

FACULTY OF HEALTH SCIENCES

QUALITY REPORT

2023/2024

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## Profile of the Faculty

The Faculty of Health Sciences is comprised of four schools, offering a wide range of undergraduate, postgraduate taught, and professional doctorate programmes. 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. Micro-credentials is an emerging area for the Faculty, with the schools of Medicine and Nursing & Midwifery undertaking programmes in 2023-24.

## Undergraduate/Postgraduate Teaching Evaluations

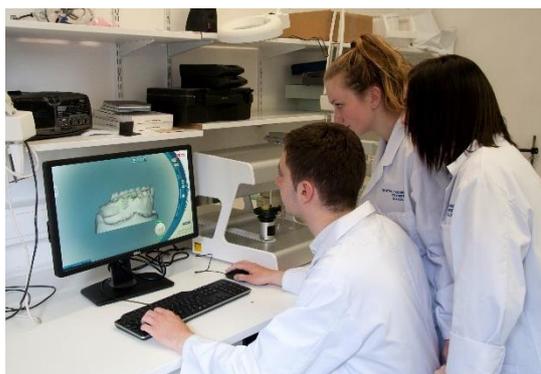
There are 293 undergraduate modules offered across the Faculty and a 97% module evaluation was achieved in 2023-24. Evaluations were carried out on 52 of the 56 postgraduate programmes (93%). Response rates varied from 22 to 100%. Open modules were not used in Health Sciences.

## Summary of Actions Taken in Response to Feedback

### School of Dental Science

Much of the feedback received didn't require action, rather explanation of the rationale behind some of the issues identified.

In relation to **student feedback**:



**Issue Identified:** Inconsistency between some part-time clinical supervisors when grading.

**Response/Action:** Our part-time clinical supervisors are now invited to attend a training day which includes Dr Martina Hayes, Director of Undergraduate Restorative Clinics conducting an exceptional interactive session with our clinical staff focusing on appropriate grading and feedback to Dental Science students during clinical sessions. Dr Hayes presented the staff both full time and part-time supervisors with “scenarios” and asked them to give the most appropriate grade and the rationale for choosing the grade. Dr Hayes gave feedback to the staff on grade selection for each scenario. This was to ensure consistency across assessment amongst staff grading. At our last session, we had over one hundred part-time and full-time staff from all divisions in attendance.

**Issue identified:** Dental Public health. One comment by one student was in relation to potential for a marking bias should supervisors mark their own group in one of the assessments.

**Response/Action:** This has now been addressed as second experienced DPH tutor graded papers in 2023-2024 specifically to avoid bias and to benchmark the marking across the whole year cohort. For the coming year, we will again enlist the aid of one of the DPH tutors 2024-2025 to share and double mark the reports.

**Issue Identified:** Meeting outside of timetabled sessions & over Zoom

**Response/Action:** This has now been addressed by enlisting DPH tutors as primary contacts who now only work within timetabled sessions and are present in-person.

In relation to **External Examiner feedback:**

Our year 3 and 4 external examiner attended our year 3 OSCE and we are pleased to report that she found the organization, content and delivery of the OSCE examination excellent. Only one suggestion was made in relation to the OSCE specifically that station examiners should not give any feedback (intentionally or otherwise) at the time of the OSCE to avoid misinterpretation by the student. This has now been implemented through examiner training.

**Postgraduate:** External Examiner 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.

## School of Medicine

In relation to **student feedback:**

**Medicine:** Curricular reform process is underway to address issues raised.

**Occupational Therapy:** Online feedback varies and if in person the response is 100%. Student reps attend and give feedback on modules and curriculum at curriculum committee meetings. These meetings occur twice a semester. There are also whole class meetings twice a semester with an academic staff member (curriculum year head) across all four years of the undergraduate programme. Modules were adjusted to reflect feedback.



**Radiation Therapy:**

- Changes to assessment weightings
- Review of rubrics to take AI use into account
- Limit didactic lectures to max 2 hrs.
- Addition of further revisions/tutorial sessions.
- Addition of further active learning sessions

**Human Nutrition & Dietetics:** The response rate varies for student feedback, e.g. Practice Education/Placement modules have a strong response rate (close to 100%), through structured in-person consolidation and feedback group work. At a macro-level, student representatives for each year (1-4) present and discuss feedback at the twice-yearly joint Programme Committees (PC), this includes feedback on any proposed module updates. The annual monitoring report (collated by TU-Dublin) is discussed at the PC, which includes sections on module feedback and programme feedback. Structured questionnaires completed by students as part of the joint programme process tend to elicit lower return rates. Feedback from the External Examiners is addressed at the joint Programme Committee.

**Physiotherapy:** All 3rd and 4th year modules were evaluated by the External Examiners (50% of the course). All modules are also evaluated at curriculum reviews held twice a year. Non-PT modules ie. Anatomy, Physiology, Chemistry and Physics are outside the Discipline. Class Reps provide module evaluation once per Semester and there is continuous feedback into the modules with adjustments where possible in line with feedback.

In relation to **External Examiner feedback:**

**Medicine:** Curricular reform process underway to address issues raised.

**Occupational Therapy:** Oral presentations - Students have Viva Voce presentations in two courses. OTU33009 Occupational Therapy for Children and OUT 44014 Professional Identity and Cultural Competence in Occupational Therapy. Further discussion on oral presentations will be given consideration by the curriculum committee. Marks not capped for repeated assessments – This is a college policy, in the past courses were capped however, we are now in line with the university policies, and this has been conveyed to the external examiner. Anonymous marking – this has been brought to the attention of all staff and has been implemented across the board. Marks for Referencing – Marks are allocated for correct referencing style as this is an important aspect for academic writing, most assignment have identified this is an important skill to master however, these marks have been reduced as per external examiners advice and marks have been reallocated to integration and synthesis of material along with critical evaluation. Structured marking grids used consistently – These has been implemented where appropriate

Use of virtual learning environment more effectively for feedback – This has been implemented where possible. Research Modules – The following have been implemented: Learning objectives of each module tied only to the module in question.

Additional teaching hours in year 4 were delivered for the assignment submitted in year 4 – within what is practically feasible (more hours in week they come back before they commence 4th year placement, and in another week at the end of term when that students are not on placement). Content for year 4 module does have to be covered in year 3 time because students are on placement for the best part of a year after that.

**Radiation Therapy:** The reports were excellent and no immediate actions were requested.

**Human Nutrition & Dietetics:** EE reports overall were very positive about the structure, delivery, high quality of the programme, the research theses, and the high calibre of the students. Research projects were noted to be of a very high standard and often influence other wider projects publications and /or clinical policies.

There would ideally be a release of some staff time to allow for an overview of assessment to ensure accreditation needs and learning outcomes are met. yet avoiding over-burdening both staff and students with excess assessments.

Response: Relevant actions have been taken to reduce the assessment burden for specific modules. With respect to the release of staff, we would welcome this but as the programme at Trinity runs with 2 staff, this is challenging to resolve.

For the joint programme, up to now, the EE have viewed student material via a joint share drive;

Response: we will provide Blackboard access (and TU their equivalent VLE access) to the Examiners.

Consideration about how to address the use of AI (Either as an approved fashion or not) would be helpful;

Response: Trinity's position on AI has recently been clarified with guidelines and resources for students and staff. This is being integrated into the course.

**Human Health & Disease:** The EE Report was excellent with nothing to be implemented other than the appointment of a Course Director and dedicated administration.

**Physiotherapy:** In response to the External Examiners reports the following actions have been taken:

- All final year capstone projects will be marked by the module coordinator and 1 other staff member to ensure consistency in marking across all projects.
- The External Examiners commended class feedback from assignments, which will be rolled out across all modules, in video or written feedback as an alternative.

## Case Study – EDI initiatives incorporated into the MSc Global Health and Global Mental Health

**Use of contracting in classes**, particularly where there is group work or discussion based exercises. This is the process of openly discussing with your students expectations about how class members will treat each other. The goal is to create a 'Reflective classroom community' - places where explicit rules and implicit norms protect everyone's right to speak; where differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each member has a stake and a voice in collective decisions.

### Contracting – Co-creating discussion guidelines

- One speaker at a time, everyone listens respectfully without interruption.
- Use "I" statements: "I think," "I feel," "I believe".
- Allow everyone an opportunity to speak.
- Criticise ideas, not individuals or groups.
- Refrain from making generalizations about individuals or groups of people.
- Ask questions for clarification.
- Assume the best of intentions from others.
- Respect confidentiality. What is shared in this space stays here.
- Don't expect individuals to represent an entire group (i.e., sexuality, race, ethnicity, religion, gender, class).

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**Vevox polls** are used in-class to get feedback related to student experiences of taking part in the module. Students are asked whether they agree or disagree with the following statement, and asked to elaborate on their answer; 'I felt comfortable asking questions or contributing to class discussions.'

**End of term office-hours** are provided for students to discuss their experience on the course with the course director and discuss any issues they have.

### Visiting professorships as an EDI initiative:

Dr Vibhuti Arya came to speak to our global health and global mental health students about her work on social justice, equity and healthcare. The student feedback (informal verbal feedback) was very positive.

Dr Stephen Roberts conducted a visiting professorship in collaboration with TCGH to develop EDI resources for our curricula.



## School of Nursing & Midwifery



### In relation to **student feedback**:

Minor module specific feedback was considered by module teams for inclusion in 2024/25 scheduling, included

- o Additional information about assessments to be made available at the start of the semester.
- o Additional tutorials requested in some modules.
- o Suggestions for improvement of Blackboard layout/organisation in some modules.

Student feedback on a Junior Fresh module indicated that a 100% end-of-module assessment posed a high risk. Students suggested introducing a mid-semester component to provide feedback before the final assessment.

**Action:** In response, the Undergraduate Curriculum Committee approved the change, and from 2024/25, the module will include a mid-semester assessment (40%) and an end-of-semester assessment (60%).

Students reported difficulties with academic referencing.

**Action:** To support them, academic staff and the subject librarian developed an academic writing and referencing guide for use in 2024/25. Additionally, a referencing guide has been added as a standard menu item in every Blackboard module for easy access.

### In relation to **External Examiner feedback**:

All External Examiner Annual Reports for the undergraduate nursing and midwifery programmes were received by the Heads of Discipline/Profession and were reviewed by the Director of Undergraduate Teaching and Learning and the Director of Midwifery. The reports were shared with the academic members and with the appropriate undergraduate committees.

The External Examiners provided very positive feedback on the nursing and midwifery undergraduate programmes, commending their quality, diverse assessment strategies, and comprehensive student feedback. Feedback included that the Court of Examiners meeting was well-organised, inclusive with strong attendance; assessment tools were varied, engaging, and appropriately aligned with each year's level of study; communication with professional and academic staff was excellent, with queries addressed promptly.

The JS/SS General Nursing External Examiner recommended a change in the submission date of the Capstone project for students so that students can fully engage with their Internship in Semester Two.

**Action:** This is being considered by the UG Curriculum Committee as this change would impact two other Senior Sophister module assessments.

In relation to **Postgraduate External Examiner feedback:**

External examiners, where appropriate, have been invited to meet the course team to discuss their feedback with them. Any feedback received from examiners is discussed with the module teams at the PG Curriculum Development Committee.

While External Examiners met with course teams and shared feedback on multiple occasions throughout the academic year, not all have submitted their final reports. The School continues to follow up on the outstanding reports.

Several key improvements have been implemented in response to feedback:

- **Enhancements to Online Learning:** On our Application of Simulation Practice in Healthcare (NU9MC6/S2) micro-credential module, a new self-directed online content was developed to optimize the use of live class time. Additionally, six content hours have been scheduled as 'live online' sessions to accommodate student requests.
- **Assessment Changes:** The assessment structure for the Personal and Professional Development (MW7012) module taken by our Higher Diploma in Midwifery students, was revised from a 3-hour exam to a two-part assignment (2000-word professional issue analysis and 1000-word practice reflection). The module assessment format was also adjusted following discussions with the external examiner.
- **Curriculum and Teaching Adjustments:** A three-hour session on person-centred care was introduced, alongside an increase in online learning hours. The advanced health assessment module introduction was updated to include an Advanced Practice demonstration.
- **Sustainability and Ethics Capacity:** An additional module team member will join in 2025-26 to support ethics teaching, addressing the identified risk of having only two lecturers and ensuring long-term sustainability.
- **Student Feedback and Satisfaction:** Module evaluation participation remained consistent with other years. Those who did complete the evaluation expressed high satisfaction, describing the module as "excellently delivered by both Professors."

These changes aim to enhance the learning experience, improve assessment alignment, and ensure sustainable module delivery.

## Case Study – PlayDecide Teamwork: an educational board game for junior doctors exploring workplace bullying and harassment

Workplace bullying and harassment (WBH) is one of the most significant stressors in contemporary working life. Trainee doctors exposed to WBH report higher levels of stress, burnout, and suicidal thoughts, and lower quality of life. Despite this, many decide not to take formal action due to lack of knowledge and fear of victimization. There is a need to provide education so that trainees can accurately identify behaviours that constitute WBH and appropriately avail of the support services that are designed to address this issue.

To explore this issue, Dr Elaine Burke, Assistant Professor in Medical Education and part of the Dublin Southeast/TCD Intern Training Network (led by Prof Finbarr O’Connell and Prof Martina Hennessy) brought together a multidisciplinary team in St James’s Hospital to create an educational board game for junior doctors. The team members represented medicine (Dr Declan Byrne and Dr Oisín Hannigan), Human Resources (Mark Donegan), nursing (Julie O’Grady) and allied health (Alice Waugh). PlayDecide is a discussion game which allows participants to talk in a simple and effective way about challenging topics; a template for the game is available on an EU-funded website. Using the template, and drawing from the literature, Irish and EU legislation, and anecdotal experiences, the team worked together to create realistic story cards, info cards, and issue cards. Story cards depict a range of behaviours including definite bullying, harassment, incivility, and positive teamwork, from a range of perspectives including interns, senior colleagues, nursing staff, students, and family members. Info cards provide factual information such as the legal definition of bullying, and support services available, and issue cards raise issues or opinions for participants to discuss.

Following a successful pilot of PlayDecide: Teamwork with interns in St James’s Hospital, Elaine and the team were awarded funding from the HSE NDTP to roll out the game to other hospital sites nationally. Elaine collaborated with intern trainers and HR staff to create bespoke versions of the game for other hospital sites. So far, in addition to SJH, the game has been played with interns in Beaumont and St Vincent’s Hospitals and the South Infirmity Victoria Hospital in Cork with excellent feedback from participants:

- 95% of participants agreed that the stories and issues were relevant to them
- 95% agreed they can now identify behaviours that constitute WBH
- 100% felt involved in the group discussions
- 87.5% would recommend the game to other interns

Our findings were published recently (Burke, E., Byrne, D., Donegan, M. *et al.* PlayDecide teamwork: a discussion game for junior doctors to explore workplace bullying and harassment. *BMC Med Educ* **24**, 1438 (2024). <https://rdcu.be/d8ygR>).

PlayDecide: Teamwork can be adapted for use in other settings and with other groups; the TCD version is available to view and download from the TARA Repository: <https://hdl.handle.net/2262/108805>

## School of Pharmacy & Pharmaceutical Sciences

Two students in wheelchairs started the MPharm programme in 2023 bringing immense practical challenges with respect to lab and lecture theatre access. These were resolved through the hard work of the disability office, estates and facilities and the School staff in ways that will bring long term benefits for the students and future students with similar disabilities. We have made progress but wheelchair accessibility remains an issue. For example, the Maxwell lecture is not accessible for two wheelchair users at the same time (only for one).



The School Atrium has been refurbished since 2023 including provision of tables and chairs, something which has been very warmly welcomed by students across the School since provides substantial breakout capacity for study groups, OSCE prep and even lunch to a limited extent.

# Quality Improvement Initiatives

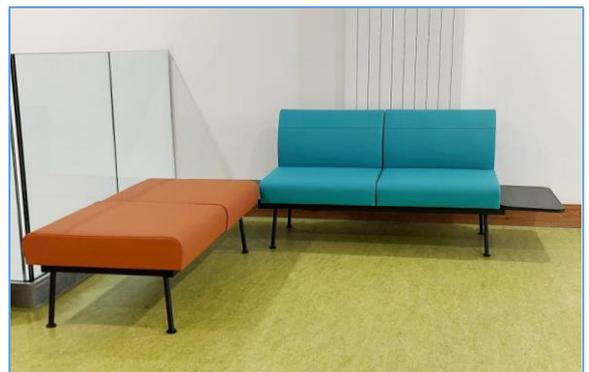
## EDI

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, 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?” Dental Science have included the question in their 2024-25 evaluations, and Pharmacy & Pharmaceutical Sciences are exploring alternative methods to engage with students relating to EDI, such as the Student Forum. Work on this topic is ongoing.

## Use of Quality funding

In 2023-24 a 5% top-slice of the Faculty’s BPA uplift was allocated to Quality. The Health Sciences Faculty Executive elected to spend these resources on the following quality enhancements:

- Purchasing of a Faculty-wide Qualtrics licence, for a three-year contract. This licence allows schools to benefit from an economies of scale, and provides opportunities to use a professional survey platform for student evaluations, as well as for research activities.
- Purchasing social seating for the Trinity Centre for Health Sciences, St James’s Hospital. The building has been lacking in social spaces and seating for students and staff for some time, and student disquiet has led to on-site protests. There are limited options to convert rooms within the building for social use, so this fund focused on the provision of seating in as many hallways and balcony areas as possible. 64 additional seats will be provided throughout the building.
- The Faculty Executive are considering developing a quality dashboard and it is expected that some funding from the BPA uplift towards quality will be utilised for this in the coming years.



## Faculty Forum on Quality

The Faculty hosted a Faculty Forum on Quality in April, which was co-created with the Health Sciences Student Convenor. Students provided insights to preferred mechanisms of feedback – an in-person ‘pulse check’ at the end of class was popular, as was providing in-class time to students for the completion of evaluation surveys. It was also recommended that surveys are issued earlier, to avoid clashing with high-pressure times at the end of modules. The students suggested that highlighting the benefits of engaging in student feedback would help to increase response rates, as many students may think there is no value to participating.

## Case Study – Interprofessional Education

Interprofessional education (IPE) is an essential component of modern healthcare education and a requirement of many health professional accreditation bodies. By engaging students from different disciplines in collaborative learning experiences, IPE aims to enhance communication, teamwork, and problem-solving skills, and ultimately improving outcomes for service users. The Faculty of Health Sciences continues to expand and develop its IPE programme across all schools and disciplines.

Student participation numbers in IPE continue to grow as displayed in Table 1 below.

	2022/23	2023/24
Student participations	2319	2369
Number of students involved	1468	1537
Disciplines involved	11	12
Number of workshops	12 (6 in-person)	13 (7 in-person)

Table 1: Student engagement in IPE programme

This year changes were put in place based on feedback obtained from the Student IPE Committee and the Patient Experience Group in St James’s Hospital. Suggestions implemented from this feedback included providing more opportunity for discussion of the roles of professions and not just focusing on completing a task, implementing more practice-based opportunities for IPE, putting an emphasis on communication strategies and the importance of students’ communicating their role to patients

A new workshop was introduced for final year occupational therapy and social work students. The workshop explored concepts of professional identity and leadership and was very well received by the students. Feedback on the workshop is displayed in the graph below.



Sample student feedback on the new workshop:

*This IPL session highlighted my strong sense of professional identity. I was able to enhance the SW's understanding of Occupational therapy.*

*Getting to meet social work students and having an honest conversation about professional identity in both professions.*

*This session made me realise on a deeper level I have strong leadership skills and a strong sense of professional identity.*

*Really enjoyed it!*

The IPE programme also provides opportunities for students to demonstrate leadership and engage in extra-curricular activities. Eight students represented TCD at the All-Ireland Interprofessional Education Challenge (AIPEC) 2024 in Queens University Belfast in March 2024. There was great interest from the student body in representing TCD at the competition and the students selected were from medicine, pharmacy, physiotherapy, occupational therapy and human nutrition and dietetics. Students also engaged in leadership by being near-peer facilitators at introductory IPE workshops. Seventeen students acted as near-peer facilitators for IPE workshops and ten presented to students about the role and responsibilities of their profession.

## School of Dental Science

### **Introduction of stress management supports & signposting; Self-care workshops by student counselling.**

Our students attended a stress management talk within the School delivered by a member of the student counselling team. This included sign posting to College supports. In addition, we introduced a workshop tailored to the needs of our students which covered topics such as minding yourself, self-care and boundaries. These sessions proved to be very informative and have helped students gain valuable skills for life - long learning in a clinical environment.



### **Clinical observational sessions year 1 dental science.**

Our year 1 dental science students attended an additional clinical observational session this year. Students observed students from years 2-5 working with patients and how they interacted with the patients, IPC issues and were introduced to the management and treatment of some examples of dental issues. This additional session gave students an early introduction to the clinical environment and helped the students gain insight into the workings of the clinics here in the DDUH and what to expect from the programme from a clinical perspective in years 2-5.

### **Introduction of a new clinical paediatric competence entitled “Procedure under local anesthesia in a paediatric patient.**

This replaced the “quadrant dentistry in a child” competence. This change was necessary as the competence has had to evolve to reflect contemporary clinical practice in the era of minimal invasive dentistry. The new competence still ensures students receive adequate experience in delivering local anesthetic (LA) to a child patient during their training while being less prescriptive regarding the actual procedure for which LA is required.

### **Postgraduate**

The Board of the Postgraduate Committee of the European Federation of Periodontology (EFP) re-accredited the DChDent in Periodontology for 8 more years (2023-2031). The Graduate programme in Periodontology is one of the 23 Graduate programs in Europe currently approved by the European Federation of Periodontology.

A Biostatistician has been employed by the DDUH to assist both UG and PG students. This move addressed concerns by PG students about bio-statistics support for their research projects.

## Case Study - Feedback Literacy Study in Faculty of Health Sciences

### Background

The ability to effectively use feedback should be developed early in the education of Health Professionals to prepare them for a career of lifelong learning. When students understand the feedback they receive, they become proactive, independent learners who gain the confidence to seek feedback in ways that best support their growth. This process also requires the simultaneous development of critical thinking and reflective practices, which are essential for good clinical practice and are mandated by registration and professional bodies (O'Connor and Mc Curtin 2021). It is challenging to introduce these skills early enough to emphasise their importance to university entrants while maintaining a balanced approach. Achieving this balance requires careful consideration of the workload needed to develop these skills alongside the existing demands of the program for both teachers and learners.

Whilst being the topic of much conceptual literature, relatively little intervention research has investigated how and if feedback literacy can be developed for students particularly in Health Professional Sciences education. (Little et al., 2024) A novel, evidence-based eLearning module was developed by a multidisciplinary team of health professionals at the Faculty of Health Sciences, TCD, to support and enhance the development of these skills across disciplines. This interdisciplinary initiative addresses a common challenge where students often misunderstand or find feedback upsetting. Recognising that feedback is a two-way process, the module is designed to help students engage with feedback more effectively and constructively

This module has been piloted and introduced on the Communications Module in Year 3 in DDUH and is being undertaken across Disciplines in the Schools of Medicine (Radiation Therapy, Physiotherapy and Occupational Therapy) currently. This curriculum embedded support provides a structured feedback literacy module that can be incorporated across Disciplines and be applied in the clinical and academic setting. Evaluation of this process is now currently being analysed and will be presented later this year.

Interprofessional team involved in the creation of the module: Siobhan Davis DDUH, Mary O'Neill School of Medicine, Claire Gleeson School of Medicine, Lucy Alpine School of Medicine, Duana Quigley School of Clinical Speech and Language Studies, Maeve Kearney School of Radiation Therapy, Claire Poole School of Radiation Therapy.

## School of Medicine

### 1. Enhancing education programmes

The School of Medicine (SoM) has undertaken a series of initiatives aimed at enhancing the quality of education across undergraduate and postgraduate programmes. These initiatives focus on curriculum reform, assessment improvements, and the expansion of continuous professional development opportunities.



**Undergraduate Medicine:** A comprehensive review of the undergraduate Medicine programme was carried out to align the curriculum with evolving medical education standards, regulatory requirements, and the changing healthcare landscape. This reform process is being led by Professor Aileen Patterson with the support of the Curriculum reform committee.

#### **Occupational Therapy:**

Three key enhancements were introduced to improve assessment practices and student feedback:

- Implementation of online feedback mechanisms to provide timely and structured comments on student work.
- Adoption of anonymous marking where possible, ensuring greater fairness and objectivity in assessments.
- Refinement of marking rubrics to provide clearer expectations and consistency in grading.

#### **Physiotherapy:**

A large-scale Curriculum Review Process was initiated in 2023, engaging a diverse group of stakeholders—including patients, patient representatives, clinicians, practice educators, managers, students, and faculty members. This review process was designed to:

- Identify what is working well and should be retained.
- Highlight outdated content that could be removed.
- Explore emerging topics and future directions in physiotherapy education. Two major consultation meetings were held in September 2023 and September 2024, focusing first on an overall curriculum review and then on an in-depth examination of three core modules. Findings were compiled into comprehensive reports using Canva software, which were circulated to participants and have directly informed curriculum updates.

#### **Postgraduate Education Developments**

**Postgraduate Administrators' Gathering:** In November 2024, the School hosted its first in-person Postgraduate Administrators' Gathering, bringing together over 40 administrators from across the College. This event facilitated discussions on challenges in postgraduate education administration and explored ways to streamline work processes. Academic Registry representatives also participated, providing insights into institutional policies and procedures.

**Pilot for Continuous Professional Development (CPD) Programmes:** In response to the College's Admissions Strategy (CL/23-24/043), the SoM launched a pilot initiative to offer non-credit-bearing CPD courses aimed at professionals seeking to enhance their expertise. Unlike micro-credentials, these CPD courses focus on skill development without formal assessment, awarding participants a certificate of

attendance. Some courses also qualify for external CPD accreditation, making them attractive to healthcare professionals seeking career advancement. The first four CPD programmes completed or currently in progress are:

- **Inclusion Health** (addressing healthcare challenges for marginalized populations)
- **Health Economics** (exploring the financial aspects of healthcare delivery and policy)
- **Comprehensive Management of Acute Stroke** (enhancing clinical knowledge in stroke care)
- **Essential Medical Statistics & Evidence Appraisal** (building skills in research methodology and critical analysis)

An additional four programmes are set to open for registration, with twelve more currently in the planning and development stages. These initiatives aim to position the School as a leader in lifelong learning and professional upskilling.

## 2. Membership in the M8 Alliance:

In 2023/24, the SoM achieved a significant milestone by becoming a member of the **M8 Alliance**, a globally recognized network of academic health centres, universities, and research institutions.

Membership in this prestigious alliance enhances the School's international reputation and opens up numerous opportunities for collaboration.

### Key Benefits and Contributions:

- **Strengthening Global Research Partnerships:** The SoM now collaborates with leading institutions worldwide on research projects in areas such as precision medicine, digital health, and pandemic preparedness. This fosters knowledge exchange and innovation in critical areas of healthcare.
- **Enhanced International Educational Opportunities:** The membership facilitates student and faculty exchange programmes, allowing staff and learners to gain exposure to different healthcare systems, research methodologies, and educational practices.
- **Participation in the World Health Summit:** As a member of the M8 Alliance, the SoM gains access to the World Health Summit, one of the most influential global forums on public health policy. Faculty and students now have the opportunity to contribute to discussions and initiatives shaping the future of global healthcare.

This initiative represents a significant step toward expanding the School's international footprint and fostering a more globally connected medical education environment.

## 3. Review and Revision of MOUs with Clinical Partners

To enhance academic-clinical collaboration and improve the quality of student training, the SoM conducted a comprehensive review and revision of its MOUs with clinical partners. These agreements play a crucial role in defining expectations and ensuring the highest standards in clinical education.

### Key Improvements Implemented:

- **Clearer Roles and Responsibilities:** The revised MOUs provide greater clarity on the obligations of both academic and clinical institutions, ensuring well-structured and high-quality training experiences for students.
- **Enhanced Quality Assurance Measures:** The agreements incorporate new quality assurance standards to ensure that clinical training sites comply with accreditation requirements and regulatory frameworks.
- **Improved Student Supervision and Assessment Guidelines:** The MOUs establish updated procedures for student supervision, clinical assessment, and feedback, ensuring consistency

across training sites.

- **Stronger Research Collaboration Frameworks:** The revised agreements encourage greater joint research initiatives between academic and clinical partners, fostering a culture of innovation and evidence-based practice.

By reinforcing these agreements, the School has strengthened its partnerships with healthcare providers, ensuring that students receive high-quality clinical training in supportive and well-regulated environments.

## Case Study – TILDA Data Workshops

TILDA established data workshops in November 2023 to promote capacity and capability in the use of the TILDA data amongst the research community in Ireland. The workshops comprise a mixture of short lectures and practical hands-on experience with the data. Attendees are provided with an in-depth overview of the TILDA study covering (i) survey design, (ii) data structure, (iii) survey weighting and (iv) detailed information about TILDA's rich longitudinal social, biomedical and cognitive data using short lectures. The lectures are augmented by an interactive 'hands on' session where attendees have the opportunity to interrogate the data, produce summary statistics, apply survey weighting to make population-level inferences, and combine longitudinal datasets. The workshop uses simulated TILDA data replicating the TILDA datasets so attendees get familiar with the structure of the dataset before using it for any future projects.

The workshops are structured to be of value for all levels of experience, from undergrad students to experienced professors, to maximise the accessibility and usability of the TILDA datasets and encourage as many researchers as possible to utilise the available data. The workshops give the team the opportunity to show interested researchers the different potential routes for accessing the data depending on what data is required. Attendees also have the opportunity to meet senior members of the TILDA team, including the TILDA Co-PI, Project Manager, Senior Data Manager, and Biostatistician. The workshops are held in the TILDA offices enabling discussions and collaborations between attendees and TILDA researchers with shared interests.

TILDA has used feedback from the workshops to work toward improving accessibility of the data and establishing new access routes, including a remotely accessible trusted research environment which will extend the ability of students and staff researchers to access the extensive TILDA data without the limitations of the physical on-site access methods. These initiatives will boost the accessibility of the TILDA data for teaching and student project purposes, coupled with the workshops to ensure any interested researchers are well-equipped to manage their analyses. The TILDA team has also delivered an online 'abridged' version to support international data users.

To date we have run five in-person workshops with over 70 in-person, and over 40 online attendees, including undergraduate and postgraduate students, postdoctoral researchers, lecturers, from TCD, other Irish universities such as UL, NUIG, UCD, NUI, ATU, TUS, TUD, RCSI, SETU, UCC, and from the London School of Tropical Hygiene and Medicine. Representatives from external stakeholder groups have also attended such as the HRCDC, Trinity St. James's Cancer Institute, Irish College of General Practitioners, Nursing Homes Ireland, Economic and Social Research Institute, Department of Health, HSE, and the Health Research Board, with continued demand for more dates and externally hosted workshops.

## School of Nursing & Midwifery

### School-wide

- Launch of School of Nursing and Midwifery Strategic Plan and Implementation and Monitoring Process
- Athena Swan – As the School received the Athena Swan Bronze award in December 2024 it will be included in next year's quality report.
- Engagement/raising profile of the nursing and midwifery professions via the new School bi-annual newsletter which is edited by the School's Communications and Marketing Officer.



### Postgraduate

- Reconfiguration of the Nursing Child Health and Wellbeing programme to become the Nursing – Advancing Child Health and Wellbeing with new modular structure.
- Enhanced the Midwifery – Practice and Leadership programme to include the framework pathway and new modular structure.
- New additions to the suite of micro-credential modules.

### Undergraduate

- **T-CAD** (online platform for National Competency Document assessment)  
A feasibility study was conducted to explore the introduction of T-CAD, an electronic version of the paper based National Competency Document for student assessment during their clinical practice placement. Research on its use in other jurisdictions showed that T-CAD improves workflow by enhancing the monitoring of nursing and midwifery clinical competencies. The cloud-based platform is cost-effective, sustainable, and has a positive impact on both student and staff experiences in clinical placement assessment. T-CAD will be piloted in Semester One 2024/25 with full implementation in Semester Two.
- **Clinical Partnership:** Naas General Hospital became a full clinical partner, with its first cohort of B.Sc. (Cur.) General Nursing students starting in September 2024.
- **Health Service Provider Annual Report:** A new initiative requires each associated health service provider to submit an annual report summarising local evaluation feedback and actions taken in clinical practice.
- **School's Fitness to Practice Evaluation:** The School reviewed its FTP procedure for undergraduate nursing and midwifery programmes, making one change to the committee's membership to enhance objectivity.
- **Transition to SharePoint:** The School moved from Microsoft Teams to SharePoint for managing the online Annual and Reassessment Court of Examiners. This transition improved the security and efficiency of accessing confidential data for staff, External Examiners, and associated health service providers.
- **The HSP-related clinical learning outcomes** were revised across all sites in line with the Nursing and Midwifery Board of Ireland's *A Guide to Writing Learning Outcomes for Practice Placement* guidelines. The finalised clinical learning outcomes for all HSP clinical areas were documented and uploaded to Blackboard for all undergraduate students to access.
- **Podcast initiative in St. James's Hospital**

St. James's Hospital has launched *The Handover*, the first-ever podcast series created by student nurses, for student nurses. Devised and hosted by Clinical Placement Coordinator Erika Jones, the series is co-produced by the hospital's Communications Department and curated by students currently working there. *The Handover* is proving to be a valuable resource, helping student nurses navigate the complexities of nursing. [The Handover](#)

## Case Study - AV materials and Immersive Simulation Resources

**Project: Development of AV materials and Immersive Simulation Resources for Nursing and Midwifery Undergraduate JS module MNU33016 Clinical Judgement, Professional Practice and Foundations of Management (10 ECTS).**

Jan de Vries, Sylvia Huntley-Moore and Freda Neill received the Dean's Award for Innovation in Teaching 21/22 (€ 10,000) to develop AV materials to be used in a problem-based learning (PBL) module in the JS year of the BSc (Hon) in Nursing and Midwifery. The module focusses on Clinical Judgement and contains a clinical skills aspect and a theory element. In the skills segment simulations and practice opportunities are used to instruct the student. In the theory segment, students work in teams to analyse scenarios and discuss evidence-based interventions to address complex issues they are likely to encounter in practice. To enliven the presentation of the simulations and the scenarios we applied to develop Audio-Visual (AV) materials.

When we received the award, we set about developing scripts and recorded AV materials with the help of the module team and others who volunteered to play the roles of healthcare professionals and patients in June 2022. These AV materials were then edited and integrated into one learning environment using a platform called Articulate. This was uploaded to Blackboard to provide access to the third-year students. This compact presentation allowed students to watch, listen and read the new lively instruction materials which were now all accessible at one or two clicks.

In January 2024 the materials were first used by the students. Their response has been overwhelmingly positive. We polled the students (n=107) anonymously at the end of the module. The findings show that they really like this way of learning, because it resembles the reality of healthcare more than we have achieved in any other theory segment of a module before. All students found it very useful/useful (100%) and not one said it was not useful. Almost all students (97%) found the new Articulate platform and the AV materials easy to navigate. Also, the vast majority (83%) wanted us to develop more of these materials for the module.

Consequently, we have applied for new funding to add more AV resources to scenarios that were still only presented in writing. We have been successful and received this new funding through the Dean's Award for 2023/24 (€ 8,200). In 2024/25 we will develop, record, and integrate these new materials and present them to the students in September 2025. By that time new immersive AV materials being developed at present will also have been added to the Clinical Skills segment of the module.

Of course, considerable effort and commitment had to go into the process of generating the AV materials, but in terms of the cost/effect balance it was worth it.

While this effort has been aimed at improving the learning experience for the students, a wonderful additional effect is that in the process of working on it, the module team has come together with a new elan and motivation to optimize their teaching.

## School of Pharmacy and Pharmaceutical Sciences

The School continued towards its strategic target of 40% students on its MPharm programme experiencing study abroad – 27 went on ERASMUS research visits at end of third year to sites in north America and Japan where the School has developed research agreements/MOUs. The School part funds this initiative to increase accessibility in the student group. This year >50% of JS students will travel for a research visit of 2 months in Europe or NA/Japan.



Students in Y5 on MPharm undertook a HCI funded non-credit bearing three day Masterclass in Healthcare innovation in September. The programme is designed to enhance leadership and innovation skills. It was very well received and School is seeking ways to fund this into the future.

The School received its Athena Swan bronze award in 2023 and it received My Green Labs certification for its largest teaching lab, one of the first such accredited labs in the state.



## Insights to 2024-25

The schools were invited to provide an overview of any developments, enhancements, or impacts that occurred within the School during 2024/25, in order to make an element of the report more contemporaneous with its review by Council. A deeper dive will be taken into these items in next year's quality report.

### Faculty

The Faculty hosted an EDI event to re-launch the EDI Group.

- 24 Equity, Diversity and Inclusion (EDI) advocates attended the Faculty Health Sciences (FHS) EDI Group Relaunch on Wednesday 9 October 2024 to establish/renew connections.
- A diverse range of staff and students volunteered to join the FHS EDI Group which will hold its first meeting in Semester 2 24/25.
- An outcome report will be drafted for circulation.
- The problem statement ***how might we improve EDI in Trinity?*** in the group brainstorming session generated 47 thought-provoking EDI ideas, the top ten (as prioritised by the participants) are as follows:

Ideas suggested by the participants
Diversify recruitment of staff
Host a community expo/fair - bringing external groups into TCD highlighting TCD units/Schools advocating for EDI
Ensure all students receive clear info about hidden costs for courses
Provide wheelchair accessible indoor and outdoor tables
Give leeway to students who drop-out for unavoidable reasons - let them defer
Adopt an evidence-based approach to EDI - fund research to build the evidence base
Be more inclusive of people with disabilities in our marketing materials
Celebrate the rich diversity of our community through opportunities for story telling
Provide adequate childcare facilities on site and support the cost of childcare
Improve accessibility of Nursing and Midwifery building

A review of **College Fitness to Practice** policy & practice was undertaken by the Secretary's Office in 2024-25, with significant input from the Faculty. There may be opportunities to review the impact of this change.

## Dental Science

### Undergraduate:

- A comprehensive review of problem-based Learning in undergraduate dental science
- Preliminary work and scoping of needs to undertake a comprehensive review of undergraduate Dental Science curriculum

### Postgraduate:

- Core Programme: Revision and reformatting with introduction of new topics including:
  - Effective use of AI to support learning and research, and
  - Human Factors
- Research Evaluation:
  - Inclusion of additional statistical input/assessment, and
  - Addition of externally-funded awards

## Medicine

During the 2024/25 academic year, the SoM made significant strides in advancing its academic, research, and clinical training initiatives. One of the most impactful developments will be the creation and launch of the Strategic Plan 2025, a forward-looking blueprint designed to shape the future of the School over the next five years. This strategic plan builds upon previous quality enhancement activities and aligns with national healthcare priorities, accreditation requirements, and global trends in medical education and the Universities soon to be published Strategic Plan.

The formulation of the Strategic Plan 2025 will be a collaborative effort, integrating insights from faculty, students, healthcare partners, and industry experts. The development process includes:

1. **Comprehensive Needs Assessment** – Conducting in-depth reviews of the current UG and PG medical programmes, research performance, faculty development needs, and clinical partnerships. This phase included stakeholder consultations, focus groups, and data-driven benchmarking against global medical education standards.
2. **Strategic Priority Identification** – Based on the findings, the School will identify key focus areas which may include but is not limited to:
  - **Curriculum Modernization** – Expanding digital and simulation-based learning, interprofessional education, and competency-driven training.
  - **Research & Innovation Growth** – Strengthening translational and clinical research, with emphasis on global health, digital medicine, and AI in healthcare.
  - **Clinical Training & Partnerships** – Enhancing MoUs with hospital partners to provide improved student placement opportunities and faculty development initiatives.
  - **Globalization & Collaborative Networks** – Expanding international collaborations/partnerships and dual-degree opportunities.
  - **Sustainability & Infrastructure Development** – Investing in state-of-the-art medical education facilities, digital learning platforms, and student wellness programmes.
3. **Stakeholder Engagement & Validation** – Gathering feedback from key stakeholders, including students, accrediting bodies, and healthcare institutions, to refine strategic goals and implementation frameworks.
4. **Implementation Roadmap** – Developing an action plan with defined milestones, performance indicators, and resource allocation strategies to ensure effective

execution.

5. **Monitoring & Evaluation Framework** – Establishing a dynamic assessment system with annual reviews to track action progress, address challenges, and incorporate emerging opportunities.

## Case Study - Pioneering Online Interdisciplinary Education with the School of Medicine's First Microcredential

The Assessment and Management of Frailty in Ageing Adults Microcredential, developed by the School of Medicine at Trinity College Dublin <https://microcreds.ie/partners/trinity-college-dublin/offerings/assessment-management-of-tmyx-5>, marks a groundbreaking achievement as the School's first officially approved College Microcredential. This innovative offering serves as a pioneering example of online interdisciplinary education, addressing the critical need for specialised knowledge in frailty management among healthcare professionals.

### Key Achievements:

- **Multi-Accreditation:** The module has received professional accreditations from the **Nursing and Midwifery Board of Ireland (NMBI)**, **Royal College of Physicians of Ireland (RCPI)**, and **European Accreditation Council for Continuing Medical Education (EACCME)**, underscoring its academic and professional excellence in multiple professions.
- **National Funding:** The Microcredential not only has received 50% subsidy from the EU Fee under the HCI Fees Subsidy, but also secured sponsorship from the **National Health and Social Care Professions (HSCP) Office**, ensuring accessibility and broad reach for healthcare practitioners.
- **Interdisciplinary Learning:** Designed to integrate perspectives from multiple healthcare disciplines, the module is delivered entirely online, enabling flexible and inclusive access for professionals globally.

### Impact:

This Microcredential not only reflects Trinity's commitment to cutting-edge, interdisciplinary education in Ageing but also addresses a critical societal challenge—enhancing the capacity of healthcare professionals to manage frailty in ageing populations effectively. Its impact will be showcased at the 2025 National Health Summit ([Health Summit 2025](#)). Additionally, feedback from students has been overwhelmingly positive, with many highlighting its relevance, flexibility, and actionable insights for clinical practice. The Microcredential's success is further underscored by the recognition of Prof. Roman Romero-Ortuno, who was among the School Award Winners 2024 at the Trinity Excellence in Teaching Awards, announced by Provost Dr. Linda Doyle during a ceremony at the Provost's House on 24th June 2024 ([Teaching Awards Details](#)).

## Nursing & Midwifery

### Undergraduate

Implementation of T-CAD

### Postgraduate

- Significantly updated Postgraduate Taught and Research handbooks.
- Information brochure for PGR applicants who are thinking about doing their PhD
- Developed a comprehensive course brochure.
- Significantly developed our PG course webpages
- Introduction of a PGR orientation programme for new students.

### Athena Swan

In December 2024 the School received its Athena Swan Bronze Award.

## Pharmacy & Pharmaceutical Sciences

Introduction of a Trinity Elective to the SF year of the MPharm programme, following several years of preparation and programme reorganisation to make space for 5 ECTS. The opportunity to study non-pharmacy subjects and to meet other College cohorts has been successful. As far as we know this is first FHS engagement with this excellent programme. The School will soon be making a reciprocal offering of 5 ETC module in alternative therapy into the programme.

Accreditation by PSI including the submission of a self-assessment report and 2-day site visit occurred – the panel recommended five years accreditation without conditions following their visit in February. In their verbal report they commended several aspects of the School and Faculty including the depth and range of interprofessional education in the programme.

## Case Study – Enhancements in 2024-25 to the Radiation Therapy BSc Programme

### **SGRT software grant**

The discipline has been awarded funding from the HSCP to obtain specialised simulation software for the treatment of advanced radiation therapy treatment set up. This 'Surface Guided Radiation Therapy' (SGRT) software will be utilised to teach students specialized clinical skills outside of the radiation therapy department for the first time

### **Scrubs donation drive**

The discipline enacted a drive for graduating students to donate their clinical placement uniforms to incoming and current students. This was initiated with the aims of;

- 1) Reducing student's financial burden at a time of rising expenses and cost of living
- 2) Reduce waste and promote a circular economy
- 3) Make the programme as environmentally friendly as possible-a request which has come directly from the students.

This drive was extremely successful and all students who donate scrubs are entered into a draw to win a prize for an All-4-One voucher.

### **The RISE (Reflective Insights of Student Experience Project)-commencing February 2025**

The RISE project supports reflective practice among radiation therapy students through creative health, using art to process and express clinical placement experiences. Aiming to promote and achieve the aims of the TCD-INC project Radiation therapy students are invited to submit an artwork in a format of their choosing which reflects their clinical placement experience through creative means. The submissions will then be collected and displayed at a pilot Exhibition later in the year.

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

## School of Medicine

While the SoM has actively addressed internal quality enhancements, certain issues fall outside its immediate remit and require escalation to Faculty or College-level for resolution. These include:



### 1. Infrastructure and Resource Limitations

- Inadequate teaching and clinical training facilities due to increased student intake.
- Need for upgraded simulation labs, digital learning platforms, and research facilities requiring significant institutional investment.
- Limited space for expanding student support services, including mental health and well-being resources.

### 2. Funding and Staffing Challenges

- Need for increased academic and clinical faculty recruitment to maintain staff-to-student ratios and enhance teaching quality.
- Issues with faculty workload distribution and retention, necessitating higher-level workforce planning and policy adjustments. The SoM have done extensive work and will implement a Workload Allocation Model (WAM) following school executive approval in Feb 2025.

### 3. Clinical Placement and Partnership Agreements

- Limited availability of clinical training placements due to increasing student numbers and external pressures on healthcare facilities.
- Standardization of placement quality and assessment frameworks across affiliated hospitals and healthcare centers.

### 4. Interdisciplinary and Global Engagement Opportunities

- Need for stronger College-level support in fostering interprofessional education initiatives across different health disciplines.
- Expansion of global partnerships requiring College endorsement and policy integration for joint degree programmes and international exchanges.

## School of Nursing & Midwifery

There is a risk in securing suitable teaching venues and accommodating nursing and midwifery student capacity. Students have consistently reported dissatisfaction with Goldsmith Hall and, to a lesser extent, SNM room 1.10, citing issues with temperature control, noise, disrepair and seating comfort. Additionally, the School no longer has first-priority access to SNM teaching rooms due to timetabling patterns, posing a further challenge. It is essential to secure adequate teaching spaces that meet student needs and accommodate numbers with certainty each year.



## School of Pharmacy and Pharmaceutical Sciences

Academic year structure decisions and impact on students needs to be monitored closely. The shift of exam venue from RDS to College is welcomed by all but it has resulted in timetabling of multiple exams on same day or into the revision week. Generally students prefer to have a full revision week rather than opportunity to take exams in College and this is not appreciated.



We have made progress but wheelchair accessibility remains an issue. For example, the Maxwell lecture is not accessible for two wheelchair users at the same time (only for one).

The School Atrium has been refurbished since 2023 including provision of tables and chairs, something which has been very warmly welcomed by students across the School since provides substantial breakout capacity for study groups, OSCE prep and even lunch to a limited extent. We are installing proper sound facilities to the area which will increase use options and quality of experience for all users. Thankfully there have been no major leaks but the roof still needs to be fixed as far as we understand. Availability of lunch facilities remains a critical problem. College has withdrawn from the distributed coffee-dock model for understandable financial reasons but in the East end of College there is not enough capacity for students or options for visitors. The nearest College catering facility to pharmacy is in Business school (Forum) but this is not very good, has limited capacity and is invariably full by time our students get there. Most students can't afford to lunch in the streets around campus, so they sit around on the concourse floor in the Business School and Hamilton eating sandwiches. We have a lot of good things to offer in terms of the student experience, especially from staff commitment, but catering and general student space continues to affect student experience.

## Recurring and Unresolved Risks

In 2024, the Consolidated Annual Faculty Quality Report highlighted the following challenges in relation to Health Sciences: physical infrastructure, lack of student space and amenity, major equipment failure (teaching and research), access to VLE by External Examiners (SNM), and student retention.

Several of the issues emerging across schools in Health Sciences in this 2025 quality report are similar:

Dissatisfaction with the physical infrastructure remains the top unresolved risk in Health Sciences. This ranges from teaching spaces that are problematic in terms of quality or capacity, to accessibility for students with disabilities, to insufficient access to specialised spaces such as simulation rooms and equipment.

Social spaces for students remains another top concern, with some limited progress being made during the timeframe of this report. Some further progress has been made during 2024-25 and will be highlighted in next year's report, however these small scale interventions are likely to have a limited impact given the high student numbers.

Schools highlighted the importance of adequate infrastructure to support students' clinical placements, much of which is beyond the scope of the Faculty or the University to resolve. Schools and Disciplines continue to lobby for additional human resources for their respective clinical sites in order to support student placements, but there remains no standardisation of the student experience and a continuing precarity with regard to adequate placement numbers, particularly for the Health & Social Care Professions (HSCPs).

Schools also highlighted the ongoing financial challenges they experience in order trying to maintain adequate staffing levels across their programmes.



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

## Faculty Data: 2023-24 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 (%)
Dental Science	60	60	100	Range 22% (Year 4) – 96% (Year 3)
School of Medicine (SoM) total:	150	150	100%	Range 40% to 75%
Medicine Programme	34	34	100%	Range 40% to 75%
Radiation Therapy	22	22	100%	60%
Human Nutrition & Dietetics	31 (10 of which are TCD modules)	31	100%	40%

Occupational Therapy	34	34	100%	50-75%
Human Health & Disease	27	27	100%	50-60%
Physiotherapy	23	23	100%	50-60%
Nursing & Midwifery	54	44	81%	30%
Pharmacy & Pharmaceutical Sciences	29	29	100	66%
<b>Faculty Total</b>	<b>293</b>	<b>283</b>	<b>97%</b>	<b>Range 22-100%</b>

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 (%)
Dental Science			
Medicine			
Nursing & Midwifery			
Pharmacy & Pharmaceutical Sciences			
<b>Faculty Total</b>		<b>0</b>	<b>0</b>

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?
Dental Science	12	11	92%	Yes	Yes
Medicine	22	18	81.8%	No	No
Radiation Therapy	1	1	100%	No	No
Human Nutrition & Dietetics	1	1	100%	No	No
Occupational Therapy	2	2	100%	No	Yes
Human Health & Disease	1	1	100%	No	No
Physiotherapy	1	1	100%	No	No
Nursing & Midwifery	6	6	100%	Yes	Yes
Pharmacy & Pharmaceutical Sciences	6	6	100%	Yes	Yes
<b>Faculty Total</b>	<b>52</b>	<b>47</b>	<b>90%</b>		

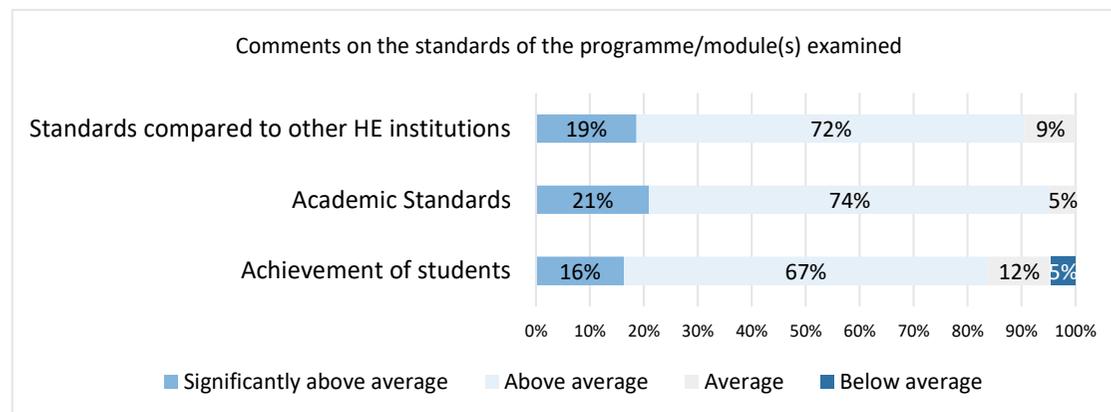
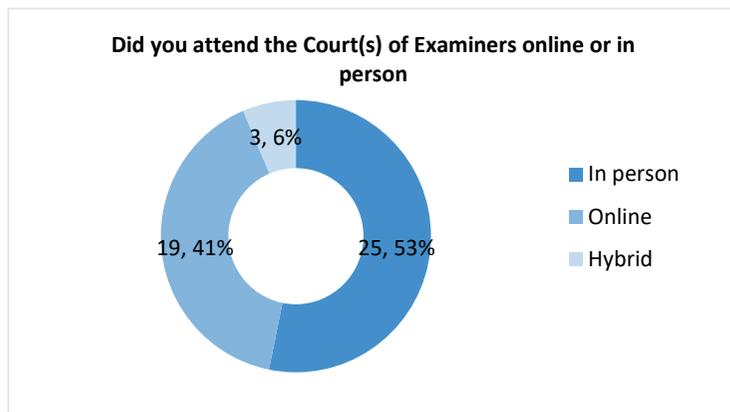
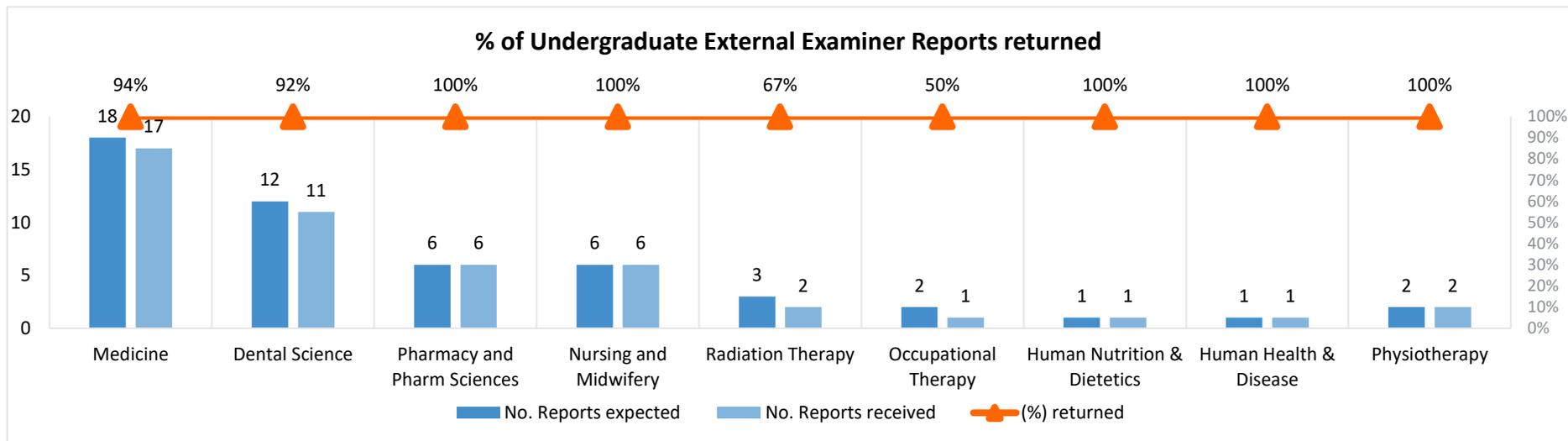


Table 6: Postgraduate Course Evaluation - Health Sciences

School	No. of PGT Programmes	No. of PGT Programmes Evaluated	% of PGT Programmes Evaluated	Average response rate to PGT programme evaluations (%)
Dental Science	11	7	73%	100%
Medicine	24	24	100%	100%
Nursing & Midwifery	17	17	100%	20%
Pharmacy & Pharmaceutical Sciences	4	4	100%	
<b>Faculty Total</b>	<b>56</b>	<b>52</b>	<b>93%</b>	

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
Dental Science	7	7	100%
Medicine	24	19	79%
Nursing & Midwifery	10	6	60%
Pharmacy & Pharmaceutical Sciences	4	3	75%
<b>Faculty Total</b>	<b>45</b>	<b>35</b>	<b>78%</b>

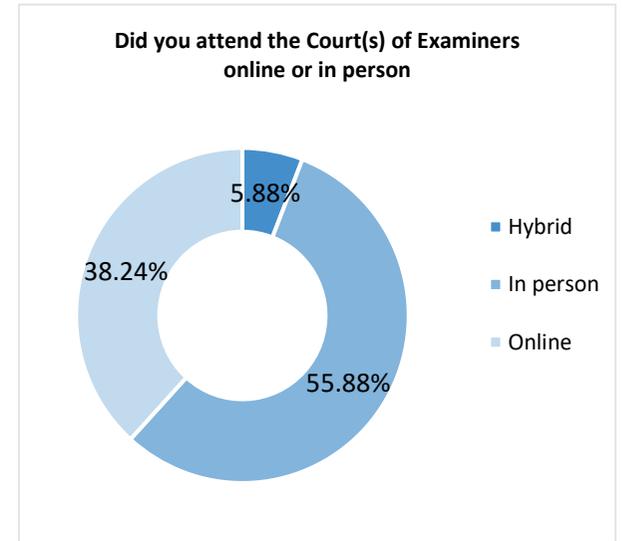
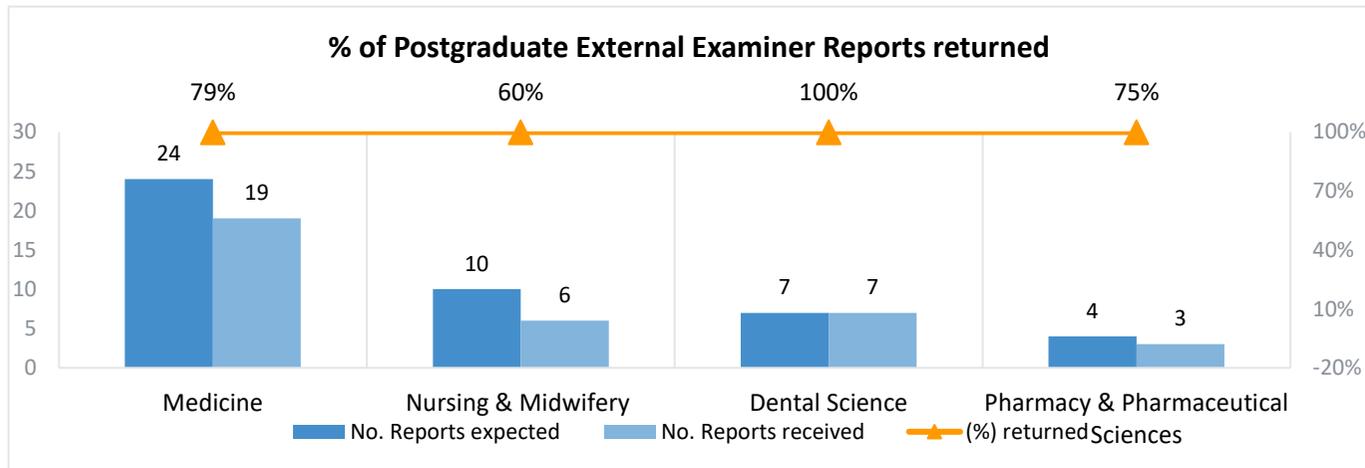


Table 8: Professional Accreditation – Health Sciences

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. Next accreditation 2027.	
	Diploma - Dental Hygiene  (2 years)	Dental Council of Ireland	2016  5 years (due 2021). Still waiting on confirmation from the Dental Council but Letter of Comfort currently in place.	
	Diploma - Dental Nursing  (2 years)	Dental Council of Ireland	2016  5 years (due 2021). Still waiting on confirmation from the Dental Council but Letter of Comfort currently in place.	
School of Dental Science	Dental Surgery Programmes	Dental Council of Ireland	Last accreditation (next due)	

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 Programmes	(D.Ch.Dent.) <u>Strands:</u> 1. Oral Surgery 2. Orthodontics 3. Paediatric Dentistry 4. Periodontology 5. Prosthodontics 6. Special Care Dentistry		1. 2023 (2028) 2. 2023 (2028) 3. 2019 – awaiting notice from Dental Council. Advised unless major change to programme, course is currently regarded as accredited March 2024 (2029) 4. 2019 – awaiting notice from Dental Council. Advised unless major change to programme, course is currently regarded as accredited. 5. 2019 – awaiting notice from Dental Council. Advised unless major change to programme, course is currently regarded as accredited. 6. 2023 (2028) 7. 2023 (2028)	

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
	7. Public Health Dentistry			
	P.Grad. Dip in Clinical Dental Tech. (18 months p/t)	Dental Council of Ireland	5 years Course not currently active.	
	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). Course not currently active.	
	PG Dip/MSc in Clinical Dentistry	Dental Council of Ireland	Course not currently active.	
	PG Cert in Orofacial Pain	Dental Council of Ireland	Course not currently active.	

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 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
	<ul style="list-style-type: none"> <li>- B.Ch. (Bachelor Surgery)</li> <li>- B.A.O. (Bachelor in Obstetrics)</li> </ul>			
School of Medicine PG Programmes	MSc Psychoanalytic Psychotherapy	<p>Irish Council for Psychotherapy (ICP)</p> <p>Programme not yet under statutory regulation but is to change and fall within the auspices of CORU.</p> <p>Irish Institute for Child and Adolescent Psychoanalytic Psychotherapy (IICAPP)</p>	<p>Virtual visit with the ICP Training Accreditation Committee (TAC) early 2022 for Child &amp; Adolescent strand and March 2023 for Adult strand.</p> <p>Both training institutes, the IICAPP and IIPP, are recognised, registered, and accredited training institutes with the Irish Council for Psychotherapy (ICP) and the European Association of Psychotherapy (EAP) - The M.Sc. is accredited as a component of both institutes' overall 4-year training programmes.</p>	
School of Medicine PG Programmes	M.Sc. Clinical Chemistry (2-years part-time)	Institute of Biomedical Sciences (IBMS)	<p>IBMS accredited 2023 - 2027</p> <p>ACLSM accredited 2023 – 2027</p>	

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
		Academy of Clinical Science and Laboratory Medicine (ACSLM)		
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 to March 2026	
School of Nursing & Midwifery  UG Programmes	B.Sc. (Cur.) Nursing  Programmes include:  <ul style="list-style-type: none"> <li>• General Nursing</li> <li>• Children's &amp; General Nursing (integrated)</li> </ul>	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	<ul style="list-style-type: none"> <li>Intellectual Disability Nursing</li> <li>Mental Health Nursing</li> </ul>			
	B.Sc. Midwifery (A.Obs.)	Nursing & Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	<b>Ageing Health and Wellbeing in Intellectual Disability</b> (M.Sc./PG. Dip./P.Grad.Cert)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	<b>Clinical Health Sciences Education</b> (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
	<b>Community Health</b> (M.Sc./PG. Dip. /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
	<b>Dementia</b> (M.Sc./PG. Dip./P.G.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Mental Health</b> (M.Sc./PG. Dip. / PG. Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Mental Health</b> (Psychological Interventions) (M.Sc./PG. Dip. /PG. Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Mental Health</b> (Child, Adolescent and Family) (M.Sc/PG.Dip./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
	<b>Midwifery Practice and Leadership</b> (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Midwifery Advanced Practice</b> (AMP)	Nursing and Midwifery Board of Ireland (NMBI)	Under review by the Nursing and Midwifery Board of Ireland.	
	<b>Nursing</b> (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Nursing-Advanced Practice (ANP)</b> (M.Sc./ PG. Dip. /PgCert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Nursing - Child Health and Wellbeing</b> (M.Sc./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2024  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
	<b>Nurse/Midwife Prescribing of Medicinal Products, Professional Cert</b> (PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Palliative Care</b> (M.Sc./PG. Dip./PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023  5 years	
	<b>Specialist Nursing</b> (M.Sc./PG. Dip/PG.Cert.) in the following specialisms:  1. Cardiovascular Care 2. Emergency Department 3. Cancer Care and Haematology 4. Gerontological Nursing	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
	5. Intensive Care Nursing 6. Perioperative Renal			
	<b>Specialist Practice – Generic Route</b> (PG.Cert./PG. Dip.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years All approved under generic subject route.	
	<b>Quantitative Methods and Data Analysis for Healthcare</b> (PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2023 5 years	
School of Pharmacy and Pharmaceutical Sciences	<b>M. Pharm</b> 5-year Pharmacy (Integrated) programme commenced	Pharmaceutical Society of Ireland (PSI)	M. Pharm. & B.Sc.  4 <sup>th</sup> and final site visit (full Accreditation):	

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
	September 2015.		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

<b>Standing &amp; Retention</b>	<b>HS</b>	<b>%</b>
<b>1</b>	<b>792</b>	<b>25.98%</b>
PROGRESSED SAME COURSE	704	88.89%
REPEAT SAME COURSE	26	3.28%
TRANSFERRED OTHER COURSE	21	2.65%
NOT RETAINED	41	5.18%
<b>2</b>	<b>695</b>	<b>22.79%</b>
PROGRESSED SAME COURSE	680	97.84%
REPEAT SAME COURSE	5	0.72%
TRANSFERRED OTHER COURSE	2	0.29%
NOT RETAINED	8	1.15%
<b>3</b>	<b>704</b>	<b>23.09%</b>
PROGRESSED SAME COURSE	685	97.30%
REPEAT SAME COURSE	8	1.14%
TRANSFERRED OTHER COURSE		0.00%
COURSE COMPLETED	6	0.85%
COURSE COMPLETED - EXIT		0.00%
NOT RETAINED	5	0.71%
<b>4</b>	<b>678</b>	<b>22.24%</b>
PROGRESSED SAME COURSE	240	35.40%
REPEAT SAME COURSE	6	0.88%
TRANSFERRED OTHER COURSE		0.00%
COURSE COMPLETED	432	63.72%
COURSE COMPLETED - EXIT		0.00%
NOT RETAINED		0.00%
<b>5</b>	<b>180</b>	<b>5.90%</b>

REPEAT SAME COURSE	1	0.56%
COURSE COMPLETED	178	98.89%
NOT RETAINED	1	0.56%
<b>Grand Total</b>	<b>3049</b>	<b>100.00%</b>

Table 10: UG Student Body by Faculty & Gender

Standing & Retention	HS			HS Total
	Female	Male	Prefer not say	
<b>1</b>	<b>627</b>	<b>165</b>		<b>792</b>
PROGRESSED SAME COURSE	562	142		704
REPEAT SAME COURSE	16	10		26
TRANSFERRED OTHER COURSE	18	3		21
NOT RETAINED	31	10		41
<b>2</b>	<b>546</b>	<b>149</b>		<b>695</b>
PROGRESSED SAME COURSE	535	145		680
REPEAT SAME COURSE	3	2		5
TRANSFERRED OTHER COURSE	2			2
NOT RETAINED	6	2		8
<b>3</b>	<b>563</b>	<b>141</b>		<b>704</b>
PROGRESSED SAME COURSE	551	134		685
REPEAT SAME COURSE	4	4		8
TRANSFERRED OTHER COURSE				
COURSE COMPLETED	4	2		6
COURSE COMPLETED - EXIT				
NOT RETAINED	4	1		5
<b>4</b>	<b>553</b>	<b>124</b>	<b>1</b>	<b>678</b>
PROGRESSED SAME COURSE	169	71		240
REPEAT SAME COURSE	5	1		6
TRANSFERRED OTHER COURSE				
COURSE COMPLETED	379	52	1	432
COURSE COMPLETED - EXIT				

NOT RETAINED				
<b>5</b>	<b>107</b>	<b>73</b>		<b>180</b>
REPEAT SAME COURSE	1			1
COURSE COMPLETED	106	72		178
NOT RETAINED		1		1
<b>Grand Total</b>	<b>2396</b>	<b>652</b>	<b>1</b>	<b>3049</b>

**Table 5. Retention by Standing & Gender & Faculty**

Standing & Retention	HS			HS Total
	Female	Male	Prefer not say	
<b>1</b>	<b>26.17%</b>	<b>25.31%</b>	<b>0.00%</b>	<b>25.98%</b>
PROGRESSED SAME COURSE	89.63%	86.06%		88.89%
REPEAT SAME COURSE	2.55%	6.06%		3.28%
TRANSFERRED OTHER COURSE	2.87%	1.82%		2.65%
NOT RETAINED	4.94%	6.06%		5.18%
<b>2</b>	<b>22.79%</b>	<b>22.85%</b>	<b>0.00%</b>	<b>22.79%</b>
PROGRESSED SAME COURSE	97.99%	97.32%		97.84%
REPEAT SAME COURSE	0.55%	1.34%		0.72%
TRANSFERRED OTHER COURSE	0.37%	0.00%		0.29%
NOT RETAINED	1.10%	1.34%		1.15%
<b>3</b>	<b>23.50%</b>	<b>21.63%</b>	<b>0.00%</b>	<b>23.09%</b>
PROGRESSED SAME COURSE	97.87%	95.04%		97.30%
REPEAT SAME COURSE	0.71%	2.84%		1.14%
TRANSFERRED OTHER COURSE	0.00%	0.00%		0.00%
COURSE COMPLETED	0.71%	1.42%		0.85%

COURSE COMPLETED - EXIT	0.00%	0.00%		0.00%
NOT RETAINED	0.71%	0.71%		0.71%
<b>4</b>	<b>23.08%</b>	<b>19.02%</b>	<b>100.00%</b>	<b>22.24%</b>
PROGRESSED SAME COURSE	30.56%	57.26%	0.00%	35.40%
REPEAT SAME COURSE	0.90%	0.81%	0.00%	0.88%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%	0.00%
COURSE COMPLETED	68.54%	41.94%	100.00%	63.72%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%	0.00%
NOT RETAINED	0.00%	0.00%	0.00%	0.00%
<b>5</b>	<b>4.47%</b>	<b>11.20%</b>	<b>0.00%</b>	<b>5.90%</b>
REPEAT SAME COURSE	0.93%	0.00%		0.56%
COURSE COMPLETED	99.07%	98.63%		98.89%
NOT RETAINED	0.00%	1.37%		0.56%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Table 11: Student Body by Faculty & Fee Status

	HS		HS Total
Standing & Retention	EU	NEU	
<b>1</b>	<b>691</b>	<b>101</b>	<b>792</b>
PROGRESSED SAME COURSE	609	95	704
REPEAT SAME COURSE	21	5	26
TRANSFERRED OTHER COURSE	21		21
NOT RETAINED	40	1	41
<b>2</b>	<b>585</b>	<b>110</b>	<b>695</b>
PROGRESSED SAME COURSE	574	106	680
REPEAT SAME COURSE	2	3	5
TRANSFERRED OTHER COURSE	2		2
NOT RETAINED	7	1	8
<b>3</b>	<b>594</b>	<b>110</b>	<b>704</b>
PROGRESSED SAME COURSE	578	107	685
REPEAT SAME COURSE	6	2	8
TRANSFERRED OTHER COURSE			
COURSE COMPLETED	6		6
COURSE COMPLETED - EXIT			
NOT RETAINED	4	1	5
<b>4</b>	<b>593</b>	<b>85</b>	<b>678</b>
PROGRESSED SAME COURSE	161	79	240
REPEAT SAME COURSE	5	1	6
TRANSFERRED OTHER COURSE			
COURSE COMPLETED	427	5	432
COURSE COMPLETED - EXIT			
NOT RETAINED			

<b>5</b>	<b>95</b>	<b>85</b>	<b>180</b>
REPEAT SAME COURSE		1	1
COURSE COMPLETED	94	84	178
NOT RETAINED	1		1
<b>Grand Total</b>	<b>2558</b>	<b>491</b>	<b>3049</b>

**Table 7. Retention by Standing & Fee Status & Faculty**

	HS		HS Total
Standing & Retention	EU	NEU	
<b>1</b>	<b>27.01%</b>	<b>20.57%</b>	<b>25.98%</b>
PROGRESSED SAME COURSE	88.13%	94.06%	88.89%
REPEAT SAME COURSE	3.04%	4.95%	3.28%
TRANSFERRED OTHER COURSE	3.04%	0.00%	2.65%
NOT RETAINED	5.79%	0.99%	5.18%
<b>2</b>	<b>22.87%</b>	<b>22.40%</b>	<b>22.79%</b>
PROGRESSED SAME COURSE	98.12%	96.36%	97.84%
REPEAT SAME COURSE	0.34%	2.73%	0.72%
TRANSFERRED OTHER COURSE	0.34%	0.00%	0.29%
NOT RETAINED	1.20%	0.91%	1.15%
<b>3</b>	<b>23.22%</b>	<b>22.40%</b>	<b>23.09%</b>
PROGRESSED SAME COURSE	97.31%	97.27%	97.30%
REPEAT SAME COURSE	1.01%	1.82%	1.14%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%
COURSE COMPLETED	1.01%	0.00%	0.85%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%
NOT RETAINED	0.67%	0.91%	0.71%

<b>4</b>	<b>23.18%</b>	<b>17.31%</b>	<b>22.24%</b>
PROGRESSED SAME COURSE	27.15%	92.94%	35.40%
REPEAT SAME COURSE	0.84%	1.18%	0.88%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%
COURSE COMPLETED	72.01%	5.88%	63.72%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%
NOT RETAINED	0.00%	0.00%	0.00%
<b>5</b>	<b>3.71%</b>	<b>17.31%</b>	<b>5.90%</b>
REPEAT SAME COURSE	0.00%	1.18%	0.56%
COURSE COMPLETED	98.95%	98.82%	98.89%
NOT RETAINED	1.05%	0.00%	0.56%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Table 12: FHS Retention by Programme

Programme	Yr of Programme: Retained	1		2		3		4				5		Grand Total											
		Female		Male		Female		Male		Pref. not say	Female		Male												
		E U	N U	E U	N U	E U	N U	E U	N U		E U	N U	E U		N U										
Children's and General Nursing	PROGRESSED SAME COURSE	20		2		19		2		17		4		19										83	
	REPEAT SAME COURSE													1											1
	COURSE COMPLETED																		23			2			25
	NOT RETAINED	1				1																			2
Dental Science	PROGRESSED SAME COURSE	16	9	9	6	25	10	5	5	19	10	6	8	20	11	9	7								175
	REPEAT SAME COURSE									1		1		2	1	1									6
	TRANSFERRED OTHER COURSE	2																							2
	COURSE COMPLETED																		17	8		12	8		45
	NOT RETAINED	3																							3
Dental Technology	PROGRESSED SAME COURSE	6				5																			11
	COURSE COMPLETED									4		1													5
Human Health and Disease	PROGRESSED SAME COURSE	17		6		16	1	1	1	21	2	3													68



Nursing	PROGRESSED SAME COURSE	# #		1 3		# #	1 5	2		# #	1 4											593
	REPEAT SAME COURSE	3		1																		4
	COURSE COMPLETED											# #	1 4									180
	NOT RETAINED	3		4		1		1		1												10
Occupational Therapy	PROGRESSED SAME COURSE	3 6		1 2		3 0		1 2		2 8		4										104
	COURSE COMPLETED												3 8	1	1							40
Pharmacy	PROGRESSED SAME COURSE	3 7	5	1 9	1	4 4		8		5 4	1 1	2	1									182
	REPEAT SAME COURSE	3		1	2					3												9
	TRANSFERRED OTHER COURSE	3																				3
	COURSE COMPLETED													5 5		1 5						70
	NOT RETAINED	6		3		1							1									11
Physiotherapy	PROGRESSED SAME COURSE	2 3	2	8		1 8	2	6	3	2 6	3	7										98
	REPEAT SAME COURSE	1	1	1																		3
	TRANSFERRED OTHER COURSE	4																				4
	COURSE COMPLETED													2 3	1	1 4	1	1				40
	NOT RETAINED	3	1	1																		5
Radiation Therapy	PROGRESSED SAME COURSE	1 4	1	2		1 7		2		2 0		8										64
	REPEAT SAME COURSE	1					1															2

