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

Annual Report 2021-2022

Dean of Graduate Studies

Contents

List of Tables

Table of Figures

Executive Summary

The academic year 2021-22, the focus of this report, marked a new beginning for the University – a new Provost, a new Vice Provost and a changing landscape in our approach to living with Covid. Life was disrupted by the war in Ukraine, by cost-of-living crises and by critical shortages of accommodation affecting many layers of society. Against this challenging backdrop, postgraduate activities in the university continued to grow and flourish. Selected highlights from these activities are presented in three sections in this report: Section A, a commentary on some of the postgraduate data from the Academic Registry annual report; Section B, an overview of key activities within the Graduate Studies Committee and the Office of the Dean of Graduate Studies; and Section C, which looks briefly to the future.

Section A

Applications to our postgraduate taught programmes topped 10,000, resulting in an overall increase in PGT student numbers of more than 500. Our taught Masters programmes remained the key driver for this recruitment, but 2021-22 also saw the roll out of our first micro-credentials, recruiting 53 students. Ireland remained a key market for recruitment, accounting for over 54% of registrations, but 25% of the postgraduate student body came from countries outside the EU.

The fledgling growth in postgraduate research student numbers seen in 2020-21 was not maintained and there was a small drop in new registrations. This drop was largely accounted for by reduced applications in Health Sciences, who had experienced a remarkable increase in 2020-21. Numbers grew in Arts, Humanities, and Social Sciences (AHSS), offsetting some of the reduction in the other two faculties. The vast majority of research students (87%) registered for full-time study with a September registration date. Student case numbers remained high, but 93% of students who submitted a thesis for examination were recommended the award of a PhD with either no changes or minor corrections.

Section B

The Graduate Studies Committee continued with a very busy schedule of work, approving 11 new courses and 10 micro-credentials. The first College-wide survey of teaching and learning supports provided by research students was undertaken, highlighting some of the information gaps and confusion that exists in our regulations and processes. One outcome of this work was Council's approval of the removal of the Calendar regulation limiting income that could be accrued by research students in receipt of an internal award to €18,000 – a long-standing problem for many students.

The inaugural Award for Excellence in Research Student Supervision was initiated, attracting 194 nominations across 23 Schools. The Postgraduate Renewal Programme consultation and design phase was launched. Following extensive consultation, a programme of work divided over three horizons was proposed to Council and approved for implementation in 2022-23.

At School level, staff and students continued to innovate and excel. Amongst many notable achievements, the **School of Engineering** welcomed 223 PGT students, and 116 PhD students. Two PhD students, Shubham Baisthakur and Louis-Marin Lapastoure won awards for their presentations at national conferences. The **School of Computer Science and Statistics** secured European funding for PhD students, through a Marie Skłodowska-Curie Doctoral Network Legume Legacy coordinated by Prof. Caroline Brophy and through another MSCA Doctoral Network RELAX, where Prof. David Gregg led Trinity's involvement. PhD student Camille Nadal, supervised by Prof. Gavin Doherty won a best paper award (top 1% of submissions) at the ACM CHI 2022 conference. In the **MSc in Pharmaceutical Sciences**, the first Panoz Excellence in Pharmaceutical Sciences Prize was jointly awarded to two students, Marnie Mitchell and Denis O'Brien. Many more achievements are detailed in Section B of this report.

As in previous years, the support of networks such as the Irish Universities Association, LERU and the EUA was invaluable in providing guidance, inspiration and cautionary tales.

Section C

Finally, Section C highlights some key trends and challenges. Most notable among these is the ongoing programme of work to foster and develop a sense of community and belonging within the 6,000+ postgraduate students. Within this cohort, the specific needs and ambitions of research students can be easily overlooked, given that many students are not connected into research groups or peer cohorts. Many other universities seeking to address this challenge have developed organisational structures dedicated to research students and it is timely for Trinity to give some thought to this as the logical next step in developing our research student community.

Throughout this report, the many highlights and achievements documented reflect the efforts of a broad community of dedicated academic and professional staff, whose commitment to our students and our postgraduate activities has remained constant and resilient to all the challenges encountered. Many are listed in the pages that follow, and all are owed a debt of gratitude by the University.

Introduction

The academic year 2021-22 started out under the new leadership of Provost Prof Linda Doyle and Vice Provost/Chief Academic Officer, Prof Orla Sheils. What we hoped for as a 'return to normality' was once again disrupted by the pandemic, delayed release of Leaving Certificate results with consequent changes in the teaching semester structure and travel disruption for many international students. Once again, it became necessary to be flexible and adaptive, accommodate both in-person and online teaching and learning and maintain vigilance in relation to the health and safety of the College community.

Postgraduate activities were arguably less disrupted than their undergraduate equivalents, with smaller courses, and greater appetite or tolerance for online teaching and learning across students and staff. For some, the return to full in-person engagement could not happen quickly enough; for others, the pace at which things changed caused anxiety and stress. Through it all, colleagues across the university worked to ensure equilibrium was maintained, and that business as usual proceeded.

At the start of the year, no one foresaw the cataclysmic events that would unfold in the Ukraine, disrupting the lives of millions of people, its influence felt across Europe. Trinity responded quickly and with predictable care for the individual students and staff affected by the conflict. Schools did everything they could to facilitate additional student places on postgraduate programmes and although ultimately the numbers who gained access were small, the efforts undertaken were considerable.

There were many notable achievements in postgraduate activities: a further increase in applications and registrations to taught programmes, continuing a growth trajectory in the face of all the challenges of the pandemic. Eleven new courses were approved, Micro-Credentials were introduced and recruited their first students, the first university-wide Thesis-in-3 competition was organised by Student Services in collaboration with Graduate Studies and the Dean of Research. The Postgraduate Renewal Programme consultation and design phase began in earnest, with surveys engaging the entire College community as well as workshops. Work packages gradually became populated with willing volunteers and discussions turned to a vision of for postgraduate education in Trinity. The inaugural award for Excellence in Research Student Supervision was launched resulting in 192 nominations for 129 academic colleagues.

This report provides further detail on these activities and achievements. It is structured in three parts. Section A is an interpretation of some of the data from the Annual Report of the Academic Registry. Section B highlights some of the key activities and developments processed through the Graduate Studies Committee or the Graduate Studies Office. Both of these sections reflect on a time period that started almost two years ago. In Section C, the time focus is from 2023, projecting forward some of the implications and legacies of the achievements and events of 2021-22.

In previous annual reports, I have highlighted the interdependencies between Graduate Studies and almost every corner of the university. The work undertaken across 2021-22 would not have been possible without the support of a large number of individuals. Within the Office of the Dean of Graduate Studies, Dr Cormac Doran, Ewa Adach and Catherine Allen provided vital support for the wide range of activities outlined in this report. Leona Coady brought her vast experience of the university and of project management to the daunting task of coordinating and collaboratively designing the first workplan for the Postgraduate Renewal Programme.

The GSC is the engine driving much of our postgraduate activities and the members of this committee are exceptionally committed and generous with their time and energy. In Academic Affairs, Ewa Sadowska continued to provide her legendary assistance, support, institutional knowledge, and attention to detail, to guide the development of new course proposals and to ensure that the Graduate Studies Committee functioned effectively. Linda Darbey was a constant source of guidance on matters related to academic policies and practices.

The 6,000+ postgraduate students who registered in 2021-22 had access to exceptional supports through the Postgraduate Advisory Service. Once again, Martin McAndrew provided inestimable support to students and to me as Dean, ensuring students' needs were constantly highlighted. He was joined by Cristina Boccardo who took over many of the responsibilities for students on taught postgraduate programmes. The efforts of this two-person team were critically important in a year when unfortunately, student representation through the Graduate Students' Union was sadly lacking. Both the postgraduate students and the wider College community owe them a particular debt of gratitude.

All 6,000+ students were also supported by colleagues in the Academic Registry, managing processes from registration through to Commencements. Jacinta Ryan was a key support in terms of taught students, while Ciaran O'Brien continued his invaluable work on behalf of postgraduate research students. Lee Annett and Neil Brennan ensured that any decisions I made could be implemented in our systems, while Laura Coughlan provided invaluable support in relation to student finances, and in particular in relation to financial anomalies affecting part-time postgraduate research students. Iwona Brozynska and Joe Faulkner dealt with thousands of postgraduate student cases, managing requests for extensions, retrospective registrations, Off-Books requests and challenges related to progression.

The inaugural award of research student supervision would not have been possible without Ciara O'Farrell and her team in Academic Practice and my role as Dean would have been infinitely more challenging if it had not been for the constantly calm and reassuring advice provided by the Secretary's Office, in particular Rose Gaynor and Victoria Butler.

There are many more whose names are not listed here, who have contributed to the successes in the postgraduate space. To all, I extend my sincere thanks. *Ní neart go cur le chéile* - there is no strength like cooperation.

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| IUA Deans' Group | LERU Doct. Group | EUA | UKCDE |

Graduate Studies C'tee
Policy development
Quality assurance
Strategic planning
Development initiatives

Academic Registry
Applications
Admissions
Assess & Progress
Commencements
Student Cases
Student Finance

Academic Affairs
New course proposals
Academic policies
Academic integrity
Calendar regulations
GSC

Graduate Studies

Student Services
Postgraduate Advisory
Support Service
Orientation, Thesis-in-3
Student Learning and
Development
Student Counselling
Student Health

Academic Practice
GTA awards
Research supervision
workshops
Teaching Excellence
Awards
Research supervision
awards

Secretary's Office
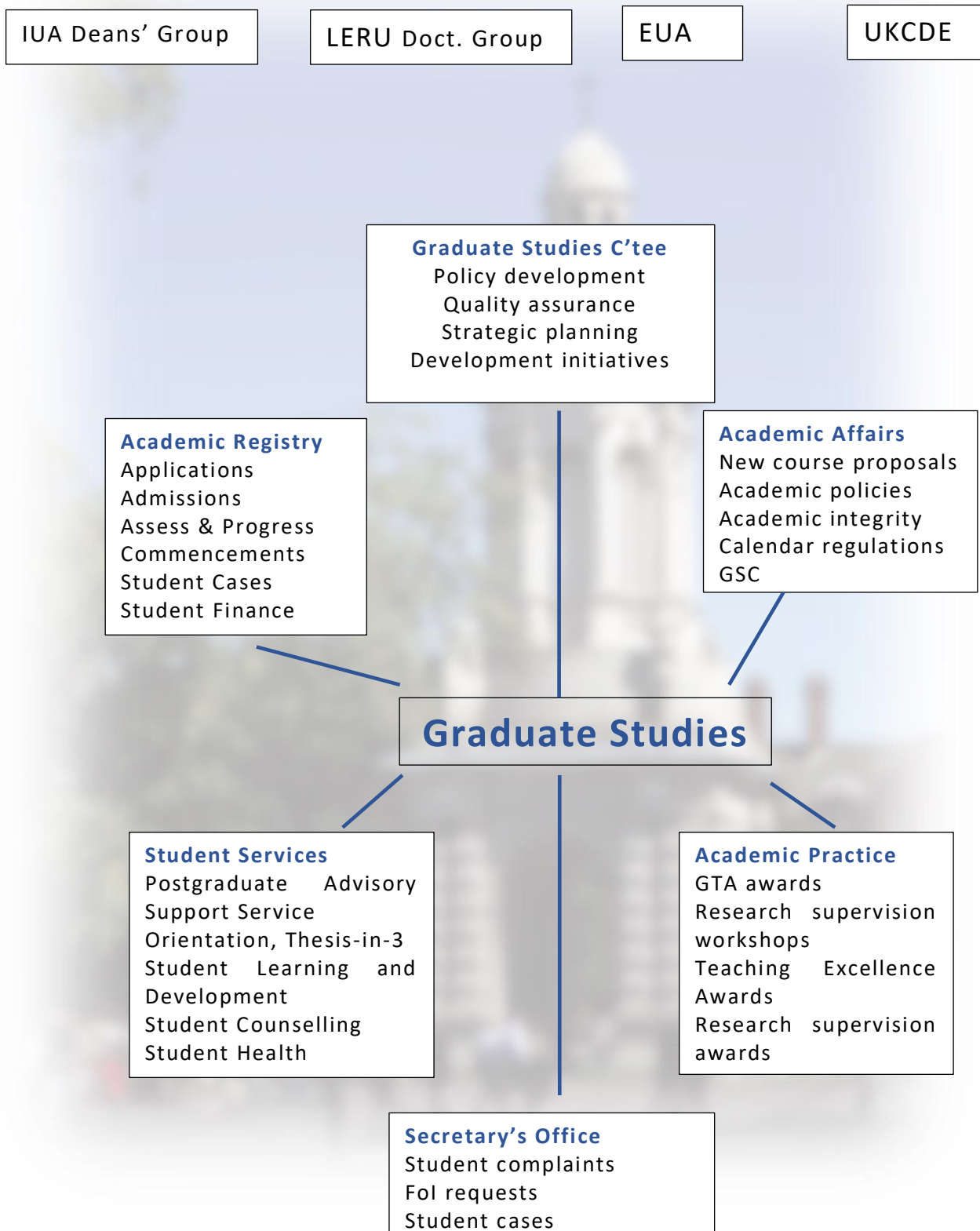Student complaints
FoI requests
Student cases

Figure 1. The Interconnectedness of Graduate Studies

Section A: Commentary on the AR Annual Report

Note: This section provides a high-level commentary on the AR Annual Report. The full postgraduate-related AR report can be found in Appendix X.

A.1. Postgraduate Student Body

Selected Highlights:

⟹ **Continued growth (548 additional PG students)**
⟹ **Split 70:30 across PGT:PGR**
⟹ **Predominantly full-time – static part-time numbers**
⟹ **Taught Masters remain the key driver**
⟹ **AHSS accounts for 57.8% of all PGT registrations**
⟹ **Vast majority of courses attract fewer than 50 students, varies by Faculty**

In 2021/22 postgraduate students accounted for just under 30% of the 20,430 students registered in the university, continuing a growth trajectory with the largest year-on-year growth in numbers (548 up on 2020-21) in five years. Of the 6,054 registered postgraduate students, 30% (1,846) were registered for research degrees, (i.e., PhD, professional doctorates and research Masters degrees) with the remaining 4,208 students registered on taught programmes.

A.1.ii Mode of Attendance

In 2021-22, full-time students accounted for just under 75% of the postgraduate body (4,197 full-time and 1,518 part-time students). A small proportion 5.6% comprised students validated by another institution, those attending online or enrolled in a standalone module. Over the last five years the number of full-time postgraduate students has risen significantly, an increase of 931 postgraduate students since 2017/18. In part, this growth reflects the success of strategic recruitment on the part of the Global Marketing team. Students from many countries outside the EU are unlikely to get visas unless they are registered on a full-time programme of study.

Part-time students are more likely to be local and already engaged in employment. They may also be older than their full-time counterparts. At just over 1,500, the number of part-time students has stayed relatively static over the past five years and there may be opportunities to grow this cohort through strategic initiatives such as the HEA-funded HCI programme.

A.1.iii Gender

The gender profile of the postgraduate student population at Trinity did not change in 2021/22 with 61% of the postgraduate population identifying as female and 39%

who identified as male. 23 students preferred not to say when identifying their gender, a small rise from 10 in the previous year (Table C1(b), Appendix 1).

A.1.i Course Type

A.1.i.a Taught Programmes

Similar to previous years, just over half (50.5%) of all postgraduate students were registered on taught Masters programmes (an increase of 237 students), with smaller numbers on Certificate (6.8%) and Diploma courses (4.98%). Arts Humanities and Social Sciences (AHSS) accounted for more than half (57.5%) of all registrations, with 20% in Health Sciences (HS), 17% in Science Technology Engineering and Mathematics (STEM) and a further 5% registered in programmes across or outside Faculty structures (see Figure A1).
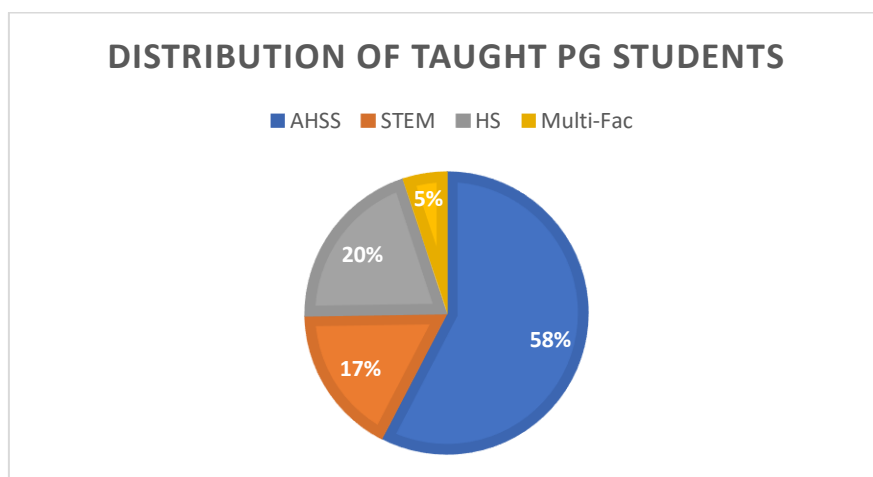
Figure A1: Distribution of taught PG students by Faculty

Students registered onto 214 diverse programmes (including full-time and part-time options of the same programme), with 113 programmes recruiting in AHSS, 32 in STEM and 72 in HS. Numbers recruited to each programme varied. Across the university, only four programmes recruited numbers in excess of 100, and more than half (55%) of the programmes offered recruited 10 or fewer students. In many programmes, full-time and part-time students complete the same taught components together and many programmes combine modules across different cohorts of students. The actual proportion of modules taught to fewer than 10 students may therefore not match the programme-level data (see Figure A2).
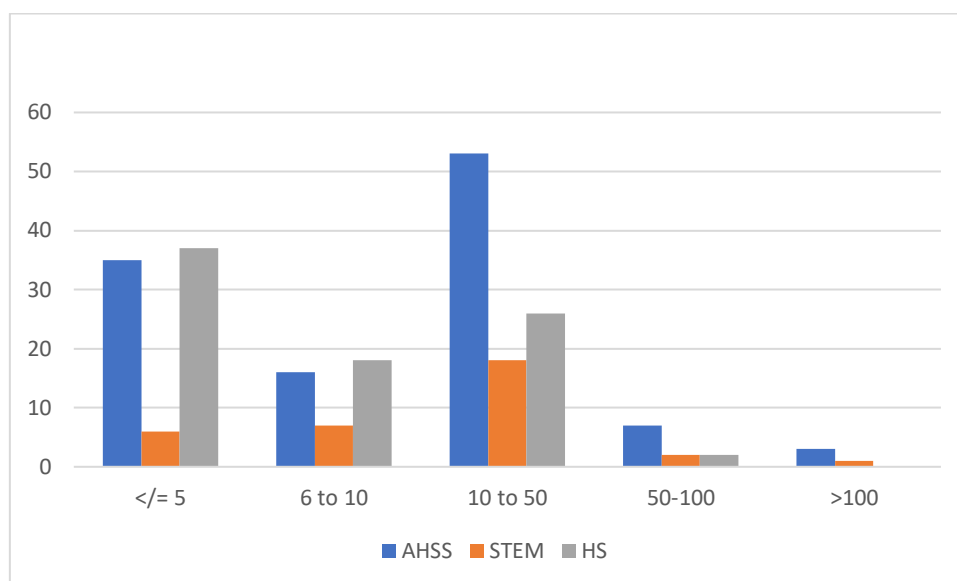
Figure A2: Numbers of students registered to programmes

A major innovation was the introduction of Micro Credentials (MCs), with a total of 53 students registered across the year. Many challenges were experienced in supporting the roll out of MCs, not least of which were the system constraints experienced within the Academic Registry. In all respects, the MC initiative broke new ground, requiring new structures (e.g., a new sub-committee of GSC), processes for approval, as well as marketing and operational innovations. SITS configurations required that each MC be set up as a new programme and ultimately success was only achieved through the allocation of additional resources to the AR and the collaboration of all involved in addressing each new challenge as it arose. The MC community of students was small, relative to other groups of PGT students, but it is possible that this is one cohort who may grow in size in future years.

A.1.i.b Research Programmes

Of the 1,846 of postgraduate students who registered for research degrees, the large majority registered for a PhD (84%), with small numbers registered for research Masters, a professional/clinical doctorate, or a performance doctorate. In total, PhD students accounted for 7.6% of the total student body, a figure worth noting in relation to the research-intensive ambitions of the university. (Table C1(c), Appendix 1).

A.2. Postgraduate Taught (PGT) Admissions Data

Selected Highlights:

⇒ **PGT Applications increased in AHSS and HS**
⇒ **Strong conversion rates from applications to offers to registrations resulting in an overall increase in PGT numbers (including visiting students, micro-credentials and standalone module registrations)**
⇒ **3,240 new PGT students admitted (2,582 in 2020-21)**
⇒ **EU:Non-EU ratio was 75:25, a small increase in non-EU students**
⇒ **More than half of all registrations were drawn from Ireland; India replaced China as a recruitment source; the UK did not feature in the top 5 sources of registrations**
⇒ **Micro-credentials were rolled out for the first time**

Applications to Trinity's Postgraduate Taught (PGT) programmes continued to rise by 2.8% from 9,815 in 2020 to 10,097 in 2021. Conversion rates from applications to offers remained stable across the university at 53.4%, with a marked improvement from offers to registration over the 2020-21 data (59.4% compared to 48%). Overall, across all Faculties, the profile was one of effective matching of applications, offers and registrations, with a welcome increase in student numbers.

AHSS showed a 6% increase in applications, and an improved conversion from application to offer (54%) and offer to registration (55%), resulting in 229 additional students (Figure B1(a), Appendix 1). While STEM applications were down 10%, better conversion rates resulted in more than 200 additional students. Health Sciences also saw an increase in applications and conversion rates.

A.2.i PGT Nationality

EU students made up 75% of the taught postgraduate cohort, a marginal increase of 2% in the number of students from non-EU countries. Trinity continued to be a truly global university with students from 99 countries.

Ireland remained the strongest recruitment market, accounting for more than half of registrations, with India displacing China and rising to number 2 at 8.82% (up from 5.5% and totalling 371 students). France rose to a place in the top five countries for the first time, displacing the UK which has long featured as a strong recruitment market. It is not clear if Brexit or other factors have impacted on UK recruitment, and it may be that specific recruitment drives will be needed to redress this shift.

Table 1: PGT Nationality

Nationality	% of PGT student body 2020-21
Ireland	54.4%
India	8.82%
China	6.61%
United States of America	6.23%
France	2.97%

Source: SITS

A.2.ii Recognition of Prior Learning for PGT students

The purpose of the Recognition of Prior Learning Policy is to ensure that prior learning is assessed transparently and consistently, while also ensuring that choices on prior learning recognition uphold the ethos of a Trinity Education and the academic integrity of a programme of study. In 2021-22, as Dean of Graduate Studies I approved admission of:
• 6 applicants whose prior degree were ordinary degrees or below (9 in 2019/20)
• 2 applicants with a third class award in their primary degree

Ten applicants who did not have prior formal degrees were approved on the basis on Recognition of Prior Learning or additional assessment tasks set by Course Directors. The initiation of the HCI-funded Recognition of Prior Learning Project coordinated by THEA, of which Trinity is a member, was a significant development in 2021-22. The appointment of Graham Glanville as project lead introduced a new resource to support consideration of RPL and it is anticipated that this initiative will extend further the pathways made available to potential learners.

A.3. Postgraduate Research Student Admissions Data

Selected Highlights:

⇒ **Applications increased, but fell in STEM and HS**
⇒ **New registrations fell to 415 (from 443)**
⇒ **Student numbers increased in AHSS (up 23 on 2020-21) but fell from 113 to 69 in HS**
⇒ **EU:Non-EU ratio stable at 75:25**
⇒ **Most students are full-time (87%) and register in September (85%)**

Overall PGR applications showed a small growth (1,126 from 1,062), but this growth was accounted for by an increase in applications to AHSS and decreases across the STEM and HS Faculties. The largest drop was in Health Sciences (165 from 216 in

2020-21), although 2020-21 represented a record number of applications for that Faculty, possibly linked to the pandemic.

Conversion rates from applications to offers continued to vary greatly across Faculties, with only 33% of applications converting to offers in AHSS, compared to 91% in STEM. These differences may reflect contrasting models of research student recruitment, with a strong focus on PI-led recruitment in STEM and students applying to specific projects compared to student-led applications as the norm in AHSS. One consequence is the increased time required to process applications in AHSS in order to recruit and register students. However, despite these challenges, numbers of newly registered students in AHSS rose from 155 to 178. Across all three Faculties, the conversion rate from offer to registration ranged from 74% (AHSS) to 83% (HS), with only STEM experiencing a decrease in this conversion rate, accounted for almost exclusively by lower conversion of offers to non-EU students. (Fig B2 (a),(b),(c) Appendix 1)

While the accommodation crisis was already a focus of discussion in 2021-22, there is no clear evidence that it impacted on students' willingness to proceed with their plans. It will be important to track changes in conversion rates over the coming years as the pressures on housing continue.

September registrations accounted for 85% of new PGR students, but a sizeable minority registered in March 2022. This cohort is particularly vulnerable to being isolated and overlooked as only five Schools recruited between 6-8 students at this time, with most Schools having only 1-3 new students joining at this time point. Facilitating orientation and integration into the research community requires specific and dedicated resources for these students to ensure they are not disadvantaged by the timing of their registration.

A.3.i PGR Nationality

In a profile broadly similar to the PGT cohort, in 2021-22 PGR students were drawn from 91 countries, but more than half (57%) indicated they were Irish. The top five nationalities in percentage terms are the same as in 2020/21 and are shown in Table 2 below. They accounted for 74.7% of all PGR applications in 2021-22.

Table 2: PGR Nationality

Nationality	% of PGR student body 2020-21
Ireland	56.88%
China	5.31
United States of America	4.77
India	3.95
Italy	3.79

Source: SITS

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A.3.ii PGR Examination Process

Selected Highlights:
⇒ **Most theses (93%) were recommended for the award of PhD with no corrections (13%) or minor corrections (80%)**
⇒ **47% of students completed the full examination process within six months**
⇒ **Covid-impact lingered and the option of online viva voce examinations was retained**
⇒ **E-thesis submission operated effectively and smoothly**
⇒ **PhD awards accounted for 86% of all Higher Degrees awarded**

PhDs continued to dominate the Higher Degrees awards, accounting for 86% of all awards. Covid related changes to the examination process continued into the 2021-22 academic year as students and staff returned to campus. The amendment that led to the submission of electronic versions of theses for examination in 2020-21 operated as the norm and I would like to highlight the continued success of e-Thesis in adapting to changes that have been implemented over a very challenging two years.

With the easing of restrictions in the latter half of the academic year, College also moved back to conducting many in-person viva voce examinations. Authority to grant approval for a viva to take place with at least one participant engaging remotely was delegated to DLTPs within Schools, with the requirement that in each case a written record of the student's agreement with the proposed format be secured and retained at School level.

The number of examinations conducted in 2021/22 fell by just over 12% to 279 from a high of 318 in 2020-21. This is the lowest number in recent years and may reflect the impact of Covid on completion times. In 80% of PhD examinations, examiners recommended award of a PhD with minor corrections or with no corrections (13%) with just over 6% requiring major revisions. No Thesis was referred for the award of a lower degree. Two candidates submitted applications for a Higher Doctorate and both were successful.

Table 3: PGR Examination Process

Degree	Total approved Examinations	Degree awarded as it stands	Minor corrections required	Referred for major revision	Lower degree awarded	Failed
Sc.D	2	2				
Litt.D						
M.A.I.						
Ph.D	237	31	191	15		
M.Sc.	20	1	18	1		
M.Litt.	2	1		1		
M.D.	9	1	8			
M.CH.	1	1				
D.Ch.Dent	5		5			
D.Music.Perf.	3		3			
Total:	279	37	225	17	0	0

Source: SITS

A.3.iii Research Examination Period

As with previous years, close to half of students (47%) completed the full examination process in six months or less, reflecting the high proportion of students who had to undertake minor corrections, for which a two-month period is normally allowed. For those referred for major revisions, the process can be significantly more extended, evidenced in the relatively long tail of the overall examination process. Requests for extensions on correction/revision times were received regularly, often citing Covid-related impacts and this is an aspect of the overall examination process that should be kept under review.

A.3.v Postgraduate Scholarships awarded by Faculty

Each year, a limited number of internally funded postgraduate research studentships are offered to highly qualified candidates interested in pursuing their PhD studies at Trinity through three schemes: Postgraduate Research Studentships (code 1252) awarded one per School; Ussher awards (6) awarded at Faculty level and Provost PhD awards (40), allocated on the basis of a competitive PI-led competition process. The value of the awards varied across each category. In 2021-22, only the '1252' and Ussher award schemes were offered, although PIs who had been successful in the 2020-21 roll out of the process recruited their students in the academic year 2021-22. No new Provost PhD awards were allocated, pending a full review of the structure and funding of internal awards.

A.4.   Postgraduate Student Cases (Taught and Research Students)

As happened in 2020-21, postgraduate students continued to be offered special Covid-19 accommodations in 2021-22 to mitigate the impact of the pandemic. A total

of 2,395 postgraduate student cases were logged in 2021/22, marginally down on 2020-21, but a disproportionate 36% of all cases were logged across undergraduate and postgraduate students. It is likely that the diversity of the postgraduate student cohort, the relatively high proportion of students from outside Ireland, as well as the age profile of the students combine to increase the likelihood of life events that risk disrupting academic progress.

The largest single category of cases involved requests for extensions on submission dates for PGR students, at 695 more than double the pre-Covid level. Off books requests increased to 325 (293 in 2020-21), predominantly on medical or ad misericordiam grounds. For the second year, postgraduate students returning to the register after a period Off Books on medical grounds were required to provide a Letter of Certification to the Medical Assessment Group. This process is now well embedded and efficiently managed by the student cases team in the AR.
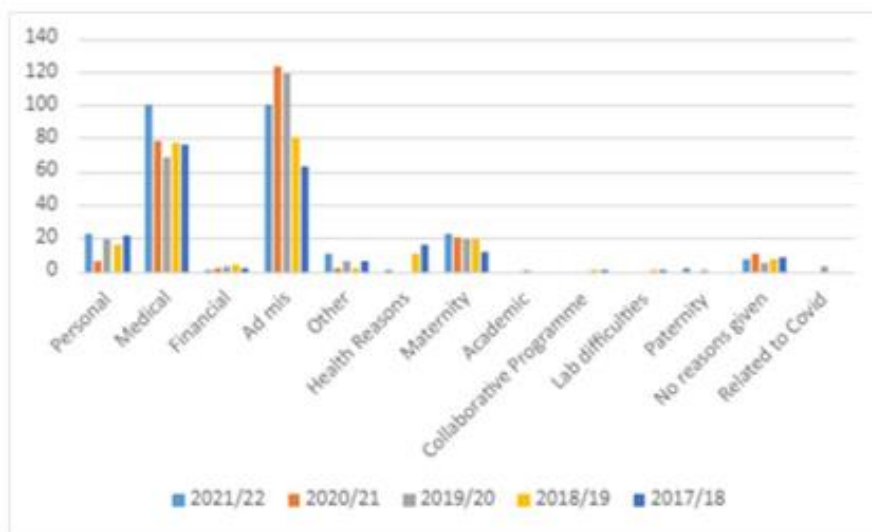
A concern that was highlighted in the 2020-21 report was the significant increase in the number of cases of Withdrawal Pre-Registration: 248 in 2020-21, up 217% from 2018-19. Thankfully, this figure dropped by over 100 cases to 146 for 2021-22.

As in previous years, the busiest periods in 2021-22 were September and October when 568 and 351 student cases were processed due to an increase in requests for extensions to submit (617 in to 695 in 2021/22) and pre-registration withdrawals. Possibly due to the loosening of pandemic restrictions, the number of Admission-Deferrals also dropped from 264 in 2020-21 to 195 in 2021-22.

PG Logged Cases	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 21/22	568	351	192	127	188	145	154	93	103	110	126	238	2,395
PG 20/21	371	360	160	128	153	193	192	145	122	130	144	361	2,459
PG 19/20	379	277	131	81	129	166	160	132	123	163	211	360	2,312
PG 18/19	321	280	155	88	121	100	141	115	122	115	147	252	1,956
PG 17/18	88	77	83	17	92	101	65	63	87	72	66	171	982

Source: Extracted from AR Student Cases Daily PG Log

Table 4: Postgraduate Student Cases

Figure A3: Reasons for Postgraduate Students going off-books (OBN) between 2021/22 and 2017/18 (Source – Academic Registry Annual Report)

The small PG Case Team have continued to demonstrate their commitment to serving the needs of postgraduate students and staff with exceptional dedication and efficiency, with 95% of cases successfully processed within three days of opening (see Appendix, Tables E9a and E9b). Due to the nature and complexity of some postgraduate student cases, a minority can take considerable time to reach a conclusion, often requiring engagement with multiple stakeholders. Key in resolving many student cases, and the majority of complex cases, is the support and guidance offered to students by the Postgraduate Advisory Service.

A.5. Plagiarism and Academic Integrity

As evidenced by Table E22 (see Appendix 1), 74 instances of plagiarism were recorded across the entire student body in 2021-22, a large drop from the 124 cases recorded in the previous year. Only seven instances of plagiarism were recorded in the AR in relation to postgraduate students, the same number as 2020-21. This figure significantly under-estimates the scale of the issues related to academic integrity experienced at School level in 2021-22, exacerbated by the shift to online assessments due to the pandemic, as 29 notifications of plagiarism related hearings with students were received in Graduate Studies. These data speak to the inconsistent approach to the recording of instances of plagiarism within the university.

In February 2022, Council gave approval for the setting up of an Academic Integrity Working Group and agreed Terms of Reference and Membership, with the aim of clarifying and strengthening policies and procedures related to academic integrity.

SECTION B:

Developments and Activities in Graduate Studies, 2021-22

B.1. Staffing Updates and Changes

In my second year as Dean of Graduate Studies, I continued to lean heavily on former Deans for advice and support. The generosity of the two most recent Deans, Prof Aideen Long and Prof Neville Cox greatly eased the challenges of this role. The work programme for the year could not have been completed without the support of many others.

Within the Office of the Dean of Graduate Studies, **Dr Cormac Doran** as Assistant Academic Secretary, Graduate Education and **Ewa Adach**, Administrative Officer provided crucial support for all activities related to postgraduate students, assisted by **Catherine Allen**, the Executive Officer/Dean's Secretary whose responsibilities included coordination of nominations and reports of external examiners for taught programmes, coordination of the Postgraduate Teaching Awards, Trinity Travel Grants for postgraduate research students, and processing of the Provost PhD Project Award scheme.

As discussed later in this report, one of the key areas of activity in 2021-22 was the launch of the Postgraduate Renewal Programme. **Leona Coady** joined the programme as Director in November 2021 and quickly became a core support for all postgraduate activities. **Jemimah Bailey** also provided invaluable assistance to many Graduate Studies projects.

Bi-monthly meetings with core professional staff from Academic Affairs and Academic Registry facilitated open lines of communication and effective processing of a diverse range of issues.

B.2. The Graduate Studies Committee

> **Selected Key Activities and Achievements:**
>
> ⇒ **Induction session for new DTLPs introduced**
> ⇒ **Inaugural award recognising Excellence in Research Student Supervision**
> ⇒ **Return to in-person Graduate Teaching Assistant Awards**
> ⇒ **Review of allocation and payment of teaching contributions by postgraduate research students**
> ⇒ **11 new/significantly revised courses recommended to Council**
> ⇒ **10 new Micro-Credentials recommended to Council**
> ⇒ **Launch of consultation and implementation design phase of postgraduate renewal programme**
> ⇒ **3-horizon structure for rollout of postgraduate renewal programme approved by Council, along with detailed workplan for Horizon 1**
> ⇒ **First in-person GSC meeting in two years**

Each annual report has commented on the enormous contribution made by the GSC to supporting the activities and development of postgraduate education and research in the university and 2021-22 was no different. As innovations in postgraduate education and research have grown, the workload of DTLPs has expanded significantly. In recognition of the increasing diversity of this role, an Induction Programme and Induction Pack was introduced in 2021-22 and offered to all Directors new to this role. As in previous years, Directors and other members of the GSC unfailingly contributed beyond the requirements of their roles, demonstrating willingness to volunteer to participate on working groups, to experiment with practice and to provide guidance to the Dean 'from the coalface'.

In 2021-22, the achievements of the GSC were enabled by the efforts of the following DTLPs:

Table 5: Directors of Postgraduate Teaching and Learning 2021-22

School	Director of Postgraduate Teaching and Learning
Arts, Humanities and Social Sciences	
Business	Prof. Frank Barry
Creative Arts	Prof. Sarah Jane Scaife

Education	Prof. Keith Johnston
English	Prof. Bernice Murphy
Histories & Humanities	Prof. Isabella Jackson
Languages, Literatures and Cultural Studies	Prof. James Hadley
Law	Prof. Blanaid Clarke
Linguistics, Speech and Communications Sciences	Prof. Kathleen McTiernan
Psychology	Prof. Ladislav Timulak
Social Sciences and Philosophy	Prof. Tara Mitchell Prof Augustin Benetrix
Social Work and Social Policy	Prof. Paula Mayock
Religion	Prof. Gillian Wylie
Science, Technology, Engineering and Mathematics	
Biochemistry and Immunology	Prof. Rachel McLoughlin
Chemistry	Prof. John Boland
Computer Science and Statistics	Prof. Owen Conlan
Engineering	Prof. Sarah McCormack
Genetics and Microbiology	Prof. Russell McLoughlin
Mathematics	Prof. Manuela Kulaxizi
Natural Sciences	Prof. Cian O'Callaghan
Physics	Prof. Hongzhou Zhang
Health Sciences	
Dental Science	Prof. Ioannis Polyzois
Medicine	Prof. Lina Zgaga
Nursing & Midwifery	Prof. Mary Hughes
Pharmacy and Pharmaceutical Sciences	Prof. Carlos Medina Martin
Tangent	
Tangent	Prof. Jake Byrne

Source: Internal GSO data

The Graduate Studies Committee is managed by Academic Affairs, within Trinity Teaching & Learning with support from the Office of the Dean of Graduate Studies. None of the work of the Committee would have been possible without the extraordinary contribution of **Ewa Sadowska** from Academic Affairs. Her support in guiding academic staff through the process of developing and submitting course proposals for consideration by the GSC, as well as her legendary attention to detail and processes, ensured that the efforts of all involved ultimately enabled Council to make evidence-informed decisions on postgraduate developments. The GSC was fortunate in also having the support of **Rhiannon Carey Bates**, who assisted many of the activities of the committee.

Nine meetings of the GSC were held during the academic year 2021-22, including one additional meeting in September to plan the work for the academic year. We were delighted to be able to have our first in-person meeting of the GSC in May, 2022, marking a return to the new post-Covid 'normal'.

The annual self-evaluation survey for the GSC was conducted by Academic Affairs, and members indicated a high level of satisfaction with the overall organisation and efficiency of committee meetings. Based on the survey responses from May, 2021, DTLPs were offered additional opportunities to meet with the Dean in small Faculty-based groups to discuss matters specific to their context.

The academic year 2021-22 was an extremely busy one for the GSC. Key activities and achievements included:

- Review and recommendation of a total of 11 new/substantially revised postgraduate course proposals and 10 HCI Pillar 3 Micro-Credentials (for details of Council approval decisions see the Academic Affairs website).
- Launch of the inaugural award to recognise Excellence in Research Student Supervision
- Report on allocation and payment of teaching contributions by postgraduate research students
- Launch of major consultation phase of Postgraduate Renewal Programme
- Development of workplan for Horizon 1 for the renewal programme
- Review of Covid-related accommodations and guidelines in relation to assessment research students.

B.2.i   Inaugural Award for Excellence in Supervision of Research Students

⇒ **192 nominations across 23 Schools**
⇒ **7 awards across 3 Faculties**
⇒ **Inaugural ceremony in Provost's Saloon**
⇒ **Special thanks to the Provost and Vice Provost/Chief Academic Officer for their generous support, the Review Panel, and Ewa Adach**

In October, 2021, work commenced on the development of a new award to recognise excellence in supervision of research students. Through the assistance of **Dr Ciara O'Farrell** from Academic Practice in Trinity Teaching and Learning, and the support of the GSC, Council approved the launch of this new award in February, 2022. Nominations were possible in two categories: Early Career Supervisors, who had supervised no more than two students through to completion, and Established Supervisors. Individuals were not allowed to self-nominate and nominations were sought from students, recent alumni or colleagues.

A total of **192 nominations** for 129 members of staff from 23 Schools were received. All nominees were invited to submit an application and Heads of School were provided with the names of nominees and the text of their nomination. Schools were requested to select one nominee from each category for consideration for a Faculty-level award.

A review panel comprising the Dean of Graduate Studies, the Dean of Research, **Prof Wolfgang Schmitt**, the Head of Academic Practice **Dr Ciara O'Farrell**, **Prof John Cullen**, Dean of Graduate Studies Maynooth University and three members of the academic staff representing each Faculty (**Prof John Gormley**, School of Medicine; **Prof Matthew Campbell**, School of Genetics and Microbiology); **Prof Thomas Chadefaux**, School of Social Sciences and Philosophy) reviewed all short-listed candidates and recommended a total of 7 nominees for a Faculty-level award. The awardees were:

AHSS
Established Career: Jointly awarded to
Prof Olive Healy, Prof Gillian Wylie
Early Career: **Prof John Roche**

STEM
Established Career: **Prof Anna Davies**
Early Career: **Prof Susan Murphy**

Health Sciences
Established Career: **Prof Lidia Tajber**
Early Career: **Prof Gareth Brady**

We were delighted to be hosted in the Provost's Saloon to celebrate the achievements of so many colleagues. Awardees received a crystal plaque as well as an allocation to a research account, generously funded through the office of the Vice Provost/Chief Academic Officer, Prof Orla Shiels.

Special thanks are also due to **Prof John Cullen**, Dean of Graduate Studies in Maynooth University, who generously gave of his time to assist final decisions. None of it would have been possible without the administrative support of **Ewa Adach**.

An evening of celebration in the Provost's Saloon.

B.2.ii Graduate Teaching Assistant Awards

In 2020-21, due to the pandemic, no award scheme for Graduate Teaching Assistants was implemented and the award ceremony for recipients of the awards from 2019-20 had been put on hold. In November 2021, the 2021-22 scheme was launched. This scheme aims to recognise and reward the exceptional contributions that many postgraduate research students make to the teaching and learning activities of Schools. Nominees are sought from each School and the scheme is run through the Office of the Dean of Graduate Studies, with the support of Academic Practice.

In 2021-22, 29 nominations were received from 15 Schools. Jonny Johnston and his team from Academic Practice undertook the challenge of generating a shortlist of 16 candidates for interview. Each shortlisted candidate submitted a video recording of a 4-minute 'lightning talk' speaking to their teaching practices and participated in an interview. Huge thanks are due to the review panel: **Jonny Johnston**, Senior Lecturer/Dean of Undergraduate Studies, **Prof David Shepherd**; **Prof Stephen Smith**; **Prof James Hadley**; and **Prof Kevin Kelly** as well as to **Catherine Allen** whose administrative support was critical to the endeavour.

The recorded lightning talks were extremely impressive, showcasing confident and skilled presentation and teaching skills and the final selection process was beyond challenging. The ultimate overall award winner was **Deirdre McAdams**, from the School of Chemistry.

A very special award ceremony was held on May 29th, when all shortlisted candidates received certificates and the overall award winner received a plaque. The value placed by the candidates on this recognition was a reminder of their value in the overall educational mission of the university.

B.2.iii Review of Allocation and Payment of Teaching Support by Postgraduate Research Students

Over the past number of years, the issue of payment and funding of PhD students has been discussed in different contexts and fora both internal to the university and nationally (through the IUA) and across the EU. Three aspects to these discussions were identified as relevant to address within Trinity:
1. Calendar regulations with respect to income limits for students in receipt of stipend awards
2. Oversight of the allocation and monitoring of teaching demands on research students' and
3. Payments made to students for teaching-related contributions.

In 2021-22, an informal working group was set up to report on these aspects and to issue recommendations. The working group was led by the Dean of Graduate Studies, with administrative support from **Ewa Adach** and was enabled to complete its task by the contributions of **Profs Bernice Murphy, Kathleen McTiernan, Tara Mitchell, Sarah McCormack, Hongzhou Zhang**, and **Carlos Medina Martin. Catherine Finnegan** (School Manager, School of Law) provided invaluable assistance in developing and administering surveys, **Jemimah Bailey** supported analysis of the data and **Alexandra Core**y ensured that the student perspective was reflected.

In addition to documentation review, two surveys were undertaken, one student focused (**297 responses**) and one addressed to Schools/Disciplines (responses from **23 Disciplines** across **22 Schools**. In March 2022, the GSC recommended the report to Council (full report available here), along with recommendations under each of the three aspects:

1. Calendar regulations for students in receipt of stipend awards
    a. The existing Calendar regulations specifying a personal income limit of €18,000 for students applying for or in receipt of research studentship awards should be deleted
    b. Guidelines clarifying the nature of activities to be considered as appropriate for research students should be developed and provided to students and supervisors

2. Oversight of the allocation and monitoring of teaching demands
    a. Clear information about expectations and the process of allocation of teaching responsibilities should be provided to students as a single source of 'truth' in each School
    b. Students to be encouraged to monitor and evaluate the time allocated to teaching activities and to raise concerns where appropriate with their supervisor or Director of Teaching and Learning
    c. Facilitating a process to share best practice across Schools in relation to allocation and monitoring of workload for students

3. Payments to students for teaching-related contributions
    a. Comprehensive evaluation of School costs associated with payment for teaching supports provided by research students
    b. A full review of existing internal studentship awards to be undertaken, with a view to developing an equitable award scheme independent of teaching contributions made by research students.

B.2.iv PGR Examination Processes

An unanticipated accommodation arising from the challenges created by Covid-19 was the rapid implementation of online *viva voce* examinations, a facility that continued to operate relatively smoothly in 2020-21. Given the many benefits associated with this format, including the increased pool of available external examiners and the carbon emission benefits, a full School-based review of the benefits and challenges of the conduct of examinations where one or more members participates remotely was undertaken by DTLPs from November 2021-January 2022. Based on this review, a number of amendments to the Guidelines on online *viva voce* examinations were proposed. Key elements included:

*   A commitment to existing university regulations, policies and procedures while also aiming for flexibility
*   In-person examinations to remain the standard norm, but with enhanced opportunities for online or hybrid examinations
*   Oversight for determining the preferred format rests with the DTLP in each School
*   Authority for permission for online examinations rests with the Dean of Graduate Studies

- At the invitation of the Dean, the GSC might, on an annual basis, approve the delegation of authority with respect to local decisions to the DTLP in each School
- Written agreement of all parties required for online format

The suspension of the requirement to supply two hardbound copies of research theses to College was retained throughout the academic year 2021-22 and it was hoped that it would be possible to remove the requirement for a hard copy, given the success of the *e-Thesis* initiative. However, following extensive discussions with the Library, it became evident that while TARA is an effective and stable storage system for digital data, it is not a digital preservation system. As a consequence, the Library advised that there were significant risks to the medium-term security of access to theses stored in TARA. On that basis, it was decided not to recommend to Council to remove the requirement to submit a hard copy of research theses until such time as a full digital preservation platform is available to protect long term access to these research outputs.

B.3.   Responding to Covid:
B.3.i   The PGT environment

The impact of Covid-19 remained across much of Semester 1 and it was not until Semester 2 that a return to in-person teaching became the norm. Many assessments remained online across both semesters, with increased concerns related to integrity of examinations, plagiarism and collaboration. In part due to these concerns, there was an increased demand for in-person examinations particularly in Semester 2. The GSC was provided with regular updates related to activities of the National Academic Integrity Network as well as internal working groups.

Although the AR report indicates that only 7 reports of plagiarism by postgraduate students were recorded formally, 29 reports on summary procedures were approved during 2021-22 by me as Dean. Noting that Schools may sometimes refer directly to the Junior Dean, if a Level 4 penalty is proposed, it is clear that beyond the increased vulnerability of assessments to breaches of academic integrity, a core challenge remains implementing consistent approaches to managing and reporting breaches of integrity across the university.

Arising from the concerns related to this perceived increase in cases, Student Learning and Development services agreed to provide additional student-focused sessions tailored to each Faculty to support students to better understand how to avoid unintentional breaches of integrity. Unfortunately, despite significant efforts at promotion, take-up of these sessions was low.

B.3.ii Responding to Covid: PGR Students
The primary Covid-related impacts on PGR students continued to be the lag in completion times already referenced and the significant continuation of online viva voce examinations.

B.3.iii Responding to Covid: Virtual Open Day

The first ever virtual Postgraduate Open Day was hosted in March, 2021, through the support of the Office of Global Relations. Considerable learning was drawn from the experience, in relation to the timing, the structure and the marketing required to support good attendance. As a consequence, in 2021-22, the timing and structure was changed. Rather than a full-day weekend event, a 2-hour Open Evening was held on February 17th, from 17.00-19.00, with extensive pre-event promotion. This format was found to be much more satisfactory, with higher levels of engagement of students.

B.4. Prendergast Interdisciplinary Challenge-Based Award Scheme

Based on the innovative Kinsella award scheme, the Prendergast Challenge-Based PhD award scheme was funded through generous donations from the Provost's Council to mark the Provostship of Dr Patrick Prendergast. Although launched at the end of the academic year 2020-21, it was implemented across the academic year 2021-22. The funds generated were sufficient to support two awards, each funding four PhD students for four years, with an additional budget for consumables. As with the Kinsella awards, PI-teams were required to demonstrate representation from at least two Faculties and three Schools and across varying levels of seniority. Submissions included a section detailing innovations in research supervision activities.

Despite tight deadlines, a total of 13 applications were submitted. Drawing heavily on the expertise of **Doireann Wallace**, **Aisling Robinson** and **Patrick Lansley**, a panel of 26 external reviewers was recruited, drawing on nominations from Heads of School. Each proposal was assessed by at least three external reviewers and then shortlisted for review by an internal review panel comprising the Dean of Graduate Studies, each of the Faculty Deans, **Prof Brian O'Connell, Prof Gail McIlroy** and **Prof Sylvia Draper**, as well as the Dean of Research, **Prof Wolfgang Schmitt, Doris Alexander** and **Prof Eriki Raulo** from Helsinki University.

Two teams were finally selected to receive awards, both led by PIs from STEM. An awards ceremony was held in the Senior Common Room in April, 2022 to celebrate their achievements and to thank the former Provost for his support for PhD researchers.

Life in the Currents
Lead PI: Prof Biswajit Basu, School of Engineering
Prof Francis Ludlow, School of Histories and Humanities
Prof Iris Möller, School of Natural Sciences
Prof John Dingliana, School of Computer Sciences & Statistics
Prof Kirk Soodhalter, School of Mathematics
Prof Margaret Jackson, School of Natural Sciences
Prof Nessa O'Connor, School of Natural Sciences

Prof Poul Holm School of Histories and Humanities

Antimicrobial resistance: Engineering natural, one-health, systems thinking solutions to a man-made global disaster
Lead PI: Prof Trevor Hodkinson, School of Natural Sciences
Prof Simon Wilson, School of Computer Science & Statistics
Prof Sinead Corr, School of Genetics and Microbiology
Prof Marta Martins, School of Genetics and Microbiology
Prof Michael Monaghan, School of Engineering
Prof Julie Renwick, School of Medicine
Prof RoseAnne Kenny, School of Medicine

B.5.   School Achievements

This section of the report describes the main achievements and activities reported by Schools during the academic year 2021-22.

In the academic year 2021-22, the **School of Pharmacy and Pharmaceutical Sciences** began the digital transformation of the MSc in Pharmaceutical Manufacturing Technology with support from the HCI initiative, increasing its numbers by approximately 36%. The course launched an alumni event called the QP Exchange which has resulted in alumni industry engagement for the programme. In 2021-2022 the course was spotlighted by the Irish Times as one of the universities most popular courses; the *MSc in Hospital Pharmacy* changed to a hybrid model, providing more flexibility and facilitating expansion of the course by enabling further geographical reach and increased student numbers. In 2021-22, the course welcomed a new hospital site - the Mater Private, to our participating hospital sites. The MSc in *Pharmaceutical Sciences* awarded for the first time the Panoz Excellence in Pharmaceutical Sciences Prize to the best students enrolled in the programme, Marnie Mitchell and Denis O'Brien. In this academic year, the course also set up agreements with European Universities and Industry to carry out research projects and welcomed 3 more young talented *PGR students* to undertake their PhD studies supported by the Panoz Pharmaceutical Innovation PhD Scholarships.

The **School of Engineering** welcomed 223 PG students, 106 students to their MSc programmes, 117 students to Professional Pg. Diploma programmes and 116 PhD students. As part of Colleges Micro-credential Pilot, the School set up 9 micro-credentials in areas from Transport Policy to Motion Picture Engineering. Through HCI and E3 initiatives, the School has been involved in new PGT programmes such as the MSc in Zero Carbon Technology and the Postgraduate Diploma in Climate Action. Engineering PhD students took part in a range of conferences showcasing their ground-breaking work. Examples include:
Shubham Baisthakur won an award for the best student presentation for the paper titled "A study on wind-wave misalignment for the Irish coastline and its effect on the wind turbine response" in the Energy Stream Research Student Competition organized at the Civil Engineering Research in Ireland (CERI) 2022 And Irish Transportation Research Network (ITRN) 2022 Conference jointly hosted by Trinity and TU Dublin.
Louis-Marin Lapastoure and his Supervisor, Prof David Igoe won an award for the best paper at the 2022 conference of the Civil Engineering Research Association of Ireland (CERAI) which was held in Trinity last year. He also won an award for best presentation in the geotechnical stream at the same conference.

Tangent, Trinity's Ideas Workspace re-launched the Postgraduate Certificate in Innovation and Entrepreneurship: Innovation Pathways for Researchers in 2021 - 2022. This programme is designed for PhD students, post-doctoral researchers and early career research staff from all disciplines who wish to explore how innovation can work for them. The programme fosters innovation and entrepreneurship skills in multi-disciplinary research teams while also providing opportunities to apply the

learning to individual contexts. Tangent is excited to grow this programme and engage with researchers from all faculties in the coming years.

The **School of Education's** M.Ed. strand in Leadership and Policy was endorsed by the Centre for School Leadership Endorsement Panel for the period up to 2024. The School's Doctorate in Education recruited 15 new doctoral students for this professional doctorate programme and the School embarked on a project with City of Dublin Education and Training Board (CDETB) to expand the Schools' offering of postgraduate courses aimed at the further education and training sector, with the aim of building on the success of the existing Postgraduate Certificate in Diversity and Inclusion in Further Education and Training. The annual School of Education Postgraduate Research Conference took place in May 2022, focusing on the theme (Re)Building Education and was a great success. In November 2020, StudentSurvey.ie invited proposals for the analysis of the qualitative data component of the 2019 Postgraduate Research Student Survey.ie. Following a competitive tendering process, the contract to undertake the research was awarded to Dr Michelle Share (School of Education) in collaboration with Dr Rory Mc Daid, Marino Institute of Education. The final report was published in July 2021 and is available at the following link: https://studentsurvey.ie/sites/default/files/users/user27/StudentSurvey.ie%20%26%20TCD%20MIE_Qual%20Analysis%204_2021.pdf

Dr Donatella Cammeda was the invited speaker on Inclusive Teaching and Learning and on Designing Educational Environments at Carintia University and University of Padova in the 21/22 academic year. In the Excellence in Research Supervision Awards, Dr Joseph Roche was the AHSS Faculty winner in the early career category and Dr Gavin Murphy was awarded a Chen Yidan Visiting Global Fellowship by the Harvard Graduate School of Education. This is in recognition of Dr Murphy's work supporting educators in furthering their professional development, especially as it translates in an international context, and his work on creating equitable and inclusive education for the LGBTI+ community by providing professional training materials and sessions. Doctorate in Education student Michael Buckley successfully competed for funding from Trinity Research in Social Science for his study on school leadership and governance in the Irish primary school sector. PhD student Stella Wai-Wan Choi was also awarded a Postgraduate Research Fellowship by Trinity Research in Social Sciences for her research on inclusive education for children with ASD and anxiety, and also first-authored a peer-reviewed article in the *International Journal of Childhood Education*. PhD student Xi-ning Wang successfully competed for Erasmus+ Oversea Research Mobility Funding and also first authored three new peer-reviewed papers. In the QS Subject Rankings, Trinity's School of Education was ranked 72nd in the education and training category.

In December 2021, Dr Pádraic Whyte from the **School of English** was awarded funding of €20,000 from the Irish Research Council's New Foundations Initiative in partnership with the Department of the Taoiseach's Shared Island unit. The inter-disciplinary research project between Trinity College Dublin & Verbal (an arts organisation based in Northern Ireland) investigated and advanced the potential of shared reading groups to stimulate purposeful cross-community dialogue among Northern Ireland interface communities. Dr Seán Rooney was awarded the 2022

Rooney Prize for Irish Literature for his memoir *All Down Darkness Wide*. Dr Mark Faulkner was awarded €220k project for his two-year project 'Searobend: Linked metadata for English-Language Texts, 1000-1300' by the Irish Research Council's Coalesce scheme. It uses cutting-edge techniques from the sub-field of Computer Science devoted to Linked Data to leverage knowledge gained from three hundred years of philological work on medieval manuscripts, texts and scribes to address a range of national and international objectives around the preservation of cultural heritage.

In the **School of Medicine**, Jo-Hanna Ivers commenced a new role as Associate Dean of Civic Engagement and Social Innovation. Michael Gill ended an extraordinary term as Head of School which saw unprecedented growth of the School while continuing to deliver education for all students throughout the pandemic. The School is proud of PhD candidate Mary Vasseghi, the mother of a child with Tuberous Sclerosis Complex (TSC) which is a genetic disorder producing tumour growth throughout the body, causing epilepsy, autism, intellectual disability, neuropsychological disorders, renal and pulmonary complications who is conducting the first Irish research to inform the creation of a new TSC service.

The **School of Computer Science and Statistics** (SCSS) delivered 3 Postgraduate Taught Programmes and also provided a successful Structured PhD programme with over 120 PhD research students enrolled in the main five research areas in the School: Artificial Intelligence, Graphics and Vision, Networks and Distributed Systems, Software and Systems, Statistics and Information System. SCSS is a part of the three SFI Centres for Research Training funded from 2019-2026: a lead partner in d-real (CRT in Digitally-Enhanced Reality, led by Prof. Carol O'Sullivan), and a partner in CRT in Artificial Intelligence (with Prof. Ivana Dusparic as the Trinity Lead) and ADVANCE CRT (Future Networks and the Internet of Things, with Prof. Siobhan Clarke as Trinity Lead). In the 2021-2022 academic year, the School was also successful in securing further European funding for PhD students: Prof. Caroline Brophy will coordinate Marie Skłodowska-Curie Doctoral Network Legume Legacy, and Prof. David Gregg will lead Trinity's involvement in MSCA Doctoral Network RELAX. In March 2022, SCSS PhD student Camille Nadal, supervised by Prof. Gavin Doherty won a best paper award (top 1% of submissions) at the ACM CHI 2022 conference, the leading international venue for Human-Computer Interaction research.

The **School of Nursing and Midwifery** was a leading School in the first year of the HCI Microcredential's project with 3 modules on offer. Previous CC John Dinsmore was presented the "Ones to Watch" award by the Provost in Feb 2022 and Kevin Connaire was presented with the "Excellence in Teaching" award in June 2022. PhD student Norma Caples was shortlisted for the HSE Spark Frontline Innovation Award in June 2022. Students who were unable to attend a graduation ceremony due to Covid were given the opportunity to attend another conferring during the summer of 2022 and the School held its first in-person awards ceremony in December 2022 with 37 students eligible for an award.

The **School of Languages Literatures and Cultural Studies** highlights included creating greater efficiencies in the delivery of multiple interdisciplinary PGT programmes through the centralisation of key processes such as the updating of handbooks, optional module selection and supervisor assignment. All courses were moved to the stackable framework providing flexible learning options to respond to trends of continuous learning within the modern world and modern organisations. The School also achieved approval of two new MPhils in Applied Intercultural Communications and The Middle East in a Global Context.
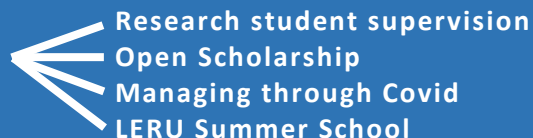
It is evident from the highlights presented above that there were many significant achievements, and activities progressed by Schools during a very challenging time.

B.6 External Activities
B.6.i LERU

Selected Key Activities and Achievements

$\Rightarrow$ **4 days of meetings, addressing**

Research student supervision
Open Scholarship
Managing through Covid
LERU Summer School

One online meeting of the LERU Doctoral Studies Group took place during 2021-22, from September 23rd-24th and a second in-person meeting was held in March (18th-19th) in Zurich, the first in-person meeting since the start of the pandemic. Due to other commitments, I was not able to travel, and no option was available to participate remotely. I also presented to the LERU Rectors' Assembly, providing a report on the LERU Summer School hosted by Trinity in 2021.

Key areas of focus within the Doctoral Studies group were:
- Revision of the paper on best practice in supervision of research students
- Open Scholarship
- Managing through Covid: Mental health supports for PGR students
- LERU Summer School.

The LERU doctoral studies group continued to be a pillar of support for developments and innovations in relation to doctoral researchers. Two students were selected from Trinity to participate in the Annual LERU Doctoral Summer School, hosted in Utrecht, the Netherlands: **Orlaith Darling**, School of English and **Iwona Sadowska**, School of Education.

B.6.ii Irish Universities Association

Trinity's membership of the Irish Universities Association (IUA) also continued to be a source of support and shared interest across the 2021-22 academic year.

As a group, we continued to lobby Revenue to remove the requirement that PhD students in receipt of a stipend must pay PAYE while on maternity or adoptive leave. This is an ongoing issue that is still being pursued. Based on discussions over the preceding months, it was agreed that the existing partnership between UCD, RCSI and Trinity focused on enhancing supervision skills would be expanded, to include other IUA colleagues.

B.7. Postgraduate Renewal

Key Activities and Achievements

1. **Successfully completed Consultation & Implementation Design Phase**
2. **Approval for incremental phased approach to programme delivery over three Horizons**
3. **Approval of Work Programme for Horizon 1**
4. **Development of a fledgling vision for postgraduate education**
5. **Inaugural Programme Workshop held in June 2022 opened by the Provost**

The Postgraduate Renewal Programme is ambitious in its intent on delivering a roadmap that enables Trinity to provide a world-class experience, delivering highly skilled, highly employable independent graduates, equipped to tackle the challenges of the coming decades, underpinned by a supportive and nurturing environment that enables them to fulfil their potential and be impactful global citizens.

Consultation & Implementation Design Phase (October 2021 – April 2022)
Starting in October 2021, the Postgraduate Renewal Programme Team undertook a six-month period of broad consultation with the university community (postgraduate students, academic and research staff, and professional staff). This phase included pre-consultation focus groups (22), an on-line survey (1,940 respondents across students and staff), in-person engagement with students at various campus sites, as well as presenting to College committees and meeting with Annual Officers.
Feedback from the community was a key factor informing the proposed incremental approach to programme renewal across three horizons, aligned to a vision for postgraduate education at Trinity, and informed the development of a workplan for the delivery of short-term imperatives in Horizon 1.

Postgraduate students participating in the Programme's online survey offered free coffee/tea/hot chocolate at a Coffee Cart in Front Square on February 9-10, 2022.

Programme Approval (May 2022)

In May 2022, University Council approved:

1. Proposed incremental approach to programme delivery over three horizons
2. Further engagement with the College community on developing a vision for postgraduate education at Trinity
3. Proposed Work Programme for Horizon 1

The focus for Horizon 1 is on quick and achievable wins, which once implemented will have a positive impact on student and staff in the short-term. Horizon 1 deliverables were categorised under five main areas of focus: the student life cycle, the structured PhD and doctoral programmes, curriculum, student and staff experience, and finance. Some elements of the Work Plan should result in specific changes that are aimed to be delivered by the end of the academic year; and others are the foundational elements for Horizon 2 and Horizon 3 ambitions.

Following Council approval, the immediate next step was to develop a fully-costed business case for funding the delivery of Horizon 1, for presentation to the first meeting of Planning Group in the academic year 2022-23.
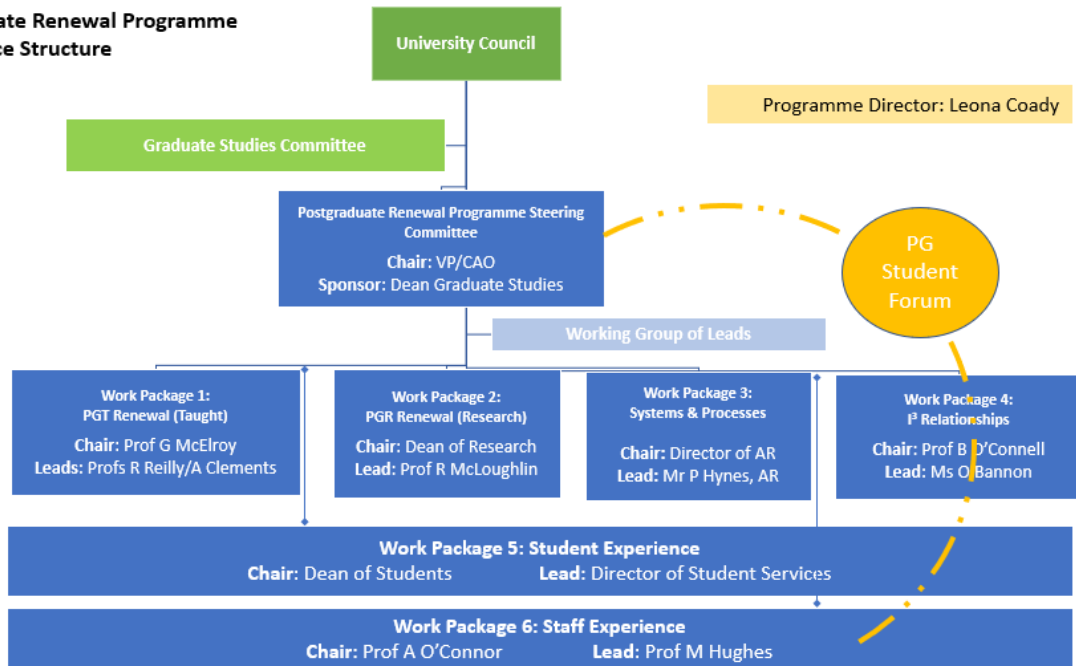
Programme Approach: Incremental Phased Delivery
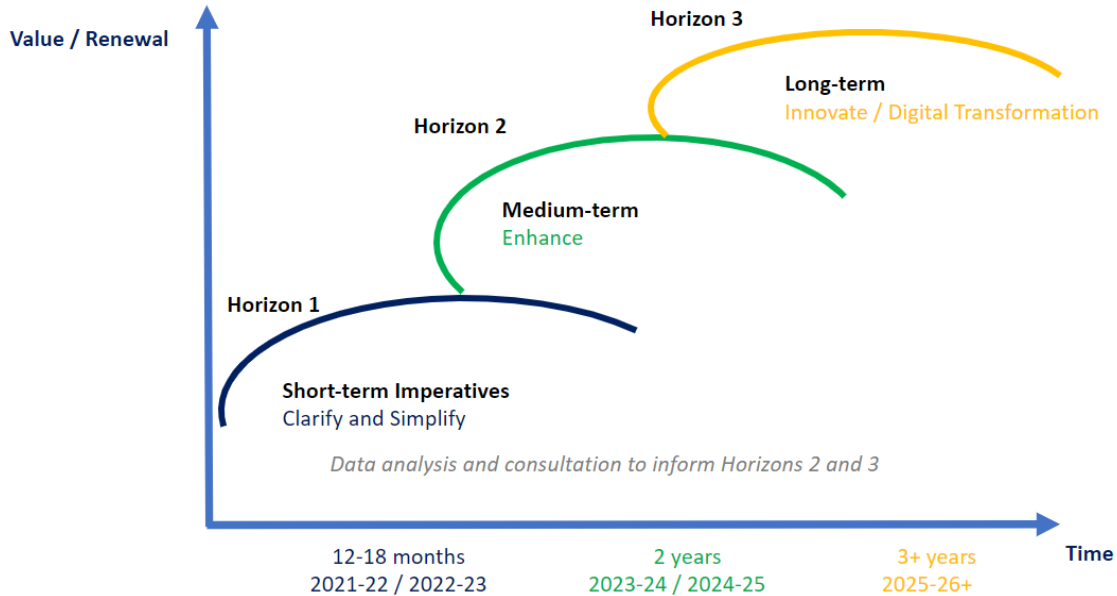
Organisation

Responsibility for strategic oversight of the Postgraduate Renewal Programme rests with the Steering Committee. The membership of its six work packages was made up of a cross representation of the College community (academic, research and professional staff). In 2021-22, approximately 70 staff colleagues were members of the Work Packages, each of which has a chair and lead. Work Packages met monthly, and collectively their input was fundamental to shaping the phased incremental approach to Programme delivery, the plan for Horizon 1, and developing a fledgling/tentative vision statement for postgraduate education.

Postgraduate Renewal Programme Governance Structure

University Council

Programme Director: Leona Coady

Graduate Studies Committee

Postgraduate Renewal Programme Steering Committee
Chair: VP/CAO
Sponsor: Dean Graduate Studies

PG Student Forum

Working Group of Leads

Work Package 1:
PGT Renewal (Taught)
Chair: Prof G McElroy
Leads: Profs R Reilly/A Clements

Work Package 2:
PGR Renewal (Research)
Chair: Dean of Research
Lead: Prof R McLoughlin

Work Package 3:
Systems & Processes
Chair: Director of AR
Lead: Mr P Hynes, AR

Work Package 4:
I³ Relationships
Chair: Prof B O'Connell
Lead: Ms O Bannon

Work Package 5: Student Experience
Chair: Dean of Students   **Lead:** Director of Student Services

Work Package 6: Staff Experience
Chair: Prof A O'Connor   **Lead:** Prof M Hughes

At the end of the 2021-22 academic year, all members of the Programme's Steering Committee and its Work Packages participated in an inaugural workshop opened by the Provost, the focus of which was further developing a vision for postgraduate education at Trinity.

Images from Programme Workshop opened by the Provost, June 16, 2022.

B.8. Research Supervision Development Programme

Key Activities and Achievements

⇒ **5 research supervision development workshops offered online**
⇒ **237 online participants**
⇒ **Recordings made available to those unable to attend synchronously**

The Office of the Dean of Graduate Studies and Academic Practice co-hosted a series of workshops for research supervisors on best practices for effective supervision of research students. The workshops focused on the approaches to common challenges and current practices in research student supervision. The interactive programme hosted panel discussions with experienced research supervisors across multiple disciplines as well as industry experts and offered an opportunity for peer learning and exchange of best practice.

In 2021-22, five workshops/seminars were hosted by Trinity, of which four were also open to IUA partner institutions. In all, 237 participants engaged with the programme. Huge thanks are extended to Jade Concannon, Academic Practice, Ewa Adach, GSO and a large number of colleagues who generously gave of their time:

Title	Contributors	Attended
Introduction to Research Supervision at Trinity (internal only)	Graduate Studies Office Prof Lorna Carson Prof Fred Sheedy	18
Supervisors' and Postgraduate Researchers' mental health and wellbeing	Martin McAndrew, PAS Joanna Harney (Student Counselling Service)	41
Preparing the ground well: Considerations when taking on a new PhD candidate	Prof Aidan Seery Martin McAndrew Ciaran O'Brien Tamara)'Connor	66
Career Development and Networking for Research Students	Orla Bannon, Careers Service	25
Navigating difficult conversations with research students	Jo Harney (Student Counselling Service) Prof Conor McGuckin	87

Table 6: Research Supervision Workshops Hosted by Trinity

Section C: Looking to the Future

C.1. The Graduate Studies Office

As noted in my last two Annual Reports, the volume of work channelled through the Office of the Dean of Graduate Studies is very high, often complex, and extremely diverse. The operational demands often leave little capacity to focus on strategic initiatives. This problem is not unique to postgraduate activities; it highlights the critical inter-dependence of academic and professional staff in all activities and the importance of sufficient capacity at all levels to ensure that we deliver on the university's mission.

I believe it is entirely appropriate to delegate authority for many decisions to DTLPs, who know their students' and their Schools' needs and capacities. However, such delegation increases the workload of staff who are already juggling multiple demands. It is essential that these efforts and the very great demands on DTLPs are appropriately recognised in workload models and in promotion processes.

C.2. Postgraduate Students, Postgraduate Renewal

Postgraduate Students

At the time of writing, the implementation phase of Horizon 1 of the ambitious Postgraduate Renewal Programme is well underway. We are facing many questions that speak to the core of the university's identity and mission. The increasingly diverse range of taught postgraduate offerings, a diversity accelerated by the HCI, challenges us to reflect on what we, as an institution, mean, when we refer to 'a postgraduate student in Trinity', and whether we view all students as equally core to our mission, regardless of whether they register for a single micro-credential or for four years on a Structured PhD programme. The Admissions Strategy initiative now underway through the leadership of the Vice Provost comes at a critically important time as we engage with the renewal programme.

While overall the proportion of postgraduate students in Trinity has grown significantly over the past decade, much of this growth has been through postgraduate taught activities. At 8% of the total student body, our cohort of research students is significantly lower than that of any of our partner institutes in the LERU group. The new Technological Universities have been mandated to achieve an overall proportion of 7% - a proportion that currently only Trinity and UCD have reached. The increasing competition for research students, the significant cost of living associated with Dublin-based universities, the accommodation crisis and the financial pressures on research students and universities alike represent very real and critical challenges to be overcome in the coming decade. In addition, research students face increasing demands to demonstrate not only discipline excellence and

research skills but also a wide range of transversal skills including communication, demonstration of impact and innovation, project management and team leadership. These new demands rely on expanding existing university supports to enable students to feel confident that Trinity can provide the opportunities they need to become employment-ready in careers far outside of academia.

Attracting and recruiting excellent students is challenging and so it is essential that the student experience across the life cycle is seamless and smooth, enabling students and staff to focus on the key activities of research and researcher development. To achieve this ambition, we will require flexible systems and robust digital infrastructure underpinning streamlined processes. However, on their own these developments will not be sufficient to safeguard Trinity's position as the leading Irish destination for research students.

In March, 2023, Trinity demonstrated its leadership in relation to postgraduate research students by becoming the first institution to commit to a living stipend. This move sends a strong signal to potential students that as a university, we recognise their value as a key element in our research eco-system, the engine that drives the university. We are uniquely placed to reap the full benefits of this bold move but it will require ongoing efforts to address other key issues that are currently in focus.

C2.i Postgraduate Renewal Programme

In September2023, Planning Group approved the business case for funding the delivery of Horizon 1 in 2022-23, the implementation of which is in progress, and which will no doubt form a significant part of the Annual Report for 2022-23.

A proposed Work Plan for Horizon 2 (2023-2025), together with a fully costed business case will be brought forward for consideration to Planning Group and University Council in May 2023.

C.2.ii Postgraduate Research Students: Structures, Space, Community

One key concern to be addressed is the lack of a sense of community for research students, as evidenced by their responses to the Postgraduate Renewal survey in February 2022, but also by ISSE data, where as few as 35% of PGR students indicated that they had opportunities to become involved in the wider research community of the University. The issues of identity and community for PGR students have been raised in at least the last three annual reports from Graduate Studies. It continues to be the case that we still cannot guarantee a desk space for every student who registers for a research degree, somewhere they can pursue their research as a valued member of the university community, but also somewhere they can physically engage with other students on the same journey. This must remain a key ambition for the university in the short term. While Covid demonstrated the potential for remote working and supervision, having access to a physical place and space is fundamental to ensuring that students become part of the wider university community.

We are not alone in facing the challenge of community-building for research students. The 2022 survey of structures and strategy in doctoral education in the UK and Ireland, undertaken by the UK Council for Graduate Education, indicated that across the 74 participating institutions, 66% have responded to this issue and developed a university-wide Doctoral College or similar structure. All these units specifically support research students, with a gradual increase of scope to include Early Career Researchers (41%) and research staff (27%). Where such structures existed in the previous survey in 2015, more than half (53%) also supported taught postgraduate students. By 2022, this figure had dropped to 9%. Over the past year, many Irish universities have also moved in this direction, separating supports for taught and research students, with the University of Limerick and UCC the most recent to establish a Doctoral School/Academy. It seems clear to me as Dean that this is an area where Trinity needs to take action or run the risk of being the only university without a visible university-wide structure to support research students.

This increasing separation of supports for postgraduate taught and postgraduate research students is also reflected in the separation of responsibilities of Deans of Graduate Studies. Trinity is in a very small minority even within the IUA in including both cohorts of students under a single Dean of Graduate Studies. These changes reflect the changing demands across both the taught and the research landscape. It is increasingly evident that in line with the need for Associate Deans of Research and for Undergraduate activities, it is now time to consider the structures and supports needed in Graduate Studies so that the diverse and equally important needs of both of these domains of activity can be supported.

C.2.iii Taught Postgraduate Students

In many ways, the return to campus in 2021-22 reminded us of what we consider a typical university experience should be. It also threw into sharp relief some of the challenges and opportunities for taught postgraduate programmes. The shift online forced by the pandemic enabled some postgraduate students to juggle academic and personal life demands more effectively and provided new opportunities to return or continue with study. Ensuring we can respond to these opportunities in a way that is consistent, tailored to programme and student needs, and that quality assures the student learning experience will continue to require ongoing development and review

but it is clear that for some cohorts of students, being able to access learning from home in a schedule that can be accommodated into busy lives offers real advantages and opportunities.

As was noted in my last report, it is clear that the appetite for increasing diversity of programmes, of study format options, and of potential 'stepping on and stepping off points' continues to grow. Recognition of Prior Learning (RPL) is increasingly seen as a lever to encourage workforce upskilling and the HCI-funded national RPL project is likely to result in a transformative approach to assessing and validating prior learning, with important implications (and opportunities) for postgraduate taught programmes. Combined with the roll out of micro-credentials, there is no doubt we are entering new territory in terms of programme structures. While the traditional one-year full-time Masters programme may continue to be a key postgraduate offering, many more learning opportunities and demands are likely to emerge. This shift offers opportunities for us to advance our mission to widen access to education not only in the undergraduate space, but as a core feature of postgraduate education in Trinity.

Delivering on these ambitions will require investment in digital infrastructure so that flexibility can be technologically supported rather than reliant on extensive, fragile, and costly manual interventions. In addition, a range of new or revised policies will be needed to ensure that our systems and processes align in a common mission to enhance the student and staff experience.

C.3.   Conclusion

This annual report reflects on activities that have occurred since September 2021. In that time, a new Provost has taken over the leadership of the university, the war in Ukraine has disrupted the lives of students, staff and many thousands of individuals, we have moved far away from the restrictions imposed on us by the pandemic and we have found ourselves in the midst of both a cost of living and an accommodation crisis. It is a testament to many extraordinary individuals that as a university community, we have responded to these seismic events and ensured that postgraduate students continued to be offered potentially transformative educational and research opportunities.

In March, 2023, Graduate Education in Trinity is at an exciting cross-roads. The impact of the Postgraduate Renewal Programme is already being felt. As Dean of Graduate Studies, I am confident that there is both a will and an ambition across all sections of the university to overcome difficulties together and to continue our work, nurturing generations of leaders who are well equipped to address the important global challenges we must all face together. I conclude this Annual Report by thanking the Provost for granting me the privilege of being Dean at such an exciting point in the development of Graduate Studies in Trinity.

Appendices

Figure B1(a): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020/21 - 2017/18
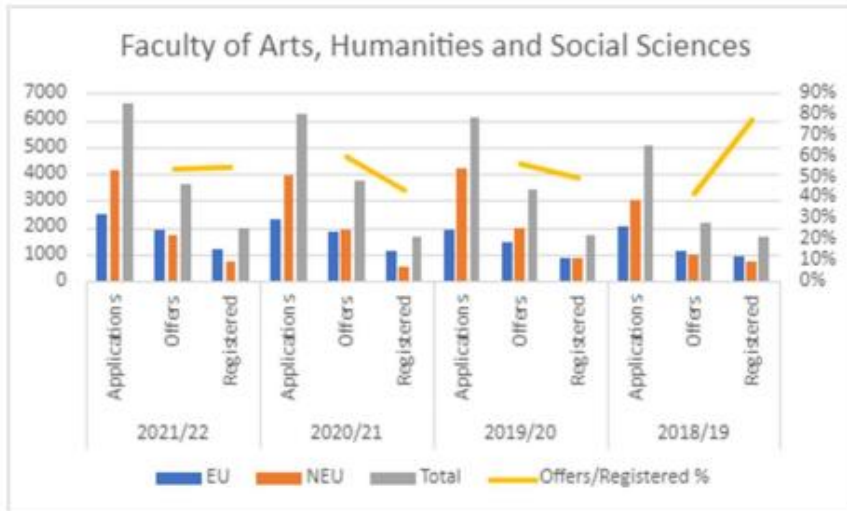
Source: SITS

Figure B1(b): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics, & Science, 2020/21 - 2017/18
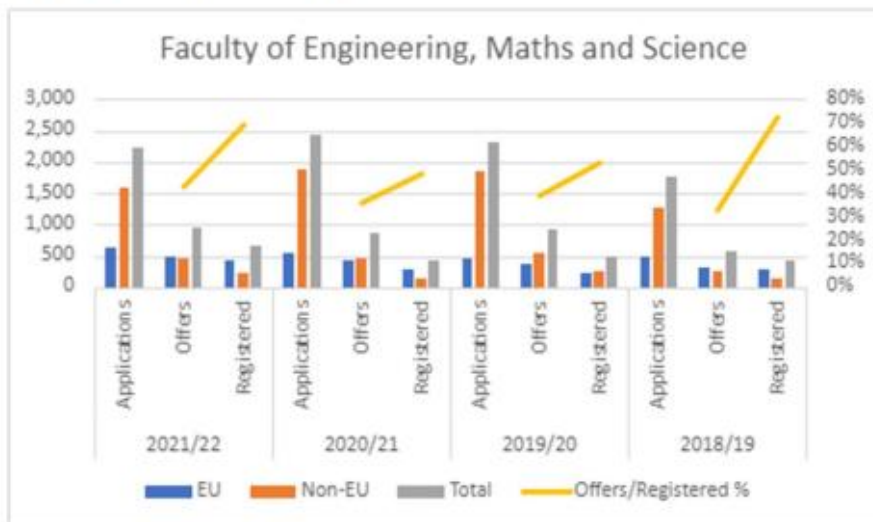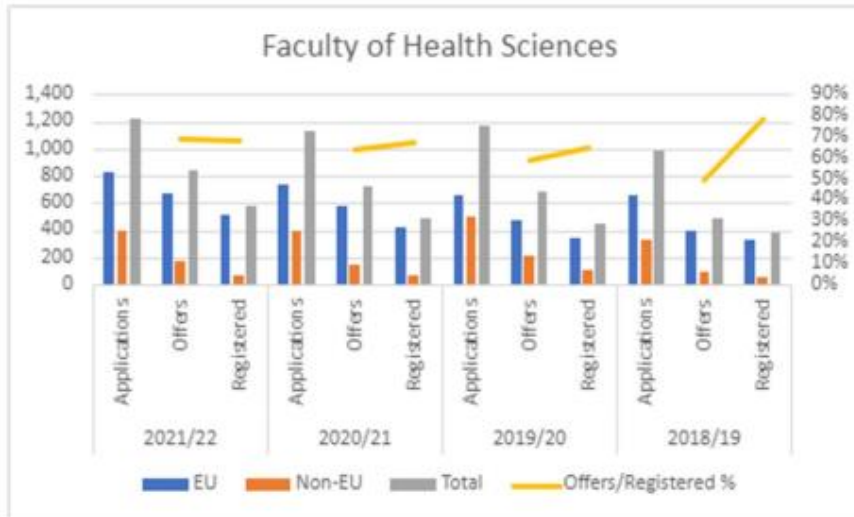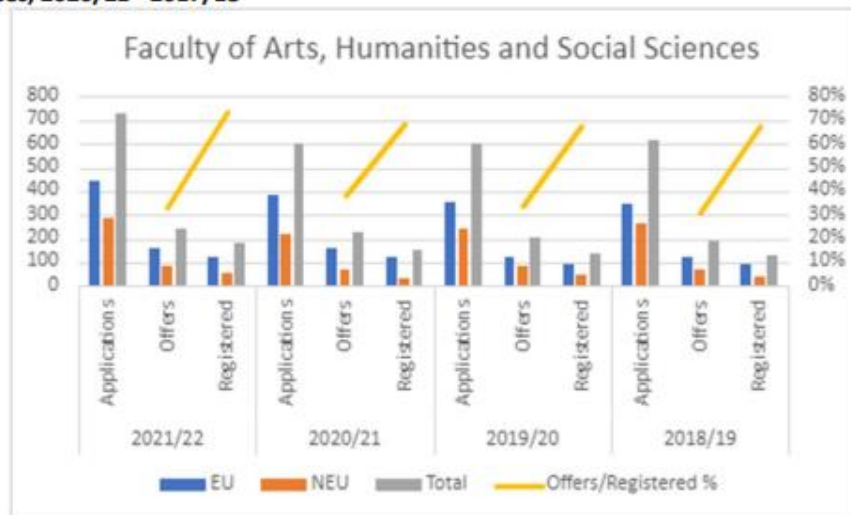
Figure B1(c): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020/21 - 2017/18

Figure B2(a): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2020/21 - 2017/18
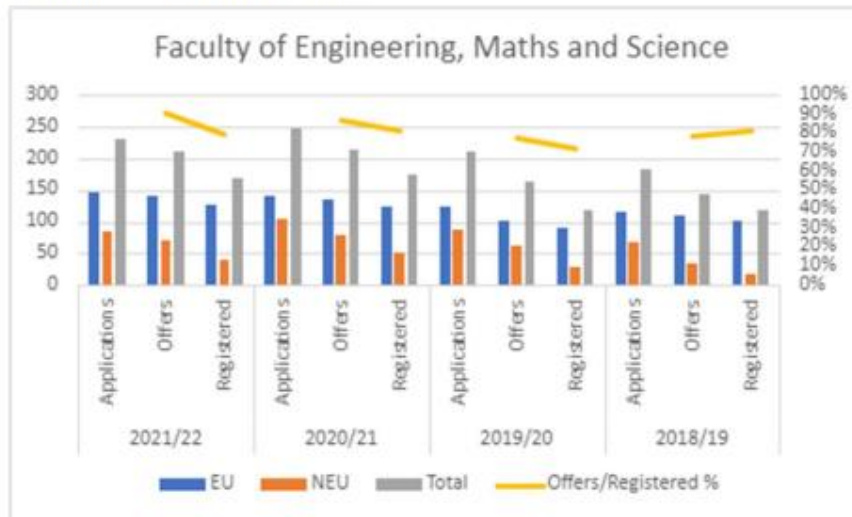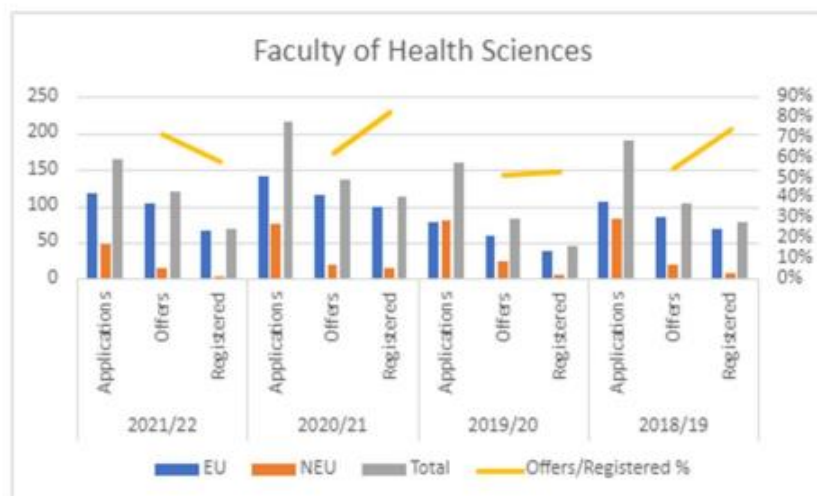
Figure B2(b): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics & Science, 2020/21 and 2017/18

Figure B2(c): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2020/21 - 2017/18

45

Table E7: Postgraduate Student Cases - Logged between 2021/22 and 2017/18

| PG Logged Cases	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG 21/22	568	351	192	127	188	145	154	93	103	110	126	238	**2,395**
PG 20/21	371	360	160	128	153	193	192	145	122	130	144	361	**2,459**
PG 19/20	379	277	131	81	129	166	160	132	123	163	211	360	**2,312**
PG 18/19	321	280	155	88	121	100	141	115	122	115	147	252	**1,956**
PG 17/18	88	77	83	17	92	101	65	63	87	72	66	171	**982**

Source: Extracted from AR Student Cases Daily PG Log

Table E8a: Postgraduate Student Cases –Closed by Case Type between 2021/22 and 2017/18

PG Case Type	Number of Cases 2021/22	Number of Cases 2020/21	Number of Cases 2019/20	Number of Cases 2018/19	Number of Cases 2017/18
Admissions - Change of Fee Status	42	28	36	34	0
Admissions - Course Transfer	18	38	32	44	7
Admissions - Deferral	195	264	184	203	59
Admissions - Withdrawal Pre-Registration	146	248	173	78	10
Exam Accommodation/deferral	74	129	90	57	5
Intermission of Scholarship	23	26	27	28	10
Other	53	56	92	132	114
Change of Supervisor	80	113	148	96	54
Continuation Year	19	10	27	59	27
Course Transfer (Full to Part)	5	3	15	10	3
Course Transfer (Master to PhD)	7	5	13	24	6
Course Transfer (PhD to Master)	13	8	13	19	13
Extension to Submit	695	617	585	347	258
Off books (OBN)	325	293	263	240	182
Readmission	31	91	68	92	28
Examination Request	6	3	7	8	64
Off Books Taking Assessment (OBA)	20	33	24	44	2
Withdrawal	187	170	137	184	130
Withdrawal with Exit Award	6	29	29	25	-
Open Progression	375	230	272	105	-
Retro-registration	2	7	5	33	-
Certificate of Fitness	50	39	55	47	-
Fee Query	0	0	0	11	-
Major Revision	13	19	17	20	-
Invitation to register	10	0	0	16	-
Total Cases	**2,395**	**2,459**	**2,312**	**1,956**	**972**

Source: Extracted from Student Cases Daily PG Log

Table E8b: Reasons for Postgraduate Students going off-books (OBN) between 2021/22 and 2017/18
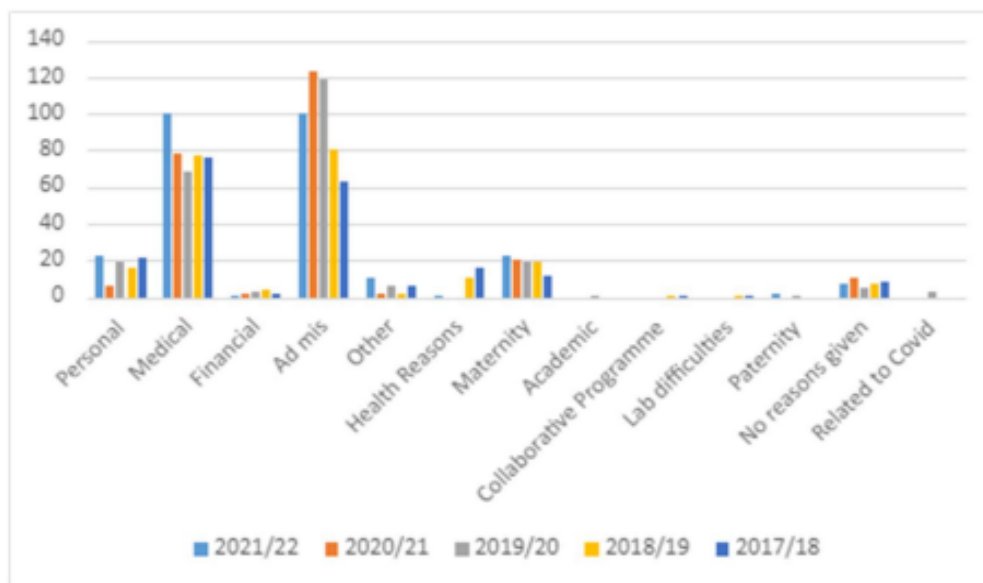
Extracted from SITS

Table E9a: Postgraduate Student Cases - Length of time a case is processed between 2019/20 and 2021/22

2019/20							
	within 1 day	within 2 days	within 3 days	within 4-7 days	within 8-30 days	within 31+ days	TOTAL
Number of cases	1,461	208	58	87	143	355	2,312
2020/21							
	within 1 day	within 2 days	within 3 days	within 4-7 days	within 8-30 days	within 31+ days	TOTAL
Number of cases	1,540	233	88	112	225	261	2,459
2021/22							
	within 1 day	within 2 days	within 3 days	within 4-7 days	within 8-30 days	within 31+ days	TOTAL
Number of cases	1,781	408	76	105	25	0	2,395

Extracted from Student Cases PG Daily Log

Note 1: 2,265 (95%) of cases, were processed within three days from the day they were opened.

Table E9b: Postgraduate Student Cases - Length of time a case is awaiting processing between 2019/20 and 2021/22:

2019/20							
	1 day	**2 days**	**3 days**	**4-7 days**	**8-30 days**	**31+ days**	**TOTAL**
Number of cases	1,400	344	98	220	219	31	**2,312**
2020/21							
	1 day	**2 days**	**3 days**	**4-7 days**	**8-30 days**	**31+ days**	**TOTAL**
Number of cases	1,565	464	156	192	78	4	**2,459**
2021/22							
	1 day	**2 days**	**3 days**	**4-7 days**	**8-30 days**	**31+ days**	**TOTAL**
Number of cases	2141	1240	322	410	101	3	**4217**

Extracted from Student Cases PG Daily Log

Note 1: 3,703 cases, which constitutes 88% of all the cases, were responded to within 3 days. Only 3 cases were awaiting a response for longer than 31 days.

Extracted From Table E22 Plagiarism Recorded on a Student Record by Course 2021/22, 2020/21, 2019/20, 2018/19, 2017/18

School	Discipline	Course	2021/22				2020/21				2019/20			2018/19				2017/18			Grand Total
			Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	
AHSS, Business	BUSINESS	PDBU-ACCO-1F-Accounting											28								**28**
		PTBU-IMAN-1F-International Management									1										**1**
		PTBU-BMAN-2F-Management						1													**1**
AHSS, Education	EDUCATION	PTED-EDPM-1F-Professional Masters Education (P.M.E.)														2					**2**
AHSS, Law	LAW	PTLW-IEBL-1F-International and European Business Law						1						1							**2**
		PTLW-IEIP-2F-Intellectual Property and Information Technology Law		1										1	1						**3**

			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
		PTLW-LAWS-1F-Laws																			1				**1**
	PHILOSOPHY	PTSP-PHIL-1F-Philosophy	1																						**1**
		PDSP-ASDS-1F-Applied Social Data Science (P.Grad.Dip)		1																					**1**
		PTSP-IPOL-1F-International Politics		2	2																				**4**
		PTCS-IDME-1F-Interactive Digital Media																							**0**
	OCCUPATIONAL THERAPY	PDMD-MEDI-1P-Medicine																		2				**2**
		PCNM-SPRA-1P-Specialist Practice (P.Grad.Cert.)																							**0**
		PDNM-CHWE-1P-Nursing - Child Health and Wellbeing (1 year p/t)																					1		**1**
		PDNM-SPRA-1P-Specialist Practice (Top-up - P.Grad.Dip.)											1												**1**
		PTNM-ANED-1P-Nursing (Advanced													1										**1**

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	Total
Nurse Practitioner Strand-Emergency Department) (M.Sc./P.Grad.Dip)																			
PTNM-CHSE-1P-Clinical Health Sciences Education																			0
PTNM-NURS-1F-Nursing																			0
PTNM-NURS-1P-Nursing												1							1
PTNM-SNUR-1P-Nursing (Specialist Nursing)							5												5
Grand Total	**1**	**4**	**2**	**0**	**0**	**2**	**5**	**0**	**1**	**1**	**28**	**4**	**1**	**5**	**0**	**1**	**0**	**0**	**55**