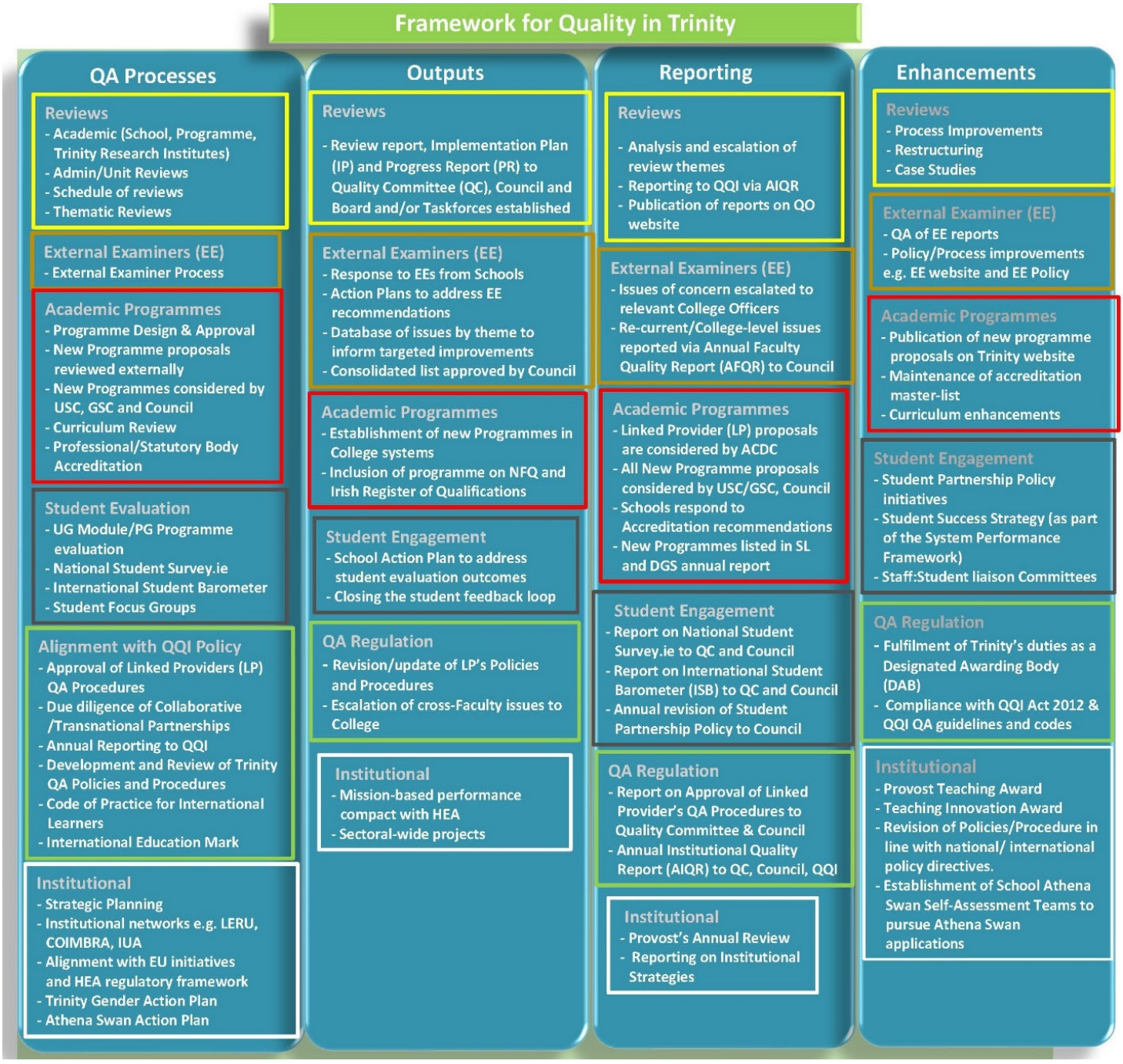
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin




# CONSOLIDATED ANNUAL QUALITY REPORT **2019/20**

# Contents

1. Overview of the administration of quality assurance ..... 2
2. Commentary on the Annual Faculty Quality Reports 2019/20 ..... 5
2.1. Response to and impact of Covid-19 on the quality of programme provision ..... 5
2.2. Schools' experiences of TEP mainstreaming in 2019/20 ..... 7
2.3. Conduct of Courts of Examiners ..... 8
2.4. Schools' experiences of using Blackboard/MS Teams/Zoom ..... 8
2.5. CAO Entry Points ..... 9
2.6. Completion rates for PGR students ..... 9
2.7. Other issues identified by the Faculties ..... 9
3. Assessment against Key Metrics ..... 12
3.1 Module evaluations: ..... 14
3.2 Programme evaluations: ..... 14
3.3 Response rates to UG module and PGT programme evaluations ..... 15
3.4 National Student Survey.ie (formerly ISSE) UG and PGT ..... 16
3.5 PGR student experience ..... 17
3.6 External Examiner Process ..... 17
3.7 Accreditation ..... 18
3.8 Progression/retention ..... 18
4. Key initiatives and Good Practice ..... 19
5. Appendices to this report ..... 24

## 1. Overview of the administration of Quality Assurance

The Annual Faculty Quality Reports (AFQRs) were introduced in 2013/14 as part of the Framework for Quality at Trinity which brings together the elements that form the focus of quality assurance activity in Trinity in terms of ongoing self-evaluation and monitoring (e.g. quality review process, external examiner process, module and programme evaluations, reports on the National Student Survey.ie and International Student Barometer (ISB), accreditation process etc.). The draft reports are discussed at a designated Annual Faculty Quality Executive meeting, usually in March each year, attended by the Quality Officer, before being submitted to the Quality Committee for consideration. Individual AFQRs along with a Consolidated Report are submitted to Council for approval before being published on the Quality Office website.

Enhancements to the report have been introduced over time in response to feedback from the Faculties or from Council, or as a consequence of changing strategic priorities and the external legislative or regulatory landscape. These improvements have included *inter alia* commentary by Schools on their experience of implementing the Trinity Education Project (TEP), new legislation and regulations (e.g. EU-General Data Protection Regulations), and new College Policies and Procedures; engagement with the Athena Swan Awards; the introduction of School Action Plans to address the recommendations/issues arising from quality assurance processes. The evolution of the document has ensured that it remains relevant and useful to Council in terms of escalating issues and risks associated with the quality assurance of academic provision.

In February 2020, A *Review of Quality Compliance Oversight* (henceforth the *Audit Report),* was undertaken by the Internal Audit Office. The Report proffered recommendations on the continuing enhancement to quality processes outlined under the Framework of Quality in Trinity. A key observation was that there is no equivalent annual reporting process on quality assurance of the service/administration areas of the University to Quality Committee (QC) and Board. The Audit Report recommended the 'introduction of an annual quality report from administrative areas as well as academic areas to ensure effective University-wide oversight and monitoring of quality'.

The Terms of Reference for the Quality Committee (QC) were revised in 2020[1] to pave the way for a report to Council and Board to address the recommendation that details quality assurance and enhancement activity across both the academic and non-academic areas in College. This year's consolidated report has been developed with a view to transitioning to such a report and

[1] *Approved by Board (BD/20-21/044) in 2020.*

will inform the production of the Annual Quality Report (AQR) to Quality and Qualifications Ireland (QQI), due in December 2021. It will also inform preparations for Trinity's Institutional Quality Review (scheduled for March 2022) in which Trinity will be required to demonstrate effective implementation of the Framework for Quality in Trinity College Dublin.

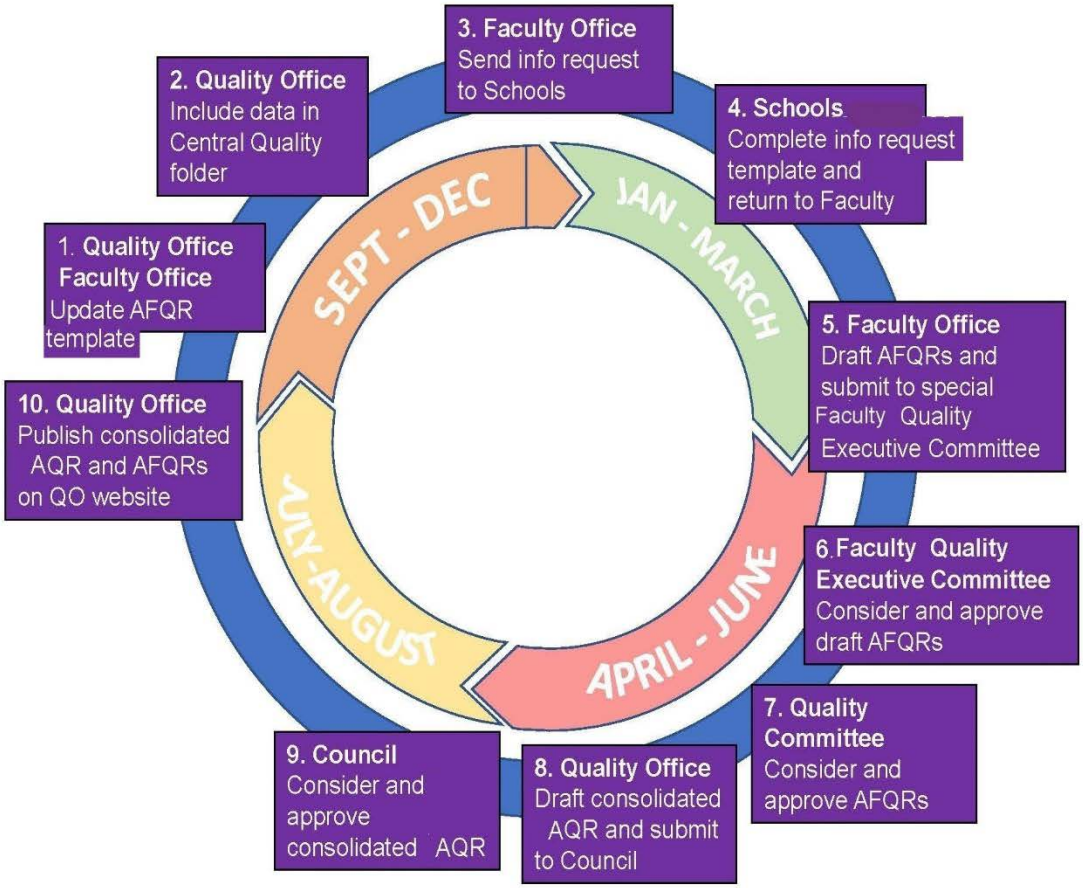



*Figure 1: Process for the development of the Annual Faculty Quality Report (AFQR)*

Figure 1 above outlines the cyclical process that supports the development, reporting and approval of the AFQRs. The development process is led by the three Faculty Administrators (AHSS, STEM and HS), in consultation with the Quality Office and Schools.

Schools are asked to report data on a range of key metrics (student evaluations conducted, percentage external examiner reports returned, student progression and retention data etc.), to address issues in School and Programme level National Student Survey reports (UG, PGT and PGR) and International Student Barometer (ISB) reports (generated by the Global Relations Office), to report on their own internal quality processes and to comment on their experience of implementing College policies and procedures and strategic initiatives, and to outline any issues or risks arising from them via a School Action Plan, introduced in 2018/19.

The draft reports are discussed at a designated Annual Faculty Executive Quality meeting,

usually in March each year, and attended by the Quality Officer, before being submitted to the April Quality Committee for consideration. In April 2021, the Quality Committee considered the three Annual Faculty Quality Reports (attached as Appendices 1-3) in respect of **2019/20** and make the following recommendations to Council:

1. A better balance between descriptive and analytical elements and a better articulation of what is within the remit of Schools and College be considered in the approach to the 2020/2021 reports.
2. The Terms of Reference for the Annual Faculty Quality Reports (2016) to be updated accordingly and provided to Schools with next years' School information request for the AFQR.
3. Quality to be added as a standing item on agendas for Faculty Executive meetings and all three Faculties to adhere to the requirement for a dedicated Annual Faculty Quality Executive.
4. The Academic Registry to be invited annually to present its Annual Report to the Heads of School Committee.

Recommendations 1-3 will be considered in the annual review of the AFQR templates with the Faculty Administrators, and recommendation 4 will be discussed with the Chair of the Heads of School Committee.

Action Plans were submitted for the second year by Schools in all Faculties. The Faculty of AHSS reported that most Schools fully engaged in updating their action plans although School priorities, necessarily, changed in March 2020. Schools in Health Sciences reported that the Action Plans have not been used as a tool, however all of the content within the action plans has been managed and addressed through usual school mechanisms (e.g. through tabling at the appropriate committees). Schools noted that completion of the Action Plan was somewhat cumbersome and generated additional workload. The Faculty reported that issues arising from the Faculty Quality Report which are to be monitored at Faculty level would be added to the Faculty Executive Committee (FEC) agenda in 2021/22 and monitored through the normal FEC documentation.

The Faculty of STEM was the only Faculty to submit its Faculty Risk Register with the Annual Faculty Quality Report.

2019/20 saw the commencement of preparation for the Institutional Quality Review, scheduled for the week of the 7th -11th March 2022. The processes contained in this report provide evidence of the monitoring and effectiveness of quality activities under the Framework for Quality in Trinity. The view of academic and professional staff on the monitoring and reporting of quality will be sought by the international review team during the schedule of meetings to be conducted during the week of the review.

Key products that form inputs into the institutional review and evidence a commitment to monitoring and effectiveness of quality, at an institutional level include:

1. The Institutional Self Evaluation Report – currently undergo consultation with Committees;
2. Case Studies in Quality – approved by College Board in June 2021;
3. 'We Value your Opinion of Quality in Trinity' - an all-staff survey conducted in November 2020; and
4. The Annual Quality Report (AQR) to QQI.

## 2. Commentary on the Annual Faculty Quality Reports 2019/20

### 2.1. Response to and impact of Covid-19 on the quality of programme provision.

Schools were asked to outline how they had ensured the quality of their programme provision (UG and PGT) following the introduction of the lockdown in March 2020 and the consequent move to online teaching, learning and assessment. The following key points were made:

- Heads of School in all three Faculties were unanimous in their praise of the staff response to the pandemic and the resultant move to online teaching and learning.
- Staff engaged positively with the **training and support** provided by IT Services and Academic Practice in the use of online platforms such as the Blackboard suite, Panopto, Zoom, MS Teams etc.
- The resources and guidelines provided by Academic Practice to ensure that module content was deliverable and **learning objectives** could be met in the online environment were widely used.
- Peer support and **sharing of good practice** amongst colleagues through, for example, Zoom coffee mornings and the appointment of online champions contributing to the success of the transition to online teaching and learning.
- The importance of maintaining **academic rigou**r when adapting assessment practices to the online environment and the importance of reducing unnecessary **assessment load** was acknowledged in all three Faculty reports.
- Most teaching moved fully online, but where essential, face-to-face teaching continued under strict adherence to College and public health guidelines.
- Undergraduate **teaching labs,** in some Schools, were retained in face-to-face format by running them with fewer students over multiple sessions. At PGT level, 'wet' projects were replaced by 'dry' projects in some cases, which included computational based studies, literature reviews and analysis and interpretation of virtual data.
- External Examiners were given access to online material enabling a robust assessment of the **quality of programme delivery** and were consulted on changes to assessments.
- Remote Courts of Examiners worked well and a **comparison of grades** between 2019 and 2020, mandated by College, indicated that a 4% grade inflation had occurred overall.
- At PGR level, online *viva voce* were held, supported by customized guidelines.
- Where programmes were subject to **external accreditation**, consultation with the relevant professional body took place to obtain approval of modalities of assessment, to agree the minimum requirements for face-to-face teaching and to agree on the rescheduling of placements.

- Schools reported **positive feedback from students** regarding the way in which changes to teaching and assessment had been arranged and communicated to them, and on the care and attention paid to students' wellbeing and moral.
- Some experiences of online teaching, learning, and assessment may be retained and further developed in the future.

Risk to Quality arising from Covid-19:

- Allocation of **clinical and professional placements** across both UG and PG programmes in all Faculties was identified as a significant issue for courses for which placements are mandated by the accrediting or professional bodies. In March 2020, all Health Sciences students were temporarily removed from practice placements which posed many logistical issues for the schools and partner hospitals in terms of the completion of this missed placement time. Where 1st and 2nd year placements were cancelled and moved forward to 2021, HS reported that it was problematic to reflect this within the SITS system. In AHSS, the School of Social Work and Social Policy reported that they were unable to send JF and SF students on placement and that a placement-related study was assigned, instead, as coursework. In Linguistic, Speech and Communication Sciences, some placements that had to be terminated or postponed were rescheduled or, as in the case of the Centre for Deaf Studies, an external-examiner-approved alternative was found. The School reported, however, that it continued to face the challenge of managing student placements, and that its students were at risk of being unable to progress in their studies due to the national backlog of placements.
- The Faculties raise a number of issues with regard to the embargo on **staff recruitment** following the lockdown in March 2020 and the possible consequences for quality
- The School of Nursing and Midwifery reported that some decision making (for example student access to clinical practice settings) has been increasingly centralised within the Department of Health and within the NMBI since the start of the pandemic. The School has concerns that this could erode the **academic and professional autonomy** of the School, and hence the Faculty has raised its concerns to Faculty and College-level. The School reported that it is working closely with the Department of Health and the NMBI to ensure its established autonomy, reporting arrangements and professional governance systems remain in place.
- The absence of a **College-wide standard** for online courses and assessments was identified by the Dean of Health Sciences as a risk to the quality of the student experience.
- The significant **increase in workload** arising from the number and accumulation of multiple assessments was identified by STEM as an issue of concern for staff and students.
- The pandemic altered the way in which **space** can be used and some issues arising from this were highlighted in the AFQRs. Schools in Health Sciences reported that had more contact time with students than the other faculties due to the requirements of the various accrediting bodies, as well as the nature of the courses. The requirement for social distancing meant that some schools in Health Sciences were required to hire commercial spaces to facilitate their on-site teaching while teaching spaces remained empty across College.

## 2.2. Schools' experiences of TEP mainstreaming in 2019/20

Schools were asked in the 2019/20 reports to outline their experience of TEP mainstreaming. They reported overall that the implementation of TEP had resulted in many positive features, such as the provision of successful Trinity Elective (TE) and Open Modules, and opportunities to review and streamline the curriculum.

- In AHSS, Schools reported that they have now integrated all courses into the TEP architecture and some Schools have provided additional elective modules.
- The implementation of TEP resulted in innovations across the STEM schools e.g. the use of the 'flipped classroom' implemented in the SF Biological Sciences module 'From Molecules to Cells' in TR060/TR061. The Faculty also reported that within the new 'pillared architecture' new joint honours undergraduate degree offerings have become possible e.g. Computer Science and Geography (first intake in September 2021).
- While Schools in Health Sciences reported that some of the principles of TEP, particularly the Academic Year Structure (AYS), were not achievable due to the requirements of the professional bodies, the School of Nursing & Midwifery took the opportunity to develop modules in line with TEP regulations when implementing new undergraduate curricula for its programmes.
- To reduce the risk of high student attrition to Departments outside the School at the end of the SF year, a possible consequence of the mainstreaming of TEP, the School of Languages, Literatures and Cultural Studies organized a well-received School Open Day in December 2019 to showcase the different departments, with creative 'tasters' of the languages and cultures represented in the School.

The Faculties also reported a number of TEP-related concerns:

- T**imings** between exams, marking and Courts of Examiners remain very tight in the new AYS. The School of Social Work and Social Policy suggested that the fixed deadline poses a risk to the quality of the marking and the accuracy of the student's progression results.
- The impact of the **fixed timetabling** policy in terms of limiting student module and pathway choices. In Creative Arts, concerns were expressed regarding the impact, in terms of pedagogy and teaching resources, of the introduction of a fixed timetable that will require separation of third- and fourth-year modules. Concern was also expressed in the School of Law about module/pathway choices limiting students' career options.
- The lack of availability of **subject results for joint honours** students at Courts of Examiners meetings was an issue of concern in the School of English, which reported that this lessened their sense of a student cohort over whose marks the School has clear oversight and created practical issues in terms of awarding prizes for Joint Honours students.

- The absence of timelines and a definitive list of modules available (TEs and OM) which led to uncertainties around subjects and timetables was highlighted as an issue of concern in the AHSS and STEM reports. Technical difficulties with **module selection** and **online module enrolment,** particularly the software issues around DT2 in September 2020, meant that where issues arose, some students had ongoing issues well into Michaelmas term. Credit imbalances for students took several weeks to resolve. Schools in AHSS remain concerned that this has not been fully resolved for 2021. During the QC discussion of the AFQRs in April 2021, the Director of Student Services clarified that online module enrolment had been under the direction of IT Services as part of the DT2 programme and not managed by the Academic Registry in 2020/21. She reported that AR would, however, provide assistance with the process for 2021/22.

Following the implementation of the Trinity Education Project, the process of evaluating the student experience of Open Modules has been initiated. In Michaelmas Term 2020, module co-ordinators were asked to include three additional questions to be only answered by those students who took the module as an Open Module. The information requests to Schools that inform the Annual Faculty Quality Report for 2020/21 (due to be submitted in January/February 2022) will incorporate a specific question on the evaluation of Open Modules. Schools will be asked to provide a list of the Open Modules delivered by the School and the response rate to the Module Evaluation Survey or equivalent modality. Actions to respond to issues identified from the Evaluation of Open Modules will be included in the School Action Plans.

The Quality Office is responsible for conducting evaluation of Session 1 and Session 2 Trinity Elective Modules (TEM) on behalf of the Trinity Elective Sub-Committee of Undergraduate Studies Committee. Individual Trinity Elective Module evaluation reports are shared with the Module Coordinator to inform continuous enhancement of the TEM, while an overall report addressing all TEMs and recurring themes is shared with the Chair of the Trinity Elective Sub-Committee and the TEP Project Manager.

### 2.3. Conduct of Courts of Examiners

The move to online Courts of Examiners worked well in all Faculties. Feedback from External Examiners is that access to Blackboard should be retained and facilitated more broadly. The Faculty of HS suggests that retention of a hybrid model would make it easier for some disciplines to recruit suitably qualified External Examiners if there is a lower burden in terms of travel commitments. Both Schools and External Examiners report missing the element of faculty engagement, however.

### 2.4 Schools' experiences of using Blackboard/MS Teams/Zoom and the Blackboard Learn suite of tools

The Faculties report general satisfaction with their experiences of using Blackboard, MS Teams and Zoom. The Faculty of AHSS reported that while Blackboard appears to have worked well, there was a general preference for Zoom over MS Teams for teaching. In STEM, there were mixed

experiences on the use of Panopto for captioning and live recording, with the School of Physics reported a technical issue with Panopto which causes its lecture capture to crash at random intervals on some computers. In HS, the School of Pharmacy and Pharmaceutical Sciences reported concerns regarding the accuracy of the automatic captioning functions in Panopto, stressing that there are potential patient safety issues arising from incorrect captioning. While appropriate representation has been made to IT Services, the School wishes the issue to be addressed through policy.

The School of Dental Science and the School of Medicine reported the implementation of Proctorio, an online assessment and invigilation software package. The School of Dental Science reported concern regarding the long-term impact of facilitating **problem-based learning (PBL)** through online technologies, reporting that it may result in a drop in student engagement and in the overall student experience.

### 2.5. CAO Entry Points

Some Schools in all Faculties reported that CAO entry points increased in 2020 due to the predicted Leaving Certificate grades for the 2019/20 cohort (e.g. Histories and Humanities, Creative Arts, Social Sciences and Philosophy, Chemistry, Natural Sciences, Computer Science and Statistics, Engineering, Dental Science, Nursing and Midwifery, Medicine). Occupational Therapy reported an issue with oversubscription, the impact of which is severe pressure on the delivery of the programme, particularly with regard to sourcing adequate number of mandatory clinical practice placements.

### 2.6. Completion rates for PGR students

Overall, the Faculties reported that completion rates for PGR students remained constant, with some delays on medical grounds due to Covid-19 during 2019-20 and the awarded of a six-month extension due to Covid-19, however additional delays in some areas are anticipated as many students have not been able to collect data due to Covid-19 restrictions. Schools reported revisions to planned research projects, timelines, outputs, conference and workshop attendance, collaborative visits and the curtailing of access to other national or international facilities. The Faculty of STEM reports that there was no indication from PhD external examiners of any reduction in the quality of the PhD theses produced in 2019/20.

### 2.7. Other issues identified by the Faculties

Apart from the Covid-19 and TEP-related risks outlined in sections 3.1 and 3.2 above, the following issues of concern were identified by the Faculties:

- **Access to high quality placements** has been identified as an issue of concern in the Faculties for the past few years. In the School of Medicine, an area of high risk is access to placements for year-three Medicine students in non-specialist areas. The School is in continuous negotiations with relevant health service partners to resolve this matter. In Nursing & Midwifery, difficulty in accessing children's placements was worsened when Tallaght University Hospital closed its children's wards in the early stages of the pandemic. The

Faculty established a Children's Academic Strategy Group, the purpose of which is to underpin the needs of research and education in the Faculty of Health Sciences. In AHSS, the School of Social Work and Social Policy reported that there are no formal university – health/social care service agreements/arrangements regarding an annual supply of placements. As a result, placement procurement relies on individual requests to a wide range of services in relation to each cohort of students and is dependent on the goodwill of practitioners and managers.

- The **quality of teaching space** has been a continuing issue of concern for all three Faculties The move to online teaching and learning has temporarily resolved some of these issues as most teaching took place remotely in 2019/20 and consequently students were not on campus. The Faculty reports, however, highlight issues with space that will remain to be addressed once onsite teaching resumes.

- A related issue is the **growing space requirements** of Schools. The School of Nursing and Midwifery reported that it has worked to secure main campus lecture space for shared teaching for its Undergraduate programmes as D'Olier Street does not have a venue large enough to hold these cohorts. Student evaluations have consistently indicated a strong preference to be present on the main campus for some aspects of learning as this has impacted on their experience and identity as "Trinity students". Since the roll out of the new curricula in 2018/2019, timetables have been scheduled around the availability of these venues.

- **Response rates** to online surveys continue to be a concern for the Faculties.

- Issues around the preparation for and **integration of international students** to Trinity's teaching and learning culture, in addition to issues with accommodation and living costs were raised by Schools in AHSS and FEMS.

- **Resources and staffing** remain a significant issue for Schools. International rankings and accreditation are becoming increasingly difficult to maintain, given very high **staff:student** ratios, further compounded by a recruitment slowdown at the end of 2019/20. This also resulted in some crucial administrative posts not being replaced at a time of already increased workloads and stress. The School of Psychology, for example, reported that an appropriate SSR is essential for continued accreditation by the Psychological Society of Ireland (PSI) of the UG and the taught professional doctorates in the School.

- A **decline in PhD student numbers,** highlighted in the STEM report, has resulted in less support for the delivery of some modules in the School of Computer Science and Statistics. The School is undergoing a period of significant growth in student numbers, in line with the E3 Business Plan and relies heavily on PhD students engaging in teaching activities as Demonstrators and Teaching Assistants to support the high proportion of lab-based modules. The School continues to seek innovative ways to accommodate this, but it reports that moves to reduce the rate of pay for Demonstrators and Teaching Assistants are unhelpful and

improved consultation with Schools is necessary. Undergraduate laboratory sessions were facilitated with fewer students over multiple sessions but this resulted in the need for additional PG demonstrators, which was not factored into the College's Covid response.

- The fact that **reappointment of external examiners** for PhDs cannot occur unless five years have elapsed since the end of the previous appointment was reported as an issue for the School of Dental Science, especially for supervisors of PhDs in specialized areas like oral microbiology where not many experts are available to act as external examiners. The Dean of Graduate Studies works with Schools to reach accommodations regarding individual examiners, as required.

- In 2019/20, international and non-EU student applications remained strong, but challenges were experienced particularly in STEM PG taught courses, where **deferrals** were up several fold. Securing conversion of non-EU student offers into registrations (e.g. Thapar student numbers in Engineering and Computer Science and Statistics) during the pandemic was highlighted as an issue.

## 3 Assessment against Key Metrics

**Table 1 – Overview of key metrics**

| | Faculty | Health Sciences | Arts, Humanities & Social Sciences | Science, Technology, Engineering & Mathematics |
|---|---|---|---|---|
| **1** | **Feedback from students** | | | |
| a | Percentage (and number) of UG Modules evaluated | 90% (*304 of 337*) | 96% (*1149 of 1202*) | 92% (*469 of 511*) |
| b | Percentage (and number) of PG courses/ programmes evaluated | 100% (*54 of 54*) | 100% (*74 of 74*) | 95% (*38 of 40*) |
| c | National Student Survey UG & PGT<br>*Total respondents = 3,156* | 673 respondents - 21% | 1,609 respondents – 51% | 874 respondents - 28% |
| d | Percentage (and number) of Schools with staff:student liaison committees | 100% (4 of 4) | 58% (7 of 12) | 63% (5 of 8) |
| **2** | **External Examiner process** | | | |
| a | Percentage (and number) of External Examiner reports received | UG 93% (*56 of 60)*<br>PGT 78% (*38 of 49*) | UG 92% (*59 of 64*)<br>PGT 86% (*67 of 78)* | UG 100% (*37 of 37*)<br>PGT 77% (*17 of 22*) |
| **3** | **Accreditation Process** | | | |
| a | No. of programmes accredited in 2019/20 and the accrediting body | • CORU<br>• AOTI (2)<br>• Pharmaceutical Society of Ireland (1) | • CORU (1)<br>• AACSB (whole-school accreditation) | None |
| **4** | **Progression and retention** | | | |
| a | New entrant progression & retention 2019/20<br>(*Data from Senior Lecturer's Annual Report 2019/20*) | 746 students of 772 (96.6%) progressed<br>0 students (0%) repeated<br>6 students (0.8 %) transferred<br>752 students (97.4%) retained<br>20 students (2.6%) not retained | 1037 students of 1093 (94.9%) progressed<br>4 students (0.4%) repeated<br>10 students (0.9%) transferred<br>1051 students (96.2%) retained | 841 students of 904 (93%) progressed<br>5 students (0.6%) repeated<br>21 students (2.3%) transferred<br>867 students (95.9%) retained<br>37 students (4.1%) not retained |

| | Faculty | Health Sciences | Arts, Humanities & Social Sciences | Science, Technology, Engineering & Mathematics |
|---|---|---|---|---|
| **5** | **Teaching supports** | | | |
| a | Number of Graduate Teaching Assistants (GTAs) in the School and number enrolled on/completed CAPSL GTA online module | Not applicable for HS | 223 GTAs in total, 24 enrolled; 12 graduated. Compulsory TA training module (English) convened in MT 2019. In August 2020, School designed and convened 6hrs online teaching training. | Chemistry (78 GTAs, 30 completed)<br>Physics (60 GTAs)<br>B&I (37- 40 GTAs)<br>Eng (97 GTAs, 6 enrolled, 4 completed) |
| b | Ratio of TAs to students e.g. on School programmes /in labs | Not applicable for HS | **TBS** - 1:24 (JF Year)<br>**CA** - Drama- 1:36: Film - 1:20<br>**Eng** - 1:22<br>**LLCS** - TAs mainly teach language tutorials - approx. 15 students.<br>**Law**: 1:28/seminars 15-20 students<br>**Psychology:** Tutorials - 1:3/4; Labs year 1 - 2:23; Labs year 2 – 1:23 (the lecturer also attends the lab sessions).<br>**SSP**: Economics: 1:21; Philosophy: 1:18 Political Science: 1: 16; Sociology: 1:28 (based on no. of TA:FTSE per dept.) | Chemistry (1 demo:6-12 UGs)<br>B&I (1:12-15)<br>Maths (1:30)<br>Physics (1:18)<br>Eng (1:5, labs: 1:40 tutorials) |
| c | Percentage (and number) of Schools adopting the use of Turnitin in Blackboard | Almost all programmes in Health Sciences utilise Turnitin | UG 100% (12 of 12)<br>PGR 92% (11 of 12) | 75% (6 of 8) |
| **6** | **Adoption of new College Policies, Procedures and Processes** | | | |
| b | % (and number) of Schools complying with PGR progression/confirmation regs prior to annual registration for continuing PGR stud. | 100% (4 of 4) | 100% (12 of 12) | 100% (8 of 8) |
| c | % (and number) of Schools where PhDs are informed of research integrity module and open scholarship era module | 100% (4 of 4) | 100% (12 of 12) | 100% (8 of 8) |
| d | % and numbers of Schools promoting the new Postgraduate Research Student Handbook to Doctoral Students? | 100% (4 of 4) | 100% (12 of 12) | 100% (8 of 8) |

### 3.1 Module evaluations:

Undergraduate module evaluation rates in 2019/20 varied across the Faculties in 2019/20, with 96% evaluated in AHSS, 90% in HS and 92% in STEM. In addition to the mandated module surveys, Schools across all three Faculties reported a significant increase in levels of engagement with undergraduate students in 2019/20 to communicate updates on teaching and assessment plans and to obtain feedback from students on their experiences of the online learning and assessment environment. In the School of Business, for example, four online meetings with the UG class reps were held in March and April 2020 to (i) gain feedback on students' experience of online teaching and learning, (ii) gain feedback on students' needs for online assessment, (iii) answer questions about the examination period and (iv) provide a briefing on the emergency examination and progression regulations instituted by College in April 2020. The School also surveyed all UG students on their experience of online teaching and assessment and the results formed the basis of discussions at weekly informal coffee mornings for all UG staff to discuss online teaching.

In STEM, the Students' Union STEM convener and the SUPG student representative on the Faculty Executive Committee were reported as key figures in consideration of the quality and effectiveness of the Faculty's on-line teaching modalities. Quality dialogue was also supported through the STEM SU student surveys (November 2020) which provided a further mechanism for in-term feedback and direct access to students' views.

The School Medicine reported a systematic, strategic review of the structure of Year 3 Medicine, as well as the development of Clinical Medicine and Surgery teaching in Years 3 and 5. Several changes were implemented for 2019/20 around timetabling, student wellbeing and the provision of a comprehensive feedback process for Year 3 students. Additionally, a component of the Advanced Clinical & Professional Practice module, PPAM & Professionalism, was rescheduled before the Clinical Placements programme. This component deals with the psychological aspects of self-care, recognition of mental health difficulties in their patients, enhanced communication skills and deeper understanding of patients' perspectives.

In response to feedback from JF Nursing and Midwifery students that course workload was difficult to manage in Michaelmas term 2019, a new blackboard module template was introduced and module content was moved to prevent overload before clinical placements. In the School of Chemistry, students requested more detailed feedback on grading of practicals and in response to this, the School planned to provide sample write ups for JS labs in 2020/2021.

### 3.2 Programme evaluations:

Taught postgraduate programme evaluation rates of 100% were achieved in HS and AHSS. In STEM, 95% of postgraduate taught programmes were evaluated (38 out of 40). As with the undergraduate programmes, Schools reported consistent engagement with PGT students regarding relevant programmes and their opinions on any altered presentation or assessments. In the School of English, the PG Teaching and Learning committee met in December 2020 to discuss staff and student experiences of programme provision during the Covid-19 outbreak. Taught PGT ISSE and AHSS

student survey responses for all three M.Phils. courses were also discussed in detail during this meeting. It was felt in particular that feedback for the Irish Writing M.Phil. which related to perceived deficiencies related to online programme provision had now been rectified by the provision of online synchronous and asynchronous video seminars from the beginning of the 2021 academic year. The DPTL for the School also discussed student survey results individually with the directors of all three programmes in November/December 2020. Taught PGT directors informally discussed student responses to the current teaching situation in class, with their 20/21 cohorts, at the instruction of the DPTL, before the end of MT 2020. These responses were also discussed at December 2020 meeting.

Issues raised by students included, for example, lack of clarity for LLM students around expectations attached to certain module assessment components, particularly in-class participation, and how this was weighted and evaluated. In response, the LLM Director undertook to communicate to colleagues the importance of setting out precisely what the expectations are for in-class participation plans. Feedback from Nursing and Midwifery students regarding difficulties associated with their registration is reported as an issue that consistently arises from PG surveys. The School has responded by developing an admissions committee to support students, and discussions are ongoing with Academic Registry to resolve the issue.

### 3.3 Response rates to UG module and PGT programme evaluations

The Faculty of Health Sciences did not return response rate data in its 2019/20 AFQR but it reported that low response rates to online surveys continues to be a concern across the Faculty. An example cited in the report is the reduction in response rate from 100% to 39% when the feedback method for Interprofessional Learning (IPL) sessions moved from paper-based to online surveys. The percentage response rates recorded for AHSS and STEM, by School, are outlined in table 2 below. Response rates for AHSS varied from 10% to 80% (UG) and less than 10% to 70% (PGT). The Faculty states in its AFQR that it would welcome an audit by the Quality Office of the range of feedback mechanisms used across College with a view to sharing best practices, including but not limited to increasing response rates, particularly in the current online/hybrid teaching environment.

Table 2: Response rates to UG module and postgraduate programme evaluations.

| Faculty | School | UG Student Module Evaluations (%) | PGT Evaluations % |
|---|---|---|---|
| Arts, Humanities and Social Sciences | Trinity Business School | 28% | 41% |
| | Creative Arts | 69% | 71% |
| | Education | | n/a |
| | English | n/a – focus groups are used | n/a |
| | Histories and Humanities | 10% | 15% |
| | Languages, Literatures and Cultural Studies | 26% - staff:student liaison committee was established in 2019/20. | 54% |
| | Law | 54% | 19% |
| | Linguistic, Speech and Communication Sciences | 60% | 70% |

| | | | |
|---|---|---|---|
| | Psychology | | <10% |
| | Religion | 80% | 39% |
| | Social Work & Social Policy | 22-31% | 15% |
| | SWSP | 20 | 20% |
| Science, Technology, Engineering and Mathematics (STEM) | Biochemistry and Immunology | Varies 10-60% | 90% |
| | Chemistry | 17% | n/a |
| | Computer Science and Statistics | 37% | 71 & 79% |
| | Genetics and Microbiology | 93% in Microbiology and varies across school | n/a |
| | Mathematics | 48% | 68% |
| | Natural Sciences | Evaluations carried out in class and electronically (especially since COVID) with 100% response | 80% |
| | Physics | 65% | 100% |
| | Engineering | 100% | 80% |

### 3.4 National Student Survey.ie (formerly ISSE) UG and PGT

Schools report that extracting meaningful data from the National Student Survey (Studentsurvey.ie) data results continues to be a problem, given the very low response rates in some Schools at both UG and PGT level. A contributing factor in 2019/20 may have been that the COVID-19 pandemic arose during the second week of the distribution of the survey, distracting students who were already busy with end-of-term assignments and exams. The School of Nursing and Midwifery, however, reported that the School's results have improved each year since the survey was introduced and that although still quite low, the response rates in 2019/20 had almost doubled from previous years. To counter the low response rates, some Schools (e.g. the School of Linguistic, Speech and Communication Sciences) consider the feedback from the surveys in conjunction with that from other feedback sources such as External Examiners reports.

A key finding of the 2019/20 National Student Survey was that the number of international students responding to the survey has increased significantly, from 23% in 2016 to 34% in 2020, an increase of 11% in 5 years. The highest number of survey respondents was from India (2019/20, 32%), followed by China (2019/20, 20%) and USA (2019/20, 18%). The findings suggest that the Global Relations Strategy (GRS3) was having an impact in terms of non-EU student recruitment before the advent of Covid-19. The full impact of the pandemic on non-EU student recruitment will be evident in the data arising from the 2020/21 National Student Survey. The STEM report notes an increase in Non-EU respondents at UG and PGT level, from 32% in 2015/16 to 38% in 2019/20. While international and non-EU student STEM applications remained strong in 2019/20, the report states that challenges were experienced particularly in PG taught courses, where deferrals were up several fold. Securing conversion of non-EU student offers into registrations (e.g. Thapar student numbers in Engineering and Computer Science and Statistics) during the pandemic was also highlighted as problematic.

Implementation of the National Student Survey.ie at an institutional level was evidenced in the School Action Plans. In Health Sciences, Student/Faculty Interaction had a significantly lower result than the other indicators at UG and PGT level and the School of Nursing and Midwifery has undertaken to hold focus groups with students in 2021/22 to identify appropriate activities to enhance faculty/student interaction. The FAHSS scores very highly in the teaching indicators, but less well in terms of group work. Actions taken to address this in the School of Histories and Humanities include introduction of greater use of assessed presentations - individual or group based. In STEM, 78% of respondents replied that they had either very little or only some job- or work-related knowledge and skills. In the School of Biochemistry, this was addressed by providing training in presentation skills and by bringing in external non-academic professionals working in the field or allied areas to meet and discuss career options with students.

The National Student Survey Plenary Group agreed to include a short module of questions specific to Covid-19 experience in the National Student Survey.ie 2020/21 administered in February/March 2021. The results will be reported on in the 2020/21 AFQRs.

### 3.5 PGR student experience

Although Postgraduate Research student data was not available via the PGR National Student Survey in 2019/20 (the survey is conducted every second year and was last conducted in 2018/19) and the International Student Barometer (ISB) survey (also conducted every second year and due to be conducted in November 2020, but deferred due to Covid-19), Schools reported close engagement with PGR students in 2019/20 to elicit feedback on the changed research and supervisory environment resulting from the pandemic. The School of Creative Arts actively included PG student concerns regarding study space and their research etc. into quality feedback loops within Dept/School structures (e.g. PG rep on School Committee/School Executive). The School of CA Research Forum (SCARF) convened fortnightly throughout 19/20 in the TLRH.
In the School of Medicine, the Director of Global Relations and Global Officer communicated with International PG students on a weekly basis via online support coffee mornings alternated with individual email information and support. The School of Medicine reported in its action plan that Heads of Department may encourage PGR days and introductions within their departments in response to a request by research students in individual labs to have better engagement with other students in the department.
A number of Schools commented on the key findings of the last ISB in 2018 and noted that many of the issues raised are still pertinent such as the cost of accommodation in Dublin, the requirement for non-academic supports for international students, differing cultural experiences.

### 3.6 External Examiner Process

In 2019/20, all Courts of Examiners were conducted remotely due to the Covid-19 pandemic. A revision to the External Examiner Policy in 2018 had made provision for remote attendance by External Examiners at Courts of Examiners, on an exceptional basis. This facilitated the transition to virtual Courts of Examiners in response to the Covid-19 pandemic. External Examiners were provided with access to the virtual Learning Environment, Blackboard, and IT Services provided training, via MS

Teams, on 'paper-less' Courts of Examiners. As a result, Trinity continued to comply during the pandemic with the requirement for "*Programme monitoring and review*" and "*self-evaluation, monitoring and review*" articulated in the *QQI Core Statutory QA Guidelines* § 3.3 and 10 respectively.

The Quality Office evaluated External Examiners' reports for comments related to their experience of the virtual examination process and their opinion of the Alternate Assessment Arrangements put in place by Schools in 2019/20 (approved by Council on 8th April 2020). A report on this evaluation was presented to the Undergraduate Studies Committee in November 2020.

The findings of the report were that External Examiners were overwhelmingly positive about the effort by Schools to facilitate their attendance, to provide access to Blackboard and ensure that they had all the information available to them in advance. Examiners lamented the loss of face-to-face interaction with Faculty staff and students and a small number reported difficulties with technology and connectivity issues. Courts of Examiners were conducted remotely in 2020/21 and the success in incorporating lessons learned from 2019/20 will be assessed in the 2020/21 AFQRs.

The opinion of External Examiners was sought in 2019/20 on the 'Alternate Assessment Arrangements' put in place by Schools. Of the Examiners that provided comment on the design of alternate assessment arrangements provided by Schools (50%), 72% were positive. There was strong support across External Examiner Reports for the retention of alternate assessment arrangements as the new norm, positive feedback to College on the approach taken by College, efforts made by Schools and students to facilitate and adapt to the change in assessment procedures. However, recommendations were also received to reconsider the options made available to students in certain disciplines and the potential for an increase in plagiarism. Feedback from the 2020/21 Examiners will be sought and used to monitor the quality of education and awards.

### 3.7 Accreditation

Accreditation visits by professional/statutory bodies scheduled for March – May 2020 were deferred due to the pandemic. Substantial changes to accredited programmes, normally requiring approval in advance by the respective governing/accrediting bodies, were rapidly introduced to ensure the continuity of the programmes following lockdown. These changes included the temporary removal of all students from clinical placements. The discipline of Clinical Speech and Language Studies maintained communication with the accrediting bodies CORU and IASLT both directly and at sectoral level and included a full report of COVID measures taken in their report to the IASLT Education Committee for Accreditation Review 2020/2021. worked closely with the accrediting bodies to approve these changes establish a roadmap for returning students to clinical/placement settings.

### 3.8 UG Progression/retention

New entrant progression rates of 96.6% were achieved in HS, 94.4% in AHSS and 93% in STEM. Enhanced reporting on progression/retention was delivered as part of the mainstreaming of the TEP project and in 2019/20, this included the ability to report progression and retention statistics for all cohorts of undergraduate students, not only New Entrants.

# 4. Key initiatives and Good Practice

## Health Sciences (HS)

- Led by the Faculty Dean for Health Sciences, the development of Trini-Screen in 2019/20 was a culmination of in-house University-wide efforts to provide a rapid, non-invasive, self-collected saliva test for the detection of SARS-CoV-2. The weekly screening programme targeting asymptomatic individuals commenced in September 2020 to mitigate against the development of clusters in campus accommodation and was subsequently extended to essential staff and researchers.

- The Healthy Trinity Online Tool (H-ToT) was made available to all 1st year students in Trinity for 2019/2020, having been piloted with 1st year Medicine students in 2018/19. H-ToT was developed in partnership with students, academics and professional staff across the campus. It is an online health and wellbeing resource for 1st year students covering critical areas of student life within Trinity such as Academic Life, Mental Health, Healthy Eating, Physical Activity, Financial Matters, Sleep, Relaxation, Substances (e.g., tobacco, alcohol, illicit drugs) and also highlighting and signposting students to existing Trinity resources. Additional content relating to Covid-19 was added in response to the pandemic. The uptake of the Tool across the three Faculties in 2019/20 was FAHSS – 309 students; STEM – 243 students; FHS – 303 students. This represents an uptake of 26% of the 1st year student population for 2019/2020.

- The Dean's Award for Outstanding Contribution to Teaching in Professional Practice was developed to recognise the work required to deliver professional programmes in Medicine, the Therapy programmes, Dental Science, Nursing, Midwifery and Pharmacy. Through this special Covid-19 award, the Faculty highlighted those individuals who were on Trinity's front line and who had a key role in ensuring our students could continue with their clinical and professional placements, in a safe and supported manner. Nominations were received from the Schools, and five awards were granted to nine individuals across all schools in the Faculty.

- In 2019/20, the workshops on **Responding to Distressed People** for the Faculty of Health Science staff were extended to student-facing staff from Trinity's linked placement sites. The Responding to Distressed People workshops aims to equip people with skills, knowledge and confidence to support others who are experiencing distress. These workshops proved to be very popular and continued to run in 2019-20, during which time the uptake was still very high.

- The School of Medicine developed the **Covid-19 Daily Declaration App** in response to the HSE requirement that all students in clinical years of the Medicine programme complete a daily self-declaration, regardless of whether they are scheduled for placement, teaching, study, or home. The exercise must be completed each day prior to presenting for clinical

placement and no later than 10 am each day for other activities. The Covid-19 Daily Declaration App was developed in conjunction with IT Services, at the behest of the School of Medicine, in order to make this untenable scenario manageable for both staff and students, thus minimising the potential negative effect on the student experience.

## Science, Technology, Engineering and Mathematics (STEM)

- STEM researchers led **innovative Covid-19 research** during the reporting period in areas including understanding and investigating the biological mechanisms of the disease, airflows, anti-viral coatings, modelling community infection and the biomimetic replication of lung tissue. STEM-based researchers also actively engaged in communicating evidence-based information to the public (e.g. Professors Kingston Mills, Luke O'Neill and Ed Lavelle), which served to inform all aspects of the national debate on Covid-19. STEM Schools and Research Institutes made donations of Personal Protective Equipment (PPE) and materials to St. James' Hospital.

- The transition to and implementation of the new Science course structure, launched in 2018, was co-ordinated through a **new management structure** headed by the Associate Dean of Undergraduate Science (ADUSE), a new role established in 2018. The ADUSE is a member of both the Faculty Executive and the Continuity of Learning and Student Activities Working Group (COLSAG), which facilitated communication of COVID-based decisions around teaching and assessment to the Faculty Dean and the Heads of School during 2019/20. A similar structure has been adopted in the Faculty of Arts, Humanities and Social Sciences.

- The name change for the Faculty to Science, Technology, Engineering and Mathematics (STEM), was launched at the **first Faculty Forum** on 1st March 2021.

- As an action from last year's Quality report, the Faculty developed its **online and social media presence** by creating content and hosted a series of events with audiences varying in size from 80 to 280 people (e.g. Trinity BT Young Scientists Exhibition stand and educational videos, International Day of Women and Girls in Science, the STEM Provost-election husting, International Women's Day, a Green lab event, a STEM image competition). One measure of the social media success is the three-fold increase in the number of followers for the Twitter account @TCDFacultySTEM.

- In 2019/2020, STEM schools have been at the forefront of developing **innovative new courses**. Supported by E3 and by the Human Capital Initiative (HCI), they are in the process of adding new strand offerings and developing ten new programmes. These are at both undergraduate level (e.g. a new B.Sc./MAI programmes in Environmental Science and Engineering, first intake Sept. 2021, 2020 CAO applications: course places 13:1) and postgraduate level. The latter vary from blended or on-line postgraduate certificates and diplomas (e.g. in Zero-carbon Technologies, Data Science and Statistics or

Immunotherapeutics) to M.Sc. courses (in Quantum Science or Smart and Sustainable Cities, with first intakes planned for September 2021. Many schools have industry partners associated with their courses e.g. via industrial placements (Engineering), or in programme design e.g. in Music & Media Technologies (MMT) which partnered with PreSonus Audio Electronics on adapting to an online lecturing format this year. Such creativity represents a response from STEM to the growing demand for courses that recognize that future economic health and the health of the planet are intimately connected and interdependent.

- The Faculty reported that all Schools in STEM reported active **Gender, Diversity and Inclusion** Self-Assessment Teams (SATs) in 2019/20, compared to 7 in the previous year and 4 in 2018. Four STEM schools held a bronze Athena SWAN award in 2020: Chemistry (renewed in 2019), Genetics and Microbiology (awarded in 2020), Natural Sciences (renewed in 2018) and Physics (awarded in 2020). Applications made by the Schools of Computer Science and Statistics and Engineering in November 2020 were successful. As a result, 75% (6/8) of STEM schools now hold Athena SWAN bronze awards. Of the two remaining schools, the School of Biochemistry and Immunology planned to resubmit its application in June 2021 and the School of Mathematics is preparing its first.

## Arts, Humanities and Social Sciences

- Creative Arts successfully navigated the mainstreaming of TEP in 2019/20, building on the substantial curriculum revision in 2018/19 to develop a TEP-compliant JF curriculum, and to plan for future pathways in SF, JS, and SS curricula. In collaborative teaching, 100 places were offered on Open Modules, and the School successfully delivered a Trinity Elective (*The Art of the Megacity*), convened by Drama, and including teaching from Film. The Elective also received excellent evaluations. The School succeeded in opening all possible pathways in the common architecture, as well as offering each of its subjects as a possible minor from the SF year.
- The challenges faced by the move to remote teaching and learning led to innovative solutions in some Schools. In the School of Creative Arts, for example, revised assignments in production-based Film modules resulted in a feature-length documentary incorporating footage from sixty student filmmakers being produced, with support of the Dean of Research's COVID funding. The documentary -- *Is There Anybody Out There? Young Voices from inside a Pandemic* -- was screened as part of the Virgin Media Dublin International Film Festival in March 2021.

| Table 3: Reported risks identified by Schools/Faculties in 2019/20 | | | |
|---|---|---|---|
| Issue | Reported Risks | Action already taken: | Governance and Strategy |
| **Impact of Covid-19**<br>- Impact of placement interruption<br>- Reduction in clinical/laboratory hours<br>- Embargo on staff recruitment<br>- Impact of reduced academic and professional autonomy of Schools<br>- The lack of a standard format or overall Trinity theme or brand for online materials.<br>- Altered use of/repurposing of space | - Risk to professional accreditation<br>- Risk to quality of graduates<br>- Reduction in the quality of teaching and learning standards.<br>- Reduction in the quality of the learning materials<br>- Reduction in the quality of the student experience. | - Engagement with accreditation bodies individually and through the IUA. | - Revision of College emergency measures in response to Government roadmap for reopening (August 2021)<br>- Implementation of the Trinity Digital Strategy |
| **Placements**<br>- Availability of suitable placements (e.g. Medicine, Nursing & Midwifery, Social Work and Social Policy) | - Risk to continued professional accreditation if suitable placements are not available for students or if students have not completed the requisite contact/clinical hours.<br>- Risk to quality of graduates if learning outcomes not achieved.<br>-Risk to sustainability of programmes. | - Engagement with accreditation bodies individually and through the IUA. | |
| **Implementation of TEP**<br>- Concern about the tight turnaround times between exams, marking, Courts of Examiners and appeals arising from the new academic year structure (AYS)<br>- Impact of fixed timetable on shared modules and cross-faculty teaching. | - Additional pressure on academic staff<br>- Risk to quality and accuracy of marking<br>- Additional workload on and anxiety for students. | - Issues raised by EEs fed back to the Senior Lecturer by the Quality Office.<br>- In Creative Arts, the DUTL and Heads of Discipline in Creative Arts met with Timetabling, the SL and an external timetabling consultant. | College Strategic Plan 2020-2025 |

| Table 3: Reported risks identified by Schools/Faculties in 2019/20 | | | |
|---|---|---|---|
| Issue | Reported Risks | Action already taken: | Governance and Strategy |
| **Space**<br>Condition and availability of fit-for-purpose teaching & learning spaces with adequate technology supports (e.g. Arts Building, School of Law, School of Creative Arts, Pharmacy and Pharmaceutical Science), Nursing and Midwifery, Goldsmith Hall, TBSI, and hospital sites (Tallaght and St James).<br><br>The reduction in face-to-face teaching as a result of Covid-19 may address some of the space issues in the short-term. | - Quality of the student experience<br>- Impact on Trinity's reputation and rankings<br>- Health & Safety,<br>- Inability to grow student numbers<br>- Inability to grow staff numbers as there is nowhere to accommodate them<br>- Inability to house large research teams<br>- Risk to continued accreditation of programmes. | - Arts Building refresh<br>- Opening of Trinity Business School.<br>- Refurbishment of South Leinster St<br>- Hamilton building improvements,<br>- The introduction of a fixed timetable in TEP to allow for allocation of teaching space physical spaces in an optimal way to minimize under-utilization. | - Estates Strategy<br>- Strategic Plan Goal 2.8<br>- Future strategic developments including TTEC and Grand Canal Innovation District, E3 Foundry<br>- Timetabling Policy and Procedures |
| **Resources** (all Faculties)<br><br>Staff: Student Ratios (AHSS) | - Impact of recruitment embargo in April 2020 due to Covid-19 on the ability to secure and retain staff.<br>- Impact of low staff:student ratios on the student experience, implementation of TEP, accreditation and growth of student numbers<br>- Insufficient numbers of staff impacts delivery of teaching, supervision of theses, second marking, conduct of tutorials etc.<br>- Insufficient TAs/ demonstrators impacts TEP implementation. | - Some new posts funded through Philanthropy<br>- Faculty-led submissions within the Human Capital Initiative. | - Inspiring Generations<br>- Human Capital Initiative. |

Some recent enhancements to quality assurance processes go some way to addressing the risk-related issues highlighted in the Audit Report.

(i) From 2018/19, the Quality Office has provided an Institutional-level Quality Risk Register that has informed the development of risks for the College Risk Register.
(ii) From 2019/20, the Chief Risk Officer has required that recommendations/issues arising from quality assurance processes are reflected in local risk registers.
(iii) In 2021/22, the Quality Office is expanding the Accreditation masterlist to include a record of accreditation of non-academic and professional areas.

## 5. Appendices to this report

Revised Annual Faculty Quality Reports 2019/20

1. Arts, Humanities and Social Sciences
2. Science, Technology, Engineering and Mathematics
3. Health Sciences