;
- ii. providing data that assist in monitoring the implementation and effectiveness of College quality assurance policies and procedures;
- iii. informing the production of the Annual Institutional Quality Report (AIQR) to Quality and Qualifications Ireland (QQI), and;
- iv. informing the Self- Assessment Report for Trinity's next institutional quality review in 2020/21.

The 2015/16 AFQRs were presented for discussion at Quality Committee on:

- i. 6 February 2017 – Faculty of Arts, Humanities and Social Sciences (AHSS) and Faculty of Engineering, Mathematics and Science (EMS),
- ii. 9 March 2017 - Faculty of Health Sciences (HS).

The core areas covered in the Annual Faculty Quality Reports are:

- i. Evaluation of undergraduate modules
- ii. Evaluation of post graduate taught surveys
- iii. Evaluation of External Examiner findings
- iv. Professional Accreditation cycle
- v. Quality Review cycle
- vi. Progression and Retention figures
- vii. Outcomes from Irish Survey of Student Engagement (ISSE), the International Student Barometer (ISB) and the Postgraduate Research Survey
- viii. Identification of College-wide Issues for Escalation
- ix. Identification of Good Practices.

## 2. Introduction

The Annual Faculty Quality Report was initiated in 2013/14 and is in the third year of implementation. During that time the processes that support the delivery of the report continue to mature and evolve. Engagement with Schools is improving, and there is increasing integration of the various quality assurance processes to provide a high level and strategic analysis of the outcomes. The format of the Annual Faculty Executive Quality Meetings is also evolving and in 2015/16 improvements to the process included:

- (i) inviting Directors of Teaching & Learning UG and PG in the Faculty of AHSS to a separate meeting in advance of the Faculty Executive Quality Meeting;
- (ii) holding a forum in the Faculty of EMS, which included Directors of Teaching and Learning UG and PG, School Administrators and presentations by the Faculty Student Representatives and Schools;
- (iii) the Dean of Health Sciences encouraged Schools to be more integrative and future looking, and to include other quality related initiatives in their report beyond what is requested at the HS Faculty Executive Quality Meeting.

A number of key issues were raised in the 2015/16 AFQRs. These include:

1. The provision of suitable Teaching and Learning Spaces;
2. Library Access;
3. Streamlining Quality Review and Accreditation Processes;
4. Student Evaluation and Engagement;
5. Clinical Placements;
6. Supports for International Students;
7. On-line Education and the Virtual Learning Environment;
8. Staffing;
9. Systems.

Table 1: Faculty performance at a glance 2015/16

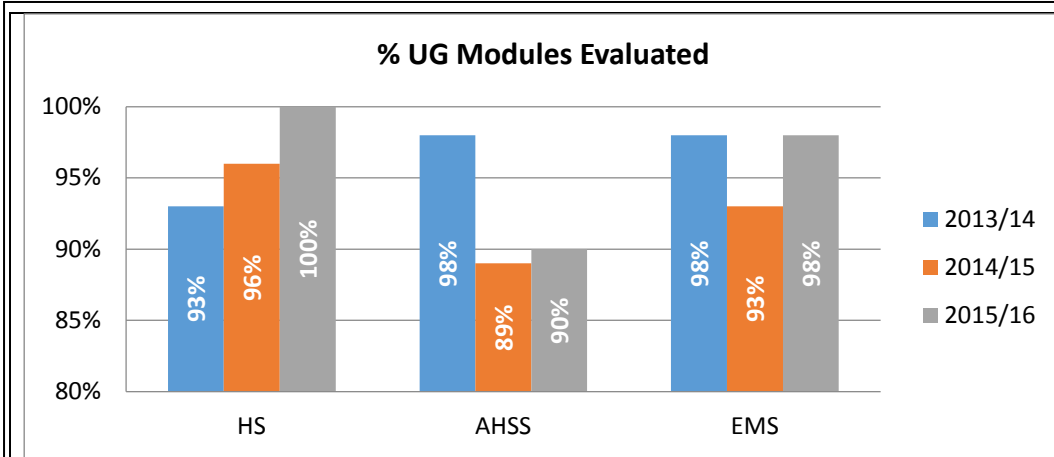
| Faculty   | Health Science                   | Arts, Humanities, Social Sciences | Engineering, Maths and Science     |
|---|----------------------------------|-----------------------------------|------------------------------------|
| 1 No. of <b>UG</b> Modules taught                                     | 402                              | 1000                              | 588                                |
| No. and % of UG Modules evaluated                                     | 402<br>100%                      | 900<br>90%                        | 570<br>98%                         |
| 2 No. of <b>PG</b> courses/ programmes taught                         | 46                               | 68                                | 24                                 |
| No. and % of PG courses/programmes evaluated by Faculty Office/School | 46<br>(100%)                     | 68<br>(100%)                      | 19<br>(80%)                        |
| 3 No. of Programmes Externally Examined                               | UG 19<br>PGT 27                  | UG 45<br>PGT 59                   | UG 28<br>PGT 21                    |
| No. and % of External Examiner reports returned <sup>1</sup>          | UG 58 (93%)<br>PGT 12 (28%)      | UG 45 (100%)<br>PGT 58 (98%)      | UG 28 (85%)<br>PGT 18 (86%)        |
| 4 2015/16 new entrant % progression <sup>2</sup> and retention        | 95% retention<br>93% progression | 95% retention<br>91% progression  | 96% retention<br>90.2% progression |
| 5 No. of programmes accredited 2015/16                                | 5                                | 5                                 | 0                                  |

<sup>1</sup> External examination of HS programmes occurs at each cohort level in order to satisfy Professional Statutory Body requirements. As there may be more than one external examiner per programme, there is not a 1:1 relationship between programmes and external examiner reports.

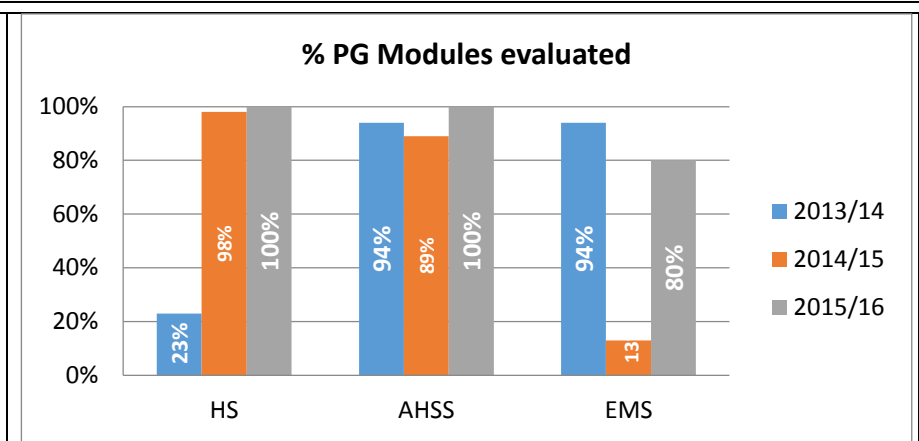
<sup>2</sup> Note that progression pertains to students progressing in the same course from JS to SF and retention is the % of students retained in College (i.e. students progressing to 2<sup>nd</sup> year, repeating 1<sup>st</sup> year or transferring to another course).

|   | Faculty   | Health Science  | Arts, Humanities, Social Sciences  | Engineering, Maths and Science  |
|---|---|---|--|---|
|   | Accreditation Bodies  | Association of Occupational Therapists of Ireland (AOTI) (1)<br>CORU (1)<br>Irish Society of Chartered Physiotherapists (1)<br>Nursing & Midwifery Board of Ireland (NMBI) (1)<br>Pharmaceutical Society of Ireland (PSI) (1) | Psychology Society of Ireland-PSI (2)<br>Association of Masters in Business Administration (AMBA) (1)<br>CORU (1)<br>Irish Association of Speech and Language Therapists (IASLT) (1) | No accreditations took place in 2015/16   |
| 6 | Quality Reviews in 2015/16  | 1 Programme – B.Sc. Human Nutrition & Dietetics (Jointly with DIT)  | 1 School - English<br>2 Programmes – BESS and Masters in Theology (M.Th. with CITI)  | 2 Schools – Chemistry, and Computer Science & Statistics<br>1 Trinity Research Institute - TCIN |
| 7 | Irish Survey of Student Engagement (ISSE)<br><i>1,811 respondents</i> | 379 respondents (21% of respondents)<br>(204 YR1; 132 YRF, and 43 PGT)  | 908 respondents (50% of respondents)<br>(406 YR1; 266 YRF and 236 PGT)   | 524 respondents (29% of respondents)<br>(312 YR1, 163 YRF and 49PGT)                            |
| 8 | PG Research Survey 2015/16<br><i>445 respondents</i>                  | 100 respondents (23% of respondents)  | 174 respondents (39% of respondents)   | 165 respondents (38% of respondents)  |

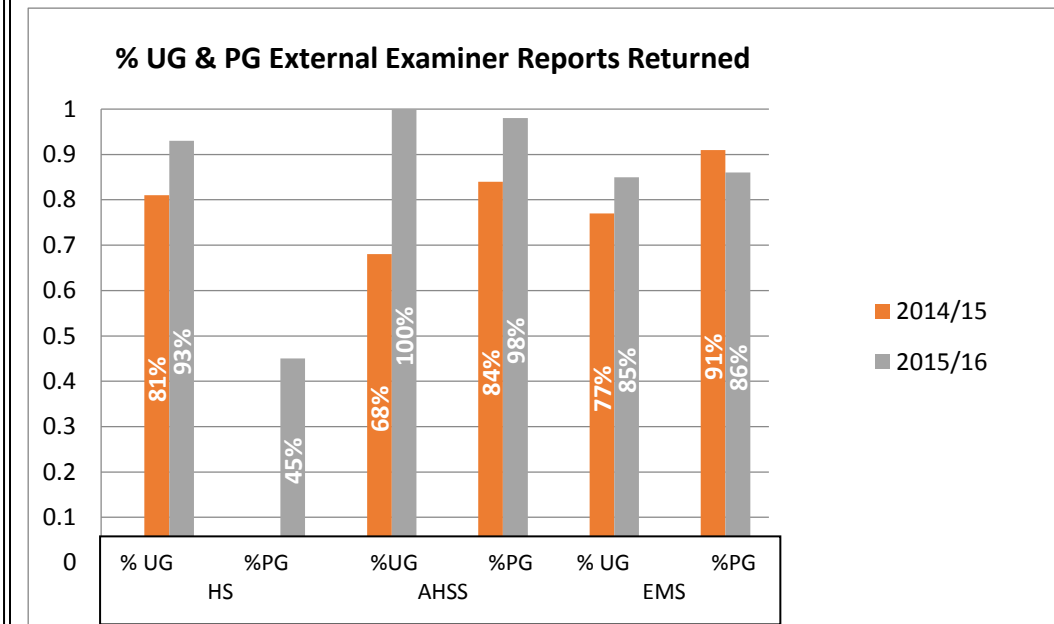
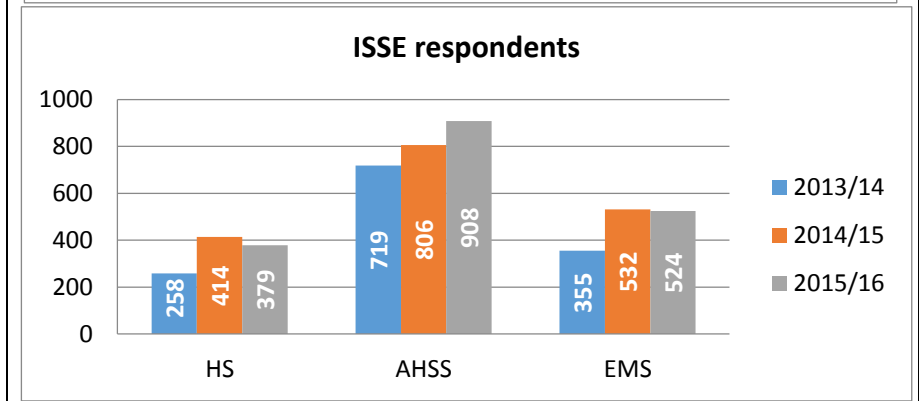
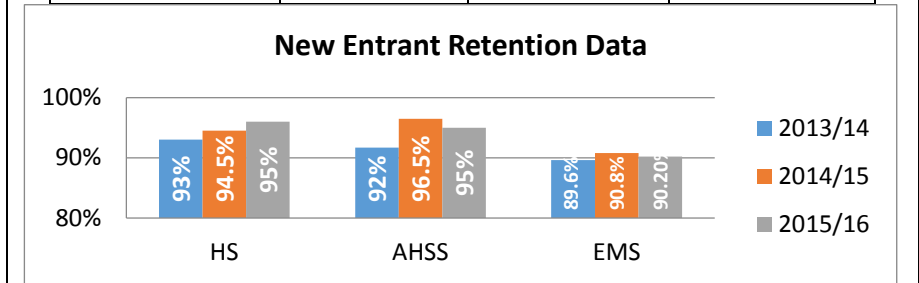
Table 2: Trend data 2013/14 – 2015/16



|         | HS        | AHSS      | EMS      |
|---------|-----------|-----------|----------|
| 2013/14 | 337, 93%  | 1091, 98% | 655, 98% |
| 2014/15 | 379, 96%  | 832, 89%  | 497, 93% |
| 2015/16 | 402, 100% | 900, 90%  | 570, 98% |



|         | HS                    | AHSS     | EMS                  |
|---------|-----------------------|----------|----------------------|
| 2013/14 | 103, 23% <sup>3</sup> | 400, 94% | 214, 94%             |
| 2014/15 | 40, 98%               | 55, 89%  | 3 <sup>4</sup> , 13% |
| 2015/16 | 46, 100%              | 68, 100% | 19, 80%              |



<sup>3</sup>These figures do not include evaluations conducted in the School of Medicine

<sup>4</sup>Module evaluations at Faculty level were not conducted in 2014/15 due to resourcing issues

## 3. Key themes identified in the 2015/16 Annual Faculty Quality Reports

### 3.1 Teaching & Learning Environment

The lack of availability of fit-for-purpose teaching and learning spaces was highlighted in all three Faculty reports for 2015/16, and has been raised as an on-going issue of concern in previous year's reports and in Quality Review reports.

In the Faculty of AHSS, the quality of teaching spaces in the Arts Building and the inadequate facilities available to students in the Schools of Creative Arts and Law were highlighted as issues raised in a number of external examiner reports. In the Arts Building, refurbishments have been made to a small number of seminar rooms with funding from the Commercial Revenue Unit (CRU) and room 4017 has been allocated as a student social space on a trial basis. While these are welcome initiatives, they do not address the overall improvements required in the Arts Building. The space allocated to the Law School in South Leinster St has been refurbished and additional space provided in College Green, but the School remains short of space and, like other Schools, is dispersed over a number of locations.

In FEMS, the lack of suitability of Goldsmith Hall as a lecture venue was raised in several fora. As a result of capacity issues in laboratories, the School of Chemistry has reduced the number of laboratory contact hours to Freshers bringing them below Royal Society of Chemistry (RSC) accreditation levels. The School is in discussion with the RSC to look at options with regard to the criteria that it applies to the number of practical laboratory hours required for accreditation (such as including the unique safety training workshops and labs in physics/biology towards the criteria for minimum laboratory hours) in order to gain accreditation for the undergraduate Chemistry programme.

The deteriorating physical environment in the School of Nursing and Midwifery in addition to dissatisfaction by students with the lack of access to teaching and learning facilities on the main campus was noted in the 2014/15 report from the Faculty of HS. Some progress in addressing this is now reported. The School has engaged with Estates and Facilities with regard to a Student Space Enhancement project in the foyer of the D'Olier St. building, which is due for completion by October 2017. Scheduling of classes on the main campus as a way of integrating students more fully remains difficult.

The above issues have been highlighted to the Bursar for consideration in the Estates Strategy, and it is envisaged that additional space may become available in the new Trinity Business School or via the E3 strategy, but that will not be available in the short to medium term.

### 3.2 Library access

Issues regarding Library access and borrowing rights for students were raised across all three Faculties. In AHSS the availability of books in terms of the number of lending copies and their storage location was raised with regard to accessibility. The impact of the change to the UK e-legal deposit system on the access and availability of electronic library resources for students who are not based on-campus was highlighted. The new legislation permits publishers to fulfil their legal deposit obligations through electronic submission of books. This has implications for on-line students or students based off-campus, as the UK legislation only permits access to electronic content on designated computers in the Library. There are also implications for academic staff in the Arts & Humanities in terms of how they access and read Monographs. These issues were escalated to the



Librarian in 2016/17. Since then, the Library has introduced patron-driven acquisitions to provide access to collections available on UK e-legal deposit that academics and students wish the Library to purchase for Trinity. The Librarian has circulated a briefing document at the Library and Information Policy Committee (LIPC) explaining UK e-legal deposit and will present this to Council in Michaelmas term. The UK Non-Print Legal Deposit Review with the UK Department of Culture, Media & Sport will be happening in 2018. Analysis of the UK e-legal deposit is underway in preparation.

In the Faculty of Engineering, Mathematics and Science work is on-going to address Library issues relating specifically to part-time and evening students, and in Health Sciences issues with borrowing rights for Postgraduate Certificate students have been raised with the Library. Access issues have been escalated to the LIPC, and the Library is reviewing the borrowing rights of the post-graduate diploma students in consultation with relevant stakeholders.

These issues have been included on the Library risk register.

### 3.3 Streamlining Quality Review and Accreditation processes

The need to reduce effort and duplication between the quality review process and other review processes has been highlighted for a number of years by the HS Faculty. Schools in the Faculty are subject to professional and statutory body accreditation in addition to Quality Reviews, and reviews by Professional Registration bodies. The reporting requirements have significant workload implications. Trinity Schools participated in a QQI-sponsored survey on streamlining accreditation and quality review processes in November 2016/17. The resulting report has been received for consultation, with a response to QQI due on the 3<sup>rd</sup> November 2017. The Quality Office has engaged with the Pharmaceutical Society of Ireland (PSI) and the Dental Council to identify synergies across the quality review and accreditation processes. The University's Annual Institutional Quality Report (AIQR) was made available to Schools undergoing accreditation in 2015/16 to avoid duplication of effort in terms of input, and reduce the burden of data and information gathering. In June 2016, the Quality Office updated and published a list of the Trinity undergraduate and postgraduate courses that are accredited by professional or statutory bodies; this was updated in June 2017. Further streamlining will require sectoral agreement and mutual recognition of Professional and Statutory Accreditation Body and QQI Core Statutory Quality Assurance Standards.

### 3.4 Student evaluation and engagement

There has been considerable progress in the development and implementation of a student evaluation strategy in Trinity over the past three years, and further improvements to the process and procedures are expected in 2017/18.

The implementation of the mandatory module evaluation policy (introduced in 2013/14) was discussed at Faculty level in 2015/16, and the benefits of programme-level rather than module-level evaluation were considered. In order to obtain feedback and identify good practice from students and Schools on the student evaluation methods currently being employed at local level, the Academic Secretary and the Education Officer of the Student's Union completed a report which was discussed by the Quality Committee in April 2017. The report recommended piloting different feedback methods in a number of Schools, which would require Council approval, and the Committee suggested that a proposal be forwarded to Council in the 2017/18 academic year.

There has been a general increase in compliance with College policy on mandatory undergraduate module evaluation in the three years 2013/14 – 2015/16 across the three faculties (see Figure 2). However, low student response rates remain a concern. The Faculties have attempted to promote greater engagement by students in the module feedback process in a number of ways.

In Schools in the Faculty of HS, surveys were incentivised by the introduction of a draw for an iPad and dissemination of surveys were timed to coincide with down times or periods when students were connected to but not overburdened by exams and classes. Significant increases in response rates to module evaluations were reported by the School of Nursing and Midwifery following a move to in-class surveys. The Faculty report noted that utilising a variety of evaluation and feedback mechanisms tailored to suit the individual Schools and programmes is the most successful approach, and noted that gaining student feedback will be an on-going challenge requiring 'ongoing flexibility, responsiveness and innovation'.

The use of 'clickers' was adopted by the Schools of Business and Social Sciences and Philosophy to facilitate active participation of students in the lectures, and the Schools of Business and of Computer Science and Statistics successfully employed the use of the industry-standard survey/questionnaire software, Qualtrics. The School of Biochemistry and Immunology used Blackboard to get feedback from students for evaluation purposes.

In 2017/18, the three Faculties will collaborate in funding and piloting Turning Point ResponseWare, which facilitates the use of polling software via 'clickers' or mobile phone apps. IT Services are liaising with the supplier in order to address user authentication and security issues and until these have been resolved, the intention is to use the software in anonymous mode only in the first phase (MT 2017). Given this restriction, consultation is currently underway with users to ascertain whether there is value in getting the licence for Michaelmas Term 2017. Once authentication and security issues are addressed, a further phase of the project will seek to integrate the software with the Blackboard software.

The use of focus groups to complement formal survey evaluations was reported by the Faculty of EMS as a method of obtaining feedback from students. In response to a request from the Dean of HS, the Quality Committee at its March meeting approved the establishment of guidelines on the conduct of focus groups for the purpose of student evaluations. This will be undertaken in Michaelmas Term 2017.

In addition to undergraduate module and postgraduate taught course evaluations, Trinity students participate in the Irish Survey of Student Engagement (ISSE) and the International Student Barometer (ISB), and in February 2016 a Postgraduate Research survey of research students was implemented in response to a gap identified in the 2013/14 Annual Faculty Quality Reports (AFQR).

### 3.5 Clinical placements

Clinical learning is a key educational component for many Schools, and the QQI Core Statutory Quality Assurance Guidelines (May 2016) requires College to assure the quality of off-campus learning environments.

A pilot review of clinical placements was undertaken in 2016 by the HS Faculty, using the undergraduate Nursing programme (BSc (Cur)) as the pilot. The outcome of this review was very positive, with the School demonstrating robust quality mechanisms and good communication channels between the School and the Health Service Providers (HSPs). The Faculty aims to extend

this review to the other programmes in the School of Nursing and Midwifery, and to the other Schools in the Faculty in 2017.

The Faculty of HS reported on the outcome of a Student's Union online survey of 99 midwifery students across the four years of the B.Sc. Midwifery course in 2015, which identified issues relating to students' experiences on clinical placements.

A working group was established to implement a response, and it made a number of recommendations which are currently being implemented, namely:

- i. A Charter of Trainer and Trainee Professional Responsibilities has been drafted and is being implemented in clinical sites;
- ii. A Train the Trainers programme on positive safety culture has been initiated, and will be part of suite of Continuous Professional Development (CPD) programmes across the two clinical sites;
- iii. A review of processes for student's evaluation of the Clinical Learning Environment will be undertaken next year;
- iv. A review of preceptorship training, preparation and on-going support has been undertaken which has included focus groups with students and preceptors, and data analysis. A report is currently being written.

### 3.6 Supports for International Students

Supports for International students were raised as an issue in the Faculties of AHSS and HS in the 2015/16 AFQRs.

Concerns regarding the level of English language competency of some international postgraduate taught course students were highlighted by External Examiners in AHSS and HS. As a response, some applicants to courses in AHSS are now being asked to submit samples of academic writing when completing their applications, and in HS the possibility of a short written assignment as part of the application process for some courses is being considered. Additionally, students for whom English is not their first language are encouraged to avail of an academic writing course arranged by the Centre for English Language Learning and Teaching (part of the School of Linguistic, Speech and Communication Sciences).

Module evaluations in the School of Medicine in 2015/16 revealed that some students experienced difficulties communicating with healthcare professionals following the transition to clinical environments in Year 3. Confidence issues, cultural differences, the use of technical language and the application of consultation skills were cited as possible contributing factors during the discussion of the report at the Quality Committee meeting in March 2017. It was suggested that this could be addressed if pre-entry language courses, such as those organised by the Centre for English Language Learning and Teaching were more technically focused. The Director of the Centre, Professor Sarah O'Brien, attended the April 2017 meetings of the Undergraduate Studies Committee and the Graduate Studies Committee to speak to the role of the Centre in supporting students and postgraduate teaching assistants.

The challenges of integrating international postgraduate students into academic programmes and providing them with appropriate research skills were noted in discussions with external examiners in AHSS Schools. It was suggested that College-based support for such students in the form of a settling-in programme would be desirable in the future. The School of Histories and Humanities has appointed an academic staff member with particular responsibility for supporting international students. In response to student feedback, the School of Law has introduced a series of lectures to address the lack of understanding of EU and International law by Masters students from a range of nationalities.

### 3.7 On-line Education & the Virtual Learning Environment (VLE)

A number of issues were identified by the Faculty of AHSS with respect to the administrative processes for on-line postgraduate education:

- i. Online postgraduate students and, in particular, students resident overseas are currently obliged to pay the sports centre charge despite not being able to use the facilities. One AHSS student is reported to have withdrawn as a consequence of this requirement;
- ii. Online postgraduate students get the same standard offer letters as other students. These letters refer to the requirement to have health insurance, not relevant for online students, and informs students that they may register up until November, however, this particular cohort must be registered from the start of term in order to access online courses on Blackboard;
- iii. Online non-EU postgraduate students who sought to pay fees in two instalments in AHSS were not enabled to do so resulting in the loss of two student enrolments.

The application of the Sports Centre charge to on-line students was raised by the Director of the Academic Registry (AR) in May 2017 but a decision was made not to change the current policy. The Academic Registry will address the issue of tailoring letters to suit on-line postgraduate students in Michaelmas term. In relation to on-line students being allowed to pay their fees in two instalments, the issue was considered by planning group in May 2017 and the right to pay in instalments was agreed. It requires significant system changes to enable this practice and it is envisaged that this will be delivered with the roll-out of the Trinity Education Project (TEP).

Students in Nursing & Midwifery requested that all staff should put their class notes on Blackboard, preferably in advance of the relevant class, and in the absence of a College Policy requiring staff to upload their notes to Blackboard, staff in the School were reminded of their obligations in relation to the 'Trinity Inclusive Curriculum'. A VLE Policy which proposes minimum content specifications was approved by Council in June 2017.

### 3.8 Staffing

Staffing, including the filling of strategic posts, was raised as an issue across all three Faculties. Staff:student ratios in the School of Medicine (Anatomy) was highlighted as an issue of concern in the HS report. The impact of delays in the staff recruitment/replacement process on the recruitment of high calibre researchers and the filling of vacant chair positions were raised as on-going issues in EMS. At its meeting in December 2016, the Quality Committee noted with concern the recurrent theme in respect of schools being unable to fill vacant chairs due to resource constraints and the adverse impact this is likely to have on the quality of teaching and research.

### 3.9 Systems

A number of systems issues were raised in the 2015/16 Faculty reports. The AHSS and HS Faculties identified the inability of students to select and register online for modules via SITS as a major issue that needs to be resolved, given the growing numbers of students with diverse registration status. This issue was also raised in the Law programmes review as resulting in inordinate amounts of time and effort being required by administrative and academic staff. The Faculties ask that the Academic Registry prioritise this functionality in SITS, as it will be essential to the success of the Trinity Education Project (TEP). A new TEP steering sub-group with responsibility for Technology and Business Process re-engineering is expected to explore these issues.

Schools in the Faculty of AHSS have noticed that the ability of SITS to provide statistics such as means/medians/standard deviations etc. has been removed. They request that this be reinstated, as it is useful information for Courts of Examiners and is requested and expected by External Examiners.

Issues with student registration in the Faculty of HS means that students often do not have access to Blackboard for many weeks at the start of the academic year, as module uploads are not completed prior to the start of the standard academic year in September. This may negatively impact on the students' experience of their course of study and also has implications for continuous assessments which are undertaken via Blackboard. Academics who are new to teaching and learning, including adjunct staff, are often delayed in gaining access to Blackboard while they complete the HR processes, and this can lead to further delays in uploading course material to the system. These issues have been raised with IT Services, who are implementing enhancements and tighter timelines to address issues, and with HR. A College policy document on Trinity's Virtual Learning Environment was approved by Council in June 2017.

## 4. Key Enhancements/best practice identified in the 2015/16 Annual Faculty Quality Reports

### 4.1 Faculty of Health Sciences

The HS Faculty conducted a review of the quality mechanisms in place to support quality of education and training at its clinical sites for the undergraduate Nursing programme (B.Sc. Cur.) in 2016. The outcome of this review was very positive, with the School demonstrating robust quality mechanisms and good communication channels between the School and the Health Service Providers (HSPs). The Faculty plans to extend this review to the other programmes within the School and across the Faculty in 2017.

The importance of providing students from different but related schools with the opportunity to work together on complex cases which emulate the real working environment of healthcare professionals was enhanced by the appointment by the HS Faculty of an Assistant Professor for Inter-Professional Learning (IPL) in 2016. An evaluation of the Faculty's activities to date in this area was undertaken and will be a major feature of the 2017 Quality Report. Currently IPL is optional for all but 3<sup>rd</sup> year medical students and if adopted more widely it needs to be done in a comprehensive way. The Dean reported that other Schools in the Faculty have been asked to find space within their revised curricula for IPL assessments, and is investigating the use of on-line resources to support this.

In 2015/16, the Faculty of HS launched the Dean's Award for Innovation in Teaching, which is now in its second year. To date the Faculty has funded 14 innovations in teaching across the Faculty.

In 2017, the Faculty will launch the Dean's Award for Outstanding Teaching in Professional Practice to recognise the significant contribution of professionals external to the College in the delivery of teaching to its undergraduate and postgraduate students.

The HS Faculty has introduced a variety of innovative approaches to encourage and support students to engage in the quality process and to combat survey fatigue. Utilising a variety of evaluation and feedback methods is proving successful, and requires on-going flexibility, responsiveness and innovation.

### 4.2 Faculty of Arts, Humanities and Social Sciences (AHSS)

In 2015/16, the Faculty of Arts, Humanities and Social Sciences reported that some Schools had improved their handbooks and other documentation, giving clearer information on the structure of courses, assessment procedures etc. Coordination in setting assignment deadlines across different modules and/or programmes was also improved as was orientation for students, which was not limited to the beginning of the year.

The Faculty has provided funding for a number of years for new academic staff who are not eligible for the College fee remission scheme to undertake the Diploma/M.Ed in Higher Education, and this continued in 2015/16.

A new postgraduate teaching facility for the Trinity Business School at the TBSI complex has provided the School's postgraduate students with the most modern facilities in College.

An improved use of technology through webinars and clickers was evident in AHSS in 2015/16. The Faculty, in conjunction with the other Faculties, is in discussion with a learning technology provider Turning Point ResponseWare to purchase a one year site-licence for Trinity in 2017/18. This would give all lecturers in Trinity access to a classroom response system, which students use with existing 'clickers' or with a mobile phone application.

Some improvements have been made to space, with the refurbishment (e.g. installation of SmartBoards) in a small number of seminar rooms in the Arts Building with funding from the Commercial Revenue Unit. It is hoped additional rooms will be refurbished in 2017. The Faculty is also cooperating with the Bursar on the Trinity Estates Strategy, and hopes to see improvements in teaching facilities as a result of this project.

#### 4.3 Faculty of Engineering, Mathematics & Science (EMS)

Schools in the Faculty use a variety of methods to elicit student feedback, including industry standard tools such as Qualtrics which is accessible in a range of formats on different devices, and easily centralised. In 2016/17 the Faculty is seeking to streamline its evaluation processes, with the dual aim of enabling an assessment of overall student experience and reducing the incidence of survey fatigue amongst students. These efforts are to be informed by the outcome of Council consideration of the report on student evaluation by the Academic Secretary and Student's Union Education officer

The Faculty has continued to engage positively with the Trinity Education Project. Following the TR071 programme review in 2015, the Undergraduate Science Education Working Group has proactively engaged with the TEP and substantial revision of the programme architecture, moderatorship offerings and prerequisites for the TR071 General Entry Science course should result in a better experience for undergraduate science students. It is expected that some of the recurring issues, such as fixed timetabling and semesterisation, will be dealt with through the TEP project. The Faculty continues to engage with the E3 project, which is combining elements of engineering, computer science and natural sciences to develop new programmes which should also enhance education provision and choice to students.