

FACULTY OF HEALTH SCIENCES
QUALITY REPORT
2016/2017



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1. EXECUTIVE SUMMARY

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 42 postgraduate taught programmes and a 23 PhD and professional doctorate offerings. Degree programmes within the Faculty of Health Sciences also differ significantly from most other faculties because of requirements for clinical placements, at both the undergraduate and postgraduate level. The approach to quality is intended to recognize these differences while contributing to the overall commitment by Trinity to the pursuit of quality in all educational offerings.

Undergraduate/Postgraduate Teaching

Module Evaluation

There are 393 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2016-17. Evaluations were carried out on all 42 postgraduate programmes and 100% gave feedback to students. All four Schools have ensured that procedures are in place for the 2017/18 evaluations.

Program Review

In response to the changing nature of Health Care, undergraduate curriculums in Health Sciences, have also undergone regular review and refreshment of content. For example, the school of Pharmacy and Pharmaceutical Sciences are in year three of a new undergraduate curriculum, and the school has robust procedures in place to monitor student feedback including module evaluation and external examiners reports. The School of Nursing & Midwifery, after an extensive review, they will roll out a new undergraduate curriculum in 2018/19. In addition, schools within the Faculty of Health Sciences have been actively engaged with the Trinity Education Project over the past year implementing its key attributes.

Ongoing critical issues for schools in Health Sciences are access to high quality clinical sites and their ability to introduce blended learning including online offerings. A number of additional clinical sites have been secured over the past year and Memorandum of Understanding (MOUs) signed with key clinical partners. It is anticipated that there will be further potential to expand clinical sites under the Hospital Group structure. Seed strategic funding has been provided by the Faculty to support online offerings and feedback and this will be used to assist the College in developing its online strategy.

Audit Clinical Sites

In 2016, the Faculty conducted a review of the quality mechanisms in place to support quality education and training at clinical sites for the undergraduate Nursing programme (BSc Cur). The School demonstrated and confirmed the robustness of the established quality mechanisms and excellence in communications between the School and Health Service Providers (HSPs). Building on the lessons learned in this example in 2017, the Faculty planned to extend this review to other



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programmes within Nursing & Midwifery and to other schools within the Faculty but due to changes in School and Faculty administration this did not materialise. The review of the other programmes within Nursing & Midwifery and Schools will now occur in 2018.

Interprofessional Learning

Given that interprofessional collaboration in healthcare is the cornerstone of providing client-centred care for patients with multi-morbidity and complex medical needs interprofessional education initiatives must be integrated into disciplinary undergraduate curricula within Health Sciences. In 2016, the Faculty appointed a strategic post in Interprofessional Learning to work across the Schools. The number of students engaging in Interprofessional Learning will have increased from 340 students to 1050 students by 2018/19. As a result, students in all four School are working together on complex cases, learning in and emulating the real working environment of health care professionals.

Quality Improvement Initiatives

Trinity Deans Award in Teaching & Practice

The Faculty successfully launched the new 'Trinity Deans Award in Teaching & Practice' in 2016/17 to recognise the contribution of professionals who do not hold appointments with Trinity but contribute to excellence in teaching of its undergraduate and postgraduate students.

Deans Award for Innovation in Teaching

The Dean's Award for Innovation in Teaching was initiated in 2015. The award encourages, supports and recognises innovation in teaching and learning in the Faculty of Health Sciences. The innovations supported are then shared across Faculties and beyond.

Innovative Technologies

Academic staff in the Faculty of Health Sciences have adopted use of Turning Technology software technology as a technical aide for teaching. This builds upon and benefits from the improvements to the software undertaken in 2016 by the Faculty of Arts, Humanities and Social Sciences. Feedback from this initiative will be reflected in the 2017/18 Quality Report.

Deans Research Initiative Fund

The Dean's Research Initiatives Fund established in 2016 competitively awards investigators with seed funding that provides the pilot data and other foundations necessary to later secure extramural funding for cutting edge, innovative and transformative research.

Athena Swan

In 2018, the Faculty appointed a strategic post to secure the Bronze Athena Swan Award by November 2018. The Faculty Athena Swan team is now in place with its first meeting planned for March 2018. It is the goal of the Faculty to have secured the Bronze Athena Swan Award by November 2018.



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Improvement in Infrastructure

The Faculty has made strategic investments across Schools to improve the learning environment for students. Examples are the stimulation laboratories at St James's site and an upgrade of equipment in the School of Pharmacy & Pharmaceutical Sciences and student spaces at clinical sites.

Subject Rankings

Subject rankings at Trinity declined overall in 2016; however, the School of Nursing and Midwifery was one of a small number of subjects ranked in the top 50, increasing to 25th in the recent 2018 QS subject rankings.

Space Requirements

Space remains a critical and an issue of concern for the Faculty of Health Sciences and a possible impediment to further development of the Faculty. In particular, student numbers at the School of Nursing and Midwifery and the School of Pharmacy and Pharmaceutical Sciences have outgrown the teaching space available. The School of Medicine also has issues with break out space for students in the Trinity Biomedical building and the School of Dental Science is restricted by limitations in Dental chair capacity.

Prof Mary McCarron

Dean of the Faculty of Health Sciences.



2. QUALITY REPORT

2.1. Quality of Undergraduate Programme Provision

The Faculty of Health Sciences offers 16 undergraduate programmes across the School of Dental Science, School of Medicine, School of Nursing & Midwifery and School of Pharmacy & Pharmaceutical Science. There are 393 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2016-17. Refer Section 3.1 of this report for issues arising from module valuations and responses by Schools.

Schools are focused on enhancing the quality of their programmes and provide feedback to students to deliver a quality student experience. There are clear processes in place at School level for the dissemination of information from student evaluations and external examiner reports, including through the School Executive Committees, Directors of Undergraduate Module Coordinators, Year Coordinators and Curriculum Development Committees. An emphasis is placed on 'closing the feedback loop' by conveying outcomes to the student body and to the external examiners. This is evident in the positive feedback from students on enchantments carried out by the Schools (see page 22).

External Examiner Reports

In 2016/17, 51 programmes were examined in the Faculty of Health Sciences and 46 (73%) of the reports were returned to the Quality Office. Both verbal and written methods were used in providing feedback.

Irish Survey of Student Engagement (ISSE)

Over the nine indices surveyed in the ISSE report, the Faculty of Health Sciences scored highest in Learning Strategy skills compared to the other Faculties (AHSS 31.6; FEMS 27.9; HS 33.0). Health Science students are more inclined to review notes and summarise what they have learned in class compared with the other Faculties (AHSS 44%; FEMS 43%; HS 56%). Health Science students are more likely to have undertaken work experience compared to the other Faculties (AHSS 39%; FEMS 38%; HS 70%).

Health Sciences student scored highly on organisation of teaching on programmes compared to other Faculties (AHSS 70%; FEMS 71%; HS 87%).

Interprofessional Learning (IPL)

In 2016, the Faculty agreed a strategic post in Interprofessional Learning across the Schools in the Faculty. The focus of IPL is to provide opportunities for students in each of the Schools to work together on complex cases, which imitate the real working situation of health care professionals.



The IPL encompasses the ethos of the 'elective' in the Trinity Education Project whose aim is to add breadth to student learning through engaging students in learning opportunities outside of core subject area/s. They should provide students with opportunities to develop the graduate attributes [to think independently, to communicate effectively, to develop continuously, to act responsibly] and expose students to the wider aspects / dimensions / implications / consequences of an issue / topic(s), where possible through teaching and learning using a multidisciplinary approach.

The School of Pharmacy & Pharmaceutical Sciences based on positive feedback on IPL sessions in year 3, have introduced an additional session in collaboration with the Physiotherapy department. They intend to rollout IPL sessions with the School of Dental Science and this activity will involve 2nd year students from the School of Pharmacy & Pharmaceutical Sciences and 3rd year students in the School of Dental Science (see IPL report on page 18)

2.2. Quality of Postgraduate Programme Provision

Health Sciences has 42 postgraduate programmes including professional doctorate programmes across the School of Dental Science (4), School of Medicine (17), School of Nursing & Midwifery (16) and the School of Pharmacy & Pharmaceutical Science (5). Evaluations were carried out on all 42 programmes and 100% feedback was given to students. All four Schools have ensured that procedures are in place for the 2017/18 evaluations. In most Schools, feedback is provided in the form of verbal and written communication.

Irish Survey of Student Engagement (ISSE)

An increase was seen in Health Sciences at PGT level where respondents reported 'quite a bit/very much' support for their overall well-being in recreation, health care, counselling, etc. (2016/17: 59% 2015/16: 34%) and in opportunities provided to get involved socially (2016/17: 62% 2015/16: 40%).

External Examiners

In 2016/17, 42 programmes were examined in the Faculty of Health Sciences of these 30 (76%) of external examiners, reports were returned to the Graduate Studies Office. As with the undergraduate programmes, feedback is given at the Court of Examiners and discussed at the Post Graduate Management committee.

Postgraduate Research Survey Report (PGR)

Responses from the Schools regarding the PGR Survey:

School of Medicine:

The 2015/16 PGR survey had an overall response rate of 24.6%. The responses were positive. Over and above, the feedback generated by the survey, a number of students contacted the DTLPG directly to highlight some critical concerns for example:

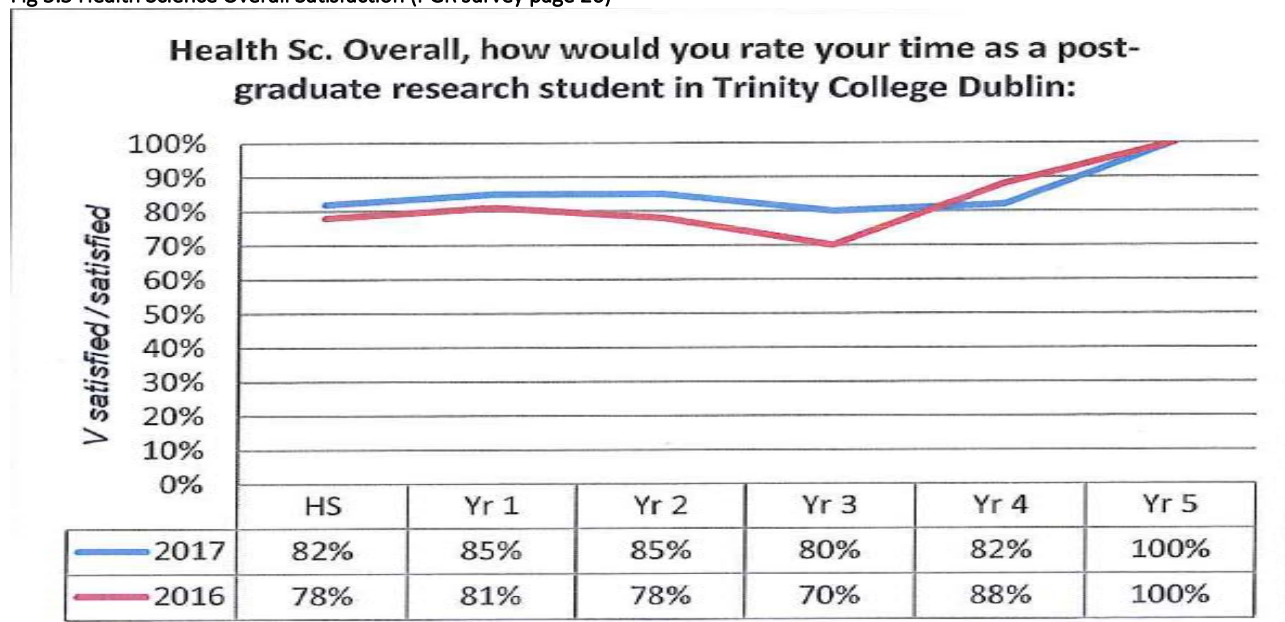


- a) Some students have asked for statistics tutoring.
The DTLPG is raising this with the School with the aspiration of setting up a module for credit.
- b) New students asked for greater clarity around credits required to be taken.
The DTLPG has written to all new PhD students clarifying this issue.

School of Pharmacy & Pharmaceutical Sciences:

This survey was not meaningful because of the small population sample. Several efforts were made in house to understand quality issues in this cohort. This was in response to the Strategic plan, the School Quality review and several soundings including a PGR student forum with the DTLPG. This has led to several changes in engagement level between PGR students and the School and significant improvements in PGR experience.

Fig 5.5 Health Science Overall Satisfaction (PGR survey page 26)



As per the table above overall satisfaction in Health Sciences has increased by 4% since 2016. The overall satisfaction in YR1 increased by 4%, YR2 7%, YR3 10% and YR4 decreased by 6% to then have a 100% overall satisfaction in YR5.

The Faculty Strategic planning day scheduled for April 2018 will focus on Postgraduate offerings within the Faculty with a particular focus on streamlining, opportunities for across school offerings, responding to market demands EU and NON –EU, key strategic appointments and needed infrastructure to support PGT and PGR.

2.3. Summary of best practice across the Faculty

School of Medicine

All students are requested to complete an evaluation of their placements at the end of the year. Students wish to remain anonymous when providing feedback and prefer to provide information annually rather than monthly. For Medicine and Surgery, students are asked to rate each placement on a scale Excellent, Good, Optimal or Sub-optimal. They are also asked



to indicate if they have reviewed the Clinical Clerkship booklet before attending the placement. Where students report a placement as sub-optimal, they are prompted for more information as to why this was so. This information is provided to the Heads of Departments, who address any areas of concern with the clinical leads as appropriate. Obstetrics & Gynaecology, Paediatrics, Psychiatry and Public Health & Primary Care evaluate placements at a departmental level. In the case where a student wishes to raise an issue on placement, this can be done through the Class Representative and discussed at the Student Welfare & Progress Committee.

School of Pharmacy & Pharmaceutical Science Quality

The School of Pharmacy and Pharmaceutical Sciences Quality Review was carried out over the months of November and December 2016. The Review team were impressed with the leadership of the School, the School's new undergraduate programme and the taught postgraduate programmes. Staff appeared to be collegiate and the taught students were very happy with the provision. The School has had to operate under significant financial pressure in recent years and this has impacted negatively on certain areas of activity.

An implementation plan, approved by the College Council, is already in place and the School is in the process of addressing the reviewers' recommendations.

Accreditation of the new Pharmacy Integrated Programme

An initial paper-based review of the programme against the PSI Standards was conducted in June 2015. On that basis, at its 17 September 2015 meeting, the PSI Council recognised and approved the MPharm programme delivered by Trinity for an initial period of two (2) years with a review on-site visit at or towards the end of the first year of delivery. An on-site compliance visit to Trinity was undertaken in February 2016.

Following this visit, at its 7 July 2016 meeting, the PSI Council confirmed the recognition and approval of the Trinity MPharm programme for an initial period of two (2) years with a further focused on-site visit during the second year of delivery. The second focused on-site visit took place on 14 March 2017. Following the meetings, the accreditation team considered its findings and agreed that the five-year fully integrated Master of Pharmacy degree delivered by the School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (Trinity) meets all required accreditation standards.

As a result, the accreditation team recommended to the PSI Council that the programme be approved and recognised for a period of three (3) years, commencing June 22, 2017 and expiring June 22, 2020. The PSI Council ratified the recommendation in its 22 June 2017 meeting.

Placements As part of the 5-year integrated Pharmacy programme, all statutory student placements are administered by APPEL (Affiliation for Pharmacy Practice Experiential Learning)



which has the necessary (and PSI approved) mechanisms in place to ensure best practice.

Securing key clinical sites to support student learning particularly hospital sites remain a concern for the school and sector.

School of Nursing and Midwifery

In 2016/17, the School of Nursing & Midwifery Undergraduate Curriculum underwent an extensive review to respond to the Nursing & Midwifery Board new standards and requirements. The new standards are to take effect in Ireland from September 2018 to align with the EU Directive 2013/55/EU.

The revised curriculum was submitted to University Council in January 2018 prior to its submission for validation to NMBI in February 2018.

2.4. Summary of issues to be escalated to College Level

Undergraduate

School of Medicine:

Medicine

- **General:** Issues with exam provision– wrong Optical Mark Reader sheets given to students, refer to academic registry
- **General:** Issues with PMSP & ISSP/IMSP - require extra administrative & clinical faculty support regarding repeat issues e.g. dedicated clinical lecturers with limited clinical commitment, recruitment of consultant academic leads.
- **General:** Issues with student space in TBSI – 360 students are not accommodated at lunch times with many students sitting on balconies and eating lunches while sitting on floors. DUTL has raised this with Head of School and building management to find a solution.
- **Obstetrics:** Issues from last year's report remain with the exception of the obstetrics/gynaecology presence in Tallaght hospital, where the Department have been allocated additional space (office and two desks in a multipurpose room) and are seeking funding for an additional executive officer and teaching fellow on site at Tallaght.
- **Obstetrics** Issues with the Coombe; since last year's report, the Trinity College Department of Obstetrics & Gynaecology at The Coombe has been asked to move from our existing space in the Education Centre (and around the hospital) to a new space in the same building. The amount of space being allocated to Trinity is unclear and under negotiation with the hospital now. Therefore, liaison with Trinity Information Technology Services is on hold until The Coombe clarifies the space that has been allocated. We are working towards gathering all Trinity office space into a single area (at the moment we are all spread out within the hospital), which should facilitate Trinity Wi-Fi access.



Human Nutrition and Dietetics

- Ongoing complex issues regarding the challenges and crisis in securing practice placements for students particularly for practice placement (Acute hospital setting). Only half of the final year class could be placed as planned (Sept 2017) with a second cohort finally secured for January.
This issue is currently managed by the new Joint Strategic Committee (JSMC), which is chaired by the Dean of the Faculty of Health Sciences at Trinity.

School of Nursing & Midwifery:

- Poor quality of some classrooms in D'Olier St. Overcrowding in classrooms particularly in the large lecture theatre.
- Timetabling of consecutive classes in the large lecture theatre for full days.
- The School is located off the main campus and so students feel unable to engage fully in the Trinity undergraduate experience. Since the inception of the undergraduate programmes students have requested that at least some of their classes be scheduled on the main campus as a way of integrating them more fully into the life of the College. Repeated requests to College timetabling office have been unsuccessful.

Postgraduate

School of Medicine

- Library borrowing rights for students taking certificate in Implementation Science.
- Fitness for purpose of Foster Place as a teaching venue.
- Cost of course fees.

School of Nursing & Midwifery

- Students having problems with PG admissions via SITS

School of Pharmacy & Pharmaceutical Science

- The equipment quality has been consistently commented on informally by PGT. Capital equipment for teaching and research projects is not what is expected in a HEI and inconsistent with fees. Without substantial College CAPEX, this is unresolvable. The issue will affect student perception and through feedback the level and quality of recruitment.

External Examiners

School of Medicine

Medicine

Obstetrics/Gynaecology

- Department not sufficiently resourced, needs more staff, IT support & investment. Senior Lecturer of the department should be supported in seeking collaborative research opportunities



Radiation Therapy

- Lack of clinical tutors

Human Health and Disease

- The previous external examiner Prof Gordon McEwan has commented previously and in the 2014-15 report that the programme is relatively under-resourced for what it delivers. The external examiner states in his report, "it would be helpful to ensure that the programme lead has adequate administrative support". For the 2016-17 academic year a new external examiner, Prof Ronald Baxendale, was appointed. Prof Baxendale reported the same issues as previously raised "*the course is popular and its growth has strained the capacity to cope. The organisers clearly need more administrative support*"

Accreditation

School of Medicine

Human Nutrition & Dietetics –

- CORU visit for October 2017 postponed due to weather conditions and was held on 8th February 2018. Awaiting outcome of the review.

Occupational Therapy

- Efforts have been made at School level to ensure intake of students onto the UG course is capped at 40 max to ensure compliance with the staff student ratio requirements of the accreditation body.

School of Nursing & Midwifery

- As the Nursing and Midwifery Board of Ireland review report has not yet been received either in draft or final version as of yet we are unable to complete this section.

School of Pharmacy & Pharmaceutical Science

- Progress towards achievement of a staff: student ratio of 1:23
- Working towards recruitment of staff / obtaining necessary College permissions to further recruit staff.

2.5. Faculty Projects / Initiatives

Trinity Deans Award in Teaching & Practice

The Trinity Deans Award in Teaching & Practice was established in 2017. The purpose of the award is to recognise the significant contribution of professionals who do not hold appointments with Trinity (e.g. clinical and adjunct staff) to the delivery of teaching to its undergraduate and postgraduate students. The winners of this award will be announced in March 2018.

Deans Award for Innovation in Teaching

The Dean of Health Sciences in 2015 launched the Dean's Awards for Innovation in Teaching. The spirit of this award is to encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond.



The innovation could be a new way of encouraging learning, an artefact or a new method of delivery. Prof Stephen Smith a 2016 recipient gave the following feedback:

“A teaching initiative “Videos in Microbiology (VIM)” was funded by a Dean’s Teaching Award in 2016 to Stephen Smith. Laboratory microbiology, by its nature, is a practical and hands-on subject. Short videos (20 to 120 seconds) were digitally recorded and edited in Camtasia. Captions, graphics, and voiceovers were added to each video. The videos were incorporated into an interactive website using Articulate. This resource was then deployed in Blackboard, and this permitted tracking of student participation. The resource is viewable on any platform, and is particularly suited to hand held devices. Thus, students can view the material prior to, during and after teaching sessions. Furthermore, instructors can use the videos.

Several lecturers teaching 300 students in Medicine, Human Health and Disease, Pharmacy, and Dentistry are currently using the resource in the Faculty. In addition, FEMS as part of the TEP necessitated restructuring of Science, and the introduction of the new programme TR060, will use the resource from 18/19. That programme is expected to have 400 students. Seven hundred students in TRINITY will use this resource by the year 2019”.

Deans Research Initiative Fund

The Dean’s Research Initiatives Fund supports new and innovative research that will enhance Trinity College’s and the Faculty of Health Sciences’ ability to compete for large-scale, interdisciplinary, single- and multi-investigator extramural awards. It aims to advance the research priorities of Trinity College’s Strategic Plan 2014-2019, raise the national and international profile of the University and increase receipt of Horizon 2020 and HRB awards, as well as other funding.

Athena Swan

The Athena SWAN Charter is a recognition and award scheme for positive gender practice in Higher Education, administered by the UK’s Equality Challenge Unit (ECU), which was launched in Ireland in February 2015. In July 2015, Trinity was successful in achieving an institutional Athena SWAN Bronze award as well as three Bronze school awards.

The Faculty of Health Sciences is in the process of applying for a Faculty Bronze award, Ms. Louise Walsh was recruited as Project Officer to implement this initiative, and Professor Damien Brennan (School of Nursing & Midwifery) is the Director of this project. It is the goal of the Faculty to have secured the Bronze Athena Swan Award in November 2018.

Interprofessional Learning

The academic year 2017/2018 has witnessed many advancements in interprofessional learning across the Faculty with the development, implementation and evaluation of several novel interprofessional learning events.



The interprofessional learning workshops, attended by over 400 students from seven Schools across the Faculty were successfully run in October and November 2017. The workshops provide students with the opportunities to work with a multidisciplinary team comprising students from medicine, nursing, pharmacy, physiotherapy, occupational therapy, human nutrition, dietetics, and clinical speech and language studies, to understand the benefits of Interprofessional collaboration in the management of complex patient cases. This year for the first time, the virtual learning environment supported the face-to-face workshops with online group discussion forums. On completion of the workshops, there were 1073 contributions to the discussion boards on topics relevant to collaborative practice. The key deliverables for next year's workshops include the implementation of a common assessment procedure, inclusion of dental science students and fixed timetabling.

In October 2017, the first primer interprofessional learning case study took place with students from pharmacy and physiotherapy. This session was designed as a topic-focused activity on the management of a patient with Chronic Obstructive Pulmonary Disease, timetabled and designed to enhance learning on respective respiratory modules within the programmes. The session, attended by over 100 students, included practical demonstrations and case study discussions, and was positively reviewed by students in feedback. Similar events are in development with several programmes including dental sciences, pharmacy, dental hygiene, clinical speech and language studies and radiation therapy, and will be implemented in Hilary Term 2018 and in the academic year 2018/2019. Furthermore, a 'Preparation for Interprofessional Learning' activity, designed specifically for 1st and 2nd year students with little clinical experience, will be implemented with radiation therapy, pharmacy, human nutrition and dietetics, and medicine in Hilary Term 2018. A multidisciplinary panel of 4th year students who act as student leaders during the session supports this activity.

From March 5-March 16th2018, the first iteration of an interprofessional-learning ward will be piloted at the Robert Mayne Day Hospital at St James's Hospital. This pilot will involve 1-2 students each from nursing, physiotherapy, occupational therapy and medicine. The primary aim of the pilot initiative is to examine the feasibility of the proposed interprofessional learning ward to inform future development. The interprofessional learning ward is the first formal clinical activity in the interprofessional learning programme and the hoped is that it will provide the foundations for expanding the Interprofessional learning opportunities available to students on clinical placement.



College response to issues outlined in previous years Annual Faculty Quality Report

Issue	Outcome / Progress to Date
1. Student: staff ratio higher than other similar institutes, which manifests every year in student feedback. Extra demonstrator required to maintain and develop teaching practice (dissection), skills supervision, and integration of clinical imaging and further development of interim assessments using multimedia.	Under discussion with HR. Posts advertised in February should be resolved for 2018/19
2. Establishment of a physical presence in the Trinity Centre, Tallaght Hospital, to address lack of teaching and research activity there -. Internet and library facilities for Trinity students and staff in the Coombe Hospital –.	space now allocated by the School under discussion with IT Services
3. Requirement for extra staff to ensure child protection, high quality SGT and to allow current staff fulfil their duties to the national paediatric curriculum and development of the new children’s hospital. Internet access for students in the Coombe and Crumlin hospitals.	Under discussion.
4. Lack of private space for breastfeeding/expressing mothers.	Mr Marc Benassi Space Planning Officer is reviewing this issue on behalf of College
5. Students requested that all staff should put their class notes on Blackboard preferably in advance of the relevant class.	The VLE Policy was approved by Council in June 2017 and prescribes minimum content to be made available to students in Blackboard.

2.6. Heads of Schools comments on Quality Review

School of Dental Science

The School of Dental Science participated in the University Quality review in February 2017, but in addition had a Dental Council review of Auxiliary Programmes in October 2016 and a Dental Council review of the Dental Science Programme in October 2017. The School is mid-way through its 2015-9 Strategic Plan. These processes guide our strategic direction, along with any developments that occur in real time.

In 2016, the School reorganised its research direction from nine areas of interest to four themes. This was in order to focus effort and resources into a smaller number of areas where the School could make an impact. At the same time, it allowed all active researchers to fit into a theme of interest. The Quality Review of 2017 questioned if this should be reduced to just one or two themes. Therefore, we have recently asked our Director of Research to complete a



mid-term review of the strategy, and to see if progress is being made in the four themes. We plan to hold a research away day in spring 2018 and review the School research portfolio and the mid-term report; on this basis, we will decide if our strategy should be modified.

The School started an ambitious curriculum mapping project in 2016 to document some 10,000 educational interventions—who, what, where, when—and map them on to our educational learning goals, most of which are set by regulatory bodies. Stage 1 of this process has been completed, which has allowed us to undertake a gap analysis of key curriculum areas. In the 2017-8 academic year we have developed a methodology to use the curriculum map for a gap analysis of key parts of the Dental Science curriculum. The first of these is now almost complete and we intend to continue this process to examine and renew the curriculum over the coming years.

A key part of the School's quality improvement and strategic plan is to improve the academic environment. As such, we have appointed four Adjunct Professors to visit and advise and collaborate on various research themes. This has served as a resource for staff who are developing their research programmes and has enriched the experience of other staff and students. Similarly, we now have a full programme of visiting speakers to present research-focused seminars to staff and students—these have proven to be popular and well attended.

School staff have been supported directly and indirectly in their academic endeavours. We have provided seed funding for six projects in each of the past two years, and have helped to support student projects. Two staff members have recently completed PhDs and we are now supporting (in full or part) seven staff PhDs and various other qualifications. We have emphasised research activity as a priority in our staff recruitment. However, the change in internal research metrics means that a lot of School academic activity has not been recognised. In our next staff training session (December 11) we plan to update our RSS profiles with the new metrics.

Our Quality Review highlighted the need for recognition of staff via promotions. The school has liaised closely with College to find a procedure through which we can promote (non-Trinity) academic and clinical staff. On the basis of these helpful discussions we have made a proposal to the Department of Education and await their approval. Similarly, the School wants to implement the objectives of Athena Swan and has supported the FHS working group on the project.

The School of Dental Science has moved to enhance the student experience in several ways, but wants to highlight one strategic objective in the transition to practice. We have revived the Gradlink mentoring programme for final year dental students and used student feedback to design a module 'Preparation for Practice', which will be delivered in Hilary Term. We have also provided a workshop ('Canada Day') for students planning to work in Canada. However,



efforts in this regard are hampered by the general congestion of the curriculum, which remains a barrier to reflection and broadening of the student experience. While the School wholeheartedly supports the objectives of the Trinity Education Project, the 5000-hour curriculum (in Dental Science) with external accreditation has necessitated the School seeking derogations in some areas. It remains to be seen whether the use of derogations, rather than more inclusive principles, will serve to support the development of quality in the School.

School of Medicine

High Level Quality Items

Information generated by the programmatic evaluation process identifies areas for programme and faculty development initiatives. In 2016, following issues raised by students, Faculty and as preparation for the Irish Medical Council accreditation visit, two Assessment Development Days were held for all departments. The 2017 data collection/feedback obtained from Heads of Department/Module Coordinators highlighted the need for a review on Performance Feedback Systems and the development of a strategic approach to address this area.

Experience to date

The Quality report has proved a useful tool to document module coordinators plans for change and to consider the standard of student learning. It has facilitated the discussion and collection of this information in a systematic way and enabled the identification of faulty development priorities.

Other issues

As the evaluation processes become more sophisticated, the requirement to have each module “surveyed” each year is unhelpful. While the feedback has provided opportunities to ask more searching questions, this should be done to address not just what students are learning but how and why they are learning (Cook 2008)

New Innovative Methods of Teaching

The programme in Medicine employs a range of innovative teaching and learning methods, such as

- Problem Based Learning
- Clinical Skills Simulation
- Medicine, Health and the Humanities
- Professionalism: Reflection
- Research Projects

Non-survey evaluations

- Student Welfare and Progress Committee
- Class Representatives
- Focus Groups



- Module Coordinator meetings

School of Nursing & Midwifery

In general, reports from external examiners and students are positive about the curricula and academic aspects of the activities in the School. We have continued to develop the service to students and have invested in enhancing student space in the School, specifically the refurbishment of the Foyer, the new parent and infant room and the new Clinical Simulation Centre. The physical infrastructure of the School, i.e., being spread over a number of sites and the physical environment in the main teaching hub in D'Olier St remains a significant problem for the School. Access to adequate sized teaching space on main campus has been requested for a number of years and is essential with the new undergraduate curriculum starting in 2018/19, where the large groups will be over 300 students. This has been a recurrent issue for students, as has been the isolation of not having any classes based on main campus.

Another key issue, which has not been resolved, is the problems postgraduate students are having applying for courses via SITS. In spite of this issue being taken up by the School and Faculty our students are still facing difficulties in applying for and registering on our postgraduate courses. There is also an issue of Academic Registry not being able to respond to the School's need to respond in a timely manner to HSE tenders for new courses. The rigidity in Academic Registry is problematic has had a negative impact on our students' experience particularly prior to registration.

On a positive note the School retained in place as the highest ranked School in the university and in its subject area in Ireland in the 2017 QS subject rankings. In order to ensure that we continue to retain this high ranking and indeed improve the ranking globally the issues in relation to physical infrastructure and an improvement in support from Academic Registry must be addressed.

School of Pharmacy & Pharmaceutical Science

The School underwent a School Quality Review in late 2016.

School staff felt the reviewers were fair and perceptive in their review and has put in place an implementation plan to address issues raised by the reviewers.

As we continue to rollout our new five year pharmacy (integrated) programme (now in its third year), we continue to engage with the professional accrediting body – the Pharmaceutical Society of Ireland (PSI).

An on-site compliance visit by the PSI review panel to TRINITY was undertaken in February 2016. Following this visit, at its July 2016 meeting, the PSI Council confirmed the recognition and approval of the Trinity MPharm programme for an initial period of two (2) years with a further focused on-site visit to take place during the second year of delivery. That on-site



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compliance visit took place on 14 March 2017. Further to that most recent on-site visit, the programme was approved and recognised by the PSI Council for a period of three (3) years, commencing June 22, 2017 and expiring June 22, 2020.

We are required to provide updates to the PSI by February 2018, and a further focused on-site visit will take place during the first quarter of 2019 following the completion of the 4-month statutory placement and in advance of the 8-month statutory placement.

One of the key issues to be addressed, highlighted by both our external quality review and statutory body accreditation visit, is our high student: staff ratio, and the need to improve it by means of additional academic staff recruitment.

The delivery, management and quality assurance of the student professional placements that form part of the pharmacy programme require close collaboration between the three School of Pharmacy in Ireland and APPEL (Affiliation of Pharmacy Practice Experiential Learning) – a body established by the three HEIs to manage, centralise and streamline the experiential learning placements of the three Schools.

The School is supportive of the Faculty Athena Swan project and is committed to engaging proactively in same as the project evolves in the current academic year.



3. APPENDICES -FACULTY AT A GLANCE

3.1. Course and Module Evaluation

Table 3.1

Number of UG Modules/Courses provided	393	100%	Number of UG Modules/Courses evaluated	393	100%
Number of PGT Modules /Courses provided	42	100%	Number of PGT Modules/courses evaluated	42	100%
Number of PGR students in Faculty*	274	100%	Number of PGR students participating in PGR Survey	85	(13%)

1. Escalations – Undergraduate (from course & module surveys)

School of Medicine:

Medicine

- **General:** Issues with exam provision (MD3009) – wrong Optical Mark Reader sheets given to students, refer to academic registry
- **General:** Issues with PMSP & ISSP/IMSP - require extra administrative & clinical faculty support regarding repeat issues e.g. dedicated clinical lecturers with limited clinical commitment, recruitment of consultant academic leads.
- **General:** Issues with student space in TBSI – 360 students are not accommodated at lunch times with many students sitting on balconies and eating lunches while sitting on floors. DUTL has raised this with Head of School and building management to find a solution.
- **Obstetrics:** Issues from last year’s report remain with the exception of the obstetrics/gynaecology presence in Tallaght hospital, where the dept. have been allocated additional space (office and two desks in a multipurpose room) and are seeking funding for an additional executive officer and teaching fellow on site at Tallaght.
- **Obstetrics** Issues with the Coombe; since last year’s report, the Trinity Department of Obstetrics & Gynaecology at The Coombe has been asked to move from our existing space in the Education Centre (and around the hospital) to a new space in the same building. The amount of space being allocated to Trinity is unclear and under negotiation with the hospital now. Therefore, liaison with Trinity Information Technology is on



hold until The Coombe clarifies the space that has been allocated. We are working towards gathering all Trinity office space into a single area (at the moment we are all spread out within the hospital), which should facilitate Trinity Wi-Fi access.

Human Nutrition and Dietetics

- Ongoing complex issues regarding the challenges and crisis in securing practice placements for students particularly for practice placement C (Acute hospital setting). Only half of the final year class could be placed as planned (Sept 2017) with a second cohort finally secured for January. This issue is currently managed by the new Joint Strategic Committee (JSMC), which is chaired by the Dean of Faculty. (These issues and actions are more fully outlined in minutes and documentation from JSMC meetings as needed)

School of Nursing & Midwifery:

- Poor quality of some classrooms in D'Olier St. Overcrowding in classrooms particularly in the large lecture theatre.
- Timetabling of consecutive classes in the large lecture theatre for full days.
- The School is located off the main campus and so students feel unable to engage fully in the Trinity undergraduate experience.

Since the inception of the undergraduate programmes students have requested that at least some of their classes be scheduled on the main campus

as a way of integrating them more fully into the life of the College. Repeated requests to the College timetabling office have been unsuccessful.

2. Repeat issues – Undergraduate (from course & module surveys)

School of Medicine:

Medicine

- **Space Issues:** Naas, Coombe, TBSI. Tallaght student space (in progress)
- **Clinical Faculty-recruitment:** PMSP (year 3) and ISSP, IMSP (year 5) – the associate DUTL and the year 3 and 5 clinical coordinators continue to address issues raised in previous years given the restraints mentioned above.



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- **Feedback:** Across modules, the issue of feedback was raised by students and faculty. In general, individualised feedback is given to students in difficulty.

Physiotherapy:

- For modules with both group and individual assignments, the students often raise the matter of why the written assignment cannot be done as a group. The external examiners do not recommend this

3. Positive aspects and enhancements Undergraduate (from course & module surveys)

School of Dental Science:

- Introduction of Portfolio based examinations – very positive feedback from students and external examiners.
- Purchase of additional cameras for use on clinics

School of Medicine:

Medicine - Three examples across the medicine programme

Research led teaching

- Molecular Mechanisms of Disease & Personalised Medicine captures local and international research and its relevance to future practice. Student feedback highlighted the need to outline the clinical relevance of Molecular Medicine and how it would be better suited to later in the programme. These changes have been made with the integration of relevant Molecular Medicine and Pathology content, the outcome of which was better student feedback and performance across the module.
- MD2011 - Infection & Immunity integrated the disciplines of immunology, microbiology and parasitology. This addresses one of the key research areas in the school and the issue where students viewed the previous module as 2 separate subjects (microbiology and pathology).



Integrated biomedical and clinical teaching

- MD3008 – Clinical Pharmacology & Therapeutics. Adjustments made to module content integration and relevance, organisation and communication, these changes were very positively reflected in student feedback.

Medicine and Surgery

- MD3010 - MSK/ORTHO week well received, with 95% students rating it as very good/excellent. It is considered a good model for other areas to follow.
- New administrative process to allow students choice for one clinical placement, as requested in their feedback to facilitate elective selection and career planning.
- Mentoring programme introduced in Medicine, Tallaght.

Radiation Therapy

- Minor changes made to the timing of content and assessment deadlines. These minor changes made for 2017-18 will be further evaluated at curriculum review at the end of the year. All changes were made, with awareness of the accreditation body, along with consideration for future changes when TEP is implemented in 2018-19

Occupational Therapy

- Discipline has engaged with CAPSL for guidance on reducing assessment load for students and incorporate more assessment for learning approaches within some modules as fitting to the module aims and objectives
- Staff have met and discussed module content and assessment practices, efforts have been made to balance out assessment demands and deadlines so that all assignments are not falling due at similar times

Physiotherapy

- At discipline level, assessment was changed in one module slightly to allow students more time to reflect on the theory in their reflective writing.
- More detail will be provided on one aspect of another module where students reported requiring more information.

Human Health and Disease

- Implementation of neuroanatomy into SS Year based on feedback. Alterations to CM3207 assessment MAP to facilitate student learning



Human Nutrition and Dietetics

- Lack of student engagement with Trinity in year 1 (since years 1 and 2 are primarily on DIT campus); A new module in evidence based practice, including inter-professional learning, and Trinity library sessions was introduced in 2016-17; the feedback on of the module was very positive, especially around IPL and library engagement.
- Reduction in assessment and Increased use of mixed methods of assessment e.g. more continuous assessment, reflection logs, presentations and similar.
- More case-based, problem based learning in class, thought out modules have been introduced based on feedback.

School of Nursing & Midwifery:

- Student Space Enhancement project - Refurbishment of the front foyer and parent and infant room.
- The timetable for the Senior Sophister Literature Review module has been amended so that classes finish in late-November and recommence in the New Year to allow students time to study for final examinations in December. Some face to face lectures for this module have been replaced with podcasts to enable students to access this information as many times as they like at times that suit them.

School of Pharmacy & Pharmaceutical Science

- Following introduction of cases studies into PH1101, the proportion of marks going for this component has been raised from five to 15%. An IPL session based around pain management will also be introduced into this module in Hilary term 2018.
- Following positive feedback on the IPL sessions in year 3, an additional IPL session has been introduced into year 3. This is in collaboration with the Physiotherapy department. This year will also see the rollout of an IPL session with the Dental School. The activity will involve our SF students with their JS students.
- Will deliver an introductory IPL lecture to our JF students in Michaelmas term 2017.

4. Escalations - Postgraduate (from course & module surveys)

School of Medicine

- Library borrowing rights for students taking certificate in Implementation Science.



- Fitness for purpose of Foster Place as a teaching venue.
- Cost of course fees.

School of Nursing & Midwifery

- Students having problems with PG admissions via SITS

School of Pharmacy & Pharmaceutical Science

- The equipment quality has been consistently commented on informally by PGT. Capital equipment for teaching and research projects is not what is expected in a HEI and inconsistent with fees. Without substantial College CAPEX, this is unresolvable. The issue will affect student perception and through feedback the level and quality of recruitment.

5. Repeat issues - Postgraduate (from course & module surveys)

School of Medicine

- Fitness for purpose of Foster Place as a teaching venue
- Library borrowing rights for students taking certificate in Implementation Science

School of Nursing & Midwifery

- Students continue to have problems with PG admissions via SITS, which is preventing them from completing their applications and preventing them from registering on the course. This issue was escalated to College for a resolution and yet it remains unresolved.
- We have worked with individual students to try to address their problems and where possible have expedited their progress through detailed communications with Academic Registry.

6. Positive aspects and enhancements - Postgraduate (from course & module surveys)

School of Dental Science

- Introduction of two supervisors for each research project, one principle and the other as a co-supervisor.
- The introduction of formal six monthly reviews with the thesis committee for each PG.



School of Medicine

- Some research dissertations of publishable standard
- High quality of dissertations with above average number of distinctions on some courses
- Standard of programme comparable/exceeds other European programmes

School of Pharmacy & Pharmaceutical Science

- No issues were raised in the student feedback responses that required action. Improvements in quality that are made independent of the formal process are either obvious (PGR) or have not been underlined to incoming PGT because that was not appropriate.

3.2. External Examiner Reports

Table 3.2

Number of UG Programmes externally examined	51	Number of UG External Examiner Reports returned	46	73%
Number of PG Programmes externally examined*	42	Number of PG External Examiner Reports returned	30	76%

*Midwifery 16 PG programmes examined 10 External Examiners Reports expected.

1. Escalations – Undergraduate (from External Examiner reports/COE meetings)

School of Medicine

Medicine

Obstetrics/Gynaecology

- Department not sufficiently resourced, needs more staff, IT support & investment. Senior Lecturer of the department should be supported in seeking collaborative research opportunities

Physiology

- Introduction of standard setting. School plan to introduce it into the OSCE. Needs SL approval



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Radiation Therapy

- Lack of clinical tutors
- Details of discussions to date and parties included on these discussions was given verbally.
- (Issue re-outdated planning system was dealt with at Sch. level)

Occupational Therapy

- All issues can be addressed at Discipline level

Human Health and Disease

- The previous external examiner Prof Gordon McEwan has commented previously and in the 2014-15 report that the programme is relatively under-resourced for what it deliver. The external examiner states in his report, “it would be helpful to ensure that the programme lead has adequate administrative support”. For the 2016-17 academic year a new external examiner, Prof Ronald Baxendale, was appointed. Prof Baxendale reported the same issues as previously raised “*the course is popular and its growth has strained the capacity to cope. The organisers clearly need more administrative support*”

2. Repeat issues - Undergraduate (from External Examiner reports/COE meetings)

School of Medicine

Medicine

Molecular Medicine

- Due to the burdensome schedule on current lecturers, additional lecturers are required to cover specialised topics and provide flexibility to the timetable. More administrative support needed also.

Radiation Therapy

- Issue re- clinical tutors is recurring.

Occupational Therapy

- High assessment load



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Human Health and Disease

- The issue raised by the external examiner regarding administrative support is a repeated issue

Human Nutrition and Dietetics

- As above

School of Nursing & Midwifery

- Poorly handwritten feedback (in a small number of cases) which did not advise student how to improve mark.
- Over assessment.

Positive aspects and enhancements - Undergraduate (from External Examiner reports/COE meetings)

School of Dental Science

- Introduction of double marking of sample of scripts in years 1-4 Dental Science
- Renaming of 1st year exams

School of Medicine

Medicine

Public health & Primary Care

- The suggested modification of portfolio was implemented. Extern believes this has improved students' reflective skills for themselves, their patients and practice.

Molecular medicine

- It was suggested that integration of module components has progressed well and there is planned revision of the curriculum

Physiology

- It was suggested that indicative answers be provided for the SAQs. This has been implemented

Radiation Therapy

Follow up meeting with Head of Discipline, School Administrator and Dean of Faculty in relation to:

- The clinical tutor situation



- The Dean is to raise this with relevant staff in the HSE/HSCP.
- Head of Discipline (AC) also discussed the situation with the President of the National Professional Body (IIRRT) and supplied documentation to support discussion on this.
- The treatment planning system. This is now resolved as funding was made available from funding within the Discipline and the School, and a capital project is now in place.

Occupational Therapy

- Discipline has had active discussion and action that has included engagement with CAPSL for guidance on reducing assessment load for students and incorporate more assessment for learning approaches within some modules as fitting to the module aims and objectives.
- Staff have met and discussed module content and assessment practices, efforts have been made to balance out assessment demands and deadlines so that not all assignments are falling due at similar times.

Physiotherapy

- Clarification of Double Marking criteria.
- Improved student feedback.

Human Health and Disease

Report quotes:

- “The design of the degree is very good”
- “The assessment was conducted using a range of well-established tools – this gives confidence in the standard used in a new programme”
- “The feedback was good. We reviewed the course feedback module by module. The student comment was balanced, and I am sure any problems identified can be rectified”

Human Nutrition and Dietetics

- Based on External Examiner feedback, the undergraduate projects were highlighted as a strength of the programme. The External Examiner made suggestions around the disparity of marks from overseas project supervisors. In response to this, specific criteria and grade descriptors for overseas supervisor’s marks were developed to guide them and standardise their marking.



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School of Nursing & Midwifery

- Across the board, the comments from External Examiners have in the main been very positive.
- Comments have praised the work in the School and the standard of the course.

School of Pharmacy & Pharmaceutical Science

In the area of Pharmaceutical Chemistry, the External Examiner had raised some concerns around the predictability of examinations papers and understanding of basic concepts.

- During the course of the last academic year, the examination papers for the Pharmaceutical chemistry modules were structured so that questions were less predictable.
- For all practice of Pharmacy modules Type 4 MCQ, based questions are no longer used for assessment purposes.
- The Advanced Drug Delivery module in Year 5 of the new course will undergo significant revision before it is rolled out in the new programme. It will use various methods of assessment based on feedback from the External examiner. This module is currently positioned in year 4 of the old course.

3. Escalations - Postgraduate (from External Examiner reports/COE meetings)

School of Medicine

- Consumable budget for research dissertations very low and EE raised concerns with continued quality of research on such a small budget
-

4. Repeat issues- Postgraduate (from External Examiner reports/COE meetings)

School of Medicine

- The same as escalations.

5. Positive aspects and enhancements - Postgraduate (from External Examiner reports/COE meetings)

School of Dental Science

- Increasing the number of multidisciplinary teaching sessions each year
- Increasing the multidisciplinary nature of Clinical Conferences.



School of Medicine

- Changes to the marking scheme for assessment of one module and introduction of a new component for another module
- The External Examiner suggested that students should be given an opportunity to repeat a failed module on one course with a capped mark of 50%
- Amended marking scheme for dissertations suggested by External Examiner was implemented the following year

Accreditation Cycle

Table 3.3

Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Dental Council	Bachelor in Dental Science		2017	TBC	2022
N/A	Bachelor in Dental Technology				
Dental Council	Diploma in Dental Hygiene		2016	Accredited	2021
Dental Council	Diploma in Dental Nursing		2026	Accredited	2021
Dental Council	National Dental Nursing Training Program		2016	Accredited	2021
Association of Occupational Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational Therapists, WFOT)	Four Year Occupational Therapy Degree (BSc, Cur. Occ)		04/05/2016 and 05/05/2016	Full Accreditation received March 2017	2021
CORU	Four Year Occupational Therapy Degree (BSc, Cur. Occ)		20-22/10/2015	Accredited Final Accreditation letter received 09/02/2016	2020
Association of Occupational Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational Therapists, WFOT)	One year Occupational Therapy Degree programme (Singapore)		February 2013	Accredited	2018 Currently under discussion with AOTI re format of this accreditation procedure
CORU	BSc Physiotherapy		N/A	Awaiting response	Unsure
CORU	Human Nutrition and Dietetics				07/02/2018



Nursing & Midwifery Board of Ireland (NMBI)	BSc Nursing	UG	5/6 December 2016	Awaiting review report from NMBI	TBC
NMBI	BSc Midwifery	UG	5/6 December 2016	Awaiting review report from NMBI	TBC
NMBI	Higher Diploma Children's Nursing	PG	5/6 December 2016	Awaiting review report from NMBI	TBC
NMBI	Higher Diploma Midwifery	PG	5/6 December 2016	Awaiting review report from NMBI	TBC
PSI	Five Year Pharmacy (Integrated) Programme	UG+PG	March 2017	Programme accredited for three years	PSI to undertake focused on-site visit during the first quarter of 2019

**Outcomes include Accredited, Accredited with Conditions, Not Accredited*

1. Escalations – Programme & School Accreditation Review

School of Medicine

Human Nutrition & Dietetics –

- Review occurred on 8 February 2018, awaiting outcome of review.

Occupational Therapy

- Staff student ratio within the 4-year undergraduate programme was raised by Association of Occupational Therapists Ireland (AOTI) at the most recent accreditation, as the ratio did not comply with the World Federation of Occupational Therapists (WFOT) recommendation. This issue had been a concern at the previous accreditation visit in 2011.
- The staff student ratio has been resolved at School and Faculty level, new appointments have been made and currently staff student ratio is compliant with WFOT requirements.
- Efforts have been made at School level to ensure intake of students onto the UG course is capped at 40 max to ensure compliance with the staff student ratio requirements of the accreditation body.

School of Nursing & Midwifery

- As the NMBI review report has not yet been received either in draft or final version as of yet we are unable to complete this section.



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School of Pharmacy & Pharmaceutical Science

- Progress towards achievement of a staff: student ratio of 1:23
- Working towards recruitment of staff / obtaining necessary College permissions to further recruit staff.

2. Repeat issues - Programme & School Accreditation Review

School of Medicine

Occupational Therapy

- Staff Student ratio issue raised by AOTI in relation to the 4-year undergraduate programme at the previous accreditation visit in 2011.

Positive aspects and enhancements - Programme & School Accreditation Review

School of Dental Science

- We are waiting for the Dental Council report on the Dental Science accreditation process.
- We have responded to the Dental Council's report on Dental Nursing and Dental Hygiene and are waiting for them to respond to our response to their report.

School of Medicine

Occupational Therapy

- Resolution of the staff-student ratio issue to comply with the requirements of the accrediting body.

School of Pharmacy & Pharmaceutical Science

- The accreditation team considered its findings and agreed that the five-year fully integrated Master of Pharmacy degree delivered by the School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TRINITY) meets all required accreditation standards.



3. ACTION - Programme & School Accreditation Review

School of Medicine Occupational Therapy

- Re-accreditation of the one-year Occupational Therapy Singapore programme is pending in 2018.
- Head of Discipline has been in communication with the professional accrediting body AOTI to negotiate the terms of reference for this re-accreditation given the unique nature of this programme and the substantial changes that have occurred in Singapore on the feed-in 3-year Diploma programme provided by Nan Yang Polytechnic, which is currently closing.

School of Pharmacy & Pharmaceutical Science

- No requirement for an action plan, only issue is working towards the PSI's desired staff: student ration of 1:23

3.3. Quality Review Cycle

Table 3.4

School, Programme or Trinity Research Institute (TRI)	Date of Quality Reviews	Type of Quality Review (S, P, R)*	Current Status (RR, IP, PR)**	Next due
Pharmacy & Pharmaceutical Science	6-8 December 2016	S	Implementation Plan approved by Council in April 2017 (IP)	2023/24
Dental Science	21-23 February 2017	S	Implementation Plan approved by Council in October 2017 (IP)	2023/24

Refer Schedule of Reviews on Quality Office Website *School (S); Programme (P); Research (R). ** Review Report (RR); Implementation Plan (IP); Progress Report (PR)



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1. College level issues/recommendations raised in Quality Review Reports for escalation to Quality Committee and Council

Benchmarking:

School of Dental Science

For professionally accredited programmes, such as Dentistry, the Dental Council accreditation benchmarks the Trinity programme against other programme in Ireland.

School of Medicine

For professionally accredited programmes, such as Medicine, the Irish Medical Council, thereby ensuring benchmarking against other medical programmes, uses internationally developed and recognised benchmarks.

School of Nursing & Midwifery

The School does not currently benchmark against any other Schools except through the QS subject rankings. In this ranking the School out performs all other

Schools of Nursing & Midwifery in Ireland and indeed all other Schools in the University. It is the only School of Nursing & Midwifery in Ireland in the top 50 at 36th place in the 2017 subject rankings, although it did drop from 31st place in 2016.

3.4. Progression, Retention and Completion Statistics

UG New Entrants (draft 2016/17).

Strategic Plan target of 90% retention (A1.1) for transition from first *year to second year*

Faculty transition from first year to second year in 2016/17 was 89%.



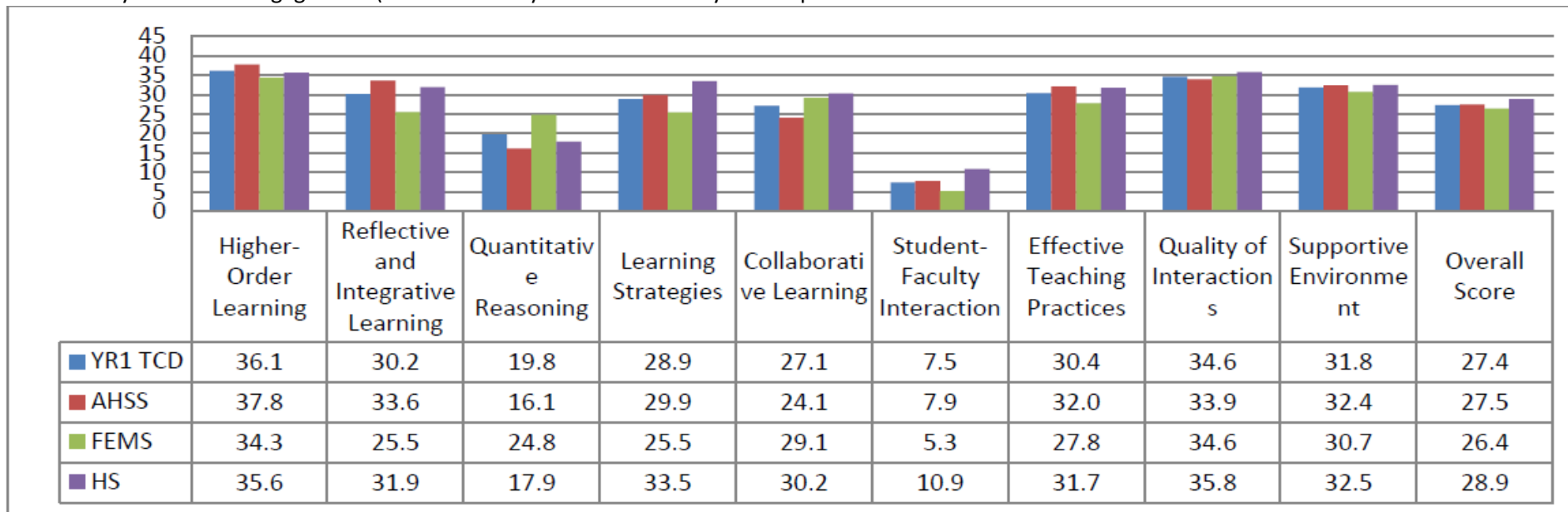
	Total on Course	Outcome	Progression Total		Gender		Fee Status		Attendance		Mature	Access
			Total	%	Female	Male	EU	NEU	Full-time	Part-time		
Children's and General Nursing	19	PROGRESSED SAME COURSE	17	89%	16	1	17		17	0	4	2
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	2		2		2		2	0	1	
Dental Hygiene	4	PROGRESSED SAME COURSE	3	75%	3		3		3	0	2	
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	1		1		1		1	0		
Dental Nursing	22	PROGRESSED SAME COURSE	20	91%	20		20		20	0	3	5
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	2			2	2		2	0		
Dental Science	44	PROGRESSED SAME COURSE	39	89%	23	16	24	15	39	0	2	4
		REPEAT SAME COURSE	2		2		1	1	2	0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	1		1		1		1	0		1
		WAS NOT RETAINED	3		3		3		3	0		
Dental Technology	4	PROGRESSED SAME COURSE	3	75%	3		3		3	0		
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	1		1		1		1	0		
*Human Health and Disease	28	PROGRESSED SAME COURSE	24	86%	16	8	24		24	0		5
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE	3		3		3		3	0		
		WAS NOT RETAINED	1		1		1		1	0		
Human Nutrition and Dietetics (Joint Degree)	23	PROGRESSED SAME COURSE	23	100%	21	2	23		23	0	2	
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED								0		



	Total on Cours	Outcome	Progression Total		Gender		Fee Status		Attendance		Mature	Access
			Total	%	Female	Male	EU	NEU	Full-time	Part-time		
Medicine	152	PROGRESSED SAME COURSE	148	97%	89	59	93	55	148	0	13	13
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE	1			1	1		1	0		
		WAS NOT RETAINED	3		2	1	1	2	3	0	3	
Midwifery	37	PROGRESSED SAME COURSE	37	100%	37		37		37	0	14	4
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED								0		
Nursing	199	PROGRESSED SAME COURSE	188	94%	174	14	188		188	0	41	33
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	11		9	2	11		11	0	1	4
Occupational Therapy	38	PROGRESSED SAME COURSE	36	95%	34	2	35	1	36	0	2	6
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE	1		1		1		1	0		
		WAS NOT RETAINED	1		1		1		1	0		
Pharmacy	61	PROGRESSED SAME COURSE	58	95%	35	23	56	2	58	0	3	14
		REPEAT SAME COURSE	1		1		1		1	0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	2		1	1	2		2	0		
Physiotherapy	43	PROGRESSED SAME COURSE	41	95%	30	11	39	2	41	0		6
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE	1		1		1		1	0		
		WAS NOT RETAINED	1		1		1		1	0		1
Radiation Therapy	29	PROGRESSED SAME COURSE	28	97%	24	4	27	1	28	0		5
		REPEAT SAME COURSE								0		
		TRANSFERRED OTHER COURSE								0		
		WAS NOT RETAINED	1		1		1		1	0		1
Grand Total	703		703		556	147	624	79	703	0	91	104



Irish Survey of Student Engagement (Table 3.6.1: Key stats from Faculty ISSE Report)



4. Faculty Performance on ISSE indices

School of Dental Science

The number of respondents from our School was low (six in first year Dental Science, otherwise just one from each other cohort). It is therefore impossible to draw any conclusions from the data. We do note however, that the mean scores for the School exceed the overall scores for the College in all categories. Ours is a small School with a high staff to student ratio therefore the level of interaction between staff and students is high. The integrated nature of our curriculum and the use of Problem Based Learning also inculcates a high level of higher order and integrative learning in our students. We therefore feel confident that students in the final year of our programmes should would score well in the survey.

In order to further encourage reflective learning we have introduced reflective portfolios in all of the clinical areas in Years 4 and 5 of the Dental Science programme.



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School of Medicine

We note that 328 PGT students from TRINITY answered the survey, and this represents 15.6% of the PGT student body. Of these students, only 69 respondents were from Health Sciences. On a pro rata estimate, it is likely that 30 to 35 of these respondents may have been from Medicine, thus it might be hard to draw solid conclusions from a small sample.

However, we note from p44 of the ISSE report, that the following aspects of were noted for student engagement; learning variety, quality of lecturers, overall engagement. Based on the student evaluation data provided to us it would appear that our PGT offerings are strong in these areas.

School of Nursing & Midwifery

Response rate was too poor to gather any useful information to implement change.

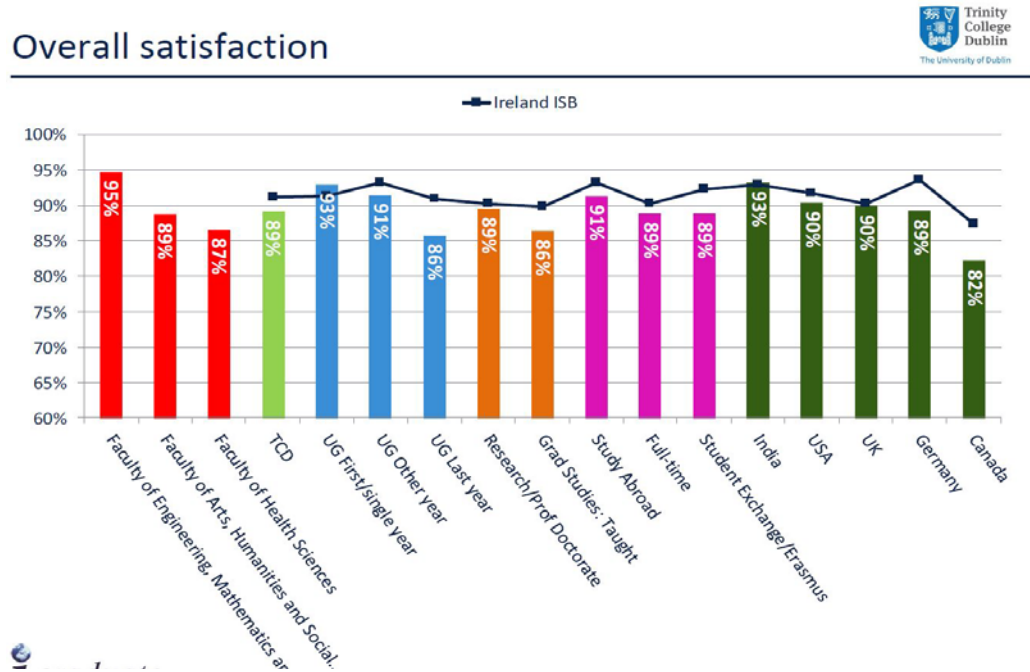
School of Pharmacy & Pharmaceutical Science

The School has reviewed findings and it is considering action in the context of TEP implementation and the rollout of the new Pharmacy integrated programme.



3.5. Internationals Student Barometer

Table 3.7.1 Key stats from ISB Report 2017 (Global Relations Coordinator did not provide a report for 2017)



5. Key issues arising from ISB Report School of Pharmacy & Pharmaceutical Science

The School has reviewed findings and it is considering action in the context of TEP implementation and the rollout of the new Pharmacy integrated programme.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Medicine

There are areas identified by the report, which concur with the programme evaluation process. The ISB response rate for the School of Medicine was low, with 45 students responding. The results must be considered in conjunction with the other feedback sources.

Examples of this; the issue of student learning space has been raised by JF and SF students in Medicine over the past 4 years. In addition, performance feedback scores are lower on local criteria and is in accordance with the report's findings. Both these issues require significant investment to address.

Course organisation was reported in local evaluations. These were monitored and the 2016/17 feedback showed better student ratings in these areas.

School of Nursing & Midwifery

Response rate was too poor to gather any useful information to implement change.