FACULTY OF HEALTH SCIENCES QUALITY REPORT 2015

Contents

1. EXECUTIVE SUMMARY

The Faculty of Health Sciences is comprised of four Schools, with 14 undergraduate and 41 postgraduate taught programmes and a number of PhD and professional doctorate offerings. There are 631 staff members in the Faculty, 263 academics, 212 researchers and 156 support staff. The Faculty is located across a multitude of sites including main campus, D'Olier Street, the Trinity Biomedical Sciences Institute (TBSI) and there are staff and teaching facilities located in many of our associated hospitals.

The Faculty has retained 92% of its 2014-15 new entrants, exceeding the College's strategic goal of 90% retention. Health Sciences is also the highest performing faculty in the ISSE report 2014-15. '*The Faculty of Health Sciences scored higher across eight of the eleven indices when compared to other faculties*' ISSE Faculty Report 2014/15, page 5. Of particular note was Health Sciences' scores on Work Integrated Learning (AHSS 40.7; FEMS 35.1; HS 61.0; TCD 43.4), General Learning Outcomes (AHSS 56.6; FEMS 56.9; HS 62.2; TCD 57.8) and General Development Outcomes (AHSS 46.0; FEMS 39.9; HS 52.6; TCD 45.6).

The Faculty has robust quality processes in place, with 393 (96%) of undergraduate modules being evaluated in 2014-15, an increase from 337 (93%) in 2013-14. 98% of postgraduate taught programmes were evaluated in 2014-15, which marks a significant improvement on 2013-14.

A range of data-gathering methods are used across the Faculty, including online and paper-based surveys, student focus groups, Student Representatives and face-to-face interviews. Most schools have scheduled protected time in class for the completion of module evaluations in order to address declining response rates.

There are clear processes in place at School level for the dissemination of information from student evaluations and external examiner reports, including through the School Executive Committees, Directors of Undergraduate & Postgraduate Teaching & Learning, Module Coordinators, Year Coordinators and Curriculum Development Committees. An emphasis is placed on 'closing the feedback loop' by conveying outcomes to the student body and to the external examiners.

The schools in Health Sciences look forward to participating in the Trinity Education Project in order to address some of the quality issues raised by students and external examiners, such as the volume, sequencing and weighting of assessments in some programmes.

Many of the programmes in Health Sciences are subject to evaluations by accrediting bodies; this is in addition to the Quality Review cycle and the annual Quality Report. This places a considerable additional workload on Schools and in the 2014 Quality Report, the Faculty Executive requested that a holistic approach be taken to the quality process in order to ensure that duplication is avoided at all costs.

In 2015 additional information was required for the Quality Report, so the workload has increased at School and Faculty level, without any discernible streamlining of the processes. The Faculty once again requests that this issue be addressed in order to minimise duplication as the Faculty of Health Sciences is currently overburdened with quality processes without any additional resources being provided.

The Dean has requested that a thematic review of clinical placements be undertaken across the Faculty with a view to gaining more oversight of the audits of clinical placements, including what training is provided currently, and what we are doing to address any gaps which may be identified.

2. QUALITY REPORT

2.1 Quality of Undergraduate Programme Provision

The Faculty of Health Sciences offers 14 undergraduate programmes, with approximately 700 new entrants annually. The first year experience scores in the ISSE Report indicate that Health Sciences scored higher in nine of the indices when compared to the other faculties (ISSE Faculty Report 2014/15, page 6), with the overall satisfaction of first year Health Sciences students scored at 70.3, which is above the TCD score of 68.5.

Health Sciences scored particularly well in the Work Integrated Learning index, which is a good reflection of the integrated nature of the health sciences programmes. The Faculty strives to provide interprofessional learning opportunities for students, whereby students of medicine, physiotherapy, nursing, midwifery, pharmacy and dental science can work together on complex cases which emulate the real working environment of healthcare professionals. The Faculty has provided a resource in the form of a two-year Associate Professor post to drive interprofessional learning for the Faculty, the impact of which will be captured in future quality reports.

The Dean launched in 2015 the Dean's Awards for Innovation in Teaching, which saw 16 applications from across the Faculty. Of the 16 applications 7 were successful and funds of €39,355 were invested to support teaching innovations. Award winners were spread across the four schools in the Faculty and represented a wide range of innovations. The Dean's Award for Innovation in Teaching will be offered annually, with the impact of the innovations being measured for inclusion in future quality reports. See 2.5 Faculty Projects / Initiatives (below) for further details.

The School of Dental Science utilise a non-standard application process for mature and advanced entrants to the B.DentSci programme. Applicants are shortlisted based on their SITS application forms and invited to attend for Multiple Mini Interviews (MMIs). Applicants complete a detailed evaluation survey at the end of the MMI process, which shapes the format and content of the following year's assessment. The retention of mature new-entrants has been 100% for this programme, evidenced by the Senior Lecturer's Annual Report 2012/13, 2013/14 and 2014/15.

The Faculty achieves a high rate of module evaluations, with 379 (96%) of undergraduate modules being evaluated in 2014-15, an increase from 337 (93%) in 2013-14. Course and module evaluation in the School of Medicine remains complex due to the size of the School and the varied nature of the programmes, and yet the School achieved a 93% module evaluation rate (180 of 194 modules) in 2014-15 with strategies for further increasing this rate in 2015-16. The Schools of Nursing & Midwifery (113 modules), Dental Science (51 modules) and Pharmacy & Pharmaceutical Sciences (35 modules) achieved a 100% module evaluation rate in 2014-15.

Continual improvements to the quality process are being made. Some examples of improvements implemented based on last year's quality process include, but are not limited to, the introduction of focus groups in the School of Dental Science, the introduction of in-class feedback presentations for the Diagnostic Radiography Singapore course in the School of Medicine, the extension of module feedback throughout the summer in the School of Nursing & Midwifery, and the introduction of feedback sessions during the orientation session in the School of Pharmacy and Pharmaceutical Sciences.

While the Faculty is continually increasing the number of module evaluations in compliance with College policy, there is growing concern regarding the ever-decreasing response rates to student course and module evaluation surveys. The School of Nursing & Midwifery is particularly disappointed with low response rates. The downward trend in response rates has been noticeable since online surveys replaced paper surveys administered during class time. This trend was further exacerbated by the College policy to survey every module every year.

In 2014-15 the response rates for each year of the BSc Nursing programme were so low that staff felt very strongly that the feedback provided by students was not representative of the views of the class and therefore was of no use in reviewing and developing individual modules and/or the course as a whole. Table 1 below summarises the response rates for the Hilary Term surveys by year and nursing discipline. As a result of these low response rates, the School is proposing to revert to administering undergraduate surveys during class time in 2015-16; Students will be invited to use their lap tops and mobile devices to access the online survey which they will complete during class.

In each school, there is a strong emphasis on providing feedback to the students regarding the outcomes of their course and module evaluations, thus closing the feedback loop.

Table 1: BSc Nursing response rates for the Hilary Term surveys

Discipline	Junior Freshman	Senior Freshman	Junior Sophister	Senior Sophister
General	16 of 147 = 11%	16 of 138 = 12%	24 of 125 = 19%	10 of 127 = 8%
Intellectual Disability	7 of 28 = 25%	6 of 31 = 19%	3 of 28 = 11%	1 of 28 = 4%
Mental Health	6 of 42 = 14%	8 of 45 = 18%	11 of 35 = 31%	2 of 43 = 5%
Integrated Children's & General	5 of 19 = 26%	2 of 19 = 11%	7 of 14 = 50%	1 of 16 = 6%

2.2 Quality of Postgraduate Programme Provision

The Faculty of Health Sciences has 52 postgraduate programmes, including professional doctorate programmes, across the schools of Dental Science (5), Nursing & Midwifery (15), Pharmacy & Pharmaceutical Sciences (5) and Medicine (27). The Faculty also has a wide range of PhD offerings. Health Sciences scored higher across six of the indices in the ISSE report when compared to the other faculties. Health Sciences scored highest in the student and staff interaction index, however it is noted that scores were very low in this area so is an area the Faculty will seek to improve. The overall satisfaction of postgraduate taught students in Health Sciences was 69%, (ISSE Faculty Report 2014/15 pages 8-9).

98% of postgraduate taught programmes were evaluated in 2014-15, with just one programme omitted. Postgraduate programmes are not evaluated by module as it is felt that a course-level approach is more meaningful. Students are invited to provide feedback on all aspects of their programme, including clinical placements where relevant. Online surveys were issued to all PGT students via Survey Monkey and the response rates varied from 0% to 50% with the average being 19%. Small student numbers on postgraduate programmes continues to be a problem when reviewing student feedback and so Schools consider the feedback in this context.

The School of Dental Science introduced focus groups for gathering feedback on postgraduate programmes, this is in addition to the online anonymous surveys. Outcomes and actions from student feedback are relayed to the students both verbally and by email.

The School of Medicine employs a variety of methods to engage postgraduate students in the quality process. Data is gathered via online survey for most programmes, additionally for some programmes student representatives attend a monthly Course Executive Committee to report back on any issues, and every Course Committee meeting to provide feedback to the committee on behalf of the class.

The School of Nursing & Midwifery uses online surveys for postgraduate programmes. At the commencement of each postgraduate module the lecturers inform the incoming students of changes made on the basis of feedback from the previous cohort. Overarching structural and organisational changes are explained to students during their orientation at the beginning of the academic year.

The School of Pharmacy & Pharmaceutical Sciences utilise online surveys to gather postgraduate student feedback, with the outcomes relayed to students verbally.

A pilot survey of Postgraduate Research (PGR) students was issued in 2014-15, with a view to a College-wide implementation in the future. The Faculty awaits the outcome of this pilot from the Quality Office.

2.3 Summary of best practice across the Faculty

It is clear that utilising a variety of evaluation and feedback methods is proving successful across the Faculty and so a continued emphasis on this model will be encouraged.

One key element of best practice has been identified across all four schools in the Faculty, and that is the schools' ability to demonstrate flexibility and responsiveness to the quality process. Schools have identified the methods of data collection and feedback that are most successful for the individual programmes and have modified their methods in order to increase participation in the quality process. This is an ongoing challenge for the schools, so ongoing flexibility and responsiveness will be demonstrated.

The current policy of evaluating every undergraduate module every year may not be the optimal method of evaluation; The Faculty Executive highlighted their concerns regarding this in the 2014 Quality Report and reiterates their concerns now.

Some innovative quality processes include the provision of feedback through one-to-one mentoring by staff, in scheduled focus group once a month which includes anonymous feedback if required. This occurs on the Sports and Exercise Medicine postgraduate programme.

The School of Dental Science introduced the Professional Diploma in Orthodontic Therapy in 2014-15 and conducted a Student Focus Group Meeting in order to gather detailed feedback on the programme. The overall feedback was very positive, with some changes being implemented as a result of the focus group meeting.

Quality processes within Health Sciences are complex and far-reaching and the Schools are committed to ensuring the continual development of their programmes through continual evaluation, which is inclusive of students and staff. Each school utilises various methods of data

collection, and incorporates student feedback through the various committee structures within the school. A case study exemplifying some best practice in the Faculty is outlined below.

Case study - the quality process used for the undergraduate Medicine programme:

The quality of the undergraduate Medicine programme is evaluated through multiple mechanisms of feedback which are collated to ensure a dynamic programme that responds to student needs. These mechanisms include class representative reports at the Student Welfare and Progress Committee (6 meetings per academic year) and also their input at the appropriate Freshman or Sophister Planning groups and Curriculum Committee (one meeting per academic term). Class representatives meet with module coordinators as required or requested and tailored surveys may be circulated if necessary. Class surveys addressing each module are circulated at the end of December and the annual examinations to provide all students with an opportunity to comment on the programme. Evaluation information has been or will be discussed or at the appropriate fora, which include departmental meetings, module meetings, freshman and sophister planning meetings and curriculum committee meetings. Examples of well received activities from their 2014/15 feedback and planned actions for 2015/16 for Years 1 and 2 have been discussed at the Freshman Planning Group. The evaluation information for Years 3, 4 and 5 will be reviewed in a similar manner at the next Sophister Planning Group and Curriculum Committee. Students provide reports regarding their elective experience and share this via the website and also on an Elective information evening with student and invited guests speakers arranged by the International Programme Co-ordinator.

In parallel with the student feedback mechanisms, there is a comprehensive evaluation of student performance at assessments across the programme to ensure that students are achieving the level required and that the measurements used were robust. This was supported by an Assessment Standard Setting Day, facilitated by Dr John Patterson, an international expert in medical education assessment and advisor on many undergraduate and postgraduate accreditation bodies. This approach is in line with Kirkpatrick's Hierarchy of Evaluation.

Summary of good practice identified by students in broad terms across the programme included the quality of teaching, the clinical relevance of instruction, and the opportunities to interact with patients. In terms of the quality process, student feedback provided information on teaching and learning events that were recognised as useful and also suggestions for improvements

2.4 Summary of issues to be escalated to College level

The following issues were highlighted as having an impact on quality at school-level, but require intervention at College level to be resolved:

School of Dental Science

None

School of Medicine:

- Feedback from academic module co-ordinators that roll over on Blackboard was too late in the year, especially to accommodate the clinical years beginning from the end of August
- Blackboard training required over the summer for new Lecturer/Registrars who take up post each July
- Issues with staffing levels in Anatomy with a high student:staff ratio for practical classes due to increasing student numbers and no related increase in staffing levels
- Human Nutrition and Dietetics – issues relating to staff and external factors which might impact on the course were raised at the Oversight Group, which includes senior management from both TCD and DIT

School of Nursing & Midwifery:

Two issues are raised by students every year through formal and informal feedback processes:

- The School is located off the main campus and so students feel unable to engage fully in the Trinity undergraduate experience. Since the inception o f the undergraduate programmes students have requested that at least some of their classes be scheduled on the main campus as a way of integrating them more fully into the life of the College. Repeated requests to the College timetabling office have been unsuccessful.
- The negative effect on students of the deteriorating physical environment in D'Olier St. The classrooms fail to meet the minimum standards required to support modern teaching and learning practices in a 21st century university. The informal spaces are inadequate for the numbers of students in the building at one time. Informal staff/student engagement is prohibited by the limited seating areas.

Specific issue relating to the physical environment are dealt with as they arise (e.g. problems with the quality of air flow in classrooms) by the Building Users Committee which includes representatives of the School and the Director of Buildings Office. Feedback from this committee is given to students in their regular administration sessions.

School of Pharmacy & Pharmaceutical Sciences

None

2.5 Faculty Projects / Initiatives

In 2014-15 the Faculty introduced a Dean's Award for Innovation in Teaching. This award saw an investment of €39,355 across seven teaching innovations in the Faculty, which will drive the Faculty towards achieving College's strategic goal of leading Trinity to a new era of university education.

The inaugural call saw 16 applications from across the Faculty, which demonstrates the appetite amongst academic staff for developing teaching and learning innovations. Award winners were spread across the four schools in the Faculty and represent a wide range of innovations. The innovations are currently in development, with award winners will presenting their finished projects at an event on 23rd June 2016. The innovations will be evaluated as part of the quality process in

2016-17. A summary of the innovations is included in table 2 below. In 2015-16 a Health Sciences Medal for Outstanding Contribution to Teaching in Professional Practice will be introduced.

Table 2: Winners of the Dean's Award for Innovation in Teaching 2015

School of Dental Science	The objective of this innovation is to create a multimedia resource for training dental professionals relating to the diagnosis and treatment of periodontal (gum) disease. The resource will involve a combination of video, still imagery, audio and text content presented in short video format.
School of Nursing & Midwifery	This innovation is to develop an online quiz to assist students to understand and apply academic integrity to their work by learning to document their sources appropriately. We propose to use case studies drawn from a variety of sources students will encounter during their courses (books, journal articles, reports, Internet materials). Having evaluated many of the available online plagiarism quizzes it was clear that none of them met our criteria in relation to relevance to the health sciences and the Harvard Referencing System , utility of design and immediacy of feedback.
School of Medicine, Discipline of Radiation Therapy	This project will leverage the existing instructional design of the online education team to create a virtual interactive student-oriented learning environment for research skills development called The Trinity Research Education Environment or the TREE. The long term aim of the TREE is to enhance quality and dissemination outcomes of Trinity students' research at undergraduate and postgraduate level. An interactive online interface will be created within Blackboard to host the TREE.
School of Medicine, Education Division	This innovation in assessment of competence in clinical skills consists of an Alternative Clinical Examination, dubbed ACE which tests all of the Irish Medical Council's eight domains of professional practice. It is an integrative assessment approach that incorporates these competencies within one exam, more reflective of the real life setting. This integrative assessment methodology can be utilised in all disciplines within the Faculty of Health Sciences where clinical skills are being examined.
School of Medicine, Academic Unit of Neurology	The application of mathematical principles to real-life clinical situations is not always communicated in a manner that engages students. We propose a new approach, suitable for undergraduates in medicine, Human Health and Disease, Occupational Therapy and Engineering, and for multi-disciplinary graduate courses in Neuroscience and Neural Engineering. The proposed teaching aid is based on using interactive computer animations of the working principles of neural engineering and applied neurophysiology. The schematics for these interactive animations are drawn with reference to seminal review papers and allow the student to see the mathematical principles in action and to interactively test and experience the effect of using different parameters.
School of Pharmacy and Pharmaceutical Sciences	Virtually all microtubule disrupting agents in clinical use for the treatment of many forms of cancer are naturally occurring or semi-synthetic derivatives of nature-derived substances. The purpose of this online module is to present under one umbrella all aspects relating to their development "from bench to bedside" in an evidence-based format suitable for research-led teaching at University level. The unique feature of this module will be its multidisciplinary content spanning the chemical, biological to the clinical sciences. The presentation will place particular emphasis on the utilisation of interactive illustrations (e.g. click and reveal or mouseover) to display details for

	explanatory diagrams, case studies, interactive problem based exercises, branching scenarios and reflection.
School of Dental Science	To increase online engagement and socialisation in distance learning for the National Dental Nursing Training Programme, we propose to introduce additional online teaching and learning activities on Blackboard Learn for all students commencing September 2015. These include additional discussion forums, quizzes and group work. These activities will be based on gamification pedagogy where learning is made more appealing (Apostol et al., 2013) by using game-based online activities to further promote learning and online social interaction in a fun and entertaining way.

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

The Faculty of Health Sciences requests that the Quality Office take a more structured and systematic approach to addressing the issues highlighted in the Faculty Quality Report. The Faculty Executive was disappointed to learn that most of the issues raised in the 2014 Health Sciences Quality Report have yet to be resolved. Considerable effort is made by school and faculty offices to collate the data for the Quality Report and it is critical that the issues highlighted therein are addressed at College level. A quarterly report on the progress of issues raised would be welcome.

The following issues were escalated to College level through the Quality Report 2014:

Issue	Outcome / Progress to Date
1. The Quality Report has identified an increased use of and reliance upon Blackboard across all Schools in the Faculty of Health Sciences. Student registration issues mean students do not have access to Blackboard for many weeks at the start of each semester, across many modules, which unfairly impacts on the students' experience at module level. Health Sciences students are further disadvantaged by the longer teaching terms required on most undergraduate programmes, a requirement of the professional accrediting bodies. The Faculty requests that priority be given to resolving the systems issues which affect student registration.	There is no resolution to this issue at present.
2. Significant delays in the registration of postgraduate students unfairly impacts on the students' experience at School level. The Faculty requests that priority be given to resolving the systems issues which affect student registration.	There are still significant delays which is very problematic for the Schools.
3. Significant difficulties were experienced by students registering on joint degree programmes; this requires urgent attention as the model of joint degrees will become more prevalent. The Faculty requests that priority be given to resolving the systems issues which affect student registration.	It is unclear if this issue has been resolved as retention data is being gathered at present. A lot of work was done on this issue in the last year.
4. More flexibility is required within SITS to allow modular courses at postgraduate level. There are ongoing ad-hoc solutions being applied which inevitably lead to unforeseen problems and a negative impact on the students' experience.	A project is being scoped now to address this, but there is no resolution as yet.

The Faculty requests that attention and resources be allocated to ensure that College systems support the often innovative growth and development which is taking place at School level.	
5. The devolution of module and course surveys to School level has led to a perceived loss of impartiality in the process of student evaluation, as well as an increased workload at School level.	Not discussed.
6. Clarification is required regarding mechanisms for dealing with recurrent poor feedback relating to individual staff members.	The Quality Office have no role in this as it is a Head of School issue.
7. Procedures for dealing with External Examiners, in particular the receipt and distribution of reports and payment of fees, are unclear at both undergraduate and postgraduate level. Clear procedures outlining the documentation flow and where responsibility lies at each point in the process needs to be developed.	The Quality Office have worked to improve the process of External Examiner reports, however there are still substantial delays. Additional communication from the Quality Office has been requested.
8. Some quality issues are beyond the scope of the School / Faculty / College, such as the lack of clinical tutors in the clinical placement modules in Radiation Therapy – this is under discussion with the Department of Health and National Cancer Control Programme.	Not discussed.
9. There is a need for some clarification regarding how these issues escalated to College level will now be addressed; the Faculty would welcome feedback from the Quality Office regarding how these issues will be addressed.	The Dean highlighted that most issues which have been escalated through the 2014 Quality Report have not been addressed. Ensuring buy-in from all stakeholders will be difficult if information is continually gathered but no actions are taken.

3. APPENDICES - FACULTY AT A GLANCE

This section includes tables that support the discussion in the body of the report. This section covers data that responds to compliance and enhancement aspects of quality assurance. Data in this area will be collated to produce a report to Council and will also inform the Annual Institutional Quality Report to QQI.

3.1 Course and Module Evaluation

Table 3.1

Number of UG Modules provided	393	100%	Number of UG Modules evaluated	379	96%
Number of PGT Courses provided	41	100%	Number of PGT Courses evaluated	40	98%
Number of PGR students in Faculty*	37	100%	Number of PGR students participating in PGR Survey	N/A	N/A

❖ The absence of a PGR Survey was a key improvement identified in 2014, survey developed in 2015 and piloted in 2015/16 academic year.

3.1.1 Escalations – Undergraduate (from course & module surveys)

The following issues were highlighted as having an impact on quality at school-level, but require intervention at College level to be resolved:

School of Dental Science

None

School of Medicine

- Feedback from academic module co-ordinators that roll over on Blackboard was too late in the year, especially to accommodate the clinical years beginning from the end of August
- Blackboard training required over the summer for new Lecturer/Registrars who take up post each July
- Issues with staffing levels in Anatomy with a high student:staff ratio for practical classes due to increasing student numbers and no related increase in staffing levels

- Human Nutrition and Dietetics – issues relating to staff and external factors which might impact on the course were raised at the Oversight Group, which includes senior management from both TCD and DIT

School of Nursing & Midwifery

Two issues are raised by students every year through formal and informal feedback processes:

- The School is located off the main campus and so students feel unable to engage fully in the Trinity undergraduate experience. Since the inception o f the undergraduate programmes students have requested that at least some of their classes be scheduled on the main campus as a way of integrating them more fully into the life of the College. Repeated requests to the College timetabling office have been unsuccessful.
- The negative effect on students of the deteriorating physical environment in D'Olier St. The classrooms fail to meet the minimum standards required to support modern teaching and learning practices in a 21st century university. The informal spaces are inadequate for the numbers of students in the building at one time. Informal staff/student engagement is prohibited by the limited seating areas.

Specific issue relating to the physical environment are dealt with as they arise (e.g. problems with the quality of air flow in classrooms) by the Building Users Committee which includes representatives of the School and the Director of Buildings Office. Feedback from this committee is given to students in their regular administration sessions.

The Students' Union conducted a survey of undergraduate midwifery students and presented the results in a report. The report highlighted some difficulties students were experiencing on clinical placements. The Dean convened a meeting with the authors of the report, staff of the School of Nursing & Midwifery and staff from each of the maternity hospitals. A committee, chaired by an external senior academic, has been formed to address the issues outlined in the report.

School of Pharmacy & Pharmaceutical Sciences

None

3.1.2 Repeat Issues – Undergraduate (from course & module surveys)

School of Dental Science

None

School of Medicine

Medicine course - Decrease in response rate to student surveys is evident again in 2014-15. It is difficult to initiate change with a low response rate and more autonomy over the process would be beneficial. A more research-based approach to develop a more searching review of a module, particularly those which receive positive feedback, to investigate what students learned as a result of the module will be developed where possible.

Physiotherapy (incl SIT) – the issue of timetabling of assignments was raised again. Efforts were made to revise scheduling of assignments, which was fed back verbally to students.

School of Nursing & Midwifery

Over assessment across all disciplines and courses has been a problem since the inception of the degree programme. College's policy that each module be assessed independently has exacerbated this problem. We hope to address this issue in the new curriculum and through inputs to the Trinity Education Project.

School of Pharmacy & Pharmaceutical Sciences

Students across the years noted that for modules which are completed within Michaelmas Term, Christmas exams or exams in early January would be welcomed rather than waiting for the final assessment until 6 months later at the annual session. Council only approved one out of three requests for scheduling Christmas/January exams. This was fed back to the students at the orientation session at the beginning of this academic year (2015-16).

3.1.3 Positive aspects and enhancements – Undergraduate (from course & module surveys)

School of Dental Science

None

School of Medicine

Student feedback led to a wide range of enhancements across all programmes:

Medicine course – Year 1:

Human Development, Behavioural Science and Ethics:

- Improved synchronisation between lectures and tutorials
- Learning outcomes of module more clearly communicated

Human Form and Function:

- Further clarity given on marks breakdown
- Time allocated for feedback to students on interim assessment results
- Re-emphasis on role of demonstrators as learning facilitators and a focus on a "learning by doing" philosophy

Evolution and Life:

- Reintroduction of "Semester 1 examination post-mortem", where Lecturer goes through examination questions
- Online pre-practical courses provide for students who find practical classes difficult

Medicine course - Year 2:

Molecular and Translational Medicine:

- Use of Quizdom interactive clickers and tutorials make module more engaging

- Sequencing of lectures improved
- The assessment materials (MCQ part of the exam) were provided as an example for in-depth analysis at the specialised "Assessment Standard Setting" Workshop arranged by the School of Medicine and led by Dr John Patterson, Centre for Medical Education, London. Following the recommendations received at the Workshop, a number of MCQs which yielded atypically high or low number of correct answers have been replaced with more balanced equivalents

Head and Neck Anatomy:

- Significant changes to module continuous assessment based on student feedback
- More use of the AV system and full incorporation of Radiological Imaging as part core teaching in practical class

Clinical Biochemistry:

- Efforts being made teach subjects in blocks where timetabling and Lecturer availability allows

Neuroscience:

- Introduction of formative assessment
- Workshops to be restructured to enhance student learning and engagement

Aetiology and Mechanisms of Disease:

- Students highlighted support available through the Qwizdom system and the Microbiology practicals
- Reordering of lecturers planned for 15/16 – Class of 14/15 informed of this change based on their feedback
- Pathology examination has been lengthened

Fundamentals of Clinical and Professional Practice:

- Resources for practical skills and physical examinations will be standardised across all tutors and sites, and a benchmark video will be available to all to review and utilise during sessions
- Simulated patient encounter session was piloted in 14/15 and will be included again in 15/16
- More interactive website to be developed to assist students with revision of skills, testing of knowledge and preparation for assessment

Principles of Pharmacology and Practical Scientific Research:

- Students highlighted the usefulness and learning from the Research Project component of the module
- Format of poster presentation to be changed

Medicine course – Year 3

Pharmacology and Therapeutics:

- Improved information on kardex sessions to be provided on Blackboard
- Improvements to lecture content based on student feedback

Principles of Surgical and Medical Practice:

- Students rated this module as highly relevant and recognised the level of patient contact available to them as an extremely positive element of their learning
- Changes to placement structure will allow students to become more integrated into teams
- More formative assessment opportunities to be introduced, with a log book review and practice short cases taking place earlier in the year

Advanced Clinical and Professional Practice:

- Clinical skills has been incorporated into a new 2 week attachment that includes bedside tutorials and other activities

Medicine course – Year 4

Obstetrics and Gynaecology:

- Team objective structured beside assessments (TOSBA) introduced in 14/15 – beside teaching sessions to be further increased in 15/16
- Midwife Tutor appointed to support students on labour and antenatal wards
- Assessment changes – for 15/16 clinical examinations will take place after each rotation rather than at year end. Final examination is now a written paper and a 4 station OSCE, the latter now including a viva voce examination on a case selected from the logbook

Public Health and Primary Care:

- Selection of lectures reformatted to include Qwizdom clickers to improve interactivity
- Greater emphasis on logbook

Principles and Practice of Psychiatry:

- In response to students' expressed concerns regarding the variability of experience and grading on clinical attachment, two clinical teaching workshops, facilitated by an external expert will take place in Hilary and Trinity terms. The focus will be on incorporating teaching into busy clinical practice, encouraging and facilitating learning in this environment and will incorporate formal teaching, task-based exercises and videoed teaching/consultation sessions
- Professionalism: Formal inclusion of aspects of professionalism into every rating scale used for continuous assessment by supervisors while students are on attachment, including case conferences, case-based discussions, videoed interviews with patients and presentation of research to peers. This is in order to reflect the credits for professionalism now included in the module

Paediatrics and Child Health:

- Expansion of student time spent on rotation in Our Lady's Children's Hospital, Crumlin and the Children's University Hospital, Temple Street
- Efforts made to improve access to patients on wards and splitting groups at outpatient clinics
- More clinical problem-based learning sessions to be introduced
- Programme and group project restructured, with new module topics introduced

Professionalism and Scientific Method:

- Survey to be carried out at beginning of second semester to try and improve response rate

Medical Jurisprudence:

- Introduction of more blended learning with tasks set for students to do in their own time
- Student-selected topics have been introduced to ensure students feel ownership of the module and to keep it engaging

Medicine course – Year 5

- Student feedback reported issues with slides being uploaded to Blackboard. Repeat training organised and reallocation of roles in terms of collecting and uploading slides
- Students rated all modules in this year very highly and commended the quality of teaching, lecturers, patient interaction and mock examinations
- Longer-term plans to move teaching to earlier in the year, including beside and peer tutorials
- Mentoring programme to be developed

Radiation Therapy - Small changes made:

- Timing of content
- Assessment deadlines
- Some in class work was given a low weighting credit towards the end of year grade rather than being purely formative

Feedback was provided verbally at the start of the year within each module by module co-ordinator when conducting the first class "introduction to module".

Radiation Therapy Singapore

- Deadlines moved
- Exam date changed
- One module previously delivered by blended learning prior to Overseas Immersion Programme (OIP), now delivered on site during the OIP
- A previously shared module is now delivered RT students only
- Additional visit by two academics to teach in Singapore at the end of the first semester

Occupational Therapy

- Improved feedback on assignments to students

Occupational Therapy – Singapore

- Additional classes provided on academic writing and writing practice in response to requests from students

Physiotherapy – Improved timetabling and revisions to the scheduling of one of the placements.

Diagnostic Radiography

- Extra image viewing tutorials were scheduled prior to the Advanced Image Interpretation OSCE in 2015.
- During the Overseas Immersion Programme in Dublin in 2016, it is planned to deliver lectures in a block before students commence the practical placements. This will provide students with more preparation time for the module assignments.

Human Health and Disease

- Weighting changes were made to PG4905 due to concerns over the format of PG4905 exams.
- Continuous assessment for CM3207 will be collated at a Departmental level, in addition to locally with the module coordinator, to avoid delays in return of grades
- New microbiology practical and use of clickers in Immunology lectures welcomed

Human Nutrition and Dietetics

- Scheduling of placements within normal academic term time
- Sequencing of content to be more focussed on preparation for placement
- Reduction in didactic teaching on the programme
- Increase in nutrition and dietetics teaching in Years 1 and 2

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Science

- Scheduling of the PH2003 Pharmacognosy examination through exams office in week 16 (Council approved). In-house examination during term-time for module PH4003. This was very much welcomed by the students.
- Flipped Classroom approach in Module PH4006 was lauded by students.
- Increase of weighting for lab reports in PH3002.

3.1.4 Escalations – Postgraduate (from course & module surveys)

School of Dental Science

None

School of Medicine

- Lack of adequate venues for teaching – venues in TBSI used but not deemed positive by students.
- Student admission, registration and progression issues via SITS extremely labour- and time-intensive and more involvement of course staff in liaising between students and Academic Registry – raised by DPTL with Graduate Studies on a repeated basis for all PGT courses.

School of Nursing & Midwifery

Issues relating to PG admissions through SITS. It is difficult to get a clear understanding of where the issue is with this and we will explore this further and escalate to Academic Registry if appropriate.

School of Pharmacy & Pharmaceutical Sciences

None

3.1.5 Repeat Issues – Postgraduate (from course & module surveys)

School of Dental Science

None

School of Medicine

Cognitive Psychotherapy and Health Services Management – recurring issue of more structure required for SP/SR sessions

Action: Workshop was arranged for October by an international expert in the area, Dr Richard Thwaites, and departmental PhD candidate, Craig Chigwedere, which was attended by the SP/SR facilitators and other course staff.

Feedback: Proposed workshop was discussed and minuted at the Course Advisory meeting in May so this information was available to the class via their class representative.

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Sciences

None

3.1.6 Positive aspects and enhancements – Postgraduate (from course & module surveys)

School of Dental Science

None

School of Medicine

Medicine course – Module timings changed to facilitate students with their research projects; all students given the option of discussing feedback with appropriate staff member

Sport and Exercise Medicine - Extra tutorials scheduled where there are perceived weaknesses in student knowledge. In areas where mentors do not have expertise tutorials are arranged by experts in the field.

Advanced Radiotherapy Practice - Workload for part-time students and timing of assessments looked at. Students were verbally informed of changes implemented

Biomedical Sciences – Detailed student verbal feedback is requested in relation to the core Clinical Research module of course at the end of the module each year. This feedback has been consistently positive. Other areas of clinical research for inclusion in future are discussed to gauge interest and relevance. As a consequence of these discussions the content of the module is modified to reflect the comments and contributions of the students.

Cognitive Psychotherapy – Timetable: timetabled sessions were reviewed in light of the student feedback on sequencing and relevance to client work.

Cognitive Psychotherapy Assessments - feedback and marks from two assessors were consolidated onto one feedback sheet as requested by students and deadlines for returning feedback within six weeks of the submission date were adhered to by course staff.

Health Services Management – Revisions to modules in Operations Management (new teaching and group-based assessment), Managing People in Healthcare Organisations (experienced healthcare HR specialist now appointed as module leader) and Population Health (change in proportions of lecturer contributions).

Healthcare Infection Management –

- Efforts made to eliminate overlap in lecture content

- Reduced and standardised the gaps between teaching weeks

- Moved modules forward in the timetable so that all modules/assessments are complete before the start of research projects.

- This is a one year Masters programme so the students provided the feedback knowing it would benefit subsequent years. All changes to the course have been communicated to current students in introductory lectures held before the beginning of each module.

Molecular Medicine – Efforts made to give quicker feedback on exams to students in response to their concerns

Neuroscience –

- Students asked for more choice on the course – this has been implemented
- Students asked for more lab work experience – this has also been implemented in a new module

Pharmaceutical Medicine –

- The second year of the taught part of the course requires the completion of 6 modules; the students have a written examination mid-March for these 6 modules which counts towards 50% of the marks of each module. At the request of students from previous years, the students now complete the face-to-face component of 4 modules before Christmas and 2 modules at the end of January which gives the students additional time to study for their exam in March than for previous student intakes.
- MSc students are all required now to attend a research project workshop in the second year of the course after they have successfully completed the taught part of the course. This was suggested by graduates from previous intakes. In previous intakes there wasn't a specific workshop even though the topics covered at the workshop were spread among a number of different modules

Translational Oncology - More time allocated for written assignments and introduction of revision tutorials

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Sciences

Hospital Pharmacy MSc team are implementing changes to workload and reviewing delivery methods

Feedback from the Pharmaceutical Analysis class was to structure the assignment submission process to allow earlier notification and online submission. This year in response all coursework on this renamed program goes through blackboard.

Mini-project work in this group in Semester 2 received very positive feedback and although workloads for academics associated with it are heavy, it was kept.

Overall workload observations in the MSc in Pharm Anal led us this year to semesterise fully with exams at the end of Semester 1 and 2.

3.2 External Examiner Reports

Table 3.2

Number of UG Programmes externally examined 2014-15	17	Number of UG External Examiner Reports returned	51 of 63	81%
Number of PG Programmes externally examined 2013-14*	44	Number of PG External Examiner Reports returned	37	86%

* Most Postgraduate External Examiner Reports for 2014-15 have not yet been received, so a lot of the data and feedback contained within this report relates to 2013-14. Issues raised in 2014-15 reports will be included in the 2016 Quality Report.

External Examiner process was a key area for improvement identified in 2014. New arrangements introduced for payment of external examiner in May 2015, new External Examiner Policy, Process and Report Template introduced in 2015/16.

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

School of Medicine

- Medicine course - Any issues raised by external examiners can be dealt with at School level. However, the limited resources in Anatomy were also highlighted by the External Examiner
- Radiation Therapy (incl SIT) - Identified lack of clinical tutors for the programme. In ongoing discussion with the Department of Health and the National Cancer Control Programme (NCCP)
- Occupational Therapy (incl SIT) – Any issues raised by external examiners can be dealt with at Discipline level
- Physiotherapy (incl SIT) - Any issues raised by external examiners can be dealt with at Discipline level
- Diagnostic Radiography - Any issues raised by external examiners can be dealt with at Discipline level
- Human Health and Disease – External Examiner commented previously and in the 2014-2015 report that the programme is relatively under-resourced for what it delivers. The external examiner states in his report " It would be helpful to ensure that the programme lead has adequate administrative support"
- Human Nutrition and Dietetics – Both External Examiners highlighted the need for "careful review and assessment of the faculty resources needed to sustain the excellence of this program.." As this is a joint programme run by TCD and DIT, staff resources required across both institutions were examined as part of the Programme Review in November 2015.

School of Nursing & Midwifery

Over assessment across all disciplines and courses has been a problem since the inception of the degree programme. College's policy that each module be assessed independently has exacerbated this problem. We hope to address this issue in the new curriculum and through inputs to the Trinity Education Project

3.2.2 Repeat Issues – Undergraduate (from External Examiner reports / COE meetings)

School of Medicine

- Medicine course - Composition of overall final mark under ongoing review by Head of School and relevant Heads of Discipline
- Physiotherapy (incl SIT) – Marking schemes for final year were commented on by external examiners. These have now been changed and external examiners will be informed at the next meeting.
- Human Nutrition and Dietetics – Revised curriculum presented as part of Programme Review in November 2015 to address repeat issues such as
  - o Scheduling of placements outside of normal academic term time
  - o Sequencing of content
  - o Relevancy of some subjects in the earlier years, e.g. physics
  - o It is planned to implement this new curriculum in 2016-17.

School of Pharmacy & Pharmaceutical Sciences

Based on feedback from external examiners in previous years, there was a varying degree of supervision noted for the research project. It was decided to give students further early guidance in form of a video that would to be recorded over the summer for the following academic year. The video was to address issues around data collection, write-up and data analysis, plagiarism, referencing, and presentation.

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

School of Dental Science

- Re-weighting of modules within courses
- Removal of compensation between supplemental exams in JF Dental Science.
- Review of number of assessments in Dental Science curriculum to be undertaken in 2015.

Letters with detailed responses have been sent to each External Examiner.

School of Medicine

- Medicine course - Appointment of Professorial staff in key areas has led to improvements and new developments
- Medicine course - Recommendations to look at assessment in several modules have been implemented, e.g. move towards greater use of MCQs
- Medicine course - Several examiners commended the use of small group teaching
- Medicine course - All examiners in clinical subjects highlighted the real life approach and assessment of students in clinical settings. They also praised the organisation, structure and running of these exams
- Medicine course - External examiners were impressed with the research projects undertaken by students
- Radiation Therapy (incl SIT) - Nothing specific to report as the externs commented on the level of education as being "exceptional" with students "well prepared for professional careers in Ireland and internationally".
- Occupational Therapy - Weightings of the modules in the 4th year and the contribution to the final degree were revisited and subsequent reallocation of the weightings for the academic year 2015/2016.
- For one module OT4029, a decision was made to change the format of the module requirements and move to a 'given' case study.
- Occupational Therapy Singapore - a decision was made to introduce a class based continuous assessment component into module OT4038 alongside the written assignment component.
- Physiotherapy (incl SIT) – Changes to marking schemes and changes to handbook implemented
- Diagnostic Radiography - The External Examiner provided excellent feedback on the course. He stated in his report that he was 'happy with things as they are'. During the Court of Examiners meeting, the External Examiner did stress the importance of ensuring that high specification monitors are used for the OSCE examinations to ensure optimum image quality. The TCD Assistant Professor based in Singapore has advised SIT on the appropriate specification for viewing monitors installed in the new computer labs in SIT.
- Human Health and Disease – External Examiner remains impressed with the breadth and overall content of the curriculum delivered. The range and quality of the research project is extremely impressive.
- Human Nutrition and Dietetics- General quality of students work in examinations and original research projects is excellent. Consideration to be given to the weighting of the third and fourth year marks in determining the final mark

Feedback to External Examiners is done at Discipline level. This is done by email, informal contact and updates in advance of the examinations in the following year.

School of Pharmacy & Pharmaceutical Sciences

- All examination papers were provided along with model answers/marking schemes for both annual and supplemental papers for the external examiners to review.
- External examiners have asked for marking sheets from supervisors and panels to be made available to them for PH4012 (Senior Sophister Research Project). All projects have supervisor and panel mark sheets included this year.
- Quality control around Senior Sophister examinations was tightened with additional administrative support for checking of marks in exam scripts and spreadsheets.

3.2.4   Escalations – Postgraduate (from External Examiner reports / COE meetings)

School of Dental Science

None

School of Medicine

Global Health - External examiner raised concerns in 13/14 about the resources available to conduct the MSc Global Health programme, which is overly dependent on volunteers and favours for teaching the course content. Not yet addressed and no feedback on the issue has been provided to the External Examiner.

Sports and Exercise Medicine - Point 6 of the 2011 -14 report raises minor issues in regard to development in appraisal of students in making return to play decisions in rehabilitation and emphasis on basic principles of rehabilitation.

Additional focus has been made on principles of rehabilitation with placements in SNC clinic locally and specific set of lectures workshops detailing these specific topics.

Cognitive Psychotherapy –

Security of client recordings

On similar courses in the UK it is possible for students to submit recordings electronically for assessment. Using available TCD facilities and our pool of markers located in diverse areas of the country it has not proved possible for us to replicate the submission system in UK universities.

1) We gathered information from course directors in the UK on submission methods through an email query to the members of the British Association of Behavioural and Cognitive Psychotherapists

2) We contacted IT services who told us that the University had not subscribed to the features on Blackboard that would allow electronic submissions to be examined using the Turnitin system

3) We asked CAPSL for suggestions on using available College resources and the method they suggested, HEAnet, was deemed too insecure for sharing links that were not password protected to access patient material online

4) We tried out using encrypted memory keys on the College network which were difficult to use with a non-subscription based encryption service and using memory keys can also lead to potential data loss by clinicians so it is not recommended by HSE guidelines

We were in correspondence with our external examiner over the summer months as we tried to address the concerns that were expressed at the Course Advisory Meeting.

It was decided that the most workable solution is to ask students to sign their recordings over to a member of the course staff on an agreed submission date. These then would be signed out by the assessor who would take responsibility for their destruction on a declaration submitted at the end of the year. Recordings would be sent by registered post to assessors residing outside the Dublin area.

Health Services Management – Issues with facilities and student registration systems highlighted

Pharmaceutical Medicine – External Examiner raised issues in relation to students being required to make corrections to their dissertations as suggested by the examiners. This is not possible for taught dissertations as the only options are pass or fail; there is no possibility for corrections as per College policy

Feedback to the external examiner is made verbally at the Court of Examiners meeting.

Physical Sciences in Medicine – External examiner requested consideration be given to   introducing merit level MSc awards.

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Sciences

None

3.2.5   Repeat Issues – Postgraduate (from External Examiner reports / COE meetings)

School of Dental Science

None

School of Medicine

Cognitive Psychotherapy –

Anonymity of clients: students were to be reminded to remove all identifying information about the clients mentioned in their essays and case studies and these guidelines were highlighted in the course handbook.

Teaching: suggestion to remove specialised teaching such as CBT for Psychosis from the timetable and introduce topics on 3rd wave therapies such as Compassion Focused Therapy to the timetable.

Health Services Management – as above

Molecular Medicine - Repeated advice to try and more widely spread marks so that there is less 'bunching' in the 2.1 equivalent marking zone. The marking scheme has been changed and examiners are encouraged to differentiate more using this scheme. External examiner has been updated at the most recent examiners meeting of these developments which he supported.

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Sciences

None

3.2.6 Positive aspects and enhancements – Postgraduate (from External Examiner reports / COE meetings)

School of Dental Science

None

School of Medicine

Sports and Exercise Medicine – External Examiner raised minor issues relating to the appraisal of students in making return to play decisions in rehabilitation and emphasis on basic principles of rehabilitation. Additional focus has now been made on principles of rehabilitation with placements in SNC clinic locally and specific set of lectures and workshops developed to address these specific topics.

Feedback on new systems/curriculum development is provided directly to External Examiner in the annual course review meeting prior to clinical examinations in early May each year.

Advanced Radiotherapy Practice - The marking schemes were made clearer from 2013-14 and this was commented upon in the 2014

Biomedical Sciences - The External Examiner for the MSc Molecular Medicine also reviews the results of the students taking the Molecular Medicine track as part of the MSc Biomedical Sciences (Intercalated). He was very impressed with the number of Intercalating medical students (approx. 20/year across 5 tracks) and felt the 3rd medical year students should be actively encouraged to take the intercalated degree each year.

Each year the undergraduate medical students are given presentations on the options available in the intercalated degree which continue to expand with other track choices. These developments are made known to the External Examiner verbally at the examiners meeting.

Cognitive Psychotherapy - In response to our External Examiner's recommendations we have:

1) Changed our process for managing confidential material that is submitted as part of assignments for our course. We now have a formal "signed for" handover process for all stages of submission and dispatch of material for marking. All assignments that are sent through the post are sent by registered post to minimise risk of any breaches of confidentiality.

2) Changed our process for destruction of confidential material that is submitted as part of assignments for our course. Students now have to make a written declaration that they have destroyed all confidential material collected during the course. Supervisors/staff who are marking assignments also have to sign off that they have destroyed any confidential material within assignments marked by them

We have also broadened our curriculum to include a workshop on more novel "third wave" cognitive psychotherapies.

Health Services Management –

1. Revisions to Population Health teaching
2. Increased contributing lecturers from senior health system leaders
3. Increased emphasis on risk management and quality management as content areas taught as part of the programme

Healthcare Infection Management

The external examiner was very positive about the course. No issues were raised and no follow up was required.

Molecular Medicine –

1. Some modifications to the course structure and content based on the external examiners remarks
2. Modifications made to marking scheme as mentioned above.

Neuroscience

External examiner very satisfied with the MSc Neuroscience course.

Pharmaceutical Medicine – The use of a marking scheme with criteria for examining dissertations was suggested by an external examiner in previous years and he provided a template which has been used successfully in subsequent intakes.

Physical Sciences in Medicine - Following recommendation from extern in 2013-14, the extern now sits on all viva examinations for student dissertations, to help improve consistency of assessment.

Translational Oncology –

1. Lecturers are asked to provide bulletpoint breakdowns of their exam questions to enable accurate double marking of scripts.
2. Repeat examinations moved from Term 1 to April instead of the first week in Term 2

This feedback was provided to the external examiner in person at the Court of Examiners meeting.

School of Nursing & Midwifery

None

School of Pharmacy & Pharmaceutical Sciences

The PG course coordinators take responsibility for responding to external examiner feedback.

External examiners are informed of actions taken in light of their previous observations during their annual visits.

An example of a positive comment from an extern that led to an action is the visit of the diploma in pharmaceutical manufacturing class to NIBRT which is at a cost to the School. The extern praised this visit and noted the positive effect on the class and urged us to keep it- we had considered dropping the visit because of cost issues but kept it in response.

In the Pharma Analysis course, observations about industrial relevance encouraged us to increase regulatory and industrial visiting lecturers and place greater emphasis on quality management systems.

3.3 Accreditation Cycle

Table 3.3

School of Dental Science					
Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Dental Council	Bachelor in Dental Science	UG	2012	Accredited	January 2016
Dental Council	Diploma in Dental Hygiene	UG	2008	Accredited	January 2016
Dental Council	Diploma in Dental Nursing	UG	N/A		January 2016
Dental Council	National Dental Nursing Training Program	UG	N/A		January 2016
School of Medicine					
Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due
CORU	BSc in Radiation Therapy [BSc Ther.Rad]	UG	15-17/6/2015	Successfully achieved accreditation	2020
Association of Occupational Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational Therapists, WFOT)	Four Year Occupational Therapy Degree (BSc, Cur. Occ)	UG	12/08/2011	Full Approval	2016
Association of Occupational	One year Occupational Therapy Degree programme (Singapore)	UG	February 2013	Full Approval	2018

Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational Therapists, WFOT)					
CORU	Four Year Occupational Therapy Degree (BSc, Cur. Occ)	UG	20-22/10/2015	Recommend Approval of the 4 year programme for state registration	2020
Irish Society of Chartered Physiotherapists	BSc Physiotherapy	UG	Sept 2015	Received Accreditation	Sept 2016
Irish Society of Chartered Physiotherapists	One Year Physiotherapy Degree Programme (Singapore)	UG	June 2013	Received Accreditation	Unknown
CORU	BSc Physiotherapy	UG	N/A	N/A	First visit due 2016
Medical Council	MB, BCh, BAO (Medicine)		2011	Successfully achieved accreditation	2016
CORU	BSc (Hons) Nutrition and Dietetics (Trinity/DIT)	UG	May 2015	Final Report Awaited	Unknown
An Bord Altranais – Irish Nursing and	Diploma in Cognitive Psychotherapy		Category II approval granted in April 2015	Category II approval until 2020	2020

Midwifery Board					
An Bord Altranais – Irish Nursing and Midwifery Board	Master of Science in Cognitive Psychotherapy	PG	Category II approval applied for in April 2015	Awaiting Approval Decision	
Institute of Physics and Engineering in Medicine	Physical Sciences in Medicine		2009	Accredited (to and including 2014-15)	Not scheduled
Institute of Biomedical Science	MSc in Clinical Chemistry	PG	July 2013	Successfully achieved accreditation	2018

School of Nursing & Midwifery

Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Nursing & Midwifery Board of Ireland	Nursing UG (General, Mental Health, Intellectual Disability)	UG	2011/2012	Accredited with conditions	2016/2017
Nursing & Midwifery Board of Ireland	Childrens & General UG	UG	2011/2012	Accredited with conditions	2016/2017
Nursing & Midwifery Board of Ireland	Midwifery UG	UG	2011/2012	Accredited with conditions	2016/2017
Nursing & Midwifery Board of Ireland	Higher Diploma in Midwifery		2011/2012	Accredited	2016/2017
Nursing & Midwifery	Higher Diploma in Chlidren's		2011/2012	Accredited	2016/2017

Board of Ireland	Nursing				
Nursing & Midwifery Board of Ireland	The majority of PG courses in the School are accredited by the NMBI but do not involve an accreditation visit. Usually accreditation is given on a 5 year basis on submission of the curriculum document. There are various dates for submission of course curricula across the range of courses.				

School of Pharmacy & Pharmaceutical Sciences

Accreditation body	Name of Programme accredited	UG/PG	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Pharmaceutical Society of Ireland (PSI)	Undergraduate Pharmacy degree	UG	2013	Accredited	February 2nd and 3rd 2016

Outcomes include Accredited, Accredited with Conditions, Not Accredited

Summary of Professional Accreditation Issues Raised in 2015 – School of Medicine	
Escalations	Radiation Therapy - No major issues identified. Awaiting full report
	Occupational Therapy - CORU accreditation visit has just been completed in October 2015, awaiting the formal report back from CORU. From the verbal feedback it appears that any recommendations the CORU panel made can be addressed at a Discipline or School level (Course approval is not conditional on these recommendations being met).
	Physiotherapy – Lack of staff appraisal systems was raised. This has been discussed with College HR and there has been verbal discussion on this matter with the accreditation body.
	Human Nutrition and Dietetics – Initial verbal and draft feedback from the CORU visit highlighted the following issues:
	Programme management and resources • Lack of clarity on governance structure

	• Provision of resources
	
	Curriculum design and development
	    • Sequencing and timing of modules
	    • Timing of practice placements
	
	Practice placements
	    • Training for Practice Educators
	    • Assessment
	
	An academic quality review of this programme took place on 26th and 27h November 2015, in which clear plans and actions to address many of these issues were presented, including implementation of a new governance arrangement and a revised curriculum. CORU have been advised of these planned changes and a final report from the CORU Dietitians Registration Board is awaited.

Repeat Issues	Radiation Therapy - First CORU review so no previous reports to compare to. Physiotherapy – Issues with process of feedback to students were raised. A plan has been developed to address this, which has been given to the accreditation body Cognitive Psychotherapy - Accreditation body have highlighted that we still do not have a formal place for service users on our course advisory committee/process. This has been discussed at our course advisory meetings but it is not clear on how best to proceed with or integrate a mental health service user on our Course Advisory Committee. We will continue to discuss how this might be achieved.
Positive aspects and enhancements	Physiotherapy – Positive aspects include clinical practice and clinical placements. Plan for student feedback developed. Written and verbal feedback provided to accreditation body. Cognitive Psychotherapy – Student Action Plans – much clearer and explicit plan that is shared with students who are struggling with any aspect of our courses Stakeholder Survey – at the end of each academic year we send out a survey to managers of healthcare

	professionals attending our courses to evaluate the perceived usefulness of the courses to their staff and asking them for areas that they think might be improved by the course Human Nutrition and Dietetics – Planned changes include: • Revision of sequencing and content of modules to focus on preparation for placement • Introduction and development of integrated professional practice progression through the programme • Placements to be completed during academic term • Reduction in didactic teaching and focused practice-led teaching • Embedding interprofessional learning in the curriculum • Revision of governance structures Written feedback on planned changes has been provided to CORU.
Summary of Professional Accreditation Issues Raised – School of Pharmacy & Pharmaceutical Sciences	
Escalations	All issues were resolved at School level
Repeat Issues	The lack of a Chair in Practice of Pharmacy, the cohort of staff who do not have a Pharmacy qualification.
Positive aspects and enhancements	The reflective process that is required to go through an accreditation process. Process and procedures are standardised and communicated clearly due to the nature of both written reports and site visits.

3.4 Quality Review Cycle

Table 3.4

School or Programme	Date of Quality Reviews	Next due
School of Dental Science	2008-09	2016-17
School of Pharmacy & Pharmaceutical Sciences	2008-09	2016-17
School of Nursing & Midwifery	2009-10	2017-18
School of Medicine (Therapies only)	2011-12	2018-19
School of Medicine (Excluding therapies)	2012-13	2019-20

3.5 Progression, Retention and Completion Statistics

Table 3.5.1: UG New Entrants (from Senior Lecturer's Annual Report)

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

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Atten-dance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Dental Hygiene	9	PROGRESSED SAME COURSE	8	88.9%	7	1	8	0	8	0	5	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	11.1%	1	0	1	0	1	0	0	1
Dental Nursing	21	PROGRESSED SAME COURSE	20	95.2%	20	0	19	1	20	0	4	4
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	4.8%	1	0	1	0	1	0	0	0
Dental Science	44	PROGRESSED SAME COURSE	38	86.4%	22	16	24	14	38	0	3	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	2.3%	1	0	1	0	1	0	0	0
		NOT RETAINED	5	11.4%	1	4	4	1	5	0	0	3
Dental Technology	7	PROGRESSED SAME COURSE	6	85.7%	5	1	6	0	6	0	1	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	14.3%	1	0	1	0	1	0	0	0

Course	Total	Status	N	%								
Human Nutrition and Dietetics (Joint Degree)	23	PROGRESSED SAME COURSE	21	91.3%	21	0	21	0	21	0	0	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	2	8.7%	2	0	1	1	2	0	0	0
Medicine	158	PROGRESSED SAME COURSE	151	95.6%	72	79	99	52	151	0	20	12
		REPEAT SAME COURSE	3	1.9%	1	2	3	0	3	0	1	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	4	2.5%	1	3	3	1	4	0	0	0
Occupational Therapy	40	PROGRESSED SAME COURSE	40	100.0%	35	5	40	0	40	0	3	7
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Physiotherapy	31	PROGRESSED SAME COURSE	26	83.9%	20	6	25	1	26	0	2	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	3.2%	1	0	1	0	1	0	0	0
		NOT RETAINED	4	12.9%	2	2	4	0	4	0	1	0
Radiation Therapy	27	PROGRESSED SAME COURSE	23	85.2%	17	6	23	0	23	0	0	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	2	7.4%	2	0	2	0	2	0	0	0
		NOT RETAINED	2	7.4%	1	1	2	0	2	0	0	0
Children's and General Nursing	18	PROGRESSED SAME COURSE	15	83.3%	15	0	15	0	15	0	2	2
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER	1	5.6%	1	0	1	0	1	0	0	1

Category	Count	Status	Count	%								
		COURSE										
		NOT RETAINED	2	11.1%	0	2	2	0	2	0	2	0
Midwifery	29	PROGRESSED SAME COURSE	28	96.6%	28	0	28	0	28	0	11	1
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	3.4%	1	0	1	0	1	0	1	0
Nursing	195	PROGRESSED SAME COURSE	185	94.9%	165	20	185	0	185	0	54	22
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	2	1.0%	2	0	2	0	2	0	0	0
		NOT RETAINED	8	4.1%	5	3	8	0	8	0	2	1
Pharmacy	74	PROGRESSED SAME COURSE	66	89.2%	47	19	66	0	66	0	4	10
		REPEAT SAME COURSE	1	1.4%	1	0	1	0	1	0	0	1
		TRANSFERRED OTHER COURSE	1	1.4%	1	0	1	0	1	0	0	1
		NOT RETAINED	6	8.1%	4	2	6	0	6	0	0	1
Faculty Health Sciences Total	**676**		**676**		**504**	**172**	**605**	**71**	**676**	**0**	**116**	**76**
Multi Faculty Courses:												
Human Health & Disease	28	PROGRESSED SAME COURSE	21	75.0%	14	7	21	0	21	0	1	2
		REPEAT SAME COURSE	0		0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	3	11.0%	3	0	3	0	3	0	0	2
		NOT RETAINED	4	14.0%	2	2	4	0	4	0	0	0

Table 3.5.2: PG Confirmation Statistics – not available from College

Students eligible for confirmation process in 2015	Number	Students confirmed in 2015	Number	%
1. School of Dental Science		2. School of Dental Science		
3. School of Medicine		4. School of Medicine		
5. School of Nursing & Midwifery		6. School of Nursing & Midwifery		
7. School of Pharmacy & Pharmaceutical Sciences		8. School of Pharmacy & Pharmaceutical Sciences		

Table 3.5.3: PG Completion Statistics– not available from College

Students eligible to complete (Yr 4 or above) in 2015	Number	Students completing (Yr 4 or above) in 2015	Number	Number and % of students at Yr 5; Yr 6; Yr 7	Number	Comment
1. School of		1. School of		1. School of		
2. School of		2. School of		2. School of		
3. School of		3. School of		3. School of		
4. School of		4. School of		4. School of		

3.6 Irish Survey of Student Engagement

Table 3.6.1: Key stats from Faculty ISSE Report

		Respondent breakdown by Faculty				
		Faculty				
		Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-faculty	HEI total
Status	Y1	277	284	179	109	849
	YF	212	145	101	82	540
	PGT	317	94	134	0	545
Gender	Male	240	250	104	67	661
	Female	566	273	310	124	1273
Mode of Study	Full-Time	707	456	360	191	1714
	Part-time	99	67	54	0	220
Domicile group	Irish	647	476	361	172	1656
	Non-Irish	159	47	53	19	278
Programme Type	Undergraduate Certificate/Diploma	5	9	1	0	15
	Undergraduate Honours Degree	484	420	279	191	1374
	Graduate Certificate/Diploma	16	18	10	0	44
	Masters Taught	301	76	124	0	501

3.7 International Student Barometer

Table 3.7.1 Key stats from ISB Report

Learning satisfaction – by faculty

Learning elements	TCD	Arts, Humanities and Social Sciences (677)	Engineering, Mathematics and Science (273)	Health Sciences (167)	Range
Work experience	56%	47%	62%	77%	30%
Course organisation	72%	75%	73%	55%	20%
Physical library	81%	76%	94%	82%	18%
Opportunities to teach**	67%	62%	78%	63%	16%
Technology	83%	77%	92%	93%	16%
Marking criteria	70%	74%	67%	59%	15%
Learning spaces	79%	76%	82%	88%	12%
Assessment	83%	85%	82%	74%	11%
Performance feedback	71%	74%	67%	63%	11%
Quality lectures	87%	88%	87%	79%	9%
Managing research**	83%	82%	86%	90%	8%
Good teachers	85%	87%	83%	79%	8%
Laboratories	91%	86%	91%	93%	7%
Employability	73%	72%	76%	78%	6%
Topic selection**	84%	85%	84%	90%	6%
Careers advice	61%	59%	64%	59%	5%
Academics' English	94%	95%	93%	97%	4%
Course content	86%	87%	87%	84%	3%
Research	85%	85%	85%	82%	3%
Learning support	84%	85%	82%	83%	3%
Language support	91%	92%	90%	92%	2%
Multicultural	90%	90%	92%	90%	2%
Class size	89%	89%	87%	88%	2%
Online library	88%	88%	89%	87%	2%
Expert lecturers	94%	95%	94%	93%	2%
Virtual learning	83%	83%	83%	81%	2%

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