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

FACULTY OF HEALTH SCIENCES

QUALITY REPORT

2018/2019

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

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EXECUTIVE SUMMARY

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 45 postgraduate taught programmes and professional doctorate offerings. Degree programmes within the Faculty of Health Sciences differ significantly from most other programmes within the University because of requirements for clinical placements, at both the undergraduate and postgraduate level. The approach to quality is intended to recognize these differences while contributing to the overall commitment by Trinity to the pursuit of quality in all educational offerings.

Undergraduate/Postgraduate Teaching Evaluations

There are 360 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2018-19. Evaluations were carried out on all 45 postgraduate programmes and 100% gave feedback to students. All four Schools had robust procedures in place for 2019/20 evaluations, some of which may have had to be adapted in light of Covid-19. The ongoing impact of Covid-19 on Health Sciences will be captured in the 2019-20 Quality Report.

Response rates to online surveys continues to be a concern across the Faculty. One clear example of this is seen in 2019-20 when the feedback method for Interprofessional Learning (IPL) sessions moved from paper-based to online surveys, with a drop in response rate from 100% to 39%. Innovative ways to gather student feedback will be required in the post Covid-19 environment where more teaching is delivered remotely and where we may see a greater reliance on online feedback methods.
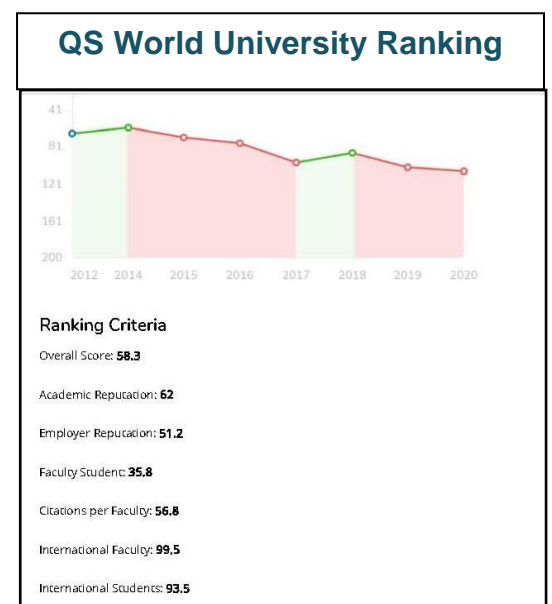
Implementation of the Trinity Education Programme (TEP)

The implementation of the Trinity Education Programme (TEP) caused an enormous increase in workload for the schools in Health Sciences. Unfortunately, despite this additional workload many of the principles of TEP, particularly the Academic Year Structure (AYS), were not achievable in Health Sciences due to the requirements of the professional bodies.

University and Subject Rankings

Trinity College suffered a significant drop in the 2020 Times Higher Education World University Rankings (THE WUR), moving from 120 to 164 it was the largest drop of any university in the top 200. The University currently stands at 108 in the QS World University Rankings, having dropped from 88 in 2018.

While Trinity's overall position in the rankings has gone down, the Faculty of Health Sciences has several positives to emphasise in terms of subject rankings. The School of Nursing & Midwifery is ranked first in Ireland and 48th in the world in the QS World University Subject Rankings 2020, and Pharmacy & Pharmacology is joint 45 in the world.

QS World University Ranking

Ranking Criteria

Overall Score: **58.3**

Academic Reputation: **62**

Employer Reputation: **51.2**

Faculty Student: **35.8**

Citations per Faculty: **56.8**

International Faculty: **99.5**

International Students: **93.5**

Online Technology

The Covid-19 pandemic disrupted the delivery of teaching and assessments in 2019-20 with the subsequent conversion of all undergraduate and postgraduate courses to online platforms. The impact of this change will be reviewed in the 2019-20 Quality Report, but it marks a significant and substantial change in how the Faculty will deliver its programmes in the future. This rapid change in and our increased reliance on online technology signifies a major shift in the focus of the Faculty's resources, at least in the short term while social distancing measures remains fundamental to everyday life around the globe. This has presented the Faculty with a challenging period of adjustment, but also presents significant opportunities for us to reimagine our business-as-usual profile. The Faculty are also making efforts to share lessons learned and best working practices so that each school can benefit from the experiences across the Faculty.

Several online courses have been developed in Health Sciences, including the Certificate in Exercise Prescription (School of Medicine) and the Certificate in Ageing Health & Wellbeing in Intellectual Disability (School of Nursing & Midwifery). Online courses meet one of the specific needs of healthcare professionals, namely the flexibility to study while working full time or working in a shift-based environment.

Provost's Professional Staff Awards

The Provost's Professional Staff Awards were established in 2016 as a formal process for acknowledging and celebrating outstanding contributions by Trinity's professional staff. In 2019 the Faculty of Health Sciences were very well represented in these prestigious awards with awards going to Aine Wade, coordinator of the Undergraduate Medical Programme and to Siobhan Ward and Phil McAteer, Chief Technicians in the Anatomy CTO Donor Programme in the School of Medicine.

Healthy Trinity

In 2015 the Faculty Executive of Health Sciences sought to lead on the implementation of the Healthy Ireland policy on campus and so established a committee and committed strategic funds for this work. Trinity had been engaged in health promotion activities before the establishment of the Faculty-led committee, through the work of the Health Promotion Officer. In order to provide Trinity with a strategic, coordinated approach to this critical work, these groups were united to form one cohesive overarching strategic steering committee, uniting all Health Promotions activities and marrying academic leadership with operational impact. Healthy Trinity is a cross-College partnership of people who want to make it easy to be healthy in Trinity.

"Trinity College Dublin is recognised as a 'health enhancing' university where everyone can enjoy physical, mental, and social health and wellbeing to their full potential, where health and wellbeing is valued and supported at every level of Trinity and is everyone's responsibility".

Digital Enhancements

Improvements to student quality is always at the forefront for Schools in the Faculty. Each School has invested in digital enhancements, including employing a specialist member of staff dedicated to

driving innovations in this sphere. Applications for the Dean's Awards for Innovation in Teaching are heavily focused on technology-based initiatives, and the Faculty has recently reviewed previous winners and offered additional funding to facilitate expansion of some projects.

The School of Medicine have implemented the use of Panopto for all lectures. It is now automatic in all lecture theatres in the School that the lectures are recorded and saved to an online platform which is accessible to all students.

The School of Pharmacy & Pharmaceutical Sciences are in the process of changing the method of delivery of the distance-learning M.Sc./Postgraduate Diploma in Pharmaceutical Manufacturing Technology from document-based to an online platform that can be used across multiple programmes.

The schools in Health Sciences aim to gather feedback on the student experience of the rapid change-over to online teaching and assessing through incorporating some common core questions to their student evaluation processes.

## Quality Improvement Initiatives

Athena SWAN

The Faculty of Health Sciences has been engaged in the Athena SWAN process since 2018. 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 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.

Interprofessional Learning (IPL)

Interprofessional learning (IPL) is increasingly recognised as a core component of undergraduate education in health sciences as a means of creating a collaborative, practice-ready workforce who can work together to reduce medical error and improve health care outcomes. Continuing to innovate in this sphere, October 2019 saw the first IPL workshop being run through the Trinity Simulation Suite (TSS) with physiotherapy and pharmacy students. Another enhancement of IPL across the Faculty is 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.

Workshops on Responding to Distressed People

In 2018-19 the Dean funded six workshops on Responding to Distressed People for Faculty of Health Science staff, and invited staff from our clinical and professional sites to attend. The workshops were coordinated by the Learning and Development Manager in Trinity Human Resources, and delivered by Dr Mark Robinson, Student Counselling. The course had been in existence already and was offered to all Trinity College staff, but the additional sessions were tailored to suit the Health Sciences
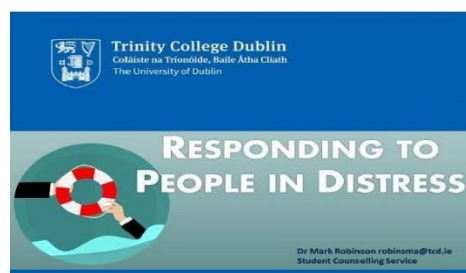
participants. Six Health Sciences sessions were run in 2018-19, all of which were very well attended (capacity 15) and the feedback was overwhelmingly positive. The Faculty is continuing to fund additional courses in 2019-20, although it is anticipated that the demand for additional sessions may not be required in the long term as any staff who wish to refresh their training will be able to attend the sessions being run by Trinity HR.

Expansion of College Counselling Services

Student feedback highlighted a gap in service provision for some Health Sciences students who attend placements outside Dublin. The gap was in terms of access to the College Counselling Service, which is an on-campus service. 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.

Dean's Awards for Outstanding Contribution to Teaching in Professional Practice

In 2017-18, Health Sciences launched the Dean's Awards for Outstanding Contribution to Teaching in Professional Practice in order to recognise the significant contribution of professionals who do not hold appointments with Trinity for their delivery of teaching to our undergraduate and postgraduate students. Recipients of the award receive a trophy, a signed certificate for display in their practice area, and their names are engraved on a school-based wall plaque.

Dean's Awards for Innovation in Teaching

The Dean of Health Sciences' Award for Innovation in Teaching has been running since its inception in 2014-15. Since then, the Faculty has awarded over €200,000 to support innovations across all four schools in the Faculty. This substantial investment clearly demonstrates the Faculty's ongoing commitment to supporting innovation in teaching and learning and enhancing the students' learning experience. Most innovations involve technology-enhanced learning, which in turn has helped to drive the Faculty and College to develop a strategic approach to supporting the ongoing growth and development in this area.

Provost's Professional Staff Awards

The Provost's Professional Staff Awards seek out and highlight some of the exceptionally high quality services being provided by professional staff across the University. In 2019 there were 119 nominations for 304 people with 450 people writing letters of support. Nominations came from academics, students and professional staff on behalf of all levels of professional staff in all of the faculties and divisions in Trinity. Health Sciences had nine nominations across three schools with two winners outlined below.

One of two awards for *Enhancing the Trinity Experience* was presented to Siobhan Ward and Phil McAteer, chief technicians in the Anatomy CTO Donor Programme in the School of Medicine. Working with human remains requires great sensitivity. Siobhan and Phil interact with students, families, staff and the general public with grace, dignity and empathy. They are vital in supporting undergraduate education in Medicine, as well as several other programmes. The Donor programme has proven so popular that there is a huge number of applications every year from people willing to donate their bodies. Phil and Siobhan help to organise memorial services for donors – giving students an opportunity to thank and acknowledge the donor families. Anatomy teaching was highly commended during the recent medical council accreditation, with particular emphasis placed on the donor programme. Since the move to TBSI, Siobhan and Phil have been cataloguing and preserving

historical samples and they are currently exploring the feasibility of developing an Anatomy Museum.

The category of *Individual Leadership Award* is presented to individuals who demonstrate outstanding leadership skills that have a positive impact on a team. From a shortlist of eleven, the committee selected two winners, one of whom was Aine Wade, coordinator of the Undergraduate Medical Programme, School of Medicine. Aine holds together one of the biggest and most complex undergraduate programmes in the University, with nearly 1000 students, organising and delivering a curriculum across 5 years and multiple hospital sites. Aine engages with clinical colleagues across all hospital sites, and has an excellent relationship with the admin teams in other universities. She frequently travels to Asia to represent the school and has built up a great relationship with recruitment agents and representatives in Singapore and Malaysia.

Risks to Quality

Covid-19 Global Health Emergency

All universities in Ireland were closed on Thursday 12th March 2020 by order of the Taoiseach, to support efforts to contain the spread of Covid-19. This was in line with the advice of the National Public Health Emergency Team. The 2019-20 Faculty Quality Report will address, in detail, the impact of this closure on our programme-delivery and on the future of our programme offerings in light of the 'new normal' we expect to see emerging in the coming months.

The Faculty of Health Sciences is actively managing the situation, along with the additional complexity of students on clinical and professional placements. The biggest risk to the quality of undergraduate programmes for the next number of years is the mandated clinical hours and the requirement for students to make-up any missed time due to Covid-19. This could potentially lead to a very tightly-packed student timetable across the next 2+ years, and extending for as long as the Covid-19 outbreaks remain an issue. At the heart of all decisions is the welfare of students and staff, so Schools are working hard to find solutions that will both meet the requirements of their accrediting bodies while allowing students some down-time across the duration of their programmes.

College-wide Strategy for Online Learning

In the absence of a College-wide standard for online courses and assessments, each School reacted independently to the Covid-19 crisis and a multitude of course offerings are now available to students. The efforts of the schools are commendable as they were able to deliver an unprecedented amount of online offerings during such a period of intense pressure, however as a consequence of no prior agreement regarding a standard format of online materials, there is now a multitude of offerings with little or no consideration of an overall Trinity theme or brand. In the longer term this poses a great risk to the quality of the student experience, and is something that may need to be addressed centrally in order to prevent any further deviations from a standard norm.

The Faculty would also request that a strategic and very systematic approach be taken by College in terms of providing the highly specialised supports needed as we move forward with increased online and blended teaching and assessments. While schools have managed to deliver on a seemingly impossible task of converting large volumes of teaching and assessments to online, there is a sense

that this monumental effort was a once-off response to an immediate global crisis, and that efforts of this scale are not reasonable to expect on an ongoing basis; adequate supports must be provided at a strategic, College-wide level in order to sustain our new online operations.

External Examiners' Access to Blackboard

The issue of External Examiners having access to Blackboard was problematic in the past, with examiners being required to submit PPS details in order to be added to HR systems, which in-turn linked to IT systems access such as Blackboard. In some instances, External Examiners in Health Sciences have refused payment for their work as they found it too cumbersome to complete the necessary paperwork, and in some other cases examiners requested that their payment be donated to charity which in-turn led to a lot of work setting up a pathway to facilitate this. In light of Covid-19 and the restrictions on travel as well as the conversion of almost all teaching and assessments to online, the Faculty has highlighted this issue as a major risk to the quality and integrity of its programmes moving forward. It is understood that in response to Covid-19, College is granting all External Examiners access to Blackboard, however the Faculty is concerned that this process may not be seamless in its implementation, and that it may lead to an increased workload at School-level to ensure all issues are resolved on time. The Faculty is requesting that a College-level approach be taken to issues like this, with ample input from Schools as new processes are developed, in order to mitigate the risk of serious delays to assessment and progression timelines.

Space Requirements

Due to Covid-19 the space requirements of the Faculty will change in the short and medium terms. The immediate impact of Covid-19 saw an almost complete conversion of teaching and assessments to online, as well as the shift towards remote working for all staff. A review of each programme's requirements in terms of essential face-to-face content will be conducted at School and programme levels, and the impact of social distancing measures on these classes will be measured in order to strategise on how to move forward. An example of essential face-to-face teaching is the delivery of essential clinical skills to all nursing and midwifery students in the Trinity Centre for Health Sciences in St James's Hospital. These classes are time-sensitive and resource-intensive, and the School had already been functioning at full capacity.

Similarly, work spaces for staff will need to be reviewed to determine whether social distancing measures are possible and under what circumstances. It is anticipated that there will be a multitude of space modifications required, as well as a re-imagining of how we conduct 'business as normal' across our Faculty, however the Faculty is proactively managing this transition with a view to finding solutions that will not only respond to the Covid-19 crisis, but that will propel the Faculty into an ambitious and highly functioning future.

Change Management

Schools administrative teams have been managing considerable challenges in relation to timely and effective communication from areas in College due to changes to centralised systems. This situation has been exacerbated to crisis-level due to Covid-19 and the as-yet untold impact it has had on the College systems and processes. There is a broad awareness that the 2020-21 academic year will look very different to what went before, but in light of so much uncertainty at a national level, the task of planning for the new year and managing changes around social distancing and later start-dates is unmanageable at present. This represents a very substantial risk to staff health and wellbeing as well as to the quality of programmes across the University, and even more so in Health Sciences in light of added complexities of professional placements and the requirements of our accrediting bodies.

Student Placements

Student placements is an ongoing issue of concern for the Faculty of Health Sciences and is a standing item for the Faculty Executive Committee. 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 the School of Medicine an area of high risk is access to high-quality placements for year-three Medicine students in non-specialist areas. The School is in continuous negotiations with relevant health service partners to resolve this matter, including discussions with the Hermitage Clinic and the Dublin Midlands Hospital Group.

In March 2020, all Health Sciences students were temporarily removed from practice placements in light of Covid-19, which poses many logistical issues for the schools and partner hospitals in terms of the completion of this missed placement time.

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Prof Orla Sheils
Dean of the Faculty of Health Sciences

QUALITY REPORT

Quality of Undergraduate Programme Provision

The Faculty of Health Sciences offers 16 undergraduate programmes across the School of Dental Science, School of Medicine, School of Nursing & Midwifery and School of Pharmacy & Pharmaceutical Sciences. There are 360 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2018-19. Refer Section 3.1 of this report for issues arising from module evaluations and responses by Schools.

In terms of the quality enhancements promoted by College, almost all programmes in Health Sciences utilise Turnitin and have done so for quite some time. Programmes in Health Sciences were already adhering to the College policy of making student handbooks available to students before the start of the academic year, with just two courses within the School of Medicine yet to deliver on this but action plans are in place to meet this goal in 2020-21. Grades Journey is promoted across College as a quality enhancement and a tool to alleviate some of the administrative burden of assessment marks entry, however this is not utilised at all in Health Sciences mostly given the inability of SITS to accommodate the complexities of our programmes.

The Faculty continues to develop and embed technology enhanced learning initiatives, with each of its schools employing staff in this sphere. This demonstrates the schools' ongoing commitment to quality enhancements for its students.

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

In 2018/19 the School of Nursing & Midwifery implemented substantially revised undergraduate curricula (Nursing and Midwifery). One of the key changes from the previous curricula is increased shared learning across the nursing and midwifery programmes. This has proven beneficial to students on many levels, but has also brought challenges, in particular insuring that the shared teaching and learning material is applicable to both the nursing and midwifery professions which have distinct and differing philosophies of care, as well as separate sets of NMBI educational standards and requirements. The School's BSc Curricula Committee have overall responsibility for ensuring these standards and requirements are met. Given the degree of change associated with implementing the new curricula, a sub-group of the Curricula Committee was established to more intensely monitor and oversee the implementation phase; this sub-group report directly to Curricula Committee, which is chaired by the DUTL, and has proven very informative in mapping student activity (online, tutorials, lectures and placements) and student burden associated with this at varying times of the academic year. The sub-group will continue throughout the full 4-year implementation phase of the new curricula, to ensure quality standards are upheld by identifying and addressing any key issues as they arise.

Feedback to students on academic performance

All Schools in Health Sciences return undergraduate coursework within 20 days, with the exception of modules in the School of Medicine involving assessment by viva, and occasionally within the School of Pharmacy & Pharmaceutical Sciences where there is a reliance on part time teaching staff to mark assignments. The School of Nursing & Midwifery note that there is a conflict in Semester Two where meeting this College requirement is not considered a positive student experience as it involves the return of coursework within three weeks of the annual examination session.

The School of Nursing & Midwifery is the only school in the Faculty who has adopted a standard format for the return of feedback on academic work; this is something which has been in place in the School for several years.

Implementation of Trinity Education Programme (TEP)

The implementation of the Trinity Education Programme (TEP) caused an enormous increase in workload for the schools in Health Sciences. Unfortunately, despite this additional workload many of the principles of TEP, particularly the Academic Year Structure (AYS), were not achievable in Health Sciences due to the requirements of the professional bodies.

TEP in the School of Dental Science

Because of accreditation requirements programmes in the School do not conform to the College's Academic Year structure (AYS). However, for 2020-21 Year 1 Dental Science will align with the rest of the College calendar. Almost all assessments in the School take place outside of the College exam weeks. The School has numerous derogations for the progression and award regulations, however, we have complied with all of the requirements that are possible. The School is grateful for the derogations from TEP regulations and will continue to align with the College wherever possible.

TEP in the School of Nursing & Midwifery

Due to the clinical placement components of the School of Nursing and Midwifery's professional Undergraduate courses, the introduction of the new Academic Year structure (AYS) has presented significant challenges for the School. This relates also to the Nursing and Midwifery Board of Ireland's (NMBI) standards and requirements for Nursing & Midwifery education which the School are legally bound to, and which set out clearly the number of clinical and theory weeks that a student nurse or midwife must complete in order to register with NMBI on successful completion of their four year degree programme.

Whilst semesterisation is welcomed as a positive way forward for student learning, the new AYS semesterised assessment timelines/deadlines which have resulted in a decrease of 25% in the School's time for marking, moderation and progression entry and checks. With no additional resources provided to overcome this deficit, the timelines are inadequate given our student numbers and, as such, have the potential to adversely affect the quality of the marking, moderation and checking processes, and to increase the potential for errors.

Feedback from School staff has indicated the use the holiday period by staff to ensure these deadlines were met, which is unsatisfactory, and which has given cause for complaint at School level. In addition, the new regulation regarding students repeating any year in full cannot be implemented in our School due to the paid internship period in year 4 of the programme. This internship period (36 weeks, paid pro-rata 80% of a year 1 staff nurse/midwife salary, Jan-Sept),

completed in association our linked health service partners, prohibits students repeating their SS year in full. A series of derogations were necessary to overcome this.

TEP in the School of Medicine

The School of Medicine required a number of TEP Derogations, across a number of programmes.

Undergraduate Medicine:
- Academic Year Structure & Semesterised exams
  - Year 1 and 2 teaching programme has been impacted by the earlier semester start, reduction in teaching weeks and the 1 week designated annual assessment period. Students have registered their dissatisfaction with the back to back scheduling of exams resulting from the introduction of semester 1 and 2 assessment within a condensed timeframe.
  - As Years 3-5 commence in August, finish in June, already had semester 1 exams and for the most part have Council approved permission to hold their exams outside the designated 1 week; the impact has been less significant.
- New progression & award regulations
  - Where applicable, these have been adopted.
  - The automatic right to repeat Year 1, thereby increasing numbers, has led to difficulties with capacity and resources. If repeat numbers are significant, this will also impact on the National Intern Programme and national manpower planning at graduation. We may need to re-visit this if serious issues develop.

Human Health & Disease:

- For the Trinity Education Project (TEP) the BSc Human Health & Disease programme was required to incorporate new 5ECTS (x2) Trinity Electives into SF year for 2019-2020. This ensured replacement of the 5ECTS Broad Curriculum modules that were removed from JF HHD as a TEP requirement in 2019-2020. As a replacement for loss of 5ECTS in JF, a new module "Introduction to Human Genetics and Molecular Biology (PGU11008)" has been developed. Feedback on all modules is discussed at semesterised Class representative meetings held with students and staff each semester.
- A staff: student liaison committee was convened in the 2018-2019 academic year. This was Chaired by Dr. Eric Downer and consisted of Dr. Eric Downer (Director and SS coordinator), Dr. Jean Fletcher (SF HHD coordinator), Dr. Daniela Tropea (JS HHD coordinator) and Dr. Sarah Doyle (JF HHD coordinator). This panel met with the class representatives of JF HHD, SF HHD, JS HHD and SS HHD, alongside Ms. Heather Hackett (EO, HHD). This meeting took place in each semester, and in the 2018-2019 academic year this took place on Wednesday 31st Oct 2018, 13.00-14.00, and Friday 1st March 2019, 13.00-14.00.
- With the new Academic Year Structure, we introduced a "viewing of scripts' session for students following semester 1 examinations. This took place on 14th February 2019.

Human Nutrition & Dietetics:

TEP is enormously challenging in alinement with two institutes, for example timetabling, in particular the examination period in TUDublin and Trinity no longer overlap at all; marrying all academic processes are challenging; TUD end of semester is June 20th and Trinity is end of May. Though we have gained benefit from more standardized health screening processes for example that arose from TEP.

TEP in the School of Pharmacy and Pharmaceutical Sciences

The School continues to engage with the TEP principles to the extent that it is compatible with the requirements of the accreditation body, the Pharmaceutical Society of Ireland. The School now conforms to the requirement to only have 5 and 10 ECTS modules aside from the capstone project. It has adopted standardization of the degree award calculation, has introduced end of semester examinations, a balanced workload across both semesters and capping no longer applies for failed components of the course.

Undergraduate Courts of Examiners & External Examiner Reports

The Schools in Health Sciences conduct rigorous Courts of Examiners, with exemplary processes in place to ensure the quality of their programmes. All schools in Health Sciences record key quality issues that are discussed at the Courts of Examiners in order to supplement the External Examiners reports. All schools respond to the External Examiner reports, most of which is done in writing.

To date, the School of Nursing & Midwifery has utilised technology to accommodate External Examiners having remote access to Courts of Examiners, however their preference has always been to have the examiners attend in person. None of the schools used remote External Examiners in 2018-19, however the School of Dental Science planned to implement remote access in 2020-21. Obviously the landscape has changed in light of Covid-19 and we expect to see a huge increase in remote external examining in the future, at least in the short to medium term.

External Examiners may require more access to Blackboard in the post-Covid-19 environment. This is already in place in the School of Dental Science, it has not yet been required or requested in the Schools of Medicine and Pharmacy & Pharmaceutical Sciences. The School of Nursing & Midwifery have begun the process of granting access to Blackboard for each External Examiner so that they can review all Semester One assessments in Feb/March in advance of the Court of Examiners in May 2020. However, the College process of giving External Examiners access to Blackboard is extremely difficult, laborious and time consuming as it must be done through the College Human Resources Department; for example, the School was asked to request a newly appointed External Examiner's PPS. It is critical that this issue is addressed at College level in light of the anticipated increase in requests for access.

The Schools have not fully implemented EU-GDPR regulations as per the Procedure for transfer of students assessed work to External Examiners and Advisory Guidelines on EU-GDPR, but are in the process of making these changes. Completion of this change in process has now become critical in light of travel restrictions due to Covid-19. It is important to note that in most cases students' assessed work was not sent to external examiners but reviewed on-site so GDPR regulations were not relevant for the most part before now.

Irish Survey of Student Engagement (ISSE)

Extracting meaningful feedback for Schools continues to be a problem with the ISSE report given that the focus is at an institutional and faculty level, with very low response rates when schools extract results. The StudentSurvey.ie had a national response rate of 29% in 2018/19, with Trinity achieving a 22% participation rate. As such, the Schools across Health Sciences are careful not to be led by outlying responses, instead the ISSE responses are considered within the broader context of all other student feedback and particular focus is placed on the common threads and issues. There was some concern expressed regarding how the data from the ISSE can be presented and used despite the low response rates in some areas. College has attempted to increase participation by

offering prize draws for entrants, and any other initiatives to boost participation would be most welcomed by the Faculty.

Schools report that the ISSE is a valuable tool when considering the quality agenda for the coming years as it provides insight to the areas of focus in terms of quality expectations, and also insights from students regarding the issues and questions they raise. It is therefore a useful tool for planning purposes.

The findings on respondents overall educational experience in Trinity continues to show a downward trend. The Health Sciences overall index scores show a decline in Student-Faculty Interaction, and in Supportive Environment, both of which will be much more difficult to address in a remote-working context post Covid-19. There have already been several improvements made in an attempt to address these issues, for example student break-out space in TBSI, and the introduction of Zoom coffee meetings with students throughout the College's lockdown period.

Figure 1: Indices by Faculty: Health Sciences trend data, ISSE Report 2018/19, page 22

HS (overall)	2019	2018	2017	2016
Higher-Order Learning	38	36	39	34
Reflective and Integrative Learning	34	33	34	32
Quantitative Reasoning	21	20	20	18
Learning Strategies	34	31	33	33
Collaborative Learning	32	30	30	31
Student-Faculty Interaction	12	13	14	9
Effective Teaching Practices	31	29	32	31
Quality of Interactions	35	35	35	36
Supportive Environment	26	27	30	32

International Student Barometer (ISB)

To date, the number of ISB responses from students in Health Sciences programmes has been very small. Schools use in-house surveys and feedback from students and international recruiters to identify and action items. Some broader issues within the ISB have been highlighted for all schools, including campus facilities and information about clubs and societies, social life and highlighting of social events within college, learning spaces and course organisation. It is anticipated that Covid-19 may dictate different support requirements for international students in the coming years and that is where the schools' focus will be, however this information from the ISB is useful to schools and programme directors for planning purposes as we work to develop and establish our 'new normal'. Global Relations are working with Schools to request that self-isolation period will coincide with online materials so students don't miss valuable class time, particularly at postgraduate level. A later start date for postgraduate programmes will also help to allow time for self-isolation and for national and international Covid measures to become clearer in the coming weeks and months.

Some issues for highlighting to the Global Relations Office include a re-examining of entry criteria for certain countries due to almost all students from these areas struggling with the study burden, despite passing through the IFP. Some assistance with social orientation would be greatly appreciated by schools, and will be even more important post Covid-19. The difficulty in the

sourcing of and the affordability of accommodation for international students continues to pose a significant risk across the College, any support from Global Relations in this regard would be most welcome.

Quality of Postgraduate Programme Provision

Health Sciences has 45 postgraduate programmes including professional doctorate programmes across the School of Dental Science (4), School of Medicine (20), School of Nursing & Midwifery (17) and the School of Pharmacy & Pharmaceutical Science (4). Evaluations were carried out on all 45 programmes and 100% feedback was given to students. All four Schools have ensured that procedures are in place for the 2019-20 evaluations, some of which may require modification in light of Covid-19. In most Schools, feedback is provided in the form of verbal and written communication. The School of Nursing & Midwifery introduced provision of feedback via Blackboard as a quality enhancement, which seeks to broaden student engagement in the quality process. The School of Dental Science have invested heavily in digital technology over the past three years. This has led to significant improvements in their ability to provide innovative teaching and patient care.

The emerging landscape of postgraduate education across Health Sciences is fraught with uncertainty in light of Covid-19 and its ongoing impact. A very high level of flexibility has been shown by schools as they processed vivas remotely using technology such as Zoom video calls, and the Dean of Graduate Studies has shown great flexibility in terms of providing extensions for students during the crisis. Consideration is being given at a College-level to later start-dates for postgraduate programmes in 2020-21, and the consideration of multiple start-dates for programmes is welcomed by the Faculty. Almost all postgraduate students in Health Sciences remain working while they study, this is usually a prerequisite of the course, and so it is anticipated that students may be required to pause their studies should another wave of Covid-19 infections impact the healthcare system. The situation will require close monitoring in the coming years, and the more flexibility afforded to schools and programmes, with ample flexibility and agility in the supporting College systems, the more likely it is that our students will emerge having had a positive experience of Trinity.

Feedback to students on academic performance

All Schools in Health Sciences return postgraduate coursework within 30 days, however new and recent compressed deadlines introduced by AR as a result of TEP has meant the burden of undergraduate and postgraduate marking substantially and unreasonably exceeds the timeframe provided. The School of Nursing & Midwifery reports that in some cases, a matter of days is being provided to mark 100+ essay style scripts, whereas it takes an average of one week to mark 60 essays. It is unlikely, unless these deadlines are lifted and/or a new approach is taken in the School that coursework will be returned to students within 30 days in 2019-2020.

The School of Nursing and Midwifery Postgraduate team worked closely with Blackboard Learn and Stephen Leonard to implement grades journey. In 2018/19 grades journey was applied to two modules, NU7020 and NU7013. The Postgraduate team experienced issues with the system as it appeared to alter the marks of NU7020 which were entered into Blackboard following the transfer of grades to SITS. Stephen Leonard assisted the team in resolving the issue. This issue did not reoccur when grades journey was applied to the second module NU7013. The School were unable to apply grades journey to any other modules as all other modules contain multiple components and at that time the School were advised that grades journey could only be used where modules have just one assessment component.

Postgraduate Research

All school in the Faculty comply with the new PGR progression/confirmation requirements prior to annual registration for continuing PGR students, and all PhD students across the Faculty are informed of the need to enrol in the 'Research Integrity and Impact in an Open Scholarship Era' module.

PGR completion rates across the Faculty are high, with most completing their studies within 4 years (FT) and 6 years (PT). We have not noted any issues with non-completion, withdrawal or late completions, PhD fails or award of lower degrees. The process of PhD milestones is kept on track by mandatory Annual Progress Reports for FT students. In addition to this, schools also offer school-specific supports to their PGR cohorts, including:

PGR students in the School of Medicine also have a Thesis Committee that provides support to the PGR student and supervisor.

In the School of Nursing & Midwifery a high level of support is provided to students in the form of monthly research seminars, which includes expert methodology classes, visiting professor talks, peer-to-peer lectures and peer support. Most students have two supervisors and an early allocation of the confirmation panel [this acts as the thesis committee]. The School also has a range of Visiting Professors who advise the students. The School also ensures consistently of approach and application of the regulations by having the DPGTL as chair of all confirmations and all Viva Voce examinations.

In the School of Pharmacy & Pharmaceutical Sciences this process is accompanied by Continuation Procedures (PhD Transfer) for FT students at 18 months and PT students at 30 months.

Overall, PGR students in Health Sciences receive good support from supervisors, Directors of Postgraduate Teaching & Learning, and the Dean of Graduate Studies in relation to personal circumstances effecting progress; the Dean is also very facilitative of extensions to studies where there have been health or personal issues. This helps enormously to support students to succeed.

Funding is an issue for all students with only small numbers receiving scholarships or support. This is one of the main reasons why students may not complete, especially as study needs to be carried out in Ireland. The Faculty would favour expansion of the remote supervision policy that is currently under review in the Graduate Studies Committee. This would permit international **students to study without the financial burden of permanent residency.**

Moving forward with PG reform, it might be a good idea to consider introducing specific modular masters programs in which students can choose any module they like at a time convenient to them instead of a standard bottom-up structure. The fact that we don't provide these type of modular courses makes us lose any competitive advantage to other continuing professional development providers, particularly in Dentistry.

External Examiners

In 2018/19, all programmes were externally examined and External Examiners submitted 40 reports across the four schools, with 10 reports yet to be submitted. As with the undergraduate programmes, feedback is given at the Courts of Examiners and discussed at the Postgraduate Management / Course Committees.

According to College regulations, external examiners for PhDs cannot be reappointed unless five years have elapsed since the end of the previous appointment. This has become a big obstacle for

the School, especially for supervisors of PhDs in specialized areas like oral microbiology where not many experts are available to act as external examiners. It would be most helpful to consider reducing this period or have no time rule.

Faculty Projects / Initiatives

Athena SWAN

The Faculty of Health Sciences has been engaged in the Athena SWAN process since 2018. Although an initial 'whole Faculty' approach was taken, this has been adjusted following constructive feedback from our unsuccessful Faculty-level application in November 2018:

> *"Before considering reapplication, the panel recommended deeper analysis of school level data and trends…It may also be useful to develop a strategy for identifying school-level issues." The panel commended the strategic appointment of a full-time Project Officer, which showcases the longer-term commitment to Athena SWAN in terms of monitoring and delivering on gender equality actions once awards are secured."*

The Schools within Health Sciences will now seek school-level Athena SWAN accreditation, under a phased plan developed and led by the Faculty Athena SWAN Project Officer. Along with managing school-level Self-Assessment Teams (SATs), the Project Officer will be responsible for the monitoring of action plans once an accreditation has been conferred.

Athena SWAN remains a standing item for meetings of the Faculty Executive Committee and meetings of the four School Executive Committees. The Faculty Athena SWAN Project Officer also reports to the Trinity's Equality, Diversity and Inclusion Unit (EDI) via the Athena SWAN Champions Network where any matters arising are raised. Trinity's Institutional Athena SWAN Silver application is due to be submitted in April 2022, one requirement of which is that at least half of the schools hold Athena SWAN awards.

As of 2019, the Athena SWAN Champions Network for Trinity has been meeting monthly where practitioners and Champions come together to suggest collective action and improve processes to ensure that those applying for an award, those renewing and those looking to implement the action plan are supported.

The EDI Unit in Trinity is looking to understand what progress each school has made in relation to the Institutional Gender Action Plan. The most notable actions are ensuring that each School has a SAT in place and a proposed timeline for school-level Athena SWAN applications. Another action is around the implementation of a meeting hours policy across College; the Athena SWAN Project Officer completes a progress report for all schools regarding these matters.

Embedding Equality, Diversity and Inclusion across the Faculty is a key aim within Athena SWAN. The Faculty of Health Sciences hosted an event on 'How to Be a Trans Ally' in 2019, to shine a spotlight on trans issues and increase awareness for staff and students. It is planned that all SATs within the Faculty will receive 'Trans 101 Training' led by TENI. Unconscious Bias Training will also be mandatory for all SAT members.

Future plans

- Holding Annual Staff Culture Survey (and annual focus groups) to monitor progress
- Student EDI Survey every 18 months (and annual focus groups)

- Converting SoM SAT to an overall EDI group to support Athena SWAN/other initiatives

The main issues for Athena SWAN applications that have been highlighted by the Faculty of Health Sciences concern difficulties in obtaining granular level data on staff and students (for example on promotions) at the School level. The Athena SWAN Project Officer is liaising with the Central Data Group (established in 2020) which aims to improve data collection for schools. Unique to the Faculty of Health Sciences are the challenges around capturing clinical staff data; it is hoped that we will move towards a framework for capturing robust and reliable Athena SWAN and EDI data with the support of the Central Data Group.

Figure 2: 2019-2022, Athena SWAN Timeline for Schools, Faculty of Health Sciences

School:	Champions/Co-Chairs:	Proposed Submission Date:	SAT to be in place by:	SAT Activity:
Dental Science	Professor Sheila Gavin	November 2021	September 2020	Inactive
Medicine	Professor Kumlesh Dev Professor Lina Zgaga	November 2021/April 2021 (due to Covid-19 impact)	December 2019	Active
Nursing & Midwifery	Professor Vivienne Brady	April 2022	February 2021	Inactive
Pharmacy & Pharmaceutical Sciences	Professor Martin Henman Professor Theo Ryan	November 2021	August 2020	Inactive

Interprofessional Learning (IPL)

Interprofessional learning (IPL) is increasingly recognised as a core component of undergraduate education in health sciences as a means of creating a collaborative, practice-ready workforce who can work together to reduce medical error and improve health care outcomes. The Faculty of Health Sciences continues to expand and embed its IPL activities across all schools and disciplines.

Student participation numbers have tripled from approximately 500 pre-2016 to 1654 in 2019/2020, plus an additional 133 having access to optional IPL online activities. Implementation of each IPL activity requires considerable support from staff in participating schools. With the increase in IPL activities, staff facilitators have increased from 28 pre-2016 to 44 in 2018/2019.

Continuing to innovate in this sphere, October 2019 saw the first IPL workshop being run through the Trinity Simulation Suite (TSS) with physiotherapy and pharmacy students. Written post-workshop feedback was collected from 98% of attendees (n=100). The overwhelming majority of students (>97%) either agreed or strongly agreed with all statements related to the opportunity that the session provided to present roles, learn about the roles of others, improving communication skills and the value of the learning environment.

Another enhancement of IPL across the Faculty is 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.

IPL is delivered by small groups of students from different disciplines interacting and working together. In response to Covid-19, IPL activities in the latter half of Hilary term 2020 were moved online. Interactivity was achieved through group discussion forum and Blackboard collaborate. Nine final year students created videos and other resources for 1st year students to view in lieu of cancelled IPL workshops. The very nature of IPL makes social distancing requirements with Covid-19 very challenging. While an innovative approach to moving IPL sessions online was successful in maintaining its delivery during the crux of the Covid-19 outbreak, other options which foster the interactivity of the groups will need to be explored in order to retain as many of the benefits of IPL as possible.

IPL sessions were evaluated in the past using paper-based feedback at the end of each workshop, this yielded response rates of up to 100%. Transcribing the comments was too time-consuming so feedback moved to online survey in Term 2 and the response rate dropped to 39%. Development of new methods to gather student feedback will be critical moving forwards in order to regain higher response rates from students.

Sample student feedback from 2018-19:

> *Really enjoyed the simulation suite. Very good to see the reaction of the dummy to drugs. Getting to listen to chest sounds. Learning about other disciplines is really important to know how you can rely on them for an all round care for patients.* (Pharmacy student)

> *Thanks for the patient perspective - talk really insightful and much appreciated* (Oral Cancer Case Workshop comment relating to the debrief from a patient representative).

> *It was useful to receive insight on the roles of other healthcare professionals and how they collaborate to provide care. I enjoyed being able to represent my role and informing other people of it* (Stroke and Primary Case Workshop comment from a pharmacy student).

Workshops on Responding to Distressed People

The Dean funded six workshops on Responding to Distressed People for the Faculty of Health Science staff. The Responding to Distressed People workshop aims to equip people with skills, knowledge and confidence to support others who are experiencing distress. It is hoped that this workshop will help people to gain a sense that they can feel more confident to engage with others who are in distress with a view to hearing their story, minding themselves in doing so and feeling equipped to consider suggestions they can make where further support can be found. These workshops continue to run in 2019-20.
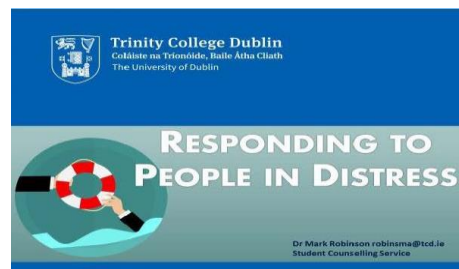
Dean's Awards for Outstanding Contribution to Teaching in Professional Practice

In 2017-18, Health Sciences launched the Dean's Awards for Outstanding Contribution to Teaching in Professional Practice. This award was developed to recognise the significant contribution of professionals who do not hold appointments with Trinity to the delivery of teaching to our undergraduate and postgraduate students. This award seeks to recognise the valuable contribution of such colleagues and to highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching. Recipients of the awards received a trophy, and their names are engraved on a school-based wall plaque.

The Faculty has been building a tradition of inviting the recipients of the award to a ceremony in the Senior Common Room, the spirit of which has been inclusivity and celebration. The recipients are encouraged to bring their families, friends and colleagues to the event. This event offered the Faculty an opportunity to engage with our wider community of clinical and professional partners, and to encourage them to feel part of the Trinity College community. Consideration is being given to how to build on this tradition while maintaining social distancing and adhering to public health guidelines around Covid-19.

Dean's Awards for Innovation in Teaching

The Dean of Health Sciences' Award for Innovation in Teaching has been running since its inception in 2014-15. Since then, the Faculty has awarded €200,000 to support 29 innovations across all four schools in the Faculty. This substantial investment clearly demonstrates the Faculty's ongoing commitment to enhancing the students' learning experience. The Dean's Awards are determined based on a number of criteria, including the innovative nature and scope of the project, including the soundness of the pedagogical underpinning; the reach of the project, its potential for mainstreaming and adaptation/adoption across the Faculty/College; and the envisaged impact of the innovation in terms of enhancing the student learning experience. In 2019, the Faculty invited winners from previous years to submit proposals for the expansion and further development of their winning innovation with a view to lending additional support to help achieve a broader impact.
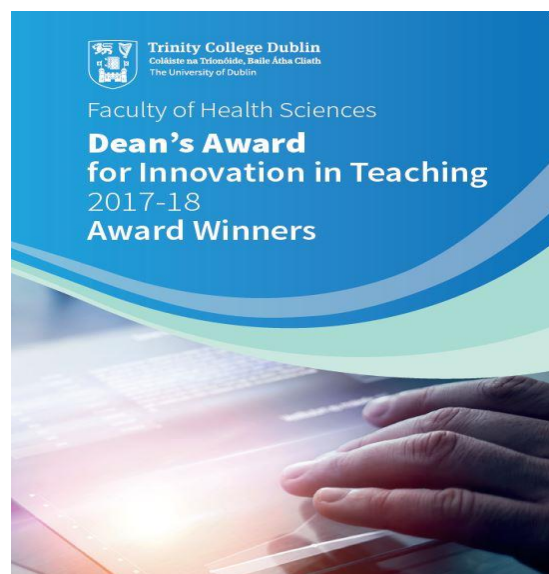
Digital Enhancements

Enhancements to student quality is always at the forefront for Schools in the Faculty.

Digital Enhancements in the School of Dental Science

The School has employed a new E-Learning coordinator. This person is charged with assisting staff to develop online course material for students and for training clinical supervisor staff.

Several staff use Turning point, Socrative and similar platforms.

Digital Enhancements in the School of Medicine

Medicine programme - Turning Point is used as a quiz app by Module Coordinators in their lecture programmes. Blackboard Test (MCQs) is used as a revision tool and in formative assessment by a number of module coordinators. As a result of our Module Evaluation Feedback process this year, there were a number of queries from teaching staff who wish to incorporate Turning Point into their teaching programmes. Panopto – this has been installed in other lecture theatres and proving very successful especially with our clinical site-based students.

Radiation Therapy, Occupational Therapy and Human Nutrition and Dietetics – Noted occasionally make use of interactive apps during lectures. Radiation Therapy do utilize some features on blackboard, such as Wikis and Blogs.

Human Health & Disease - Stated that as recipients of the Deans Award for Teaching, TCD, Dr. Eric Downer and Dr. Jean Fletcher have developed teaching aids that have been incorporated into curricula to enhance student learning. This includes the development of a number of audio-visual animation aids to supplement teaching of core Embryology and Immunology. In collaboration with CAPSL and TCD eLearning, we have developed gastrulation/neurulation audiovisual teaching aids, which we have incorporated into the Junior Freshman curriculum for TR056 since the 2016-2017 academic year to enhance student learning.

Digital Enhancements in the School of Nursing & Midwifery

Blackboard Collaborate, Panopto and Podcasts are widely used for enhancing student learning at undergraduate level. Online learning initiatives are being developed further within the School with staff accessing CAPSL training, along with other training when available.

The School of Nursing and Midwifery Postgraduate team worked closely with Blackboard Learn and Stephen Leonard to implement Grades Journey. In 2018/19 Grades Journey was applied to two modules, NU7020 and NU7013. The Postgraduate team experienced issues with the system as it appeared to alter the marks of NU7020 which were entered into Blackboard following the transfer of grades to SITS; Stephen Leonard assisted the team in resolving the issue. This issue did not reoccur when Grades Journey was applied to the second module NU7013. The School has limited use for Grades Journey at present based on the advice that it can only be used for modules with a single assessment component.

Digital Enhancements in the School of Pharmacy & Pharmaceutical Sciences

The School makes use of storyline, discussion boards, audience response software, reflective e-portfolio, electronic workbooks, online peer review and 3-D simulation.

Risks to Quality – Post Covid-19 Global Health Emergency

There is an overall, general risk to the quality of all students' experiences in the aftermath of the Covid-19 pandemic, however there are several risks that are of particular concern to Health Sciences.

Student Placements

The Faculty are exploring the possibility of Covid-19 testing for all Health Sciences students. Such a measure would have implications for national testing capacity and needs ratification from the HSE. Several options are being considered by the Faculty, including Covid-19 testing and temperature monitoring. The Faculty considers this measure to be high priority in terms of securing student confidence in their return to placements, and in helping to support international students, while also protecting patients and staff in the respective workplaces.

The Schools are actively managing their respective clinical and professional placement requirements, and each school asks that flexibility is afforded across the Faculty in terms of assessment dates and results deadlines given the added complexity within Health Sciences at this time.

Placements - Dental Science

The Dental Science programme operates an integrated curriculum where students are introduced to clinical practice in first year as observers and they commence treating their own patients from second year. The programme is heavily based on smaller class sizes which utilise problem-based learning (PBL), with the focus being on clinical cases. As such, the School's post Covid-19 environment will have to accommodate students' clinical work from the beginning of the academic year 2020-21, with the appropriate safety measures in place. It may be possible to continue to use online technologies to facilitate PBL classes on an ongoing basis, as well as the delivery of other teaching and assessments, however the School is very cognisant that the long-term impact of that may result in a drop in student engagement and in the overall student experience, something which the School has worked extremely hard to boost and maintain in the past. The School are also trying to manage and prevent staff overload, it became clear that the crisis implementation of so many changes to online teaching and assessment was very staff intensive, so in order to help mitigate this risk, the School is exploring the use of Proctorio for online assessments (https://proctorio.com/), and will pilot the integration of Proctorio with Blackboard.

Placements - Nursing & Midwifery

Undergraduate students in nursing and midwifery operate on an elongated college year in order to fit in the required contact hours and clinical placement hours. Students who miss time on clinical placement, for any reason, are required to make-up that time during breaks, so the student timetable is already very tightly packed (Figure 3). As a result of Covid-19, all students across all years of the programmes will now have to make-up the clinical placement time they missed. The specific details of how this will be managed is being negotiated by the Clinical Allocations Team in the School, and the linked partner sites, as well as through constant communications with the Nursing & Midwifery Board of Ireland (NMBI). The exact impact of this on the coming academic year will also be influenced by the agreed start date for students, both new and returning, none of which have been confirmed as yet. As start dates begin to be pushed later into the academic year, the pressures on the undergraduate programme mount and the risks to the quality of the students' experience become greater and longer lasting.

Figure 3: BSc (Cur) Year Planner 2019 Intake (with PDF link below)

B.Sc. (Cur) Year Planner
2019 Intake

📄 BSc (Cur) 2019
Intake.pdf

Placements - Pharmacy & Pharmaceutical Sciences

Students of undergraduate Pharmacy undertake placements in hospital settings, in industry and role emerging practice and in community settings. The 5th year students have continued to work in community and hospital settings throughout the Covid-19 crisis, providing essential support at a time when enormous additional strain is being placed on these services. The students operate within the national public health guidelines, and the School is undertaking risk assessments through APPEL of all placement sites prior to the commencement of the 2020-21 academic year.

Communications with Accrediting Bodies

Ordinarily, substantial changes to the programmes in Health Sciences have to be approved in advance by the respective governing bodies. However, in response to Covid-19 and the imposed closure of universities, all programmes underwent significant and rapid changes in order to provide as much continuity for students as possible. The changes included the temporary removal of all students from clinical placements, conversion of in-class teaching to online delivery, and a multitude of changes to the methods and in some cases the timing of assessments. The timeframe for these changes was unprecedented and so the schools acted quickly, and subsequently worked to inform the governing bodies. Schools continue to work closely with their respective governing bodies to ensure that a two-way dialogue exists in order to process the impact of these changes.

Embargo on Recruitment

In April 2020 College issued an embargo on recruitment in order to help mitigate the financial losses caused by the Covid-19 pandemic. The embargo will have a direct impact on the staff – student ratios across the Faculty, which is something which has been highlighted as an area of concern. Schools strategic staffing plans will now have to be re-written in the context of the current economic climate, and the aspirations of reaching a 1:14 staff – student ratio to become comparable to the Russel Group universities is now unattainable. This will have a considerable effect on the University's rankings. Additionally, schools risk losing key staff which will impact on research support in the future. With regard to professional accreditation, while specific staff – student ratios are not mandated by the governing bodies, they are a key metric targeted for attention during accreditation processes. Professional accreditation bodies also have specific expectations with regard to staff composition and leadership in professional subjects which the embargo jeopardizes. Schools in the faculty have less flexibility in staff planning than non-professional schools.

There are many Clinical Lecturer posts where the post-holders change but the posts are essential; the Dean has suggested to HR that staffing requests for these posts are reviewed as a collective to expedite the process as to review each of these posts individual in the context of the recruitment embargo would cause considerable delays at school level and is perhaps an unnecessary complexity.

The schools highlighted the impact of job sizing as part of ongoing recruitment processes. They are concerned that there is a lack of understanding or recognition of the work undertaken by the schools when decisions regarding job sizing are made. There is also concern that this measure has not been implemented equally and fairly across the College, and so some areas have more restrictions than others. A comparison of administrative grades across the central administrative areas and across the Faculty would be useful in terms of further investigation of this issue.

Strategic Planning

The timeline for schools to submit finalised strategic plans was September 2020, however in light of Covid-19 and in particular the financial implications and the extreme changes to space utilisation, the Faculty awaits information regarding the College strategic plan and any post-Covid updates which may be required. The schools in Health Sciences have near-completed drafts of their strategic plans, however these plans have now been made obsolete given the changed global and national context. Primary areas of concern include staff recruitment and legacy planning, international student recruitment, space utilisation and the student experience on campus, resource requirements for ongoing delivery of high volumes of online materials, and the impact of large-scale projects such as the Cancer Institute. It is the view of the schools in Health Sciences that a total re-write of their strategic plans will be required, but further clarity will be required on some of the broader economic issues in order to make this meaningful.

Change Management

Historically, the Faculty of Health Sciences has suffered higher workloads and received proportionally fewer benefits of large scale, College-led changes. Recent examples of this are the implementation of SITS, where the Faculty of Health Sciences was excluded from the harmonisation process due to the complexity of assessments. This resulted in a College-wide system which was largely unsuitable to meet the needs of the Faculty's schools. Another example is the implementation of TEP, whereby the academic year structure was changed without schools in Health Sciences being able to fit within the new structure given the professional accreditation requirements of the courses. Each of these major changes, SITS and TEP, have left Health Sciences in

a position where the staff are placed in the regrettable position of trying to marry conflicting demands within impossible timeframes. As such, any spare capacity that ever existed at school-level has been exhausted, and yet the schools now face into what may be the period of greatest change, with as-yet unknown complexities, through a time of national uncertainty of unprecedented levels. The issue of staff health and wellbeing and risk of staff burnout is of great concern, along with the quality of the student experience, particularly since the beginning of the academic year grows ever-closer.

Space Requirements

Space requirements will be radically different in 2020-21 due to the impact of social distancing measures post Covid-19. While there is a broad awareness of the need to implement social distancing, the specific details of how that will be managed on campus has not yet been developed. One UK-based consultancy firm, Education Space Consultancy, has made available an article detailing some of the potential impacts of social distancing on the university campus. In the article they outline how the capacity of large lecture theatres could be reduced to as little as 16%, and they go on to outline the additional complexities of access routes and queueing systems, all of which effectively means the use of large-scale lectures has now become obsolete.

The full article can be accessed here:
https://educationspaceconsultancy.com/author/bcsmorelandgmail-com/

> *The lecture theatre plan below demonstrates how a 2m social distancing requirement would reduce the capacity from 122 to 19. This is a 103 capacity reduction and indicates only 16% of the capacity could be occupied if social distancing guidelines were to be abided by.*

Space - School of Nursing & Midwifery

The issue of space and environment has been a problem for the School of Nursing & Midwifery for several years, made more critical and more time-sensitive by recent changes to the undergraduate curriculum which brought about increased class sizes. Space on main campus was secured for 2018-19 as an interim measure, however it is still unclear if there is a significant supply of large lecture teaching space for the School to be able to conduct teaching for all four years of the course.

Prior to Covid-19, the School had been working tirelessly with the central timetabling office to ensure there was adequate large lecture teaching space for the JF and SF years of the undergraduate course. The School's Timetabling Officer conducted an analysis of available space and a forecast of space needs, which was communicated to the central timetabling office.

In the aftermath of Covid-19, the School finds itself faced with more uncertainty in terms of its space needs and in terms of the spaces which will be available to it in the future. While many classes will be delivered online, thus alleviating some space needs, there are many classes which must be delivered in-person, such as clinical skills training. In light of this emerging scenario, a new thorough investigation of space requirements is needed.

There are no additional resources afforded to the School in order to process this additional workload, so the administrative burden of developing timetables for an extremely large cohort of students, amidst a period of unprecedented uncertainty at a national level, leaves the School particularly exposed to the risk of not being in a position to receive a new intake of students in September 2020. Multiple scenarios are being examined at present regarding start dates for new students as well as return dates for continuing students, alongside the professional body requirements that missed clinical placements be completed. These additional pressures to an already difficult and time-intensive course pose a great risk to the quality of the student experience over the next 3-4 years.

Head of School Comments
School of Dental Science – Professor Brian O'Connell

Athena Swan
The School of Dental Science is committed to reaching the Athena Swan standard—this will be accomplished through the phased FHS approach. However, it is important to note that most School staff are employed by DDUH and so AS accreditation will have to be a joint process.

Benchmarking
The School informally benchmarks indicators that are objectively measurable, such as publications and citations, against international top-tier schools of a similar size. Some key inputs, like budget and number of staff, and difficult to include so limit the value of comparisons.

Staff: Student Ratio
The School is committed to undertake this calculation, as we have had some changes in staff and student numbers over the past few years. Given that many of the DDUH staff are dedicated to patient care, while many others have a dual clinical-academic role, we would like guidance on how to complete this exercise.

Rankings

The number of dental schools worldwide is less than many other disciplines and they have only recently been ranked. QS, for example, publish the rankings of the top 50 schools only. To the best of our knowledge, we are in the middle of the 50-100 ranked schools by QS and in the top 75 of the Shanghai rankings

Teaching & Learning Environment and Space Utilization

The School of Dental Science and Dublin Dental University Hospital are now considered fully occupied and space has been identified as a key inhibitor of further expansion.

Strategic Staffing Plan-Recruitment/Vacancies

The School has made good progress in some areas, especially succession planning, which was identified as a strategic priority. This means identifying young academics and giving them a period of support and protection to achieve independent status. Nonetheless, the international market for senior dental academics remains very tight and recruitment is challenging. This is especially the case when we rely on partner organisations for agreement on budget or time commitment. At least one key appointment has been held up by a partner institution for over a year, meaning that we were not able to run a key postgraduate course in that area because of accreditation. This also means that we are not able to backfill maternity or sick leave in certain niche areas, causing further strain on the remaining staff and possibly slowing their progression.

DDUH staff have not had access to a promotion process for some time and proposals to provide a promotions mechanism for academic and clinical staff are currently being considered by the University. A functioning promotions process is essential for the retention of staff.

Our regulator, the Dental Council, is now planning to bring in yearly reporting (including staffing) in an effort to identify problems with staff shortages in particular.

Other Comments

We have a multi-year project of mapping our curricula to accreditation standards at the module, unit and individual intervention levels. This will enable us to review how any aspect of dental science is delivered and assessed, along with the time and resources that are used for it.

The second strategic programme is to develop an e-portfolio of student achievement that incorporates reflection and use of the literature. The portfolio also serves as the capstone project for dental science and will be rolled out to other programmes.

Third, we have completed the next stage of our rollout of the digital workflow in clinical dentistry, which will put us at the cutting edge of modern dental technology education.

Recent quality and accreditation processes have reinforced our reflective approach to dental team education—as a result we commissioned reviews of the teaching of chemistry, physics and dental materials. The first two of these are complete and we are implementing the recommendations. Essentially, we found that the material covered and the time allocation were appropriate but we were not demonstrating to students the relevance and importance of the content to professional practice. The third review is ongoing and we will ask our external examiner to review progress this year.

Another 'ground up' initiative has been the formal recognition of education as a School research strand, which arose from the consistent number of staff engaged and passionate about improving our delivery of education.

We have substantially completed our other strategic goals around mentoring students (successfully adapting Gradlink to the needs of students) and preparation for some of the practical sides of general practice. This has largely been in response to feedback from students and employers.

We have also introduced modular education for dental practitioners and in the coming years will build that into a full postgraduate degree programme.

In the next few years there will be increasing demands from the new National Oral Health Policy— we are ready and willing to engage in this, but it remains to be seen if resources will be made available.

School of Medicine – Professor Michael Gill

Athena SWAN

The School of Medicine (SOM) is competing to attain the bronze award in November this year. The SOM Self-Assessment Team (SAT) was formed in December 2019 and monthly meetings are in place. The SAT team is composed of members of the school across a wide range of disciplines. Professor Kumlesh Dev and Professor Lina Zgaga are co-chairing the team. The SAT will submit for an Athena SWAN Bronze departmental award under the expanded charter in November 2020 and will be the first School in the Faculty of Health Sciences (FHS) to apply for the bronze award. The faculty have appointed a Project officer who is managing the School of Medicine SAT.

The School of Medicine SAT was established and launched in December 2019 by the Faculty Dean. This School SAT is comprised of 21 staff and students from Medicine, representing academic, research, clinical, support and professional roles and grades from the main campus, teaching hospitals sites and main research centres. Meetings take place monthly, with additional guest speakers invited from Medical Schools in other HEIs.

The team is led by co-chairs/champions Professor Kumlesh Dev and Professor Lina Zgaga. A toolkit has been developed by the Project Officer and each member has been drafted into a smaller work stream that is responsible for drafting sections of the application.

Data collection is ongoing with the SAT moving towards the consultation phase of Athena SWAN, beginning with a staff culture survey. It is hoped that focus groups will be conducted once the survey results are completed. These may be carried out remotely, due to the pressures and challenges faced with regards to COVID-19. Following this, the SAT will begin consulting with students, particularly around the area of the visibility of role models within Medicine.

Benchmarking

For professionally accredited programmes, such as Medicine, internationally developed and recognized benchmarks are used by the Irish Medical Council, thereby ensuring benchmarking against other medical programmes. Additionally, the School has reviewed the potential to move to new research assessment models in line with emerging University and national thinking to allow for robust comparison and benchmarking exercises with other medical schools nationally and internationally, as appropriate. This approach will be detailed in the new research strategy. Additionally, the SOM completed an exercise in benchmarking the current governance and management structures against eight other leading universities. Evaluated criteria included Academic Faculty Staff, Percentage of International Students, No. of students per staff in the University, if the School of Medicine was recognized as a faculty or equivalent and if the applicable School of Medicine was Governed by a Dean.

Staff: Student Ratio

Staff Student Ratio
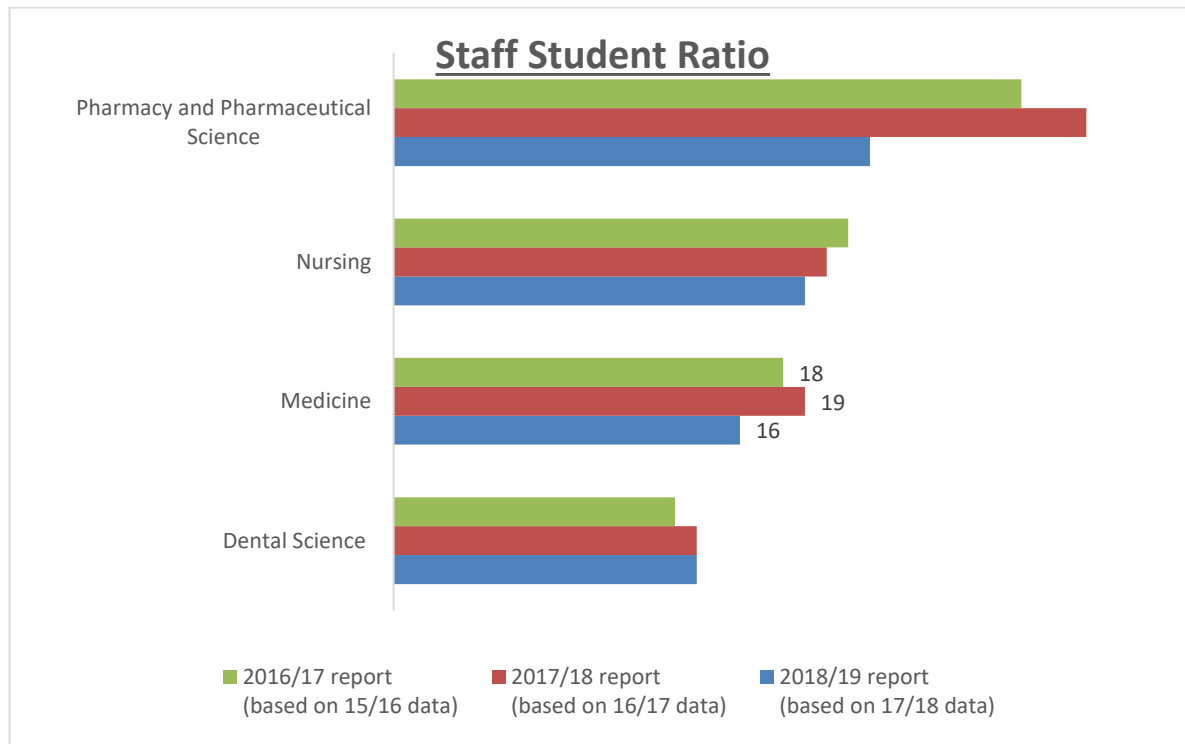
The above graph details the staff to student ratio for the school of Medicine for the last three years. Staff-student ratio 2017/18: Based on Staff: Student Ratios in 2017/18 (Tables F2 - F4, Academic Registry Annual Report 2017/18). Staff includes part-time, casual and demonstrators. Undergraduate students are weighted at 1; postgraduate taught are weighted at 1.5; postgraduate research is weighted at 3

Rankings

Trinity College Dublin is recognized internationally as Ireland's premier university and is ranked 104th in the world by the QS World University Rankings 2019. Figure 1.0 illustrates the overall Trinity ranking in the past six years. As can be seen the University is falling in the QS rankings and currently sits outside the top 100 Universities, this represents a risk for the school of medicine with

respect to the recruitment of international students. In the Times Higher Education World University Rankings for 2020, Trinity is ranked 164th in the top 200 world universities and 37th in the European Teaching Rankings. In respect to the SOM and the QS ranking criteria for the subject of medicine dipped in 2016 but has stabilized despite challenging financial constraints. Figure 1.1 indicates the ranking of the subcategory of medicine across the last seven years.

Overall University Ranking

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |

67 61 71 78 98 88 104 108
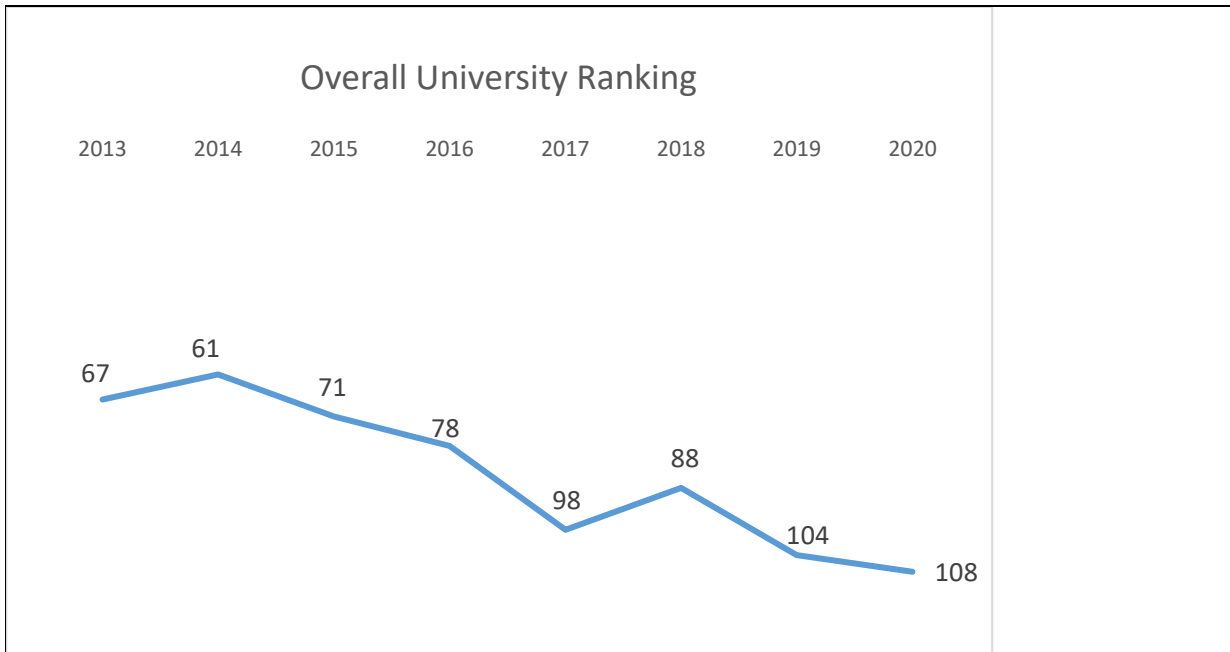
Figure 1.0: Illustration of the Overall Trinity Ranking scores over the past 6 years (QS rankings)

Subject Ranking- Medicine

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |

51-100 151-100 51-100 51-100 51-100

101-150

151-200
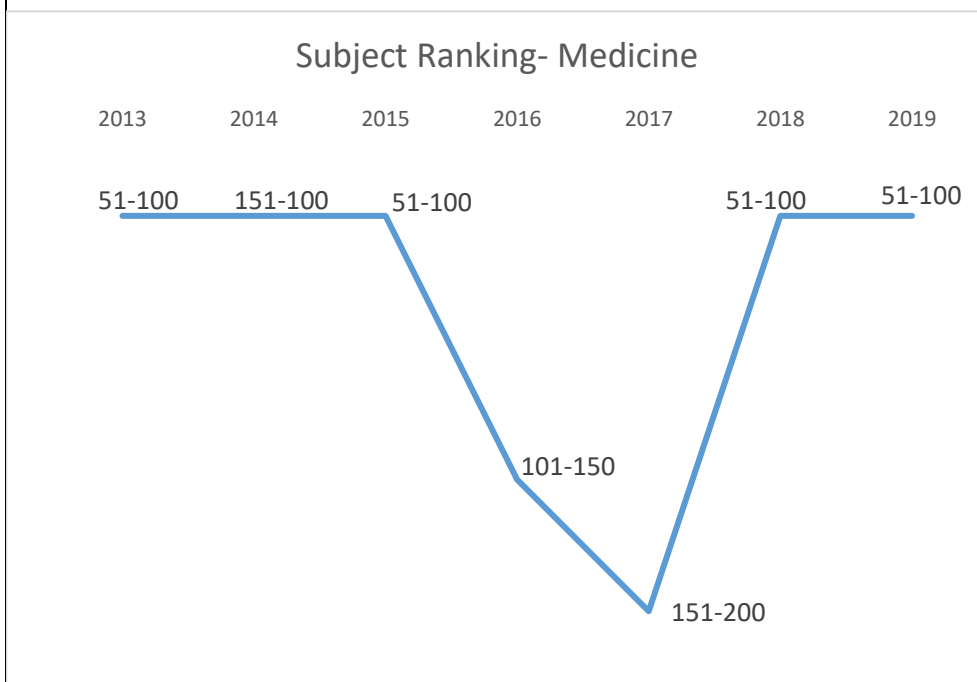
Figure 1.1: Illustration of the SOM QS ranking position over the past 6 years (QS rankings)

Teaching & Learning Environment and Space Utilization

A recurrent issue and challenge for the SOM is the lack of suitable teaching and social spaces. The Student Life Committee has developed a network of student spaces throughout College called "Zón Mac Léinn". These are informal spaces open to all students to relax, socialize and collaborate. One of these designated spaces is on the ground floor of the TBSI building and is now open. The project involved a fit-out of shell space to accommodate a mixed-use space for up to 100 students. An official opening ceremony was held in TBSI in September 2019.

Peamount Hospital:

Peamount Hospital have generously offered the use of an existing building and the SOM have commissioned a feasibility study to investigate converting this space into a Faculty of Health Sciences Education Centre. Feasibility studies and building plans have been drafted, and an architect has been appointed to develop plans and models. This will potentially be a multi-use space to include a small lecture theatre, student common room, reading room, office space and seminar rooms, and possibly a small wet lab for sample processing. Refurbishments funds from Trinity centre hospital.

Tallaght University Hospital:

Tallaght University Hospital have provided the University with space in the hospital to be converted into a student common room. This will include a kitchenette, sofas, TV, internet access - and will be open after hours to provide students a space to unwind and relax if working late. Renovation is now underway and almost complete, and the SOM are grateful to the Adelaide Health Foundation for their generous support.

A space audit was conducted across the School of Medicine encompassing both the St. James's and Tallaght University Hospital campuses. This was carried out in conjunction with Estates and Facilities and is part Trinity's first ever Trinity Estates Strategy, launched in November 2018. This project aims to meet the needs of Trinity's future needs as a university campus, and act as a core enabler of Trinity's success in teaching research and the student experience

Strategic Staffing Plan-Recruitment/Vacancies

The investment plan negated by the HOS enabled the creation of a Biostatistics post, however it is recognized as a risk that without the aforementioned investment plan recruitment of such prestigious and desirable posts will be near impossible. Additionally, there are currently 17 senior academic posts vacant within the SOM the breakdown and status are as follows:

	GRADE	TITLE/DISCIPLINE	UPDATE
1	Academic Professorial Consultant	Ellen Mayston Bates Professor of Epileptology	Awaiting HSE confirmation of funding
2	Academic Professor	Professor of General Practice	Awaiting decision from DOH re salary/Fottrell

3	Academic Professor	Edward Kennedy Professor of Health Policy & Management	Offer Accepted. Prof Timothy Dye due to start in July 2020
4	Academic Professorial Consultant	Professor of Palliative Medicine	recruitment to commence
6	Senior Lecturer Consultant	Clinical Microbiology	Offer accepted
7	Associate Prof Consultant	Immunology	Under discussion
8	Professor/Associate Professor	Professor of Gynecology/ Consultant Obstetrician & Gynecologist	Under discussion
9	Professor/Associate Professor Consultant	Professor of Medical Education	Under discussion
10	Professor/Associate Professor	Biomedical Statistics	Recruitment to commence
11	Academic Professor	Professor of Cardiology	CAAC approval received - recruitment to commence
12	Associate Professor Consultant	Professor of Pharmacology/Cancer Therapy	Under discussion
13	Associate Prof Consultant	Clinical Medicine	CAAC approved
14	Professor Consultant	Professor of Clinical Genetics and Genomics & Director of National Service	Approved by TCD council, recruitment to commence
15	Associate Prof Consultant	Infectious diseases	CAAC approved
16	Professor	Population Health	Recruitment to commence
17	Professor	Health, Environment and Climate Change	Under discussion

Other Comments

External Quality Review:

The external quality review took place between the 3RD & 5TH of February. The review was focused on the School's Governance and Management structures and procedures. The reviewers met a wide range of core and affiliated staff from both the Hospitals and the School. The initial findings of the

draft report include the need importance in developing and appointing a Medical Director position. The importance of strengthening the role of the school, by creating a Dean position which would sit on the college executive officers' group and the central college planning group. The reviewers commented on the importance the HOS being elected to sit on the hospital board by the Provost. The reviewers also noted the significance in appointing a chief Academic Officer who would strengthen the collegial nature of the relationship between the School and the associated hospitals. Further detailed analysis of the visit will follow in the finalized report.

Quality Risks:

The SOM are working daily with central college services such as Academic Registry and Human Recourses There are many frustrations with regards to these services, these include but are not limited to timeframe delays, process complexity, change of personnel, lack of clarity with respect to processes and the difficulty in interpreting data generated. There is a significant need to develop polices and processes to improve the quality of support for students and staff. A suggestion would be to have keys points of contacts for personnel to ensure streamlined supply of information and/or requests.

Another significant risk within the SOM is the amendments to the external examiner process. The external examiner process in SOM is central to ensuring the quality of our undergraduate and postgraduate programmes. The agreement between the Office of the Revenue Commissioners and the entire University sector process all payments for teaching, lecturing and External Examiners through payroll as many implications for the SOM. The most significant of which would be a direct loss in the number of external examiners willing to participate in the process for such little return.

Year 3 & Year 5 Revision:

In response to concerns from both the Medical council and the external reviewers the school has begun working on revamping the year three medicine programme. The review will examine the organisation and delivery of the year 3 and year 5 course. Also, in response to student concerns the Student Welfare and Progress Committee structure is being examined to ensure students are aware of the many other opportunities for feedback to the Disciplines, or to School curriculum committees.

Medical Council Accreditation:

The Medical council visit took place in October 2018 and the report will be published later this year. We are currently addressing the draft recommendations.

School of Nursing & Midwifery – Professor Anne-Marie Brady

Athena Swan
The School was fully involved in the 2018-19 Faculty of Health Sciences Athena Swan application which was unsuccessful. The Faculty has decided on a phased School by School approach to achieving Athena Swan accreditation with the School of Medicine going first in 2019-20.

Staff: Student Ratio

The School's current staff:student ratio stands at 1:19 (2018-19), which is an increase on previous years (1:18 in 2017-18 and 1:17 in 2016-17). The School is aiming for a SSR of 1:16 which should be achievable within the life of the next strategic plan. The current HR systems, particularly for the recruitment of Professorial posts is too onerous and slow, and which partially explains the drop in SSR in recent years. A review of HR recruitment processes with the aim of speeding up recruitment is essential if we are to achieve the SSR of 1:16 by 2025.

Rankings

The School subject area is included in the QS subject ranking and this is the most useful international ranking for Nursing & Midwifery. The School is currently ranked 41st in the 2019 QS World subject rankings. It is also the highest ranked School of Nursing & Midwifery on the Island of Ireland. The School's trend in this ranking system is not encouraging as it dropped from 25th in 2018 to 41st in 2019. The School has explored how we can achieve a higher ranking with College experts on ranking and are working to improve the data reported to QS, e.g., we have sent College a list of employers so that this data can be captured.

Teaching & Learning Environment and Space Utilization

While the utilization statistics were not received the School believes it is making very efficient use of its teaching and learning environment space. The School is reliant on large lecture space in main campus (Edmund Burke and Goldsmith Lecture theatres mainly) and this poses a risk given that we have limited control over those rooms which are needed to accommodate our large undergraduate classes.

The development of the Trinity Simulation Suite (TSS) in our clinical laboratories in the Trinity Centre in St James's has allowed us to utilize the space to advance teaching methodologies. There is however limited space in that area and expansion of the TSS is necessary to keep pace with the growing demands for clinical simulation.

Strategic Staffing Plan-Recruitment/Vacancies

As mentioned above it has been extremely difficult to fill senior professorial posts which are taking a number of years to get to advertisement. This is a significant risk for the School as it impacts our staff : student ratio, and our ability to advance strategic research and teaching in key areas.

Furthermore, the introduction of job sizing for support staff has been detrimental on the School's attempts to recruit strategic professional staff. It would appear that there is a lack of understanding amongst the staff doing job sizing of the size and complexity of a large School with College and additional professional accreditations.

Other Comments

The School is currently in the middle of introducing a new undergraduate curriculum. As one would imagine this is a challenging undertaking and one of constant development. Any feedback on issues which have arisen during this process are being taken seriously and improvements made. It would be important that any feedback is seen in the context of this curriculum development.

The formation of Children's Health Ireland (CHI) poses a challenge for the School in ensuring we meet the minimum required placement hours for students undertaking children's placements. We are working with CHI to make most efficient use of placements available.

School of Pharmacy and Pharmaceutical Sciences – Professor John Gilmer

Athena Swan

The School participated fully in the faculty bid for Athena Swan bronze which was ultimately unsuccessful owing mainly to the diverse nature of faculty business. The School is engaging with Faculty Athena project office Louise Walsh with intention to submit application in November 2021. A deadline of August 2020 has been set for formation of the SAT and identification of a replacement Champion.

Benchmarking

The School intends to undertake a form of structured benchmarking in its strategic planning process but did not do so during this period.

Staff: Student Ratio

Staff student ratio of 1:23 improved over the course of this period driven by low numbers on the PhD register, reduced recruitment on some PG courses, freezing of recruitment to MSc in Community Pharmacy MSc and lower than expected numbers in Sophister years of the MPharm programme. So the situation, while relatively healthy needs to be monitored carefully especially with expansion in student numbers featuring in drafts of the 2019/20 strategic plan. The School is planning to support recovery in PhD numbers, launching new CPD and PGT offerings and reducing attrition in the MPharm programme. The Staff: Student ratio is therefore expected to deteriorate markedly unless there is significant recruitment.

Rankings

Trinity College Dublin is recognized internationally as Ireland's premier university. The School of Pharmacy was ranked 50th globally by subject (Pharmacy and Pharmacology) in the QS World University Rankings in 2019. It is the highest ranked School of Pharmacy in Ireland.

Teaching & Learning Environment and Space Utilization

The school continues to be under pressure for teaching space especially high quality flat spaces for workshops in pharmacy practice teaching and in its PG taught programmes. There is a general need for refurbishment in the Panoz institute especially in the atrium which is used for OSCEs where the flooring is in poor state of repair. Following support from the Dean of Health Science the School made an investment in analytical equipment used by the strategically important MSc in Pharmaceutical Sciences. The School undertook some additional small scale refurb projects in the Westland Row areas in 2018/19 with teaching facility upgrade to the PG teaching and Learning Centre. The Pharmacology demonstration theatre was refurbished in late 2019 providing improved small group teaching facility with state of the art audiovisuals.

Strategic Staffing Plan-Recruitment/Vacancies

There are currently three vacant Chairs within SoPPS; Pharmacology, Pharmaceutical Chemistry, Pharmaceutics. A number of key academic staff are expected to retire in the upcoming period and will require replacement in order for the School to continue to deliver both the Integrated MPharm programme and the PGT programmes. An area of particular concern for accreditation and academic leadership are junior appointment and replacement of retiring staff in practice of pharmacy which is important to the accrediting body and the School's ability to delivery leadership in the subject nationally.

Other Comments

Roll out of first MPharm year: The MPharm programme has been the biggest project ever undertaken by the School. Its full roll out will be completed in late 2020. The first fifth year class enrolled in September 2019. Overall there was a very successful semester with extremely positive student feedback reflecting years of work and planning. These students are undertaking their 8 month statutory practice placement in 2020.

Accreditation visit: The School has successfully secured accreditation until June 2020 with a full onsite 2 day visit expected in February 2020. A 300 page submission along with 1500 pages of appendices was made in late 2019 in preparation for this.

APPENDICES -FACULTY AT A GLANCE
Course and Module Evaluation

Table 1

Number of UG Modules/Courses provided	360	Number of UG Modules/Courses evaluated	360	100%
Number of PGT Modules /Courses provided	45	Number of PGT Modules/courses evaluated	45	100%
Number of PGR students in Faculty*	373	Number of PGR students participating in PGR Survey	81	22%

* SITS report 12.05.20 shows 26 PGR and 347 PG Doctorate students for FHS in 2018-19

External Examiner Reports

Table 2

Undergraduate Programmes Externally Examined by School

School of Dental Science	12	Number of UG External Examiner Reports returned	12	100%
School of Medicine	31	Number of UG External Examiner Reports returned	29	94%
School of Nursing & Midwifery	6	Number of UG External Examiner Reports returned	6	100%
School of Pharmacy & Pharmaceutical Sciences	5	Number of UG External Examiner Reports returned	5	100%

Postgraduate Programmes Externally Examined by School

School of Dental Science	9	Number of PG External Examiner Reports returned	9	100%
School of Medicine	20	Number of PG External Examiner Reports returned	10	50%*
School of Nursing & Midwifery	17	Number of PG External Examiner Reports returned	17	100%
School of Pharmacy & Pharmaceutical Sciences	4	Number of PG External Examiner Reports returned	4	100%

* Some PGT course had their examiners meeting later in Michaelmas Term, the School of Medicine expects to receive the outstanding reports imminently.

Accreditation Cycle

Table 3

Accreditation body	Name of Programme accredited	UG/	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Medical Council	Undergraduate Medicine	UG	October 2018	Accredited	March 2022
CORU	Four Year Occupational Therapy Degree (BSc, Cur. Occ)	UG	12,13 & 14 November 2019	Results Pending	TBC - 5 year cycle, next visit due in 2024
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) (this course now has two separate validation/regulations reviews)	UG	May 2016	Approved 5 years	2021
Association of Occupational Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational Therapists, WFOT)	One year Occupational Therapy Degree programme (Singapore)	UG	2018	Approved 5 years	This one-year course is ending when the current cohort graduate in June 2020 (AY 2019/20) therefore there will be no further accreditation for this course.
CORU	BSc Physiotherapy	UG	9th November 2017	Accredited 5years	Oct/Nov 2021
CORU	Human Nutrition and Dietetics	UG	9th February 2018	Accredited 5years	Feb 2023
PSI	Five Year Pharmacy (Integrated) Programme	UG+PG	13th February 2019	Accredited	June 2020
NMBI	Clinical Health Sciences Education, MSc/PGrad Dip	PG	12th February 2019	Accredited 5yrs	18th June 2024

NMBI	Mental Health (Child, Adolescent and Family) Sc/Pgrad Dip/PGrad Cert	PG	4th September 2014	Accredited 5yrs	4 Sept 2019
NMBI		PG	4th September 2014	Accredited 5yrs	4 Sept 2019
NMBI	Mental Health (Psychosocial Interventions) Sc/Pgrad Dip/PGrad Cert	PG	4th September 2014	Accredited 5yrs	4 Sept 2019
NMBI	Mental Health Sc/Pgrad Dip/PGrad Cert	PG	4th September 2014	Accredited 5yrs	4 Sept 2019
Dental Council	Dental Science	UG	October 2017	Accredited 5 years	2022
Dental Council	Dental Nursing	UG	October 2016	Accredited 5 years	2021
Dental Council	National Dental Nursing Training Programme	UG	October 2016	Accredited 5 years	2021
Dental Council	Dental Technology	UG	October 2016	Accredited 5 years	2021
Dental Council	Dip Dental Hygiene	UG	October 2016	Accredited 5 years	2021
Dental Council	Dip Orthodontic Therapy	UG	October 2016	Accredited 5 years	2021

Dental Council	D. Ch. Dent. (Doctor in Dental Surgery)Strands: 1. Oral Surgery 2. Orthodontics 3. Paediatric Dentistry 4. Periodontology 5. Prosthodontics 6. Special Care Dentistry	PG	1. 2014 2. 2013 3. 2018 4. 2018 5. 2018 6. 2013	Accredited 5 years	1. 11/20 2. 11/20 3. 2023 4. 2023 5. 2023 6. 11/20
Dental Council	Dip Clinical Dental Technology	PG	2012	Accredited 5 years	April 2020

Outcomes include Accredited, Accredited with Conditions, Not Accredited

Quality Review Cycle

Table 4

School, Programme or Trinity Research Institute (TRI)	Date of Quality Reviews	Type of Quality Review (S, P, R)*	Current Status (RR, IP, PR)**	Next due
Nursing & Midwifery	12-14 March 2018	S	Review Report approved by Council in November 2018 (RR)	2024/25
Dental Science	21-23 February 2017	S	Implementation Plan approved by Council in October 2017 (IP) Progress Report approved by Council in October 2018 (PR)	2023/24
Pharmacy & Pharmaceutical Science	6-8 December 2016	S	Progress Report approved by Council in June 2018 (PR)	2023/24

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

Progression, Retention and Completion Statistics

Faculty of Health Sciences 2018-19	Progression		Gender				Fee Status			
Standing & Retention	**HS**		**Female**		**Male**		**EU**		**NEU**	
Year 1	**751**		**560**	**74.6%**	**191**	**25.4%**	**654**	**87.1%**	**97**	**12.9%**
Progressed Same Course	708	94.3%	536	95.7%	172	90.1%	616	94.2%	92	94.8%
Repeat same course	12	1.6%	4	0.7%	8	4.2%	9	1.4%	3	3.1%
Transferred to another course	12	1.6%	5	0.9%	7	3.7%	12	1.8%		0.0%
Not Retained	19	2.5%	15	2.7%	4	2.1%	17	2.6%	2	2.1%
Year 2	**680**		**543**	**79.9%**	**137**	**20.1%**	**610**	**89.7%**	**70**	**10.3%**
Progressed Same Course	661	97.2%	531	97.8%	130	94.9%	593	97.2%	68	97.1%
Repeat same course	6	0.9%	4	0.7%	2	1.5%	5	0.8%	1	1.4%
Transferred to another course	3	0.4%	3	0.6%		0.0%	2	0.3%	1	1.4%
Not Retained	10	1.5%	5	0.9%	5	3.6%	10	1.6%		0.0%
Year 3	**681**		**526**	**77.2%**	**155**	**22.8%**	**606**	**89.0%**	**75**	**11.0%**
Course Completed	5	0.7%	4	0.8%	1	0.6%	5	0.8%		0.0%
Progressed Same Course	664	97.5%	516	98.1%	148	95.5%	589	97.2%	75	100.0%
Repeat same course	3	0.4%	3	0.6%		0.0%	3	0.5%		0.0%
Transferred to another course		0.0%		0.0%		0.0%		0.0%		0.0%
Not Retained	9	1.3%	3	0.6%	6	3.9%	9	1.5%		0.0%
Year 4	**806**		**625**	**77.5%**	**181**	**22.5%**	**577**	**71.6%**	**229**	**28.4%**
Course Completed	565	70.1%	479	76.6%	86	47.5%	405	70.2%	160	69.9%
Course Completed-Exit Award		0.0%		0.0%		0.0%		0.0%		0.0%
Progressed Same Course	238	29.5%	145	23.2%	93	51.4%	169	29.3%	69	30.1%
Repeat same course	3	0.4%	1	0.2%	2	1.1%	3	0.5%		0.0%
Not Retained		0.0%		0.0%		0.0%		0.0%		0.0%
Year 5	**158**		**89**	**56.3%**	**69**	**43.7%**	**91**	**57.6%**	**67**	**42.4%**
Course Completed	155	98.1%	88	98.9%	67	97.1%	90	98.9%	65	97.0%
Repeat same course	3	1.9%	1	1.1%	2	2.9%	1	1.1%	2	3.0%
Grand Total	**3,076**	**100.0%**	**2,343**	**100.0%**	**733**	**100.0%**	**2,538**	**100.0%**	**538**	**100.0%**

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	*Online course in Healthcare Economics not engaging*	Student evaluation	DUTL	Done	
		Developed suite of supervisor manuals and new online training on clinical grades	*Consistency of clinical grading*	Student evaluation	DUTL/HOD/HODs	Done	
		Created online module on how to give feedback to students	*Students wanted more feedback on clinical performance*	Student feedback	Dean/HODs	Done	
		Lecturers in Periodontal Therapy instructed to give each student feedback and support during practicals	*Not enough participation and demonstrations from the supervisors during the sessions.*	Student evaluation	HOD	Done	
		Lecturer in Endodontics plans to highlight during the demonstrations, how many tasks need to be completed by the	*Some students commented that there was insufficient time to carry out tasks, or practice prior to the*	Student evaluation	HOD	For coming year	

	students before the end of each lab session.	*competencies.*			
	All Endodontic competencies will be signed off by a senior staff member	*Junior staff signing competencies leading to inconsistencies in grading*	Student evaluation	HOD	For coming year
	Additional screening clinics have been added to increase number of patients screened for the undergraduate periodontal list.	*Poor patient attendance in periodontal therapy clinics*	Student and staff feedback	HOD	For coming year
	Lecture material for statistics has been updated	*Lack of useful material in lecture slides*	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 4th	1. *Lectures need updating* 2. *Lectures in Hilary after students have had some clinical experience* 3. *Seminars differ across modules*	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. *Not enough new patients* 5. *Gaps in knowledge*				
2	Action (s) taken in response to ISSE Survey (UG)	Spearheaded 'first responder' student counselling training for all staff that have contact with students	*With just 11 comments for the whole school there were no stand-out issues, but a few students mentioned stress and workload*	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	*Reproducibility of grading papers*	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	*To keep up with developments in technology and practice*	Internal staff and student feedback	CEO/Dean/HODs	Phased implementation underway	
		Meeting with Academic Registry to review processes and cooperation	*Student frustration with Academic Registry interactions. Problems include student registration, application of overseas fees to home*	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.

			graduates, difficulties and delays in getting responses to queries, excessive delays with thesis submissions, other thesis difficulties.			
		Feedback given to Academic Registry, Faculty and College	*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.*	Student and staff feedback	Dean/Admin	Discussions taking place with other FoHS DTLPGs to look at overall strategies.
5	Action (s) taken in response to ISSE Survey (PG)		*None received*			
6	Action (s) taken in response to ISSE Survey (PGR)		*None received*			
7	Action (s) taken in					

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

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	**YEAR 3 CURRICULUM** A systematic strategic review (see DUTL comments) **MED JURISPRUDENCE** Small Group tutorials to replace large group didactic lectures. **PHPC** Piloting a formative OSCE to focus on clinical practice typical in GP	*Module alignment within the academic year. Levels of feedback and other student supports* *Q & A sessions offered in lectures was deemed insufficient for learning* *Level of feedback*	Module Evaluation report (student surveys)	DUTL & Module Coordinators Module Coordinators Module Coordinators		
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	*Extern unable to attend both Viva and CoE*	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 not 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				

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School of Nursing & Midwifery Quality Action Plan 2018/19

To follow

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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		*School commits to significant reduction in assessment over the period 2020-2025*
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	2	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
			Assessments spread over several weeks		First year of the MPharm programme 5th year has been successfully completed but teething issues
		Assessment scheduling in QP course and in MSc Pharmaceutical Sciences	Assessment rescheduled taking account of specific module challenges		
		Assessment scheduling in MPHarm Y5	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

Refurbishment and expansion of teaching spaces | DTLPG/HoS | |
| 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	*Add actions taken in response to other identified issues in the columns below.*				
11					
12					