FACULTY OF HEALTH SCIENCES
QUALITY REPORT
2019/2020

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EXECUTIVE SUMMARY

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 54 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 337 undergraduate modules offered across the Faculty and a 90% module evaluation was achieved in 2019-20. Evaluations were carried out on all 54 postgraduate programmes and 100% gave feedback to students. Some evaluation processes had to be adapted in light of Covid-19.

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%.

The Faculty would welcome an audit by the Quality Office of the range of feedback mechanisms used across College with a view to sharing best practices, including but not limited to increasing response rates, particularly in the current online / hybrid teaching environment.

Quality Improvement Initiatives

The Faculty of Health Sciences continues to innovate and strive for improvements to the quality of the student experience. The primary examples highlighted in this report are Trini-Screen, H-ToT, and a special Dean's Award for Outstanding Contribution to Teaching in Professional Practice During Covid-19. Other quality improvement initiatives continue, such as efforts to secure Athena SWAN awards, provision of funding for 'Responding to Distressed People' courses for Health Sciences staff, and provision of funding for an expanded Student Counselling Service to support students while on clinical placement.

Trini-Screen

Led by the Dean of Health Sciences, Professor Orla Sheils, Trini-Screen is a culmination of in-house University-wide efforts to provide a rapid, non-invasive, self-collected saliva test for the detection of SARS-CoV-2, the coronavirus that causes COVID-19. This is showcased here as an outstanding example of a quality improvement initiative, as a response to the Covid-19 emergency, which aims to mitigate against the development of clusters in campus accommodation. This proactive risk reduction strategy offers reassurance and additional safety measures to our campus community.

Healthy Trinity Online Tool: H-ToT

H-ToT is an online health and wellbeing tool aimed at 1st year students. It was developed through a Dean of Health Sciences Innovation in Teaching Award and has been rolled-out to all 1st year students in 2019-20. This initiative is a great strength for Trinity in the current environment where student engagements are moving towards a blended approach of online and face-to-face. It provides multiple exciting opportunities for additional content, such as content designed for international and/or postgraduate students, however the full potential of H-ToT will not be realised unless centralised institutional and financial support is provided

Dean's Awards for Outstanding Contribution to Teaching in Professional Placement During Covid-19

In March 2021 we reached the one year anniversary of the first Covid-19 case in Ireland. The Dean of Health Sciences took the opportunity to recognise and celebrate the truly extraordinary contributions made by some of the Faculty of Health Sciences staff in the preceding 12 months. Through this special Covid-19 award, the Faculty highlighted those individuals who were on Trinity's front line and who had a key role in ensuring our students could continue with their clinical and professional placements, in a safe and supported manner. Nominations were received from the Schools, and five awards were granted to nine individuals across all schools in the Faculty.

Digital Enhancements

There have been a multitude of digital enhancements in light of the impact of Covid-19. The Faculty of Health Sciences wishes to extend particular thanks to the School of Medicine for its work in developing a Covid-19 Daily Declaration App. The app was developed in response to the HSE requirement that all students in clinical years of the Medicine programme complete a daily self-declaration, regardless of whether they are scheduled for placement, teaching, study, or home. The exercise must be completed each day prior to presenting for clinical placement and no later than 10 am each day for other activities. The completed forms are reviewed by a member of staff at 10am every weekday. This is one very clear example of the extraordinary impact and increased workload experienced by the Faculty of Health Sciences as a result of Covid-19. The Covid-19 Daily Declaration App was developed in conjunction with IT Services, at the behest of the School of Medicine, in order to make this untenable scenario manageable for both staff and students, thus minimising the potential negative effect on the student experience.

Additional enhancements across the Faculty include a thorough exploration and implementation of Proctorio by the School of Medicine and School of Dental Science, the adaptation of examination boards and courts of examiners by all schools.

Standardising the quality of clinical placements

The Dean has been asked by the Quality Committee *to instigate shared approaches [across the Schools of Nursing & Midwifery and Medicine] to assure the quality of student placements and identify pathways for escalation and resolution of concerns where quality issues are reported*

that impact on the student experience. There was a substantial discussion of this item at the Faculty Executive Committee meeting on Quality, the broad conclusion being that while it may be desirable to reach a point where there is a minimum standard across clinical placements, there is a very substantial body of work required to review and renew and standardise all of the agreements and MOUs that are currently in place. Moreover, a consolidated approach for clinical placements will extend beyond the remit of the Faculty and will need pro rata input from requisite areas, as well as addition financial supports and expertise.

Acknowledging a requirement for adequate stewardship of students while on placement, the Schools are anxious to balance the fiduciary nature of the relationships between Schools and Clinical Partners and the absence of any financial contract between parties which might make enforcement of a standards based approach more practicable.

Mainstreaming 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. The School of Nursing & Midwifery, in implementing new undergraduate curricula for its programmes, took the opportunity to develop modules in line with TEP regulations e.g. ECTS.

Review of Quality Action Plans

Quality Action Plans were a new addition to the report template in 2018-19 and Schools have been asked to provide feedback on their utility. Schools in Health Sciences reported that the Quality Action Plans have not been used as a tool, however all of the content within the action plans has been managed and addressed through usual school mechanisms (eg through tabling at the appropriate committees). Schools noted that completion of the Quality Action Plan was somewhat cumbersome and generated additional workload. Items from the Faculty Quality Report which are to be monitored at Faculty level will be added to the Faculty Executive Committee (FEC) agenda in 2021-22 and monitored through the normal FEC documentation.

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. Schools in Health Sciences, by their very nature, were impacted more directly than any other area of College. The professional programmes across the four schools each have unique clinical requirements which involve complex and multi-faceted arrangements with our linked health service providers. During the pandemic, the complexities of providing clinical experience for our students in a safe and educationally sound environment was more challenging than ever before and was only achieved through the efforts of our clinical partners, and of key members of our staff who help to bridge that gap between the University and the clinical sites. All of this work was undertaken in addition to the work involved in converting non-clinical classes to online delivery and assessment, the management of

transitioning to a work from home environment and the management of high levels of staff mental and physical health concerns. All of this was delivered by our staff, and as a result most of our core business continued during this unprecedented period of upheaval.

Increased Numbers in Clinical Areas

Graduations were earlier than usual in 2019-20. This generated very positive feedback from our linked hospital sites, as there was an overlap allowing higher numbers of staff to return into clinical areas to cope with the surge of demand on the health service due to the pandemic. Higher numbers of interns were also on the clinical sites in 2019-20, which was received very positively. Interns worked together in pairs, which was a very positive enhancement. There is a desire for a similar increase in intern numbers again this year, however it seems the situation will revert to the pre-pandemic numbers. Last year's increase in intern numbers was the first in 10 years. The number of interns went from 730 to 800 nationally which created 11 additional posts per area. The practice sites have expressed concerns about the impact of fewer interns this year than last year.

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. In light of Covid-19, both Physiotherapy and Occupational Therapy have had difficulties in sourcing placements. GP placements have been secured for all 4th year Medicine students despite increasing difficulties due to Covid-19.

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 awaits further information regarding this when the VP for Online Learning is established.

Space Requirements

Due to Covid-19 the space requirements of the Faculty have changed in the short to medium term.

Academic Registry

The Faculty acknowledges that there has been a restructuring of operations within Academic Registry to align staff with specific faculties / schools, however under-resourcing within AR continues to be an issue and so the Faculty is yet to see the benefits of the restructuring.

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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 were 337 undergraduate modules offered across the Faculty in 2019-20 and a 90% module evaluation was achieved. Refer Section 3.1 of this report for issues arising from module evaluations and responses by Schools.

The impact of Covid-19 on all aspects of undergraduate programme provision was more acute in Health Sciences than in other areas of the College. Professional programmes across Health Sciences require clinical placements, as well as mandatory preparation-for-placement content which must be delivered face-to-face. The Schools in Health Sciences showed innovation, versatility and sheer determination in order to deliver on their mandatory course requirements, ensuring that their students progressed and met all of their respective accreditation requirements.

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. 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.

Case Study – School of Medicine's Strategic Review of Year 3 Structure

The School of Medicine began a systematic, strategic review of the structure of Year 3 Medicine, as well as the development of Clinical Medicine and Surgery teaching in Years 3 and 5. Several changes were implemented for 2019/20 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 self-care, recognition of mental health difficulties in their patients, enhanced communication skills and deeper understanding of patients' perspectives.

Year 3 students re-commenced with a fully revised teaching and clinical placement schedule to ensure reduced numbers on the wards in the main teaching hospitals and affiliate hospitals. All students received a reading week and online teaching week prior to any change of hospital site to minimise transmission of the virus. Students are allocated to pods (12 students) for all activities with a clinical tutor allocated to each pod to provide both academic and pastoral support.

Student Mobility – School of Medicine

The Undergraduate Degree course in Medicine is not currently engaged in typical articulation arrangements, however there are a number of affiliation agreements/partnerships globally where students may apply to attend for short term elective placements. See list below:

- Georgetown University Washington, USA
- Johns Hopkins Baltimore, USA
- Norther University, Chicago, USA
- University of Pennsylvania, Philadelphia, USA
- University of Massachusetts, USA
- UMMS Baystate, USA
- Liberty University, Virginia, USA
- University of Illinois, Urbana Champaign, USA
- American University Beirut, Lebanon
- National University of Singapore, Singapore
- Nanyang Technological University, Singapore
- Nobles Hospital, Isle of Man
- University of Notre Dame, Melbourne, Australia

Many universities, hospitals and clinical sites permit medical students to apply for an overseas short-term elective placement without the need for an MOU or affiliation agreement. Students may undertake an experience in any one of the following areas:

- A general hospital
- A medical centre
- A laboratory (either service or routine)
- A clinical research unit
- A general practice

Elective placements take place in institutions ranging from renowned international hospitals and research institutes to local clinics and hospitals in resource poor settings where our students have fostered relationships through visitation over a period of years.

Unfortunately, due to the Covid-19 global pandemic, many clinical sites were not in a position to accept Visiting students during 2019.20. It is expected this may also be the case also for summer 2020.21.

Response to Covid-19 - Undergraduate

School of Dental Science

Due to the extended academic year structure for all of courses, the Covid-19 pandemic has proved even more challenging for our School than most others. While didactic teaching (e.g. PBL and lectures) and written assessments were successfully delivered online, the shut down in March 2020 meant that the clinical and laboratory sessions could not take place. These have had to be made up in the current academic year, in the context of reduced clinical activity to account for social distancing restrictions. Due to the dedication of our staff and the resilience of

our students we are confident that these missed sessions will be made up and that the quality of education for our students will not be diminished.

External examiners were regularly updated and were informed and consulted regarding the switch to online teaching and were asked to approve the structure and content of the online exams.

At the Court of Examiners meetings comparisons between the results of the 2019 and the 2020 annual exams were discussed. The External Examiners noted just a little grade inflation; Students had a lot of anxiety that they may be disadvantaged by the changed assessment methods, however the feedback from External Examiners was that this was not the case, and this feedback was given to the students.

School of Medicine, Medicine Programme:

This period has been particularly challenging for the School of Medicine. In addition to the difficulties faced by the other schools in College, we had the additional challenges of supporting students across several disciplines requiring mandatory placement in hospitals and other health establishments. We have had the additional challenges of having a high proportion of international students attending our courses who require substantial support and reassurance. We face external regulatory requirements on the conduct of our course and assessments from both national agencies with regulatory authority and registration bodies from our international students' home countries. These bodies can, for example, require a certain proportion of courses be delivered face-to-face, which can be challenging in addition to our own needs to effectively a deliver courses that contain large elements of clinical and practical skills. The impact on our Hospital partners and on both our Clinical Academic Staff, lecturers and Honorary Academic staff of the pandemic and its response has been considerable and they all deserve huge credit in still being able to deliver a comprehensive curriculum in extremely difficult circumstances

The School held the last in-person examination last Spring, two days after the identification of the second Covid-19 case in TBSI; additional academic staff were present at the examination in order to reassure students. The School was the first to conduct online examinations, the Medicine Finals, using an online invigilation strategy most recently adopted for the Scholarship exams.

Between 70% and 80% of the curricula for most modules had been completed by the time of lockdown in March 2020, including most practical work. The School had already adopted virtual teaching in some modules to permit interaction with students on multiple clinical sites, and so were at somewhat of an advantage having technology such as Panopto in place in some theatres and a body of recorded lectures and seminars from 2018/19 with which we could supplement new synchronous teaching. Many of the clinical teachers were already experienced of delivering teaching to a virtual audience and we think this was of advantage to the students.

Exams were conducted for other years with variable levels of success. Mixed messaging from the College became a problem with confusion amongst students about whether some of their assessments could be 'open book'. Whilst common practice in the College, it was not appropriate for use in knowledge-based assessments for professional courses and, in the absence of an effective proctoring system in place, we are not confident that assessment

processes were not adversely affected. The results of one whole assessment in Y3 Medicine had to be set aside for this reason. The School has now adopted an online proctoring solution to improve reliability and validity of the assessments.

Some practical sessions, including Y2 Medicine Clinical Skills and Y3 Medicine placements needed to be deferred until late Summer and modified in form. Practical elements of Year 4 Medicine Modules had to be deferred until after the summer necessitating the postponing of end of year assessments to the Autumn and Christmas periods. Results of end of year assessments appear consistent, if a little higher, than recent years.

School of Medicine, Occupational Therapy: Four Year Programme

In semester two 2019/20 several changes were forced as a result of COVID-19:

- All clinical placements were suspended in March 2020 having a major impact on the JS and SF cohorts.
- SS cohorts had completed their clinical placements and continued the final semester academic work online and were able to graduate in May 2020.
- JS students were not able to go back on placement but had completed 7.5 weeks of an 11 week block, additional practice specific online teaching was designed and delivered to the JS year and these hours allocated to the practice education hours for the JS students.
- SF students were due to have an eight-week placement commencing in April/May 2020. Placement sites were not able to facilitate students on placement at that time, decision taken to reduce this placement from eight to four week and placement was staggered over the summer period (July to September).
- Legacy issue – the rising SF and JS students had less than the usual amount of clinical placement hours at the end of the AY 2019/20 and this legacy issues needs to be factored into the next academic years.

Communications were sent to the regulatory body CORU and the professional body AOTI seeking guidance and clarification on how this issues should be managed and what approach to the management of this impact might be acceptable by the regulatory and the professional body. There has been no satisfactory guidance or any meaningful engagement by either body on this issue.

School of Medicine, Singapore One Year Programme

Final module in Semester 2 was delivered fully online

School of Medicine, Radiation Therapy: Four Year Programme

The quality of the BSc. Radiation Therapy was maintained during the academic year 2019-20. Teaching was minimally disrupted as teaching term was almost concluded at the start of the pandemic. Moving classes online was relatively seamless given the Discipline of Radiation Therapy's extensive experience in delivering our postgraduate programmes wholly online for many years.

For the SS class, they had already completed the mandatory number of clinical hours required by CORU so their placement was completed in early March without any repercussions for

registration. Both Fresh placements were cancelled and carried forward to 2021. It was problematic to reflect this within the SITS system.

School of Medicine, Human Health & Disease Programme:

Several changes were made to HHD assessments and contingency plans for Semester 2 in March 2020. In mid-March, for our final year Senior Sophister students, College closure came when the students still had 2 weeks to complete for their lab-based research for their final year capstone project (PGU44017) (completion date for lab work - March 27 2020). To reflect the 2 week shortening of laboratory components of projects, we suggested that Supervisors should consider the provision of some previously generated data/alternative works from the host laboratory that is related to the undergraduate project, for inclusion in the project. We suggested that this may be pertinent when no data are available on the project to date. This could have been an analysis of alternative data, additional literature review material and(or) the formulation of future objectives. Such data/alternative works could be used for analysis and inclusion in results, discussion and future objectives section(s) of the thesis. Next all final year students were asked to include a "future objectives" section in the thesis on what they would have expected to achieve in their projects, and insert this into their discussion section.

Next, final year Senior Sophister students were scheduled to conduct their final year presentations of research projects (PGU44017) on April 3 2020. To facilitate this, on 24.3.20 SS HHD students were informed that they were now required to submit their presentations as follows:

- Each PowerPoint slide must now include a corresponding script that the student had planned to state verbally for each slide. This should be written in the speaker notes box directly beneath each slide.

In lieu of the normal presentation time limit, the following also applied:

- Alongside the speaker notes beneath each slide, students must also submit a separate word document of the entire script for the presentation alongside their presentation slides. This is limited to a maximum word count of 1,250 words per presentation.

As student illness and difficulties were reported, we granted a blanket extension to all Senior Sophister students for submission of their thesis, from April 10 to April 13 2020.

Finally, on April 6 2020, at the request of the Senior Lecturer, and working with the Discipline of Physiology, the Human Health and Disease curriculum committee submitted an "Alternative Arrangements" excel document, indicating the plans for online formal assessments. As the schedules for these exams were released to students from College, our curriculum committee provided details regarding word counts for exam questions.

School of Nursing & Midwifery

Despite the real and significant challenges presented by the global pandemic, the School of Nursing and Midwifery has worked closely with our student body and associated health service providers and External Examiners to ensure the successful continuation of Nursing and Midwifery education. We have engaged continuously with our students during the pandemic

and have found them to be caring, responsive and professional. We have always held our students in the highest regard, and we consider them to be an outstanding group of people in the manner they have responded to COVID-19.

During the COVID-19 emergency, some decision making (for example student access to clinical practice settings) has been increasingly centralised within the Department of Health and within the NMBI. While this may be understandable within the context of a National Pandemic, as DUGTL I have concerns that this could erode the academic and professional autonomy of the School, and hence the Faculty and College. This is something that the School has made Faculty and central College aware of and we are working closely with the Department of Health and the NMBI to ensure our established autonomy, reporting arrangements and professional governance systems remain in place.

All mandatory/essential skills have been delivered in person through face-to-face teaching. All other teaching has been provided online using both live and recorded sessions on Blackboard. To facilitate this, an extensive 'Blackboard Module Template and Guideline document' was developed by the School to maintain quality, maximise consistency and enhance the student experience across module delivery.

In addition to our normal student supports systems, the School of Nursing and Midwifery appointed an existing member of academic staff (an associate professor) to the role of COVID-19 Student Engagement Officer. An extensive reflective practice process is also in place to support our 4th year internship students as the work across COVID-19 front line services. This has been very well received.

Within 2019/20 academic year, planned Semester Two annual assessments (TT2020) were directly affected by the impact of COVID-19 therefore "sit down formal examinations" in Semester Two TT2020 had to be revised to suitable assessments for online format. This required a substantial revision of assessments for both the Annual and Reassessment Sessions in 2020. This was accomplished and managed in line with standard quality procedures in an extremely short time by undergraduate academic and professional staff. All online assessments for the nursing and midwifery undergraduate programmes use Blackboard for formal timetabled examinations and course work-based assessments.

The COVID-19 pandemic continues to be an exceptionally dynamic situation. The School of Nursing and Midwifery, along with all of our clinical partners, remain committed to ensure our teaching, learning and clinical placements are as high quality and safe as possible within the COVID-19 context.

School of Pharmacy & Pharmaceutical Sciences

All lectures, seminars, tutorials and practicals were moved online from the 13th March 2020 onwards for the remainder of the academic year. Staff were encouraged to attend training sessions (Teams, Blackboard, Panopto) organized by College and within the School. A dedicated Blackboard module was established as a training module for academic staff within the School. Staff members ran training sessions for colleagues and helpful videos were posted.

The format of each annual exam was reviewed, and adjustments made in some cases, e.g., reduce amount of MCQs and knowledge-based short-answer questions, and favor questions

where knowledge needs to applied, such as problem-solving and case studies. For most modules in years 1-3 exams were moved to 48 hour take home online exams. In some cases where learning outcomes had already been met via continuous assessments (CA) throughout term, the final examination was dropped and continuous assessment weighing increased. In year 4, exams were held real-time online with extended time available (e.g., 2 hour exam increased to 4 hours total).

Exam guidelines, assessment regulations for each year group, exam paper cover sheets/templates and a guidance for students completing open book exams was established and communicated to staff and students. MAPs were amended and sent to AR.

The School did see grade inflation at the beginning, but this has been brought under control now via the online assessments. There have been no claims by students regarding being disadvantaged, which is a good indication that teething issues have been resolved.

Mainstreaming of Trinity Education Programme (TEP) in 2019/20

Mainstreaming of TEP in the School of Dental Science
The Dental School has derogations for many of the requirements of TEP. All other aspects of TEP were delivered appropriately, including the rolling out of additional Interprofessional Learning (IPL) sessions.

Mainstreaming of TEP in the School of Nursing & Midwifery
In conjunction with the mainstreaming of TEP, the School also implemented a new undergraduate nursing and midwifery curricula in 2018/19. The implementation of the new curricula was operationalised on a phased approach, therefore in 2019/20 academic year the new curricula for Senior Fresh year was implemented (JF was implemented in 2018/19). The outgoing curricula remained for JS and SS years in 2019/20. This phased approach was necessary however proved very challenging for the School. The mainstreaming of TEP, coupled with implementation of the new curricula, allowed the School the opportunity to develop modules in line with TEP regulations e.g. ECTS. The new JF, SF, JS and SS curricula will all be implemented in 2021/22 academic year.

Continuing issues with the mainstreaming of TEP for the undergraduate programmes in Nursing & Midwifery are:

- Due to the professional requirements of the undergraduate nursing and midwifery programmes, derogations had to be sought from College for "non-compensatable modules", due to the clinical placement component of Junior Fresh modules.
- Non-harmonisation with SITS remains an important outstanding issue for the School and one which the School has consistently raised with Academic Registry. However, no plan for harmonisation of the Faculty of Health Sciences has been communicated by College to the School to date.
- Timetabling - The School of Nursing and Midwifery has worked hard for several years, throughout the mainstreaming of TEP, to secure main campus lecture space for shared teaching for our Undergraduate programmes; D'Olier Street does not

have a venue large enough to hold these cohorts. Student evaluations have consistently indicated a strong preference to be present on the main campus for some aspects of learning as this impacts on their experience and identity as "Trinity students". Since the roll out of our new curricula in 2018/2019, timetables have been scheduled and sequenced around the availability of these venues. The School of Nursing and Midwifery has an ongoing need and strong preference for this space to continue to be available, as it has a direct impact on the student experience with regard to the quality of teaching and learning aspired to within TEP.

Mainstreaming of TEP in the School of Medicine

Due to the School of Medicine hosting predominantly professional degree courses, there are many elements of TEP for which we hold derogations e.g. capstone projects, student electives. Other elements of TEP have been successfully integrated into the course. There have been some unexpected consequences e.g. a massive increase in the number of Gold Medals awarded in Finals, which are of debatable benefit.

Occupational Therapy – TEP alignment is being introduced on a rolling basis JF, SF years are TEP aligned in AY 2019/20, JS year TEP aligned in AY 2020/21. SS year will be TEP aligned in AY 2021/22. Singapore Programme ceased at end of AY 2019/20.

Radiation Therapy - Our programme is in line with TEP recommendations, being cognisant of the approved derogations sought because of clinical practice elements. The SS year will be aligned in AY 2021/22, which will be the end of this change process.

Mainstreaming of TEP in the School of Pharmacy and Pharmaceutical Sciences

TEP was mainstreamed during this period and associated challenges overcome.

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.

Prior to Covid-19, the School of Nursing & Midwifery had utilised technology to accommodate External Examiners having remote access to Courts of Examiners, however their preference had always been to have the examiners attend in person. None of the schools used remote External Examiners prior to 2019/20. Obviously the landscape changed completely in light of Covid-19 and all schools were prompted to conduct External Examiner visits and Courts of Examiners remotely; schools used Zoom or MS Teams to facilitate this.

There has been widespread positive feedback on this process from all schools in the Faculty, all reporting successful External Examiner virtual-visits and successful Court of Examiners meetings. As a result of this, most schools are likely to retain elements of virtual external examining and virtual Courts of Examiners in the future. Retention of a hybrid model would make it easier for some disciplines to recruit suitably qualified External Examiners if there is a

lower burden in terms of travel commitments. External Examiners do miss the element of faculty engagement, so it is anticipated that a hybrid approach may be preferential (eg Examiners to visit once during their term).

Some of the unintended consequences of the conversion to online hosting of Courts of Examiners include saving large volume of printing and paper usage, which has an environmental and financial impact. Travel and accommodation was not required for External Examiners, also resulting in favourable financial and environmental impacts. The health service provider staff who attended the Court of Examiners did not have to allow for travel time to Trinity during their workday. Overall, attendance at the meetings was also very good.

Case Study – School of Nursing & Midwifery

In the School of Nursing & Midwifery the undergraduate professional staff created a Microsoft TEAM for each External Examiner. The professional staff provided clear instructions and documentation for External Examiners on what/how to access assessments on Blackboard. The External Examiners were given access to Blackboard and could review all assessments and documentation.

The External Examiners provided their feedback before the Court of Examiners, which was circulated to the relevant module team in advance of the Court of Examiners. The External Examiners also provided their own report within the Court of Examiner meetings. Overall, the use of both Blackboard and Microsoft Teams proved very efficient and effective in the review of assessments by External Examiners.

Access was given to Court of Examiner members 24 hours in advance of meetings in order to review result spreadsheets. From a security perspective, permissions were set so that members could not edit or download sensitive information. The agenda for the meetings were the same as if held in person. Attendance was excellent.

National Student Survey (formerly ISSE)

Extracting meaningful feedback for Schools continues to be a problem with the National Student Survey report given that the focus is at an institutional and faculty level, with very low response rates when schools extract results.

International Student Barometer (ISB)

The ISB survey did not run in 2020 due to Covid-19.

The School of Medicine together with the DSE INE (Dublin South East Intern Network) and IMSC (Irish Medical Schools Council) continues to advocate for an increase in the number of intern posts in our own network and nationally.

CAO Entry Points

School of Dental Science:
There was little change to the CAO points for all courses in 2019/20, although there was a significant increase in the points for Dental Science in 2020 as a result of the altered Leaving Certificate process.

School of Medicine:
Occupational Therapy: Points increased this year due to the predicted LC grades.

More places than could be accommodated were offered to CAO for the intake to the course for the AY 2022/21 with a resultant over subscription to the UG occupational therapy programme. This puts severe pressure on the delivery of the programme particularly with regard to sourcing adequate number of mandatory clinical practice placements over the 4 years of the programme (particularly in the context of the covid-19 pandemic and subsequent pressure on clinical sites that is impacting on their ability to offer student placements) . While there have been some withdrawals from the JF year 2020/21, the JF year is still over filled. More timely and comprehensive discussion needs to occur between AR and the discipline in future to not over fill the course and adhere to the max student capacity in the course.

Radiation Therapy: Points increased significantly for 2020- 543 from 520 in 2019. Following the revision of the Leaving Certificate procedures, we had 33 students in total, 3 over our quota.

Human Health & Disease: The number of undergraduate students registered in the BSc for 2019-2020 peaked at 130 students. There were 494 applicants to the programme and 39 first choice preferences.

School of Nursing & Midwifery:
Children and General Nursing:
The CAO points remained relatively unchanged in recent years. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

General Nursing (Adelaide)
The CAO points remained stable in recent years. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

General Nursing (Meath and James)
The CAO points remained relatively unchanged in recent years. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

Intellectual Disability Nursing
The CAO points had been declining for this programme. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

Mental Health Nursing
The CAO points have shown no determinable trend. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

Midwifery

The CAO points have remained stable. The sharp increase in 2020 is due to COVID-19 impact on Leaving Certificate results.

School of Pharmacy & Pharmaceutical Sciences:

Number of total applicants in Pharmacy (TR072) have increased steadily over the past few years. Total applicants in 2020 were 923 (up from 880 or 4.89% in 2019, which was up from 844 or 4,27% in 2018). Number of first preferences has been stable over the past few years: 2018 – 172, 2019 – 175, 2020 – 175.

Quality of Postgraduate Programme Provision

Health Sciences has 54 postgraduate programmes including professional doctorate programmes across the School of Dental Science (10), School of Medicine (23), School of Nursing & Midwifery (17) and the School of Pharmacy & Pharmaceutical Science (4). Evaluations were carried out on all 54 programmes and 100% feedback was given to students.

School of Dental Science

Moving forward with the 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 this kind of modular courses makes us lose any competitive advantage to other continuing professional development providers in Dentistry.
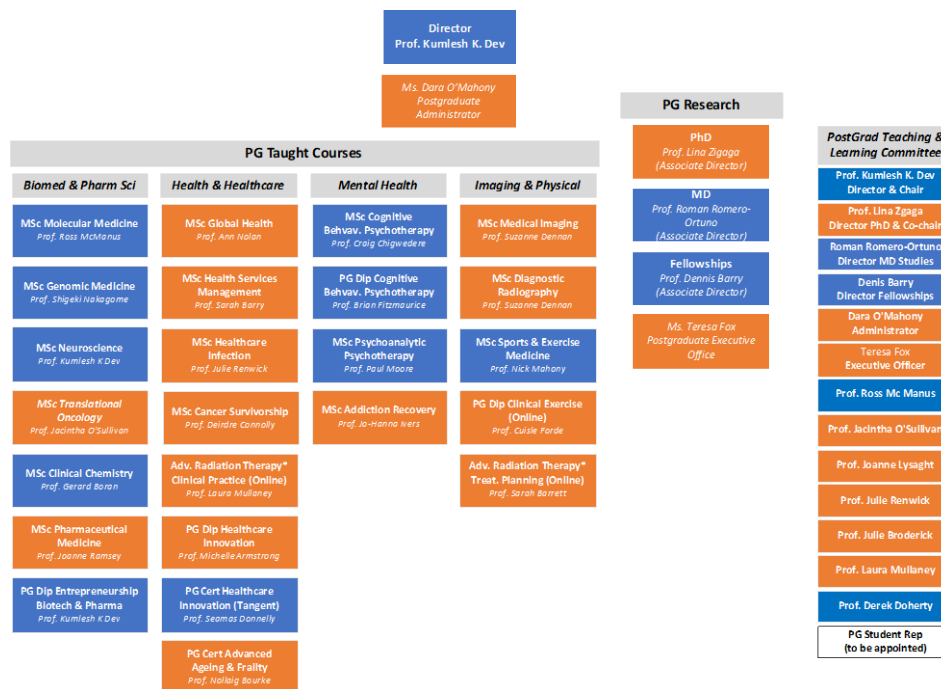
School of Medicine

Our postgraduate PhD, MD and MSc research students rose to the challenge of COVID-19, displaying imagination, enthusiasm and flexibility in continuing with their research projects. A raft of measures was taken to ensure the PGT courses and the PGR degrees were continued.

New sub-projects and chapters were created with supervisors, where students created new research questions that can be undertaken in non-laboratory environments. For the first time ever, thesis dissertations were submitted online, and fully-remote viva events took place where internal examiners, external examiners, chairs and students engaged in thesis defense. Some of our postgraduate research students also electing to place their research on hold in an effort to support the national response against COVID-19.

Our postgraduate taught courses also took to the changes head on. These included on-line teaching, distance based learning, changes in assessments, use/implementation of online materials and platforms, novel research projects – meta analysis, desk based, and alike. Course Directors worked hard to organize changes to courses and quickly developed methods for online teaching and implemented online and distance based assessments. Our PGT students also engaged in new ways to conduct the research parts of their MSc degrees with research supervisors.

The 400-plus postgraduate students within our School of Medicine continue to demonstrate passion, resilience and rigor supported by supervisors, course executive staff and course directors

The office of Postgraduate studies is managed by the core staff, namely, the Director, Associate Directors and Administrative Officers. The PG Office is advised by the members of the Postgraduate Teaching & Learning Committee. The PG Office reports to the School Management and School Executive and to the Dean of Graduate Studies. The structure of the PG Office is shown below.

Director
Prof. Kumlesh K. Dev

Ms. Dara O'Mahony
Postgraduate Administrator

PG Research

PhD
Prof. Lina Zgaga
(Associate Director)

MD
Prof. Roman Romero-Ortuno
(Associate Director)

Fellowships
Prof. Dennis Barry
(Associate Director)

Ms. Teresa Fox
Postgraduate Executive Office

PostGrad Teaching & Learning Committee

- Prof. Kumlesh K. Dev — Director & Chair
- Prof. Lina Zgaga — Director PhD & Co-chair
- Roman Romero-Ortuno — Director MD Studies
- Denis Barry — Director Fellowships
- Dara O'Mahony — Administrator
- Teresa Fox — Executive Officer
- Prof. Ross Mc Manus
- Prof. Jacintha O'Sullivan
- Prof. Joanne Lysaght
- Prof. Julie Renwick
- Prof. Julie Broderick
- Prof. Laura Mullaney
- Prof. Derek Doherty
- PG Student Rep (to be appointed)

PG Taught Courses

Biomed & Pharm Sci	Health & Healthcare	Mental Health	Imaging & Physical
MSc Molecular Medicine — Prof. Ross McManus	MSc Global Health — Prof. Ann Nolan	MSc Cognitive Behav. Psychotherapy — Prof. Craig Chigwedere	MSc Medical Imaging — Prof. Suzanne Dennan
MSc Genomic Medicine — Prof. Shigeki Nakagome	MSc Health Services Management — Prof. Sarah Barry	PG Dip Cognitive Behav. Psychotherapy — Prof. Brian Fitzmaurice	MSc Diagnostic Radiography — Prof. Suzanne Dennan
MSc Neuroscience — Prof. Kumlesh K Dev	MSc Healthcare Infection — Prof. Julie Renwick	MSc Psychoanalytic Psychotherapy — Prof. Paul Moore	MSc Sports & Exercise Medicine — Prof. Nick Mahony
MSc Translational Oncology — Prof. Jacintha O'Sullivan	MSc Cancer Survivorship — Prof. Deirdre Connolly	MSc Addiction Recovery — Prof. Jo-Hanna Ivers	PG Dip Clinical Exercise (Online) — Prof. Cuisle Forde
MSc Clinical Chemistry — Prof. Gerard Boran	Adv. Radiation Therapy* Clinical Practice (Online) — Prof. Laura Mullaney		Adv. Radiation Therapy* Treat. Planning (Online) — Prof. Sarah Barrett
MSc Pharmaceutical Medicine — Prof. Joanne Ramsey	PG Dip Healthcare Innovation — Prof. Michelle Armstrong		
PG Dip Entrepreneurship Biotech & Pharma — Prof. Kumlesh K Dev	PG Cert Healthcare Innovation (Tangent) — Prof. Seamas Donnelly		
	PG Cert Advanced Ageing & Frailty — Prof. Nollaig Bourke		

PGT: The DPTL regularly communicates with Course Directors and Co-ordinators, providing support to general and specific queries. Individual courses conduct student evaluations and manage external examiner course committee meetings. Courses are evaluated and the Course Co-ordinators make adjustments to improve the student learning experience in an ongoing manner. The DPTL, Associate DPTL and/or PG Administrator attends the external examiner meetings. External examiners have been highly complementary of the courses. A new set of guidelines for the proposal of new courses is being implemented in the School of Medicine, which provides a set of timelines and approval steps to better inform course proposers. As indicated above, the PGT courses have also been organized into a cluster structure to support new courses in their marketing and enhance communication and networking between course directors. The set of PGT courses in the School of Medicine is provided in the figure above.

PGR: There is a very high quality of PhD and MSc students graduating from the School. The DTPL (or nominee) attends viva procedures (where required). A set of Key Forms and Guides have been implemented in the School of Medicine that provides our PGR students a path to completion. Please see: https://www.tcd.ie/medicine/education/courses/postgraduate/forms/

PhD: The Associate Director of PhD Studies (Prof Lina Zgaga) in the School of Medicine has oversight and leads operations relating to PhD studies, with a view to ensuring quality in the training of our PhD students and improving their educational experience. This includes contributing to the development of handbook and website, assessment of Annual Progress

Reports, overseeing Continuation Procedure, organizing PG events (e.g. Induction day for new PG research students, monthly PG seminars), managing student cases (e.g. managing remote vivas, extension requests), making final recommendations for progress/transfer, drafting reports, responding to student and supervisor queries, and other.

MD: The Associate Director of MD Studies (Prof. Roman Romero-Ortuno) has oversight and ensures quality in the training of our MD students. The aims of the Associate Director are to oversee Annual Progress and Continuation Procedures, and other M.D. operations including: (i) review and make final recommendation for progress/transfer reports, (ii) ensure supervisor and co-supervisor appointment of assessors for MD students, (iii) review nomination of internal/external examiners, (iv) make necessary arrangements for viva voce examinations and chair where required, (v) manage student cases, and manage disciplinary matters. In addition, the Associate Director promotes awareness of the MD degree with potential clinical supervisors and in partner hospitals, and helps enhance a sense of student community and belonging in the School of Medicine.

Fellowships: The School of Medicine has recently created the new position of Associate Director of Fellowships (Prof. Denis Barry). The aims of the Associate Director are to oversee the management, review and award of fellowships in the School of Medicine. A primary objective will be to review existing fellowships and to activate dormant fellowships that are currently under-utilized. Furthermore, a key aim is to promote fellowship awareness, thereby increasing application numbers and competition for their award. In addition, a key focus will be to simplify application procedures by developing an enhanced IT framework around the fellowships using the postgraduate website which will also provide greater insights into their suitability for potential applicants. The payment schedule underlying the fellowships after their award will also be improved. There is also scope to liaise with alumni and to potentially identify new sponsors / benefactors. In relation to specific project management the Associate Director will attend Directorate team meetings and discuss project requirements, objectives, time frame for project delivery and any other details related to fellowship management as set out above.

School of Nursing & Midwifery

The School is dedicated to providing a quality learning experience for students. The School works closely with External Examiners in terms of delivering and maintaining quality within the programmes, and key to this is our good organizational and communications systems, and dedicated faculty and professional staff.

Many programmes have clinical practice elements, and clinical assessments. We work closely with our clinical partners who are important customers who provide majority financial support. It is disappointing that delays in the application processes continue to negatively affect our reputation and student experience.

Student experiences related to 'top up' programmes (incremental accruement of certificate, higher diploma, masters) remain problematic. Despite Council agreement in 2013, the College/AR facilities are still not sophisticated enough to manage this level of complexity, with

resultant challenges each year and loss of revenue. Graduation from these programmes is similarly problematic, for example graduates received less than 24 hours' notice with a 50% no show.

The School offers a large suite of complex offerings within PG. This complexity along with the need for timely processing pathways need to be optimised to prevent delays occurring which otherwise impact on 'top up' and timely management of graduation.

Despite the challenges that COVID 19 has brought, not least because of the fact the many of our students are front line workers, the quality and integrity of the programmes was been maintained. Students successfully passed the programmes, and those with difficulties were provided with early intervention and support.

School of Pharmacy & Pharmaceutical Sciences

The course coordinators and contributors for each of our PG programmes have worked exceptionally hard to maintain quality of teaching experience for students. Students have also been understanding in circumstances where changes were required.

Response to Covid-19 - Postgraduate

School of Dental Science

There have been no substantive changes in the format and experience of PG students due to Level 3 or Level 5 Covid restrictions here in the DDUH.

As a substantial amount of the PG teaching takes place in the clinics, all programmes continue to provide the same number of clinical sessions as pre-covid with a large range of patient experiences.

Outside activities for some programmes are restricted in outside hospitals where clinical work is being performed. Observation only clinics have been suspended at present.

Same number of completed cases are required by end of all programmes.

Face to face meetings on associated topics occur after clinics when student/staff are clinically present. The majority of organised seminars are face to face within COVID rules.

Research activities and progress are being monitored with each student having close contact every week with all the supervisors for feedback.

Teaching experience of PG students continues on UG clinics as before.

No change in assessment format from 2020 anticipated in 2021- expect end of year clinical examinations (June 2021) will be virtual as was in 2. On line exams worked well in 2020 so we see no reason why they wouldn't work for 2021.

School of Medicine

Our postgraduate PhD, MD and MSc research students rose to the challenge of COVID-19, displaying imagination, enthusiasm and flexibility in continuing with their research projects. A raft of measures was taken to ensure the PGT courses and the PGR degrees were continued.

New sub-projects and chapters were created with supervisors, where students created new research questions that can be undertaken in non-laboratory environments. For the first time ever, thesis dissertations were submitted online, and fully-remote viva events took place where internal examiners, external examiners, chairs and students engaged in thesis defense. Some of our postgraduate research students also electing to place their research on hold in an effort to support the national response against COVID-19.

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The 400-plus postgraduate students within our School of Medicine continue to demonstrate passion, resilience and rigor supported by supervisors, course executive staff and course directors

School of Nursing & Midwifery

During COVID-19 guidelines were developed for a consistent & professional approach to the use of Blackboard as a platform to deliver online learning.

Live sessions were encouraged, and a great majority of PG modules are delivered to students live. Most PG sessions are also recorded and made available to students.

Students and staff were supported by professional staff to facilitate online submission of assignments [if this presentation was new] and to develop approaches to and guidelines for offsite/online examinations.

Staff liaised closely with External Examiners to ensure the quality and integrity of module assessments where changes were enacted to either format [online] or structure to accommodate COVID restrictions.

Relationships with External Examiners (EE) were seamlessly maintained, despite challenges to this arising from COVID effects in the EEs host organizations. Where difficulties or challenging arose [with timings for example] provisions were made within the programme delivery to accommodate these. As all Court of Examiner Meetings were held online, this allowed greater flexibility for attendees. The Postgraduate year 1 part time supplemental Court of Examiner meetings saw the highest attendance of External Examiners in the past 4 years.

All governance structures related to PG were maintained during the COVID period. Meetings were facilitated via Teams and all Courts of Examiners were held as scheduled. School staff were equipment with necessary technology and support for this.

Care was taken to maintain the confidentiality and integrity of Courts of Examiners.

There was regular communication with School staff and the student body regarding relevant programmes and any altered presentation. Students received clear instructions at all times, and staff were readily available to support should issues arise.

Staff worked closely with students, clinical healthcare partners and the School Allocations Office to ensure the integrity of the assessments related to the clinical learning environment. Where the effects of COVID resulted in substantive alternations to the realistic achievement of clinical assessments additional bespoke plans were developed.

All PhD confirmation interviews, and PhD Viva Voce were conducted successfully by zoom. The integrity of the examination process was maintained, and extra support was provided by professional staff to support both students and staff during this process.

PhD students were supported to study at a distance and retained contact with supervisors. Those requiring additional support to achieve their learning outcomes were facilitated on a case-by-case basis.

The Director of Global Relations and Global Officer communicated with International PG students on a weekly basis via online support coffee mornings alternated with individual email information and support. This commenced in March and continued throughout the summer.

School of Pharmacy & Pharmaceutical Sciences

MPharm Year (Y5 of the MPharm programme is a postgraduate year) - Students on the MPharm programme were unaffected from a teaching perspective in 19/20, as they were undertaking their patient facing placements at the time the lock-down was introduced. Work on placements was considerably more challenging, and some deadline extensions were afforded, but the teaching components for example online modules remained largely unchanged.

MSc Hospital Pharmacy - All lectures for this course moved online from March 13th 2020 onwards. External contributors were provided with additional training on developing interactive online sessions, using the IT systems available effectively and on ensuring and enhancing student engagement. Students have found this transition beneficial, in that travel time to and

from TCD has been removed, allowing them more time to concentrate on their coursework and also more time to deal with the additional covid related tasks in their clinical work. As clinical duties increased for most students, all students were provided with flexibility around deadlines to ensure adequate time for coursework submission. Most lectures were delivered as online live lectures, with few as online pre-recorded lectures.

MSc Pharmaceutical Sciences - The research project for this MSc in Pharmaceutical Sciences students were all initially intended as laboratory based projects, but due to the restrictions, hybrid approaches were adopted, where students who were originally undertaking laboratory based projects amended their projects to remote based projects.

The start date for this Masters course was changed from September 2020 to January 2021 i.e. there was no intake in Sept 2020. This decision was made to maximize the chances of as much face-to-face teaching as possible for the new intake. Students who began the course in January have online lectures but also have face-to-face laboratory practical skills teaching. All online lectures are live, and given by academic staff members who have, at this stage, plenty of online teaching experience and have competed the relevant courses offered by College.

MSc Manufacturing Technology - No substantial changes were required for this course as its mode of delivery is via distance learning. Students were not in a position however to avail of face-to-face pharmaceutical industry site visits. Students were provided with a virtual visit instead.

Postgraduate Research

All schools 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). There were some delays on medical grounds due to Covid-19 during 2019-20. We have not noted any issues with non-completion, withdrawal or late completions, PhD fails or award of lower degrees. Several students were awarded a six-month extension due to Covid-19, however additional delays in some areas are anticipated as many students have not been able to collect data due to Covid-19 restrictions.

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.

External Examiners

In 2019-20, all programmes were externally examined and External Examiners submitted 39 reports across the four schools, with 11 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 of Dental Science, especially for supervisors of PhDs in specialized areas like oral microbiology where not many experts are available to act as external examiners. It would be most helpful to consider reducing this period or have no time rule.

New Postgraduate Programmes

Three new PGT programmes commenced in the School of Medicine in 2019-20:

- PG Dip Entrepreneurship Biotech and Pharma (Director, Prof. Kumlesh K Dev)
- PG Cert Healthcare Innovation (Tangent) (Director, Prof. Seamas Donnelly)
- PG Cert Advanced Ageing & Frailty (Director, Prof. Nollaig Bourke)

The School of Medicine have implemented a clear timeline and process (Gantt Chart) for new course proposals, that allows more time to market courses. A case for continued suspensions form has also been implemented in the School at the local level.

The School of Medicine PGT courses have been organized into a cluster structure to support new courses in their marketing and enhance communication and networking between course directors. The set of PGT courses in the School of Medicine is provided in the figure below:

PG Taught Courses

Biomed & Pharm Sci	Health & Healthcare	Mental Health	Imaging & Physical
Prof. Ross McManus *MSc Molecular Medicine*	**Prof. Ann Nolan** *MSc Global Health*	**Prof. Craig Chigwedere** *MSc Cognitive Behav. Psychotherapy*	**Prof. Suzanne Dennan** *MSc Medical Imaging*
Prof. Shigeki Nakagome *MSc Genomic Medicine*	**Prof. Sarah Barry** *MSc Health Services Management*	**Prof. Brian Fitzmaurice** *PG Dip Cognitive Behav. Psychotherapy*	**Prof. Suzanne Dennan** *MSc Diagnostic Radiography*
Prof. Kumlesh K Dev *MSc Neuroscience*	**Prof. Julie Renwick** *MSc Healthcare Infection*	**Prof. Paul Moore** *MSc Psychoanalytic Psychotherapy*	**Prof. Nick Mahony** *MSc Sports & Exercise Medicine*
Prof. Jacintha O'Sullivan *MSc Translational Oncology*	**Prof. Laura Mullaney** *Adv. Radiation Therapy* – Clinical Practice (Online Course)*	**Prof. Jo-Hanna Ivers** *MSc Addiction Recovery*	**Prof. Cuisle Forde** *PG Dip Clinical Exercise (Online Course)*
Prof. Deirdre Connolly *MSc Cancer Survivorship*	**Prof. Michelle Armstrong** *PG Dip Healthcare Innovation*		**Prof. Sarah Barrett** *Adv. Radiation Therapy* – Treatment Planning (Online Course)*
Prof. Gerard Boran *MSc Clinical Chemistry*	**Prof. Seamas Donnelly** *PG Cert Healthcare Innovation (Tangent)*		
Prof. Joanne Ramsey *MSc Pharmaceutical Medicine*	**Prof. Nollaig Bourke** *PG Cert Advanced Ageing & Frailty*		
Prof. Kumlesh K Dev *PG Dip Entrepreneurship Biotech and Pharma*			

Faculty Quality Improvement Initiatives

Trini-Screen

Initiation

Led by the Faculty Dean for Health Sciences (Prof. Orla Sheils), Trini-Screen is a culmination of in-house University-wide efforts to provide a rapid, non-invasive, self-collected saliva test for the detection of SARS-CoV-2, the coronavirus that causes COVID-19. The weekly screening programme targeting asymptomatic individuals commenced in September 2020 to mitigate against the development of clusters in campus accommodation. This proactive risk reduction strategy of knowing who is infected is vital to slowing transmission rates, and in combination with the College Health led on-site HSE testing service - both provide an invaluable level of reassurance and support to students, staff and members of the University community. Under guidance from the Covid19 Management Group, the programme has since been extended to essential staff and researchers.

Development and Implementation

Creating the testing infrastructure in a matter of weeks wouldn't have been possible without contributions from colleagues and collaborators across Schools, Departments and Disciplines. Availing of expertise within the Trinity Translational Medicine Institute (TTMI), a screening strategy was developed that relies on a relatively simple PCR based test called LAMP. This saliva-based test is robust, scalable, and most importantly, doesn't impinge on the supply chain that the HSE needs to perform its testing.

In addition to screening staff and students, Trini-Screen also has research ambitions aimed at understanding factors that contribute to infection and why certain individuals become symptomatic while others do not. The programme is committed to conducting responsible research which is ethically approved and conducted in accordance with the regulations governing data protection. The Faculty of Health Sciences Research Ethics Committee reviewed the application to ensure participants' rights and welfare are protected. Further submissions for the programme were made to the Data Protection Office, which serves to ensure that data collected or generated is collated, used and stored in compliance with data protection legislation. Each prospective individual receives detailed information on the Trini-screen programme to include a Participant Information Leaflet (PIL) which outlines the procedures, the potential risks and benefits, and the fundamental rights of a participant in a study. Written informed consent is obtained for every individual prior to their anonymous participation into the programme.

Estates and Facilities and the Accommodations Office undertake a significant amount of work to manage the logistics surrounding sample pack distribution while ensuring anonymity, and management of the sample collection points at various locations throughout TCD.

Upon reaching the laboratory in TTMI, the samples are processed using only a coded number. Samples are screened via the LAMP assay to identify positives, which are then reported to College Health for follow-up. Thereafter, all samples are destroyed

Supporting Policies and Procedures

Ethical approval was granted by the Faculty of Health Sciences Research Ethics Committee in September 2020. In addition, a review was conducted by the Trinity College Data Protection Office and the study was deemed to be in compliance with data protection legislation. In compliance with the Health and Safety Regulations 2013, the TCD Safety Office approved the project risk assessment. Standard operating procedures were generated to ensure that the project complies with the aforementioned regulations and guidelines.

Communication to stakeholders

Central communication channels and tailored email circulars direct to specific cohorts were utilised to apprise individuals of the programme. A website www.tcd.ie/ttmi/triniscreen/ and email address Triniscreen@TCD.ie have also been setup to aid communications.

Benefits of the project

The study aims to find out how widely COVID-19 infection exists among cohorts in Trinity College Dublin, by inviting them to undergo regular COVID-19 screening.
This will help to:
• make decisions about how to control the spread of the infection and how to make College a safer environment,
• help us understand if other factors contribute to infection acquisition and help us understand why some people become infected while others do not.

Evaluation and Impact

Initial results suggest that the screening programme, together with the University's public health measures, regular input from College Health Services and responsible student and staff behavior, has helped limit the spread of the virus.

Conclusion

TriniScreen is serving to establish the proportion of subclinical or asymptomatic infections among cohorts in Trinity College Dublin, and thus, helping to inform future public health responses at local and national level in other similar institutions to which this data may be applicable.

What is RT-LAMP?

Reverse Transcription Loop-mediated Isothermal Amplification (RT-LAMP)

Reaction mixture + Primers + Template (aka your sample)

Controls | Test   65°C for 30 min   Controls | Test
NTC PC IC | NTC PC IC | - +
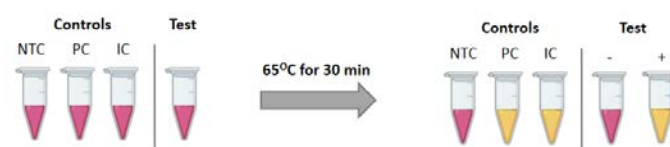
The LAMP test detects whether or not viral **RNA** is present in samples from a person. It does this by capturing and amplifying regions of the virus' genetic material in a test tube.

The laboratory test uses special enzymes to make many copies of the viral target (if it is present). The results of the test are determined based on a **colour change** in the sample tube.

Healthy Trinity Online Tool: H-ToT

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

Seed funding for this innovation was secured through a Faculty of Health Sciences Dean's Award for Innovation in Teaching, awarded in 2015-16 to Prof Catherine Darker, School of Medicine. Additional funding was granted in 2019 by the Faculty of Health Sciences to facilitate the expansion of the tool to include more content, and to expand the reach to the entire cohort of incoming 1st year students.

The uptake of the Tool across the three Faculties in 2019-20 was:

- FAHSS – 309 students
- FEMS (STEM) – 243 students
- FHS – 303 students
- This represents an uptake of 26% of the 1st year student population for 2019-2020.

Additional developments to the H-ToT are available and under consideration (such as sections for international students and postgraduate students), however until such time as centralised institutional support and funding can be secured for this initiative, it is unlikely to realise its maximum potential. The Faculty of Health Sciences would welcome support in embedding this successful quality enhancement and expanding it to support all students of the College.

Healthy Trinity Online Tool
An online health and wellbeing resource for 1st Year students
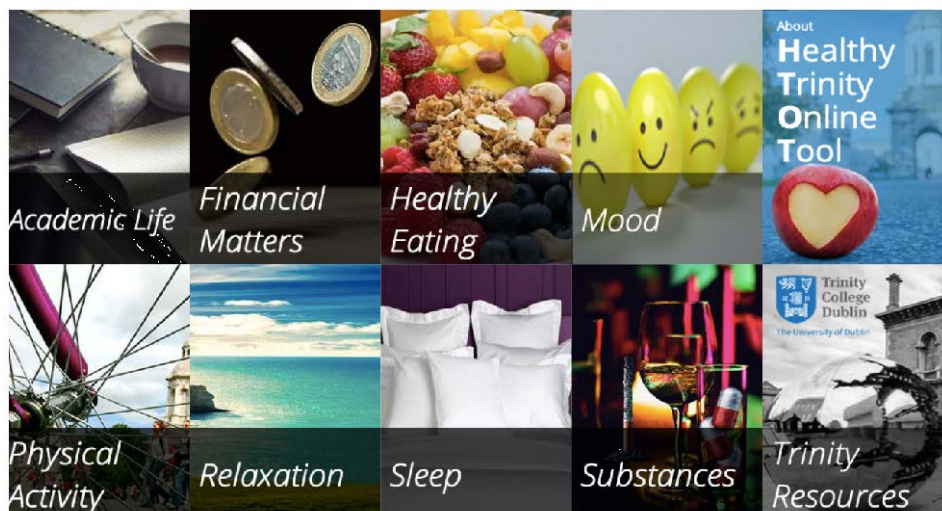
Dean's Award for Outstanding Contribution to Teaching in Professional Placement During Covid-19

The Dean of Health Sciences Award 2020-21

For outstanding contribution to teaching in professional practice during Covid-19

In March 2021 we reached the one year anniversary of the first Covid-19 case in Ireland. The Dean of Health Sciences took the opportunity to recognise and celebrate the truly extraordinary contributions made by some of the Faculty of Health Sciences staff in the preceding 12 months.

The Dean's Award for Outstanding Contribution to Teaching in Professional Practice was developed to recognise the often unseen work that is required to deliver our professional programmes like Medicine, the Therapy programmes, Dental Science, Nursing, Midwifery and Pharmacy. Each of these programmes have unique clinical requirements, and involve complex and multi-faceted arrangements with our linked health service providers. During the pandemic, the complexities of providing clinical experience for our students in a safe and educationally sound environment was more challenging than ever before and was only achieved through the

Trojan efforts of our clinical partners, and of key members of our staff who help to bridge that gap between the University and the clinical sites.

Through this special Covid-19 award, the Faculty highlighted those individuals who were on Trinity's front line and who had a key role in ensuring our students could continue with their clinical and professional placements, in a safe and supported manner. Nominations were received from the Schools, and five awards were granted to nine individuals across all schools in the Faculty.

School	Recipient Covid-19 Award (2019-20)
Dental Science	Professor David Coleman, and Dr Mary O'Donnell.
Medicine (Medicine Programme)	Dr Colm Kerr
Medicine (Therapies Programmes)	Ms Lucy Alpine, Physiotherapy
Nursing & Midwifery	Clinical Allocations Team: Mr Padraig Dunne, Ms Christina Pieri, Ms Mary Kelly, Ms Gabriela Mandolesi

An online awards ceremony was hosted by the Faculty, which was very well attended and a lot of positive feedback was submitted about the event both during and after.

Equality Diversity & Inclusion

The Faculty of Health Sciences (FHS) is committed to the Athena SWAN framework, with a view to submitting Athena SWAN Departmental (school) awards on a phased basis. Although an initial 'whole' Faculty approach was taken in 2018, this was adjusted following constructive feedback from the Faculty-level application (in 2019).

COVID-19 impacted the process and timelines for Athena SWAN across the higher education sector in 2020. As such, the Athena SWAN Project Officer has adjusted and extended the initial

timelines to the following submission round. These revised dates were approved by all Heads of Schools at the Health Sciences Faculty Executive Committee (FEC) in January 2021.

Along with managing School level Self-Assessment Teams (SATs), the Athena SWAN Project Officer will assist in the monitoring of action plans once an accreditation has been conferred.

2019-2022, Athena SWAN Timeline for Schools, FHS

School:	Number of Champions/Co-Chairs:	Champions/Co-Chairs:	Revised Submission Date:	SAT to be in place by:	SAT Activity:
Dental Science	*1*	*Professor Sheila Gavin (TBC)*	*April 2022*	*September 2021*	*Inactive*
Medicine	2	Professor Kumlesh Dev Professor Lina Zgaga	April/June 2021 (*due to COVID-19 impact*)	December 2019	Active
Nursing & Midwifery	*1*	*Professor Vivienne Brady*	*April 2022*	*February 2021*	*Inactive*
Pharmacy & Pharmaceutical Sciences	2	Professor Anne-Marie Healy Professor Lorraine O'Driscoll	November/January 2021 (*due to COVID-19 impact*)	August 2020	Active

Athena SWAN remains a standing item on the FEC, with the Athena SWAN Project Officer reporting into the FEC on a monthly basis to provide updates on progression. Athena SWAN is also a standing item on all School Executives that have begun engaging with the Athena SWAN process.

The Project Officer sits on Trinity's Athena SWAN Champions Network as well as the Athena SWAN National Practitioner's Network.

As Trinity's Institutional Athena SWAN Silver application is due by April 2022, the FHS is supporting the College's gender equality action plan of being eligible to apply for this, by ensuring that at least half of Trinity's schools hold at least an Athena SWAN Bronze Departmental (school) award.

Challenges/Data Collection

The FHS has unique data challenges with regards to the Athena SWAN process, particularly in the reporting separately of any clinical staff pipelines (also known as an academic progression pipeline).

Data gathering for Athena SWAN purposes remains challenging overall, however, the Athena SWAN Project Officer liaises with School Offices to obtain any local-level data. Centrally, the Equality Office has acquired a data analyst, and it is envisioned that this will be an additional support for schools to ensure accurate data is captured for Athena SWAN applications in the future.

Broadening the Scope of EDI in the Faculty

Embedding Equality, Diversity and Inclusion (EDI) across the Faculty is a key aim. The Athena SWAN Project Officer reports on EDI to the FEC. The FHS recently began forming a Faculty EDI Committee (November 2020) to actively work on EDI concerns and raise awareness of best practice across the Schools. There was an initial expression of interest circulated to all staff and students, with 30 responses. Those interested in joining have met with the Athena SWAN Officer and Faculty Administrator to discuss items in further detail and generate ideas.

The Athena SWAN SATs in each school will expand (once an award is in place) to become EDI groups that will work on embedding and carrying out the gender equality action plan in the School, as well as supporting EDI work more broadly.

The Athena SWAN Project Officer is liaising with schools who are working on their strategic plans to ensure there is embedding of any upcoming Athena SWAN gender equality action plans and EDI more broadly at the school-level. This allows schools to begin incorporating human rights and equality under the Public Sector Duty (Irish Human Rights and Equality Act 2014) into their daily operation for staff, students and service users.

Workshops on Responding to Distressed People

In 2018-19 the Dean funded six workshops on Responding to Distressed People for the Faculty of Health Science staff; the workshops were also open to student-facing staff from our linked placement sites. 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 proved to be very popular and continued to run in 2019-20, during which time the uptake was still very high.
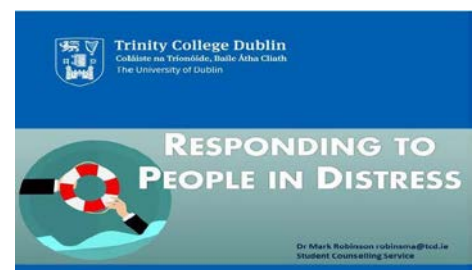
Expansion of College Counselling Services

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 was extended to Interns in light of Covid-19 and the higher likelihood of pandemic-related mental health issues. The School of Medicine has also established a Clinical Mentor Group to provide support to students while on clinical placement.

Digital Enhancements

Enhancements to student quality is always at the forefront for Schools in the Faculty. Digital enhancements have been at the core of our activities in 2019-20 given the national-level restrictions, and the impact of social distancing requirements on our programmes.

Digital Enhancements in the School of Dental Science

Wherever possible the School recommends the option of synchronous teaching sessions (e.g. PBL), mainly delivered via Zoom. If this is not possible lecturers are recommended to use Panopto, which works well (albeit very time consuming). The new requirement for captions is very problematic in relation to technical/clinical terminology.

A small number of assessments were conducted using Blackboard Assignments.

Digital Enhancements in the School of Medicine

Proctorio:

One of the most significant changes within the School of Medicine in terms of digital enhancements has been the implementation of Proctorio, an online assessment and invigilation software package. The implementation of Proctorio was a direct consequence of the Covid-19 pandemic and the need for online, remote assessments. In the initial stages of lockdown 2020, the School proctored a number of 4th year and final year Medicine examinations via Zoom. The experience of using Zoom was unsatisfactory as there was no way to ensure that students were not accessing websites or books during the exam. The invigilators could and did request that students shared their screen with them for spot-checks during the examination, however this was not deemed satisfactory in the longer term. Concerns were raised both by teachers and students over potential effects on exam integrity, and so an alternative solution which would be satisfactory in the longer term was sought.

Proctorio is an online automated student exam proctoring cloud-based service. The Director of Undergraduate teaching and learning (Project Owner) approached IT Services and the School Executive committee with a request for Proctorio software to be integrated into the College Virtual Learning Environment (VLE); it has subsequently been integrated into Blackboard Test and Blackboard Live using a standard Learning Tool Interoperability (LTI) (www.imsglobal.org/activity/learning-tools-interoperability). This feature allowed instructor(s) on a Blackboard module to set-up online assessments and exams to include Proctorio's automated proctoring control checks. These checks are designed to limit any cheating behaviour that might arise during an online exam.

In preparation for rolling out the use of Proctorio the students received multiple communications via Blackboard and the classes were invited to a Q&A session via Zoom where all outstanding queries we addressed.

Medicine Programme: The School made widespread use of Zoom, Panopto and Collaborate with only minor use of Teams. The school purchased a number of Zoom accounts in April last year in advance of the college obtaining an account and it was a preferred medium for tutorials, seminars and invigilation.

Occupational Therapy: Using Blackboard Collaborate, Panopto, and Turnitin functions on blackboard to deliver online teaching and assignment submissions. Zoom is used for some meetings/teaching but mostly teaching is delivered via Blackboard

Radiation Therapy: For online lecture delivery, we used Zoom or Blackboard Collaborate, uploading classes as external media in Panopto. Zoom was used extensively for teaching as it

requires less bandwidth and therefore was more stable for students in areas with limited Broadband. Editing recorded lectures and breakout room functionality are also easier on Zoom than any of the other platforms. Turnitin always works easily and without incident. For staff and examiner meetings, we used Teams. Special thanks must be given to our support team, Mary O'Neill and Kevin Thompson for their constant assistance and support.

Human Health & Disease: Using Blackboard Collaborate, Panopto, and Turnitin functions on blackboard to deliver online teaching and assignment submissions

Postgraduate Programmes: The Associate Director of Online Studies (Prof Cuisle Forde) has recently established the Online Education Committee (OLEC) in the School of Medicine. In the early stages of the pandemic, the OLEC conducted a survey to ascertain the perceived competency of staff using online teaching tools, as well as their training needs. This survey was completed by 114 staff and results showed wide variation across all domains.

Live as well as asynchronous training was therefore provided for all staff. A training webpage was developed as a central site for staff directing them to useful resources provided by Trinity (in particular IT services and CAPSL), as well as national and international online education tools and communities. The training page is regularly populated with video tutorials and short documents created by members of the OLEC detailing skills required by staff in the use of online education tools including Blackboard Collaborate Ultra and Panopto. More recently this page has been updated with details on Proctorio for both staff and students. At the time of writing the training page had 673 views.

The School of Medicine has a large number of external lecturers who have different support requirements to TCD staff. The OLEC, in particular our learning technologist Ms. Mary O'Neil, created specific resources and established mechanisms to support external lecturers in their delivery of teaching material.

Feedback on the use of online learning tools to the OLEC from staff has been varied, with some requiring help using basic functions and others seeking to trouble shoot ways to achieve complicated tasks.

In the coming weeks the OLEC will launch a call for project proposals which it will support through dissemination of a small number of Articulate licenses. The aim of this call is to both facilitate staff to upskill and to increase the quality and amount of online teaching in the school.

Staff have been very flexible and innovative in their use of online tools. Collaborate Ultra, Panopto and Zoom have all been used extensively to support different types of teaching throughout the school. Many staff have upskilled quickly in response to the current situation. Having more than one platform is considered essential to protect against instances when one tool is not functioning effectively.

Informal feedback to the OLEC has been that Zoom is preferred for more interactive teaching whereas Panopto is more suited to asynchronous methods but is also often used "live". Collaborate Ultra has been used to broadcast face to face teaching between rooms in order to facilitate social distancing during practical classes, as well as being used in a fully online teaching model.

It appears to be widely agreed that online teaching is suited to certain but not all teaching situations. Some difficulties the school has dealt, or are dealing with include supporting external lecturers, maintaining student engagement, ensuring equity during assessments, supporting clinical education and creating simulated laboratories. Meeting these challenges may require additional support and thought.

The OLEC are working with relevant stakeholders in the school and wider college community to find solutions or improved methods of delivering quality education to our students and in doing so explore the use of several platforms.

Digital Enhancements in the School of Nursing & Midwifery

Undergraduate:

An extensive 'Blackboard Module Template and Guidelines' was developed by the School to maximise consistency and enhance the student experience across module delivery.

All undergraduate teaching is delivered using the suite of Blackboard functions available, using both live via Blackboard Collaborate Ultra in line with our established undergraduate timetables and recording functions. All classes are recorded to facilitate students who may have personal caring responsibilities. This process has worked very well, with very good student attendance. Feedback from students states that they are very satisfied with the teaching supports in place.

However, students do express that they are eager to return to face to face or blended learning as soon as the public health context allows.

The School uses Blackboard Collaborate Ultra for online teaching and learning (see comment above).

The undergraduate programmes have used MS Teams for the majority of meetings and course administrative functions. ZOOM platform has been used for a number of meetings with external stakeholders such as health service providers, as some hospitals found it difficult to access meetings using Microsoft Teams platform.

While the human contact of meetings is missed, the use of MS Teams has been entirely successful and proved very efficient.

Postgraduate:

Prior to the outbreak of Covid-19 the majority of the School's modules utilized the tools within Blackboard to deliver their modules and share module material. All assessments, with the exception of the clinical placement documentation, were submitted to Blackboard via TURNITIN in conjunction to a hardcopy which they submitted to the School.

Following the outbreak of Covid-19 all modules were delivered using the various tools available in the Blackboard suite. All assessments including the clinical placement documentation were submitted Blackboard only.

All PGT meetings including all Courts of Examiner and Courts of Appeals were held using MS Teams. The Postgraduate Team's experience of using MS Teams for these meetings was positive

and the software easy to navigate. The additional security measures which could be applied to Courts of Examiner and Courts of Appeal documentation was very beneficial.

Blackboard Collaborate Ultra is being used effectively by PG staff. TCD training resources to support this are excellent.

Panopto is being used effectively by PG staff. TCD training resources to support this are excellent.

MyReadingList is being supported and developed within Blackboard and is an excellent resource. The School receives excellent support from the Nursing & Midwifery Librarian.

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. As with other schools, the reliance on digital technologies has been greater since Covid-19, most of which have been successful however there are some areas where enhancements of the technologies would have a positive impact on the end users, or being able to combine elements of each into one package would make things more streamlined. The School found that the tutorials for Panopto and Blackboard Collaborate available through CAPSL were helpful.

The Learning Technologist provided an overview of some of the intricacies the School worked through during this time:

> *Panopto and Blackboard Collaborate worked well, though Panopto could be much better in terms of editing recordings and inserting new clips. Staff used external video editing software as Panopto was not good enough for high-end editing. Blackboard Collaborate Ultra is clunky but some staff were able to use it for online-live Tutorials. In Blackboard Collaborate Ultra, there are a lot of inefficiencies. Some academics used the main room and breakout group function. When students are split into the breakout groups there is no way to make a common announcement to the groups or set a timer so that they know how long that they have left. Furthermore, when students work in breakout groups, if they return to the main room any work (e.g chat) that they had in the breakout group is lost. Blackboard Collaborate Ultra did have items such as quizzes and whiteboard feature which improved interactivity. Online small group work is always going to be difficult but the platform needs to be as efficient and intuitive as possible.*

> *Blackboard Turnitin Assignments: file size limit can pose a problem – in chemistry-based modules students are asked to insert manual drawings which can greatly increase the file size. This is a problem not only in assignments but also for exams. Zoom was widely adopted for lectures and tutorials after it became available and for student fora and meetings with staff. Zoom has also been used for research seminars attended by some UG but mainly focussed on the research community.*

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

The School of Nursing and Midwifery is working continuously in consultation with our associated health service providers to ensure that the required measures are in place to make our clinical settings as safe as possible during this pandemic, to minimize the known risks that a pandemic presents and to actively monitor the quality of the learning environment in practice placements. We work within the national guidelines, protocols and advice from the Department of Health and are guided by the HSE's stated position with respect to nursing and midwifery student placements and supernumerary status, as set out in the memoranda and correspondence from Dr Colm Henry, HSE Chief Clinical Officer.

From 18th January 2021 to 8th February 2021, as per national directive, all first, second and third year nursing and midwifery undergraduate students were removed from supernumerary clinical placements. All 4th and 5th year students continue on placements at this time. The continuing increase of COVID-19 positive areas in all health service providers is having a daily impact on the operational management of clinical allocations with an increased concern for the loss of specialist placements to meet the NMBI requirement and standards. We have actively worked with our clinical partners to ensure student placements can proceed as far as possibly within the constraints of COVID-19.

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.

Delays to 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 had already 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 Health Sciences 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. Additional delays were experienced relating to maternity leave posts, and the Faculty welcomes the recent change in policy whereby such replacement posts no longer require submission of a business case to the Recruitment Subcommittee.

The schools highlighted the impact of job sizing for administrative roles as part of the ongoing recruitment processes. In order to build confidence in this process, HR have recruited an external company to verify the process through this transitional period. Legacy issues remain relating to the previous system of promotions within roles. A comparison of administrative grades across the central administrative areas and across the Faculty would be useful in terms of addressing ongoing queries which arise across the Faculty in relation to this issue.

The process of professorial recruitment has been highlighted by both schools and HR as being cumbersome and in need of reform. HR have made efforts to improve the process, however it still takes a long time from initiation to conclusion. The financial consequences of the pandemic have highlighted and exacerbated this problem, emphasising the importance of strategic staff planning at school level. Schools need to be agile in their staff planning, and consequently the recruitment processes also need to be responsive to these needs.

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.

Despite the disruption to the strategic planning process and the increased demands placed on the Schools due to Covid-19, projects such as the Human Capital Initiative proceed and this has resulted in an additional workload at School level at a time when resources are already stretched like never before.

In the past, the Faculty has facilitated strategic planning opportunities such as the Faculty Strategic Planning Days in 2014 and 2018, and research collaborative opportunities such as the Faculty Research Days in 2015 and 2016. At present, there is no capacity to include any such initiatives due to the inordinate demands of Covid-19 and its ongoing impact on our Schools. In light of this, the Faculty is at a major disadvantage in terms of capitalising on the global step-changes that are happening as we see work practices shift and change across the globe. We see digital enhancements taking place across our Faculty, however there is a lack of strategic

cohesiveness to these developments. Space demands have changed so radically that the imagined future of our campuses might at first glance seem like alternate universes. Strategic planning and cross-Faculty collaborations, as well as cross-College collaborations offer our constituent schools the best opportunities to excel into the post Covid world, however without adequate supports to achieve this (in terms of manpower, expertise, autonomy, financial investment) it is likely that this once-in-a-generation opportunity might be lost, or at least that it will not be as significant as it otherwise could have been.

Space Requirements

Space requirements have been radically different in 2019-20 due to the impact of social distancing measures. Health Sciences have had more contact time with students than the other faculties due to the requirements of the various accrediting bodies, as well as the nature of the courses. Despite the fact that many Schools from outside Health Sciences have been able to deliver wholly online courses, thus creating some available spaces on the campuses, the way that the space allocation was managed meant that some schools in Health Sciences were required to hire commercial spaces to facilitate their on-site teaching while ample teaching spaces remained empty across College; the cost to the School of Medicine for rental of teaching spaces in Tangent was €20,500, at a time when budgets to schools were being reduced.

IT & Software Issues

One critical point to note for the School of Pharmacy and Pharmaceutical Sciences is that they had and still have concerns regarding the accuracy of the automatic captioning functions. The software does not handle scientific concepts/ equations/ drug names well and errors in this regard have been noted. We have recommended, particularly for postgraduate exams, that the captioning should not be automatic or optional for students. There are potential patient safety issues arising from incorrect captioning and the School is strongly of the view that disclaimers are not appropriate in a professional programme. Appropriate representation has been made to IT Services, however the School wishes the issue to be addressed through policy.

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

Athena Swan
The School plans to work with the Faculty Athena SWAN project manager and work towards a School application. However, due to the split governance and staffing arrangements between Trinity and Dublin Dental University Hospital we have been advised that the application does not fit easily into the Athena SWAN model and some issues will have to be resolved before we begin.

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, are difficult to include so limit the value of comparisons.

Staff: Student Ratio
The staff:student ratio will not have changed significantly in the past year. We would like to benchmark against other schools internationally, but currently lack the resources or expertise.

Rankings
QS publishes only the top 50 dental school rankings, and we are currently outside this range. We are in the 76-100 range for 2019

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 some progress with attracting and appointing good candidates to some key positions, though the international market for dental academics remains challenging. However, we continue to be constrained by the timing and priorities of partner institutions who can delay recruitment of shared positions. The University should consider a sector-wide approach to dealing with this.

The issue of access to a fit-for-purpose promotions mechanism remains a barrier to the retention and recruitment of staff. Many School staff see peers in other universities passing them out in advancement and do not understand the approach taken in Trinity.

Other Comments
We continue our multi-year project of mapping our curricula to accreditation standards at the module, unit and individual intervention levels. This will help us prepare for the next round of accreditations in 2021-2. We are working to develop new software and to incorporate the recently revised undergraduate guidelines provided by the Dental Council.

We have completed the test version of the software to record e-portfolios for our undergraduate dental students. It will go live in 2021.The portfolio also serves as the capstone project for dental science and will be rolled out to other programmes.

Third, we have extended our rollout of the digital workflow in clinical dentistry to different disciplines and to postgraduate students. This will help to prepare Trinity graduates for the future, as well as current practice.

We have continued to work with the careers service to provide an enhanced mentoring initiative for students—this year it went online and worked well.

We have continued to build our skills in online learning. Working with the experienced team in the University of Southern California to deliver an online PG certificate has helped our staff to better understand the delivery of high quality online learning. If the University embraces microcredentialling we will be in a good position to extend our offerings.

School of Medicine – Professor Michael Gill

2020 has been an extremely challenging year for the School of Medicine due to the impact of the Covid-19 pandemic. The effects on U/G and P/G teaching and learning has been outlined above but in summary, the School staff, academic and administrative, including our unpaid clinical teachers, have reacted magnificently to the challenges. We have given significant support to the hospitals during periods of crisis in the health services in terms of secondments etc. and received much support and flexibility from the hospitals and health services in return. This mutual support and cooperation was underpinned by strong relationships that we have built up over several years, and will need to keep built as we progress out of the pandemic. Research activity has to some extent pivoted to Covid-19 related projects but otherwise, clinical research was impacted as it was unsafe to bring people into the hospitals or conduct examinations etc. The School has actively engaged in new research activity and has continued to be successful in getting grants and other funding awards.

The School has continued its engagement with the Trinity St. James's Cancer Institute, the Paediatric Academic Health Sciences Centre, and with the highly successful Wellcome/HRB Irish Clinical Academic training (ICAT) programme. It is also progressing plans for additional teaching and stunt space in Peamount and St. Patrick's Hospital; clinical skills space on the SJH campus and the development of an Old Anatomy/Medical History museum on the main campus adjacent to the old Chemistry building.

As can be expected, setbacks occur on a regular basis and have to be faced by staff ingenuity, good relations and hard work. If a plea is to be made to College, it is to reduce, where possible, any bureaucratic or oversight requirements that are not imperative. An indicative example is the Recruitment Subcommittee. It was established in response to fiscal difficulties faced this year, but at a school level it has added an extra layer of bureaucracy at a time when resources were already over-stretched. During the year, the School presented its implementation plan to the IMC, which was warmly received, and to the QC, and the implementation plan arising from the Quality review (Feb 2020) was also presented and well received by the QC. A key quality metric is staff student ratios. This was commented on adversely by the IMC, and the School senior management has worked hard to re fill vacant positions and to fill new posts and has been reasonably successful. For new posts, part of the SoM investment plan, the School has been cautious with spend, due to uncertainty in the Non-EU market due to Covid-19. Recruitment for 2019/2020 was in place prior to the pandemic, but 2020/2021 was incomplete, but concluded with the School reaching its targets. The early signs for 2021/2022 are good, but concerns remain and the School is very dependent for quality on this income.

Athena SWAN

The School of Medicine is currently preparing to submit for an Athena SWAN Bronze Departmental application between April-June 2021. Medicine is the first school in the Faculty of Health Sciences to apply for an Athena SWAN award.

The Athena SWAN self-assessment team (SAT) has twenty-one members, which includes the Head of School, Athena SWAN Co-Champions, School Manager, Athena SWAN Project Officer, academic, clinical, research and professional and support staff from across the school's disciplines and teaching hospitals. The SAT also currently has student representation from both the undergraduate and postgraduate level.

Prior to COVID-19, the full SAT had only met twice before all activity was moved online. However, the SAT have adapted to this and four full team meetings have taken place over the past year as well as an Athena SWAN action planning workshop and unconscious bias training. There has been a high level of engagement and discussion at these meetings.

The SAT is also divided into sub-groups, managed by the Athena SWAN Project Officer, who take ownership over certain sections of the application. These groups have met multiple times outside of the main SAT meetings.

The staff and student consultation phase have been completed and the SAT is now in the writing phase of the Athena SWAN process. The Athena SWAN Project Officer provides section drafts to the SAT, with the first draft of the application and accompanying action plan in full expected by the end of February 2021.

The Athena SWAN Project Officer has guided the SAT through this process, along with the Athena SWAN Co-Champions who will be responsible for compiling the full application and gender action plan. The Head of School and School Executive will receive the application draft and action plan to review and provide sign-off, prior to submission.

COVID-19 has slowed progress on the Athena SWAN process itself, which is the norm for all schools who have been in the process of applying for awards over the past year. The Project Officer has adjusted the School's deadline for submission (April 2021) to reflect the impact of COVID-19. This adjusted deadline will also ensure that a strong application with a robust, bespoke action plan is in place.

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 nationally. 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 which will be published in Q1 2021. Additionally, the SOM completed an exercise in benchmarking the current governance and management structures as part against eight other leading universities. This exercise was completed in preparation for the 2020 Quality Review. The 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
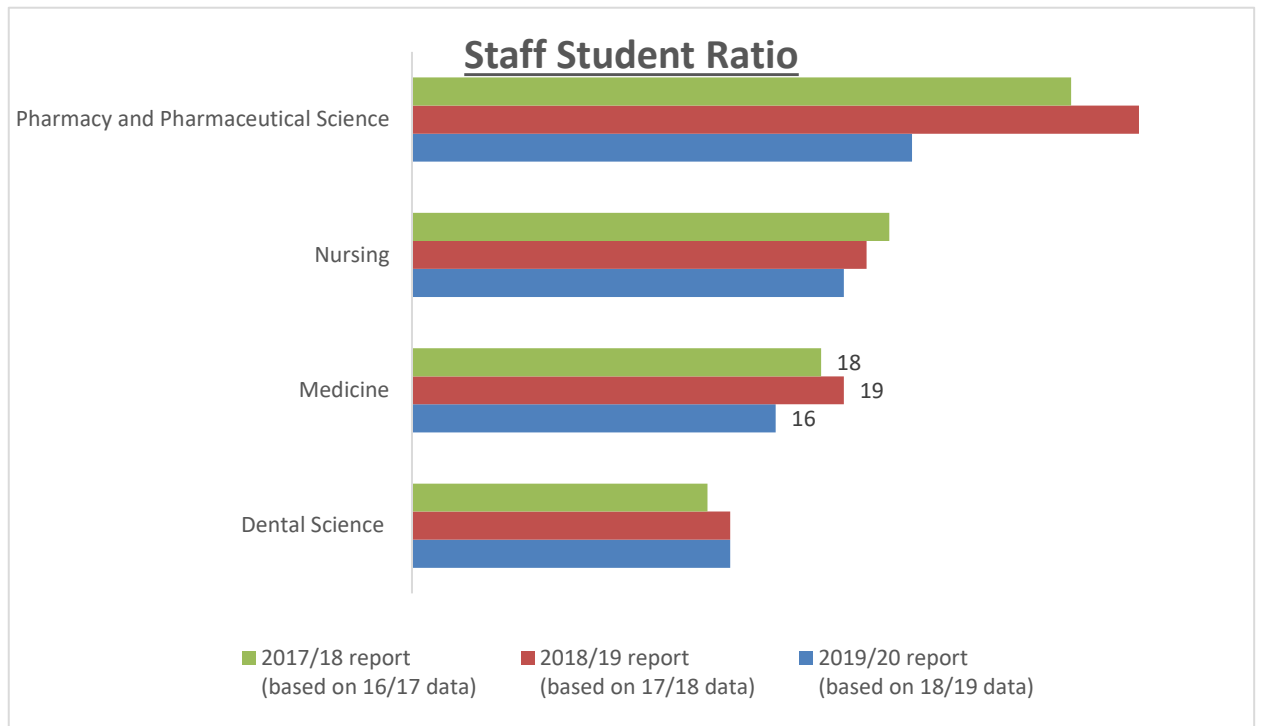
The above graph details the staff to student ratio for the school of Medicine for the last three years. Staff-student ratio 2017/18: Based on Staff: Student Ratios in 2017/18 (Tables F2 - F4, Academic Registry Annual Report 2017/18). Staff includes part-time, casual and demonstrators. Undergraduate students are weighted at 1; postgraduate taught are weighted at 1.5; postgraduate research is weighted at 3.

Rankings

Over the last decade Trinity College has been impacted profoundly by a substantial reduction in government financial support and the general economic climate. This in turn has contributed to a relative decline in international rankings, e.g. QS, Times Higher Education; and availability of funding for research and education. This has also reduced the scope for flexibility and compromised the ability to respond to challenges or seize opportunities. This fall poses a risk to the reputation of the School and could influence student recruitment. In the subject medicine has fallen recent years and is no longer in the top 100 universities according to the QS rankings. Despite the overall economic challenges the SOM has managed to keep three key subjects in the top 150, Immunology (57), Molecular Biology and Genetics (135) and Neuroscience and Behaviour (144). Figure 1: Indicates the overall QS ranking for Trinity in the last nine years. In 2021 the university ranked at position 101 according to the QS World Rankings up from position 108 in 2020. Figure 2: Indicates the QS ranking of the subject medicine in the last eight years. In 2020 according to the QS rankings in the subject of Medicine the SOM ranked 101-150. Figure 3: Indicates the QS ranking of the subject Life Sciences and Medicine over the last 4 years. In 2020 according to the QS rankings in the subject of Life Sciences and Medicine the SOM ranked 110.
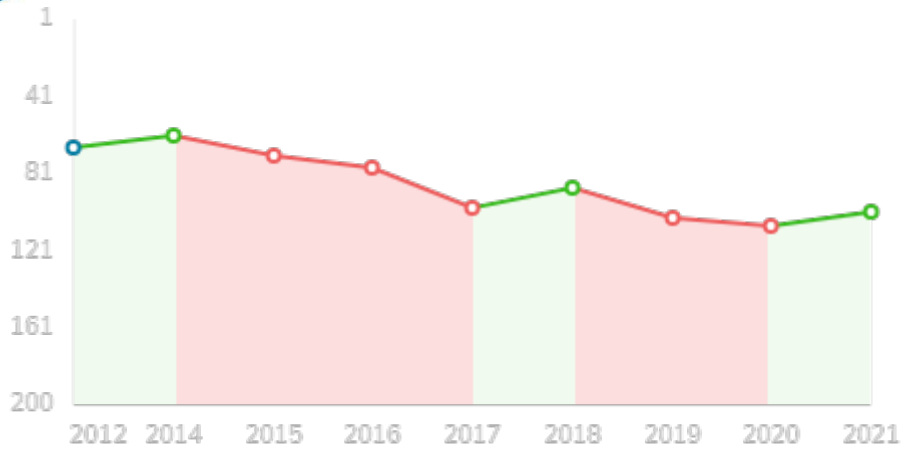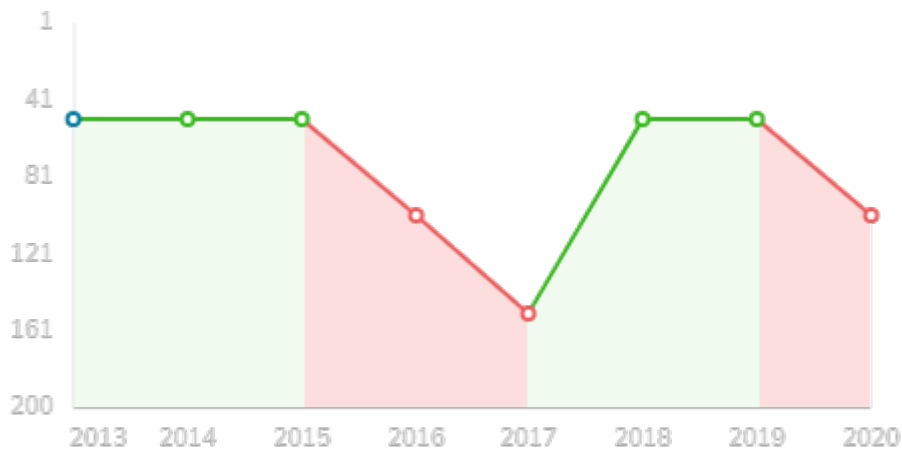
Figure 1: QS Ranking of Trinity College Dublin

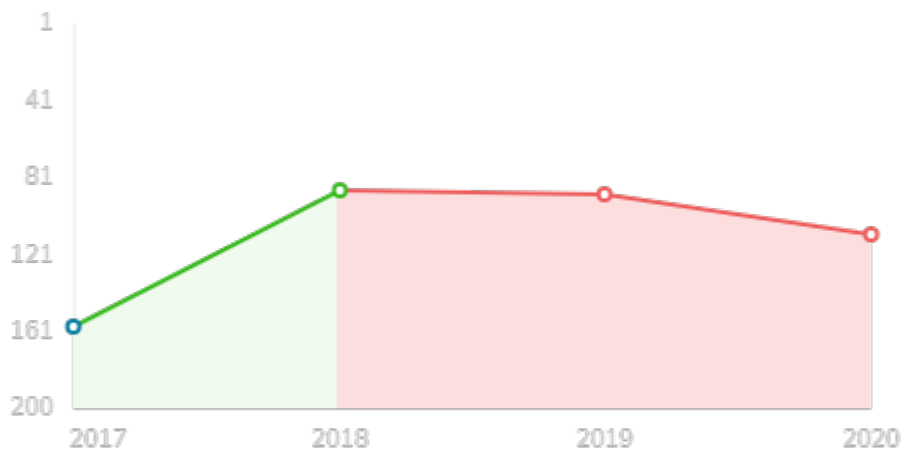**Figure 2:** QS Rankings for the School of Medicine in the subject of Medicine

Figure 3: QS Rankings for the School of Medicine in the subject Life Sciences and Medicine.
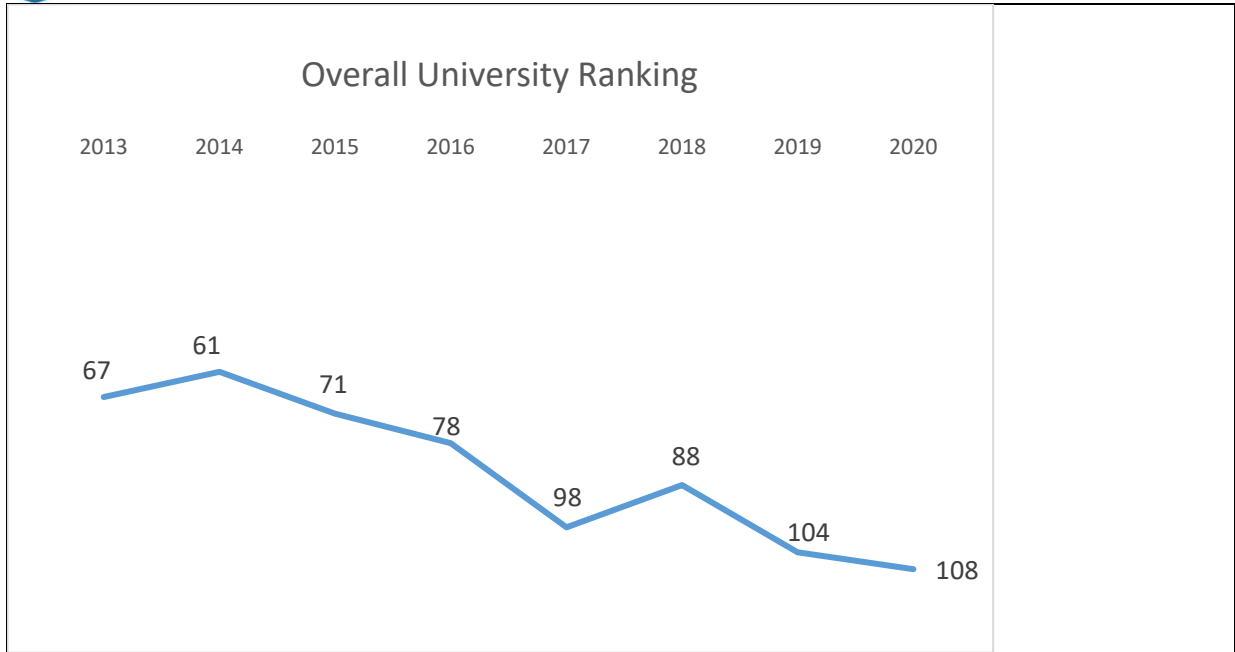
Overall University Ranking

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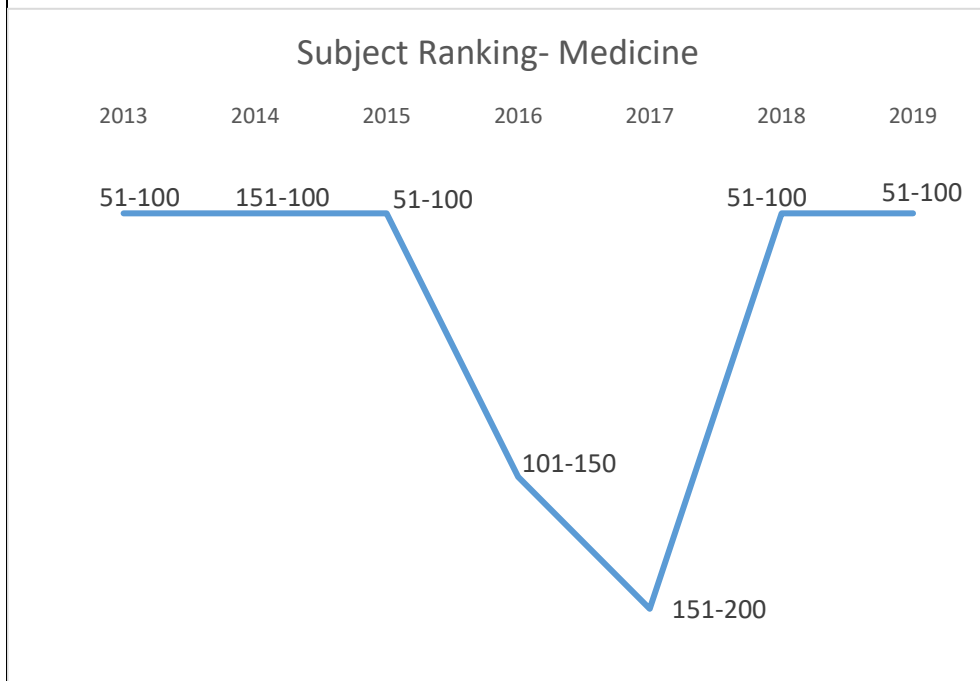
Figure 1.1: Illustration of the SOM QS ranking position over the past 6 years (QS rankings)

Teaching & Learning Environment and Space Utilization

Clinical Skills Teaching Space:

We have redeveloped a large room in the Old Stone Building on the SJH campus, and converted a teaching lab in TTMI (St James's Hospital) to provide additional Clinical Skills teaching space. This was particularly useful in light of need for space for social distancing.

Tallaght Common Room:

In order to continue our commitment to provide medical students with more social spaces, we are grateful to Tallaght University Hospital who have developed a student common room in the hospital. This was opened recently and has been used by medical students working late (but has not been opened during the day due to social distancing) – we look forward to reopening the common room when restrictions ease.

Space Audit:

The school completed a full audit of all TCD offices and teaching spaces on the college "atlas", and will use this to try and make more efficient use of our space.

COVID space:

During the first wave of the pandemic we were pleased to provide assistance to our hospital partners by allowing them access to TCD space and resources. The fifth floor of the Institute for Population Health (IPH) was given over to oncology in Tallaght for several months (so that immunocompromised patients could be away from the main hospital for treatment). In addition we have provided as much space as we can to the hospitals for a variety of uses (Tallaght hospital are currently administering vaccinations in our PAC room), and the TCD car park in St James's was given over to hospital staff for several months.

Trini-Screen:

TCD have established a lab in TTMI providing screening of staff and students for COVID-19 – this service was initially a pilot for students living on college campus but has now been successfully extended to staff, researchers, and PG students.

Data Storage Infrastructures:

Members of the genomics research theme scoped out an upgrade to data infrastructures for genomics data. These involve expanded computing capacity and storage for whole genome data. This subject to a tendering process by TCD IT, with an expected installation data of Q3 2021. The associated costs were €90k funded by contributions of individual researchers and the School of Medicine.

Strategic Staffing Plan-Recruitment/Vacancies

The investment plan negotiated 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. The recruitment of staff in a global pandemic has been difficult and internal bureaucracy has compounded the difficulty on occasion. The timeline for the approval of posts is too long and the process is

cumbersome. Currently there are 10 senior academic posts vacant within the SOM the breakdown and status is as follows:

	GRADE	TITLE/DISCIPLINE	UPDATE
1	Academic Professor	Professor of General Practice	Approved to proceed, Perrett Lever engaged for search
2	Academic Professorial Consultant	Professor of Palliative Medicine	In post
3	Associate Prof Consultant	Immunology	Under discussion
4	Professor/Associate Professor	Professor of Gynecology/ Consultant Obstetrician & Gynecologist	Under discussion
5	Professor/Associate Professor Consultant	Professor of Medical Education	Under discussion
6	Professor/Associate Professor	Biomedical Statistics	Paused, awaiting Provost and Dean's approval
7	Associate Professor Consultant	Professor of Pharmacology/Cancer Therapy	Under discussion
8	Associate Prof Consultant	Infectious diseases	In post
9	Professor	Health, Environment and Climate Change	Under discussion
10	Professor	Professor in Computational Neuroimaging	shortlisting

Other Comments:

The School of Medicine would like to see a review of the FOTTRELL data, particularly around postgraduate training as there is an impact on workforce planning at the national level

School of Nursing & Midwifery – Professor Fintan Sheerin

Athena Swan

The Athena SWAN process has recently begun in the School of Nursing and Midwifery with a target deadline for April 2022.
The School has one Athena SWAN Co-Champion in place. A call to form the Athena SWAN self-assessment team (SAT) has been circulated by the Head of School, with a view to also securing a second co-Champion. The Head of School will also sit on the Athena SWAN SAT. The SAT will also have undergraduate and postgraduate student representation.

COVID-19 has impacted the Athena SWAN process and deadlines across the higher education sector. It is planned that the School SAT will conduct meetings remotely in 2021, including an online unconscious bias session.

The SAT will be divided into sub-groups, managed by the Athena SWAN Project Officer, who take ownership over specific sections of the application. As part of the process, a school-level Athena SWAN Staff Survey and focus groups will be carried out, alongside consultation with postgraduate students.

A robust four-year gender equality action plan which will be developed by the SAT, in response to best practice and issues raised throughout the Athena SWAN process.

Benchmarking

The School does not benchmark itself against other schools or universities and there are no immediate plans to do so. The closest we have to benchmarking at present would be the QS subject rankings.

Staff: Student Ratio

The School's current staff:student ratio stands at 1:19 (2019-20), which remains the same as 2018-19 but is a drop 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 recruitment process, particularly for Professorial posts, has been identified by both schools and HR as problematic and partially explains the drop in SSR in recent years. This has been further hampered by the introduction of multiple layers of approval for recruitment since the COVID-19 pandemic. Processes introduced to mitigate the fiscal difficulties associated with the pandemic have on occasion had an unintended negative effect at School level. One such example is the EOG Recruitment subgroup with an attendant added degree of complexity in recruiting staff at a time where paucity of suitable staff is exacerbated by a more cumbersome process for recruitment. The School is significantly overstretched and has yet to recruit several key posts. A review of 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 48th the 2020 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 and now 48th in 2020. This is a very worrying trend and there is a danger that the School may drop out of the top 50, or lose it's position as the top ranked School in the country. The School has explored how we can achieve a higher ranking with College experts on ranking and we are working to improve the data reported to QS. Delays in recruitment, coupled with insufficient support staff will impact negatively on research output, staff student ratios and other metrics used in ranking system.

Teaching & Learning Environment and Space Utilization

This year has seen little use of the School's teaching space since March 2019 as most of the theoretical classes have moved online, with only clinical skills and practice placements taking place face to face.

Prior to the pandemic the School made very efficient use of its 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. There are two concerns in relation to this space when face to face teaching resumes:

1.   The new shared curriculum (DT2) is being rolled out and timetabling for that curriculum is being completed by CTU before the timetable is being released to Schools. As this rolls out to other years there is a risk that our access to larger rooms on campus is curtailed.

2.   During the pandemic teaching space was zoned to restrict mixing of staff and students, during which time the School lost rooms on campus and D'Olier St. There is concern that access may not be reallocated, particularly the large rooms on campus, once face to face teaching returns.

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

The School is currently facing significant risks in relation to recruitment across all grades and professions. It is impossible to plan strategically in the current environment as all autonomy to plan staffing has been removed from the School and we are at the mercy of a central college committee. This has led to significant risks across the School and particularly in allowing the School to meet its professional accreditation requirements. As per the regulatory body the School must comply with designated NMBI staff student ratios in each of its disciplines and we are currently unable to meet that threshold due to delays in recruitment and posts being rejected by the EOG subgroup on recruitment.

Of note in relation to professional staffing, the reduction in staffing due to replacement posts not being approved and delays in approval has had significant impact on the School activities. Job sizing/job evaluation and lack of promotional opportunities remains a risk as we face losing

good staff to other organisations and areas of college. It is fair to say that there is perceived lack of understanding of the level of the work done in Schools and the level of decision making of professional staff in these areas.

The School has been drained of experienced staff in the past couple of years with two retirements and a large number of resignations due to better opportunities in other HEIs where there are better career opportunities, and where they are actively recruiting. The current recruitment approval structures in College have worked against any strategic staff planning and is a significant risk to the School's ability to hire replacement staff, let alone plan and recruit on a strategic basis.

Finally, extraneous requests for data relating to student placements during the pandemic from the Department of Health and/or NMBI has placed excessive stresses on staff over and above the additional stresses faced by staff in other areas of college due to the pandemic. This is an untenable situation in Nursing & Midwifery and the School needs to be adequately staffed to deal with these stressors. Currently that is not the case and will impact on the quality of the Schools offerings if left unaddressed. This issue related back to the College's position in relation to recruitment approval which has left the School with staff deficits in key areas.

Other Comments

•   Quality of staff and of the programmes offered remains high in spite of recent challenges. However, improvement in College systems, including admissions/registrations and other registry functions and HR functions such as recruitment and promotions need to be addressed if the School is to continue to be the highest ranked School in its subject area going forward.

•   Areas of nursing and midwifery practice are subject to significant challenges due to the pandemic will need to be responded to through the creation and delivery of innovate and relevant educational offerings.

•   Human Capital Initiative and microcredentials may respond to the future needs but will only do so if there is the infrastructure within College to properly cater for these students, e.g., application, registration, progression and stacking of credit.

•   The Nursing & Midwifery PhD Scholarships programme rolled out by the School is unique in Ireland and dedicated to building capacity in nursing education and research for the next generation.

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

School of Pharmacy and Pharmaceutical Sciences – Professor John Gilmer

Athena Swan

The Athena SWAN process is underway in the School of Pharmacy and Pharmaceutical Sciences, with a deadline of November 2021. However, COVID-19 has impacted engagement with the Athena SWAN process throughout the higher education sector, so this deadline for the School may be extended to January 2022.

The staff survey has been analysed; with focus groups planned for the School in April 2021 to complete the staff consultation phase of the Athena SWAN process.

The self-assessment team (SAT) was formed (remotely) in September 2021, with the first full meeting taking place in October. The team are comprised of staff and student representation from academic, research, administrative and technical backgrounds. The team have already undertaken online unconscious bias training.

The SAT is being managed by the Athena SWAN Project Officer and is subdivided into smaller working groups. Monthly updates are communicated to the School Executive.

A robust four-year gender equality action plan which will be developed by the SAT, in response to best practice and issues raised throughout the Athena SWAN process in the School.

Benchmarking

The School informally compares itself with top UK schools without undertaking formal benchmarking which in any case is pointless considering the differences in scale. In the more comparable Irish context, the School is the only one of the three schools in the top 50 in the QS rankings. It has the highest student application quality as evidenced by volume of applicants at threshold CAO points.

The School has now completed its first full cycle of the MPharm programme with graduation and registration of the first full class in Q4 2020. The School plans to undertake its own systematic quality and academic review of its MPharm programme 2021/22 with input from two colleagues in peer Schools. The principal aim will be to get a critical but supportive perspective on what we are doing so we can understand how to improve quality and efficiency. As part of this review it is planned to sample the views of recent graduates on their experience going through the programme and how it prepared them for life as graduates.

The School is not externally benchmarked.

Staff: Student Ratio

The School of Pharmacy and Pharmaceutical Sciences staff:student ratios over past few years were 2016/17 1:26, in 17/28 1:17 and in 18/19 1:16. Data not yet finalized for 19/20 but as there has been an increase in student numbers especially in the Fresh years, it is estimated at 1:18 based on equal weighting for all students UG, PGT and PGR. The School has highest impact in College for research (see below) but its SSR also has favourable effect on its high ranking. SSR

is a KPI for PSI, the accrediting body and maintaining or even improving current value is a key strategic objective of the School in maintain quality, ranking and accreditation. On the other hand the School intends to grow numbers on its existing programmes, and introduce new streams over the next five years which will increase total student numbers. Finding ways to control staff:student ratio will be challenging.

Rankings

In the 2019/20 QS World Rankings, the School of Pharmacy was joint 45th in world. This constituted an increase of 5 points on the previous year when we were 50th. www.topuniversities.com/subject-rankings/2020

In the most recent QS rankings 2020/2021, Trinity was ranked Pharmacy and Pharmacology 37th. For national context, UCC School of Pharmacy was >100 and RCSI 250-300 range. We have increased thirteen places now over two years.

Data for 2021 on the score composition is not yet available. In 2019-20, the School's cumulative h-index had a decisive influence on the pharmacy and pharmacology score and top-50 ranking.

Teaching & Learning Environment and Space Utilization

The School is self-contained in the Panoz Institute and local Westland Row environment. Additional research space are found in TBSI level 6, TCIN and to a small extent TTMI. The School utilizes its teaching space very effectively with labs and seminar rooms in more or less constant use. This has been especially true during the Level 5 periods with double and treble teaching needed to facilitate social distancing. The School office footprint in Westland Row is more or less completely consumed and even with imaginative reorganization of space it will soon be impossible to accommodate new staff. This will impact quality if it becomes an obstacle to strategic appointment. In general, the School estate is run down and in some areas ramshackle. The Atrium in the Panoz Institute which is used as multipurpose teaching and social space has substantial floor damage that can't be repaired until the leak in the roof that caused it is fixed. The estimate for that is > 1.2 million Euro. Panels that were amateurishly refurbished in the last ten years are extensively peeling and in some cases appear likely to fall off. Overall the Panoz Institute needs an investment of > 2 million Euro. Preliminary discussions have taken place with E&F and we are waiting to hear their plans but they are in Covid crisis management. For now, a small investment in a makeover is planned to align to the Panoz bequest. The overall appearance of the School is inconsistent with its standing. There has also been inadequate investment in teaching and practical equipment stock since the financial crisis following 2008. The School is close to being unable to meet standard expectation of graduate students entering it to complete courses in advanced pharmaceutical development. In response we are developing a modest 5-year capex plan from reserves to begin to address the deficiencies in teaching equipment stock on an annual basis. The offices in Westland Row are also in a poor state of repair with frequent breakdowns. The toilets, which are fairly primitive, stopped working during the visit of the PSI accreditation panel in February last year. The panel had already commented on the need for revitalization, as they politely put it. Given where it is, the School will never be able to compete with the best Schools with respect to estate and student experience. Relocation has to be a long term strategic objective if the School is to consolidate its leadership position in pharmacy. For now, the estate and equipment needs investment just to

maintain quality of the student experience. A plan for renovation of the estate was a formal recommendation by the visiting panel of the PSI in June 2020. It will be necessary to respond to this later this year through the annual reporting process.

Strategic Staffing Plan-Recruitment/Vacancies

Technical Staff: this cohort are a highly effective and productive team well managed by a recent outstanding CTO recruit Dr Carolina Garcierena. One member of the team has been recently promoted. Another, Therese Moloney retired in September and was not replaced. So far her work has been covered by the only two staff members who can, by doing overtime and forgoing their leave entitlements. For safety reasons, delivery of practical classes across large tracts of two programmes will have to be stopped immediately if either becomes ill or declines to continue foregoing leave – as they are entitled to. This regrettable situation which is disrespectful to two fantastic colleagues needs to be resolved immediately. The School continues to work with faculty HR partner on it.

Administration: Lack of progression in the admin cohort is having a negative effect on staff morale as it is across College. So far admin colleagues continue to contribute with absolute professionalism but this can't be taken for granted. The situation is a concern for School management and a risk for quaity. Lack of opportunity for progression is incentivizing exit with potential for loss of institutional memory, and risk for quality. Regarding work burden, Marian Cash a half time admin support on several PG programmes retired in Sept 2020. She has not been replaced and this will have unavoidable effects on programme quality. Overall the admin cohort remains unbalanced with two members on specific duties that prevent them from contributing to the general workload.

Academic: The positions of three assistant professor colleagues recruited to support the MPharm programme, and in its staffing plan, are being considered for conversion to established posts. These are critical to the programme delivery, and one, the Practice Educator is a specific regulatory requirement. We are waiting a year to progress these, committing time and energy in pursuit of an outcome that was planned and remains unavoidable.

There has been one senior retirement in 2020 – Dr Martin Henman who has been succeeded by a Dr Cathal Cadogan with a brief to expand activity in the PG space.

The following three School chairs remain vacant:

Professor of Pharmaceutics

Professor of Pharmaceutical Chemistry

Professor of Pharmacology

One Professor was promoted to Personal Chair in Pharmaceutical Technology closely related to pharmaceutics in 2020. The Panoz Chair in Pharmaceutical Biology, is in active recruitment with closing in April 2021. This position has been created to align strategically with pharmaceutical innovation in the Cell and Gene Therapy space and with industrial development strategy. The holder will future proof the School for teaching in advanced therapy development relevant to several of its programmes in commercial and industrial development. Overall the School staff complement is talented, relatively young and with academic leaders emerging in most areas. Research quality metrics are at all time high and the School has made a lot of progress in relevant rankings. Further strategic appointments in emerging areas of pharmacy and pharmaceutical

sciences will be sought to maintain relevance to training needs. However, the School's vacant chairs represent an obstacles to significant further progress in research/leadership.

Other Comments

The School of Pharmacy and Pharmaceutical Sciences has a cherished reputation for student care. In the past 10-15 years this has been imbedded in an increasingly strong quality culture driven by a range of internal and external forces. Influential external forces include APPEL and related interinstitutional collaborations that support the roll-out of the MPharm programme. Pressure from the regulator has also played a role. Statutory visits have been more or less annual for around a decade. During these the School's academic activities and quality assurance processes were routinely placed under forensic scrutiny. The two-day accreditation visit in Feb 2020 marked the completion of a painful transition process and first full cycle of the MPharm programme.

In recommending full accreditation for the maximum period, the panel commended the following:

- The work and effort that went into the organization and rollout of the programme at short notice
- The setup and integration of APPEL into the School and our strong connections
- The research-led curriculum
- The personal support and attention to students at an individual level. This was praised as a distinctive aspect of the School that we should be proud of and project more. They also praised our responsiveness to students and effectiveness in closing the loop in relation to their concerns.
- The students themselves are model young professionals and a credit to us

Accreditation processes are very intensive and resource demanding for the School which was supported by full mobilization of College including successive Deans, CAPSL and the Quality Office. Whereas the accreditation process has undoubtedly been beneficial to students on the MPharm programme and its quality culture, it has forced the School to dedicate a disproportionate amount of its limited resources to meeting stakeholder service level expectations. Finding ways to meet these in a more efficient way has become a strategic objective of the School so that resources can be rebalanced towards PGT, PGR and CPD. While completion of the rollout and five-year break in accreditation may be expected to give breathing space, annual reporting to PSI is undergoing revision that is likely to maintain pressure on resource.

As commented by the accrediting panel, APPEL has also been a fantastic success and influence on the School quality culture. APPEL is a unique model for student placement allocation, trainer training, qualification and placement quality assurance. It is run extremely professionally and a very effective bridge between the Schools and the profession. The first six-year consortium ends in September 2021. The school is working with UCC and RCSI and APPEL leadership on a one-year extension to allow discussions to continue on the possible broadening of the consortium into a leadership body. It is critically important to the School and its MPharm that consortium negotiations are successfully concluded in one form or another.

The School is severely resource constrained. Current service level expectations from a whole range of stakeholders remain inconsistently met despite extraordinary contributions from core academic and admin staff. The quality report cannot achieve its potential as a quality tool in this

setting because those charged with completing it are unable to meet existing demands on their time that directly affect quality. Basically it is seen as another job to do by people chronically unable to get to all the things that matter to them and their students. Any attempt to develop it further in the current resource constrained setting would be counterproductive and unwelcome.

The School continues to take student feedback very seriously. Feedback is consistently sought and systematically addressed through a whole range of processes. Student representation on committees is increasingly common but less effective. Most committee business is irrelevant to student stakeholders who see attendance as a waste of time. The School makes increasing use of formal student- led fora and informal town hall style engagements. These are more effective ways for everyone to focus on areas affecting the student experience. External examiner feedback continues to be of limited value especially under circumstances where the School has insufficient resources to do what it already knows needs to be done. The School would welcome the opportunity to work towards more efficient and effective use of scarce resources to improve overall quality.

APPENDICES -FACULTY AT A GLANCE

Course and Module Evaluation

Table 1

Number of UG Modules/Courses provided	336	Number of UG Modules/Courses evaluated	304	90%
Number of PGT Modules /Courses provided	54	Number of PGT Modules/courses evaluated	54	100%
Number of PGR students in Faculty*	N/A	Number of PGR students participating in PGR Survey	N/A	N/A

* The PGR Survey runs every two years, data will be contained in the 2020-21 Quality Report

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	36	Number of UG External Examiner Reports returned	33*	92%
School of Nursing & Midwifery	6	Number of UG External Examiner Reports returned	6	100%
School of Pharmacy & Pharmaceutical Sciences	6	Number of UG External Examiner Reports returned	5	83%

* Supplemental examinations took place in mid-January 2021, the School of Medicine expects to receive the outstanding reports imminently.

Postgraduate Programmes Externally Examined by School

School of Dental Science	10	Number of PG External Examiner Reports returned	10	100%
School of Medicine	19	Number of PG External Examiner Reports returned	12	63%*
School of Nursing & Midwifery	17	Number of PG External Examiner Reports returned	13	76%
School of Pharmacy & Pharmaceutical Sciences	3	Number of PG External Examiner Reports returned	3	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
Irish 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	November 2019	Approved	
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

CORU	BSc. Radiation Therapy	UG		Accredited 5years	
PSI	Five Year Pharmacy (Integrated) Programme	UG+ PG	13th February 2019; followed by a Self-Assessment submission in November 2019 and full 2-day onsite visit by external panel in February 2020.	Accredited 5years	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	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

** All Dental Council accreditations we cancelled due to Covid19, the School awaits further information regarding this.

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
Medicine	03-05 February 2020	S	Review Report approved by Council in June 2020 Implementation Plan approved by Council in January 2021	2026/27
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 2019-20	Progression		Gender				Fee Status			
Standing and Retention	Health Sciences		Female		Male		EU		NEU	
Year 1	**772**	**25.4%**	**578**	**25.1%**	**194**	**26.3%**	**673**	**25.9%**	**99**	**22.4%**
Progressed Same Course	746	96.6%	564	97.6%	182	93.8%	647	96.1%	99	100.0%
Repeat Same Course		0.0%		0.0%		0.0%		0.0%		0.0%
Transferred to Another Course	6	0.8%	1	0.2%	5	2.6%	6	0.9%		0.0%
Not Retained	20	2.6%	13	2.2%	7	3.6%	20	3.0%		0.0%
Year 2	**716**	**23.6%**	**540**	**23.5%**	**176**	**23.8%**	**623**	**24.0%**	**93**	**21.0%**
Progressed Same Course	706	98.6%	534	98.9%	172	97.7%	618	99.2%	88	94.6%
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	7	1.0%	3	0.6%	4	2.3%	2	0.3%	5	5.4%
Year 3	**676**	**22.2%**	**541**	**23.5%**	**135**	**18.3%**	**609**	**23.5%**	**67**	**15.2%**
Course Completed	4	0.6%	3	0.6%	1	0.7%	4	0.7%		0.0%
Progressed Same Course	667	98.7%	535	98.9%	132	97.8%	600	98.5%	67	100.0%
Repeat Same Course	2	0.3%	1	0.2%	1	0.7%	2	0.3%		0.0%
Transferred to Another Course	2	0.3%	1	0.2%	1	0.7%	2	0.3%		0.0%
Not Retained	1	0.1%	1	0.2%		0.0%	1	0.2%		0.0%
Year 4	**710**	**23.4%**	**538**	**23.4%**	**172**	**23.3%**	**593**	**22.8%**	**117**	**26.5%**
Course Completed	476	67.0%	397	73.8%	79	45.9%	429	72.3%	47	40.2%
Progressed Same Course	233	32.8%	141	26.2%	92	53.5%	163	27.5%	70	59.8%
Repeat Same Course		0.0%		0.0%		0.0%		0.0%		0.0%
Not Retained	1	0.1%		0.0%	1	0.6%	1	0.2%		0.0%
Year 5	**165**	**5.4%**	**103**	**4.5%**	**62**	**8.4%**	**99**	**3.8%**	**66**	**14.9%**
Course Completed	165	100.0%	103	100.0%	62	100.0%	99	100.0%	66	100.0%
Not Retained		0.0%		0.0%		0.0%		0.0%		0.0%

School Quality Action Plans 2019/20

School of Dental Science Quality Action Plan 2019/20

No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Responsibility (e.g. DUTL, DTLPG, Programme Director)	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	1. Increased oversight of physics tutorials in Year 1 Dental Science	*1. The relevance of the physical sciences will continue to be kept under review*		Year 1 DS Coordinator	Improved student feedback	*Ongoing*	
		2. Structure of "Diet and Nutrition" module in Year 2 Dental Science reviewed and dental relevance enhanced.	*2. As this is a new module student feedback will continue to be sought to ensure quality and relevance*		Course director	Improved student feedback	*Ongoing*	
		3. Dental Materials course in Year 2 and 3 Dental Science review has been	*3. The bridge between basic and clinical sciences will*		DUTL	Improved student feedback	*Ongoing*	

		completed and implementation plan being conducted.	*be strengthened*			
2	ISSE Survey (UG)	*Very few comments in this survey*				
3	UG External Examiner reports	*All EE reports were very complimentary of Covid-related course ammendments and encouraged reviewing the future enhancement of post-Covid online teaching and assessments*	Review of use of Zoom, Panopto and online exams post-Covid	DUTL	Improved student feedback	Ongoing
		Following on from previous comments regarding standardization of marking schemes, new guidelines have been developed to assist examiners	None	DUTL	External examiners comments of standardized marking	Ongoing

4	PG module evaluations
5	ISSE Survey (PG)
6	ISSE Survey (PGR)
7	PG External Examiner reports
8	Accreditation reports
9	ISB Survey report
10	Retention data
11	Other

School of Medicine Quality Action Plan 2019/20

No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Responsibility (e.g. DUTL, DTLPG, Programme Director)	Success criteria (i.e required outcomes	Timeframe	Comments
1	UG module evaluations							
2	ISSE Survey (UG)	The ISSE results were presented to the School Executive. They have also been reflected and included in the upcoming SAR	N/A		DUTL & Module Coordinators	Examined through future student surveys.	Completed	N/A
3	UG External Examiner reports							
4	PG module evaluations	Improvements: From the collection of PGT courses evaluated, improvements suggested by students included: [1] to have more assessments, workshops etc	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	Enable Continuous Improvement.	DTLPG to pass on these comments to Course Directors. Course Directors to take note and follow-up with improvements.	ISSE report	Ongoing	

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] provide more

motivating professors with first-hand experience; [3] variety continuous assessment, journal clubs, presentations; availability of supplemental exams; [4] availability of related course societies;

		academic staff help and guidance.						
5	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.	DTLPG to further emphasize importance of handbooks.	Future ISSE Report	Ongoing	N/A
		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.	Continued support by Course Directors.	Future ISSE Report	Ongoing	N/A
		Overall Satisfaction: We see this level of	Course Directors meetings, engaging with Global Relations/Marketing	Overall Satisfaction: From the 8 PGT courses listed	DTLPG to pass on these comments to Course Directors	Future ISSE Report	Ongoing	N/A

		"Overall Satisfaction" as positive.	and of the total number of responses, 71% reported good or excellent evaluation and 67% indicated yes to making the same choice to attend again.			
6	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.	DTLPG and Research Director may evaluate core research facilities available to PGR students and their continued investment and updating	Future ISSE Report	Ongoing
		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	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	Future ISSE Report	Ongoing

			provide appropriate support (79%), regular contact (85%), feedback (76%), and development support (73%).	provides students and supervisors a set of Key Forms and Guides to assist.	
	Departments: Overall students have a positive opinion regarding their department. There may be as need for students in individual research labs to interact more-so.	The DTLPG are developing the Cluster of Courses structure.	Departments: Student evaluations consider departments to be supportive in most part. There appears to be a request by students to have better engagement with other students in the department and orientation.	Department heads may encourage PGR days and student introductions within their departments	Future ISSE Report · Ongoing
	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	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	Future ISSE Reports

			improved.	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 (3%-35%)	Supervisor support at local level.	Future ISSE Reports	
	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.		The DTLPG office is available to support PGR students on personal matters.	Future ISSE Report	Ongoing

| 7 | 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 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 | | Course Directors, Module Co-Coordinators, DTLPG | Future External Examiner Report | Ongoing | |
| 8 | Accreditation reports | Since the previous report the School Of | The action and implementation plan have been approved by Council | Required as part of the University Accreditation process | DUTL, and the Head of School | Review and accreditation visit by Medical Council in 2022 | 2022 | N/A |

		Medicine has received the Medical Council Accreditation Report	and detail the actions.					
9	ISB Survey report	The ISB results were presented to the School Executive. They have also reflected and included in the revised SOM Strategic Plan	Further analysis and extensive review of the ISB survey results	Required to develop a process of Continuous Improvement within the School Of Medicine	Head Of school	Success will be reflected in the Strategic Plan Implementation Plan	2021-2025	N/A
10	Retention data	The School of Medicine Will develop a local retention policy in response to the GDPR ROPA and associated Risk Assessment	Develop SOP	Required in accordance with Article 14 GDPR Legislation	Quality, Accreditation and Rankings Manager		2021	
11	Other							

School of Nursing & Midwifery Quality Action Plan 2019/20

No	Actions taken in response to:		Actions taken since previous report	Further planned action to be taken	Rationale	Responsibility (e.g. DUTL, DTLPG, Programme Director)	Success criteria (i.e. required outcomes)	Timeframe	ments
1	UG module and course evaluation*s (surveys and focus groups)*								
	Junior Fresher Issues	**Agreed Actions**					**Responsibility**		
	Goldsmith Hall is an inadequate learning space.	In future, only timetable in Goldsmith Hall if no other spaces are available. Continue to formally escalate this issue.					Timetabling Officer, DUTL, HoS, School Manager		
	Some students found the course workload difficult to manage in Michaelmas term 2019.	BSc Curriculum Implementation Subgroup analyzed student workload and confirmed that it was significantly lower than JF workload in the old BSc Curriculum. More detailed feedback was sought via student focus groups in Hilary Term 2020. One module was identified as being problematic. The following changes to the module were implemented in 2020-21: the new blackboard module template was adopted; content was shifted to prevent overload before clinical placement; clearer guidelines and more individual activities were added to the online drug calculation training package.					DUTL, BSc Curriculum Committee, Module Leader.		
	Blackboard: problems with navigation and information retrieval	Blackboard modules were reviewed for consistency of information layout etc.					School Educational Technologist		

	Feedback was sought and received from student representatives on proposed new Blackboard Module Template. Feedback on the proposed template was very positive. In response to Covid the template was further modified to accommodate the shift to online learning.	Directors Staff Education and Development (DSED)
Clarity and timeliness of information to students	Communication flow between, School, HSPs and Allocations Office was reviewed.	CCs, BSc AO, Allocations Officer, Module Leaders
Module specific issues	DUTL sent a letter to module leaders requesting their support in addressing these issues.	Module leaders and their teams.
Senior Fresher Issues	**Agreed Actions**	**Responsibility**
Overall structure of the year – modules and assessments compressed within short time- frame.	BSc Curriculum Implementation Subgroup analyzed student workload and confirmed that it was significantly lower than SF workload in the old BSc Curriculum. More detailed feedback was sought via student focus groups in Hilary Term. One shared module was identified as problematic. The following changes to the module were implemented in 2020-21: tutorials 2,3 & 4 which were the source of most of the issues highlighted have been removed. Lectures and online self-study materials have been spread across the term. Lectures on a particular are timetabled sequentially. Tutorials on a particular topic are timetabled to follow the relevant lectures. More Midwifery discipline specific lectures have been added. All classes relevant to the seen assessment will be completed two weeks before the end of term. However, the lack of a study week before the	BSc Curriculum Committee

	examinations means that some classes will be scheduled up until the Friday before the commencement of examinations.	
Too many classes in 0.32 (Large Lecture Theatre in the D'Olier St building)	In future, seek alternative lecture venues on the main campus. Continue to formally escalate teaching space issue.	Timetabling Officer DUTL, HoS, School Manager
Junior Sophister Issues	**Agreed Actions**	**Responsibility**
Request some lectures on main campus.	In future, seek lecture venues on the main campus. Continue to formally escalate the teaching space issue.	Timetabling Officer DUTL, HoS, School Manager
Publication date for supplemental results: classes have already started, communication issues, students awaiting Supplemental results are not on new class lists.	Students were informed that College sets dates for publication of exam results including Supplementals. The School is not permitted to publish results earlier. In future, students will be informed that they should attend classes while awaiting supplemental results.	DUTL, BSc AO
Senior Sophister Issues	**Agreed Actions**	**Responsibility**
Delivery of examinable content late in the term – one or two weeks before the examination. Internship students experiencing difficulties in balancing demands of clinical placement with completion of capstone project.	DUTL wrote to senior sophister module teams to advise them that lecture notes are to be put on Blackboard at the beginning of term in acknowledgement of the very limited time that Senior Sophisters have to prepare for their final examinations. The Capstone project submission date was pushed back, and students were offered additional extensions as required.	DUTL, Module Teams

Programme-level Issue	Agreed Actions	Responsibility
Quality assurance and improvement of the clinical component of the BSc (Nursing) and BSc (Midwifery) Programmes	A Clinical Placement Survey was agreed with HSPs and administered to JF, SF and JS students on Midwifery and Nursing degree programmes. Feedback was shared with HSPs and discussed at the Joint Working Group and LEAP Committees. Feedback was generally very positive across all disciplines and all health services. The survey will be administered on an annual basis and HSPs will be given the opportunity to add questions specific to their services.	DUTL, Joint Working Group and LEAP Committees

2 ISSE Survey (UG)

Issues	Agreed Actions	Responsibility
ISSE Results for Midwifery UG programmes compare favourably with other schools within the FHS, TCD and other Irish universities. The School's ISSE results have improved each year since the survey was introduced. It was also noted that the response rate although still quite low has almost doubled from the previous year. Key Indicator: Student/Faculty Interaction had a significantly lower result than the other indicators.	Staff and undergraduate student focus groups to identify appropriate activities to enhance faculty / student interaction. However, continuation of the COVID pandemic has necessitated postponement of the focus groups until 2021-2022.	Director Staff Education and Development, School Executive Committee

3   UG External Examiner Reports

4 PG module and course evaluations

Issues	Agreed Actions	Responsibility

Postgraduate student feedback from module and course surveys is generally very positive about the quality of teaching and the relevance of courses to professional practice.	Continue to escalate the issue.	DPGTL, HoS, School Manager
Difficulty associated with registration is the single issue that consistently arises from PG surveys every year.	An admissions committee has been successfully developed to support students.	
AR delays on unconditional offers averaging 10 days and up to 3 weeks. Of note AR have recently changed their response time to at least 10 days, this leads to significant delays for applicants. As the nursing & midwifery applicants generally have a complex set of professional, financial and academic requirements [e.g., more than 80% are funded by the health service] progressing from a conditional offer [I.e., having the correct documentation in place] can take months, so delays at this 'final' stage have far reaching consequences in terms of (a) students not be ready or prepared to start the programme, as the decision occurs too close to admittance [or after] and (b) loss of students to competitors such as UCD & RCSI, organizations which can act with more speed.	Ongoing discussions at meetings with AR and College level meetings [Faculty meetings; Graduate Studies; Heads of School meetings].	

5 ISSE Survey (PG)

Issues	Agreed Actions	Responsibility
ISSE Results for postgraduate courses compare favourably with other schools within the FHS, TCD and other Irish universities. As in previous years the postgraduate student response rate is very low. Key Indicator: Student/Faculty Interaction had a significantly lower result than the other indicators.	Staff and postgraduate student focus groups to identify appropriate activities to enhance faculty / student interaction. However, continuation of the COVID pandemic has necessitated postponement of the focus groups until 2021-2022.	Director Staff Education and Development, School Executive Committee

6 ISSE Survey (PGR)
A low response rate coupled with bipolar responses to most items means that it was not possible to use the data to identify issues.

7	PG External Examiner reports
8	Accreditation reports

9 ISB Survey Report

Issues	Agreed Actions	Responsibility
Course Organisation: 57% were dissatisfied or very dissatisfied	This was brought to our attention through our own verbal evaluation. It related to the research modules and the fact that students were attending two modules concurrently (NU7013 and NU8007), therefore, the sequencing of lectures was not linear. The module team restructured lecture delivery in 20-21 to rectify this.	Module Leader PG Curriculum Group
Work opportunities: 66% were dissatisfied or very dissatisfied Earning money: 44% were dissatisfied	Obtain the contact details of a previous employer of our international students to ascertain if they are willing for us to share their details with our international students.	The Director of Global Relations/Global Officer
Social Orientation: 100% were dissatisfied	In 2020-21, we introduced a 'current events' section to the fortnightly zoom coffee meetings, to highlight social events the students might be interested in. This is followed up by an email outlining the events.	Global Officer

10	Retention data
11	Other

School of Pharmacy & Pharmaceutical Sciences Quality Action Plan 2019/20 – to follow