FACULTY OF HEALTH SCIENCES QUALITY REPORT

2017/2018

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EXECUTIVE SUMMARY

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 42 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 338 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2017-18. Evaluations were carried out on all 42 postgraduate programmes and 100% gave feedback to students. All four Schools have ensured that procedures are in place for the 2018/19 evaluations.

Subject Rankings

The QS 2019 Subject Rankings consider 48 subject areas at 1,222 institutions in 153 locations. Trinity Ranks in the top 50 for six subjects, two of which are from Health Sciences – Nursing (41) and Pharmacy (50).

Online Technology Taskforce

The Faculty requests that a high-level taskforce be established, bringing together collaborators from the Faculty, IT Services, CAPSL, Trinity Online, and any other relevant stakeholders, in order to develop a viable, future-proof strategy to support the ongoing technological advancements across the Faculty.

Benchmarking

Benchmarking the SITS application process against other contemporary university applications systems might be a useful exercise to determine how it compares and why our applicants evaluate it unfavourably.

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

School of Dental Science

The School of Dental Science have invested resources in to Digital Technology to improve student training and patient care.

School of Medicine working with IT Services, Crumlin and the Coombe hospital and have invested resources into updating WIFI systems to enhance the student and staff experience.

Space Enhancements

Investment has taken place in a number of schools to enhance the student experience.

School of Medicine:

Trinity Biomedical Institute

As part of the strategic plan of the incoming Head of School, the School has provided funding, supported by the Student Union, for a designated student space on the ground floor of the TBSI building. The project involved fit-out of shell space to accommodate a mixed-use space for up to 100 students. This is now under construction and at fit out stage with completion date of May 2019.

Peamount Hospital:

Peamount Hospital have generously offered the use of an existing building and we have commissioned a feasibility study to investigate converting this space into a Faculty of Health Sciences Education Centre. Surveys of the building are taking place this week. This will potentially be a multi-use space to include a small lecture theatre, student common room, reading room, office space and seminar rooms, and possibly a small wet-lab for sample processing.

Tallaght University Hospital:

Tallaght University Hospital have provided the University with space in the hospital to be converted into a student common room. This will include a kitchenette, sofas, TV, internet access - and will be open after hours to provide students a space to unwind and relax if working late. We expect to begin work on refurbishing the room in May (subject to Phlebotomy vacating the space) are grateful to the Adelaide Health Foundation for their generous support.

Coombe & Crumlin Hospital

The School of Medicine have collaborated with the Coombe Hospital to develop an Education Centre in the hospital to resolve issues for staff and students and are looking at a similar project for Crumlin.

School of Nursing and Midwifery:

The issue of space and environment has been a constant issue over previous years. While the space issue remains critical, the improvements to the student space in the Foyer and infant feeding room may have contributed to improving the student experience and enhanced satisfaction this year. In 2018-19, space has been secured on main campus as an interim measure until the School is relocated to a more suitable site.

Stimulation Suite: The School of Nursing and Midwifery officially opened the Interprofessional Trinity Simulation Suite in June 2018. The launch of the TSS has developed a creative and innovative approach to teaching and learning for our faculty students and staff.

Students who have used the TSS, have identified the benefit of the area as it was like working in a real clinical environment which was safe, the area allowed for communication and collaboration interprofessionally, applying real life protocols to care for a variety of clinical scenarios, which facilitated problem solving and decision making skills for the students.

School of Pharmacy and **Pharmaceutical Sciences:**

As part of the School strategy to enhance existing student spaces, the School of Pharmacy and Pharmaceutical Sciences and with support from the Faculty Dean completed a full renovation of the social/break out space in 23 Westland Row (including the installation of a new floor which increased the capacity of the room from 20 to over 100 people). Furthermore, two new hot desk spaces were created in the newly renovated Postgraduate Reading Room, and additional student workspace was made available through the renovation of the Postgraduate Teaching and Learning Centre, which also had a state-of-the-art touch PC screen fitted.

Career Enhancements

School of Pharmacy and **Pharmaceutical Sciences:**

School of Pharmacy and Pharmaceutical Sciences have developed engagement with local industry, which includes a career day with mock interviews so support the career demands of their PG students.

Academic Registry

All Schools are actively working with Academic Registry to develop polices and processes to improve the quality of support for students. School of Nursing and Midwifery have setup Academic Registry Operation Group to improve communications between Academic Registry and the School.

Quality Improvement Initiatives

Faculty Athena SWAN Application

The Faculty of Health Sciences took a 'whole Faculty' approach to pursuing an Athena SWAN Bronze Award. In 2018, this commitment to the gender equality initiative was demonstrated with the appointment of a strategic post to ensure delivery of the submission in November 2018 and the overall embedding of the Athena SWAN Charter across all affiliated Faculty schools. The Faculty applied for a Bronze Athena SWAN award in November 2018; the outcome of this submission will be communicated in early April 2019. The Faculty has made an initial one-year strategic appointment, which is to be funded by the schools to drive and monitor targets set out in this report.   The Faculty awaits the outcome of the College plans for Athena Swan particularly in the light of Brexit.

Responding to Distressed People Workshops.

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

Interprofessional Learning (IPL)

Interprofessional learning is increasing recognised as a core component of undergraduate education in health sciences as a means of creating a collaborative-practice-ready workforce who can work together to reduce medical error and improve health care outcomes. The Faculty of Health Sciences continues to expand and embed its interprofessional learning activities across all schools and disciplines. The Faculty has made a strategic appointment, which is funded by the schools to drive and monitor targets for IPL across schools in the Faculty. Since the appointment of the Assistant Professor in IPL in 2016, the number of IPL activities has grown from one event for 3rd year students in seven disciplines, to 10 individual IPL events spanning 1st year to final year across 10 disciplines in Health Sciences. Student participation numbers have almost tripled from approximately 500 pre-2016 to 1486 projected for 2019/2020. Implementation of each IPL activity requires considerable support from staff in participating schools. With the increase in IPL activities, staff facilitators have increased from 28 pre-2016 to 44 in 2018/2019.

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

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

Dean's Awards for Innovation in Teaching

The Dean of Health Sciences' Award for Innovation in Teaching has been running since its inception in 2014-15. Since then, the Faculty has awarded €200,000 to support 29 innovations across all four schools in the Faculty. This substantial investment clearly demonstrates the Faculty's ongoing commitment to driving innovation in teaching and learning and enhancing the students' learning experience. Most innovations involve technology-enhanced learning, which in turn is driving the Faculty and College to develop a strategic approach to supporting the ongoing growth and development in this area.

Risks to Quality

Space Requirements

Despite the above efforts space remains critical and an issue of concern for the Faculty of Health Sciences and a possible impediment to further development of the Faculty. In particular, student numbers at the School of Nursing and Midwifery and the School of Pharmacy and Pharmaceutical Sciences have outgrown the teaching space available.   The School of Dental Science is restricted by limitations in dental chair capacity.

Change Management

Schools administrative teams face considerable challenges in relation to timely and effective communication from areas in College due to changes to centralised systems.

Placements

Student placements is an issue of concern for the Faculty of Health Sciences, which could have detrimental consequences for student education.

School of Nursing & Midwifery:

Access to adequate children and community placements are areas of risk for the School, and so continuous negotiations continue with relevant health service partners to resolve this matter. The Dean has established a Children's Academic Strategy Group. The purpose of this group is to underpin the need of research and education in the Faculty of Health Sciences.

School of Medicine:

High quality clinical placements are required, particularly for year three students in non-specialist areas. The School is working with the Hermitage Clinic and the Dublin Midlands Group to discuss placements.

Human Resources

Schools have identified human resource shortages within Academic Registry, particularly during peak times, which leads to ongoing communications issues between Academic Registry and schools.

General Data Protection Regulation (GDPR)

GDPR came into effect on Friday 25 May 2018. A research information governance framework with resources specifically responsible for the oversight and monitoring of research activity carried out where the College is the data controller incorporating data protection, research ethics and open data is currently under development. Given the criticalness and the volume of work required to ensure compliance with GDPR the Dean in conjunction with the Deans of FEMS, AHSS and the College secretary have agreed to fund an additional post to support GDPR, and a working group has been established.

The Dean actively encouraged all staff to complete the online GDPR training module on Black Board. During the 1st quarter of 2019, training in GDPR and the new Health research regulations was facilitated by the School of Medicine and delivered to over 450 research staff across the Faculty of Health Sciences. The training, which continues to be rolled out, is intended to offer an overview of health researchers' responsibilities under GDPR and Health Research guidelines. The training has been designed and delivered by a leading expert in GDPR. This person acts as a legal advisor to a number of academic and hospital Ethics and Research Ethics Committees.

External Examiners

The School of Dental Science expressed concerns around the shortage of External Examiners and issues with timely payments.

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Prof Mary McCarron
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 Science. There are 338 undergraduate modules offered across the Faculty and a 100% module evaluation was achieved in 2017-18. Refer Section 3.1 of this report for issues arising from module evaluations and responses by Schools.

A range of evaluation methods were used, with surveys continuing to yield lower response rates (average <50%) than methods such as focus groups (100%).

Schools are focused on enhancing the quality of their programmes and in all cases disseminate information from student evaluations and external examiner reports to students, emphasising 'closing the feedback loop'. Student feedback is provided via staff-student committees, orientation sessions, and via the class representatives. The School of Nursing & Midwifery have introduced the provision of feedback to students via Blackboard, which offers all students an opportunity to review the feedback, this approach is a valuable quality enhancement which seeks to broaden student engagement in the quality process.

In addition to the large-scale changes imposed on Health Sciences schools by their respective accrediting bodies, the schools have also undergone a series of changes because of TEP. Schools have reported on an ongoing basis via the Faculty Executive Committee that there have been considerable challenges faced by the schools' administrative teams in relation to timely and effective communication from areas in College due to changes to centralised systems. This has caused an increased and unnecessary workload burden across the Faculty. The Schools continue to collaborate with College in progressing these issues towards favourable resolutions.

School in Focus – Dental Science

The School of Dental Science currently provides time in the timetable for Dental Science students to complete an online feedback survey, which includes all modules. Students are also consulted in what questions should be included in the survey. The School feels that students are given every opportunity to provide feedback.

In the other smaller diploma programmes feedback is also obtained using a combination of face-to-face to face meetings, anonymous surveys and group discussions.

School in Focus – Medicine

SUMMARY OF MAIN ACHIEVEMENTS IN 2017/18
This year was used to consolidate and expand academic practices and teaching initiatives within the undergraduate programme as well as following up on long running outstanding issues requiring external input.

A Systems based multidisciplinary teaching approach, run as a pilot week in 2016/17 in undergraduate medicine Year 3 Musculoskeletal/Orthopaedics was expanded into a series of teaching weeks for 2017/18 covering gastroenterology, cardiology and respiratory.

Biochemistry tutorials were introduced in 2017 for Year 1 students who felt they needed support understanding the conceptual basis of biochemistry. These were in addition to the Biology support tutorials that have been provided for the past number of years for students who had not studied biology at Leaving Certificate level. .

As part of the strategic plan of the incoming Head of School, the School will provide funding, supported by the Student Union, for a designated student space on the ground floor of the TBSI building. The project involved fit-out of shell space to accommodate a mixed-use space for up to 100 students. As of July 2018 it was under design and is now (February 2019) under construction.

PLANS FOR 2018/19

Because of verbal feedback from the Medical Council accreditation team, the relevant Chairs and Heads of Discipline have met to agree the first stages of a systematic strategic review on the entire Year 3 curriculum and structure. A working group will be convened to facilitate the curricular reform, restructuring and to identify any resources required.

Student wellbeing and resilience is being supported by the introduction of a resilience module delivered to students as they enter the clinical environment. A Year 3 student focus group is being established and will feed into the working group and will receive feedback from the working group to ensure full student engagement throughout the process.

Other initiatives introduced for 2018/19 are

- Extension of Biochemistry support tutorials into a second semester. As these are extra-curricular, there is an extra cost incurred by the School to provide them
- In Year 3, there has been further consolidation of systems-based teaching, extra teacher training and an online group provided for clinical faculty to improve communication with the School (as they are based across numerous sites) and provide support.
- Alterations to the assessment timing in Paediatrics module
- Increased information and signposting on Blackboard from a number of modules to create a more effective learning environment; this includes Learning Outcomes, pre-reading and pre-practical notes, pre-lecture slides and, for some, a complete redesign of the Blackboard module structure.
- Restructuring of timetable to ensure lectures precede associated practical's (Anatomy)
- We have begun a process of developing a support programme for transition to Clinical Training, between Year 2 and 3 led by an Associate DUTL.
- A working group has been developed to restructure year three and to develop teaching in Clinical Medicine and Surgery across Year 3 and Year 5. This group is expected to

arrive at recommendations to allow for implementation of change over the next 24-30 months.

- Introduction of the Panopto system to record the lecture content as audio along with the slides. This is now in place in the the RSLT in St James's Hospital and the Trinity Lecture theatre in Tallaght University Hospital and we are rolling out the system to other lecture spaces as IT systems permit.

School in Focus – Nursing & Midwifery

The focus of the academic year 2017-2018, from a curriculum development perspective, was finalising the new UG curricula. This involved a large body of work as all modules were revised to incorporate more shared teaching across the Nursing and Midwifery cohorts. The curricula (x 3; Nursing, Midwifery and Children's and General Nursing Integrated) were submitted to College for approval and to the Nursing & Midwifery Board of Ireland (NMBI). Final approval from NMBI was received on 26-June-2018 (and rolled out September 2018).

New national competency assessment tools (NMBI) are being developed for all UG students. Representative from the School were members of both the Nursing and Midwifery Development committees. These tools were implemented with the JF cohort in Sept 2018.

A Positive Culture and Safety Toolkit was developed and implemented for Midwifery students. Plans to explore options for implementing School wide will be progressed in academic year 2018-19.

Considerable challenges have been experienced by the School's UG administrative team in relation to timely and effective communication from areas in College and due to changed systems. This has caused increased, and unnecessary, workload burden. The School will continue to collaborate with College in progressing these issues towards favourable resolutions.

The School has identified three strategic areas for UG Development:

- Effective Communication
- Enhanced Student Experience
- Governance

School in Focus – Pharmacy and Pharmaceutical Sciences

The first intake of students into the new five-year pharmacy (integrated) have now completed the JS year of the programme. The programme has evolved considerably since the first intake of students. In this regard, particular emphasis was placed on attaining student feedback on each module as it was rolled out for the first time and indeed in cases where a module has been in existence for a number of years. Changes to module content has taken place based on their feedback. In certain instances, where a module weighting was 15 ECTS this was split into two modules of 10 and 5 ECTS weighting to comply with regulations under TEP. As the programme has evolved over the last number of years, particular emphasis has been placed on the introduction of interprofessional learning activities into the programme. Where the students are with us in TCD, aside from one semester, there is now an IPL activity in each semester of each year of the programme. Feedback on this initiative has been very positive by the students. Our SS student project has an increased credit weighting from 10 to 15 ECTS. Built into this module is a five ECTS weighted research methods component. As our students also take a 30 ECTS project in their 5th year the material they cover in the research methods

component is completely applicable to activities they will do in their year 5 project. Feedback from External Examiner reports has also formed an important part of the quality assurance element of the programme. New rules have been put in place with regard to students who may be borderline between grades following collation of their overall degree mark. Previously we had guidelines in place that the court of examiners took cognisance of when deciding whether a borderline student should be upgraded or called for a viva voce examination with the External Examiners.

Undergraduate External Examiner Reports

In 2017/18, 50 programmes were examined in the Faculty of Health Sciences and 48 (96%) of the reports were returned to the Quality Office. Both verbal and written methods were used in providing feedback.

Irish Survey of Student Engagement (ISSE) - Undergraduate

Extracting meaningful feedback for Schools continues to be a problem with the ISSE report given that the focus is at an institutional and faculty level, with very low response rates when School extracts results.

The School of Nursing & Midwifery noted that their response rate was very low with only 129 respondents across Yr1, FYr and PGT. There could be up to 850 possible respondents so this response rate is approx. 5% and it is difficult to view this level of feedback as much more than soundbites and not statistically relevant.

Much of the feedback received for Nursing &Midwifery as part of ISSE reflected previous feedback and work was already advanced on making significant changes to the curriculum, partially based on feedback of all types. The new curricula reflects ISSE feedback such as less exams, diverse teaching and assessment strategies, more small group teaching. The community elective has a high level of students engaged in the community each year. All students are required to give presentations at some point during their course of student and all assignments are required to be applied to real healthcare situations.

It can be seen that the percentage of respondents reporting a 'good' or 'excellent' experience in each Faculty has reduced in the three years 2016-2018 (AHSS 4%; FEMS 3.5% and Health Sc. 4.4%.).

The Faculty level in response to the question 'If you could start over again, would you go to the same institution you are now attending?' the Faculty of Health Sciences is the only faculty to show a consistent decline in the three years (2016-18), a drop of 10% over that time.

Quality of Postgraduate Programme Provision

Health Sciences has 42 postgraduate programmes including professional doctorate programmes across the School of Dental Science (9), School of Medicine (16), School of Nursing & Midwifery (15) and the School of Pharmacy & Pharmaceutical Science (4). Evaluations were carried out on all 42 programmes and 100% feedback was given to students. All four Schools have ensured that procedures are in place for the 2018/19 evaluations. In most Schools, feedback is provided in the form of verbal and written communication. The School of Nursing & Midwifery have introduced provision of feedback via Blackboard as a quality enhancement, which seeks to broaden student engagement in the quality process.   The School of Dental Science have invested heavily in digital technology over the past two years. This has led to significant improvements in their ability to provide innovative teaching and patient care.

Irish Survey of Student Engagement (ISSE) - Postgraduate

We note that 61 PGR students responded to the survey thus representing the highest participation within the University (26.5%).

 It can be seen that Health Sciences students have the highest rate of regular contact with a supervisor at 97%. Two supervisors supervise 64% of students surveyed. Health Sciences excels in research skills with 'understanding research integrity 93% and critical analysis development and evaluating findings 93%. Students surveyed valued there research experience at 79% (highest) citing financial reasons as the only possible reason for withdrawal.

The report examines the research culture and Health Sciences students indicated reasonable opportunities for interactions beyond their discipline and have very good access to departmental seminars. Most students accessed research skills training (74%).

Health Sciences scored well in Research Infrastructure and Facilities with 81% (highest) of respondents have suitable working space, adequate provision of computing resources 69%, adequate provision of library facilities 89% (highest) and specialist resources and facilities 75%.

Though a student in Saint James Hospital commented on poor Wi-Fi, such issues are usually referred to IT Services for actioning and can be remedied at discipline or School level.

We note that some students in Health Sciences had less than favourable induction, however the School of Medicine has responded to this issue and since 2017, the Director of Postgraduate Teaching and Learning (DPGTL) writes to each student individually and their supervisor(s) are copied in. In this welcoming email, the students are advised of the timelines and milestones of their degree and are given a copy of the School Research Handbook, which the DPGTL initiated in 2017.

The ISSE revealed that postgraduate students would benefit from an enhanced supportive environment. Feedback from schools in Health Sciences is that an extension of the undergraduate Personal Tutor system to include postgraduate students would be a beneficial move.

External Examiners

In 2017/18, External examiners examined 42 programmes in the Faculty of Health Sciences and of these 39 (93%) external examiner, reports were returned to the Graduate Studies Office. As with the undergraduate programmes, feedback is given at the Courts of Examiners and discussed at the Postgraduate Management / Course committees.

School in Focus – Nursing & Midwifery:

External Examiners are consistently positive about the quality of the teaching and learning environment provided to students in the School of Nursing & Midwifery. Staff are attentive and responsive to External Examiner feedback received at both Examination Board Meetings and in final reports. To ensure a continuous quality environment increased efforts have been made by the School during 2017-2018 and 2018-2019 to communicate this feedback to the wider School community. A robust system of collation, circulation and response [to] External Examiners, serves to support this initiative. Of note, the School acknowledges the challenges arising when a single External Examiner examines more than one programme. This relates to the structural arrangement of the programmes, in particular a flexible certificate, diploma, Masters Pathway developed by the School and agreed by Council in 2014. These Examiners unanimously understand that their requirement from Graduate Studies is a single report, and have acted according to instructions received in this regard. While they have not been willing to provide multiple reports (to cover several programmes) they have agreed to aim to make their single report more specific to each individual programme under scrutiny so that the team may interpret the contextual quality issues arising. The School has also aimed to make the understanding of the complex inter relationships of the External Examiners to programmes more explicit so that it may be more fully understood outside of the School. Where issues have been identified by the External Examiners, the School has made significant efforts to resolve these in a timely fashion. Enhancements have been made in areas, which are in the control of the School.

There remains a gap between the School and Academic Registry in providing a truly seamless and positive student experience. However greater communication and collaboration with Academic Registry has been firmly established over the last 14th months, with positive enhancements to quality slowly emerging. The School and Academic Registry have developed a conjoint operational (Ops Meeting) forum to discuss and troubleshoot operational (application) issues. This forum has improved communication substantially and enabled a joint understanding of the processes and arising issues. It is anticipated that this forum will led to a better service for prospective students in the near future. It has been recognised that technological processes need to be supported with good personal communication systems, clear procedures and lines of responsibility and follow up where timelines are not met. To this end, the Academic Registry Escalation process has been very helpful in resolving issues of concern. It is also recognised that the School needs to review its own approach to admissions management, particularly given the volume of PG applicants, their complex registration needs (e.g. Garda Clearance, local service level agreements, hospital interviews) but also the volatile and unpredictable funding environment (often resulting in late applications). In short, the application is perceived as problematic, by both staff and students. The application software does not appear to be responsive or sensitive enough to satisfy prospective student demands, or entice them towards successful completion of the application process. However, through

ongoing communication and collaboration with Academic Registry, and having received good support from them, the School has worked on new internal quality systems to support effective student application. However, this will only be effective to a point, given our cohort's negative experience with the application process so far. Benchmarking the SITS application process against other contemporary university application systems might be a useful exercise to determine how it compares and why our applicants evaluate it unfavourably.

School in Focus – Pharmacy and Pharmaceutical Sciences

The School of Pharmacy and Pharmaceutical Sciences initiated sessions between PGR students and the Directors of Postgraduate Teaching & Learning and Research. These have provided very useful insights into the concerns of PGR students, some of which can be addressed at School level – for example providing opportunity for networking, training, and a greater visibility around teaching/demonstrating roles and responsibilities. However, the School has ever-increasing need for teaching and demonstrating support and PGR numbers are declining so the fundamentals are not likely to improve unless College can find ways to support an increase in PGR numbers or starts paying professional teaching assistants to bridge the gap.

School in Focus – Medicine

The Director of Postgraduate Teaching & Learning (DPTL) conducted a survey of all coordinators of PG programmes to determine if they conduct student evaluations, and if so how these were performed and what actions were taken. The results of that survey are very satisfying in that it is evident that all courses were evaluated and the coordinators, in turn, make adjustments so as the improve the student learning experience.

The DPTL, or a nominee, attends all examiners meetings. In common with the reports that the external examiners submit, their verbal comments have been consistently highly complementary of the courses. However, many examiners question how quality can be maintained with the scale of budgets allocated to courses.

The DPTL or a nominee attends all vivas for Postgraduate Research students and is happy with the quality of PhD and MSc candidates that are graduating from the School. A robust and well-run confirmation to PhD process is in place, and this includes a plagiarism check in Turnitin. To assist the students' research experience, an optional committee meeting with their assessors has been proposed at the 6 to 9 month time point. Additionally, the School has introduced two new 5-credit modules for the structured PhD programme.

School in Focus – Dental Science

The Director of Postgraduate has no major issues to report. He expressed his gratitude to the Graduate Studies office for their great work and help with running PG matters.

However recruiting outstanding D.Ch.Dent students remains a concern. The School has engaged with Global to explore methods to increase the visibility of the School.

Attracting suitable External Examiners remains problematic as the pool is quite small. In addition, issues such as delayed payment of expenses by College are very costly in terms of reputational damage.

Summary of issues to be escalated to College Level

Health Sciences requires ongoing systems support in order to facilitate initiatives such as Interprofessional Learning and blended curricula, which do not lend themselves to the College's standard modular-based approach. The Faculty requests that a high-level taskforce be established, bringing together collaborators from the Faculty, IT Services, CAPSL, Trinity Online, and any other relevant stakeholders, in order to develop a viable, future-proof strategy to support the ongoing technological advancements across the Faculty.

The Schools in Health Sciences continue to experience a very high volume of significant systems issues; these issues range from technological issues with systems they are very heavily dependent on (eg Turnitin and Blackboard), to extremely problematic human resource shortages within Academic Registry, particularly during peak times, which leads to ongoing communications issues between Academic Registry and schools. The Schools have raised these issues on multiple occasions, via multiple channels, and yet there appears to be very little progress in terms of resolving this situation.

Each of the Schools in Health Sciences have made considerable financial investment in professional market research services, an expenditure which is not sustainable in the long-term. The Faculty has identified a need for support in market research, to conduct regular reviews of programme offerings, and to provide ongoing strategic marketing support utilising a cohesive approach between College, Faculty and Schools.

The Faculty's Athena SWAN action plan incorporates a number of suggestions for changes to College-level policies and procedures. The Faculty is awaiting the outcome of the application submitted to Athena Swan.

The Schools are constantly striving to improve education space for students the following are investments they have made:

School of Medicine:

Trinity Biomedical Institute

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Even with all of this investment the Faculty of Health Sciences struggle with sourcing adequate education space for student in particular the School of Nursing and Midwifery, have ongoing issues with lecture space.

GDPR came into effect on Friday 25 May 2018. A research information governance framework with resources specifically responsible for the oversight and monitoring of research activity carried out where the College is the data controller incorporating data protection, research ethics and open data is currently under development. Given the criticalness and the volume of work required to ensure compliance with GDPR the Dean in conjunction with the Deans of FEMS, AHSS and the College secretary have agreed to fund an additional post to support GDPR, and a working group has been established.

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Schools expressed concerns around the difficulty of getting suitable external examiners. Their risk involve with student data going outside of the EU, students will have to be notified. Usual modes such as Google or Dropbox are no longer safe.

Faculty Projects / Initiatives

Faculty Athena SWAN Application

The Faculty of Health Sciences took a 'whole Faculty' approach to pursuing an Athena SWAN Bronze Award. In 2018, the Faculty's commitment to the gender equality initiative was demonstrated when they actively recruited a 2 year strategic post (Project Officer) to ensure delivery of the submission in November 2018 and thus overall embedding the Athena SWAN Charter across all affiliated Faculty schools. The Dean nominated a Faculty Champion for this initiative.

In early 2018, a Self-Assessment Team (SAT) was established, comprising 30 staff from varying academic, research, support and professional roles and grades across the Faculty and two student representatives. SAT meetings took place monthly throughout 2018 and involved both quantitative and qualitative data gathering and analysis. The Project Officer designed and distributed surveys to Faculty staff. There was high response rates as well as engaging widely with staff through 11 well-attended focus groups. Athena Swan was a standing item on the Faculty Executive Committee agenda and the Project Officer and Faculty Champion updated the committee on the progress of the application.

The Faculty of Health Sciences submitted its application for Bronze Athena SWAN award in November 2018. The outcome of this submission will be communicated in early April 2019.

In 2019, the SAT, along with the Project Officer and Faculty Champion, will implement the Athena SWAN Action Plan 2019-2021. The team will also seek to enhance our understanding of staff perceptions and experiences about culture and practices across all Schools within the Faculty.

Responding to Distressed People

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

Interprofessional Learning (IPL)

Interprofessional learning is increasing recognised as a core component of undergraduate education in health sciences as a means of creating a collaborative-practice-ready workforce who can work together to reduce medical error and improve health care outcomes. The Faculty of Health Sciences continues to expand and embed its interprofessional learning activities across all schools and disciplines. The Faculty has made a strategic appointment, which is funded by the schools to drive and monitor targets for IPL across schools in the Faculty. Since the appointment of the Assistant Professor in IPL in 2016, the number of IPL activities has grown from one event for 3rd year students in seven disciplines, to 10 individual IPL events spanning 1st year to final year across 10 disciplines in Health Sciences. Student participation numbers have almost tripled from approximately 500 pre-2016 to 1486 projected for 2019/2020. Implementation of each IPL activity requires considerable support from staff in participating schools. With the increase in IPL activities, staff facilitators have increased from 28 pre-2016 to 44 in 2018/2019.

Funding has been awarded from the Faculty for a Visiting Professor with speciality in IPL. We plan to align this visit with the first Faculty IPL exhibition, to highlight work completed and stimulate ideas for future developments.

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

In 2017-18, Health Sciences launched the Dean's Awards for Outstanding Contribution to Teaching in Professional Practice. This award was developed to recognise the significant contribution of professionals who do not hold appointments with Trinity to the delivery of teaching to our undergraduate and postgraduate students. Each of the Schools within the Faculty of Health Sciences has a long tradition of working with our clinical and allied health colleagues to educate students across all of our programmes, ensuring that our graduates career-ready from the moment of graduation. This award seeks to recognise the valuable contribution of such colleagues and to highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching.

In 2017/18, the recipients of the award attended an awards ceremony in August 2018, the spirit of which is one of inclusivity and celebration. Recipients are encouraged to bring their families, friend and colleagues to the event, which will took place, in the Senior Common Room. The event offered the Faculty an opportunity to engage with our wider community of clinical and professional partners, and to encourage them to feel part of the Trinity College community. Recipients of the awards received a trophy, and their names will be engraved on a school-based wall plaque.

Recipients of the Dean's Awards for Outstanding Contribution to Teaching in Professional Practice 2017/18

Year	School	Recipient
2017/18	Dental Science	Dr R. Gerard Cleary
2017/18	Medicine	Professor Ross Murphy
2017/18	Medicine (Therapies - Radiation Therapy)	Theresa O'Donovan
2017/18	Nursing & Midwifery	John Patrick Balaoing
2017/18	Pharmacy & Pharmaceutical Sciences	Dr John Michael Morris

Dean's Awards for Innovation in Teaching

The Dean of Health Sciences' Award for Innovation in Teaching has been running since its inception in 2014-15. Since then, the Faculty has awarded €200,000 to support 29 innovations across all four schools in the Faculty. This substantial investment clearly demonstrates the Faculty's ongoing commitment to enhancing the students' learning experience. The Dean's Awards are determined based on a number of criteria, including the innovative nature and scope of the project, including the soundness of the pedagogical underpinning; the reach of the project, its potential for mainstreaming and adaptation/adoption across the Faculty/College; and the envisaged impact of the innovation in terms of enhancing the student learning experience. In 2019, the Faculty invited winners from previous years to submit proposals for the expansion and further development of their winning innovation with a view to lending additional support to help achieve a broader impact. This review of previous winners saw the addition of €20,000 funding, with several projects still under review at the time this document went to print.
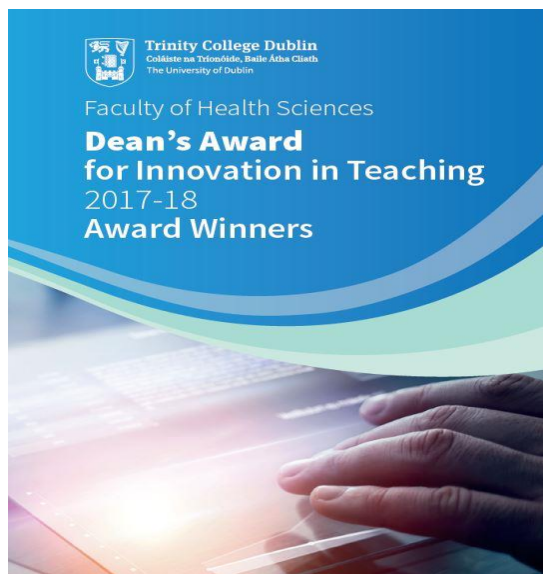
Recipients of the Dean's Awards for Innovation in Teaching 2017/18:

Year	School	
2017-18	Medicine Anatomy	Digital images of anatomy plates, overlaid with healthy versions for comparison.
2017-18	Medicine	Online resource (videos) - aims to develop and enhance verbal and written reflection skills among undergraduate students.
2017-18	Nursing & Midwifery	Improving health assessment for people with intellectual disabilities' was successfully run in January 2018 for the public via the Futurelearn MOOC platform. This project incorporates the MOOC into the on-campus learning experience.
2017-18	Nursing & Midwifery	Trinity Interactive Online Drug Calculation Module
2017-18	Medicine Pediatrics	Our aim is to engage students in identifying areas of weakness and then using this information to design interactive teaching sessions, which are tailored to the needs of these students.

Head of Schools Report

School of Dental Science

The School of Dental Science is nearing the end of its strategic plan cycle and as is focused on delivering some of the key aspects of that plan. We have a multi-year project of mapping our curricula to accreditation standards at the module, unit and individual intervention levels. This will enable us to review how any aspect of dental science is delivered, assessed, along with the time and resources that are used for it. The architecture of the map is essentially complete and this summer we expect to populate it with the curriculum data and debug. The second strategic programme is to develop an e-portfolio of student achievement that incorporates reflection and use of the literature. The portfolio also serves as the capstone project for dental science, which will be rolled out to other programmes. We provide ongoing training to staff in the design, use and assessment of the portfolios. Development of the portfolio meant upgrading our whole network and software infrastructure, which was more involved than anticipated. The upgrade is in its final phase and will be completed before summer. Then there will be a re-engagement with our software provider to finalise the e-portfolio. We hope to test in the coming academic year. Third, we have completed the next stage of our rollout of the digital workflow in clinical dentistry, which will put us at the cutting edge of modern dental technology education.

Recent quality and accreditation processes have reinforced our reflective approach to dental team education—as a result, we commissioned reviews of the teaching of chemistry, physics and dental materials. The first two of these are complete and we are implementing the recommendations. Essentially, we found that the material covered and the time allocation were appropriate but we were not demonstrating to students the relevance and importance of the content to professional practice. The third review is ongoing and we will ask our external examiner to review progress this year. Another 'ground up' initiative has been the formal recognition of education as a School research strand, which arose from the consistent number of staff engaged and passionate about improving our delivery of education.

We have substantially completed our other strategic goals around mentoring students (successfully adapting Gradlink to the needs of students) and preparation for some of the practical sides of general practice. We have also introduced modular education for dental practitioners and in the coming years will build that into a full postgraduate degree programme. One of our key risks and strategic priorities is to have good succession planning and, while we have worked hard at this, key elements are outside of our control and so are not always deliverable. In the next few years, there will be increasing demands from the new National Oral Health Policy—we are ready and willing to engage in this, but it remains to be seen if resources will be made available.

School of Medicine

Quality Management

As part of the investment plan of the new Head of School, we are appointing a quality manager to cover all aspects of School activities. This individual will be tasked with the introduction of a Quality System throughout the School. This will include the development of written procedures and SoPs for all aspects of School activity along with document management and review date matrix.

Professional placements

With changes in the Health services in the recent decade, and increases in student numbers, additional high quality clinical placements are required, particularly for year three students in non-specialist areas. During 2018, the School has established placements for students at Nobel's

Hospital on the Isle of Man, and initial interest and feedback is very good. The School is also in discussions with Peamount Hospital about additional clinical placements in their newly constructed wards. The Hospital has offered space to renovate into a teaching facility. This is currently being costed and will be a faculty resource for Medicine, Nursing and other healthcare professional courses.

The School has begun discussions with the Hermitage Clinic for both U/G and P/G professional placements. The School is also working with the Dublin Midlands Hospital group and plans a visit to Tullamore Hospital along with the DMHG team to discuss engagement between the School, Faculty and the Hospital.

Review of Placement Practice

All students are requested to complete an evaluation of their placements at the end of the year. Students wish to remain anonymous when providing feedback and prefer to provide information annually rather than monthly. For Medicine and Surgery, students are asked to rate each placement on a scale Excellent, Good, Optimal or Sub-optimal. They are also asked to indicate if they have reviewed the Clinical Clerkship booklet before attending the placement. Where students report a placement as sub-optimal, they are prompted for more information as to why this was so. This information is provided to the HODs, who address any areas of concern with the clinical leads as appropriate. Obstetrics & Gynaecology, Paediatrics, Psychiatry and Public Health & Primary Care evaluate placements at a departmental level. In the case where a student wishes to raise an issue on placement, this can be done through the Class Rep and discussed at the Student Welfare & Progress Committee.

Medical Council Accreditation

This visit took place in October 2018 and initial feedback suggests a mixed outcome with some strengths, but some significant issues for year 3 in particular and year 5 to a lesser extent. The students interviewed were self-selected and a proportion of them presented a series of complaints about the organisation and delivery of the year 3 course. While many of the student complaints had been heard previously and had been or were being addressed, several were new complaints that had not been brought to the attention of the School despite the existence of the Student Welfare and Progress Committee and the many other opportunities for feedback to the Disciplines, or to School curriculum committees. While the School has serious concerns about

the failure on the part of the accreditation team to triangulate the student input with the detailed documentation provided, it is nonetheless proceeding to tackle the year 3 concerns. The School have been aware of concerns from the students about year 3. It is a key transition point for the students from a largely university and classroom activity, to a ward based activity and they have found the clinical sites to be less than welcoming in several cases. While the School awaits the formal report from the Medical Council, it will take action to work closely with the students to address these concerns.

External Quality Review

This review is scheduled for the first quarter of 2020. Because the undergraduate programme of the School is undergoing accreditation by the Medical Council, it has been decided to focus the terms of reference of the review on the School Governance and Management structures and procedures. This will assist the school in considering if its structures are fit for purpose given its size and complexity.

School of Nursing & Midwifery

The School is committed to enhancing student experience at all levels. To this aim, and as demonstrated throughout this report, a number of developments have been made to improve processes. The introduction of new curricula at both undergraduate and postgraduate level have all been designed with previous feedback to the fore. The School is working to secure continued access to high calibre clinical placements in line with regulatory requirements for professional requirement. Access to adequate children and community placements are areas of risk for the school and we are in continuous negotiation with relevant health service partners to on this matter.

While not evident above, the issue of space and environment has been a constant issue over previous years. While the space issue remains critical, the improvements to the student space in the Foyer and infant feeding room may have contributed to improving the student experience and enhanced satisfaction this year. In 2018-19, space has been secured on main campus as an interim measure until the School is relocated to a more suitable site.

There remains challenges in streamlining and standardising the student administrative experience influence by both internal processes within the school and within Academic Registry, which has been highlighted above in both the undergraduate and postgraduate reports. The complexity of SITs processes, the recurrent need for manual overrides and external market requirement for more responsive and flexible admission/billing reimbursement does mean that the administrative process underpinning the student experience is falling short of requirements and will require substantial development.

School of Pharmacy and Pharmaceutical Sciences

The School's new five-year pharmacy (integrated) programme is now in its fourth year, with students having undertaken their 4-month experiential placements in the first semester of their Senior Sophister Year.

The delivery, management and quality assurance of the student professional placements that form part of the pharmacy programme involves close collaboration between the three School of Pharmacy in Ireland and APPEL (Affiliation of Pharmacy Practice Experiential Learning) – a body established by the three HEIs to manage, centralise and streamline the experiential learning placements of the three Schools. APPEL manages the evaluation of placements from both the student and trainer/preceptor perspective.

APPEL also manages students' preparedness for placements and provides supports for students while on placement, in addition to providing supervisor/preceptor training.

The School's Practice Educator acts as the link between the School, APPEL, placement providers and students. As part of the quality assurance process underpinning the placements, our Practice Educator visits Training Establishments. In 2018, 14 Senior Sophister students were visited by our Practice Educator while on placement (this included 12 TCD students (>22%) and 2 RCSI students).

APPENDICES -FACULTY AT A GLANCE

Course and Module Evaluation

Table 3.1

Number of UG Modules/Courses provided	338	Number of UG Modules/Courses evaluated	338	100%
Number of PGT Modules /Courses provided	42	Number of PGT Modules/courses evaluated	42	100%
Number of PGR students in Faculty*	261	Number of PGR students participating in PGR Survey	61	23%

1. **Escalations Repeat Issues & Enhancements -Undergraduate**

   School of Dental Science Enhancements
   - Trigger Students: Healthcare Economics – additional PBL sessions to support online teaching materials
   - Trigger Students & Accreditation Body: Clinical Supervisor Consistency – New supervisor manual and online training platforms for grading and feedback provision.
   - Trigger: External Examiners: Double marking – Scholarship and final year papers are doubled marked, also double marking of selected scripts in Years 1-4 has been introduced where possible.

   School of Medicine: - Escalations
   - Trigger Staff: Evaluation methods may breach GDPR – This has been escalated to the Data Protection Officer and Head of School
   - Trigger Staff: Difficulty in providing individual student feedback. – School is working with experts to devise efficient ways to provide programme feedback approach.

- Trigger School: Online examinations – To provide feedback the School require authorisation from College's legal and IT departments.

School of Medicine: - Repeat Issues ongoing from 2015/16:

- Ongoing issues with WIFI access in Crumlin and the Coombe – The Faculty Administrative Manager is working with HEAnet, Coombe & Crumlin and College IT Services to resolve this issue.
- Space issues in Naas and Coombe – Coombe have developed the Education Centre to provide space for TCD staff and students. No updates on Naas.
- PMSP (Year 3) & ISSP/IMSP (Year 5) needs administrative and clinical support

School of Medicine – Enhancements

- Trigger Students: Lecture coordination – a pilot run in 2017 to consolidate systems-based lecture weeks was rolled out and is very successful.
- Trigger Students & Focus Group: Clinical placements issues – curriculum review and development of Clinical Medicine which will include supporting initiatives such as clinical research, development and remunerations rewards system.
- Trigger Students: Learning outcomes to be more prominent and clearly linked to ongoing teaching
- Trigger Students: Alteration to Exams timetable – exam changed from end of rotation to end of year to alleviate the anxiety and stress of students.
- Trigger Student Welfare & Progress Committee: Biochemistry tutorials being extended to throughout the academic year.

School of Nursing & Midwifery: Escalations

- Trigger Academic & Admin: Blackboard/Turnitin – Technical issues severely affected online assessments. The School escalated this issue to IT Services Blackboard/Turnitin support.
- Trigger Admin: The School encountered technical issues with mark entry, progression and the Court of Examiners reports. helpdesk support issues. Communication issues with deadlines and procedures. These issues were escalated Academic Registry emails and the AR forum. Major issues were escalated to the Head of School.

School of Nursing & Midwifery – Enhancements

- Trigger Students, External Examiner: Online submission of assignments, marking & feedback – Built in digital capacity and tailoring of programmes, greater efficiency for submission, marking and feedback.
- Trigger Support Structure and Process Review: restructure UG support in line with new UG curricula – Streamlined admin process in line with new curricula, improved administrative service to all stakeholders and reduced duplication.
- Trigger Support Structure and Process Review: Streamlining process across UG & PG- and improving quality for stakeholders
- Trigger: Academic: Academic Registry Operational Group – setup ARO to improve communication with AR and the School and to escalate issues and seek resolution in timely manner
- Trigger NMBI requirements increase teaching across professions – Development of new curricula enhanced engagement and sharing of learning between Nursing and Midwifery students and increased engagement with campus life.
- Trigger Introduction of new UG Curricula: Developed academic governance – Merging of UG Nursing & Midwifery Curricula Management Committees,

School of Pharmacy & Pharmaceutical Sciences – Enhancements

- Trigger Academics: Greater patient engagement – now have the additional involvement of a COPD Diabetic and oral cancer patient
- Trigger Students and Academics: Interprofessional Learning – developed modules from inside and outside the School
- Trigger Academics: Hospital rotation visits in collaboration with St Vincent's Hospital

2. **Escalations & Repeat Issues – Postgraduate**

School of Dental Science – Enhancements
- Trigger Staff: Mastering the digital age of Dentistry – The School has invested in digital technology over the past two years and this has significantly improved their teaching.
- Trigger Staff & Students: issues with student registration, fee application and thesis difficulties. Escalated to AR and are meeting with other FOHS DTLPGs to look at an overall strategy.
- Trigger Staff: Loss of competitive advantage due to inability to provide modularised courses. AR at looking at developing this and are meeting with other FOHS DTLPGs to look at an overall strategy.

School of Medicine – Escalations
- Trigger Students – Library access for PG students – escalated by DTLPG and is resolved.

School of Medicine - Enhancements
- Trigger Students & External Examiner: Excessive contact hours in Global Health – Modify hours while maintaining quality.
- Trigger Student & Staff: Over reliance on essay style exams in Molecular Medicine – Introducing MCQ style exams.
- Trigger Student: Timetabling issues for working students in Sports Medicine – Overhauled the timetable.
- Trigger Student, Staff & Dean: No handbook for PGR students – DTLPG has produced a handbook.
- Trigger Students: Lack of welcome for PGR students – DTLPG writes to welcome and brief all PGR students.

School of Nursing & Midwifery – Escalations

- Trigger Student: AR lack of understanding of the approved top-up and readmission pathways leading to delays at registration
- Trigger Student: Delays in processing offbooks students
- Trigger Academic & Admin: Issues with processing of PG applications

School of Nursing & Midwifery Enhancements

- Trigger Student: Processing of student cases, offbooks, deferrals and course transfers etc. – The School & AR Student Cases have developed a streamlined process to deal with these uses and feedback from staff and students has been positive.
- Trigger School: Capturing and responding to External Examiner reports and recommendations – A form has been developed which maps the External Examiner reports and recommendations and the Course Coordinator responds. External Examiner feedback is a standing item on the Postgraduate Management and Curriculum Committees.
- Trigger School, Students: Application process - The process is being reviewed in its entirety with the Academic Registry and the revised process will include and Admissions Committee which will meet bimonthly to review applications.
- Trigger School & Students: Delays in preparing assessments for the academic year - Implemented the collation of assessments in Semester 2 in the preceding year of which they apply.
- Trigger School and Student: Disconnection with Academic Registry Office – This led to the establishment of an Operations Group show will discuss and resolve issues with Academic Registry.
- Trigger School: The School has reviewed the Court Of Examiner Process and with the use of Lean Six Sigma techniques, they have established new and improved procedures to ensure standardisation and efficiency.   Feedback from stakeholders has been positive.
- Trigger School, External Examiners: Lack on online/electronic assessment, marking and feedback – PG & UG Administrative Officers are working with all stakeholders to facilitate the transition to online assessment. CAPSL provided training for staff to utilise the system.

- Trigger School: Course Handbooks – the School have revised and streamlined course handbooks in line with the Trinity Education Project guidelines.
- Trigger School & Students: Students toping up PG Cert by progress to modules to receive PG Diploma or topping up PG Diploma by progressing to modules to receive a Masters – The School is currently developing process with AR Student Cases to streamline this process.
- Trigger School & Students: Students seeking readmission to final year – The School and AR Student Cases are currently streamlining this process.

School of Pharmacy & Pharmaceutical Sciences - Escalations
- Trigger Students: Poor quality of practical teaching equipment – Faculty of Health Sciences provided funding to update equipment.

School of Pharmacy & Pharmaceutical Sciences Enhancements

- Trigger Students: Lack of opportunity to present research at School level and to mix with staff – Developed weekly seminar series with PG input and regular presentation opportunities.
- Trigger Students: Transparency in supervision/demonstration allocation for students – engagement with local industry including a career day with mock interview experience.

External Examiner Reports

Table 3.2

Undergraduate Programmes Externally Examined by School

School of Dental Science	12	Number of UG External Examiner Reports returned	12	100%
School of Medicine	38	Number of UG External Examiner Reports returned	26	68%
School of Nursing & Midwifery	6	Number of UG External Examiner Reports returned	5	83%
School of Pharmacy & Pharmaceutical Sciences	5	Number of UG External Examiner Reports returned	5	100%

Postgraduate Programmes Externally Examined by School

School of Dental Science	9	Number of PG External Examiner Reports returned	9	100%
School of Medicine	16	Number of PG External Examiner Reports returned	13	81%
School of Nursing & Midwifery	15	Number of PG External Examiner Reports returned	13	86%
School of Pharmacy & Pharmaceutical Sciences	4	Number of PG External Examiner Reports returned	4	100%

PG: External Examiners 42 - External Examiners Returned 39 (93%)

1. **Escalations – Undergraduate (from External Examiner reports)**

   Orthodontic Therapy – External Examiner

   The TCD Quality Office escalated this External Examiner report to the Dean of Health Sciences based on the following comment:

   C2: If applicable, please provide feedback on the resourcing of the programme/course /modules.

   Although the course would appear to be adequately resourced, it is apparent that much of the work is undertaken by a single individual, namely the course director. This leads to some inevitable vulnerability. It might therefore be worth the school considering providing the course director with some additional support. A suitable source might be teaching support from one or more recently qualified Orthodontic Therapists.

   Staff planning is wholly managed at School-level and this has now been addressed by the School of Dental Science.

   Dental Nursing – External Examiner

   The TCD Quality Office escalated this External Examiner report to the Dean of Health Sciences based on the following comment:

   C2: If applicable, please provide feedback on the resourcing of the programme/course /modules.

   The course would benefit from an additional clinical tutor to support the current staff and additional administrative support due to the increase in student numbers. Staff planning is wholly managed at School-level this has now been addressed by the School of Dental Science.

2. **Escalations - Postgraduate (from External Examiner reports – forwarded to the Dean)**

None.

Accreditation Cycle

Table 3.3

Accreditation body	Name of Programme accredited	UG/	Last Accreditation Visit	Outcome achieved*	Next Visit Due
Medical Council	Medicine	UG	2018	Awaiting response from Medical	TBC
CORU	Four Year Occupational Therapy Degree (BSc, Cur. Occ)	UG	20-22/10/2015	Accredited Final Accreditation letter received	Oct/Nov 2019
Association of Occupational Therapists of Ireland (AOTI) (on behalf of the World federation of Occupational	One year Occupational Therapy Degree programme (Singapore)	UG	26 April 2018	Accredited – 5 years	5-year cycle (but programme will unlikely continue to the time of next
CORU	BSc Physiotherapy	UG	9th November 2017	Accredited 5years	Oct/Nov 2021
CORU	Human Nutrition and Dietetics	UG	9th February 2018	Accredited 5years	Feb 2023
PSI	Five Year Pharmacy (Integrated) Programme	UG+PG	14th March 2017	Programme accredited for three years	13th February 2019
NMBI	Clinical Health Sciences Education, MSc/PGrad Dip	PG	12 Feb 2014	Accredited 5yrs	12 Feb 2019
NMBI	Mental Health (Child, Adolescent and Family) Sc/Pgrad Dip/PGrad Cert	PG	4 Sept 2014	Accredited 5yrs	4 Sept 2019
NMBI		PG	4 Sept 2014	Accredited 5yrs	4 Sept 2019
NMBI	Mental Health (Psychosocial Interventions) Sc/Pgrad Dip/PGrad Cert	PG	4 Sept 2014	Accredited 5yrs	4 Sept 2019
NMBI	Mental Health Sc/Pgrad Dip/PGrad Cert	PG	4 Sept 2014	Accredited 5yrs	4 Sept 2019

*Outcomes include Accredited, Accredited with Conditions, Not Accredited

Quality Review Cycle

Table 3.4

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

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

1. College level issues/recommendations raised in Quality Review Reports for escalation to Quality Committee and Council

Teaching & Learning Environment:

Issues:

Health Sciences Trinity Biomedical Institute, D'Olier St. and hospital sites for Nursing & Midwifery students

Actions:

Work completed, underway or planned (Arts Building refresh, refurbishment of South Leinster St, Hamilton building improvements, 1937 Reading Room refurbishment, TTEC and Grand Canal District, Estates Strategy, E3 Foundry, Trinity Business School etc.) will alleviate some of the issues raised regarding teaching and learning spaces. A QC recommendation that all new buildings have student breakout/social space incorporated in their design principles was forwarded to the Bursar in the context of the implementation of the Estates Strategy.

Active requires monitoring:

The Bursar launched the Estates Strategy on 21 November. The Strategy references a condition assessment by Faculty and School of academic spaces and a catagorisation of the spaces from A - D where A is 'as new' and 'D' is 'replacement required'. The Strategy also references the need for adequate social spaces to be included in any assessment of suitability. The strategy cover funding for multiple projects including new builds. Improvements for School of Nursing, teaching facilities at Goldsmith Hall etc. will be addressed in the Estates Strategy Implementation Plan, which will be submitted, to Board for approval.

Placements:

Issues:

1. Student's Union online survey of **midwifery** students in 2015/16 identified issues relating to students' experiences on clinical placements.

2. Difficulty securing placements in acute hospital settings for students on the **B.Sc. Human Nutrition and Dietetics** - only half of final year students placed in September 2017.

3. Access to appropriate clinical placements an issue for students on the 5-year integrated **Pharmacy** programme.

Actions:

A working group were established to implement a response to the issues identified by midwifery students and make recommendations.

A number of additional clinical sites were secured in 2017/18 to address this issue and Memorandums of Understanding (MOUs) were with key clinical partners.

Active requires monitoring:

1. A toolkit for evaluating the clinical experience will be rolled out across the School's undergraduate programmes in 2019/20. A training day for clinical staff in the School of Nursing and Midwifery was held in 2017/18.

2. The difficulty in placing final year students on the B.Sc. Human Nutrition and Dietetics programme is ongoing. The School has effected a short-term solution for 2018/19, which involves collapsing its clinical placements into existing teaching at St James' and Tallaght hospitals, and providing sufficient teaching resources to support this. However, this is not sustainable in the long term and the School has called a meeting with the DIT, HEA and HSE for the New Year to discuss a long-term solution.

3. The centralised management of placements for Pharmacy students is managed by APPEL, a consortium between the Schools of Pharmacy at TCD, RCSI and UCC. As per the PSI Guidance to HEIs, accreditation of preceptor pharmacists is at the discretion of APPEL and must be reviewed every year. For placements commencing after June 2018, an accreditation appeals process has been established.

Accreditation:

Issue: Streamline accreditation and quality reviews in terms of scheduling and documentation/data.

Actions 2018:

I. The Quality Office has sought to engage with accreditation bodies (e.g. the Pharmaceutical Society of Ireland (PSI) and the Dental Council) to identify synergies across the quality review and accreditation processes. The Quality Officer meets with accreditation bodies during on-site accreditation visits.

II. Schools undergoing accreditation review are provided with copies of the AIQR by the QO to avoid duplication of effort in terms of input, and reduce the burden of data and information gathering.

III. The list of undergraduate and postgraduate courses accredited by professional or statutory bodies is updated annually by QO and published on the QO website.

Active requires monitoring:

I. QQI will be publishing its report on the accreditation/approval of HEI programmes by professional and regulatory bodies, intended as a follow up/companion to the PARN report, in Q2 of 2019. It will focus on the processes followed by 11 professional/regulatory bodies and will contain commentary on trends observed in relation to these processes. Further streamlining will require sectoral agreement and mutual recognition of Professional and Statutory Accreditation Body and QQI Core Statutory Quality Assurance Standards.

II. Continue to support Schools undergoing accreditation in terms of data. Consider the timing of accreditation visits when scheduling quality reviews.

III. The 2018/19 list of undergraduate and postgraduate courses accredited by professional or statutory bodies is published on the Quality Office website, and updated annually in June.

Progression, Retention and Completion Statistics

	Total Student Number	Progression		Gender		Fee Status		Attendance	Mature	Access
		%	Total	Female	Male	EU	NEU	Full-Time		
HSC	748			578	170	669	79	748	115	119
Children's and General Nursing	24			21	3	24		24	4	6
Progressed same course	22	92%	22	19	3	22		22	4	4
Repeat same course	1	4%		1		1		1	0	1
Transferred other course		0%							0	0
Was not retained	1	4%		1		1		1	0	1
Dental Hygiene	5			4	1	5		5	1	1
Progressed same course	5	100%	5	4	1	5		5	1	1
Repeat same course		0%							0	0
Transferred other course		0%							0	0
Was not retained		0%							0	0
Dental Nursing	16			15	1	16		16	0	5
Progressed same course	16	100%	16	15	1	16		16	0	5
Repeat same course		0%							0	0
Transferred other course		0%							0	0
Was not retained		0%							0	0
Dental Science	42			25	17	28	14	42	2	5
Progressed same course	37	88%	37	25	12	23	14	37	2	5
Repeat same course		0%							0	0
Transferred other course	2	5%			2	2		2	0	0
Was not retained	3	7%			3	3		3	0	0
Dental Technology	3			2	1	3		3	0	0
Progressed same course	2	67%	2	2		2		2	0	0
Repeat same course		0%							0	0
Transferred other course		0%							0	0
Was not retained	1	33%			1	1		1	0	0
Human Health and Disease	34			24	10	34		34	1	5
Progressed same course	31	91%	31	24	7	31		31	1	5
Repeat same course		0%							0	0
Transferred other course	1	3%			1	1		1	0	0
Was not retained	2	6%			2	2		2	0	0
Human Nutrition and Dietetics (Joint Degree)	24			23	1	24		24	3	4
Progressed same course	24	100%	24	23	1	24		24	3	4
Repeat same course		0%							0	0
Transferred other course		0%							0	0

Was not retained		0%							0	0
Medicine	**161**			90	71	104	57	161	**15**	**20**
Progressed same course	147	91%	147	88	59	99	48	147	15	18
Repeat same course	6	4%		1	5	2	4	6	0	1
Transferred other course	7	4%		1	6	3	4	7	0	1
Was not retained	1	1%			1		1	1	0	0
Midwifery	**38**			38		38		38	**16**	**4**
Progressed same course	37	97%	37	37		37		37	16	4
Repeat same course		0%							0	0
Transferred other course		0%							0	0
Was not retained	1	3%		1		1		1	0	0
Nursing	**217**			192	25	217		217	**65**	**31**
Progressed same course	194	89%	194	176	18	194		194	52	28
Repeat same course	8	4%		6	2	8		8	6	1
Transferred other course	3	1%		2	1	3		3	0	1
Was not retained	12	6%		8	4	12		12	7	1
Occupational Therapy	**36**			33	3	36		36	**3**	**7**
Progressed same course	36	100%	36	33	3	36		36	3	7
Repeat same course		0%							0	0
Transferred other course		0%							0	0
Was not retained		0%							0	0
Pharmacy	**80**			56	24	76	4	80	**2**	**23**
Progressed same course	62	78%	62	46	16	60	2	62	2	14
Repeat same course	7	9%		4	3	7		7	0	4
Transferred other course	4	5%		2	2	4		4	0	4
Was not retained	7	9%		4	3	5	2	7	0	1
Physiotherapy	**36**			26	10	34	2	36	**2**	**5**
Progressed same course	31	86%	31	22	9	29	2	31	2	4
Repeat same course	1	3%			1	1		1	0	0
Transferred other course		0%							0	0
Was not retained	4	11%		4		4		4	0	1
Radiation Therapy	**32**			29	3	30	2	32	**1**	**3**
Progressed same course	24	75%	24	21	3	22	2	24	1	1
Repeat same course	4	13%		4		4		4	0	1
Transferred other course	2	6%		2		2		2	0	0
Was not retained	2	6%		2		2		2	0	1
Grand Total	**748**	**100%**	**668**	**578**	**170**	**669**	**79**	**748**	**115**	**119**
FHS Total			748		89%						