FACULTY OF HEALTH SCIENCES

QUALITY REPORT

2022/2023

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Profile of the Faculty

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 55 postgraduate taught programmes and professional doctorate offerings. Degree programmes within the Faculty of Health Sciences differ significantly from most other programmes within the University because most are externally accredited and have requirements for clinical placements, at both the undergraduate and postgraduate level. The approach to quality is intended to recognize these differences while contributing to the overall commitment by Trinity to the pursuit of quality in all educational offerings.

Undergraduate/Postgraduate Teaching Evaluations

There are 305 undergraduate modules offered across the Faculty and a 98% module evaluation was achieved in 2022-23. Response rates varied from 20 to 80%. Evaluations were carried out on 54 of the 58 postgraduate programmes (93%) with response rates ranging from 40 to 80%. Open modules were not used in Health Sciences.

Summary of Actions Taken in Response to Feedback

School of Dental Science

In relation to **student feedback**:

Year 1: In Dental Professional/Introduction to Dentistry, students reported being unclear on what topics are contained in the module and the release dates are for the components of the module.

Response/Action: Staff provided a clear schedule of the module components and their release dates via Blackboard at the beginning of the 2023-24 academic year.

Year 2: In Endodontics students experienced a shortage of supervisors, with a long wait for assistance.
Response/Action: More staff will be made available next year to support the lab course.

Year 2: In PBL there were some inconsistencies between tutors' grading, and regarding information required for each problem.
Response/Action: Tutors have received further training to encourage consistency.

Year 3: in Clinical Medical Sciences, students highlighted that full days off-site would be preferable.
Response/Action: There will be at least 2 if not 3 full days of CMS scheduled. Unfortunately, the 2nd year timetable prohibits the course being delivered completely in full day sessions.

Year 4: In Orthodontics some students would like to treat more patients in orthodontic clinics.

Response/Action: The number of patients in treatment in the UG clinics is sufficient for student learning at UG level. However, the structure will change in 2023/24 with students pairing-up to increase exposure to treatments in addition to running "new-patient" clinics with orthodontic post-graduates in tandem with UG clinics to increase exposure to assessment/ diagnosis opportunities for the UG students.

In relation to **External Examiner feedback:**

Year 1: We have incorporated an online self-testing MCQ formative assessment linked to the biology of oral disease and human health which allowed students to focus on essential clinical dental information which in a marked improvement in the performance of an infection control question, but more importantly this tool provided information to the student on their own progress, which is invaluable.

Year 1: The External Examiner highlighted an issue with the physics module whereby the practical in course component assessed prior to the written examination could deliver a passing grade for the entire module. To address this, we have now changed the weighting of the practical assessment and examination paper to ensure students have not achieved a passing grade from the in-course assessment. Thus, all students must sit the written assessment.

Year 2: We have adapted short answer question (SAQ) mark schemes based on the EE's initial suggestions which allow students to better understand what marks are being awarded.

Years 3 & 4: Based on the External Examiner comments we will also ensure that at future Courts of Examiners we will include all requirements specified in the course handbook for progression to the next year (e.g., clinical credits, competences and attendance criteria). Therefore it will be clear to the Court of Examiners that all requirements have been met for students to progress.

Postgraduate: In general, no major issues were raised.

School of Medicine

In relation to **External Examiner feedback:**

Radiation Therapy: The reports were positive, and we did not need to make changes. We have worked to secure funding for our clinical tutors, and ensured that our research theses re-introduced experimental work after Covid.

Occupational Therapy: Further clarity provided to the students verbally and in their handbooks in relation to assessments (Word count, late penalties etc.)

Human Nutrition & Dietetics: EE reports overall were very positive about the structure, delivery, high quality of the programme, the research theses and of the high caliber of the students. The EEs further commended the programme on its successful achievement of CORU approval. Relevant actions taken, includes the implementation of measures to reduce the assessment burden for specific modules, which will be reviews as needed.

In relation to **student feedback**:

Physiotherapy: Many actions arose from individual modules – for example lecture notes uploaded before the lecture, time is provided to prepare for exam practice in class and more practical classes were provided. Timetabling and assessment requests addressed.

Occupational Therapy: Assignment submission matrix provided to the students for all modules within each semester. Co-ordination of academic staff regarding assignment submission date to spread out dates for submission. Twice a semester curriculum year head meetings with each year. Within modules, adjustments completed to reflect feedback.

Radiation Therapy: Examples of actions include the provision of additional support in research methods, modifications in timetabling, and removal or modification of some assessment.

Human Nutrition and Dietetics: Assessment burden and bunching of assessments was one example noted. Measures to reduce the number of assessments/assessment components have been implemented for specific modules.

Human Health & Disease:

CASE STUDY:

IMPROVING EMBRYOLOGY TEACHING IN RESPONSE TO STUDENT FEEDBACK

Embryology is a core subject undertaken by Medical, Human Health & Disease (HHD), and Natural Sciences students across two Faculties, all content is delivered by one member of staff, Dr Eric Downer. Feedback from students undertaking this module indicated difficulty visualising concepts in 2D. In addition, there is a lack of educational tools to assist student learning of complex topics in embryology.

To begin to address this, Dr. Downer was awarded the Dean's Award for Innovation in Teaching (2016), which allowed him to commence a project to develop embryology animations in two key topics, gastrulation and neurulation. These have been successfully incorporated into the curriculum for the HHD programme, and this year the findings were published indicating that these tools improved student learning[1].

Overall, the data indicates that students highly rate such learning tools (Table. 1), that access to the tools improved their learning (Fig. 1A), students incorporated them into digital home study (Fig. 1B,C), and that the animations improved knowledge (Fig. 1D,E,F). 97% of students surveyed indicated they would like more tools to assist their learning of embryology.

In 2022-23 Dr Downer was awarded a second Dean's Award for Innovation in Teaching, to develop a suite of advanced animations to enhance student learning of systems-based embryology (development of cardiovascular/respiratory systems). These will be incorporated via Blackboard into undergraduate curricula for Medical, HHD and Natural Sciences students at Trinity.

Table 1. Student perception of their learning experience with the animations.

Question	Mean	± SD	n
I enjoyed watching the animation.	4.28	0.62	36
The animation explained the concepts clearly.	4.35	0.54	37
The animation is not a useful learning resource.	1.78	1.00	37
The animation was of good technical quality.	4.24	0.50	37
The duration of the animation was satisfactory.	4.08	0.83	37
The animation improved my understanding of embryology.	4.39	0.49	36
The animation improved my understanding of gastrulation.	4.31	0.58	36
The animation improved my understanding of neurulation.	4.33	0.59	36
The animation helped to improve my knowledge/understanding of concepts in embryology.	4.42	0.50	36
The animation was useful in helping to visualize the embryo in 3D.	4.36	0.64	36
This animation was easy to understand.	4.22	0.68	36
The images used in the learning tool are clear.	4.25	0.65	36
The pace of the animation was easy to follow.	3.89	0.82	36
This animation motivates you to learn more about gastrulation and neurulation.	3.94	0.95	36
This animation should be placed on blackboard as a supplemental aid.	4.78	0.42	36
I feel my knowledge of embryology will benefit from integration of the animation.	4.61	0.49	36
It will be helpful to use the animation during lectures.	4.64	0.54	36
I would like to see more animations on similar topics in embryology.	4.72	0.45	36
I think animations should be made for difficult topics.	4.69	0.52	36
I found this animation very confusing compared to lecture notes/textbooks	1.61	0.68	36

Student response on a 5-point Likert scale (1 = stongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree); mean, standard deviation (± SD) are listed.

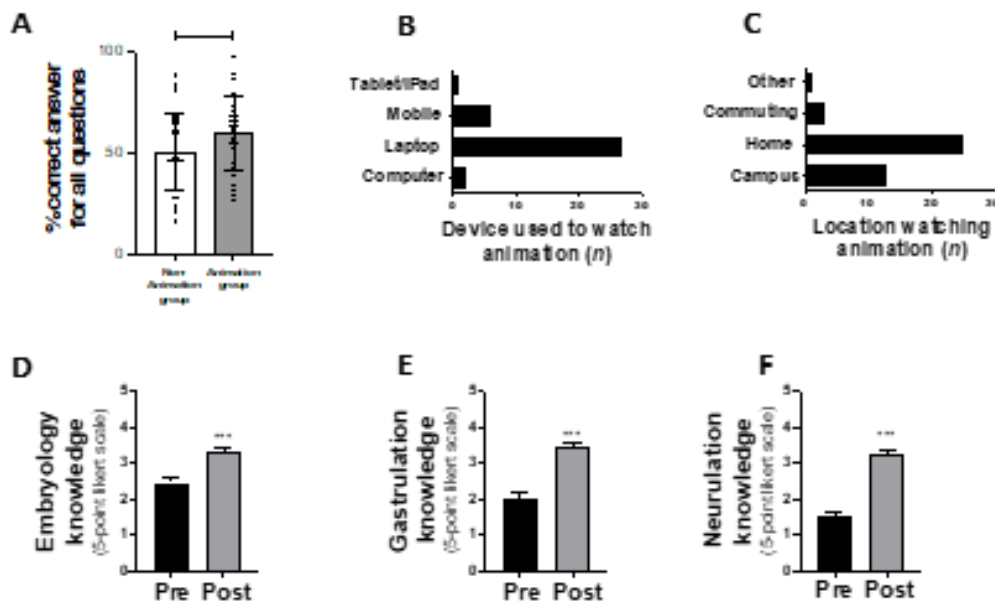**Fig. 1. (A)** Access to the animation tools improved student learning. **(B, C)** Student use of the embryology learning tool and **(D, E, F)** the impact of the tool on student embryology knowledge.
Pre = No access to animation.
Post = Access to animation.

1.   O'Connor, C., et al., Animated teaching improves student learning of human gastrulation and neurulation. Ann Anat, 2023. 247: p. 152057.

School of Nursing & Midwifery

In relation to **student feedback**:

The School continues to be disappointed by low survey response rates at undergraduate and postgraduate levels, both of which average a 20% response rate.

In relation to **External Examiner feedback**:

The External Examiners welcomed an opportunity to meet with students, and this has been addressed for 23/24 as UG External Examiners will have an in-person visit to the School in February 2024 and will meet with staff, students and health service providers.

Undergraduate External Examiners reported that IT issues are TCD-related and proving extremely frustrating and difficult to resolve. This has been highlighted as a recurring issue within the Annual Faculty Quality Report, and the School Risk Register.

The Quality Officer presented information to the Faculty Executive during the discussion of this Quality Report, that a designated IT information webpage for External Examiners to access Blackboard has been created at www.tcd.ie/itservices/kb/vle/external-examiners. The Schools noted that they had not received this information before, so there is a communications break-down which is limiting the impact of some of the positive changes being made.

School of Pharmacy & Pharmaceutical Sciences

In relation to **student feedback:**

Year 1: Following poor survey indicators for quality of Y1 student experience especially in service taught modules (biochemistry and to a lesser extent physiology) we started to work intensively to improve first year experience, we appointed a new year 1 coordinator, met with students regularly to see how they were getting on (HoS and DUTL), conducted special focus group with SF to see how they could provide further detail re first year experience, started discussions with biochemistry and physiology, aligning service taught modules better with other modules in pharmacy, biochemistry into second term, physiology into first term. This continues to be a priority work in progress that is not helped by the background problem of late Y1 start

Year 2: Following critical SF comments, labs in semester 1 were moved forward iso they had continuous assessment earlier in the term to avoid intense workload as semester ends and exams approach. This has been well received.

Year 4: Fourth year placement modules – following repeated negative responses by the affected groups, assessment of the online modules rolled out during student placement in Y4 will be changed from next

year. These modules will be decoupled from UCC and RCSI by 25/26 to allow greater innovation and flexibility in meeting student needs.

In relation to **External Examiner feedback:**

One external examiner criticized use of negative marking in MCQ and expressed general disapproval of MCQs stating that the approach is no longer used in his home university. The comments were discussed with the external examiner at the time of the annual visit and subsequently again at length by the course management committee. The use of MCQs and existing approach were defended as was the practice of negative marking which the School feels is appropriate in terms of discouraging budding healthcare professionals from guessing. The School's approach is in line with the University policy on assessment. The School responded in writing to the external examiner.

There was a comment from another examiner about the use of names at the examiner court, reflecting the late-stage unblinding of results. However it was explained that the grading was conducted in line with University policy with regard to anonymous marking, whereas the court, confirming marks, is done by name as is standard practice.

Note relating to Table 9 **Retention by Standing & Faculty**: the School noted that attrition between years 1 and 2 of the MPharm programme is largely due to students transferring to Medicine. The increase in attrition this year is linked to the lower CAO points for Medicine.

Faculty Response to the National Student Survey

Schools in Health Sciences each noted that due to low response rates in the National Student Survey, it is not a reliable source of feedback and so they focus on module and course evaluations.

The **School of Pharmacy and Pharmaceutical Sciences** adopted a new process for ISSE review involving reporting to the School EXEC by the Directors of T&L on annual basis. This year's ISSE response rate was combined Y1 and Y4 from the MPharm of 45 from 148 (30%), 8 from 75 in MPharm Y5; 1 from 14 MSc Pharm Sci; 9 from 55 MSc Manufacturing Technology; 0/11 MSc Hospital Pharmacy. The area with the highest response rate (30%) is still far below the School survey response level of typically 70%. Moreover this response was over two groups so is hard to draw any meaning from it – there were very specific issues affecting one aspect of the cohort and their university experience (Y1) that were conflated with Y4 responses. We are dealing with Y1 issues separately because of internal surveys responses and poor progression rates. Combining Y1 and Y4 statistics in the ISSE makes it impossible to interpret them.

ISSE free text comments were considered but these too are of limited use because they are diverse/random and few. Several students asked for wider provision of recordings. These are not mandated in the school for carefully considered policy reasons although some lecturers do record. There were repeated calls for more student breakout and study space to complement library. This is something the School knows about already and is working on with space planning/COO/commercial.

Overall, the ISSE survey has provided the school with little or no value or insight into its student's experience over and above what was already known with much greater statistical confidence from other sources.

The **School of Medicine** is working to address the course structure and organisation (undergraduate Medicine), assessment methods, and feedback in general. Resources within the School will pose a barrier to improving some of the issues outlines in the ISSE student survey reports.

Quality Improvement Initiatives

Academic Registry Faculty Liaison Officer

2022-23 was the first full-year with the newly created roles of Academic Registry Faculty Liaison Officers (FLO) in place. Following a number of challenging years, in which unresolved operational queries and issues were routinely escalated to the Faculty Executive Committee/Faculty Office, the new FLO positions were introduced to provide an internal Academic Registry (AR) point of contact.

It was agreed at faculty-level that schools would benefit most from maintaining regular appointments directly with the FLO and that ease of access to the FLO when issues arose should be ensured. These regular contacts have fostered improved relationships and provided an avenue for schools to communicate directly into the AR their concerns and expectations relating to AR systems and processes.

In advance of the academic year the FLO lead a cross-faculty meeting of professional staff to identify and agree upon the high-level issues that affect all FHS schools and require particular attention.

During the year over 40 higher level wishes relating to potential systems and process improvements were recorded. Of these 13 items have been resolved fully. All outstanding items are being scoped for internal AR change and transformation initiatives, or where suitable have been handed over to a relevant College project working group.

On a daily basis throughout the 2022-23 academic year the FLO assisted FHS schools in navigating the structures of the AR, expediting matters where necessary and by providing guidance on directing general queries where there may be overlap between AR and other departments of central college.

It was noted by the Faculty Executive Committee on multiple occasions that the absence of agenda items relating to issues with AR was a clear demonstration of the positive impact of the FLO.

Dean's Award for Professional & Support Staff

In 2022-23 the Faculty introduced the Dean of Health Sciences Award for Professional and Support Staff. The award seeks to recognise the significant contribution of professional and support staff to the delivery of the core business of the Faculty of Health Sciences. This award highlights the ongoing contributions of professional and support staff, and celebrates those exceptional individuals who excel in their role and who continually encourage an ethos of excellence in the Faculty.

Dean's Innovation in Teaching Awards

The Dean of Health Sciences' Award for Innovation in Teaching was introduced in 2014-15 (with a hiatus for two years due to Covid-19). This award demonstrates the Faculty's ongoing commitment to quality enhancements across all schools. To date this initiative has funded 41 teaching innovations across the Faculty, with an investment of €244,116 of the Faculty's strategic fund over 7 years.

The spirit of the Dean's Award for Innovation in Teaching is to encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond. The Faculty of Health Sciences strives to embed the principles of Equity, Diversity and Inclusion (EDI) in all that we do. In a clear demonstration of our commitment to this, the 2022-23 introduced a criterion for evidence that EDI is embedded throughout the teaching innovations. We are very pleased with how the Faculty responded to this, and look forward to seeing these projects come to fruition in the coming year.

EDI

In 2022 Aaron Koay, the then-Student Co-Chair of the Faculty of Health Sciences EDI Group, was awarded funding from the Equality Fund for a racial justice project, *Stand Up, Speak Out! Racial Justice in Healthcare Education*. The project report can be found here: www.tara.tcd.ie/handle/2262/101508. The Dean of Health Sciences and Faculty Executive received the report and the Faculty showcased its findings through a Faculty Forum event (November 2022), and are using the report to inform and drive change.

Actions taken in response to this report include, the creation of a 'one-stop-shop' webpage for students regarding how to report incidents relating to bullying, harassment, racism, or any breach of the dignity and respect policy. This page signposts students to the College mechanisms, as well as to designated school-level staff for any issues relating to experiences while on clinical placement.

The Heads of Schools agreed to include EDI-related question(s) in student surveys, and upon detailed exploration of the topic via Faculty Executive Committee discussions, the consensus was to keep the focus on academic content, for now, with an open question to be added to module/course evaluations:

"Do you have any suggestions for how to improve this module from an EDI perspective?" The questions will be added to 2023-24 evaluation surveys, and outcomes will feature in next year's quality report. The Faculty continues to host its EDI Visiting Professor Series, with four visits taking place during 2022-23. A repository of recommended reading provided by the Visiting Professors has been collated on the Faculty website, and the Faculty aim to develop a toolkit to support staff in their EDI efforts.

In 2022-23 the Faculty filled the vacant position of Athena SWAN Project Manager, whose focus is on submission of the Athena SWAN applications for the Schools of Pharmacy and Pharmaceutical Sciences, Nursing & Midwifery, and Dental Science. The Athena SWAN Project Manager also has a role in supporting EDI initiatives at Faculty-level, the impact of which will be demonstrated in next year's Quality Report.

School of Dental Science

Introduction of the new Clinical Academic Lead (CAL) process: The role of CAL was created to facilitate a better feedback system around clinical feedback for students. It was also created to allow staff from across all divisions to give an integrated approach to student progress.

The CAL is a full-time staff member of the Dublin Dental University Hospital. They are ideally placed to facilitate and monitor dental science students clinical progress. Our part-time Clinical supervisors, who teach our students on a weekly basis will liaise with the clinical academic lead (CAL) during clinical sessions and gives feedback on students clinical progress. Our part-time clinical supervisors then complete the student feedback form near the end of each term (24th November 2023, 15th March 2024, 7th June 2024). Once all the feedback is collated, a meeting is organised once a term involving all CALs from across all three divisions along with the Director of Undergraduate Teaching and Learning (DUTL), the year specific coordinator, the Director of Undergraduate Restorative Clinics (restorative issues) and the Dean, to discuss all feedback both positive and negative. All feedback is then given to the students.

New Patient Management Competence Process: As a requirement to be allowed to sit final dental science examinations, all students are required to submit a completed full Patient Management Competence.

Unlike previous years, where the deadline for completion of this competence was later in Hilary term (22nd of March), the new initial deadline has now been changed to the last day of Michaelmas term (8th December 2023). Furthermore, this list is now divided into two parts as follows;

1. Patients completed and transferred to date for all years.
2. Patients still "active" in treatment.

A new deadline for the "active" patients has been created and should be submitted no later than 22nd March- 19th April 2024.

This new initiative has reduced the demands and stress on students to comply with so many deadlines close to their final written and clinical examinations. It has also reduced the demands on our Patient Services department. Overall, this new approach will allow for students to have a more manageable cohort of patient numbers.

In addition, if any patient issues arise during the audit of the submitted part one of the process, this will also allow the student time to take corrective action to manage their patient.

Undergraduate Student Guide to Answering Short Answer Questions: The short answer question is one of the most commonly used question types in our assessments here at the Dental School. These questions are designed to test knowledge, understanding and sometimes application of knowledge. Generally, a focused and concise response is required and depending on the question the answer needs to be factual, interpretive or a combination of the two. This guide on answering SAQs has been designed for students to increase understanding of the written assessment process and assist with exam preparation. It also gives tips on how to answer questions based on the stem of the question. This guide has been added to all Dental Science Year Specific Handbooks as well as being discussed at student induction sessions which take place at the beginning of the year.

School of Medicine

Memorandum of Understanding: The degree programmes within School of Medicine (both undergraduate Medicine and the allied healthcare programmes) are monitored and approved by the Irish Medical Council and CORU respectively. To remain in compliance with the accrediting bodies' criteria for education and training programmes, we are required to have a written Memorandum of Understanding (MOU) in place with each placement provider. The school has developed an MOU template, which is a written agreement that covers the roles and responsibilities between the education provider and the placement provider. The MOU covers the selection of practice placements to ensure a quality learning experience for students that reflects context and environment of practice and states each party's intention to comply with these agreed actions. In 2023 five MOUs with key placement sites in the allied healthcare programmes were signed.

Postgraduate reform: We are undertaking a major pilot of a new way to deliver administration across our postgraduate taught courses whereby a 'teams based' approach to providing administration will be used. The advantages of this are anticipated to include increased efficiency, enhanced problem solving, enhanced creativity, adaptability, and increased satisfaction. While team-based administration offers numerous benefits, it is essential to ensure effective communication, clear roles and responsibilities, and a supportive team culture to maximize its advantages. We have also commenced the implementation, as outlined in the School Strategic Plan, of transforming the Old Stone Building at the St James's campus into a flagship postgraduate space.

Appointments: As part of our commitment to excellence in research and education, the School has appointed distinguished individuals to lead critical areas. Chairs have been offered to candidates in Cancer Medicine (Radiation Oncology and Immuno-Oncology) and the Chair in Statistics has been filled. These

appointments will bolster the School's research capabilities in these crucial domains. Furthermore, the establishment of an academic position in Cerebral Palsy reaffirms the School's commitment to addressing the medical needs of vulnerable populations and expanding our impact on public health. The School is working on several other initiatives including academic roles in cardiology and vascular neurology, and there are plans to create more academic positions in areas of research, teaching and clinical strength. Replacement of the professors of psychiatry, microbiology and surgery in TUH is underway.

New School of Medicine Post – Student Welfare Officer

2023 saw the appointment of a Student Welfare Officer for the School. This post was recommended as part of the IMC report. The Student Welfare Officer supports students through active listening and signposting to the various student supports available to them in College. The student issues range from adapting to college life, to more serious distress. The Student Welfare Officer works with students on a confidential basis and assists them to find the most appropriate service for their current needs. Some initiatives undertaken include:

- **New to Trinity**
  During orientation the Student Welfare Officer designed a *welcoming and belonging campaign*. The campaign addressed freshmen and incoming postgraduate students at their orientation meetings. Instagram and Sway was used to reinforce the supporting messages, and to highlight the student support services at key times throughout the academic year. Student feedback was positive and there was an uptick in contact from students following this campaign.

- **Belonging & Community Building**
  Student experience feedback highlighted the sense of isolation from the 'main campus' and a difficulty in feeling a sense of belonging to the wider Trinity community. In an attempt to address this, the Student Welfare Officer contacted several societies and invited them to TBSI at lunchtimes. This pilot ran for several weeks during the first semester. To foster better connection between cohorts of students, the Student Welfare Officer also ran a sandwich lunch event for the Occupational Therapy students in the Old Stone Building in St James's Hospital. This was supported by the department and attended by several lecturers. This was successful and student feedback was very positive. We hope to run another during Semester 2 and repeat these in the 2024/2025 academic year.

- **Resilience Building**
  The Student Welfare Officer attended a presentation on Mind Body Medicine at the annual Student Affairs Ireland conference in June, which was followed by a Mind Body Medicine taster for the School of Medicine in November 2023, ahead of the exams. A clash with Med Day activities meant that expected turn-out was lower than expected, however those that attended were enthusiastic about the experience. In February, there was a second Mind Body Medicine taster event, with the hope of running a full 10 week programme in the future.

- **Christmas**
  There is a high number of international students in the School of Medicine. As some of these students are not in a position to return home for the Christmas period, the Student Welfare Officer worked with other staff to deliver a celebratory festive event with hot chocolate and cookies. The students had an opportunity to mix and several of them set up communal Christmas dinners and other activities for the holiday period as a result of the School event. These events were augmented by staff volunteers.

School of Nursing & Midwifery

External Examiner in-person visit: during the pandemic, the in-person undergraduate and postgraduate External Examiner visits to the School of Nursing and Midwifery were postponed until it was safe to do so. External Examiners attended Courts of Examiners remotely and fulfilled their review of assessments and other tasks online, as per College regulations. The DUGTL, DPGTL, undergraduate and postgraduate education teams and academic staff have worked hard in 2023 to re-commence the in-person visits and in February 2024, all undergraduate nursing and midwifery External Examiners will have visited the School in-person, met with students, visited the associated health service providers, and reviewed Semester One assessments. The revised timing of the visit is also an important factor in this quality initiative; in the past External Examiners traditionally visited the School immediately prior to the undergraduate Court of Examiners. This did not provide much time for External Examiners to meet with students, engage with academic and professional staff and visit associated heath service providers as the majority of their limited time was taken with reviewing Semester Two assessments in-house. Having the in-person visit amended to earlier in Semester Two allowed for more engagement with all stakeholders, at a time that was suitable for each External Examiner. It is envisaged that this will enhance the quality assurance of the undergraduate nursing and midwifery programmes, whilst building upon the relationship between the School, External Examiners, students, health service providers and other stakeholders. The in-person visit also provided the School staff the opportunity to try to resolve the IT related issues that the External Examiners have, and continue to experience.

Undergraduate student selection of elective modules for new academic year: previously students submitted their choice of elective module in SF and JS years (for the new academic year) electronically via Qualtrics and formerly Survey Monkey. The UG team and School Educational Technologist worked together in 2023 to create a more efficient system using Blackboard for submission of student elective module choices. The benefits of this improvement is that students are more familiar with this technology and there is greater efficiency with the reporting structure for administrative purposes. This enables the School to communicate with students regarding their elective module choices in a more timely manner.

Undergraduate Academic Transcripts: As the undergraduate nursing and midwifery programmes are not harmonised in College, the School/students are unable to produce official academic transcripts from SITS. Therefore, the School undergraduate team manually produces the official academic transcripts for students each academic year, approximately 300 student transcripts. This previously required immense manual input, checking and formatting of data. In 2023, the undergraduate team reviewed the current process for producing official academic transcripts for students with a view to reducing the huge workload and time required for manual entry of results and cross checking of data (in turn reducing risk of error). The presentation of the academic transcript has also improved. Overall the process is more efficient and carries less risk for error. The postgraduate team have also now adopted this enhanced practice.

School of Pharmacy and Pharmaceutical Sciences

Review of MPharm: The School completed a large-scale internal review of its MPharm programme in 2022/23 that involved external experts, longitudinal survey review, internal staff opinion, focus groups with students and graduates in terms of their preparedness for practice. The current approach was strongly endorsed but areas for improvement and development were identified and changes are being implemented. As an example, an exercise in reduction in teaching activities was undertaken in all modules of the Pharmacy programme. All module coordinators engaged over the summer of 2022 in this process, and for most modules 10-20% reduction was achieved. Generally, contact hours for 5 ECTS modules were reduced from 26-39 hours to 22-35 hours, and for 10 ECTS modules from 47-101 hours to 44-82 contact hours. In some modules assessment events were reduced as well.

Greater harmonisation between modules could still be achieved and a limit to the number of teaching events and assessment burden should be adopted. Principles include

- A maximum of **25 (50) hours** of large venue lecture hours per 5 (10) ECTS module.
- Additional seminars, workshops, practicals, tutorials, IPL, clinical skills, etc with up to a total of **40 (80) hours** – which also includes any time for sitting practical exams, in-house tests and exams. 'Hours' are seen as <u>student hours</u>, not lecturer hours.

No scheduled teaching activity on Mondays for Y2,3,5 was normalised with enthusiastic student support, and by now strong evidence of good academic performance in the relevant cohorts.

MSc Pharm Sci - A similar programme review for the MSc Pharm Sci commenced with surveys re purpose and areas for improvement in Q4 2023.

Dip./MSc in Pharmaceutical Manufacturing Technoloy Through the HCI project and with leadership of Dr Bernard Naughton, we completed the roll-out of the new and improved online version of the reorganised Dip./MSc in Pharmaceutical Manufacturing Technoloy in 2022/2023 to strong approval from students and staff. This is a strategically important course for the school and its connections to the pharmaceutical industry. The new high-quality format and presentation resolves a long-standing quality issue and reputational risk to the School that it did not have the resources to address.

Refurbishment of the School Atrium was completed in 2022/23 in time for launch of our strategic plan (Jan 2023). The newly developed seating area provides some badly needed breakout space for students including research students and functions as a high quality venue for a range of academic and social activities – for example student prize giving. There have been no significant leaks from the roof in this year.

Risks to Quality - (Beyond the Scope of Schools to Resolve)

Physical Infrastructure

The Faculty continues to highlight risks relating to space – both the condition of the physical infrastructure, and the suitability of the teaching spaces for some programmes. There has been no substantive change to that since last year.

In 2022-23 the School of Dental Science submitted an expression of interest (EOI) to the Department of Health for a substantial increase in student numbers, which would require significant investment in the infrastructure among other costs. There was no response to the EOI and business case, so any expansion plans are on-hold. Similarly, the School of Pharmacy and Pharmaceutical Sciences' EOI for increasing student numbers was not supported by government, so expansion plans are limited. The School of Nursing & Midwifery have agreed to a small increase in student numbers, having been lobbied by government and clinical partner sites, however without significant investment in the physical infrastructure and a significant increase to core funding to support additional staffing needs, any further increases are impossible at this time. During 2022-23 the Dean of Health Sciences coordinated a response to government relating to requests for increased student numbers across a number of health and social care professions, however ultimately the limitations to expansion plans always came down to inadequate physical infrastructure, inadequate staffing numbers to support teaching and/or clinical placements, or a combination of these issues.

Course Approval Processes (Communication)

The Faculty noted that the course approval processes was problematic in 2022-23, including the addition of a separate approval mechanism for micro credentials which led to some confusion. The issues relating to course approval were largely relating to a break in communications regarding the exact process and timelines, resulting in some delays at School and Faculty level. The approval process continues to be long.

School of Medicine

Recruitment delays due to a central approval system continued to be a significant impediment to the running of the School in that vacant posts were delayed, and considerable time and effort was required to get approval for all new and replacement posts. In a report completed by the Head of School it was identified that the retention of staff on specific purpose contracts (particularly researchers) was of concern to PI'S. In response the School intends to set up a Strategic Hiring Committee through which all requests for extension of contracts and tenure will be reviewed.

USMLE (United States Medical Licensing Examination): First time test takers for Step 1 USMLE did not achieve the 75% threshold required by the USDOE (United States Department of Education) in the calendar years 2023 or 2024. Therefore, we are excluded from the Federal Aid programme. We do not

have large numbers taking this exam so a pass or fail either way can seriously impact our scores. We understand there has been a global increase in the failure rate which could be attributed to a higher overall passing score, and the fact it's a P/F exam so students do not receive a numerical test score, when previously a high score would have enhanced their application to residency. This potentially impacts 24 of our current students and their eligibility for Federal Aid loans.

Digital Learning Strategy & Implementation: The School of Medicine has called for more focus on the digital learning strategy and implementation, as this is impacting the School in terms of functionality, competitiveness, and student experience. The Faculty is aware of the College-level project to address this, however the pace at which this is implemented continues to be frustrating for schools.

School of Nursing & Midwifery

Priority undergraduate and postgraduate External Examiner IT issues – these are password related (IT Services) and contract related (Human Resources). A more efficient and effective system for External Examiner contracts, specifically access to IT and Blackboard, needs to be urgently resolved by College (Human Resources and IT Services) as the current system is totally in adequate and negatively impacting on the College and School's reputation. It is unacceptable that External Examiners are unable to access assessments on Blackboard due to an internal (TCD) related issue. This should be escalated as a matter of urgency at College level. A contract was mistakenly expired by Human Resources for one External Examiner who was in the second year of a three-year tenure. This impacted on their ability to access Blackboard to review assessments.

This issue also relates to the extremely cumbersome process required for an appointed External Examiner to obtain their TCD username and password. A solution may be that External Examiners are provided with their TCD username and password (via HR/IT Services) when they are officially appointed by College. Currently the School is unable to assist External Examiners with password-related issues due to the current system. This issue has been highlighted as a concern by four External Examiners during their visit to the School on 7th February. HR and IT Services advised the School on 7th February that this problem is related to how an External Examiner is set up on the College system as a "casual employee". Therefore, do External Examiners need to be set up in a different way by TCD HR? Overall, the current system is not fit for purpose and needs to be amended as a matter of urgency before any further reputational damage.

School of Pharmacy and Pharmaceutical Sciences

There have been many improvements in the School teaching, learning and assessment processes and in the student academic experience over the last decade following a lot of hard work by colleagues across the School. During that time the quality of the estate, teaching and research infrastructure and access to College facilities has declined in real terms and by comparison with our competitors within the state and internationally. The main concerns fall into two categories:

(1) **Access to student social/breakout/lunch space.** The school has very limited breakout space – some tables in the atrium (still waiting for roof fix) and soft furnishings provided by SU and hard benches within the concourse at East End 4/5. Nearest eating venues are in the business school 5-10 min walk and front Sq 10-15 min walk. Neither are suitable distance and both are often packed before our students can get there. Students sitting on concrete concourse floors eating lunch or on the floor in business school is a common site. Some students eat in toilets. We've been told by commercial unit that breakout coffee facilities are no longer supported because they don't make money. This is a pity. The School has engaged with COO and commercial unit and Bursar's office to try to make available to our students spaces on the concourse ground floor that were food outlets before pandemic but now used to store library franchise. It has been slow but we remain optimistic re progress. This would help to address the issues while falling short of the ideal.

(2) **Underinvestment in equipment to support PhD, MSc and UGR** especially in the areas of pharmacology, pharmaceutical biology and pharmaceutics. School has a large equipment stock that has been on life support for 10 years and several key pieces are now beyond repair. Access to core facilities in TBSI and TTMI is also declining in standard as they too face problems in replacement and renewal. With these challenges, the school faces major challenges in maintaining its status as a good place to do research in pharmaceutical science We are unable to provide practical training in some areas that our MSc students expect – many of these are overseas students that came here as a gateway to PhD or the Irish biopharm sector. School urgently needs investment in equipment of the order 4-6 million Euro to regain competitive edge and future proof.

Recurring and Unresolved Risks

In 2023, the Faculty Deans agreed to highlight the following three priorities for Council's attention:

1. IT Infrastructure and data systems
   o Standard and upgrade of IT Infrastructure in teaching spaces – equipment and software and need for readily accessible IT technical support for academic teaching staff.
   o Inflexibility of Trinity's IT systems to support key processes such as the External Examiner System and the Student Evaluation System.
   o Requirement that data fields in the student information system are configured to allow collection of more granular data.
   o Concern that the new Research Ethics Application Management System (REAMS) is not fit for purpose and is creating additional work.

2. Maintenance of Learning Spaces
   o Poor quality of some T&L spaces, e.g. Goldsmith Hall and the Panoz Institute remain unresolved, impacting on student experience; and posing a risk of reputational harm to Trinity.
   o Lack of appropriate social spaces in the East End of College.
   o Clarity needed on responsibility for funding of ongoing maintenance of T&L spaces, particularly when shared between Faculties.

3. Senior Sophister Capstone Project (not relevant to FHS)

There are no substantive improvements to these issues since last year and schools continue to highlight the same concerns on their respective risk registers.

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Professor Brian O'Connell
Dean of the Faculty of Health Sciences

Faculty Data: 2022-23 academic year.

Table 3: UG student module evaluation – Health Sciences

School	Number of Undergraduate Modules Taught	Number of Undergraduate Modules Evaluated	Percentage of Undergraduate Modules Evaluated	Average response rate to UG module evaluations (%)	Comments/actions arising from evaluations
Dental Science	60	60	100	Dental Science: Mean – 59% Range 42% (Year 1) – 80% (Year 3)	
School of Medicine (SoM) total: Medicine Programme	171 28	165 28	96% 100%	Range 40% to 75% /	
Radiation Therapy	23	23	100%	60%	The evaluations typically identify issues with the pace of module delivery, the suitability of assessment and specific lectures that did not work well.
Human Nutrition & Dietetics	31 (9 by Trinity)	31	100%	40%	Estimates 40% by survey type feedback. Close to 100% in practice placement modules. At a macro level, student feedback is also collected at two annual Programme

					Committee (PC) meetings, which include student representatives from years 1-4 inclusive. In addition, any proposed changes to existing modules are agreed at PC meetings, which are attended by student Reps. The annual monitoring report (collated by TU-Dublin) is discussed at the PC, which includes sections on module feedback and programme feedback.
Occupational Therapy	33	33	100%	50-75%	For in person/on paper feedback or in curriculum year head meetings 100%. If online can vary generally around 50-75%. We have curriculum year head committee meetings twice each semester. Our class reps also attend the curriculum committee meetings and feedback on modules and curriculum.
Human Health & Disease	28	28	100	/	/
Physiotherapy	28	22	79%	50-60%	All 3rd and 4th year modules were evaluated by the External Examiners. 8 Modules for 3rd year and 6 modules for 4th year which represents 50% of the course. Individual module evaluations collated by module coordinators. The Anatomy/Physiology/Chemistry and Physics modules are outside the department. All modules are also evaluated at curriculum reviews held in September and May/June. Module evaluation from class reps to Year heads once per Semester. Continuous feedback into the modules. Some adjustments made to delivery, when assignments are provided to students, assignment feedback etc.

Nursing & Midwifery	45	45	100%	20%	Once again the response rate was disappointingly low however the majority of respondents were satisfied with the module organization, teaching and assessment.
Pharmacy & Pharmaceutical Sciences	29	29	100	65%	
Faculty Total	305	299	98%	Range 40-80%	

Table 4: Open Module Evaluation – Health Sciences (not applicable)

School		Title of Open Module(s) offered, in full	Actual response rate to Open Module evaluations using USC approved survey questions (%)	Comments/Actions arising Evaluations
Dental Science				
Medicine				
Nursing & Midwifery				
Pharmacy & Pharmaceutical Sciences				
Faculty Total		0	0	N/A

Table 5: Undergraduate External Examiner Reports - Health Sciences

School	No of External Examiner Reports Expected (UG)	No of External Examiner Reports Returned (UG)	% of External Examiner Reports Returned (UG)	Did the School respond in writing to EE recommendations?	Did the External Examiner(s) have or request access to Blackboard?	Comments/actions arising from EE reports
Dental Science	12	12	100%	Yes	Yes	
Medicine	18	18	100%	Yes	Yes	
Radiation Therapy	3	3	100%			No response as the reports were very positive. The EE were provided with the exam papers in advance and reviewed scripts during their visit. They were given an overview of the course by the HOD at the start of their visit and given time to provide us with feedback before leaving. The examiners also met with the student reps.
Human Nutrition & Dietetics	1	1	100%	No	No	The TU=Dublin appointed EE submits to TU Dublin, key points from both reports are collated and feed into the Q5 quality document required by TU Dublin.
Occupational Therapy	2	2	100%	No	No	No actions were recommended from EE's. Both examiners had access to content on SharePoint
Human Health & Disease	1	1	100%		No	None

Physiotherapy	2	2	100%	No		None
Nursing & Midwifery	6	5	83%	Yes	Yes	one External Examiner has not provided 22/23 Annual Report due to illness.
Pharmacy & Pharmaceutical Sciences	6	6	100%	Yes	Yes	
Faculty Total	**51**	**50**	**98%**			

Table 6: Postgraduate Course Evaluation - Health Sciences

School	No. of PGT Programmes	No. of PGT Programmes Evaluated	% of PGT Programmes Evaluated	Average response rate to PGT programme evaluations (%)	Comments/Actions arising Evaluations
Dental Science	11	7	73%	100%	In general, no major issues were raised
Medicine	26	26	100%	100%	Course directors seek feedback on entire course. Feedback is sought in class where possible and is provided by students in verbal and written manner. Individual module coordinators may also seek individual feedback. Actions are taken as per student feedback during the course and improvements made for future years.
Nursing & Midwifery	17	17	100%	20%	The School of Nursing & Midwifery surveys students but through this method all courses are surveyed. This included surveying 56 individual PGT modules. Once again the response rate was disappointingly low however the majority of respondents were satisfied with the module organization, teaching and assessment.
Pharmacy & Pharmaceutical Sciences	4	4	100%		M.Sc. in Pharmaceutical Sciences: None - the external examiner stated that they were very impressed with the course and did not have any immediate suggestions for improvement MPharm (Y5): external examiner identified one module with one summative assessment and recommended that this be reviewed with a view to introducing some continuous assessment – this change has now been implemented. The examiner also recommended that the weighting of modules with group based

					activities be reviewed to ensure that group based activities are not overweighted. This is curently being reviewed. M.Sc. in Hospital Pharmacy: recommendation that Diploma exit award be available which has since been actioned and approved by Council
Faculty Total	58	54	93%		

Table 7: Postgraduate External Examiner Reports - Health Sciences

School	No of External Examiner Reports Expected	No of External Examiner Reports Returned	% of External Examiner Reports Returned	Comment/Actions arising from EE Reports
Dental Science	7	7	100%	In general, no major issues were raised. Received reports were read and when necessary PG course directors contacted the EE for clarifications before approving the recommendations. In general no major issues were raised.
Medicine	24	19	79%	Actions are taken from feedback provided by the External Examiner during the course and improvements made for future years. The five outstanding reports are expected shortly: MSc Cancer Survivorship MSc Global Health MSc Health Services Management MSc Molecular Medicine MSc Pharmaceutical Medicine
Nursing & Midwifery	10	9	90%	All external examiner reports have been read and reviewed by the postgraduate team. Where actions were required, these were managed by the relevant course coordinator with written responses sent to the external examiner. Specific queries were addressed within this communication and follow-up meetings arranged with the programme team where appropriate.

				Note that most External Examiners examine across a number of programmes hence the conflict between the number of programmes and the number of external examiner reports expected.
Pharmacy & Pharmaceutical Sciences	3	3	100%	
Faculty Total	44	38	86%	

Table 8: Professional Accreditation – Health Sciences

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
School of Dental Science UG Programmes	Bachelor of Dental Science (B. Dent. Sc) (5 years)	Dental Council of Ireland	2022	Some 25 recommendations made which are being addressed in curriculum review later this year (June 24)
	Diploma - Dental Hygiene (2 years)	Dental Council of Ireland	2016 5 years (due 2021) Delayed due to Covid- It is hoped that the review will take place in 2024	
	Diploma - Dental Nursing (2 years)	Dental Council of Ireland	2016 5 years (due 2021) Delayed due to Covid- It is hoped that the review will take place in 2024	
School of Dental Science PG Programmes	Dental Surgery Programmes (D.Ch.Dent.) <u>Strands</u>: 1. Oral Surgery 2. Orthodontics	Dental Council of Ireland	Last accreditation (next due) 1. 2023 (2028) 2. 2023 (2028) 3. March 2024 (2029)	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	3. Paediatric Dentistry 4. Periodontology 5. Prosthodontics 6. Special Care Dentistry 7. Public Health Dentistry		4. March 2024 (2029) 5. March 2024 (2029) 6. 2023 (2028) 7. 2023 (2028)	
	P.Grad. Dip in Clinical Dental Tech. (18 months p/t)	Dental Council of Ireland	5 years Due April 2020 but postponed due to Covid-19. Now inactive until 2024	
	Professional Diploma – Orthodontic Therapy (1-yr course)	Dental Council of Ireland	2014 5 years Due 2021 but postponed due to Covid-19. Date TBC	
	PG Dip. Conscious Sedation	Dental Council of Ireland	Last accredited 2009 (5 years). School await further details from Dental Council	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	PG Dip/MSc in Clinical Dentistry	Dental Council of Ireland	New programme – INACTIVE	
School of Medicine UG Programmes	BSc Human Nutrition & Dietetics – joint degree Trinity and TU Dublin	CORU	February 2018 5 years (Joint Programme accreditation completed in 2022 Awaiting Report)	
School of Medicine UG Programmes	Radiation Therapy	CORU	June 2019 5 years (next accreditation visit due 2024)	
School of Medicine UG Programmes	Bachelor of Science Occupational Therapy	CORU	November 2019 5 years	
		Association of Occupational Therapists of Ireland (AOTI)	2016 (Due 2024)	
School of Medicine UG Programmes	BSc in Physiotherapy	CORU	2018 5 years (Accreditation visit occurred in 2022 - awaiting report)	
School of Medicine UG Programmes	Medicine - M.B. (Bachelor in Medicine)	Irish Medical Council	Accreditation Visit completed in Feb 2022	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	- B.Ch. (Bachelor Surgery) - B.A.O. (Bachelor in Obstetrics			
School of Medicine PG Programmes	MSc Psychoanalytic Psychotherapy	Irish Council for Psychotherapy (ICP) Programme not yet under statutory regulation but is to change and fall within the auspices of CORU. Irish Institute for Child and Adolescent Psychoanalytic Psychotherapy (IICAPP)	2019 – preparation of accreditation application process. The IICAPP application was successful. The accreditation process and requirements are ongoing Virtual visit with the ICP Training Accreditation Committee (TAC) early 2022.	
School of Medicine PG Programmes	M.Sc. Clinical Chemistry (2-years part-time)	Institute of Biomedical Sciences (IBMS) Academy of Clinical Science and Laboratory Medicine (ACSLM)	IBMS – 2018 ACLSM – December 2022 The process of applying for reaccreditation with both bodies will commence in the autumn 2022. Plan to compete accreditation by spring 2023. Both accreditations will include the 2022/23 student intake.	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
School of Medicine PG Programmes	PG Diploma/M.Sc. in Pharmaceutical Medicine (2-year part-time courses)	PharmaTrain	13th December 2018 (2012 - Centre of Excellence) M.Sc. permanently closed in 2022	
School of Medicine PG Programmes	MSc Diagnostic Radiography	CORU	March 2021	
School of Nursing & Midwifery UG Programmes	B.Sc. (Cur.) Nursing Programmes include: • General Nursing • Children's & General Nursing (integrated) • Intellectual Disability Nursing • Mental Health Nursing	Nursing & Midwifery Board of Ireland (NMBI)	March 2023 5 years	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
School of Nursing & Midwifery PG Programmes	B.Sc. Midwifery (A.Obs.)	Nursing & Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Ageing Health and Wellbeing in Intellectual Disability (M.Sc./PG. Dip./P.Grad.Cert)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Clinical Health Sciences Education (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Community Health (M.Sc./PG. Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Dementia (M.Sc./PG. Dip./P.G.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Mental Health	Nursing and Midwifery Board of Ireland (NMBI)	March 2023	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	(M.Sc./PG. Dip. / PG. Cert.)		5 years	
	Mental Health (Psychological Interventions) (M.Sc./PG. Dip. /PG. Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Mental Health (Child, Adolescent and Family) (M.Sc/PG.Dip./PG. Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Midwifery Practice and Leadership (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Midwifery Advanced Practice (AMP)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	Nursing (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Nursing-Advanced Practice (ANP) (M.Sc./ PG. Dip. /PgCert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Nursing - Child Health and Wellbeing (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Nurse/Midwife Prescribing of Medicinal Products, Professional Cert (PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Palliative Care (M.Sc./PG. Dip./PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	Specialist Nursing (M.Sc./PG.	Nursing and Midwifery Board of Ireland (NMBI)	March 2023	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	Dip/PG.Cert.) in the following specialisms: 1. Cardiovascular Care 2. Emergency Department 3. Cancer Care and Haematology 4. Gerontological Nursing 5. Intensive Care Nursing 6. Perioperative Renal		5 years Note, cessation of orthopaedic strand approved by University Council with effect from 2022)	
	Specialist Practice – Generic Route (PG.Cert./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	All approved under generic subject route	
	Quantitative Methods and Data Analysis for Healthcare (PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	YEAR OF MOST RECENT ACCREDITATION AND ACCREDITATION CYCLE	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
School of Pharmacy and Pharmaceutical Sciences	**M. Pharm** 5-year Pharmacy (Integrated) programme commenced September 2015.	Pharmaceutical Society of Ireland (PSI)	M. Pharm. & B.Sc. 4th and final site visit (full Accreditation): Feb. 2020 Final Accreditation of M.Pharm. programme granted for a period of five years: July 2020 - June 2025	

Table 9: Retention by Standing & Faculty

Standing & Retention	HS	%
1	**777**	**25.47%**
PROGRESSED SAME COURSE	687	22.52%
REPEAT SAME COURSE	13	0.43%
TRANSFERRED OTHER COURSE	21	0.69%
NOT RETAINED	56	1.84%
2	**717**	**23.50%**
PROGRESSED SAME COURSE	699	22.91%
REPEAT SAME COURSE	5	0.16%
TRANSFERRED OTHER COURSE	4	0.13%
NOT RETAINED	9	0.29%
3	**697**	**22.84%**
COURSE COMPLETED	5	0.16%
PROGRESSED SAME COURSE	675	22.12%
REPEAT SAME COURSE	5	0.16%
TRANSFERRED OTHER COURSE		0.00%
NOT RETAINED	12	0.39%
4	**700**	**22.94%**
COURSE COMPLETED	433	14.19%
COURSE COMPLETED - EXIT		0.00%
PROGRESSED SAME COURSE	264	8.65%
REPEAT SAME COURSE	3	0.10%
TRANSFERRED OTHER COURSE		0.00%
NOT RETAINED		0.00%
5	**160**	**5.24%**
COURSE COMPLETED	159	5.21%
NOT RETAINED	1	0.03%
Grand Total	**3051**	**100.00%**

Table 10: UG Student Body by Faculty & Gender

(Student Numbers)	HS			HS Total
Standing & Retention	Female	Male	Prefer not to say	
1	**601**	**176**		**777**
PROGRESSED SAME COURSE	542	145		687
REPEAT SAME COURSE	6	7		13
TRANSFERRED OTHER COURSE	15	6		21
NOT RETAINED	38	18		56
2	**576**	**141**		**717**
PROGRESSED SAME COURSE	561	138		699
REPEAT SAME COURSE	3	2		5
TRANSFERRED OTHER COURSE	4			4
NOT RETAINED	8	1		9
3	**568**	**128**	**1**	**697**
COURSE COMPLETED	2	3		5
PROGRESSED SAME COURSE	554	120	1	675
REPEAT SAME COURSE	3	2		5
TRANSFERRED OTHER COURSE				
NOT RETAINED	9	3		12
4	**525**	**175**		**700**
COURSE COMPLETED	369	64		433
COURSE COMPLETED - EXIT				
PROGRESSED SAME COURSE	154	110		264
REPEAT SAME COURSE	2	1		3
TRANSFERRED OTHER COURSE				
NOT RETAINED				
5	**109**	**51**		**160**
COURSE COMPLETED	108	51		159
NOT RETAINED	1			1
Grand Total	**2379**	**671**	**1**	**3051**

Table 5. Retention by Standing & Gender & Faculty

	HS			HS Total
Standing & Retention	Female	Male	Prefer not to say	
1	**25.26%**	**26.23%**	**0.00%**	**25.47%**
PROGRESSED SAME COURSE	22.78%	21.61%	0.00%	22.52%
REPEAT SAME COURSE	0.25%	1.04%	0.00%	0.43%
TRANSFERRED OTHER COURSE	0.63%	0.89%	0.00%	0.69%
NOT RETAINED	1.60%	2.68%	0.00%	1.84%
2	**24.21%**	**21.01%**	**0.00%**	**23.50%**
PROGRESSED SAME COURSE	23.58%	20.57%	0.00%	22.91%
REPEAT SAME COURSE	0.13%	0.30%	0.00%	0.16%
TRANSFERRED OTHER COURSE	0.17%	0.00%	0.00%	0.13%
NOT RETAINED	0.34%	0.15%	0.00%	0.29%

3	**23.88%**	**19.08%**	**100.00%**	**22.84%**
COURSE COMPLETED	0.08%	0.45%	0.00%	0.16%
PROGRESSED SAME COURSE	23.29%	17.88%	100.00%	22.12%
REPEAT SAME COURSE	0.13%	0.30%	0.00%	0.16%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%	0.00%
NOT RETAINED	0.38%	0.45%	0.00%	0.39%
4	**22.07%**	**26.08%**	**0.00%**	**22.94%**
COURSE COMPLETED	15.51%	9.54%	0.00%	14.19%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%	0.00%
PROGRESSED SAME COURSE	6.47%	16.39%	0.00%	8.65%
REPEAT SAME COURSE	0.08%	0.15%	0.00%	0.10%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%	0.00%
NOT RETAINED	0.00%	0.00%	0.00%	0.00%
5	**4.58%**	**7.60%**	**0.00%**	**5.24%**
COURSE COMPLETED	4.54%	7.60%	0.00%	5.21%
NOT RETAINED	0.04%	0.00%	0.00%	0.03%
Grand Total	100.00%	100.00%	100.00%	100.00%

Table 11: Student Body by Faculty & Fee Status

Standing & Retention	HS		HS Total
	EU	NEU	
1	**663**	**114**	**777**
PROGRESSED SAME COURSE	580	107	687
REPEAT SAME COURSE	11	2	13
TRANSFERRED OTHER COURSE	21		21
NOT RETAINED	51	5	56
2	**602**	**115**	**717**
PROGRESSED SAME COURSE	586	113	699
REPEAT SAME COURSE	4	1	5
TRANSFERRED OTHER COURSE	4		4
NOT RETAINED	8	1	9
3	**606**	**91**	**697**
COURSE COMPLETED	5		5
PROGRESSED SAME COURSE	589	86	675
REPEAT SAME COURSE	4	1	5
TRANSFERRED OTHER COURSE			
NOT RETAINED	8	4	12
4	**611**	**89**	**700**
COURSE COMPLETED	430	3	433
COURSE COMPLETED - EXIT			
PROGRESSED SAME COURSE	179	85	264
REPEAT SAME COURSE	2	1	3
TRANSFERRED OTHER COURSE			
NOT RETAINED			
5	**80**	**80**	**160**
COURSE COMPLETED	80	79	159
NOT RETAINED		1	1
Grand Total	**2562**	**489**	**3051**

Table 7. Retention by Standing & Fee Status & Faculty

Standing & Retention	HS		HS Total
	EU	NEU	
1	**25.88%**	**23.31%**	**25.47%**
PROGRESSED SAME COURSE	22.64%	21.88%	22.52%
REPEAT SAME COURSE	0.43%	0.41%	0.43%
TRANSFERRED OTHER COURSE	0.82%	0.00%	0.69%
NOT RETAINED	1.99%	1.02%	1.84%
2	**23.50%**	**23.52%**	**23.50%**
PROGRESSED SAME COURSE	22.87%	23.11%	22.91%
REPEAT SAME COURSE	0.16%	0.20%	0.16%
TRANSFERRED OTHER COURSE	0.16%	0.00%	0.13%
NOT RETAINED	0.31%	0.20%	0.29%

3	23.65%	18.61%	22.84%
COURSE COMPLETED	0.20%	0.00%	0.16%
PROGRESSED SAME COURSE	22.99%	17.59%	22.12%
REPEAT SAME COURSE	0.16%	0.20%	0.16%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%
NOT RETAINED	0.31%	0.82%	0.39%
4	23.85%	18.20%	22.94%
COURSE COMPLETED	16.78%	0.61%	14.19%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%
PROGRESSED SAME COURSE	6.99%	17.38%	8.65%
REPEAT SAME COURSE	0.08%	0.20%	0.10%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%
NOT RETAINED	0.00%	0.00%	0.00%
5	3.12%	16.36%	5.24%
COURSE COMPLETED	3.12%	16.16%	5.21%
NOT RETAINED	0.00%	0.20%	0.03%
Grand Total	100.00%	100.00%	100.00%

Table 12: FHS Retention by Programme

Programme	Retained	1 Female EU	1 Female NEU	1 Male EU	1 Male NEU	2 Female EU	2 Female NEU	2 Male EU	2 Male NEU	3 Female EU	3 Female NEU	3 Male EU	3 Male NEU	3 Prefer not to say EU	4 Female EU	4 Female NEU	4 Male EU	4 Male NEU	5 Female EU	5 Female NEU	5 Male EU	5 Male NEU	Grand Total
Children's and General Nursing	COURSE COMPLETED																		20		3		23
	PROGRESSED SAME COURSE	21		2		17		4		20					23		2						89
	TRANSFERRED OTHER COURSE	3																					3
	NOT RETAINED	1								1													2
Dental Science	COURSE COMPLETED																		18	14	7	7	46
	PROGRESSED SAME COURSE	25	10	5	5	20	10	7	8	22	11	9	7		17	8	12	8					184
	REPEAT SAME COURSE	1															1	1					3
	TRANSFERRED OTHER COURSE			1																			1
	NOT RETAINED	1		1																			2
Dental Technology	COURSE COMPLETED									2		3											5

Course	Status	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
	PROGRESSED SAME COURSE	5				4		1															10
	NOT RETAINED	2																					2
Human Health and Disease	COURSE COMPLETED														19		4						23
	PROGRESSED SAME COURSE	17			1	21	2	3		18	1	5											68
	REPEAT SAME COURSE					1	1								1								3
	TRANSFERRED OTHER COURSE	3		3																			6
	NOT RETAINED	7	1	6						1													15
Human Nutrition and Dietetics (Joint Degree)	COURSE COMPLETED														18		1						19
	PROGRESSED SAME COURSE	19		2		19	1			17		2											60
	NOT RETAINED	1																					1
Medicine	COURSE COMPLETED																		19	37	13	21	90
	PROGRESSED SAME COURSE	64	53	56	29	67	55	37	33	68	46	32	16		67	39	58	30					750
	REPEAT SAME COURSE	3	1	3			1																8
	NOT RETAINED	1	1	1	2	1			1	1	2	1	2								1		14
Midwifery	COURSE COMPLETED														35								35
	PROGRESSED SAME COURSE	34				33		1		36													104

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
	NOT RETAINED	2		1		1				1										5
Nursing	COURSE COMPLETED															163		29		192
	PROGRESSED SAME COURSE	177	1	24		181		14		176	1	17								591
	REPEAT SAME COURSE			1		1		1												3
	NOT RETAINED	3		5		1				2										11
Occupational Therapy	COURSE COMPLETED															36		1	1	38
	PROGRESSED SAME COURSE	31	1	2		28		4		37	1	1								105
	TRANSFERRED OTHER COURSE	1																		1
	NOT RETAINED	2																		2
Pharmacy	COURSE COMPLETED															50	1	12	1	64
	PROGRESSED SAME COURSE	44	1	8		56		11	1	55	1	15								192
	REPEAT SAME COURSE		1	2						2			1							6
	TRANSFERRED OTHER COURSE	5		1		2														8
	NOT RETAINED	6		2		3				1										12
Physiotherapy	COURSE COMPLETED															29		11		40
	PROGRESSED SAME COURSE	18	2	6	3	25	3	7		23	1	14	1	1						104

																								Total
	REPEAT SAME COURSE			1																				1
	TRANSFERRED OTHER COURSE	1		1		1																		3
	NOT RETAINED	7				1																		8
Radiation Therapy	COURSE COMPLETED														18		4							22
	PROGRESSED SAME COURSE	18	1	2		19		7		20		1												68
	REPEAT SAME COURSE									1		1												2
	TRANSFERRED OTHER COURSE	2				1																		3
	NOT RETAINED	2	1			1																		4
Grand Total		**527**	**74**	**136**	**40**	**504**	**72**	**98**	**43**	**504**	**64**	**101**	**27**	**1**	**476**	**49**	**135**	**40**	**57**	**52**	**23**	**28**	**3051**