



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# FACULTY OF HEALTH SCIENCES

## QUALITY REPORT

### 2021/2022

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## Profile of the Faculty

The Faculty of Health Sciences is comprised of four schools, with 16 undergraduate and 48 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 311 undergraduate modules offered across the Faculty and a 98% module evaluation was achieved in 2021-22. Evaluations were carried out on 46 of the 48 postgraduate programmes (96%) with a wide range of response rates, ranging from 15 to 100%. In the School of Nursing & Midwifery, in addition to module surveys, a course survey is conducted each term for each year of the programme and an annual clinical placement survey for each year of the programme. Open modules were not used in Health Sciences.

Within Health Sciences the Schools identified a multitude of online feedback mechanisms, including Survey Monkey, Outlook Forms, and anonymous reports linked to modules on Blackboard. Schools also engaged in in-person feedback sessions including via Staff-Student Liaison Committees, student forums, and focus groups.

## Summary of Actions Taken in Response to Feedback

### School of Dental Science

Year 1 Dental Science students requested more opportunities to gain experience by helping out in clinics – the School has returned to two clinical observation sessions in 2022-2023, as it was pre-COVID.

Year 3 Dental Science students noted a variation between supervisors on the topic of Infection Prevention & Control (IPC) in terms of expectations and grading. In September 2021, we ran an online part-time supervisor evening to calibrate grading. In August 2022 there were training days for both academic and clinical part-time and full-time staff. The director of undergraduate restorative clinics gave a presentation specifically focusing on clinical dental scenarios. All participants had the opportunity to grade these scenarios and get feedback on their grading. There were over one hundred part-time and full-time staff from all divisions in attendance, and all had the opportunity to ask questions regarding protocols on feedback and grading. All were required to complete an online feedback training module for all clinical sessions.

Year 3 Dental Science students perceived lack of consistency of seminars/tutorials between groups in Orthodontics, with some students expressing a desire for more lectures. Some work had already been

done in this area, with supervisors given a set list of seminar topics for each term. Going forward the Head of Discipline will check-in with the supervisors each term to ensure all topics are covered (and in as much as possible to the same level of detail) in each group. Year 3 students will now have the opportunity to come to the 4th year lunch time lectures in Michaelmas term, as do the Year 5 students. This generally works well for revision and students often report some of the concepts they struggle with “click” when they are exposed to the same material again (after they have some clinical experience and reading under their belts).

Overall, external examiner feedback on our postgraduate programmes has been very positive. No specific major recommendations were made from either the external assessors or our students about the content and structure of our postgraduate courses.

## School of Medicine

**Human Nutrition and Dietetics:** The External Examiners again highlighted the overall high standard of the students and course, the diversity and quality of final year research theses, and the quality of the practice placements despite Covid issues. Specific and practical feedback from the External Examiners is discussed and actioned at a programme committee meeting level, which includes student representatives.

**Radiation Therapy:** Our External Examiner report was excellent.

**Medicine:** In Medicine the External Examiners don't submit until after supplemental pass/fail vivas at the end of the academic year. Therefore the submissions from the External Examiners are never available during the timeline for the Annual Faculty Quality Report. The Dean has suggested that going forward, the School of Medicine include External Examiner Reports from the previous year as part of their submission to the Quality Report.

## School of Nursing & Midwifery

Overall, the feedback received indicates a consistently good level of satisfaction with module and course organization, teaching and assessment.

A session on time management and assignment planning was organised for Junior Sophister students based on feedback from the course survey.

The School continues to be disappointed by low survey response rates at both undergraduate and postgraduate levels.

Students reported delays in the postgraduate registration process, which have been addressed via the Faculty Liaison Officer so significant progress has been made. The School also re-coded some of the framework courses to reduce issues with progression, and agreed a process around fees for sponsored students. It remains a work in progress, but is much better than 2020-21.

The Ageing Health and Wellbeing in Intellectual Disability programme has been identified as having the potential to be developed for the international market. The course team are considering this feedback as part of their strategic review of the programme.

All External Examiners commented on the efficiency and effectiveness of hosting the Court of Examiner meetings online via Microsoft TEAMS. The Postgraduate Management Committee agreed to continue to host the 2022/23 Court of Examiner meetings online via Microsoft TEAMS.

It was noted that there is a lack of variety of assessment within the Mental Health, Mental Health Child Adolescent and Family, and Mental Health Psychosocial Interventions programmes. The course teams are considering this feedback as part of their strategic review of the programme.

## School of Pharmacy & Pharmaceutical Sciences

Students' comments have indicated heavy workloads with occasional duplication. The School has undertaken a full review of the undergraduate programme and has reduced face-to-face teaching by 20%. Assessment burden has also been reduced in response to student comments.

External examiner feedback on our postgraduate programmes is very positive. For the MSc in Pharmaceutical Sciences, the School has introduced an industry placement option, providing students with the opportunity to work on their dissertations whilst undertaking a placement in industry nationally or internationally. This has been welcomed by students on the programme.

The School considers one key factor impacting on the quality of PG education is the importance of a forum for students to present their views, where their voices can be heard. The School holds a PGR forum every year which is an informal meeting where students have the opportunity to raise and discuss ideas or concerns directly with the DTLPG, Associate DTLPG and Director of Research. The PGR students also have representation on the School Executive, PG Committee and School Committee. All PGT programmes have a representative that can discuss any issues directly with the course coordinators.

## 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. There is a level of frustration at School-level around a mandate to respond to the National Survey when year-on-year schools reiterate that the response rates are too low, the information is not granular enough, and overall it is not as valuable as the school-run evaluations. There appears to be no buy-in on the part of the students, demonstrated by the low response rates, and no great investment in infrastructural issues or processes, that might improve response rates. There has been an ongoing back-and-forth on the issue of over-surveying students, and yet there has been no attempt to consolidate.

Broad feedback from the Faculty on the National Survey is that on a scale from 0 to 60, the three lowest indicator scores for all Trinity students (JF, SS, PG taught) were: Student-Faculty Interaction (13.1), Quantitative Reasoning (22.7) and Supportive Environment (27.6). While these data are not specific to any one school, there is scope to increase student-faculty interaction across the University.

## Quality Improvement Initiatives

### Academic Registry Faculty Liaison Officer

The Academic Registry Faculty Liaison Officer (AR FLO) for Health Sciences was appointed in February 2022. Engagement levels have been very high, with the AR FLO reporting at Faculty Executive Committee meetings since April 2022. The AR FLO established regular meetings with each school across the Faculty, and in summer 2022 the AR FLO hosted a cross-Faculty meeting to identify issues which are common to all schools. A log of AR FLO activities is maintained to monitor progress and to help measure the impact of this role, which we expect to feature in the 2023-24 Quality Report (review of 2022-23 academic year).

### Visiting Professor EDI Event Series

In September 2021, the first meeting of the Faculty of Health Sciences EDI Group took place. The scope of this group is to bring together interested parties with enthusiasm for topics of equity, diversity and inclusion. The group seeks to harness the interest and enthusiasm of those with a willingness to get involved, to create more visibility around EDI in Health Sciences. In 2021-22 this took the form of a Faculty-led [Visiting Professor EDI Event Series](#). Two Visiting Professors were hosted in semester two; Brendan Dunlop, whose focus area was LGBTQ+ mental health, and Lisa Meeks whose focus was on inclusion of disabilities in medical education. Multiple events were held, including seminars with Health Sciences students, public lectures, and practical workshops with Student Counselling and Disabilities Services respectively. The Visiting Professor EDI Event Series seeks to open discussions with staff and students on all areas of EDI, and to be a positive driver for change across the Faculty in terms of curriculum reform, cultural awareness, and identifying institutional barriers.

### Stand Up, Speak Out! Racial Justice in Healthcare Education

In 2022 Aaron Koay, 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](#). There had been a number of reports in the University Times, Trinity News, and Hotpress, of racism directed at minoritised ethnic healthcare students at Trinity. These reported incidents included microaggressions, bullying and physical assaults, with alleged perpetrators including patients, colleagues and teaching or clinical staff. The *Stand Up, Speak Out! Racial Justice in Healthcare Education* project aimed to develop racial justice in healthcare education at Trinity by involving students as active stakeholders to inform strategy, policy, education and research directions. The project report can be found here: [www.tara.tcd.ie/handle/2262/101508](http://www.tara.tcd.ie/handle/2262/101508)

The Dean of Health Sciences and Faculty Executive received the report and the Faculty have showcased its findings through a Faculty Forum event (November 2022), and are using the report to inform and drive change. Full details of this will be provided in the 2023-24 Quality Report (review of 2022-23 academic year). What is notable for this Quality Report (review of 2021-22 academic year) is that during the same period as the *Stand Up, Speak Out! Racial Justice in Healthcare Education* study, there were no reported instances of racism or bias in any of the student evaluations as presented in the Quality Report. This was highlighted during the special Faculty Executive Committee on Quality, at which the four schools in Health Sciences agreed to include questions specifically relating to racism and bias in future evaluations. The Faculty seeks to embed the principles of Equity, Diversity and Inclusion in all that

we do, and inviting opportunities for students to speak out on this topic is a clear demonstration of our commitment to this. The Faculty works closely with the Equality Office and Associate Vice Provost for EDI on this.

## Dean's Innovation in Teaching Awards

After a Covid-19 related hiatus, Health Sciences reinstated the Dean's Awards for Innovation in Teaching in 2021-22. The selection panel supported five innovations across the schools of Medicine, Nursing & Midwifery and Pharmacy & Pharmaceutical Sciences. The aim of these awards is to encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond, thus improving the quality of programme provision.

## School of Dental Science

**Stress Management Talk:** The School introduced a stress management talk for Final Year Dental Science students conducted by Student Counselling. The aim of this talk is to address any issues that students may have regarding mental health and exam stress.

**Split Basic Dental Care laboratory sessions** for Dental Science students i.e., half the class attend the lab for 1.5 hours followed by the other half of the class for 1.5 hours, instead of a full 3-hour session. This means a significantly lower staff:student ratio. Students receive more individualised supervision, leading to a much better learning environment. It also allows the Basic Dental Care lead to spot the weaker students more easily and ask them to attend extra sessions to catch-up if required. The anecdotal feedback from the students is that they prefer the split labs.

**Introduced a blended programme** in Pharmacology year 3 Dental Science that has been very well received. Students now receive lectures weekly followed by a flipped classroom on a regular basis. We now have recorded versions of the lectures which is very suitable to the content which can be in depth.

**The Postgraduate Certificate in Orofacial Pain** which is delivered together with the Herman Ostrow School of Dentistry of the University of Southern California (USC) has been accredited by the Royal College of Surgeons in Edinburgh. This is a great endorsement from a very reputable institution which opens up 5000 new alumni for our course.

**New webpages** were developed for the PG Cert in Orofacial Pain. This project had collaborative funding from both Trinity and University of Southern California. [www.dentalhospital.ie/education/online-postgraduate-courses](http://www.dentalhospital.ie/education/online-postgraduate-courses)

**Improved stipends for 1252 students** were approved by the Dublin Dental University Hospital. This additional funding provided a top-up to the €6,500/year stipend from Trinity. This is essential for the School to continue to attract high calibre students in light of the current cost of living crisis.

**Timely delivery of theses to the external examiners** had been problematic in the past. Since 2021, the School managed its own thesis examination process for the D.Ch.Dent students instead of it going



through Academic Registry. This gave the School direct control over the dispatching and examination of theses. Since this started, the process has been running extremely efficiently and without any delays.

## School of Medicine

In March 2022 the School of Medicine received an **Athena SWAN** Bronze award in recognition of its commitment to gender equality. This is the first Athena SWAN award for the Faculty of Health Sciences. The award is a result of the combined effort of staff and students on the School's Self-Assessment Team (SAT). Throughout the application process, we reflected on our position as a large medical school and how we can improve our current ways of operating to ensure all have the opportunity to aspire and achieve their full potential.

The process of compiling the application has been both rewarding and revealing. Apart from bringing to light issues that we can now work on improving, in the self-assessment process we also identified aspects where School is performing strongly. The student and staff engagement during the Athena SWAN process was very encouraging and indicative of a strong commitment to ensuring equality.

### Human Nutrition & Dietetics: Capstone project – Senior Sophister Research Thesis - Paper, Poster, to Public Science

Recently our goal was to make the students' research thesis experience more aligned with the real-world research that a graduate may apply in their career: '**Paper, Poster, and Public Science**'

- The capstone project is conducted over 12 weeks and comprises a substantial piece of research. We recently changed the write-up from a traditional thesis format to the style of a **research journal article**. (with some customisations to fit with UG level). Positively received by external examiners and students, this approach more effectively develops the skills required to translate the research undertaken into a publication for a scientific journal. (CMU44006)
- This is complemented by an ***oral presentation of a digital poster*** (4- min thesis) of the research
- Finally, students are asked to write a **lay-style short article** based on their thesis topic and/or findings, to reflect public ***science communications*** similar to articles in the [Conversation](#) or online news articles (CMU44005)

### Irish Medical Council Accreditation Report

The School of Medicine submitted the WFME Self-Assessment Questionnaire to the Irish Medical Council on January 28th 2022. This was a very extensive piece of work which was supplemented by an accreditation team visit on the 21st and 22nd of February. The school hosted a team of six academic reviewers and six executive officers from the Irish Medical Council. Following the Medical Council's inspection of the Undergraduate Medical Degree Programme, the Medical Council's Education and Training Committee (ETC) considered the report and approved the Medicine programme for five years.

In response to the report decision the SoM submitted an Action and Implementation Plan template to address the recommendations made in the report.

### Governance Reform

In 2019 the School underwent a Quality Review, the reviewers assessed and evaluated the appropriateness of the School's governance structures and resourcing (funding, staffing and physical

infrastructure) in terms of managing the School's undergraduate and postgraduate courses, its research mission, and its ability to deliver plans for research and educational development, diversification of education provision, current contracted relationships and new international engagement. The reviewers recommended that the internal structures of the School should be streamlined to ensure the balance between academic autonomy and improved administration. This should allow delegation of some tasks from the Head of the School.

Much of this work was undertaken in 2021-22, with particular focus on the establishment of a new Discipline of Medical Education, and subsequent rearrangement of other disciplines which enables streamlining of processes and procedures, work on which is still ongoing. The Discipline of Medical Education will develop interdisciplinary teaching and learning opportunities and promote interdisciplinary collaborative research between Disciplines. It will provide a range of professional development activities supporting curriculum development, learning, teaching and assessment, student engagement, and progression. The new governance structure will also advance the academic strengths that already exist in the School through focused research collaboration.

### **Curriculum Reform**

In the Irish Medical Council Report, the panel made a formal recommendation stating that: "While established core values remain relevant to this vision, our capacity to enable the future is disadvantaged by an outdated curriculum" The report recommended that the School undertake a curriculum review, and develop a Discipline of Medical Education and appropriate long-term senior posts.

The process of curricular reform is a strategic priority called out in the School's recently published strategic plan. The development of a new curriculum is a welcome and exciting period that will reach into every area of the School's activities and ensure our legacy for excellence at all levels is renewed and secured. Curriculum reform is a complex non-linear process impacted by historical factors and practical challenges. The School will undertake reform in context, acknowledging continuously evolving issues such as physical infrastructure, clinical placement capacity and budgetary constraints. The objective of the committee which is chaired by the Head of School is to:

- To conduct a review of existing curricula from comparable medical schools in Ireland and internationally to inform on curricular philosophy, principles and standard practices.
- To obtain information and assimilate the views of a wide range of relevant stakeholders to advise, in advance of drafting the mission, vision, values, philosophy and outcomes.
- To seek external advice and support as needed from Medical Education specialists and external consultancy
- To record the process of curriculum renewal and write a new curriculum with the support and input from all disciplines
- To design the programme assessment and evaluation strategies in line with programme outcomes and to advise on any changes required
- To guide the implementation of the changes over a multi-year period.

## **School of Nursing & Midwifery**

Specifically relating to COVID, regular communication to the school community from college, the Head of School, online programme and team meetings, troubleshooting issues as they arose, and being responsive to the rapidly evolving public health guidance and its effect on student attendance and for clinical placements in particular proved beneficial in assuring quality programme provision

We engaged in the same rigorous evaluation of our programmes when we pivoted to online teaching during COVID. We engaged with the supports provided through the College, working collaboratively

with the regulator, our students, our clinical partners, and external examiners to ensure that the programme provision enabled learners to achieve their module and programme learning outcomes.

Facilitating the needs of our students, who were frontline workers, was achieved through a case-by-case management of requests for extensions, deferrals and off-books. The PG Management team worked cohesively to ensure that we provided the support they required to enable them to engage with and complete their programmes.

We used our marking rubrics/frameworks, reviewed grades across all PG programmes both within the school and also with the support of our External Examiners to ensure there was no grade inflation.

## School of Pharmacy and Pharmaceutical Sciences

The School initiated a process of engagement with alumni from the MPharm programme. The aim is to understand their perspective on the MPharm programme and how it has prepared them for practice. This process involves a class survey and focus group, and is conducted on an annual basis.

During 2021-22 the distance learning MSc in Pharmaceutical Manufacturing moved online, following a wide sectoral consultation on the strengths and weaknesses of the school's established distance learning programme. This resulted in a newly reorganized programme that is providing many improvements and academic benefits to all stakeholders, the first intake of which was January 2022 so we look forward to reporting on the evaluations of the revised course in next year's quality report.

There has been a major increase in opportunity for students of the MPharm programme to undertake research visits overseas, especially through the ERASMUS scheme.

The MSc Hospital Pharmacy, an intensive, part-time vocational training, has moved to a blended learning approach with reduced requirement for attending College in person. The resultant changes to workload and schedule have been welcomed by all stakeholders and has allowed remote sites to participate.

The MSc in Pharmaceutical Sciences has begun offering placement in industry for the research project element and this has been welcomed by students

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

### Recurring and Unresolved Risks

Every year the faculties make suggestions about quality improvements that are beyond the scope of one school or faculty to deliver. It is disappointing that these issues often remain unresolved, however the schools and Faculty recognises that this is usually due to limited resources, with significant conflicting demands from across the University. A recent improvement to the quality process has been the submission by the Faculty Deans of an agreed priority list for these issues. Health Sciences welcomes the continuation of this process.

### Centralised student evaluation system

Health Sciences made a quality improvement suggestion in 2021-22 for institutional investment in a centralised student evaluation system, having highlighted for multiple years the need / desire for consistency in this area. The Faculty continues to advocate for a centralised system which would elevate the quality assessment process to a more professional standard, as well as reducing the administrative burden across all schools and disciplines. Critically, a centralised student evaluation system with centralised reporting capabilities would enable the Quality Office to support the efforts of the schools and faculties in a very significant way.

### Institutional support for the Healthy Trinity Online Tool (H-ToT)

The Healthy Trinity Online Tool (H-ToT) is an online health and wellbeing tool aimed at 1st year students. This initiative is a great strength for Trinity in the current environment. It provides multiple exciting opportunities for additional content, such as content designed for international and/or postgraduate students, however the full potential of H-ToT will not be realised unless centralised institutional and financial support is provided.

The Faculty would welcome the support of the Quality Committee in securing more institutional support for this valuable wellbeing tool – it is a high quality resource being offered for roll-out to the entire student body at minimal cost. We would like to see H-ToT available on the correct medium for ease of access and utility by students (e.g., the TCD app), and provision for a coordinated marketing of the tool to the students.

### Centralised system to manage External Examiner reports

Health Sciences continues to request institutional investment in a centralised system to manage External Examiner reports, led by the Quality Office and in consultation with the schools.

### Lack of Social Spaces for Students

The 2021-22 Health Sciences Quality Report provided extensive detail regarding the issues of appropriate spaces and the quality of spaces across the Faculty, based on student feedback and accrediting body feedback. There have been little or no improvements in the situation, with space still highlighted by schools as an issue impacting the quality of our programmes, but it is beyond the scope of the schools to address.

**School of Pharmacy & Pharmaceutical Sciences:** Student feedback consistently comments on the lack of social space in the East End especially since the restaurants and food outlets in EE4/5 closed early in the pandemic. The students, visitors and colleagues consistently raise this issue. Previously used places to go and relax over a tea or coffee are no longer available. Students complain about the lack of lunch facilities and having to sit on floors of the concourse to eat their lunch each day because the small amount of seating there has already been taken. One student wrote to head of school complaining she had to eat her lunch on a toilet in the Hamilton. This lack of space/quality space is a general problem around College but the issue in EE4/5 is acute and has some obvious at least partial remediation – reopening of the food and beverage outlets.

## Inadequate Support for Blackboard

**School of Nursing & Midwifery:** The External Examiners reported on the significant issues with IT services and access to IT systems. Despite the support of the PG administrative team in the school, access to Blackboard was a persistent complaint throughout the year and all External Examiners commented upon this.

Blackboard could be more intuitive to reduce the errors that new users experienced. With the increased use of VLE during COVID, and with more staff working with VLE, we anticipate there will be errors as staff get to grips with this less than optimal technology.

## Assessment & Progression Deadlines

**Nursing & Midwifery:** Unrealistic assessment and progression deadlines are being set at College level without any prior consultation with Schools.

**Medicine:** The IMC recommend the SoM continue to work with the University on scheduling exam dates.

**Pharmacy and Pharmaceutical Sciences:** Unrealistic assessment and progression deadlines are being set centrally without any prior consultation with Schools. The constant compression of deadlines poses particular problems for complex externally accredited programmes in the School.

## Recruitment Difficulties

**Nursing & Midwifery:** Issues remain with overly elaborate HR processes, especially in regard to recruitment. These occur at all levels of recruitment from Chair to EO, with each recruitment taking numerous steps and vast quantities of time to fill a post.

**Human Nutrition & Dietetics:** Sustaining practice placements has been improved by the recent success of Practice Tutor Funding for the programme from the HSE, and has reduced a longstanding risk. However, the challenges with staff recruitment and open posts in healthcare settings remain a difficulty for sites supporting student placements. This was documented at our Joint strategic management meeting (JSMC) – so is managed at the School level.

**Pharmacy and Pharmaceutical Sciences:** Issues remain with overly elaborate HR processes, especially in regard to job sizing and recruitment. The School has particular concerns with respect to (externally) research funded project administration roles being sized without any consideration for the research grant requirements or budget.

## Relationships with Clinical Staff

**Medicine:** The IMC recommend the SoM liaise with Clinical Sites so that there is a provision in the contracts for clinical site teaching staff for protected time for teaching activities and sufficient time be put aside for clinical site teaching staff in their weekly job plan to undertake the role.

**Medicine & Dental Science:** The Schools in Health Sciences rely on clinical staff for delivery of teaching and practice placements. Such staff fall into the 'visitor' or 'adjunct' categories of staff in Trinity. These staff have a Trinity email account, however they predominantly use their hospital-based accounts and since the facility to auto-forward emails between the organisations was removed we are now struggling with engagement. The Faculty had put a lot of effort into building strong relationships with these valued staff members, so we are very keen to find a solution that might help us to keep them included via email. Work is ongoing between the Faculty and IT Services to resolve this problem.

## IT Infrastructure

Poor **Wi-Fi coverage** on satellite sites has been identified as a risk to the students' learning experience, particularly with an increased reliance on online course materials. Wi-Fi coverage is particularly poor within DDUH, impacting on undergraduate and postgraduate students alike. The provision of Trinity WiFi in the Coombe Women's & Children's Hospital is now underway after more than four years lead time to resolve this critical quality issue.

## Student Mobility Challenges

### **Dental Science:**

Accommodation for Erasmus students has been very difficult to source through Trinity and due the accommodation crisis in Dublin, it has been virtually impossible to secure for incoming students.



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

## Faculty Data: 2021-22 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 Evaluations
Dental Science	60	60	100	Dental Science: Mean – 59%  Range 42% (Year 1) – 80% (Year 3)	N/A
School of Medicine (SoM)	28	28	100%	35.5% Average across all years. (NB lower average response than previous year of 40%)	Module feedback was collated via survey monkey anonymous reports. The administration evaluation post in Medicine is vacant.  Year 1= 71 Responses Year 2= 29 Responses Year 3 = 42 Responses (includes 18 Manchester Index Survey responses).
Medicine Programme					
SoM	28	28	100%	60%	We did online evaluations using outlook forms. It did take 2-3 reminders. We will try to ask students to fill these forms during the last timetabled lecture.
Radiation Therapy					
SoM	31 (9 by Trinity)	31	100%	Unable to calculate an average % response, given the	Estimate 40% (range 10-100%) by survey feedback. Close to 100% in practice placement modules. Furthermore, at a more macro level feedback at 2-3 annual programme

Human Nutrition & Dietetics				nature of the joint programme, which utilises several modes of module and programme feedback collection	committee (PC) meetings. Student representatives from year 1,2,3 and 4 report feedback to the PC, and any changes to modules are proposed and agreed. The annual monitoring report (collated by TU-Dublin) is discussed at the PC, which includes sections on module feedback and programme feedback.
SoM	36	20	55%	60%	In 2021-2022 with some continued disruptions to in-person teaching the percentage of modules evaluated remained somewhat lower. In 2022-2023 it is expected that all modules will be evaluated.
Occupational Therapy					
SoM	30	30	100%	Written feedback completed by up to 50% of the BSc Human Health & Disease students, dependent on the year and module.	Module feedback was collated via anonymous reports linked into modules on Blackboard, and in some cases directly by the module coordinator or lecturer(s) from students. A staff:student liason committee was convened in the 2021-2022 academic year. This was Chaired by Dr. Eric Downer and consisted of Dr. Downer (Director), Dr. Jean Fletcher (SS HHD coordinator), Dr. Bahman Nasserroleslami (JS HHD coordinator), Dr. Dominic Trepel (SF coordinator), Dr. Sarah Doyle (JF HHD coordinator). This panel met with the class representatives of JF HHD, SF HHD, JS HHD and SS HHD, alongside Heather Hackett (EO, HHD), to discuss all issues within the course, including feedback on modules. This meeting took place in each semester, and in the 2021-2022 academic year this took place on 26th Oct 2021, 13.00-14.00, and 11th March 2022, 13.00-14.00
Human Health & Disease					
SoM	22	22	100%		
Physiotherapy					



Nursing & Midwifery	47	47	100%	15%
Pharmacy & Pharmaceutical Sciences	29	29	100%	71% (59-81%)
<b>Faculty Total</b>	<b>311</b>	<b>295</b>	<b>95%</b>	

In addition to module surveys, a course survey is conducted each term for each year of the programme and an annual clinical placement survey for each year of the programme.

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 Evaluations
Dental Science	12	12	100	Yes	No	
Medicine	25	12	48%	Yes	No	In Medicine the external Examiners don't submit until after supplemental pass/fail vivas at the very end of the academic year. Therefore the submissions from the external examiners are currently being collected and submitted to the Quality Office.
Radiation Therapy	1	1	100%			Our EE report was excellent
Human Nutrition & Dietetics	2	2	100%	No	No	The EEs again highlighted the overall high standard of the students and course, the diversity and quality of final year research theses, and the quality of the practice placements despite Covid issues. Specific and practical feedback from the EEs is discussed and actioned at a programme committee meeting level, which includes student representatives
Occupational Therapy	2	2	100%	No	No	

Human Health & Disease	1	1	100%			
Physiotherapy	2	2	100%			
Nursing & Midwifery	21	21	100%	Yes	Yes	<p>The External Examiner Reports are sent to the DUGTL/Director of Midwifery and Heads of Discipline. The HOD responds to the External Examiners and they also bring any issues to the discipline/profession meetings. The annual reports are also noted at the UG Curriculum Committee meetings.</p> <p>The Heads of Discipline respond in writing to the External Examiners regarding their annual reports.</p>
Pharmacy & Pharmaceutical Sciences	6	5	83%	No	No	<p>School has had a number of different external examiners for the differing components of the MPharm year. This has now changed and going forward course will have one or two external examiners to review and comment on the whole MPharm year. This aligns with the PGT regulations across College.</p>
<b>Faculty Total</b>	<b>72</b>	<b>58</b>	<b>81%</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 (%)	Comments/Actions arising Evaluations
Dental Science	10	8	80%	100%	No issues were raised.
Medicine	23	23	100%	100%	Feedback is provided by students in verbal and written manner. Individual module coordinators may seek individual feedback. Course directors seek feedback on the entire course. Actions will be taken as per student feedback during the course and improvements made for future years.
Nursing & Midwifery	11	11	100%	15%	
Pharmacy & Pharmaceutical Sciences	4	4	100%	50%	School has had a number of different external examiners for the differing components of the MPharm year. This has now changed and going forward course will have one or two external examiners to review and comment on the whole MPharm year. This aligns with the PGT regulations across College.
<b>Faculty Total</b>	<b>48</b>	<b>46</b>	<b>96%</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	Comment/Actions arising from EE Reports
Dental Science	8	8	100%	No issues were raised.
Medicine	TBC	15	TBC	
Nursing & Midwifery	19	18	94%	
Pharmacy & Pharmaceutical Sciences	4	4	100%	
<b>Faculty Total</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	

Table 8: Professional Accreditation – Health Sciences

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	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	Yes, in-person	No outcome from the Dental Council yet
	Diploma - Dental Hygiene (2 years)	Dental Council of Ireland	2023	Due 2021. Delayed due to Covid-19.	N/A
	Diploma - Dental Nursing (2 years)	Dental Council of Ireland	2023	Due 2021. Delayed due to Covid-19.	N/A
	Professional Diploma in Orthodontic Therapy	Dental Council of Ireland	TBC	Due 2021. Delayed due to Covid-19.	N/A
School of Dental Science  PG Programmes	Dental Surgery Programmes  (D.Ch.Dent.) <u>Strands:</u> 1. Oral Surgery 2. Orthodontics 3. Paediatric Dentistry 4. Periodontology	Dental Council of Ireland	1. 2020* 2. 2020* 3. 2023 4. 2023 5. 2023 6. 2020* 7. 2020*	NO	N/A

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	5. Prosthodontics 6. Special Care Dentistry 7. Public Dental Health		*Due to Covid-19, DC accreditations in 2020 were postponed for these strands & rescheduled for March 2023		
	P.Grad. Dip in Clinical Dental Tech. (18 months p/t)	Dental Council of Ireland	Due 2020 but postponed due to Covid-19. Currently inactive.	NO	N/A
	PG Dip. Conscious Sedation	Dental Council of Ireland	School await further details from Dental Council	NO	N/A
	Certificate in Orofacial Pain	N/A	N/A	N/A	N/A
School of Medicine UG Programmes	BSc Human Nutrition & Dietetics – joint degree Trinity and TU Dublin	CORU	Review in 2022- documentation submits June	No	



SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	(note: review is in 2022, so may not be relevant to 2020-21 report)		2022, for visit in Autumn 2022 (Virtual)		
School of Medicine UG Programmes	Radiation Therapy	CORU	2024 - contact already made with CORU to start the process	No	
School of Medicine UG Programmes	Bachelor of Science Occupational Therapy	CORU	Reaccreditation 2021	No	
School of Medicine UG Programmes	BSc in Physiotherapy	CORU	TBC	Yes  Feb 2022 submission of documents & accreditation visit June 2022  (Virtual)	
School of Medicine UG Programmes	Medicine	Irish Medical Council	2027	Yes – 2022  (in-person)	TBC
School of Medicine PG Programmes	M.Sc. in Cognitive Behavioural Psychotherapy	NMBI	Due May 2020 but postponed due to Covid-19. To be rescheduled.	Not accredited by NMBI – they just fund some students to attend. Clarified	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
				this with Quality Office in August 2022	
School of Medicine PG Programmes	PG Diploma in Cognitive Psychotherapy	NMBI	Due May 2020 but postponed due to Covid-19. To be rescheduled.	Not accredited by NMBI – they just fund some students to attend. Clarified this with Quality Office in August 2022	
School of Medicine PG Programmes	MSc Diagnostic Radiography	CORU	TBC  Accreditation approved March 21 – accreditation report submitted to Quality Office August 2022	No	
School of Medicine PG Programmes	MSc Psychoanalytic Psychotherapy	Irish Council for Psychotherapy (ICP)  (changing to CORU)	TBC	TBC	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
School of Medicine PG Programmes					
School of Nursing & Midwifery  UG Programmes	B.Sc. (Cur.) General Nursing	Nursing & Midwifery Board of Ireland (NMBI)	October 2022 (in-person)	No	(NMBI accreditation visit occurred in Oct 2022; to be reported in 2022-23 Quality Report)
	B.Sc. (Cur.) Mental Health Nursing	Nursing & Midwifery Board of Ireland (NMBI)	October 2022 (in-person)	No	(NMBI accreditation visit occurred in Oct 2022; to be reported in 2022-23 Quality Report)
	B.Sc. (Cur.) Intellectual Disability Nursing	Nursing & Midwifery Board of Ireland (NMBI)	October 2022 (in-person)	No	(NMBI accreditation visit occurred in Oct 2022; to be reported in 2022-23 Quality Report)
	B.Sc. Children's and General Nursing	Nursing & Midwifery Board of Ireland (NMBI)	October 2022 (in-person)	No	(NMBI accreditation visit occurred in Oct 2022; to be reported in 2022-23 Quality Report)

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	B.Sc. Midwifery	Nursing & Midwifery Board of Ireland (NMBI)	October 2022 (in-person)	No	(NMBI accreditation visit occurred in Oct 2022; to be reported in 2022-23 Quality Report)
School of Nursing & Midwifery  PG Programmes	Advanced Practice (Midwifery)(M.Sc./PG.Dip./PG.Cert.),	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2026  Approval period 19 May 2021 – 19 May 2026	Yes – May 2021  Electronic Submission by a Consortium of Universities, UCD, TCD, UCC, NUIG, UL.	
	Advanced Practice (Nursing)(M.Sc./PG.Dip./PG.Cert.),	Nursing and Midwifery Board of Ireland (NMBI)	Due March 2023	No  Approval period 15 March 2018 – 15 March 2023  Electronic Submission by a Consortium of Universities, UCD, TCD, UCC, NUIG.	
	Ageing Health and Wellbeing in Intellectual Disability (M.Sc./PG.Dip./PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due July 2023	No  Approval period 11 July 2018 – 11 July 2023  Electronic submission to NMBI.	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	Clinical Health Sciences Education (M.Sc./PG.Dip.	Nursing and Midwifery Board of Ireland (NMBI)	Due June 2024	No  Approval period 18 June 2019 – 18 June 2024.  Electronic submission to NMBI	
	Community Health (M.Sc./PG.Dip. /PG.Cert.),	Nursing and Midwifery Board of Ireland (NMBI)	Due November 2026	No.  Approval period 24 November 2021-24 November 2026 Electronic submission to NMBI.	
	Dementia (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due February 2025	No  Approval period 17 February 2020 – 17 February 2025 Electronic submission to NMBI,	
	Mental Health (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2025	No  Approval period 07 May 2020 – 07 May 2025	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
				Electronic submission to NMBI	
	Mental Health – Child Adolescent and Family (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2025	No  Approval period 07 May 2020 – 07 May 2025  Electronic submission to NMBI	
	Mental Health – Psychosocial Interventions (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2025	No  Approval period 07 May 2020 – 07 May 2025  Electronic submission to NMB	
	Midwifery Practice and Leadership (M.Sc./PG.Dip.), Nursing and Midwifery Board of Ireland (NMBI)	Nursing and Midwifery Board of Ireland (NMBI)	March 2027	Yes – March 2022  Approved until March 2027  Electronic submission to NMBI	Submitted in January 2022. Due for consideration at NMBI Education Training and Standards Committee meeting on the 10 March 2022.

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	Nursing (M.Sc./PG.Dip./ exit Pg Cert),	Nursing and Midwifery Board of Ireland (NMBI)	March 2027	No – October 2022 Accredited until March 2027 (in-person)	Was reviewed in October 2022 as part of larger NMBI accreditation of all UG and PG courses in the School.
	Nursing - Child Health and Wellbeing (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	March 2022	No – October 2022 Accredited until March 2027 (in-person)	Was reviewed in October 2022 as part of larger NMBI accreditation of all UG and PG courses in the School.
	Nursing – Specialist (M.Sc./PG.Dip. /PG.Cert.)  (Note, cessation of orthopaedic strand approved by University Council with effect from 2022)	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2025	No  Electronic submission to NMBI	
	Palliative Care (M.Sc./PG.Dip. /PG.Cert.)	Nursing and Midwifery Board of Ireland (NMBI)	Due May 2025	No  Approval period 7 May 2020 – 7 May 2025  Electronic submission to NMBI	

SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
	H. Dip. In Children's Nursing	Nursing and Midwifery Board of Ireland (NMBI)	Due March 2026	No  Approval period 24 March 2021 – 24 March 2026  Electronic submission to NMBI	
	H. Dip. In Midwifery	Nursing and Midwifery Board of Ireland (NMBI)	Due April 2024	No  Approval period 4 April 2019 – 4 April 2024  Electronic submission to NMB	
	Nurse/ Midwife Prescribing PG. Cert.	Nursing and Midwifery Board of Ireland (NMBI)	Due January 2023	No  Approval period 22 January 2018 – 22 January 2023  Electronic submission to NMBI  Consortium of Universities, UCD, TCD, UCC, NUIG.	
	Quantitative Methods and Data Analysis for Healthcare	Nursing and Midwifery Board of Ireland (NMBI)	2027	No – October 2022 Approved until March 2027	Was reviewed in October 2022 as part of larger NMBI accreditation of all



SCHOOL	ACCREDITED PROGRAMME	PROFESSIONAL OR STATUTORY BODY	NEXT ACCREDITATION DUE	DID ACCREDITATION TAKE PLACE IN 2021/22? IF SO, SPECIFY WHETHER IN PERSON OR VIRTUALLY	Comment if any conditions resulted from Accreditation Report outcomes e.g. reduced period of accreditation
				(in-person)	UG and PG courses in the School
School of Pharmacy and Pharmaceutical Sciences	MPharm Integrated Programme	Pharmaceutical Society of Ireland	2025	No  Last accreditation took place in February 2020	Maximum period of accreditation achieved (5 years) but with quarterly updates and enhanced annual reporting  No conditions  Recommendations re strategic budgetary planning, reduction in assessment, renewal in estate

Table 9: Retention by Standing & Faculty

<b>Standing &amp; Retention</b>	<b>HS</b>	<b>%</b>
<b>Yr 1</b>	<b>774</b>	<b>25.56%</b>
Progressed Same Course	712	23.51%
Repeat Same Course	18	0.59%
Transferred to Another Course	15	0.50%
Not Retained	29	0.96%
<b>Yr 2</b>	<b>714</b>	<b>23.58%</b>
Progressed Same Course	684	22.59%
Repeat Same Course	12	0.40%
Transferred to Another Course	4	0.13%
Not Retained	14	0.46%
<b>Yr 3</b>	<b>722</b>	<b>23.84%</b>
Course Completed	1	0.03%
Progressed Same Course	705	23.28%
Repeat Same Course	9	0.30%
Transferred to Another Course		0.00%
Not Retained	7	0.23%
<b>Yr 4</b>	<b>681</b>	<b>22.49%</b>
Course Completed	439	14.50%
Course Completed - Exit		0.00%
Progressed Same Course	238	7.86%
Repeat Same Course	2	0.07%
Transferred to Another Course		0.00%
Not Retained	2	0.07%
<b>Yr 5</b>	<b>137</b>	<b>4.52%</b>
Course Completed	134	4.43%
Repeat Same Course	3	0.10%
Not Retained		0.00%
<b>Grand Total</b>	<b>3028</b>	<b>100.00%</b>

Table 10: UG Student Body by Faculty &amp; Gender

(Student Numbers)	HS			HS Total
Standing & Retention	Female	Male	Null	
<b>Yr 1</b>	<b>621</b>	<b>153</b>		<b>774</b>
Progressed Same Course	575	137		712
Repeat Same Course	13	5		18
Transferred to Another Course	9	6		15
Not Retained	24	5		29
<b>Yr 2</b>	<b>579</b>	<b>134</b>	<b>1</b>	<b>714</b>
Progressed Same Course	563	120	1	684
Repeat Same Course	5	7		12
Transferred to Another Course	2	2		4
Not Retained	9	5		14
<b>Yr 3</b>	<b>550</b>	<b>172</b>		<b>722</b>
Course Completed	1			1
Progressed Same Course	538	167		705
Repeat Same Course	5	4		9
Transferred to Another Course				
Not Retained	6	1		7
<b>Yr 4</b>	<b>519</b>	<b>162</b>		<b>681</b>
Course Completed	364	75		439
Course Completed - Exit				
Progressed Same Course	154	84		238
Repeat Same Course		2		2
Transferred to Another Course				
Not Retained	1	1		2
<b>Yr 5</b>	<b>96</b>	<b>41</b>		<b>137</b>
Course Completed	94	40		134
Repeat Same Course	2	1		3
Not Retained				

<b>Grand Total</b>	<b>2365</b>	<b>662</b>	<b>1</b>	<b>3028</b>
<b>Table 5. Retention by Standing &amp; Gender</b>				
(Percentages)	<b>HS</b>			<b>HS Total</b>
<b>Standing &amp; Retention</b>	<b>Female</b>	<b>Male</b>	<b>Null</b>	
<b>Yr 1</b>	<b>26.3%</b>	<b>23.1%</b>	<b>0.0%</b>	<b>25.6%</b>
Progressed Same Course	24.3%	20.7%	0.0%	23.5%
Repeat Same Course	0.5%	0.8%	0.0%	0.6%
Transferred to Another Course	0.4%	0.9%	0.0%	0.5%
Not Retained	1.0%	0.8%	0.0%	1.0%
<b>Yr 2</b>	<b>24.5%</b>	<b>20.2%</b>	<b>100.0%</b>	<b>23.6%</b>
Progressed Same Course	23.8%	18.1%	100.0%	22.6%
Repeat Same Course	0.2%	1.1%	0.0%	0.4%
Transferred to Another Course	0.1%	0.3%	0.0%	0.1%
Not Retained	0.4%	0.8%	0.0%	0.5%
<b>Yr 3</b>	<b>23.3%</b>	<b>26.0%</b>	<b>0.0%</b>	<b>23.8%</b>
Course Completed	0.0%	0.0%	0.0%	0.0%
Progressed Same Course	22.7%	25.2%	0.0%	23.3%
Repeat Same Course	0.2%	0.6%	0.0%	0.3%
Transferred to Another Course	0.0%	0.0%	0.0%	0.0%
Not Retained	0.3%	0.2%	0.0%	0.2%
<b>Yr 4</b>	<b>21.9%</b>	<b>24.5%</b>	<b>0.0%</b>	<b>22.5%</b>
Course Completed	15.4%	11.3%	0.0%	14.5%
Course Completed - Exit	0.0%	0.0%	0.0%	0.0%
Progressed Same Course	6.5%	12.7%	0.0%	7.9%
Repeat Same Course	0.0%	0.3%	0.0%	0.1%
Transferred to Another Course	0.0%	0.0%	0.0%	0.0%
Not Retained	0.0%	0.2%	0.0%	0.1%
<b>Yr 5</b>	<b>4.1%</b>	<b>6.2%</b>	<b>0.0%</b>	<b>4.5%</b>

Course Completed	4.0%	6.0%	0.0%	4.4%
Repeat Same Course	0.1%	0.2%	0.0%	0.1%
Not Retained	0.0%	0.0%	0.0%	0.0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 11: Student Body by Faculty &amp; Fee Status

	HS		HS Total
Standing & Retention	EU	NEU	
<b>Yr 1</b>	<b>647</b>	<b>127</b>	<b>774</b>
Progressed Same Course	599	113	712
Repeat Same Course	11	7	18
Transferred to Another Course	14	1	15
Not Retained	23	6	29
<b>Yr 2</b>	<b>623</b>	<b>91</b>	<b>714</b>
Progressed Same Course	600	84	684
Repeat Same Course	8	4	12
Transferred to Another Course	4		4
Not Retained	11	3	14
<b>Yr 3</b>	<b>625</b>	<b>97</b>	<b>722</b>
Course Completed	1		1
Progressed Same Course	614	91	705
Repeat Same Course	5	4	9
Transferred to Another Course			
Not Retained	5	2	7
<b>Yr 4</b>	<b>591</b>	<b>90</b>	<b>681</b>
Course Completed	429	10	439
Course Completed - Exit			
Progressed Same Course	159	79	238
Repeat Same Course	2		2
Transferred to Another Course			
Not Retained	1	1	2
<b>Yr 5</b>	<b>78</b>	<b>59</b>	<b>137</b>
Course Completed	77	57	134
Repeat Same Course	1	2	3
Not Retained			
<b>Grand Total</b>	<b>2564</b>	<b>464</b>	<b>3028</b>
<b>Table 7. Retention by Standing &amp; Fee Status</b>			
	HS		HS Total
Standing & Retention	EU	NEU	
<b>Yr 1</b>	<b>25.2%</b>	<b>27.4%</b>	<b>25.6%</b>
Progressed Same Course	23.4%	24.4%	23.5%
Repeat Same Course	0.4%	1.5%	0.6%
Transferred to Another Course	0.5%	0.2%	0.5%
Not Retained	0.9%	1.3%	1.0%
<b>Yr 2</b>	<b>24.3%</b>	<b>19.6%</b>	<b>23.6%</b>
Progressed Same Course	23.4%	18.1%	22.6%
Repeat Same Course	0.3%	0.9%	0.4%
Transferred to Another Course	0.2%	0.0%	0.1%
Not Retained	0.4%	0.6%	0.5%

<b>Yr 3</b>	<b>24.4%</b>	<b>20.9%</b>	<b>23.8%</b>
Course Completed	0.0%	0.0%	0.0%
Progressed Same Course	23.9%	19.6%	23.3%
Repeat Same Course	0.2%	0.9%	0.3%
Transferred to Another Course	0.0%	0.0%	0.0%
Not Retained	0.2%	0.4%	0.2%
<b>Yr 4</b>	<b>23.0%</b>	<b>19.4%</b>	<b>22.5%</b>
Course Completed	16.7%	2.2%	14.5%
Course Completed - Exit	0.0%	0.0%	0.0%
Progressed Same Course	6.2%	17.0%	7.9%
Repeat Same Course	0.1%	0.0%	0.1%
Transferred to Another Course	0.0%	0.0%	0.0%
Not Retained	0.0%	0.2%	0.1%
<b>Yr 5</b>	<b>3.0%</b>	<b>12.7%</b>	<b>4.5%</b>
Course Completed	3.0%	12.3%	4.4%
Repeat Same Course	0.0%	0.4%	0.1%
Not Retained	0.0%	0.0%	0.0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>





	Repeat Same Course					2		1														3
	Transferred to Another Course	5		3																		8
	Not Retained					1																1
Human Nutrition and Dietetics (Joint Degree)	Course Completed													16		3						19
	Progressed Same Course	19	1			17		2			20		1									60
	Not Retained	2									1											3
Medicine	Course Completed																	16	31	12	14	73
	Progressed Same Course	68	57	38	29	68	44	28	18		66	41	52	30	67	38	45	22				711
	Repeat Same Course	3	2	1	3	1		2	4			2	2							1		21
	Transferred to Another Course	1		1				1														3
	Not Retained	1	1		1	1	2		1									1				8
Midwifery	Course Completed														27							27
	Progressed Same Course	36		1		39					35											111
	Transferred to Another Course					1																1
	Not Retained	2																				2
Nursing	Course Completed														171		23					194

[illegible]

Radiation Therapy	Course Completed														1 9	1	5						25
	Progressed Same Course	1 9		7	1	2 5		2			1 8		3										75
	Repeat Same Course		1														1						2
	Transferred to Another Course					1																	1
	Not Retained	1																					1
Grand Total		5 4 1	80	1 0 6	47	5 1 8	61	1 0 4	30	1	4 9 5	55	1 3 0	42	4 6 3	56	1 2 8	34	5 6 40	2 2	19		3028

