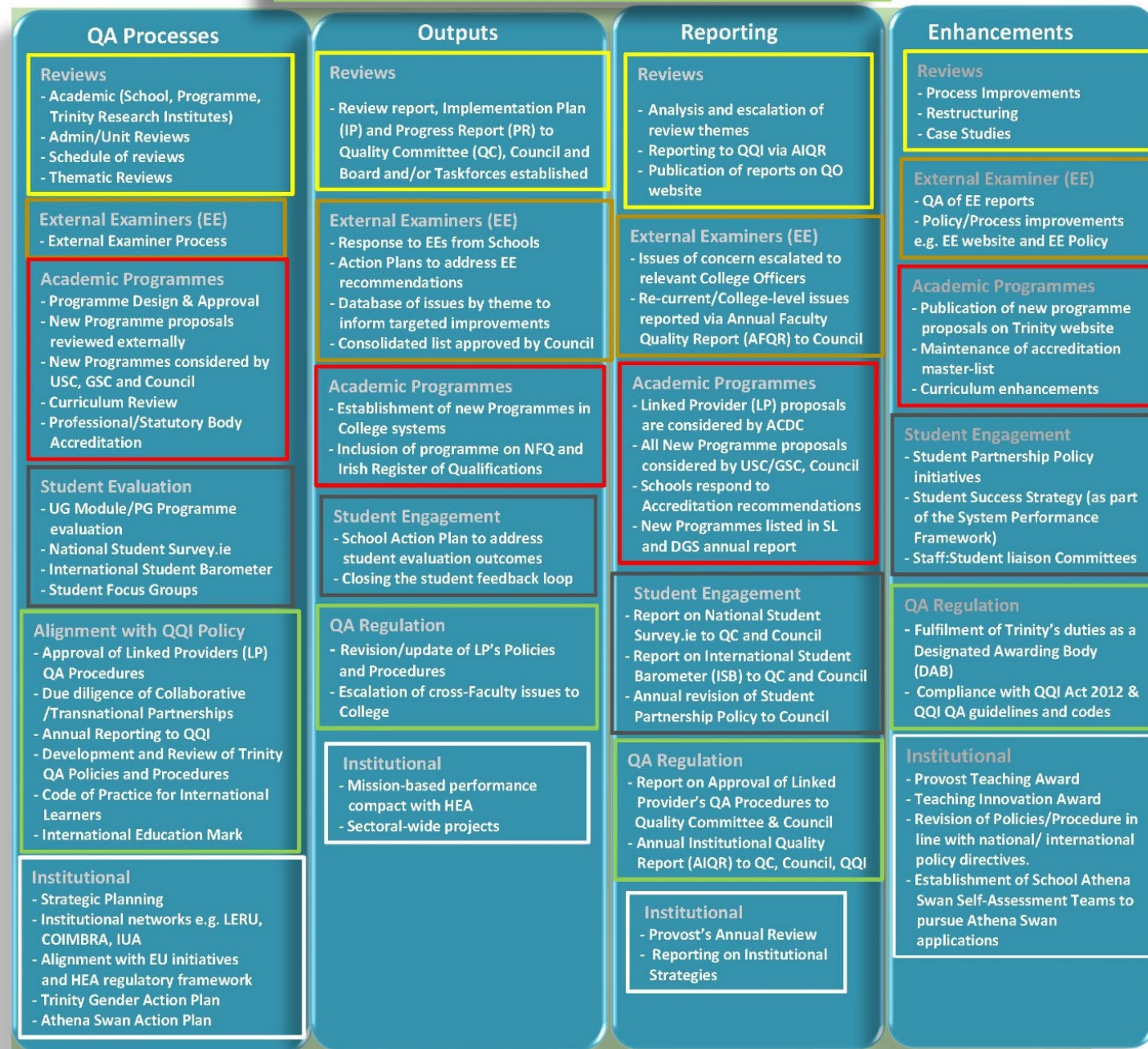




Trinity College Dublin
 Coláiste na Tríonóide, Baile Átha Cliath
 The University of Dublin

Framework for Quality in Trinity



**CONSOLIDATED
 ANNUAL FACULTY QUALITY REPORT
 2018/19**

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1. Executive Summary

The 2018/19 consolidated report is the sixth annual report to Council on quality assurance and enhancement activities at School and Faculty level. Enhancements to the Annual Faculty Quality Report (AFQR) process this year included (i) the submission of School Action Plans, (ii) reporting on the implementation of the Trinity Education Project (TEP) and (iii) reporting on the level of adoption by Schools of new and existing College policies, procedures and processes.

The format for this year's report is informed by an *Audit Report on Quality Compliance* (Trinity Audit Office, February 2020) that recommended more effective University-wide oversight and monitoring of quality and recommendations arising from quality assurance processes. A further recommendation to revise the Terms of Reference for the Quality Committee (QC) will pave the way for an annual report to Council and Board that includes both academic and administrative functions. If approved, the revised Quality Annual Report will be introduced in 2020/21. The report also speaks to Goal 2.11 of the College Strategic Plan 2020-2025 which commits to '*Introduce robust procedures for addressing issues that arise from student surveys, including The Irish Survey of Student Engagement and International Student Barometer.*'

The report highlights many positive initiatives and examples of good practice at School and Faculty level (§ 4) and identifies key issues and risks for consideration at College level (§5, and Table 3). The level of detail provided in the Action Plans and the fact that the Faculty of FEMS adopted a different approach to that taken by AHSS and FHS points to the need for further guidance from the Quality Office in respect of Action Plans for the coming year.

The Quality Committee considered the Annual Faculty Quality Reports in May 2020 (QC/19-20/034) and made the following recommendations to Council:

1. Action Plans to be systematically followed-up at School and Faculty Executive level to ensure closure of the feedback loop (QC/19-20/034.3).
2. A 'progress' column to be added to the Action Plan template, and timelines included (QC/19-20/034.4).
3. External Examiner recommendations to be discussed at School and Discipline Committees to ensure follow up (QC/19-20/034.5).
4. There should be a formal requirement for student reps to attend School committee meetings when the results of evaluations are discussed (QC/19-20/034.5).

Table 1: Quality Committee recommendations to Council

If these recommendations are approved, the Quality Office working with the three Faculty Administrators will develop more robust procedures for the submission and follow-up of Action Plans by Schools to inform the 2019/20 Annual Faculty Quality Reports and the Institutional Review.

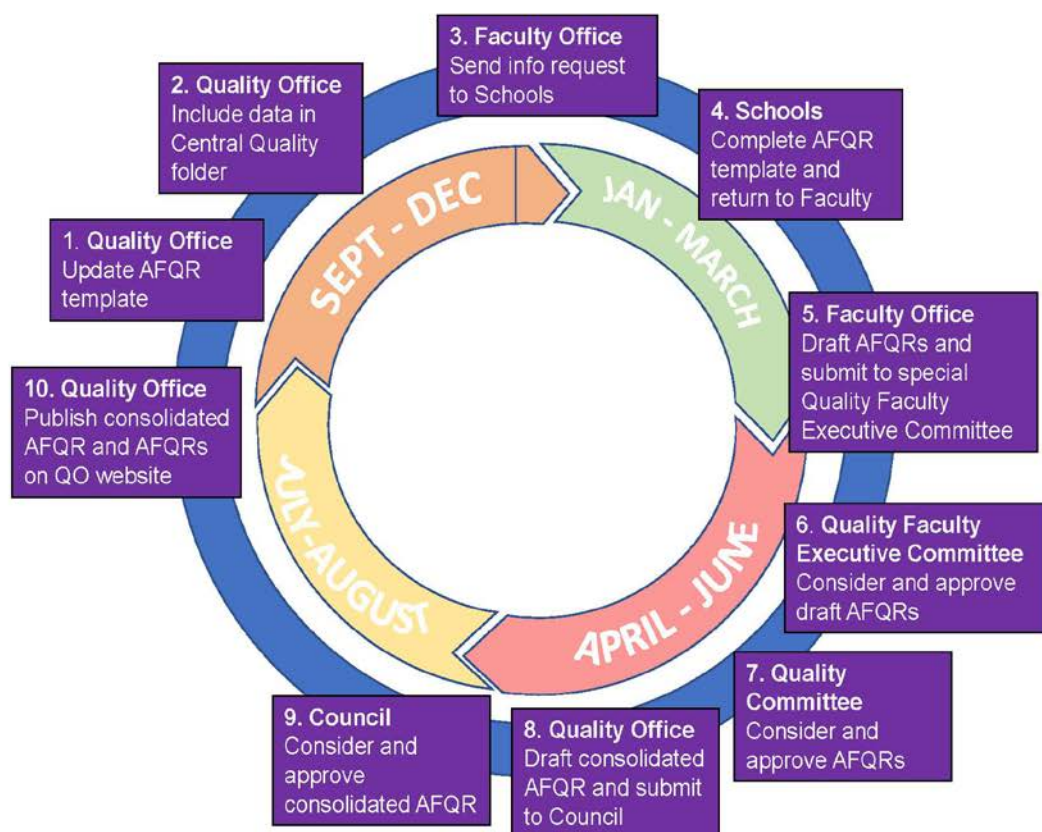
2. Introduction

2.1 Context for the Annual Faculty Quality Report (AFQR)

The Annual Faculty Quality Report (AFQR) was introduced in 2013/14 as part of the Framework for Quality at Trinity College Dublin (see cover). The Framework brings together the elements that form the focus of quality assurance in Trinity. The elements of the Framework are linked to each other and in some cases, are inter-dependent. The Framework seeks to demonstrate that 'quality' does not only reside in the Quality Office but is the responsibility of individual units, be they academic, administrative or support areas.

The AFQR assists in monitoring the implementation and effectiveness of the College quality assurance policies, procedures and strategies articulated in the Framework for Quality. It informs the production of the Annual Institutional Quality Report (AIQR) to Quality and Qualifications Ireland (QQI). It will also inform preparations for Trinity's Institutional Quality Review (scheduled for October 2021) in which Trinity will be required to demonstrate effective implementation of the Framework.

2.2 Process for developing the Annual Faculty Quality Report (AFQR)



A template for the Annual Faculty Quality Report is agreed annually with the Faculty Administrators and administered by them to the Schools annually in January. Schools are asked to complete the information request and return it, signed by the Head of School, by mid-February.

External Examiner reports (UG and PGT), School and Programme level reports arising from the National Student Survey reports (UG, PGT and PGR) and International Student Barometer (ISB) reports (generated by the Global Relations Office) are made available to Schools via the Central Quality Folder, a file-sharing resource for Schools that was established by the Quality Office in 2017/18 as part of the External Examiner Enhancement Project. Schools are asked to report data on their own internal QA processes and comment on their experience of implementing these policies, procedures and initiatives, and to outline any issues or risks arising from them. Schools are directed to the other sources of data required to complete the information request.

The completed templates are submitted to the Faculty Administrators who draft the Annual Faculty Quality Reports in consultation with the Faculty Deans. 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 Quality Committee for consideration. This process was disrupted in 2019/20 by the College shut-down due to Covid-19. The three AFQRs were presented to Quality Committee in May 2020 by the Faculty Deans.

This Consolidated report, prepared for the University Council, summarizes quality initiatives and good practice detailed in the AFQRs and highlights challenges and issues for escalation to College-level. The individual AFQRs and Consolidated Reports are published on the [Quality Office website](#).

2.2 Enhancements to the Annual Faculty Quality Report in 2018/19

2.2.1 Inclusion of School Action Plans

In 2018/19, following a request from the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Students for an update on actions taken in response to External Examiner recommendations and the ISSE Survey (now Studentsurvey.ie), each School was asked to submit a School Action Plan to accompany the Annual Faculty Quality Reports (AFQRs) (Appendix 1). Action Plans were submitted by 100% of Schools in 2018/19, and analysis of the plans revealed the majority of Schools are capturing and responding to issues arising from quality assurance processes in a systematic and timely way. The Faculty of EMS adopted a different approach to the AHSS and HS Faculties and this highlights the need for further guidance from the Quality Office to Schools in respect of Action Plans for the coming year.

2.2.2 Response to the implementation of the Trinity Education Project (TEP)

Feedback from Schools

Schools were asked in the 2018/19 reports to outline their experience of implementing the Trinity Education Project (TEP), in Phase 1 implementation. Schools identified opportunities and concerns and raised the following issues to College level.

Opportunities/Strengths

- Schools report that the initiative has provided opportunities for review and rationalization of the curriculum, and the development of new collaborative programmes and innovative assessment methods.

Consolidated Annual Faculty Quality Report 2018/19

- Schools across the three Faculties have been involved in the development of Open Modules and Trinity Elective (TE) modules.
- Schools reported that the new progression and award regulations are working well.

Concerns/Risks

- The new Academic Year Structure (AYS) has resulted in tight turn-around times between exams, marking, courts of examiners and appeals and is highlighted as a key concern in terms of the risk to the quality and accuracy of marking. The AYS has also put additional stress on academic and professional staff. Substantial challenges were encountered by administrators around timetabling issues and the accuracy of SITS during the exam period in 2018/19.
- The new AYS has also resulted in some Senior Sophister students losing teaching time while they are on placements during the 1st semester and some Senior Freshman students having their Erasmus placements cut short by a requirement to return for exams to align with Courts of Examiners.
- Concerns were expressed about the impact of a fixed timetable policy on optional modules that are currently shared across the sophister years.
- In the Faculty of Health Sciences many of the TEP features, particularly the Academic Year Structure (AYS), were not implemented in full due to the requirements of the professional bodies, and this remains a continuing difficulty.
- The introduction of more assessed elements has resulted, in some Schools, in a perceived increase in student workload and in students reporting a high level of anxiety (through module evaluations) as they adapt to the new system. While Schools try to ensure a spread of assessment deadlines, some report that it is unclear how this can be coordinated once students are participating in Open and Trinity Elective Modules that will have their own assessment deadlines.

Feedback from External Examiners

In 2018/19, the Quality Office began to collate TEP-related issues from UG External Examiner reports and escalate them to the Senior Lecturer/Dean of Undergraduate Studies.

TEP-related issues raised by External Examiners in 2018/19 included:

- Uncapped supplementals
- Compressed examination period
- Impact of the new Academic Year Structure on the work of the External Examiner
- The conduct of provisional vivas for those SS students for whom the final mark was not yet available due to the need to sit supplemental exams.

The Senior Lecturer/Dean of Undergraduate Studies reported at the Quality Committee meeting in May 2020 that concerns raised about the impact of the new academic year structure are prompting some changes (e.g. to the timing of the scholarship exams). He noted that feedback on the academic year structure contained in the AFQRs should re-invigorate those efforts, noting that some of the issues raised may be solved by the move to online provision.

2.2.3 Adoption of new and existing College Policies, Procedures and Processes

The adoption by Schools of new policies, procedures and processes was assessed in the 2018/19 reports. Feedback from Schools and External Examiners has pointed to a lack of awareness in some Schools of policies and procedures (e.g. return of coursework policy) or an inability to implement them due to resourcing or other issues. Schools were asked:

- If they were compliant with the [Programme Handbook Policy \(June 2018\)](#) and if programme handbooks were published and available to students before the start of the academic year.
- If they had promoted the [Postgraduate Research Student Handbook \(July 2018\)](#) and the research integrity module to Doctoral Students.
- If they were complying with the new PGR confirmation process.
- If they are complying with the [Return of Coursework Policy](#) for UG and PG academic feedback and if they are adopting a standard format for return of feedback.

The results are presented in Table 2, § 6 (below) and show a high level of adoption across the three Faculties. Closing the loop will require an assessment of the impact of these new policies and procedures on the student experience via engagement with the student population.

2.3 Commentary on the 2018/19 Annual Faculty Quality Report

A recurring issue of concern expressed by Schools is the low response rates to student feedback mechanisms, particularly where online surveys have replaced paper-based surveys. This issue was highlighted by the Audit Committee report, which recommended that *'student evaluation response rates are tracked and analysed to identify if any actions can to be taken to try and improve response rates.'* Innovative ways to gather student feedback will be required in the post Covid-19 environment where more teaching is delivered remotely and where there will be a greater reliance on online feedback methods. This will be incorporated as recommended good practice into a draft policy on evaluation of modules and programmes by students, currently under development. Response rates for 'Open Modules' will be sought via the Annual Faculty Quality Report in 2020/21 in support of the implementation of TEP.

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Common issues across the Faculties can be identified in the Action Plans e.g. the need for more timely and informative feedback to students, the variation in marking practices, the need for more accurate information provision to students, particularly at postgraduate level. College-level issues that are outside the remit of the School or Faculty also emerge from the plans e.g. issues with the implementation of the AYS, standardization of marking schemes between disciplines with shared modules, provision of suitable teaching and learning spaces for postgraduate students.

Discussion of the AFQRs at the Quality Committee (QC) meeting in May 2020 highlighted the need to develop a pathway by which the Action Plans can be systematically followed up in order to ensure that the feedback loop is closed and that College-level recommendations or recommendations that fall outside the remit of the School are highlighted and escalated appropriately. The QC discussion resulted in a number of recommendations (see Table 1).

The Quality Committee discussion also raised the link between Action Plans and local (School, Faculty) and institution-level (Quality, College) Risk Registers. In 2018/19, EMS included the Faculty Risk Register in its AFQR, the first Faculty to do so. The discussion of risk in the context of the AFQRs is timely given the recommendation from the recent Audit Report on Quality Compliance that *'All risks/issues identified as part of quality audits should be recorded as part of the risk management process.'* The Chief Risk Officer has required that from 2019/20 onwards outputs from quality reviews will be required to form part of the Quality/Faculty/Area risk registers.

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Table 2 – Overview of key metrics

	Faculty	Health Sciences	Arts, Humanities & Social Sciences	Engineering, Maths & Science
1	Feedback from students			
a	Percentage (and number) of UG Modules evaluated	100% (360 of 360)	97% (1462 of 1515)	98% (518 of 528)
b	Percentage (and number) of PG courses/ programmes evaluated	100% (45 of 45)	100% (67 of 67)	89% (17 of 19)
c	National Student Survey UG & PGT <i>Total respondents = 3,156</i>	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)	50% (6 of 12)	63% (5 of 8)
2	External Examiner process			
a	Percentage (and number) of External Examiner reports received	UG 96% (52 of 54) PGT 92% (46 of 50)	UG 94% (61 of 65) PGT 90% (64 of 71)	UG 100% (37 of 37) PGT 77% (17 of 22)
b	Percentage (and number) of Schools recording key quality issues at CoE	100% (4 of 4)	83% (10 of 12)	100% (8 of 8)
c	Percentage (and number) of Schools responding in writing to EE recommendations.	All Schools respond to the External Examiner reports, most in writing.	50% (6 of 12)	100% (8 of 8)
d	Percentage (and number) of Schools where EE attended remotely in 2018/19	0% (0 of 4)	17% (2 of 12)	12.5% (1 of 8)
e	Percentage (and number) of Schools that applied EU-GDPR regs for UG/PGT/ PGR EEs	Schools are in the process of making these changes.	UG/PGT - 92% (11 of 12) PGR – 100% (12 of 12)	UG/PGT - 100% (8 of 8) PGR - 100% (8 of 8)
f	Percentage (and number) of Schools where UG or PGT EE had access to Blackboard	25% (1 of 4)	UG - 33% (4 of 12) PGT - 25% (3 of 12)	UG - 12.5% (1 of 8) PGT - 50% (4 of 8)
3	Accreditation Process			
a	No. of programmes accredited in 2018/19 and the accrediting body	<ul style="list-style-type: none"> • Medical Council (1) • CORU (1) • Pharmaceutical Society of Ireland (1) • Nursing & Midwifery Board of Ireland (2) 	<ul style="list-style-type: none"> • CORU (1) • EQUIS (1) • Psychological Society of Ireland (1) 	<ul style="list-style-type: none"> • Institute of Physics (4)

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Table 2– Overview of key metrics

	Faculty	Health Sciences	Arts, Humanities & Social Sciences	Engineering, Maths & Science
4	Progression and retention			
a	New entrant progression ¹ & retention ² <i>Total new entrants 2018/19 = 2905</i> <i>(data from SL Annual Report 2018/19)</i>	655 students of 707 (94.1%) progressed 12 students (1.7%) repeated 12 students (1.6 %) transferred 18 students (2.6%) not retained 689 students (97.4%) retained	914 students of 984 (92.9%) progressed 13 students (1.3%) repeated 21 students (2.1%) transferred 36 students (3.7%) not retained 948 students (96.3%) retained	763 of 842 (90.6%) progressed 17 students (2%) repeated 21 students (2.5%) transferred 41 students (4.9%) not retained 801 students (95.1%) retained
5	Teaching supports			
a	Total number of Graduate Teaching Assistants (GTAs) and number enrolled on/completed CAPSL GTA online module	Not applicable for HS	232 GTAs 19 enrolled; 10 completed	Chemistry (78 GTAs, 33 enrolled) Physics (60 GTAs) Engineering (112 GTAs, 1 enrolled)
b	Percentage (and number) of Schools with module content/info on Blackboard	100% (4 of 4)	92% (11 of 12)	88% (7 of 8)
c	Percentage (and number) of Schools adopting the use of Turnitin in Blackboard	Almost all programmes in Health Sciences utilise Turnitin	100% (12 of 12)	75% (6 of 8)
6	Adoption of new College Policies, Procedures and Processes			
a	Percentage (and number) of Schools that adopted the new Handbook Policy in 2018/19	100% (4 of 4)	92% (11 of 12)	100% (8 of 8)
b	Percentage (and number) of Schools with handbooks available before the year start	100% (4 of 4)	92% (11 of 12)	100% (8 of 8)
c	Percentage (and number) of Schools complying with PGR confirmation regulations	100% (4 of 4)	100% (12 of 12)	100% (8 of 8)
d	Percentage (and number) of Schools where PhDs are informed of research integrity module and PG Research Handbook	100% (4 of 4)	100% (12 of 12)	100% (8 of 8) – integrity module 88% (7 of 8) – PGR handbook
e	Percentage of Schools providing UG/PG academic feedback within 20/30 days.	UG - 100% (4 of 4) PG – 100% (4 of 4)	UG - 100% (12 of 12) PGT - 100% (12 of 12)	UG - 88% (7 of 8) PGT - 100% (8 of 8)
f	Percentage of Schools adopting a standard format for return of feedback.	25% (1 of 4)	58% (7 of 12)	38% (3 of 8)

¹ Progression is defined as the number of students who progress from first to second year within the same course.

² Retention is defined as the number of students who are retained in College i.e. progress from 1st to 2nd year in the same course, repeat the year in the same course or transfer to another course within Co

3. Assessment against Key Metrics (ref Table 2 above)

3.1 Module evaluations

All three Faculties reported undergraduate module evaluation rates greater than 97% in 2018/19 (AHSS – 97%; EMS – 98%; HS – 100%). Response rates remain an issue of concern for some modules (AHSS reported UG response rates of 20 - 90%), particularly where online surveys are the sole method of gathering feedback. The School of Dental Science reported a drop in the response rate from 100% to 39% when the feedback method for Inter-professional Learning (IPL) sessions moved from paper-based to online surveys. The School suggests that innovative ways to gather student feedback will be required in the post Covid-19 environment where more teaching is delivered remotely and where there may be a greater reliance on online feedback methods.

Some Schools addressed low response rates in 2018/19 by utilising more open dialogue with students in a staff:student partnership model. For example, in Computer Science and Statistics (CSS) a new student representative forum meets at the end of each semester to discuss the results of module evaluations. In AHSS, some Schools have set up staff-student liaison committees, in addition to continuing with surveys, and in EMS in-house class assessments (e.g. clickers, chat boards) and student liaison workshops are more widespread modes of interactive feedback.

Responses to issues raised in UG student evaluations were outlined in the School action plans. Actions taken included a review of assessment deadlines and weightings in response to student feedback that bunching of deadlines and an increase of assessed coursework components (as a result of TEP) was an issue (Histories & Humanities, FEMS). Feedback from SS Microbiology students resulted in the re-organisation of final-year research projects to ensure that they are split evenly between semesters 1 and 2, allowing them time to write-up before planning the second phase of the project.

3.2 Programme evaluations

Taught postgraduate programme evaluation rates of 100% were achieved in HS and AHSS. In EMS, 89% of postgraduate taught programmes were evaluated (17 out of 19). Issues raised by students included, for example, a lack of dissertation meetings in the LLM (School of Law) and the availability of online content for students on the two-year, part-time Pharmaceutical Manufacturing Technology (PMT) programme. In response, the Director of the LLM scheduled additional dissertation meetings and the School of Pharmacy & Pharmaceutical Science organized the transfer of distance learning from booklet to online format for part-time PMT students.

3.3 National Student Survey

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. To counter this, Schools in HS considered responses to the survey within the broader context of all other student feedback, focussing on common issues to inform planning for next year. In EMS, the Faculty Executive Committee (FEC) agreed to share the Faculty-wide Studentsurvey.ie data and the International Student Barometer (IBS) data to all Schools jointly. This allowed them to discuss commonalities in the findings and to address them in a coordinated way.

AHSS respondents to the National Student Survey highlighted a need for more opportunities to deliver presentations. This is being addressed in all disciplines in the context of TEP, including through the use of assessed presentations. Opportunities to share good practice between Schools e.g. the teach-meet forum in Histories and Humanities, has the potential to be rolled out in other Schools.

In Health Sciences, respondents highlighted a decline in student-faculty interaction and the need for a more supportive environment as issues of concern. Both of these will be more difficult to address in a remote-working context post-Covid-19. Schools in the Faculty have already made improvements in an attempt to address these issues, for example by introducing student break-out space in TBSI, and by holding coffee meetings with students during the lockdown on 'Zoom'.

Two issues that emerged from the data in EMS were (i) a need for more career guidance/transferrable skills instruction and (ii) the timeliness and quality of the feedback given to students. Schools in the Faculty have responded by introducing guest lectures, research seminars (Biochemistry and Immunology, Genetics and Microbiology), industry speakers (Engineering and Computer Science), alumni mentorship (Chemistry and Physics) and career office lecture slots into their undergraduate course structures. The majority of in-course continual assessment work within EMS courses occurs within experimental laboratories and write-ups that are supervised and evaluated via PG teaching assistants. To ensure that these PG students have the requisite skills, Schools (e.g. Zoology, Chemistry and Physics) have introduced mandatory demonstration and teaching courses for their PG students.

3.4 External Examiner process

There was an increase in the percentage of undergraduate External Examiner (EE) reports returned (compared to 2017/18) in all three Faculties (HS 96% vs 79%; AHSS 94% vs 88%; EMS 100% vs 97%). The return rates for 2019/20 reports will be monitored to determine whether this increase is sustained. Issues raised by UG External Examiners included reluctance to mark at the higher end of the range, standardization of marking practices and rubrics, the process for resolution of borderline marks, and lack of written feedback on scripts.

Enhancements implemented by Schools in response to UG EE recommendations included adopting a standard format for return of feedback on academic work (EMS), a planned increase in the use of technology for submission of assessment and student feedback (English), a review of the use of first class marks (Histories and Humanities) and the introduction of double marking for all final year and 'Schol' papers (Dental Science).

In relation to PGT External Examiner reports, there was an increase in the percentage received in HS compared to 2017/18 (95% vs 89%), whereas the return rate for AHSS and EMS reports was comparable to that for 2017/18 (90% vs 91% and 77% vs 76% respectively). Poor response rates in the School of Engineering (58% - 7 out of 12 reports received) lowered the average return rate for the Faculty. Changes introduced in response to comments from the PGT external examiners included the establishment of seminars in research methodology for M.Phil in Chinese Studies students (LSCS) and the elimination of choice from the exam paper for the MSc in Bioengineering in line with good practice in peer universities (Engineering).

The implementation of the External Examiner enhancement process, introduced in 2017/18, was assessed in the 2018/19 reports. The majority of Schools in all three Faculties indicated that they now keep a record of key quality issues discussed at the courts of examiners meeting and that they respond in writing to EE recommendations. With regard to the implementation of EU-GDPR regulations, 92% of Schools (11 out of 12) in AHSS and 100% of Schools in EMS indicated that they used secure methods (OneDrive, HEAnet) to transfer student assessed work to external examiners. The Faculty of HS reported that its Schools have not yet fully implemented the new regulations but noted the increased importance of doing so given the travel restrictions that have been brought about by Covid-19.

The number of External Examiners attending courts of examiners remotely was low in 2018/19 (AHSS – 2; EMS – 1, HS – 0) and the numbers of examiners with access to Blackboard was also reported as low (AHSS – 4; EMS – 1; HS -1). In 2019/20, all Courts of Examiners were conducted remotely via MS Teams and as a consequence there was an increase in the demand for access by EEs to Blackboard. The Faculty of HS raises concerns in its report about the process for granting Examiners access to Blackboard, which is currently organised through Human Resources and requires the Examiner to have a PPS number. This, they feel, may lead to an increased workload at School-level and they recommend that the issue is addressed at College level in light of the anticipated increase in requests for access. The agreement between the Office of the Revenue Commissioners and the entire University sector to process all payments for External Examiners through payroll is also raised as an issue by HS as the additional administrative burden on the Schools and the EEs and may result in a direct loss in the number of EEs willing to participate in the process for the level of remuneration offered by Trinity, which has not seen an increase since 2012 (€250-500/day for a maximum of two/three days in Schools with approved derogations).

3.5 Accreditation

Accreditation visits by professional/statutory bodies were recorded in all three Faculties in 2018/19. In Health Sciences, the undergraduate Medical degree was accredited by the Medical Council until March 2022. The Institute of Physics accredited four programmes in the School of Physics until March 2021 – the BA Physics, BA Nanoscience, BA Theoretical Physics and the BA Physics and Astrophysics.

In AHSS, the Trinity Business School (TBS) successfully achieved accreditation from EQUIS (the leading international system of quality assessment, improvement and accreditation of business schools) deeming it amongst the top 1% of business schools in the World. This accreditation is for 5 years without conditions. The Doctorate in Counselling Psychology was accredited by the Psychological Society of Ireland and the Master's in Social Work was granted accreditation by CORU for a further 5-year period. The School of Education identified staffing levels in the School as a risk to continued accreditation by the Teaching Council of Ireland of its B. Mus Ed and Professional M.Ed. Having an appropriate staff:student ratio (SSR) was also identified by the School of Psychology as essential for continued accreditation by the Psychological Society of Ireland of its UG and taught professional doctorates.

The early impact of Covid-19 on accredited programmes was highlighted in the Faculty of Health Sciences report. It noted that 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. Schools are now working closely with the accrediting bodies to establish a roadmap for returning students to clinical/placement settings.

Actions taken in response to recommendations arising from accreditation reports in 2018/19 included revision of student handbooks to ensure greater clarity in module learning outcomes and descriptors (Pharmacy & Pharmaceutical Sciences), and the development of a suite of supervisor manuals and new online training on clinical grades to ensure the consistency of clinical grading in Dental Science.

3.6 Progression & Retention

A College 'retention rate' of 96.1% was achieved in 2018/19, similar to the figure for 2017/18. 'Retention' is defined as students who progressed to Year 2 (91.5%), repeated Year 1 (1.9%) or who transferred to another course within College (2.7%). 'Progression' is defined as the number of students progressing from year 1 to year 2 within the same course. The College 'progression rate' of 91.5% for 2018/19 is above the 90% target outlined in the College Strategic Plan 2014-2019.

AHSS had the highest intake of new entrants (984) and achieved a progression rate of 92.9%, an improvement on the 2017/18 figure of 91%. EMS had the second highest intake of new entrants (842) and the lowest overall progression rate (90.6%), up from 85% in 2017/18. HS had the lowest number of new entrants (707) but achieved the highest progression rate of 94.1%, an improvement on the 2017/18 rate of 89%. The Faculty typically has a high rate of transfer between programmes and this is reflected in the retention rate of 97.5%.

3.7 Teaching Supports

The Faculty of EMS reported 78 Graduate Teaching Assistants (GTAs) in the School of Chemistry, 60 in the School of Physics and 112 in the School of Engineering. Of these, 33 from the School of Chemistry and 1 from the School of Engineering has enrolled in the CAPSL Graduate Teaching Assistant (GTA) online module. In AHSS, there were 232 GTAs across five Schools. Of these, 19 had enrolled on and 10 completed the online CAPSL module.

3.8 Digital enhancements

Ninety-two percent of AHSS and 88% of EMS Schools report having module content and information available on Blackboard. Almost all Schools in HS use Turnitin in Blackboard, 100% use it in AHSS and 75% in EMS. In 2018/19, Schools in all Faculties indicated an increased use of Blackboard and other learning technologies to facilitate online teaching and learning, and as a tool to provide feedback to students. In AHSS, a significant move to implement submission and marking of student work through Blackboard was initiated on the M.Ed Programme (Education) and the School of LSCS reported that they are encouraging wider use of the feedback functions of Turnitin and Blackboard, through staff training. The School of Psychology has moved towards the use of the integrated Blackboard/Turnitin system for coursework submission, in light of GDPR regulations.

In the School of Nursing & Midwifery, Blackboard Collaborate, Panopto and podcasts are widely used for enhancing student learning at undergraduate level. Dental Science is exploring the use of Proctorio for real-time online assessments and will pilot the integration of Proctorio with Blackboard. In EMS, the School of Genetics and Microbiology used clickers as well as other technology (Blackboard collaborate, Panopto and Turnitin, assignments, blogs, forums through blackboard) for its teaching in 2018/19. In Genetics and Microbiology, lecture material recorded on video and hosted on Blackboard approximately one week prior to the in-class session was used in flipped classrooms.

In the 2018/19 reports, Schools were asked to comment on their experience of the use of Grades Journey, i.e. the upload of student marks from Blackboard to SITS. In AHSS, no Schools adopted Grades Journey in 2018/19 and in FEMS Schools, it was not common practise for several reasons including where programmes are run jointly with other institutions (Chemistry), where established practises were already in use or where there was a lack of training (Physics).

Schools in Health Sciences reported little use of Grades Journey in 2018/19, given the inability of SITS to accommodate programmes with more than one assessment component. In the School of Nursing and Midwifery, Grades Journey was applied to two modules but appeared to alter the marks of one of the modules when entered into Blackboard following the transfer of grades to SITS. The School reported that it had limited use for Grades Journey for other modules as all other modules contain multiple components.

4. Summary of Key Initiatives and Good Practice

4.1 Arts, Humanities and Social Sciences

A significant success story in the Faculty of AHSS was the launch of the Columbia Dual Degree. The programme was piloted in 2017/2018, with a cohort of four existing Trinity students who began at Columbia in the autumn 2018/2019 and who will graduate in 2020 from both institutions. A total of 38 students registered for the programme in 2018, across four strands: English Studies, European Studies, History and Middle Eastern & European Languages and Cultures. History of Art and Architecture; Classics Ancient History and Architecture; Film and two programmes in FEMS were added to the course offering for 2020 entry. Expansion of the offering to Religion and Philosophy has been approved by Council, and they will welcome the first cohort in 2021.

The Faculty allocated €5,000 to each School to help towards their Athena SWAN (AS) application. All Schools in the Faculty have now appointed AS Champions. The first AHSS School to submit an application was the School of History and Humanities in November 2019. Three Schools from AHSS (Law, Social Work and Social Policy and Psychology) submitted an application in the April-June 2020 submission round, and a fourth (Linguistic, Speech and Communication Sciences) will submit in November.

All Schools in AHSS undertook substantial curriculum revision in 2018/19 and a number contributed to the design of Trinity Electives Modules. In Creative Arts, for example, 100 places were offered on Open Modules in the School, and it designed a Trinity Elective (*The Art of the Megacity*). The School began to rationalize over-teaching and over-assessing and, as a result, Drama reduced its offering by ten modules.

An innovation introduced by some Schools in the Faculty was the 'Teach Meet' forum at which colleagues from across the disciplines bring examples of recent innovations or experience. One such School, Histories and Humanities, introduced a School 'Teach Meet' which addressed itself in 2018/19 to the opportunities to assess students in new ways. Presentations included forms of assessment based on tools within the VLE and Group Projects for SF students in History.

All taught programmes in the Trinity Business School are evaluated on an annual basis by outgoing students (by way of survey). This data is triangulated by feedback from EEs and various departments within TBS (careers, teaching faculty, and programme directors). Programme

Reviews are completed annually and a summative report submitted to the School Executive Committee. Issues requiring attention for the following year are highlighted and communicated to the relevant parties.

4.2 Health Sciences

A Faculty-level application was submitted in 2019, however this was unsuccessful and in light of the constructive feedback received, a School-level approach will be taken by the Faculty going forward. The Athena SWAN review panel commended the Faculty's strategic appointment of a full-time Athena SWAN Project Officer, which showcases the longer-term commitment in terms of monitoring and delivering on gender equality actions once awards are secured.

The Faculty continued to innovate in the Inter-Professional Learning (IPL) sphere in 2018/19. The first IPL workshop was run through the Trinity Simulation Suite (TSS) at St. James' Hospital with physiotherapy and pharmacy students. Another enhancement of IPL across the Faculty was facilitating non-credit bearing modules to include IPL through an online platform. This innovation was funded by the Dean's Award for Innovation in Teaching 2018/2019. The Faculty of Health Sciences continues to expand and embed its IPL activities across all Schools and Disciplines.

In 2018-19, the Dean funded six workshops on Responding to Distressed People for Faculty of Health Science staff, and invited staff from clinical and professional sites to attend. These were designed to equip Health Sciences staff with the knowledge and confidence to support students who are experiencing distress.

Student feedback highlighted a gap in Counselling Service provision for some Health Sciences students who attend placements outside Dublin. The Faculty arranged for College Counselling to provide a telephone counselling service for all such students. This telephone service has now been extended to Interns in light of Covid-19 and the higher likelihood of pandemic-related mental health issues.

4.4 Engineering, Mathematics and Science

There were a number of new taught programmes at UG and PG level in FEMS in 2019. Many of these were promoted through the work of the Global Officers (GO) in Chemistry, Engineering, Maths, Natural Science and Physics and the appointment in 2018/19 of International Global Directors in all Schools. New courses included those with Columbia

University (2+2 courses in Geosciences and Neurosciences) and the furthering of existing partnerships e.g. with Thapar University (Engineering and Computer Science and Statistics). 2019 also saw the launch of a new M.Sc. in Immuno-Therapeutics in the School of Biochemistry and Immunology with its first intake of students in September, a new joint M.Sc. in Energy Science, as a joint venture between the Schools of Physics, Chemistry and Natural Science, and a new M.Sc. in Genomic Medicine (School of Genetics & Immunology and the School of Medicine with its first intake of students in September 2020).

In 2018/19, four Schools submitted Athena SWAN applications with a 50% success rate. Under the guidance of the FEMS Athena SWAN Project Officer, the School of Physics and the School of Biochemistry and Immunology will review the feedback they obtained to improve their resubmissions over the next 12 months.

School websites across the Faculty underwent a refresh in 2018/19. They now universally follow a revised College template for ease of access and migration between sites and provide a trusted source of current information e.g. course handbooks, Safety statements etc.

A number of strategies have been introduced to ensure the consolidation of information and its effective projection upstream at Faculty level. For example, in 2019 the Science Course Office enabled a cross-School survey and face-to-face discussion forum with UG science course representatives. This provided valuable information (e.g. on the suitability of teaching spaces (Goldsmith Hall) and the exam experience (RDS)) for transmission through the Associate Dean of Undergraduates Science Education (ADUSE) to the Dean of FEMS and members of the College Executive Committee (Bursar, Chief Operating Officer).

The Dean of FEMS is working closely with the Schools and the Space Planning Officer to create an accurate FEMS-based space atlas. This data is key to unlocking the strategic connection of cognate disciplines through shared research and teaching spaces e.g. providing access to equipment and facilities. In particular, the unsuitability of Goldsmith Hall has become a ubiquitous feature in School/Programme reviews and student feedback. Plans to fund the renovation and repurposing of this space continue within the Faculty and feature prominently in the College's Estate Strategy.

The School of Biochemistry and Immunology (with support from the School of Medicine) was one of the first to deliver a Trinity Elective, 'Vaccines – Friend or Foe' in 2018/19. Given the resurgent problems associated with poor vaccine uptake, understanding vaccines and how they work, and understanding the complexities of choice associated with different societal roles, is a topical and important issue for our time. The elective was designed to have a number of different innovative components and to use a variety of T&L approaches to address these.

5. Summary of Key Issues and Risks (ref Table 3)

5.1 Arts, Humanities and Social Sciences

The **quality of teaching and learning spaces** remains an issue of concern in the Faculty. While the first phase of the Arts Block refurbishment has resulted in improved student amenities, issues remain with wheelchair access, equipment/technical support and noise levels in teaching spaces. Schools that are located across multiple sites (Creative Arts, Law, Linguistic, Speech & Communication Sciences, Social Work & Social Policy) also report issues with the suitability of their learning spaces.

Low staff:student ratios are also issue of concern for the Faculty. Seven Schools reported ratios above the College median and some Schools (e.g. Histories and Humanities, Law and Social Sciences and Philosophy) reported figures above those for comparator institutions in the UK. These ratios act as a barrier to quality and in some cases (e.g. Psychology) could result in programmes not meeting the requirements for professional accreditation. The introduction of the capstone project and changes in assessment modalities in TEP was expected to impose further strain on already limited staff resources. College's commitment in the Strategic Plan 2020-2025 to reduce the student-staff ratio to 16:1 by 2025 will be difficult to attain without additional staffing resources for many Schools.

The Faculty reported concern related to **College systems** and problems with **timely communication of information**. SITS continued to present very significant challenges to the DUTL and administrative staff, in many cases involving frustrating reduplication of effort, with some marks having to be entered three or more times. Lack of clear communication and adequate notice of changes in policies and procedures makes planning cumbersome and has a negative impact on staff morale and a knock-on impact on student experience. There were a number of delays in relation to the provision of LENS reports, and the processes for appropriate, timely and efficient distribution of these need to be monitored.

5.2 Health Sciences

Access to **suitable student placements** is an ongoing issue of concern for the Faculty of Health Sciences. The most recent high-risk area for Nursing & Midwifery has been access to children's placements. The Faculty established a Children's Academic Strategy Group, the purpose of which is to underpin the need of research and education in the Faculty of Health Sciences. The situation regarding access to children's placements has worsened in light of Covid-19 as Tallaght University Hospital closed its children's wards. In Medicine, an area of high risk is access to high-quality placements for year 3 Medicine students in non-specialist areas. The School is in negotiations with relevant health service partners to resolve this matter, including the Hermitage Clinic and the Dublin Midlands Hospital Group.

A related issue is the impact of Covid-19 on the ability of students to complete the mandated number of **clinical hours required by the relevant accrediting bodies**. Students will also be required to make-up any missed time due to Covid-19. This could potentially lead to a heavy student timetable across the next 2+ years. Schools are working hard to find solutions that will both meet the requirements of their accrediting bodies and keep students' physical and emotional welfare in mind.

Access to Blackboard is problematic in the Faculty, as examiners are now required to submit PPS details in order to be added to HR systems, which in-turn links to IT systems access such as Blackboard. Some examiners have refused payment or have requested that payment be donated to charity, which causes additional paperwork. The Faculty is requesting that a College-level approach be taken to this, particularly as it is expected that there will be an increase in demand for EEs to have access to Blackboard in the post-Covid-19 landscape.

5.3 Engineering, Mathematics and Science

A TEP-related concern in the School of Mathematics is the inclusion of introductory Statistics modules in the **fixed timetable**. These modules should be taken by several cohorts of students including Joint Honours students in Maths & Economics, Maths & Music and Maths & Russian. The School is unsure how these modules will be timetabled, as they involve all four of the pillars and is unsure that its cross-year teaching in sophister years will be permitted or that its sophister students will have access to a sufficient number of modules. This will be especially difficult for the Joint Honours students, given the restrictions imposed by TEP.

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

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Table 3: Reported risks identified by Schools/Faculties in 2018-19			
Issue	Reported Risks	Action already taken:	Governance and Strategy
<p>1. Space (all Faculties) 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).</p> <p>The reduction in face-to-face teaching as a result of Covid-19 may address some of the space issues in the short-term.</p>	<ul style="list-style-type: none"> - Quality of the student experience - Impact on Trinity’s reputation and rankings - Health & Safety, - Inability to grow student numbers - Inability to grow staff numbers as there is nowhere to accommodate them - Inability to house large research teams - Risk to continued accreditation of programmes. - <i>‘The College needs to have a uniform and transparent policy for allocation of space to Schools to reduce inefficient use of space.’</i> 	<ul style="list-style-type: none"> - Arts Building refresh - Opening of Trinity Business School. - Refurbishment of South Leinster St - Hamilton building improvements, - 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. 	<ul style="list-style-type: none"> - Estates Strategy - Strategic Plan Goal 2.8 - Future strategic developments including TTEC and Grand Canal Innovation District, E3 Foundry - Timetabling Policy and Procedures
<p>2. Resources (all Faculties) Staff: Student Ratios (AHSS) Funding for Teaching Assistants (HS/FEMS) Funding for Postgraduate Research Students.</p>	<ul style="list-style-type: none"> - Impact of recruitment embargo in April 2020 due to Covid-19 on the ability to secure and retain staff. - Impact of low staff:student ratios on the student experience, implementation of TEP, accreditation and growth of student numbers - Insufficient staff impacts delivery of teaching, supervision of theses, second marking, conduct of tutorials etc. - Insufficient TAs/ demonstrators impact TEP implementation. 	<ul style="list-style-type: none"> - Some new posts funded through Philanthropy - Faculty-led submissions within the Human Capital Initiative. 	<ul style="list-style-type: none"> - Inspiring Generations - Human Capital Initiative.

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Table 3: Reported risks identified by Schools/Faculties in 2018-19

Issue	Reported Risks	Action already taken:	Governance and Strategy
<p>3. Digital Strategy</p> <ul style="list-style-type: none"> - Cohesive Digital strategy to support the move to a blended learning model that includes technology and systems support. 	<ul style="list-style-type: none"> - Quality of the material being presented to students and thereby the quality of the student experience. - Supports are required at a strategic, College-wide level in order to sustain online operations beyond the initial emergency response to Covid-19. 	<ul style="list-style-type: none"> - CAPSL resources on adapting teaching for online learning 	<ul style="list-style-type: none"> - College Strategic Plan 2020-2025 Goal 3.8
<p>4. Placements</p> <ul style="list-style-type: none"> - Availability of suitable placements (Medicine, Nursing & Medicine) - Impact of placement interruption due to Covid-19 	<ul style="list-style-type: none"> - Risk to continued professional accreditation if suitable placements are not available for students or if students have not completed the requisite contact/clinical hours. - Risk to quality of graduates if learning outcomes not achieved. -Risk to sustainability of programmes. 	<ul style="list-style-type: none"> - Engagement with accreditation bodies individually and through the IUA. 	
<p>5. Access to Blackboard</p> <ul style="list-style-type: none"> - New government regulations require External Examiners to apply for Irish PPS numbers in order for them to be paid and to have access to Blackboard - Increased number of virtual Courts of Examiners post-Covid-19 will require all External Examiners to have access to Blackboard. 	<ul style="list-style-type: none"> - Increased difficulty in engaging External Examiners due to the level of paperwork involved. - Increased workload for School staff - Risk to the External Examining process 		<p>External Examiner Policy</p>

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Table 3: Reported risks identified by Schools/Faculties in 2018-19

Issue	Reported Risks	Action already taken:	Governance and Strategy
<p>6. Implementation of TEP</p> <ul style="list-style-type: none"> - Concern about the tight turnaround times between exams, marking, Courts of Examiners and appeals arising from the new academic year structure (AYS), which puts extra strain on both academic and professional colleagues. - Impact of over-assessment - Impact of fixed timetable on shared modules and cross-faculty teaching. 	<ul style="list-style-type: none"> - Additional pressure on academic staff - Risk to quality and accuracy of marking - Additional workload on and anxiety for students. 	<ul style="list-style-type: none"> - Issues raised by EE fed back to the Senior Lecturer by the Quality Office. - Changes have been made to the timing of the Schol exams in response to feedback. 	
<p>Impact of Covid-19</p> <ul style="list-style-type: none"> - The lack of a standard format for online materials has resulted a multitude of offerings with no overall Trinity theme or brand. - Supports are required at a strategic, College-wide level in order to sustain online operations beyond the initial emergency response to Covid-19. - Impact of blending learning and teaching, and multimedia forms of assessment on the teaching and learning standards. 	<ul style="list-style-type: none"> - Reduction in the quality of the learning materials - Reduction in the quality of the student experience. - Reduction in the quality of teaching and learning standards. 		<p>Trinity Digital 2 Strategy</p>

Appendix 1: School Action Plans

1. Trinity Business School							
No	Actions(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
1.1	UG module evaluations	Investigate whether there is a 50:50 split in examinations	<i>Students still feel that there is a greater workload in semester 2 despite semesterisation</i>	Module evaluations and programme Committee meetings	DUTL and module leaders		
1.2	ISSE Survey (UG)	<i>Increase mindfulness and wellbeing activities in the School</i>	To reduce the number of students presenting with anxiety, particularly at examination sessions	Students reaching out to Tutors and to Student counselling services	DUTL, Tutors		
1.3	UG External Examiner reports	<i>Investigate the possibility of having CoE reports available with visibility of pass/fail as early as possible</i>	The external examiners often can't see the full pass/fail details until just before the court.	External Examiner Report	DUTL, Compilation of results by all programmes		
1.3.1		<i>Adopt a standard format for return of feedback</i>	Inconsistent feedback across programmes	External examiner feedback	Directors		
1.4	PG module evaluations	<i>Students would like class times to be reduced (currently 3 hours) and the number of block weeks for teaching reduced</i>	Module evaluation feedback		PGDTL/MSc Portfolio Manager		
1.5	ISSE Survey (PG)	GNIB appointments still proving difficult to obtain by students	Continuous communication with students on blackboard by the School and liaising with the Global office to ascertain the full extent of the issue	Student feedback	Directors		
1.6	PG External Examiner reports	<i>External Examiners raise a concern regarding the level of English displayed by the students despite achieving the recommended level for admission</i>	English for academic purposes was introduced as a new optional module to two co-horts following on from this feedback. Analysis of module will be conducted at the end of semester 2 and plans for 2020-21 will be put in place depending on the outcomes.	External Examiner report	MSc Portfolio Manager, PGDUTL		

2. School of Creative Arts							
No	Actions taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
2.1	GDPR legislation.	Use of Office 365 (OneDrive/Sharepoint) for internal document sharing and HEANet Filesender for external file sharing	GDPR implementation in May 2018	Legislative change	School Manager	Orange	While most processes have been migrated to GDPR-compliant mechanisms for file sharing embedding instincts (especially with adjunct staff) will take longer.

3. School of Education							
No	Actions taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
3.1	UG module evaluations	TBA	<i>Observations by students</i>			DUTL	
3.2	ISSE Survey (UG)	<i>Consider results at the B.Mus. Ed. CC</i>				DUTL	
3.3	UG EE reports	TBA		EE Reports		DUTL	
3.4.1	PG module evaluations	The MEd ARLM module (5 ECTS) has been noted by students - e.g., in terms of scheduling of lectures (front-loading) and in terms of offering a blended version of the module.		EE/Module		Programme Director/Module leader	
3.4.2		Shared Space: the MEd programme is considering how Summer Schools, shared seminars, and other social and academic events could allow for greater student interaction and discussion across strands.		EE Eval		Programme Director/Strand Leaders	
3.4.3		The MEd programme is considering a wider range of methodological and philosophical approaches to research, and to encourage greater reflexivity about research.		EE Eval		Programme Director/Strand Leaders	
3.4.4		PG Cert to consider using digital storytelling to augment students' written reflections, undertaken		EE Eval		Programme Director/Strand	

within or across module assessments				Leaders			
4. School of English							
No	Action (s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
4.1	UG module evaluations	Increase module choice at JS level	Perceived lack of choice in 5ECTS modules at JS level	Staff-Student Liaison Meeting	Head of Discipline; DUTL	Complete	
4.2	ISSE Survey (UG)	Discussion of assessment feedback	Students report being unsure of what kind of feedback they expect to receive – though this is a college-wide rather than School of English issue	ISSE	DUTL	In process	More discussion with student reps is needed on this issue.
4.3	UG External Examiner reports	<i>Increase in use of technology for submission of assessment and student feedback</i>	Dependence on a hard-copy system	EE report and Staff-Student Liaison	Head of Discipline; DUTL; administrators	In process	
4.4	PG module evaluations	<i>Reconsideration of teaching space</i>	Sense of inequity in treatment	Programme evaluation	DPTL; MPhil Directors; Director of Oscar Wilde Centre	Discussion and consultation	Difficulty here due to need to upgrade facilities in the OWC, and make accessible to students with mobility issues
4.5	ISSE Survey (PG)	Discussion of assessment feedback	Students report being unsure of what kind of feedback they expect to receive – though this is a college-wide rather than School of English issue	ISSE	PPTL; MPhil Directors	In process	

5. School of Histories and Humanities							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
5.1	UG module evaluations	Review of assessment deadlines and weightings	Bunching of deadlines and opportunity to rebalance assessment weightings in context of increase of assessed coursework components (for TEP)	Staff-Student Liaison Committees	DUTL, Heads of Discipline	G	
5.2	ISSE Survey (UG)	Skills attainment	ISSE for AHSS notes high ratings for Thinking Critically & Writing Effectively, and lower for opportunities for delivering presentations. Being addressed in all disciplines in the context of TEP including through use of assessed presentations at both Fresh and Soph levels.	ISSE	DUTL	G	Some disciplines in the School have more experience in this respect, and the School's Teach-Meet forum provides an opportunity to share best practice.
5.3	UG External Examiner reports	Review of use of first-class marks	Opportunity to use the full range of the first-class scale	EE	DUTL, Heads of Discipline		Markers and second-markers at Sophister level alerted to the need to reward outstanding work with the full range of marks.
5.3.2		Second marking practices.	Concern that second-marking was overly intensive	EE			New second-marking templates introduced in 2019 in Dept of History.
5.4	ISSE Survey (PG)	Ensuring all programme handbooks are available on the School webpages by the start of PG orientation week.	The ISSE PGT survey highlights the importance of early dissemination of key programme requirements and the high level of student dependence on programme handbooks.	ISSE Survey	Programme Directors		
5.5	ISSE Survey (PGR)	Biannual PGR orientation and welcome meetings; facilitation and promotion of student organized workshops and cross-	The ISSE PGR continues to highlight PGR students' perceived lack of integration in the wider research community.	ISSE report	PGR Director		

		disciplinary conferences.			
5.6	PG External Examiner reports	Consolidation of MPhil in Gender and Women Studies with provision of TCD permanent staff core	School Appointment of Dr Clare Tebbut	School/Faculty	
5.7	ISB Survey report.	A quarter of PGT and PGR students report greater need for overall pastoral support in their studies	The School looks forward to supporting a prospective PG tutor system rolled out as part of the Dean of Graduate Studies' strategic reform of PG life	ISB Survey report and student feedback	College
5.8	PGR strategic reforms by the GSO	Revision of the School's PhD review schedules and requirements for first year and second year reviews	Implementation of thesis committee model for the annual review of PGR students and March deadline for confirmation on the PhD register.	Dean of Graduate Studies	DPGTL
5.9	low application numbers in 2 MPhils (Gender, Classics)	Local info sessions about the School's MPhils targeting internal UG students; promotion of the MPhils using Departmental social media and wider disciplinary specific fora	Low application numbers for 2017-18 for two of our MPhil programs resulting in small cohorts for 2018-19	MPhil Directors	DPGTL
5.10	administration of the new PPA Awards	Formalization of a new School policy for the advertisement, committee assessment and allocation of supervisor-held PGR funding awards	Lack of formal procedures for allocation of PPA awards to PGR students	PGDTL	
5.11	cross-School sharing of PGT modules	Raise issue with the Dean of Graduate Studies	Consistency of marking scales between Schools sharing MPhil modules	EE comments CoE	DPGTL
5.12	centralization of module and programme evaluations	Formalization of local programme evaluation at the School level with timeline	Need to centralize and formalize collation of student evaluations	DPGTL	

6. School of Languages, Literatures and Cultural Studies							
No	Action(s) taking in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
6.1	UG module evaluations	Oral feedback and discussion with class follows analysis of forms by lecturer	<i>Whatever arises in feedback forms</i>	Feedback forms	Individual lecturer reporting to HoD		
6.2	ISSE Survey (UG)	<i>Will seek more student representation in School's student-staff forum. Will address shortage of admin staff so that academics have more time for student meetings and small group discussions. More social events for staff and students</i>			HoS + School Manager DUGTL + HoDs		
6.3	UG External Examiner reports	<i>All reports are discussed with HoD and changes discussed and implemented where appropriate</i>		External examiner report	HoD		
6.4	PG module evaluations	<i>Number of students completing survey was very small. But face-to-face feedback plays important role</i>			MPhil Directors and Lecturers		
6.5	ISSE Survey (PG)	Numbers responding to survey were small but We will continue to engage our students in open discussions about their experiences of supervision and taught modules. Allocation of admin tasks to admin staff as we restructure will free up academics' time to engage one-to -one with students and create a more supportive environment		ISSE	DPGTL HoD, School Manager		
6.6	ISSE Survey (PGR)	<i>Further consultation with PGs is ongoing and will be regularised. More social engagement between staff and students</i>			DPGTL		
6.7	PG External Examiner reports	<i>Examined by Court of examiners, by Directors of programmes and DPGTL. Where changes are required they are implemented</i>					DPGTL + MPhil Directors reporting

					to School GSC
6.9	ISB Survey report.	More information on grading system to be presented to international students at induction day. Small group teaching/ meetings to be increased. More social events for staff and students.	Student feedback	Director of MEELC DUGTL, HoDs	
6.10		SLLCS has established a staff student forum . While it is difficult to get students to attend we continue to find ways of engaging them in helping us to identify issues		DUGTL reporting to School's UG Studies Committee	
6.11		Understaffing has been an issue in ensuring quality of student experience. School has applied for HCI funding including some posts. Having successfully fundraised for 4 positions we continue to explore further possibilities that would enable us to focus on small group teaching and to increase staff/student engagement across a range of activities		HoS	
6.12		Administrative restructuring is ongoing. When fully implemented staff will be relieved of admin tasks with more time allocated to student oriented activities		HoS and School Manager	

7. School of Law							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
7.1	UG module evaluations	Spreading deadlines, where possible.	The "bunching" of assessments for coursework now that we are using this as an alternative/supplement to exams at the end of the semester.	Feedback from student reps, e.g. in undergraduate studies committee	DUTL / Module Coordinators		
7.2	ISSE Survey (UG)	Continued emphasis on reflective learning and group work	This was the subject of positive comment in the ISSE Survey and School is continuing to find ways to weave this into modules including the Clinical Legal Practice Module and the Capstone Project	ISSE references this positively in the case of the School of Law.	DUTL / Module Coordinators		
7.3	UG External Examiner reports	Maintain review of research dissertation module - assessed components	School adopted structured final year research project in preparation for TEP - currently 10 ECTS Module, will be developed into 20 ECTS Capstone project. Continuing to review how we assess the components of this.	EE Report - some issues raised about the assessment of certain components and assessment weightings.	Research Project Module Coordinator and Group Leaders		
7.4	PG module evaluations	Following review by Director of LLM who is liaising with colleagues (including in person meetings) and who has already closed the feedback loop to students, additional dissertation meetings have been scheduled.	Student evaluations identified a lack of dissertation meetings.	Student Evaluations	Director of LLM		
7.5	ISSE Survey (PG)	Limited number of responses, so difficult to identify a clear message.					

		One PGT respondent mentioned more coursework and we are trying to encourage that.			
7.6	ISSE Survey (PGR)	No data returned for Law.			
7.7	PG External Examiner reports	Ongoing consideration of variety of assessment methods.	Some external examiners comments on the need to maintain focus on as wide a range of assessments as possible.	Examiners' reports	Director of LLM

8. School of Linguistic, Speech and Communication Sciences							
No	Action(s) taken in response to	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
8.1.1	UG module evaluations	In SLU33001 Discourse Analysis, split assignment into two parts, transcription and analysis; provide more input on analysis.	Student perception of difficulty and length of assignment		Module coordinator	Implemented in MT 2019/20	
8.1.2		In SLU11006 Introduction to Language Acquisition, changed assessment format from essay to data analysis	Range of student responses regarding different aspects of assessment		Teaching team	Implemented in MT 2019/20	
8.1.3		In LIU33001 Language Learning, reduce continuous assessment from seven short reaction papers to three slightly longer ones and introduce a formative feedback session	Feedback from students that the seven-paper format was burdensome and that more guidance was required		Module coordinator	Very successfully implemented in MT 2019/20	
8.2	ISSE Survey (UG)	Inclusion of quantitative reasoning skills in modules	Scores in ISSE (UG)		Course coordinators	Ongoing	
8.2.1		Support for academic writing	Comments in ISSE (UG)		Course coordinators & Director of CELLT	Ongoing	
8.3	UG External Examiner reports	BDS: Review assessment grids in consultation with the Head of CLCS and Director of Undergraduate Teaching and Learning	BDS extern: "the system used for marking submitted work is probably too complex (and time-consuming) and ought to be simplified."		BDS course coordinator, in consultation with Head of CLCS, DUTL	All actions in progress this year	
8.3.2		BDS: Add a class session in ISL classes at the end of each Semester to prepare in more detail for the examination.	BDS extern: "some students demonstrated fluent ISL but did not correctly respond to the task required – there could		BDS course coordinator		

		Students will receive in-depth feedback on their responses to sample questions	possibly be some more practice in class with answering set examination questions”			
8.3.3		CSLS: (i) review the level of supervision given to students around projects, particularly with regard to the degree of feedback given on draft versions of projects; (ii) revise the marking rubric to reflect this change	CSLS extern: “course team needs to monitor total number of first class awards made. While these were all individually deserved, the proportion was much larger than would normally be the case”		CSLS course coordinator	
		CLCS: Review our practice of having externs scrutinise every piece of coursework	multiple comments from UG externs		Head of CLCS	
8.4	PG module evaluations	MSc in Clinical Speech and Language Studies: Module SL7014 (Research Methods)		Module evaluation	Programme Director	Completed
8.5	ISSE Survey (PG)	PGT students to be invited to linguistics research reading group	Request for engagement with research students	ISSE Survey	DTLP	Completed
8.6	ISSE Survey (PGR)	Expansion of programme to include (1) new academic writing modules and (2) academic writing in AHSS subjects, delivered by Centre for English Language Learning & Teaching (CELLT)	Increased competency in EAP writing	ISSE survey (PGR)	Director of CELLT	Completed
8.7	PG External Examiner reports	MPhil in Chinese Studies: Developing new module Teaching Chinese as a Foreign Language to be introduced in 2019-20.	Opportunity to expand into new area.	External Examiner report	Course committee	Completed
8.7.2		MPhil in Chinese Studies: Establishing a series of seminars for students regarding research methodology	Raise quality of student research practice	Suggestion of EE, based on discussions with students	Programme Director	Completed
8.7.3		MPhil in Chinese Studies:		External		

		Introducing a regular guest lecturer for the economics and business module.		examiner report		
8.7.4		MSc in Clinical Speech & Language Studies: Review of marking practice to use full range to reflect outstanding work.		Discussions with External Examiner		
8.9	ISB Survey report.	Review of classroom sizes for PGT modules	Reduce overcrowding	ISB survey PGT responses	School Executive	Ongoing
8.10	student course feedback	Cooperating with the College Library to increase Chinese language academic resources and to start a 3 month trial of the biggest Chinese academic database (CNKI) for TCD	Improve academic resources	Student feedback	Programme Director	Completed
8.11	GDPR	Use encrypted FileSender or OneDrive to transfer assessable material to external examiners	GDPR regulations		DUTL	Implemented 2019/20
8.12	experience of administrative issues	Explore the use of Blackboard / TurnItIn instead of paper for feedback to students on coursework	Opportunity of Blackboard / TurnItIn functionality, challenges of administration of paper-based feedback		Course coordinators	Piloted in MT 2019/20, to be followed up with staff workshop in HT

9. School of Psychology							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
9.1	UG module evaluations	Discussion with UG module coordinators/request for feedback to students	Specific feedback on teaching styles/module content and organization	UG module evaluations	DUTL and Individual Module Co-ordinators		
9.2	ISSE Survey (UG)	Increase opportunities for interaction in class	Increased interaction with students	ISSE survey	DUTL and Individual Module Co-ordinators		
9.3	UG External Examiner reports	Increase diversity in assessment	Increase diversity in assessment – at a programme level this is constantly under review	External Examiner report	DUTL and Individual Module Co-ordinators		
9.4/9.5	ISSE Survey (PG and PGR)	Response rate not sufficient to identify any particular actions to be addressed			DPGTL and Course Directors		
9.6	PG EE reports				Course Directors		
9.7	ISB Survey report.	Engagement at the College Visiting Student Module Enrolment Fair. School orientation and individual appointments with the School's Global Officer. Streamline pre-arrival information for students – participation in College webinar.	Feedback by visiting students that the module enrolment process was convoluted and time consuming.	ISB Survey	School Director of Global Relations and School's Global Relations Officer		
9.8	PGT courses internal surveys and class rep meetings	School manager and PGDTL met with the Bursar to discuss.	Inadequate PG teaching spaces	PG Taught course evaluations and Class Rep feedback	School manager, PG course directors and PGDTL		

10. School of Religion							
No	Action(s) taken in response to	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
10.1	UG module evaluations	Provision of a Presentation skills class / how to lead a discussion - will be provided	<i>In general responses received were very positive, however, there were a small number of comments re workload, presentation skills and student interaction in one class.</i>	Module Evaluation	DUTL and Programme Director		<i>Assessment Mapping Tool which is now available should provide the opportunity to address this issue.</i>
2	ISSE Survey (UG)		N/A - A very limited number of responses received (1 student).				
3.1	UG External Examiner reports	A new colleague on the permanent staff is now teaching these modules.	Papers connected with the study of Islam, both history and thought, were set in such a way as to encourage a descriptive, rather than an evaluative answer. Perhaps could be framed in such a way as to encourage a descriptive answer, rather than the writing of an essay with an argument.	EE Report			
3.2			Marks in Arabic continued to be overly generous. Issue raised by both externs last year – but nothing appears to have been done.	EE Report			Raised with the Senior Lecturer since this is not within the School's remit.
3.3			Concern about the matter in which borderline cases are decided, especially those on the First / 2.1 borderline. EE feels that the present policy whereby marks are artificially raised if it is thought a student should gain a First is much	EE Report			Raised with the Senior Lecturer since this is not within the School's remit.

		less effective than a system that operates on the basis of the application of various criteria.	
3.4	This has been undertaken via engagement with TEP Assessment Framework.	Assessment tools good but might be improved. The ideal situation would be to have a matrix which determines the course objectives of the whole programme as well as each course separately. Then it can be determined which objective should be assessed by which tool. Such an assessment matrix might be helpful to warrant the suitability and diversity of assessment tools.	EE Report
3.5	This is addressed by second marking and then marking by External Examiner.	Quality of feedback differs. Dissertations are of high level. In some cases, however, chosen topics were very close to the personal experiences of the students. One dissertation mark too high.	
3.6		The case of Arabic still proves to be a problem. Students seem to considerably improve their overall marking by taking a course in Arabic which is regularly marked high above the average.	This has been raised with the Senior Lecturer.
3.7	The School has implemented the university's enhanced requirements regarding training of students on avoiding	EE questioned whether there are sufficient means to prevent / detect plagiarism.	

		plagiarism				
4	PG module evaluations	Refreshing of material on blackboard of poor print quality	Some readings on blackboard are not easily legible due to uploading of old photocopies.	PG module feedback and PGT student reps	Module Coordinators	In progress
5	ISSE Survey (PG)	Increase use of collaborative learning methods in teaching and assessment across PGT modules	Collaborative learning was our lowest rating in ISSE in relation to Higher Order Learning - 18/60 compared to TCD totals of 30/60.	ISSE (PG)	School PG Committee to implement	To do
6	ISSE Survey (PGR)	Supervisor Training on meeting PGR development needs	40% disagreed that their supervisors helped them identify training and development needs.	ISSE (PGR)	DTLPG in collaboration with research supervisors and TCD Student Learning and Development	To do
7	PG External Examiner reports	Simplify wording on one essay prompt in IPS	External examiner identified one question as overly complex.	External Examiner report	Module Coordinator	Done
9	ISB Survey report.	Improving feedback on submissions. The School will implement the 20 day feedback regulation across all PGT courses	ISB Survey indicates that 64% satisfied with PGT more dissatisfied than PGR. This is a low score in comparison to the overall average for Schools of 77% satisfied.	ISB Survey	DTLPG Course director IT&IS and Christian Theology	To do
		Advice on careers - Annual seminar from the Careers Service.	ISB Survey indicates that 53% satisfied (compared to overall average of Schools at 60%)		DTLPG	To do

11. School of Social Sciences and Philosophy							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG Status Progress	Comment
11.1	UG module evaluations	Evaluations reviewed by DUTL & Heads of departments. Arising issues discussed with relevant staff, including module organization, workload & feedback	<i>Student feedback</i>	Module evaluations	Module lecturer & Heads of Department		
11.2	ISSE Survey (UG)	<i>Continue reviewing our curricula as TEP is introduced, particularly in the area of assessment.</i>	The School performed well compared to the University as a whole and that School performance was only less satisfactory in the areas of Learning Strategies and Collaborative Learning	ISSE survey & module evaluations	All involved in curriculum design (module lecturers, heads of department, programme directors and DUTL)		
11.3	UG External Examiner reports	<i>1.Highlight school marking scheme in economics department 2.Make student feedback and grade moderation process more transparent to the external examiner in Sociology</i>	1. concern over average grade in economics 2. It wasn't clear to the external examiner how much feedback was been given to the students and how grades were moderated	External examiner report	Heads of department		
11.4	PG module evaluations	Evaluations reviewed by DUTL & Heads of departments. Arising issues discussed with relevant staff, including module organization, workload & feedback	Student feedback	Module evaluations	Module lecturer & Heads of Department		
11.5	GDPR	Hard copies of materials provided specifically to external examiners and subsequently retained by and safely disposed of by the School.	Data protection regulations	GDPR	Heads of department		

12. School of Social Work and Social Policy							
No	Action (s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
12.1	ISSE Survey (UG)	Performance Enhancement Plan	Assist students with the transition from School to College	SWOT Analysis, ISSE Information, Meetings with Student Representatives	DTLUG, Year heads, Course Director	Currently being implemented	
12.2	PG External Review	Implement formal report recommendations for ASR and CPW Programmes	External Review of the programmes by Knowledge Partnership	External Review	Head of School, Course Directors	Currently being implemented	The review outcomes will allow us to make structural changes to both programmes improving both curriculum and structure.
12.3	Feedback from PGR students	Improvement of services/initiatives for PGR students	The needs of our PGR students	Feedback from PGR students	DTLPG & Head of School	Ongoing implementation	A number of initiatives have already been implemented with more plan for 2019/20



School Quality Action Plans 2018/19

School of Dental Science Quality Action Plan 2018/19

No	Identified issue	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source (e.g. EE report, module evaluation, ISSE PGR etc.)	Responsibility (e.g. DUTL, DTLPG, Programme Director etc.)	RAG Status Progress	Comment
1	Action(s) taken in response to UG module evaluations	PBL blocks added to support online material	<i>Online course in Healthcare Economics not engaging</i>	Student evaluation	DUTL	Done	
		Developed suite of supervisor manuals and new online training on clinical grades	<i>Consistency of clinical grading</i>	Student evaluation	DUTL/HOD/HODs	Done	
		Created online module on how to give feedback to students	<i>Students wanted more feedback on clinical performance</i>	Student feedback	Dean/HODs	Done	
		Lecturers in Periodontal Therapy instructed to give each student feedback and support during practicals	<i>Not enough participation and demonstrations from the supervisors during the sessions.</i>	Student evaluation	HOD	Done	
		Lecturer in Endodontics plans to highlight during the demonstrations, how many tasks need to be completed by the	<i>Some students commented that there was insufficient time to carry out tasks, or practice prior to the</i>	Student evaluation	HOD	For coming year	



	students before the end of each lab session.	<i>competencies.</i>			
	All Endodontic competencies will be signed off by a senior staff member	<i>Junior staff signing competencies leading to inconsistencies in grading</i>	Student evaluation	HOD	For coming year
	Additional screening clinics have been added to increase number of patients screened for the undergraduate periodontal list.	<i>Poor patient attendance in periodontal therapy clinics</i>	Student and staff feedback	HOD	For coming year
	Lecture material for statistics has been updated	<i>Lack of useful material in lecture slides</i>	Student evaluation	HOD	Has been extensively reviewed and upgraded
	Orthodontic lecture course has been reviewed. Hilary term lectures to be introduced. The timetable for topics for clinical seminars has been standardised across teaching groups. The department will improve the supply of suitable patients to all 4 th	<ol style="list-style-type: none"> 1. <i>Lectures need updating</i> 2. <i>Lectures in Hilary after students have had some clinical experience</i> 3. <i>Seminars differ across modules</i> 	Student evaluation	HOD	Ready to implement this year



		yr groups. Lecturer to discuss with students about realistic practical and academic learning goals, better use of other learning tools eg case records, other students patients etc	4. <i>Not enough new patients</i> 5. <i>Gaps in knowledge</i>				
2	Action (s) taken in response to ISSE Survey (UG)	Spearheaded 'first responder' student counselling training for all staff that have contact with students	<i>With just 11 comments for the whole school there were no stand-out issues, but a few students mentioned stress and workload</i>	ISSE survey	Dean	Very well received by staff who now feel more confident supporting students in distress	Will follow up and refresh if needed
3	Action (s) taken in response to UG External Examiner reports	All final year and Schol papers are double marked	<i>Reproducibility of grading papers</i>	External examiner	HODs	Done for final years and Schol	Increased double marking of selected scripts in Years 1-4 has been introduced where possible.
4	Action(s) taken in response to PG module evaluations	Investment in equipment and training for a digital workflow	<i>To keep up with developments in technology and practice</i>	Internal staff and student feedback	CEO/Dean/HODs	Phased implementation underway	
		Meeting with Academic Registry to review processes and cooperation	<i>Student frustration with Academic Registry interactions. Problems include student registration, application of overseas fees to home</i>	Student and staff feedback	Dean/Admin/DTLPG	Still present but we have met with AR and have an escalation policy.	Discussions also taking place with other FoHS DTLPGs to look at overall strategies.



		<p><i>graduates, difficulties and delays in getting responses to queries, excessive delays with thesis submissions, other thesis difficulties.</i></p>			
	<p>Feedback given to Academic Registry, Faculty and College</p>	<p><i>Inflexibility of SITs. Inability to have modular courses with modular payments culminating in a qualification over time. Complete loss of competitive advantage to other Continuing Professional Development providers in Dentistry.</i></p>	<p>Student and staff feedback</p>	<p>Dean/Admin</p>	<p>Discussions taking place with other FoHS DTLPGs to look at overall strategies.</p>
5	<p>Action (s) taken in response to ISSE Survey (PG)</p>	<p><i>None received</i></p>			
6	<p>Action (s) taken in response to ISSE Survey (PGR)</p>	<p><i>None received</i></p>			
7	<p>Action (s) taken in</p>				



	response to PG External Examiner reports					
8	Actions (s) taken in response to Accreditation reports	Developed suite of supervisor manuals and new online training on clinical grades	<i>Consistency of clinical grading</i>	Dental Council	DUTL/HOD/HODs	Done
9	Actions taken in response to ISB Survey report.		<i>None received</i>			



School of Medicine Quality Action Plan 2018/19

No	Identified issue	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source (e.g. EE report, module evaluation, ISSE PGR etc.)	Responsibility (e.g. DUTL, DTLPG, Programme Director etc.)	RAG Status Progress	Comment
1	Action(s) taken in response to UG module evaluations	<p>YEAR 3 CURRICULUM A systematic strategic review (see DUTL comments)</p> <p>MED JURISPRUDENCE Small Group tutorials to replace large group didactic lectures.</p> <p>PHPC Piloting a formative OSCE to focus on clinical practice typical in GP</p>	<p><i>Module alignment within the academic year. Levels of feedback and other student supports</i></p> <p><i>Q & A sessions offered in lectures was deemed insufficient for learning</i></p> <p><i>Level of feedback</i></p>	Module Evaluation report (student surveys)	<p>DUTL & Module Coordinators</p> <p>Module Coordinators</p> <p>Module Coordinators</p>		
2	Action(s) taken in response to ISSE Survey (UG)	The ISSE results were presented to the School Executive. They have also been reflected and included in the upcoming SAR		ISSE	Head of School		
3	Action(s) taken in response to UG External Examiner reports	HFF Appoint Dublin based externs to enable them to attend both	<i>Extern unable to attend both Viva and CoE</i>	External Examiner Reports	Module Coordinators		



		Viva and CoE OBS/GYNAE To enhance the OSCE delivery by using professional actors	Standard and quality of OSCE				
4	Action(s) taken in response to PG module evaluations	Improvements: From the collection of PGT courses evaluated, improvements suggested by students included: [1] to have more assessments, workshops etc than just final exams; [2] improve career support and services within course in addition to career services; [3] improve organisation, forward planning and structure of lectures and module content; [4] avoid repetitive teaching and overlaps from external lecturers; [5] limit changes during the year; [6] provide more feedback on assignments; [7]	Good Evaluations: From the collection of PGT courses evaluated, the good points listed were: [1] active engagement, interactive style, participation and personal interaction; [2] excellent and motivating professors with first-hand experience; [3] variety continuous assessment, journal clubs, presentations; availability of supplemental exams; [4] availability of related course societies;	ISSE	DTLPG to pass on these comments to Course Directors. Course Directors to take note and follow-up with improvements.		



		provide more academic staff help and guidance.					
5	Action (s) taken in response to ISSE Survey (PG)	Handbooks: Handbooks to be made readily available to students and made as a key source of guidance and information for students.	Handbooks: In the school of medicine, 13% of students use handbooks very often, with 15% of courses placing emphasis on these.	ISSE	DTLPG to further emphasise importance of handbooks.		
		Withdrawals: We see this level of “considering to withdrawal” as within reason.	Withdrawals: From the 8 PGT courses listed in the survey, 1 student indicated considering withdrawal due to financial reasons, 1 due to personal, and 1 for employment.	ISSE	Continued support by Course Directors.		
		Overall Satisfaction: We see this level of “Overall Satisfaction” as positive.	Overall Satisfaction: From the 8 PGT courses listed and of the total number of responses, 71% reported good or excellent evaluation and 67% indicated yes	ISSE	DTLPG to pass on these comments to Course Directors.		



			to making the same choice to attend again.				
6	Action (s) taken in response to ISSE Survey (PGR)	Resources: We see the evaluation on resources available as being positive.	Resources: Based on student evaluations most consider the working space (79%), computer resources (73%), library (80%), specialty facilities (71%) appear to be well satisfied.	ISSE	DTLPG and Research Director may evaluate core research facilities available to PGR students and their continued investment and updating.		
		Supervisors: We see the evaluation on supervisors as being positive.	Supervisors: Most students (90%) have 1-2 supervisors, with rest having more than 2. Based on student evaluations, supervisors provide appropriate support (79%), regular contact (85%), feedback (76%), and development support (73%).	ISSE	The DTLPG office is available to support PGR students and supervisors. The DTLPG office monitors on an ongoing basis the PGR progress and any issues that may arise. The DTLPG office provides students and supervisors a set of Key Forms and Guides to assist.		
		Departments: Overall students have a positive opinion regarding their	Departments: Student evaluations consider departments to be supportive in most	ISSE	Department heads may encourage PGR days and student introductions within their departments		



		department. There may be as need for students in individual research labs to interact more-so.	part. There appears to be a request by students to have better engagement with other students in the department and orientation.				
		Timelines: Students understanding of timelines, thesis requirements could be improved.	Timelines: Students appear to have some understanding of timelines, thesis requirements etc (approx. 60%), which may be improved.	ISSE	DTLPG has implemented a clear set of Key Forms and Guides as well as a new PGR handbook on its website to provide information to students and supervisors.		
		Career opportunities: Students career opportunities could be improved.	Career opportunities: Overall personal training, development and career advice appears low (17-51%). Conference participation is good (83%) while publication submission experience is adequate (50%). Public engagement, industry and entrepreneurship rating appear poor	ISSE	Supervisor support at local level.		



			(3%-35%)				
		Student Life: Students appear in most part to be satisfied with their work-life balance and supporting structures.	Student Life: On questions related to student life and support services, the answers are mixed, with around 50-60% reporting they are satisfied.	ISSE	The DTLPG office is available to support PGR students on personal matters.		
		Overall Satisfaction: We see this level of "Overall Satisfaction" as reasonable.	Overall Satisfaction: We note that 65% of PGR evaluation reported good or excellent evaluation and 74% indicated yes to completing on time.	ISSE	Supervisor, DTLPG		
7	Action (s) taken in response to PG External Examiner reports	Overall Comments: We see the comments from External examiners as positive.	Overall Comments: 100% of Examiners indicate they received all necessary documents, has access to all scripts and assessment work, and that a Court of Examiners meeting was conducted to their satisfaction. In general, external examiners mention	EE reports	Course Directors, Module Co- Coordinators, DTLPG		



			commitment of staff and students and excellence of the courses. External examiners also offer opportunities for improvements and engagement by Course Director and Module Coordinators				
8	Actions(s) taken in response Accreditation reports	As the final accreditation report has not been received, this section cannot be answered					
9	Actions taken in response to ISB Survey report.	The ISB results were presented to the School Executive. They have also been reflected and included in the upcoming SAR		ISB	Head of School		
10	EU-GDPR Regulations	Procedure for transfer of students assessed work to External Examiners and Advisory Guidelines on EU-GDPR -	Both documents have been circulated to Module Coordinators/Heads of Department				



School of Pharmacy & Pharmaceutical Sciences Quality Action Plan 2018/19

No	Identified issue	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source (e.g. EE report, module evaluation, ISSE PGR etc.)	Responsibility (e.g. DUTL, DTLPG, Programme Director etc.)	RAG Status Progress	Comment
1	Action(s) taken in response to UG module evaluations	All undergrad modules are assessed annually by School and by MCs. Results are presented to the Programme Management Committee	Programme management committee meets in June to review all modules and finalise implementation plan Longer term strategic planning to focus on overall reduction in teaching and assessment burden in line with TEP	UG MCs, class surveys, analysis of module results Quality Report 2017 Accreditation reports PSI	DUTL/Programme management committee/HOS		<i>School commits to significant reduction in assessment over the period 2020-2025</i>
2	Action (s) taken in response to ISSE Survey (UG)	ISSE survey to inform school strategic planning 2020-2025	Improvements planned to flat teaching spaces and shared student social spaces, small group teaching	Student surveys/ISSE	DUTL		Whole student experience a key focus of next strategic plan
3	Action (s) taken in response to UG External Examiner reports	Changes to the capstone project delivery and assessment	Reduction in number of project assessors Reformat of report structure in SS Removal of viva voce exams in SS except in exceptional circumstances	UG Extern Reports	DUTL/Module coordinators		Revisions to final year projects delivery and management almost complete



Clarify and transparency in rules covering borderline cases					
4	Action(s) taken in response to PG module evaluations	Planned transfer of distance learning content from booklet to online	Delivery approach considered unsuitable for distance learning	DTLPG/Head of School	Overhaul of QP course planned
		Assessment scheduling in QP course and in MSc Pharmaceutical Sciences	Assessments spread over several weeks		First year of the MPharm programme 5 th year has been successfully completed but teething issues
		Assessment scheduling in MPHarm Y5	Assessment rescheduled taking account of specific module challenges		
			Planned to reschedule and reduce, consolidation of assessment events		
5	Action (s) taken in response to ISSE Survey (PG)	Results to inform strategic planning for student experience	Plan to improve quality of PGT experience in the School	DTLPG/HoS	
			Refurbishment and expansion of teaching spaces		
6	Action (s) taken in response to ISSE Survey (PGR)	Not enough data but strategic	Plan to improve PGR student engagement, improve quality of writing up and teaching	DTLPG/HoS	Ongoing infrastructural issues affecting



		planning to focus on general qualitative findings in ISSE survey	spaces		PGR experience – plans to refurbish and extend writing and social spaces will help
7	Action (s) taken in response to PG External Examiner reports		Content in QP course (Diploma in Manufacturing Technology) and delivery approach to be modernised		DTLPG/Course Coordinators
8	Actions (s) taken in response Accreditation reports	All accreditation issues in the 2018/19 visit highlighted here were satisfactorily addressed: Student handbooks were revised with greater clarity in Module learning outcomes and descriptors APPEL activities	Developing enhanced clarity and governance with respect to APPEL Managing preceptor and student expectations Preparing students for placements, particularly year 4 placements Improved review of student experience on placement Ensuring in Module Descriptors that Learning Outcomes are correctly and clearly aligned to assessment Revision of course booklets	Head of School	Successful accreditation cycle continued into 2020 Risks from recruitment embargo in practice of pharmacy area



		revised and governance clarified			
		Students placement preparations			
9	Actions taken in response to ISB Survey report.	School strategic planning will involve prospective review of the ISB	Plan to present to School EXEC for strategic implementation		School has large nEU PGr and PGT cohorts and plans to take a more structured approach to engagement and review of their experience in the School
10	<i>Add actions taken in response to other identified issues in the columns below.</i>				
11					
12					

School of Nursing & Midwifery Quality Action Plan Template 2018/19

The School Quality Action Plan will form part of the Appendices for the 2018/19 Annual Faculty Quality Report for submission to Quality Committee and University Council. The content in the Action Plan below are prompts for you to consider. If you have any queries, please contact: Quality.Officer@tcd.ie

No	Identified issue	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source (e.g. EE report, module evaluation, ISSE PGR etc.)	Responsibility (e.g. DUTL, DTLPG, Programme Director etc.)	RAG Status Progress	Comment
1	Action(s) taken in response to UG module evaluations	A standard layout to Blackboard across all modules	<i>The lack of a standard layout to modules was identified by students as confusing requiring the implementation of a prescribe structure.</i>	Module evaluation	DUGTL	Complete	
2	Action (s) taken in response to ISSE Survey (UG)	<i>N/A due to relatively low numbers of respondents.</i>					
3	Action (s) taken in response to UG External Examiner reports	1) <i>Seek online access to Blackboard for External Examiners</i> 2) <i>Achieve better consistency in feedback sheets</i>	1) External examiners have requested access to Blackboard so that they can review students work online and make better use of their time onsite at CoEs 2) EE highlighted lack of consistency in some feedback to students, leading to possible confusion.	1) EE Reports 2) EE Reports	1) DUGTL 2) DUGTL	Complete Ongoing	
4	Action(s) taken in response to PG module evaluations	<i>Change year 1 research module assessment from a</i>	Due to the change in final year research assessment to a systematic review it followed that the year 1 linked assessment should be	Module evaluation	DPGTL	Complete	

		<i>proposal to a literary review.</i>	changed from a research proposal to a literary review.			
5	Action (s) taken in response to ISSE Survey (PG)	<i>N/A due to relatively low numbers of respondents.</i>				
6	Action (s) taken in response to ISSE Survey (PGR)	<i>N/A due to relatively low numbers of respondents.</i>				
7	Action (s) taken in response to PG External Examiner reports	<i>1 Increased supervision 2 Introduce signature page on Practice competency documents 3 Invite EE to attend experiential assessments.</i>	1 EE recommended increase in supervision of students which Module Leaders have put into action. 2 EE recommended a signature page be added to the competency document to minimize risk of forgery. 3 EE asked to be invited to once off face to face assessments such as poster presentations or simulation assessments.	1 EE Reports 2 EE Reports 3 EE Reports	1 DPGTL 2 DPGTL 3 DPGTL	Complete Complete Complete
8	Actions (s) taken in response Accreditation reports	<i>N/A</i>				
9	Actions taken in response to ISB Survey report.	1) More information on campus facilities and information about clubs	1) Feedback indicated that students wanted more information on campus facilities and information about clubs and societies which will be provided at the	1) ISB 2) Verbal 3) ISB 4) ISB	1) Director of Global Relations 2) Module leaders 3) Director of Global Relations 4) Director of Global Relations	Complete Complete Ongoing Ongoing

<p>and societies 2) Sequencing of modules to be amended. 3) Identify more/better Learning space for International students 4) Provide more information on social opportunities and living & working in Ireland</p>	<p>next orientation sessions. 2) Feedback identified a need to resequence some classes on modules NU7013 and NU8007 to improve student learning and experience 3) Lack of suitable Learning spaces has again been raised and will be brought to School Executive. 4) Students have asked for more information about living and working in Ireland and to arrange more social gatherings and these will be arranged via the regular International lunch sessions.</p>
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10 *Add actions taken in response to other identified issues in the columns below.*

11

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APPENDIX A: Action by action plan

School	Planned Action to be taken	Problem/ Opportunity action responds to	Trigger/ Source (e.g. EE report, module evaluation, ISSE PGR etc.)	Responsibility (e.g. DUTL, DTLPG, Programme Director etc.)	RAG Status Progress	Comment
1. Action(s) taken in response to UG module evaluations						
NATURAL SCIENCE	BOU44107 – on basis of student feedback on apparent inequity in time requirements for written assessments associated with this module, we will modify the assessment requirements for the third practical (reducing the number of case-study species), and will more clearly inform students of expected time input to each practical.		Evaluation	Module Coordinator		BOU44107 – on basis of student feedback on apparent inequity in time requirements for written assessments associated with this module, we will modify the assessment requirements for the third practical (reducing the number of case
GENETICS	Reorganise final year research projects in Microbiology so that they are split evenly between semesters 1 and 2.	Microbiology SS students requested this change so that they could reflect on their results and start to write them up before planning the second phase of the project.	Feedback from SS students	Microbiology course director	Completed	
ENGINEERING	School proposing to make it a requirement for PhD students to teach	Decline in number of Teaching Assistants and impact on lab/tut teaching	Staff/student liaison meeting	DUTL	Amber	
Maths	Discussion of content for analysis	Opportunity to improve of analysis procedures	UG Maths committee	DUTL, UG Maths Committee	ongoing	
FEMS	Increase module choice at JS level	Perceived lack of choice in 5 ECTS modules at JS level	Staff-Student Liaison Meeting	HoD; DUTL	ongoing	
CHEMISTRY	Work with other Schools in FEMS to ensure that CA assignment deadlines are more evenly spread out across the semester.	Students have raised concerns that a significant number of CA deadlines occur in the final week before exams, both in S1 and S2, resulting in considerable pressure. A pan-FEMS approach, using an online spreadsheet, is being considered to manage this.	Student feedback	DUTL		
CHEMISTRY		This item has already been addressed through communication with TR060. Chemical Sciences students will have same timetable as TR060 students next year.	Student feedback	DUTL		
CHEMISTRY	Timetabling of labs in BYU22201 for Chemical Sciences students caused significant difficulties.		Student feedback	DUTL		
FEMS	Review of assessment deadlines and weightings	Bunching of deadlines and opportunity to rebalance assessment weightings in context of an increase of assessed coursework components (in response to TEP)	Staff-Student Liaison Committees	DUTL, HoDs	ongoing	
FEMS	Spreading deadlines, where possible.	The "bunching" of assessments for coursework now that we are using this as an alternative/supplement to exams at the end of the semester.	Feedback from student reps, e.g. in undergraduate studies committee	DUTL / Module Coordinators		
FEMS	As part of future proofing our assessment methods, we must have plans in place if another COVID19 situation occurred. We must be prepared if necessary, to change assessment format	Student perception of difficulty and length of assignment was noted by students being examined during COVID19 campus closure	Range of student responses regarding different aspects of assessment	Module coordinator	ongoing	

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2. Action (s) taken in response to ISSE Survey (UG)						
MATHS	Discussion of format of final year projects	Forward planning		DUTL		
CHEMISTRY	JS labs will be looked at in detail. Need to improve overall student experience.	JS Organic labs will be thoroughly reviewed. Reproducibility of experiments will be addressed. Some sample characterization data will be provided. Further guidance on writing and grading of reports will be provided (early in S1). Training for new demonstrators will be revised.	ISSE survey	DUTL/JS Coordinator/JS Lab Coordinator		
FEMS	Increase mindfulness and wellbeing activities in the School	To reduce the number of students presenting with anxiety, particularly at examination sessions	Students reaching out to Tutors and to Student counselling services	DUTL, Tutors		
ENGINEERING	More frequent interaction with class reps to flag issues/concerns	1 st year student experience	ISSE	DUTL	Amber	
GENETICS	Encourage student participation	Low student response rate	Survey report	DUTL	Pending	

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3. Action (s) taken in response to UG External Examiner reports						
MATHS	Adjustment of marking schemes and solution	Forward planning	Extern and student feedback	DUTL		
ENGINEERING	Reporting problems with compressed exam session to Senior Lecturer	New academic year structure and timing of exam sessions	External examiner reports	DUTL	Red	
CHEMISTRY	Negative feedback in relation to RDS as a venue for SS exams.	Issue has been raised with SL but no alternative venue can be provided at the moment.	External examiner report	DUTL/Course coordinators		Negative feedback in relation to RDS as a venue for SS exams.
CHEMISTRY	Low marks in synoptic problem paper need to be addressed.	Additional tutorials will be provided to assist students in preparing for problem paper. Staff will be asked to go through past problems in detail. Weighting of CA component will be increased.	External examiner report	DUTL/Heads of discipline		Low marks in synoptic problem paper need to be addressed.
FEMS	Adopt a standard format for return of feedback on academic work	Inconsistent feedback across programmes	EE feedback	Directors		
FEMS	Increase in use of technology for submission of assessment and student feedback	Dependence on a hard-copy system	EE report and Staff-Student Liaison	HoD; DUTL; administrators	In process	
NATURAL SCIENCES	Feedback on dissertations	1.Dissertation reports retained for the external examiners. Consideration to be given to making reports available without grades.				
NATURAL SCIENCES	Compulsory fieldwork in Geography	2. Although there are field courses in Geography, they are no longer compulsory for the whole class at any point. This policy, that has only been in place for a few years (and for good reasons) will be reversed. A compulsory JS field course will be put in place.				
GENETICS	Reduction of word count for SS project reports in Genetics/Human Genetics.	EE found the reports too lengthy.	Court of Examiners meeting	Genetics/Human Genetics course coordinator	Implemented	

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4. Action(s) taken in response to PG module evaluations						
ALL SCHOOLS	Refreshing of material on blackboard to ensure it up to date.	Some readings on blackboard are outdated, in one or two cases module coordinators did not have full access right for blackboard.	Feedback that arose when students moved to rely more heavily on blackboard.	Module Coordinators	Completed	
CHEMISTRY	Implementation of survey to better assess student experience	PG modules are delivered by both UCD and TCD. No data currently available. Survey will be instituted		DPGTL and DubChem committee		
ENGIN	In most cases there were no issues that needed actions. Generally, students are now given more timely feedback on the submitted coursework.	Determination of correct quality and quantity of feedback	Module evaluations	Course Directors	Green	
5. Action (s) taken in response to ISSE Survey (PG)						
ALL SCHOOLS	Ensuring all programme handbooks are available on the School webpages by the start of PG orientation week.	The ISSE PGT survey highlights the importance of early dissemination of key programme requirements and the high level of student dependence on programme handbooks.	ISSE Survey	Programme Directors		
CHEMISTRY	PG progression, & professional development	Expand PG communications via website and PG orientation and updated handbook. Increased visits from industry reps		DPGTL, Global/Industrial Liaison Officer/Dir Research		
ENGINEERING	Feedback on coursework is being provided more regularly and timely.	Timely feedback on CA	ISSE	Programme Director	Amber	

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6. Action (s) taken in response to ISSE Survey (PGR)						
ENGINEERING	Individual Doctoral Committee for PhD researchers have been formed. This system is working well and it is expected that this will address some of the points raised in the ISSE survey.	Better early feedback to research students on their conversion process and more continuous engagement with internal examiners.	ISSE	DTLPG	Green	
CHEMISTRY	Lack support for teaching & demonstrating	Phased introduction of new mandatory demonstrator module with in-lab and online components		PPGTL and Lab co-ordinators		
7. Action (s) taken in response to PG External Examiner reports						
ENGINEERING	The external examiners' reports are not all available for the programmes yet. Based on the communication from the external examiner, choices have been eliminated from the exam paper for the MSc in Bioengineering.	To improve harmonization with peer Universities.	External examiner reports	Course Director	Green	
CHEMISTRY	There are no external examiner reports on PGR modules					
8. Actions (s) taken in response Accreditation reports						
CHEMISTRY	School does not have accreditation at the moment but is planning to seek RSC accreditation in 2021.			DUTL/HOS/School Manager/Freshman coordinator.		

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9. Actions taken in response to ISB Survey report.						
ENGIN	Improved orientation for PGT courses	Non-uniform arrival experience	ISB	Prog Directors	Amber	
ENGIN	Coordinated scheduling of CA deadlines	UG Feedback and Assessment	ISB, Staff-student liaison	DUTL	Amber	
ENGIN	Improved recruitment info and scholarships	UG & PGT Decision-making	ISB, Staff-student liaison	GRO, E3	Amber	
CHEM	Aside from issues related to living costs, visas & additional work the biggest concern was opportunities to work abroad and career advice	Expand UG & PG communications via website, new student orientation and updated handbooks. Increased visits from industry representatives		DUTL/DPGTL, Global/Industrial Liaison Officer/Dir Research		
10. Actions taken in response to GDPR legislation.						
ALL SCHOOLS	Google docs is no longer used for storing marks.	GDPR implementation in May 2018	Legislative change	School Manager	Complete	Use of Office 365 (OneDrive/SharePoint) for internal document sharing and HEANet Filesender for external file sharing
CHEMISTRY	All files are encrypted and sent through HEANet					