



The 18th Senior Lecturer's Annual Report (2012/13)

which includes the admissions data for 2013/14

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Senior Lecturer's Annual Report 2012/13

A. INTRODUCTION AND OVERVIEW

Introduction

This is the eighteenth Senior Lecturer's Annual Report to the University Council, providing data on applications and the admission of undergraduate students, and developments in the area of undergraduate studies. The report provides the University Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate education in the College. It also assists in the process of review and evaluation.

Statistical data covers the period 2012/2013, and admissions data covers the period August 2013 to January 2014.

The Role of the Senior Lecturer/Dean of Undergraduate Studies

The Senior Lecturer/Dean of Undergraduate Studies is the academic officer with responsibility for undergraduate admissions, as well as for the progression and examination of undergraduate students. The Senior Lecturer is administratively supported by staff in the Office of the Vice-Provost and Trinity Teaching and Learning.

Undergraduate Studies Committee

The Undergraduate Studies Committee (USC) is an academic committee of the University Council and is chaired by the Senior Lecturer. It was established in October 2008, and amalgamates the work of the old Undergraduate Teaching and Learning Committee, and the Centre for Academic Practice and Student Learning Committee. The membership and terms of reference of the committee can be found online at: www.tcd.ie/vpcao/council/undergraduate-studies.php.

In 2012/2013 there were nine meetings of the Undergraduate Studies Committee. Minutes of these meetings are available at <http://www.tcd.ie/teaching-learning/council/usc-agenda-minutes.php>. During the year the Committee discussed a number of areas of interest to the general College community including the following highlights:

Trinity Explore

A new student portal for prospective students – Trinity Explore – involving video contributions from student ambassadors from all over the island of Ireland was developed and launched (www.tcd.ie/explore). Filmed by a Trinity post-doctoral fellow, the videos are aimed at encouraging students with the academic ability and potential to consider applying to Trinity in the years ahead. On the site, students from every county in Ireland talk about their perceptions and experiences of Trinity, and provide engaging and honest accounts of life in College. The website went 'live' in January 2013 and was formally launched by the Secretary-General of the Department of Education and Skills, Seán Ó Foghlú, at a reception in the Provost's House on 27 March 2013. Commenting on the portal, the Education Officer of the Students Union in 2012/13, Daniel Ferrick,

described it as ‘a brilliant initiative, which will help make Trinity more accessible for all the students of Ireland’.

Feasibility Study in Admissions

Following on from the work on admissions in 2011/12 (including the holding of a major international conference in May 2012) College developed a feasibility study in admissions, on behalf of the entire third-level sector, to test if there was a better and a fairer mechanism for admitting students to third-level. The feasibility study is an attempt to see whether, on a strictly controlled scale, it might be possible to identify and admit a diverse student body which is enthusiastic and passionate about learning, motivated and suitable for its chosen courses, and with the academic ability and potential to be inspired by College.

The admissions scheme will operate for two years as a trial (2013/14 and 2014/15) and will adopt a holistic approach that has worked successfully internationally, using a range of materials to make an assessment about the academic ability and potential of each applicant. Operated in partnership with the CAO (Central Applications Office), the new admissions route will be used to admit students on three courses – with ten places in History (TR003), ten places in Law (TR004), and five places in Ancient and Medieval History and Culture (TR028) filled using the new admissions routes.

The three scales (or modalities) which will be used to assess applicants in the study are as follows:

- (a) Leaving Certificate results.
- (b) Relative Performance Rank (RPR) – the performance of the applicant relative to other applicants from their school. This scale looks at the rank of the applicant compared to every other applicant from their school who has applied to any course, in any college, through the CAO.
- (c) Personal and Contextual Data – provided via supplementary materials submitted by the applicant.

The process will be completely anonymous, with all names replaced by random numbers, and any identifying information redacted.

The feasibility study was launched in the Royal Irish Academy on 14 January 2013 by the Dean of Admissions and Financial Aid at Harvard, Dr. William R. Fitzsimmons. Speaking at the launch, he noted that, ‘The launch of a pioneering feasibility study in admissions is something that could be transformative for Ireland – and is one that is vitally important for its future. The adoption of broader criteria for college admission – using a process called holistic admissions – will send a clear message to the young people of Ireland that the gates of Trinity and all universities are open wider than ever before to those who bring excellence in all its forms. With this study, Trinity is sending a powerful message that with hard work anything is possible, including admission to Trinity or to any university in the world.’

Scholarship Review

A major review of the Scholarship examination took place over the year 2012/13. Following consultation with the Scholars' community, the working group proposed a number of recommendations which were adopted for 2013/14 including:

- Restricting the examination to Senior Freshman students only (except in exceptional circumstances when it may be deferred a year).
- Encouraging greater consistency across College in the setting and marking of papers.
- Ensuring that the marking for all papers is completely anonymous.
- Requiring successful candidates to have a first-class grade profile as well as an average mark that is 70% or higher.

Northern Ireland

During the year, College discussed its commitment to exploring measures to increase the number of students from Northern Ireland, recognising the value of having students from all parts of the island as well as international students in the student body. Following this, extensive legal opinion was sought, to see if there was a way of treating all applicants on the island equally when applying to Trinity, and arising out of this the rigid proportionality rule was removed for students applying from Northern Ireland. Under the new policy there is an explicit recognition that 'Trinity College treats equally all Leaving Certificate and A-Level students on the island of Ireland in light of their status under Article 2 of the Constitution of Ireland.' Such wording was allowed and justified on the basis of domestic and EU law because of the following reasons: the purpose of restoring the traditional trans-border flow into College of Northern Ireland students which has diminished in recent years; the academic and wider good of the College; diversity (in an academic setting); the public good; and the principles of the Good Friday Agreement.

The Trinity Education

A major piece of work was the challenge of defining, articulating and finding policies to support the concept of the Trinity Education in the undergraduate curriculum. As part of this work, the Senior Lecturer and Assistant Academic Secretary visited all twenty-four Schools across College to hear examples of best practice, and discuss ideas and concerns. This work was discussed throughout the year at the Undergraduate Studies Committee. The work was to conclude in 2013/14 and was to help shape and inform engagement with students, staff, and alumni on the Trinity Education in the following academic year.

Dean of Students' Consultative Group

A small group was established, chaired by the Dean of Students, to facilitate the efficient processing of student cases which involve medical evidence. By bringing together the key experts in the area, it enabled a faster and more effective decision-making process in certain student cases.

New Course Proposals

In 2012/2013 the Undergraduate Studies Committee discussed and recommended the following new course proposals, which were subsequently approved by the University Council:

- A Bachelor in Science in Radiation Therapy in conjunction with Singapore Institute of Technology (SIT).
- A Bachelor in Music Composition and a Bachelor in Music performance offered by the Royal Irish Academy of Music with the degrees awarded by the University of Dublin.

Student Cases

The Senior Lecturer has responsibility for deciding on undergraduate student cases. In 2012/2013 there were a total of 2,134 decision memoranda issued (an increase of 8% from the previous year's total).

Summary of Admissions Data

In 2013 Trinity received 7,919 of first preference applications in the CAO system. This represents a small decline from 2012 when the figure was 8,142. Of the 67,729 people who applied for Level 8 courses through the CAO in 2013, 18,161 listed Trinity for one or more of their CAO course preferences (27%), a slight decline on the figures for 2012 when the number was 18,995. Trinity has the second highest number of overall first preferences in the country, but the largest number of first preferences to available places. As Trinity becomes more closely identified with offering a world-class education that is accessible to everyone with academic ability and potential, College should gradually increase its first preference and overall preference totals.

Analysis of Applicants

A new table of the CAO applicants in 2013 (Table B3) is worthy of further study in the next academic year. It provides a gender breakdown of all the CAO applicants who listed Trinity as one of their ten preferences, as well as a geographical breakdown of where they were applying from. It is worth noting that although there are on average approximately 7% more female applicants than male applicants in the CAO system, Trinity attracts a considerably higher proportion of female applicants (62.6% to 37.4%). The overall student population in Trinity is 58% female and 42% male (see the figures on the Student Population in Section C). The overall student population for all seven Irish universities combined is 56.5% female to 43.5% male (based on figures calculated by the IUA).

Analysis of Students Admitted

67% of new entrants in 2013/14 were admitted to their first preference course choice in the CAO (see new entrant data on p.18). The comparative figure for the Irish universities as a whole in 2013/14 was 58.2%¹. This is the first year that such information has been presented in this report and it may be worth examining further. 87% of all Trinity first-year students in 2013/14 were admitted to one of their first three preferences in the CAO.

Retention and Progression

The undergraduate student retention analysis brings together data collected from the new SITS system. Looking at the data for the Junior Freshman cohort who entered in 2012/13 it is notable that 91.5% of all the students who entered progressed to the Senior Freshman year. Detailed information is provided in Section G (Tables G6, G7 and G8).

¹ Dr. Vivienne Patterson, 'An analysis of CAO acceptances 2013, www.heai.ie

B. APPLICATIONS AND ADMISSIONS 2013

Student Applications and Admissions

A total of 67,729 applicants applied through the CAO for Level 8 courses in Irish higher education institutions, a similar number to the 2012 application figures (67,684). In 2013, 18,161 applicants (18,995 in 2012 and 18,437 in 2011) mentioned TCD as one or more of their CAO course preferences – a decrease of 4% on 2012. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 18,161 refers to the number of applicants who indicated a preference for one or more courses in Trinity College. The total number of applications to courses (all preferences) in Trinity College was 39,455 compared to 42,120 in 2012 and 40,364 in 2011.

**Total number of CAO applicants to all universities
2013, 2012, 2011**

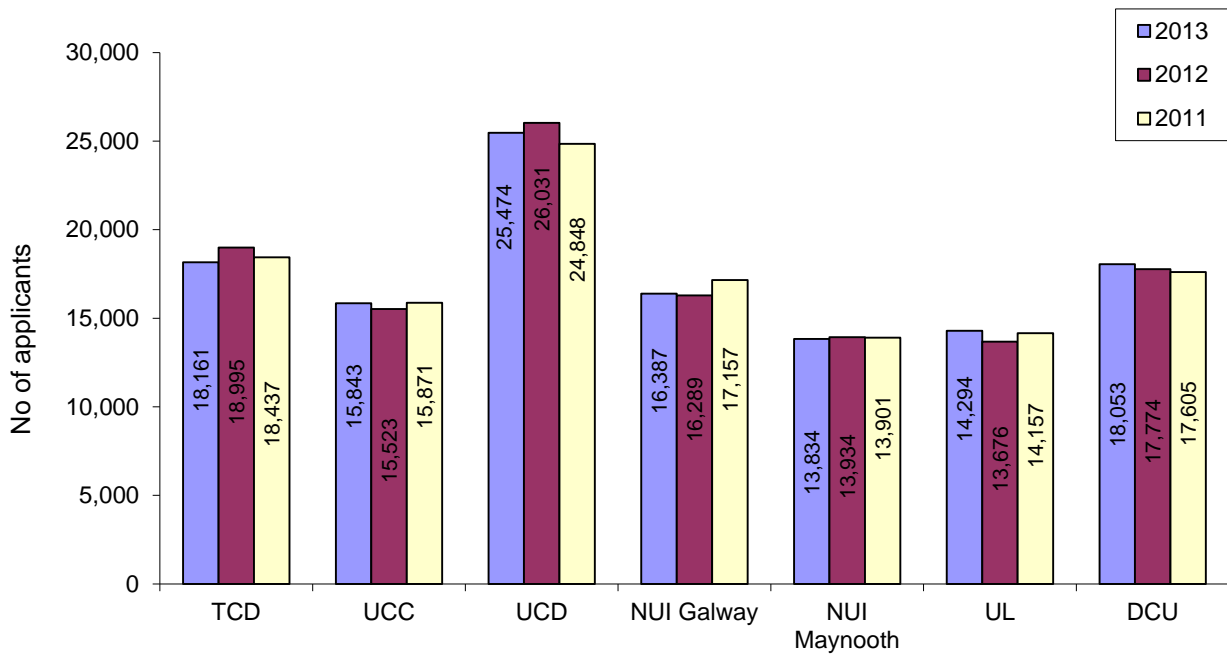


Table B1: Total number of CAO applicants* to Universities, DIT and other ITs, College of Education and private colleges (all preferences) 2013, 2012, 2011

	2013	2012	2011
<u>Universities</u>			
Trinity College Dublin (TCD)	18,161	18,995	18,437
University College Cork (UCC)	15,843	15,523	15,871
University College Dublin (UCD)	25,474	26,031	24,848
NUI Galway	16,387	16,289	17,157
NUI Maynooth	13,834	13,934	13,901
University of Limerick (UL)	14,294	13,676	14,157
Dublin City University (DCU)	18,053	17,774	17,605
Total	122,046	122,222	121,976
Dublin Institute of Technology	20,185	20,174	18,783
Other Institutes of Technology (ITs)	63,452	63,843	63,612
National College of Art and Design	880	741	808
Colleges of Education	10,844	10,880	11,611
Private and other Colleges**	12,211	12,643	15,177
Source: Central Applications Office			
*There are up to 10 preferences on each application form and applicants may apply to more than one institution.			
** This category includes Colleges with some courses eligible for the Government undergraduate fee remission scheme			

Total Number of First Preference Applications to Universities

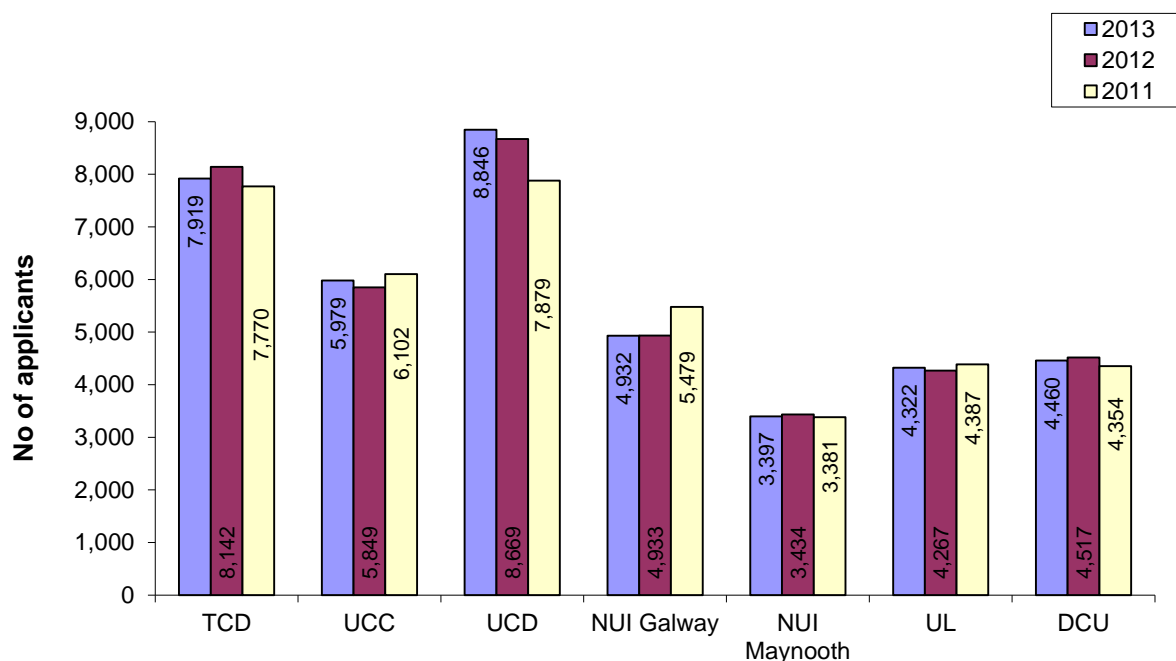


Table B2: Total number of First Preference applications to Universities

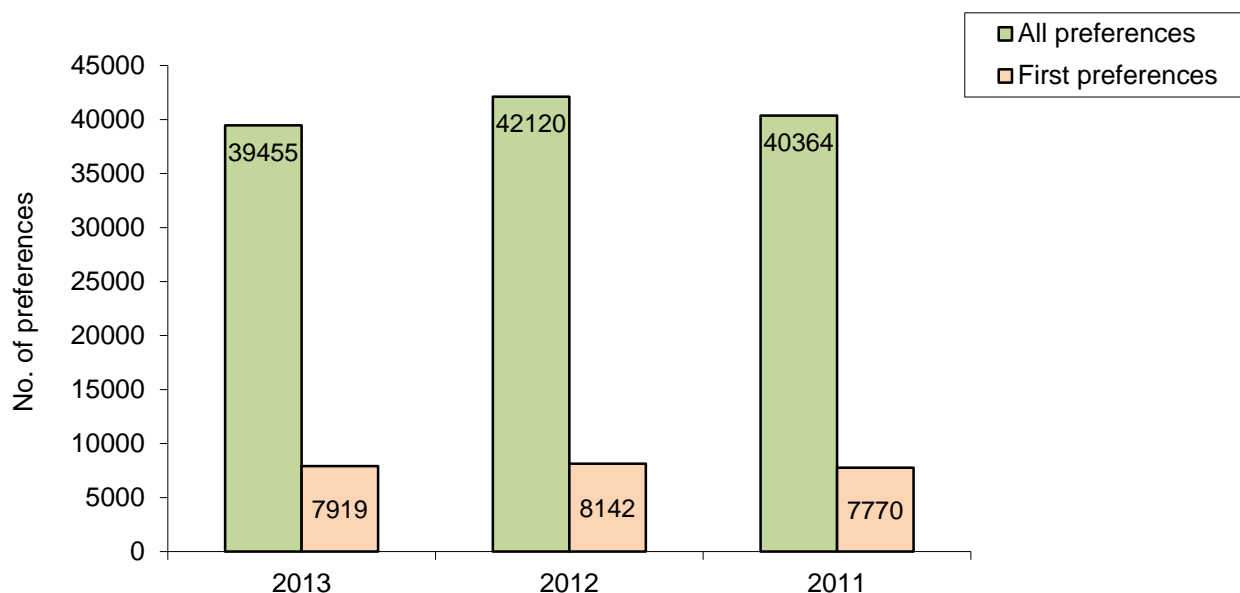
	2013	2012	2011
<u>Universities</u>			
Trinity College Dublin (TCD)	7,919	8,142	7,770
University College Cork (UCC)	5,979	5,849	6,102
University College Dublin (UCD)	8,846	8,669	7,879
NUI Galway	4,932	4,933	5,479
NUI Maynooth	3,397	3,434	3,381
University of Limerick (UL)	4,322	4,267	4,387
Dublin City Universal (DCU)	4,460	4,517	4,354
Total	39,855	39,811	39,352
Dublin Institute of Technology	5,409	5,488	5,081
Other Institutes of Technology (ITs)	17,055	16,823	16,518
National College of Art and Design	536	465	482
Colleges of Education	2,789	3,003	3,263
Private and other Colleges**	2,085	1,916	2,661
Source: Central Applications Office			
*There are up to 10 preferences on each application form and applicants may apply to more than one institution.			
** This category includes Colleges with some courses eligible for the Government undergraduate fee remission scheme			

Table B3: Full breakdown of CAO applications 2013

Province		County	Male	Female	No. students
Connaught		GALWAY	201	385	586
		LEITRIM	26	64	90
		MAYO	121	287	408
		ROSCOMMON	59	126	185
		SLIGO	81	120	201
Leinster	Dublin	DUBLIN	2745	3918	6663
	Rest of Leinster	CARLOW	54	130	184
		KILDARE	322	605	927
		KILKENNY	94	178	272
		LAOIS	64	170	234
		LONGFORD	31	96	127
		LOUTH	154	274	428
		MEATH	301	538	839
		OFFALY	63	143	206
		WESTMEATH	106	201	307
		WEXFORD	127	256	383
WICKLOW	287	408	695		
Munster		CLARE	83	181	264
		CORK	301	539	840
		KERRY	119	259	378
		LIMERICK	114	210	324
		TIPPERARY	108	225	333
		WATERFORD	111	161	272
Northern Ireland		ANTRIM	246	438	684
		ARMAGH			
		DERRY			
		DOWN			
		FERMANAGH			
		TYRONE			
Ulster (3 counties in the Republic)		CAVAN	78	152	230
		DONEGAL	150	263	413
		MONAGHAN	63	147	210
Sub-Total			6209	10474	16683
Total			16683		
Country			Male	Female	No. students
Ireland (excl. NI)			5963	10036	15999
Northern Ireland			246	438	684
Britain			335	430	765
Europe			228	399	627
Non - EU			63	137	200
TOTAL APPLICATIONS:			6835	11440	18275

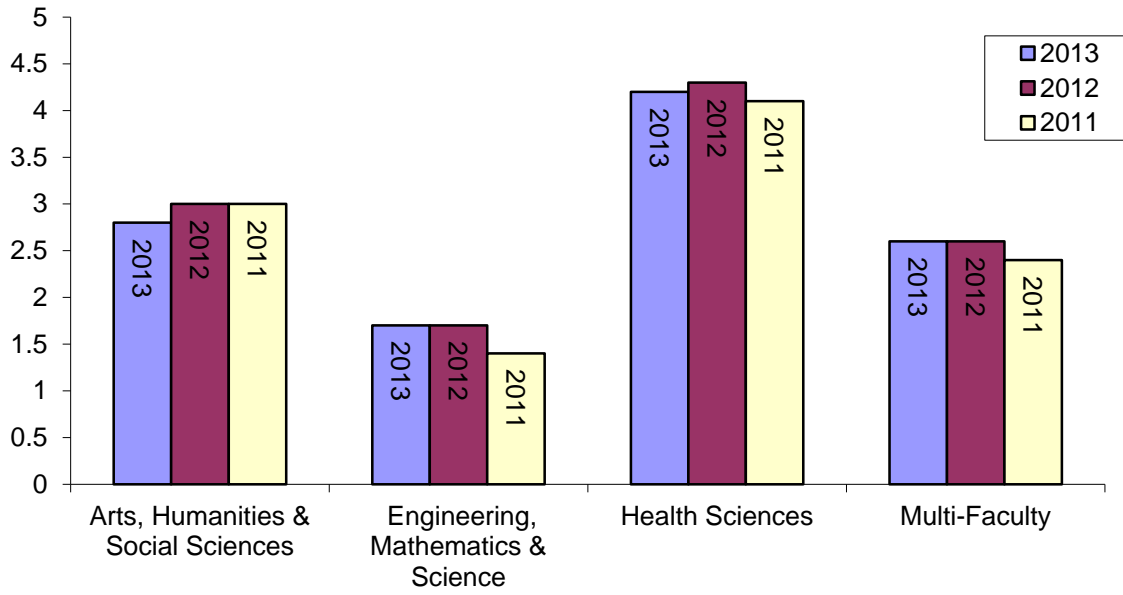
In 2013, the ratio of applications (all preferences) to quotas ranged from 1.4:1 in TSM Early Irish to 42.8:1 in Integrated Children’s and General Nursing. The overall College ratio was 13:8 (14:7 in 2011). Trinity continued to attract a substantial proportion (12%) of first preference applications in the CAO system (12% in 2012 and 11.5% in 2011). The number of first preference applications to Trinity College was 7,919 representing a decrease of almost 3% on the 2012 figures (8,142 in 2012).

Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2013, 2012, 2011

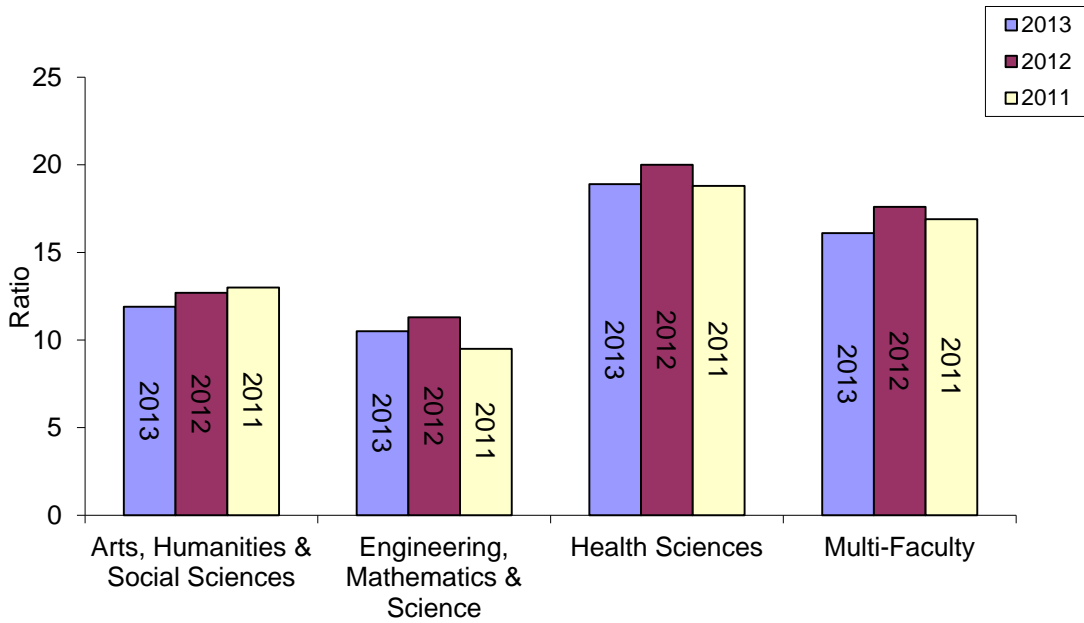


In general, course quotas were met. In comparing the numbers of students registered with course quotas it must be noted that achieving an exact match through several rounds of CAO offers and acceptances is a delicate and indeterminate process. The College’s overall ratio of first preference applications to quota was 2.8:1 (2.8:1 in 2012). The Faculty of Health Sciences had the highest this year at 4.2:1 (4.3:1 in 2012). However, it is important to note that the overall ratio of eligible first preference applications to quota was 1.7:1 (1.9:1 in 2012). The term ‘eligible applications’ refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. As can be seen from the tables that follow, there is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota.

Ratio of First Preference Applications to Quotas 2013, 2012, 2011



Ratio of CAO applications (all preferences) to quota 2013, 2012, 2011



First Preference applications and numbers registered 2013, 2012, 2011

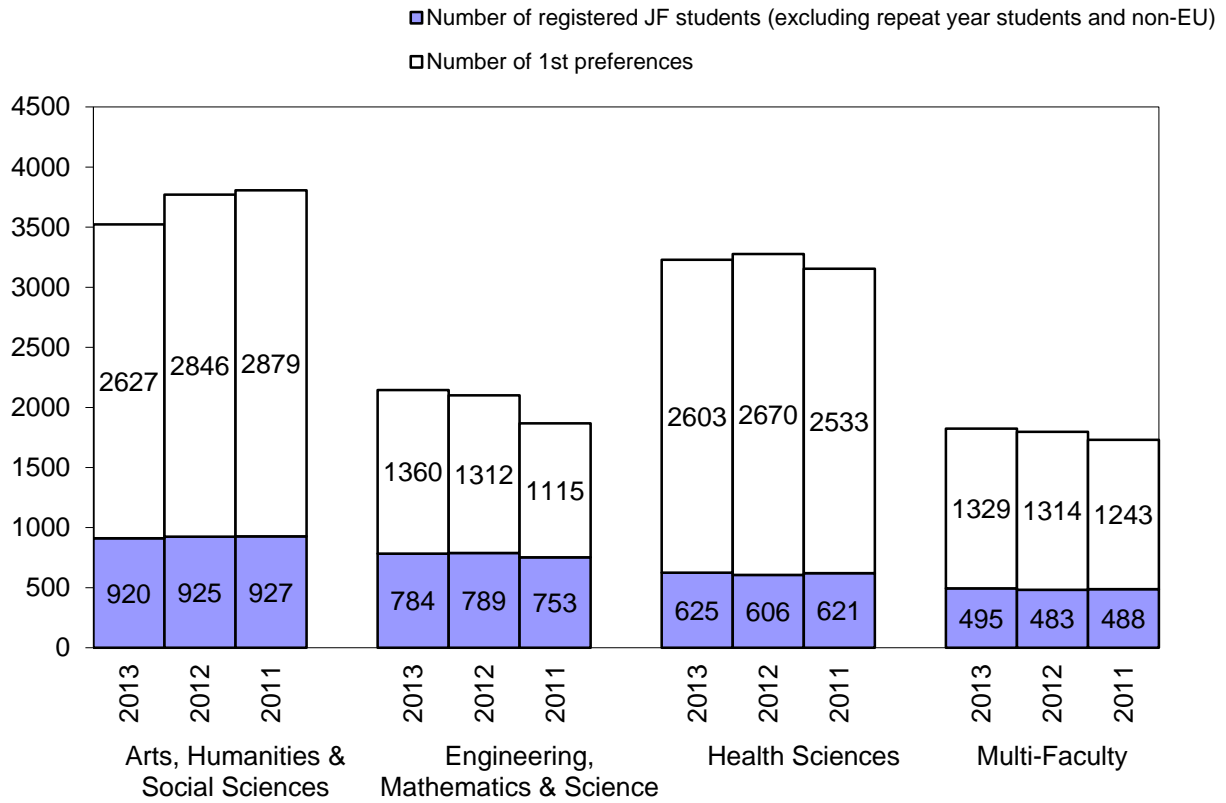


Table B4: Ratio of total and eligible CAO applications to quota for 2013, 2012, 2011

Course	2013					2012					2011				
	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture	220	15	14.7	144	9.6	253	15	16.9	186	12.4	274	15	18.3	194	12.9
Business Studies & French	315	15	21.0	236	15.7	309	15	20.6	218	14.5	351	15	23.4	264	17.6
Business Studies & German	165	15	11.0	125	8.3	177	15	11.8	130	8.7	166	15	11.1	111	7.4
Business Studies & Polish	32	5	6.4	15	3.0	30	5	6.0	19	3.8	41	5	8.2	13	2.6
Business Studies & Russian	84	7	12.0	44	6.3	71	7	10.1	40	5.7	101	7	14.4	43	6.1
Business Studies & Spanish	229	10	22.9	148	14.8	232	10	23.2	171	17.1	231	10	23.1	152	15.2
Business, Economic & Social Studies	1761	236	7.5	1494	6.3	1803	236	7.6	1502	6.4	1800	236	7.6	1528	6.5
Catholic Theological Studies (New in 2013)	51	15	3.4	31	2.1	n/a					n/a				
Classics	107	15	7.1	19	1.3	104	15	6.9	22	1.5	89	15	5.9	15	1.0
Clinical Speech & Language Studies	369	34	10.9	295	8.7	406	34	11.9	331	9.7	432	34	12.7	375	11.0
Deaf Studies	230	20	11.5	145	7.3	287	20	14.4	174	8.7	276	20	13.8	156	7.8
Drama & Theatre Studies	162	16	10.1	43	2.7	178	16	11.1	63	3.9	162	16	10.1	40	2.5
Early & Modern Irish	67	15	4.5	51	3.4	91	15	6.1	65	4.3	98	15	6.5	77	5.1
English Studies	573	40	14.3	444	11.1	647	40	16.2	438	11.0	723	40	18.1	470	11.8
European Studies	401	45	8.9	289	6.4	431	45	9.6	297	6.6	424	45	9.4	298	6.6
History	537	38	14.1	401	10.6	625	38	16.4	397	10.4	669	38	17.6	441	11.6
History & Political Science	389	24	16.2	292	12.2	434	24	18.1	307	12.8	431	24	18.0	316	13.2
Irish Studies	113	20	5.7	86	4.3	155	20	7.8	117	5.9	242	20	12.1	191	9.6
Law	934	90	10.4	736	8.2	1029	90	11.4	776	8.6	870	90	9.7	712	7.9
Law & Business	489	25	19.6	384	15.4	481	25	19.2	376	15.0	478	25	19.1	371	14.8
Law & French	197	15	13.1	166	11.1	208	15	13.9	181	12.1	191	15	12.7	155	10.3
Law & German	107	15	7.1	90	6.0	119	15	7.9	96	6.4	113	15	7.5	82	5.5
Law & Political Science	297	20	14.9	225	11.3	318	20	15.9	233	11.7	290	20	14.5	221	11.1
Music ^^	182	15	12.1	73	4.9	186	20	9.3	73	3.7	193	20	9.7	87	4.4
Music Education*	67	15	4.5	25	1.7	98	10	9.8	42	4.2	83	15	5.5	35	2.3
Philosophy#	301	20	15.1	195	9.8	318	20	15.9	227	11.4	300	17	17.6	201	11.8
Philosophy & Political Science	Course withdrawn					Course withdrawn					264	10	26.4	187	18.7
Philosophy, Political Sc., Economics & Sociology #	506	34	14.9	366	10.8	561	34	16.5	404	11.9	445	25	17.8	326	13.0
Psychology	910	31	29.4	591	19.1	882	31	28.5	635	20.5	939	31	30.3	661	21.3
Social Studies	911	45	20.2	463	10.3	970	45	21.6	484	10.8	1105	45	24.6	551	12.2
Sociology & Social Policy	477	28	17.0	321	11.5	454	28	16.2	282	10.1	451	28	16.1	287	10.3
World Religions and Theology^^	152	15	10.1	100	6.7	225	29	7.8	155	5.3	229	29	7.9	168	5.8
Total	11335	953	11.9	8037	8.4	12082	952	12.7	8441	8.9	12461	955	13.0	8728	9.1
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	177	5	35.4	130	26.0	156	5	31.2	103	20.6	121	5	24.2	79	15.8
Computer Science (Integrated)	971	80	12.1	556	7.0	1109	80	13.9	642	8.0	768	80	9.6	374	4.7
Earth Sciences ^	255	14	18.2	184	13.1	259	14	18.5	186	13.3	250	14	17.9	177	12.6
Engineering with Management# (Integrated)	301	18	16.7	228	12.7	291	18	16.2	219	12.2	276	20	13.8	185	9.3
Engineering (Integrated)	1228	165	7.4	963	5.8	1290	165	7.8	993	6.0	1049	165	6.4	751	4.6
Human Genetics	415	15	27.7	299	19.9	473	15	31.5	373	24.9	458	15	30.5	347	23.1
Management Science and Information Systems Studies^#	283	27	10.5	220	8.1	274	27	10.1	210	7.8	190	40	4.8	147	3.7
Mathematics	418	30	13.9	329	11.0	509	30	17.0	432	14.4	425	30	14.2	321	10.7
Medicinal Chemistry	486	28	17.4	410	14.6	567	28	20.3	504	18.0	540	28	19.3	455	16.3
Nanoscience, Physics & Chemistry of Advanced Materials^ ^^	311	20	15.6	252	12.6	299	15	19.9	241	16.1	219	15	14.6	167	11.1
Science	3039	340	8.9	2471	7.3	3182	340	9.4	2557	7.5	2972	340	8.7	2360	6.9
Theoretical Physics	302	40	7.6	221	5.5	339	40	8.5	250	6.3	265	40	6.6	189	4.7
Total	8186	782	10.5	6263	8.0	8748	777	11.3	6710	8.6	7533	792	9.5	5552	7.0

^Quota adjusted in 2011 as a result of the strategic planning process

Quota adjusted in 2012 as a result of the strategic planning process

^^ Quota adjusted in 2013 as a result of the strategic planning process

* Course quota is 10 (RIAM) or 15 (DIT) (alternate years)

Table B4: Ratio of total and eligible CAO applications to quota for 2013, 2012, 2011

Course	2013					2012					2011				
	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Health Sciences															
Dental Science	546	32	17.1	279	8.7	636	32	19.9	343	10.7	583	32	18.2	393	12.3
General Nursing	2941	139	21.2	1519	10.9	2907	139	20.9	1487	10.7	2621	139	18.9	1443	10.4
Integrated Childrens and General Nursing	855	20	42.8	501	25.1	1018	20	50.9	619	31.0	894	20	44.7	568	28.4
Intellectual Disability Nursing	604	30	20.1	306	10.2	640	30	21.3	328	10.9	602	30	20.1	302	10.1
Medicine	1871	123	15.2	1223	9.9	1941	123	15.8	1263	10.3	1996	123	16.2	1287	10.5
Midwifery	1115	40	27.9	592	14.8	1190	40	29.8	688	17.2	1047	40	26.2	599	15.0
Occupational Therapy	584	40	14.6	452	11.3	578	40	14.5	456	11.4	623	40	15.6	495	12.4
Pharmacy	891	75	11.9	700	9.3	1028	75	13.7	818	10.9	888	75	11.8	693	9.2
Physiotherapy	791	40	19.8	471	11.8	871	40	21.8	569	14.2	925	40	23.1	568	14.2
Psychiatric Nursing	953	45	21.2	498	11.1	975	45	21.7	513	11.4	875	45	19.4	441	9.8
Radiation Therapy	427	30	14.2	355	11.8	477	30	15.9	398	13.3	486	30	16.2	424	14.1
Total	11578	614	18.9	6896	11.2	12261	614	20.0	7482	12.2	11540	614	18.8	7213	11.7
Multi Faculty															
Computer Science and Business	484	30	16.1	269	9.0	544	30	18.1	303	10.1	751	30	25.0	311	10.4
Computer Science and Language	164	15	10.9	99	6.6	151	15	10.1	86	5.7	n/a				
Computer Science, Linguistics & French	Course Withdrawn					Course Withdrawn					52	10	5.2	32	3.2
Computer Science, Linguistics & German	Course Withdrawn					Course Withdrawn					42	10	4.2	24	2.4
Computer Science, Linguistics & Irish	Course Withdrawn					Course Withdrawn					13	5	2.6	9	1.8
Human Health & Disease#	486	35	13.9	366	10.5	592	35	16.9	453	12.9	518	33	15.7	393	11.9
Political Science and Geography	244	20	12.2	178	8.9	258	20	12.9	202	10.1	322	20	16.1	246	12.3
Two Subject Moderatorship Course [^]	6978	419	16.7	4962	11.8	7484	414	18.1	5456	13.2	7132	414	17.2	5139	12.4
Total	8356	519	16.1	5874	11.3	9029	514	17.6	6500	12.6	8830	522	16.9	6154	11.8
GRAND TOTAL	39455	2868	13.8	27070	9.4	42120	2857	14.7	29133	10.2	40364	2883	14.0	27647	9.6
#Quota adjusted in 2012 as a result of the strategic planning process															
[^] Quota adjusted in 2013 as a result of the strategic planing process															

Table B5: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2013, 2012, 2011

Two- Subject Moderatorship Course	2013				2012				2011				2010			
	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota
Ancient History & Archaeology	392	23	17.0	10.9	442	23	19.2	12.7	439	23	19.1	11.3	423	23	18.4	12.3
Classical Civilisation	419	29	14.4	10.6	505	29	17.4	13.8	466	29	16.1	11.8	461	29	15.9	12.2
Drama Studies	287	24	12.0	5.5	332	24	13.8	6.2	307	24	12.8	5.6	274	24	11.4	5.5
Early Irish	14	10	1.4	0.5	19	10	1.9	0.8	26	10	2.6	1.5	9	10	0.9	0.4
Economics	948	43	22.0	16.8	991	43	23.0	18.6	907	43	21.1	17.0	899	43	20.9	16.9
English Literature	1640	85	19.3	13.6	1957	85	23.0	16.5	1917	85	22.6	16.0	2065	85	24.3	17.2
Film Studies	721	30	24.0	16.0	731	30	24.4	15.8	626	30	20.9	13.4	704	30	23.5	14.8
French	1212	84	14.4	11.5	1161	84	13.8	11.0	1081	84	12.9	10.2	1179	84	14.0	10.4
Geography	533	45	11.8	8.7	596	45	13.2	10.6	691	45	15.4	11.9	684	45	15.2	11.3
German	373	32	11.7	8.6	425	32	13.3	9.5	342	32	10.7	8.0	396	32	12.4	8.9
Greek	61	8	7.6	5.1	56	8	7.0	4.0	38	8	4.8	2.6	37	8	4.6	2.5
History	1078	40	27.0	19.8	1227	40	30.7	23.1	1200	40	30.0	21.9	1388	40	34.7	26.0
History of Art & Architecture	618	40	15.5	10.2	698	40	17.5	11.8	709	40	17.7	12.7	738	40	18.5	13.0
Italian	381	30	12.7	9.5	417	30	13.9	10.7	381	30	12.7	9.1	338	30	11.3	8.1
Jewish & Islamic Civilisations	133	10	13.3	6.8	109	10	10.9	5.5	100	10	10.0	4.8	91	10	9.1	5.4
Latin	77	10	7.7	4.6	116	10	11.6	7.7	117	10	11.7	8.1	89	10	8.9	4.9
Mathematics	403	25	16.1	11.8	474	25	19.0	14.8	374	25	15.0	11.4	400	25	16.0	11.9
Modern Irish	320	30	10.7	9.5	295	30	9.8	8.4	293	30	9.8	8.6	356	30	11.9	10.3
Music#	213	20	10.7	5.1	203	10	20.3	10.4	185	10	18.5	9.7	274	10	27.4	15.8
Philosophy	915	43	21.3	14.8	1020	43	23.7	17.8	921	43	21.4	16.0	1026	43	23.9	16.7
Psychology	801	17	47.1	30.7	864	17	50.8	36.0	819	17	48.2	32.8	949	17	55.8	37.8
Russian	186	36	5.2	3.1	237	36	6.6	4.1	205	36	5.7	3.6	181	36	5.0	3.1
Sociology	1225	59	20.8	15.4	1037	59	17.6	13.1	1101	59	18.7	13.8	1275	59	21.6	16.2
Spanish	646	41	15.8	12.5	668	41	16.3	12.5	629	41	15.3	12.1	591	41	14.4	10.3
World Religions & Theology	360	24	15.0	9.7	388	24	16.2	11.1	390	24	16.3	10.5	411	24	17.1	11.7
Total	13956	838	16.7	11.8	14968	828	18.1	13.2	14264	828	17.2	12.4	15238	828	18.4	13.2
# Quota adjusted in 2013 as part of Strategic Planning Process																

Table B6: CAO first preference applications: quotas, points, number registered 2013, 2012, 2011

Course	2013								2012								2011							
	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.12	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 28.10.11	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota
Faculty of Arts & Humanities and Social Sciences																								
Ancient & Medieval History and Culture	15	24	1.6	425	1.8	13	15	1.0	15	27	1.8	405	1.7	16	22	1.5	15	32	2.1	415	2.0	16	21	1.4
Business, Economic & Social Studies	236	505	2.1	495*	2.1	239	420	1.8	236	536	2.3	490*	2.3	238	425	1.8	236	547	2.3	480	2.3	236	452	1.9
Business Studies & French	15	50	3.3	550*	3.6	14	32	2.1	15	52	3.5	515	3.5	15	34	2.3	15	43	2.9	510*	2.9	15	33	2.2
Business Studies & German	15	31	2.1	485	1.9	16	24	1.6	15	27	1.8	480*	1.7	16	22	1.5	15	20	1.3	450	1.3	15	14	0.9
Business Studies & Polish	5	3	0.6	470	3.0	1	1	0.2	5	3	0.6	415	1.0	3	1	0.2	5	6	1.2	390	6.0	1	2	0.4
Business Studies & Russian	7	20	2.9	470	2.9	7	6	0.9	7	22	3.1	475	2.8	8	12	1.7	7	15	2.1	410	3.8	4	3	0.4
Business Studies & Spanish	10	30	3.0	510	3.0	10	20	2.0	10	28	2.8	505	3.1	9	18	1.8	10	22	2.2	475	2.0	11	10	1.0
Catholic Theological Studies	15	51	3.4	AQA	6.4	8	31	2.1	n/a								n/a							
Classics	15	15	1.0	465	5.0	3	9	0.6	15	13	0.9	390	13.0	1	7	0.5	15	16	1.1	405	4.0	4	7	0.5
Clinical Speech & Language Studies	34	111	3.3	525*	3.5	32	86	2.5	34	85	2.5	535*	2.6	33	67	2.0	34	115	3.4	520*	3.2	36	91	2.7
Deaf Studies	20	50	2.5	390	2.5	20	19	1.0	20	74	3.7	395*	3.9	19	26	1.3	20	62	3.1	385	3.1	20	28	1.4
Drama & Theatre Studies	16	48	3.0	***450	2.8	17	22	1.4	16	67	4.2	***510	4.5	15	31	1.9	16	52	3.3	***455	4.0	13	23	1.4
Early & Modern Irish	15	2	0.1	365	1.0	2	1	0.1	15	9	0.6	375	1.1	8	5	0.3	15	10	0.7	350	0.9	11	6	0.4
English Studies	40	140	3.5	515	3.6	39	104	2.6	40	141	3.5	510*	3.4	42	79	2.0	40	164	4.1	495*	4.3	38	87	2.2
European Studies	45	131	2.9	535*	2.9	45	102	2.3	45	116	2.6	545	2.6	45	89	2.0	45	128	2.8	530	2.8	45	90	2.0
History	38	93	2.4	465*	2.3	40	67	1.8	38	125	3.3	485	3.4	37	60	1.6	38	127	3.3	445*	3.3	39	65	1.7
History & Political Science	24	68	2.8	510	2.4	28	51	2.1	24	86	3.6	515	3.4	25	62	2.6	24	86	3.6	505*	3.4	25	60	2.5
Irish Studies	20	7	0.4	420	0.6	11	7	1.0	20	28	1.4	400*	1.4	20	20	0.7	20	19	1.0	375	1.2	16	13	0.7
Law	90	240	2.7	530	2.5	97	183	2.0	90	270	3.0	525*	3.0	90	181	2.0	90	216	2.4	505*	2.4	89	159	1.8
Law and Business	25	140	5.6	570*	5.4	26	124	5.0	25	163	6.5	565	5.8	28	138	5.5	25	148	5.9	555*	5.5	27	128	5.1
Law & French	15	45	3.0	560*	2.5	18	40	2.7	15	51	3.4	565	3.2	16	46	3.1	15	56	3.7	550*	3.7	15	48	3.2
Law & German	15	29	1.9	515	1.8	16	22	1.5	15	26	1.7	525	2.0	13	23	1.5	15	29	1.9	495	1.8	16	23	1.5
Law and Political Science	20	77	3.9	570*	3.9	20	64	3.2	20	98	4.9	575	4.7	21	79	4.0	20	92	4.6	560	4.4	21	73	3.7
Music#	15	33	2.2	**405	2.2	15	17	1.1	20	28	1.4	***420	1.4	20	14	0.7	20	41	2.1	***420	2.1	20	12	0.6
Music Education^#	15	17	1.1	**405	1.4	12	13	0.9	10	29	2.9	***525*	2.9	10	22	2.2	15	25	1.7	***450	1.7	15	16	1.1
Philosophy#	20	28	1.4	435	1.5	19	12	0.6	20	32	1.6	455	1.7	19	19	1.0	17	40	2.4	430	2.4	17	24	1.4
Philosophy & Political Science	Course Withdrawn								Course Withdrawn								10	27	2.7	505*	2.7	10	21	2.1
Philosophy, Political Science, Economics & Sociology#	34	148	4.4	530*	4.5	33	90	2.6	34	158	4.6	535*	4.8	33	102	3.0	25	133	5.3	525*	5.5	24	96	3.8
Psychology	31	252	8.1	560*	7.9	32	173	5.6	31	245	7.9	565*	7.9	31	184	5.9	31	285	9.2	545*	9.5	30	200	6.5
Social Studies	45	213	4.7	460*	4.4	48	102	2.3	45	227	5.0	465	5.0	45	112	2.5	45	269	6.0	465	5.7	47	134	3.0
Sociology & Social Policy	28	42	1.5	455	1.4	30	31	1.1	28	40	1.4	415	1.5	27	21	0.8	28	27	1.0	435	1.0	28	12	0.4
World Religions and Theology#	15	19	1.3	380	2.1	9	10	0.7	29	40	1.4	365	1.8	22	23	0.8	29	27	0.9	345	1.2	23	19	0.7
TOTAL	953	2662	2.8	2.9	920	1898	2.0	952	2846	3.0	925	1944	2.0	955	2879	3.0	955	2879	3.0	3.1	927	1970	2.1	
Faculty of Engineering, Mathematics and Science																								
Chemistry with Molecular Modeling	5	4	0.8	470	0.7	6	2	0.4	5	6	1.2	490	0.9	7	4	0.8	5	4	0.8	430	0.8	5	2	0.4
Computer Science (Integrated)	80	169	2.1	460*	2.1	79	91	1.1	80	139	1.7	450	1.6	85	87	1.1	80	109	1.4	385	1.6	68	62	0.8
Earth Sciences^	14	25	1.8	490*	1.5	17	16	1.1	14	40	2.9	480	2.9	14	27	1.9	14	30	2.1	460*	2.1	14	22	1.6
Engineering (Integrated)	165	238	1.4	455*	1.4	166	180	1.1	165	256	1.6	465	1.6	163	196	1.2	165	219	1.3	400	1.4	160	154	0.9
Engineering with Management (Integrated)#	18	26	1.4	450	1.4	18	18	1.0	18	17	0.9	435	0.9	18	9	0.5	20	13	0.7	380	0.9	14	7	0.4
Human Genetics	15	40	2.7	560*	2.7	15	35	2.3	15	54	3.6	560*	3.2	17	41	2.7	15	37	2.5	535*	2.5	15	27	1.8
Management Science & Information Systems Studies^^	27	37	1.4	480	1.4	26	32	1.2	27	32	1.2	455	1.1	30	25	0.9	40	34	0.9	385	1.1	30	26	0.7
Mathematics	30	93	3.1	520*	3.1	30	68	2.3	30	90	3.0	535	2.4	37	71	2.4	30	63	2.1	485	2.0	31	49	1.6
Medicinal Chemistry	28	23	0.8	535*	0.8	28	20	0.7	28	38	1.4	535*	1.4	27	36	1.3	28	38	1.4	500	1.4	27	34	1.2
Nanoscience, Physics & Chemistry of Advanced Materials^#	20	72	3.6	570*	3.6	20	63	3.2	15	41	2.7	515*	2.7	15	32	2.1	15	27	1.8	475	1.8	15	20	1.3
Science	340	565	1.7	505*	1.7	339	456	1.3	340	511	1.5	500	1.5	336	398	1.2	340	468	1.4	470*	1.4	334	356	1.0
Theoretical Physics	40	68	1.7	490	1.7	40	48	1.2	40	88	2.2	540	2.2	40	68	1.7	40	73	1.8	490*	1.8	40	56	1.4
TOTAL	782	1360	1.7	1.7	784	1029	1.3	777	1312	1.7	789	994	1.3	792	1115	1.4	792	1115	1.4	1.5	753	815	1.0	

Quota adjusted in 2013 as a result of the strategic planning process
^Quota adjusted in 2011 as a result of the strategic planning process
^^ Quota adjusted in 2011 & 2012 as a result of strategic planning process
Minimum Points: * Random selection; not all students with this number of points were offered a place
Minimum Points: *** Entrance Test and/or Interview
AQA = all qualified applicants

Table B6: CAO first preference applications: quotas, points, number registered 2013, 2012, 2011

Course	2013								2012								2011							
	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.12	Total Eligible 1st Pref Applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 28.10.11	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota
Faculty of Health Sciences																								
Dental Science	32	226	7.1	575*	6.3	36	99	3.1	32	246	7.7	590*	7.9	31	115	3.6	32	192	6.0	570*	5.8	33	113	3.5
General Nursing	139	392	2.8	420*	2.8	140	127	0.9	139	423	3.0	420	3.1	137	175	1.3	139	344	2.5	415*	2.5	139	180	1.3
Integrated and Childrens General Nursing	20	113	5.7	505*	5.7	20	73	3.7	20	110	5.5	490*	5.8	19	68	3.4	20	127	6.4	480*	6.4	20	81	4.1
Intellectual Disability Nursing	30	47	1.6	390*	1.5	31	21	0.7	30	44	1.5	395	1.4	31	20	0.7	30	33	1.1	375*	1.1	30	11	0.4
Medicine	123	901	7.3	***748*	7.3	123	593	4.8	123	908	7.4	***746*	7.4	123	616	5.0	123	969	7.9	***739*	7.8	125	649	5.3
Midwifery	40	286	7.2	445	7.2	40	163	4.1	40	238	6.0	460*	6.0	40	142	3.6	40	208	5.2	445*	5.2	40	120	3.0
Occupational Therapy	40	119	3.0	505*	3.1	39	80	2.0	40	128	3.2	510*	3.2	40	102	2.6	40	135	3.4	500*	3.2	42	99	2.5
Pharmacy	75	212	2.8	565*	2.9	72	157	2.1	75	252	3.4	565*	3.5	72	198	2.6	75	195	2.6	545	2.6	76	148	2.0
Physiotherapy	40	137	3.4	535*	3.1	44	58	1.5	40	154	3.9	550	3.9	40	83	2.1	40	174	4.4	535	4.2	41	89	2.2
Psychiatric Nursing	45	107	2.4	400*	2.4	45	54	1.2	45	99	2.2	395*	2.3	43	49	1.1	45	82	1.8	375	1.9	44	31	0.7
Radiation Therapy	30	63	2.1	530*	1.8	35	52	1.7	30	68	2.3	535*	2.3	30	58	1.9	30	74	2.5	515*	2.4	31	65	2.2
TOTAL	614	2603	4.2		4.2	625	1477	2.4	614	2670	4.3		4.4	606	1626	2.6	614	2533	4.1		4.1	621	1586	2.6
Multi-Faculty																								
Business and Computing	30	77	2.6	465*	2.4	32	37	1.2	30	60	2.0	465	2.0	30	33	1.1	30	67	2.2	420	2.2	31	27	0.9
Computer Science and Language	15	33	2.2	525	2.2	15	24	1.6	15	21	1.4	490	1.3	16	15	1.0								
Computer Science, Linguistics & French	Courses withdrawn - replaced by Computer Science and Language								Courses withdrawn - replaced by Computer Science and Language								10	12	1.2	435	1.2	10	8	0.8
Computer Science, Linguistics & German	Courses withdrawn - replaced by Computer Science and Language								Courses withdrawn - replaced by Computer Science and Language								10	7	0.7	465	1.2	6	6	0.6
Computer Science, Linguistics & Irish	Courses withdrawn - replaced by Computer Science and Language								Courses withdrawn - replaced by Computer Science and Language								5	4	0.8	460	1.3	3	3	0.6
Human Health and Disease#	35	52	1.5	530*	1.6	33	35	1.0	35	60	1.7	540*	1.8	33	49	1.4	33	42	1.3	520*	1.2	34	31	0.9
Political Science and Geography	20	32	1.6	445	1.4	23	26	1.3	20	38	1.9	435	1.8	21	32	1.6	20	40	2.0	475	1.6	25	33	1.7
Two Subject Moderatorship#	419	1135	2.7	n/a	2.9	392	416	1.0	414	1135	2.7	n/a	3.0	383	835	2.0	414	1071	2.6	n/a	2.8	379	790	1.9
TOTAL	519	1329	2.6		2.7	495	538	1.0	514	1314	2.6		2.7	483	964	1.9	522	1243	2.4		2.5	488	898	1.7
GRAND TOTAL	2868	7954	2.8		2.8	2824	4942	1.7	2857	8142	2.8		2.9	2803	5528	1.9	2883	7770	2.7		2.8	2789	5269	1.8

#Quota adjusted in 2013 as a result of the strategic planning process

Minimum Points: * Random selection; not all students with this number of points were offered a place

Minimum Points: *** Entrance Test and/or Interview

Table B7: CAO first preference applications: quotas, points, numbers registered, Two-subject Moderatorship courses 2013, 2012, 2011

Two Subject Moderatorship Course	2013								2012								2011							
	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 15.11.13	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 29.11.2012	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 29.10.2011	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota
Ancient History & Archaeology	23	59	2.6	400	2.3	26	40	1.74	23	58	2.5	390*	2.8	21	37	1.61	23	75	3.3	390*	3.1	24	44	1.9
Classical Civilisation	29	52	1.8	400	1.9	27	37	1.28	29	58	2.0	405	1.9	30	46	1.59	29	57	2.0	390*	2.1	27	41	1.4
Drama Studies	24	50	2.1	435	2.2	23	33	1.38	24	77	3.2	***515	3.2	24	44	1.83	24	62	2.6	***430	2.7	23	36	1.5
Early Irish	10	2	0.2		-	0	0	0.00	10	1	0.1	460	1.0	1	1	0.10	10	0	0.0	465	0.0	1	0	0.0
Economics	43	132	3.1	460	2.8	48	103	2.40	43	128	3.0	475*	2.8	46	99	2.30	43	105	2.4	435*	2.3	46	86	2.0
English Literature	85	388	4.6	530*	4.4	89	292	3.44	85	397	4.7	535	4.7	85	303	3.56	85	415	4.9	520*	4.7	89	317	3.7
Film Studies	30	119	4.0	455*	4.3	28	79	2.63	30	114	3.8	410	3.7	31	64	2.13	30	115	3.8	430*	3.8	30	75	2.5
French	84	202	2.4	480	2.3	89	173	2.06	84	183	2.2	400*	2.2	85	151	1.80	84	175	2.1	400*	2.1	84	139	1.7
Geography	45	72	1.6	450	2.5	29	57	1.27	45	72	1.6	415	2.4	30	60	1.33	45	65	1.4	415	1.8	37	55	1.2
German	32	57	1.8	445	1.8	32	44	1.38	32	73	2.3	420	2.6	28	51	1.59	32	43	1.3	415	1.5	28	33	1.0
Greek	8	10	1.3	445	3.3	3	6	0.75	8	7	0.9	405	1.8	4	5	0.63	8	8	1.0	445	2.0	4	5	0.6
History	40	193	4.8	505	4.7	41	139	3.48	40	192	4.8	530*	4.7	41	149	3.73	40	185	4.6	475*	4.5	41	138	3.5
History of Art & Architecture	40	108	2.7	430	2.6	41	67	1.68	40	108	2.7	425	2.7	40	75	1.88	40	110	2.8	390*	2.8	40	78	2.0
Italian	30	37	1.2	425	1.5	25	26	0.87	30	47	1.6	425	1.5	32	36	1.20	30	52	1.7	390*	1.7	30	39	1.3
Jewish & Islamic Civilisations	10	20	2.0	415	2.0	10	10	1.00	10	17	1.7	405	4.3	4	8	0.80	10	10	1.0	425	1.3	8	3	0.3
Latin	10	7	0.7	525	2.3	3	5	0.50	10	13	1.3	435	1.9	7	8	0.80	10	13	1.3	420	13.0	1	5	0.5
Mathematics	25	85	3.4	545	3.4	25	66	2.64	25	92	3.7	540	2.9	32	78	3.12	25	63	2.5	510*	2.4	26	53	2.1
Modern Irish	30	46	1.5	425	1.7	27	41	1.37	30	35	1.2	410	1.5	24	34	1.13	30	32	1.1	390*	1.7	19	26	0.9
Music#	20	45	2.3	450	2.4	19	30	1.50	10	41	4.1	***535	3.2	13	24	2.40	10	47	4.7	***540	4.7	10	33	3.3
Philosophy	43	121	2.8	450	2.5	49	81	1.88	43	123	2.9	440	2.8	44	90	2.09	43	98	2.3	405*	2.3	43	71	1.7
Psychology	17	168	9.9	580	9.3	18	122	7.18	17	178	10.5	580	8.9	20	131	7.71	17	149	8.8	560*	8.8	17	115	6.8
Russian	36	29	0.8	435	2.4	12	19	0.53	36	35	1.0	430*	3.2	11	21	0.58	36	18	0.5	405	2.6	7	12	0.3
Sociology	59	141	2.4	445	2.2	64	105	1.78	59	90	1.5	415	1.6	58	63	1.07	59	99	1.7	390*	1.7	57	69	1.2
Spanish	41	93	2.3	415	2.3	41	69	1.68	41	97	2.4	475	2.4	41	75	1.83	41	110	2.7	425*	2.5	44	88	2.1
World Religions & Theology	24	34	1.4	400	2.4	14	22	0.92	24	34	1.4	390*	2.4	14	17	0.71	24	36	1.5	390*	1.6	22	19	0.8
TOTAL	838	2270	2.7		2.9	783	1666	1.99	828	2270	2.7		3.0	766	1670	2.02	828	2142	2.6		2.8	758	1580	1.9

#Quota changed in 2013 as part of the strategic planning process.

Minimum Points:

^^ The points shown are the minimum for the subject but not for all combinations, see Table A15 on page 67

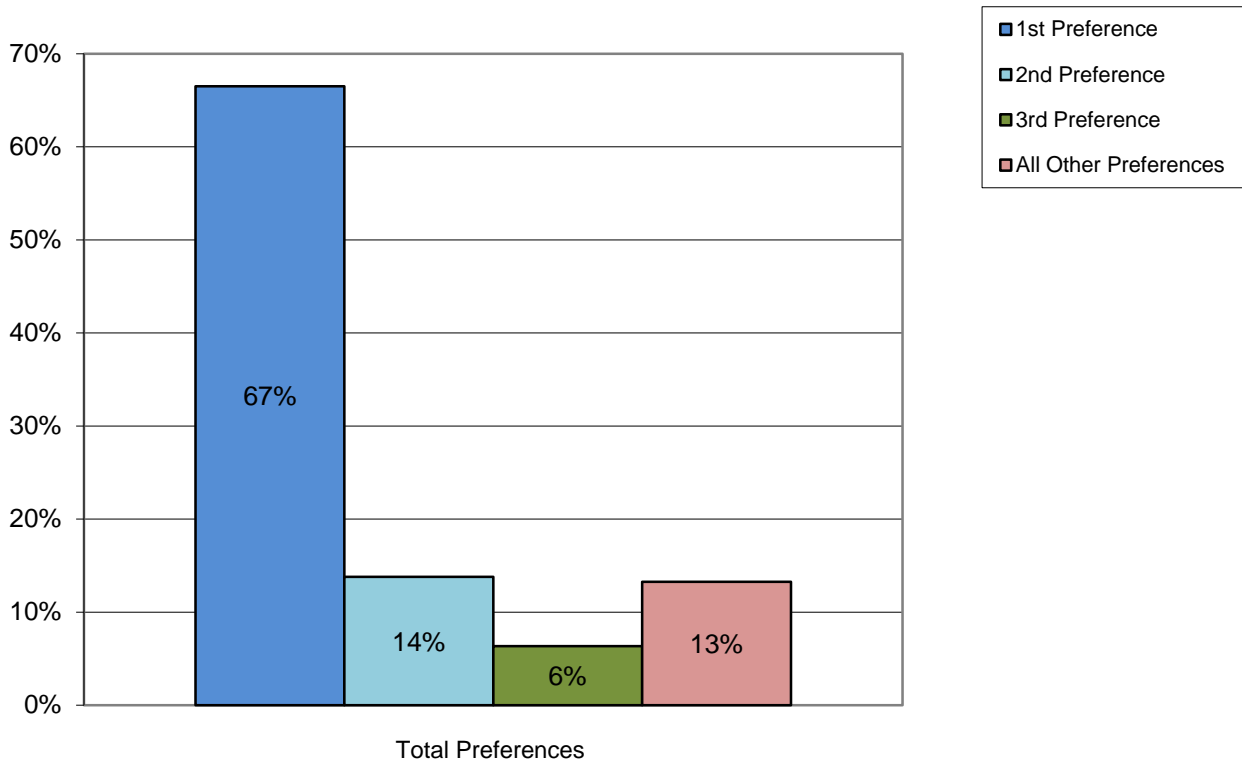
* Random selection: not all students with this number of points were offered a place.

***Entrance test/Interview required

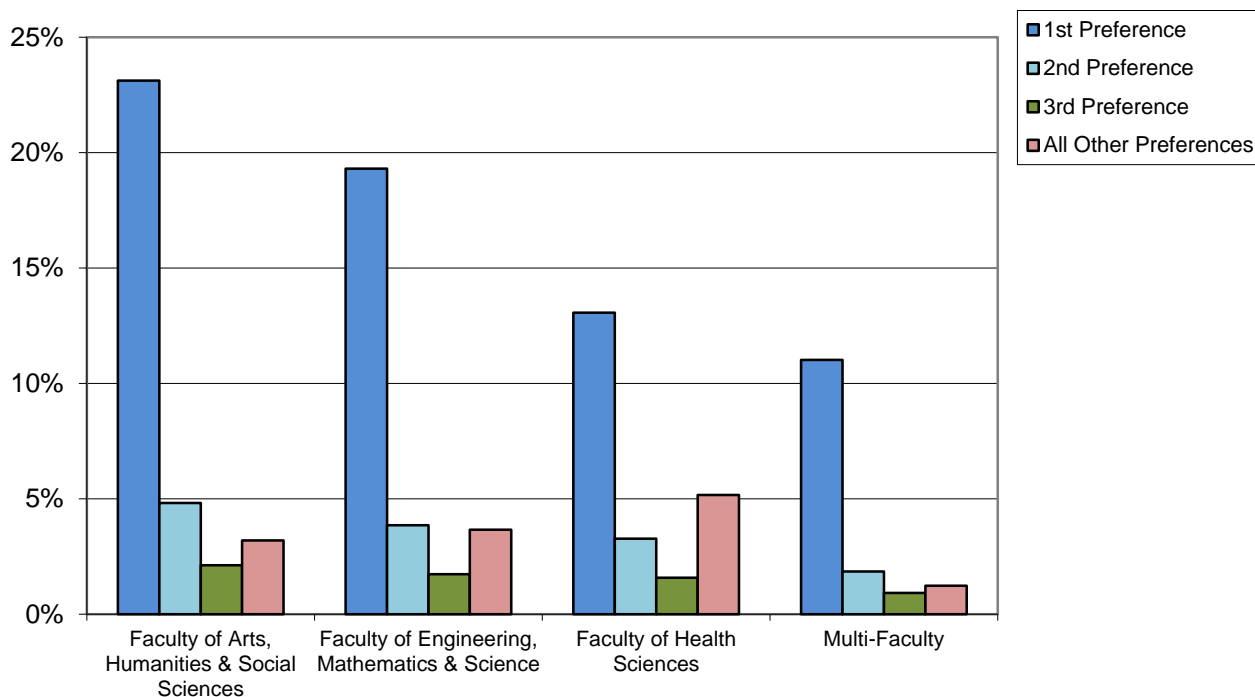
New Entrant CAO Preferences

Analysis shows in 2013 that 67% of new entrants were registered to their first preference CAO choice, with 14% and 6% registered to their second and third choice respectively. Students registering on courses which represented a lower preference (4-10), accounted for 13% of new entrants.

New Entrant Data – analysis of preference of registered course



Admissions Preference Data – number of students registered in each faculty according to CAO preference



Admissions Preference Data - number in each faculty, according to CAO preference, as a percentage of total new entrants in each faculty

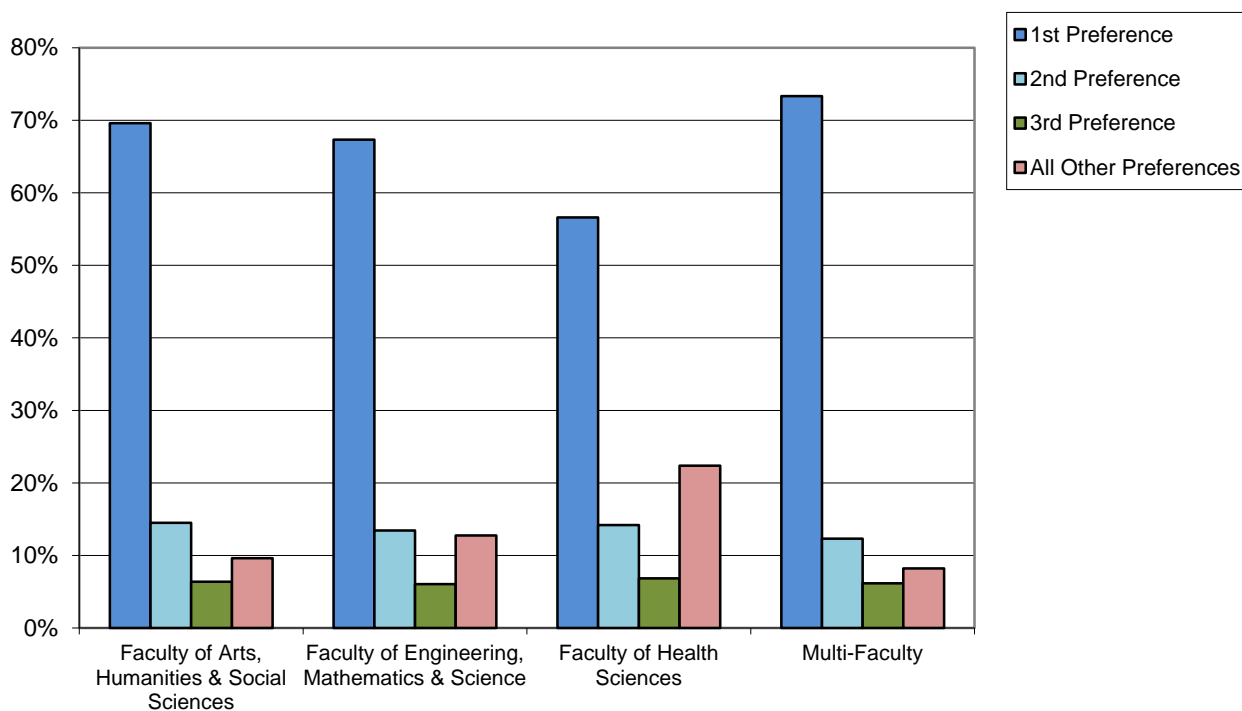


Table B8: Analysis of undergraduate new entrants by course preference 2013

Course Name	Quota	Total New Entrants* by Course (at 29.11.13)	1st Preference	% 1st Preference	2nd Preference	% 2nd Preference	3rd Preference	% 3rd Preference	All Other Preferences	% All Other Preferences
Faculty of Arts, Humanities and Social Sciences										
Ancient & Medieval History and Culture	15	13	4	31%	4	31%	1	8%	4	31%
Business, Economic & Social Studies	236	228	156	68%	43	19%	14	6%	15	7%
Business Studies & French	15	14	14	100%	0	0%	0	0%	0	0%
Business Studies & German	15	16	12	75%	1	6%	1	6%	2	13%
Business Studies & Polish	5	1	1	100%	0	0%	0	0%	0	0%
Business Studies & Russian	7	5	3	60%	1	20%	0	0%	1	20%
Business Studies & Spanish	10	10	9	90%	1	10%	0	0%	0	0%
Catholic Theological Studies (New in 2013)	15	7	5	71%	0	0%	1	14%	1	14%
Classics	15	3	3	100%	0	0%	0	0%	0	0%
Clinical Speech & Language Studies	34	28	24	86%	1	4%	2	7%	1	4%
Deaf Studies	20	18	11	61%	2	11%	2	11%	3	17%
Drama & Theatre Studies	16	17	13	76%	3	18%	0	0%	1	6%
Early & Modern Irish	15	1	1	100%	0	0%	0	0%	0	0%
English Studies	40	37	25	68%	6	16%	5	14%	1	3%
European Studies	45	44	41	93%	1	2%	0	0%	2	5%
History	38	40	18	45%	11	28%	4	10%	7	18%
History & Political Science	24	23	19	83%	2	9%	1	4%	1	4%
Irish Studies	20	9	3	33%	5	56%	0	0%	1	11%
Law	90	94	54	57%	22	23%	12	13%	6	6%
Law and Business	25	23	23	100%	0	0%	0	0%	0	0%
Law & French	15	17	14	82%	1	6%	0	0%	2	12%
Law & German	15	14	10	71%	4	29%	0	0%	0	0%
Law and Political Science	20	18	16	89%	0	0%	0	0%	2	11%
Music	15	15	9	60%	4	27%	0	0%	2	13%
Music Education	15	12	11	92%	0	0%	0	0%	1	8%
Philosophy	20	16	4	25%	2	13%	1	6%	9	56%
Philosophy, Political Science, Economics and	34	31	26	84%	3	10%	1	3%	1	3%
Psychology	31	29	23	79%	1	3%	2	7%	3	10%
Social Studies	45	44	30	68%	3	7%	5	11%	6	14%
Sociology & Social Policy	28	28	14	50%	3	11%	2	7%	9	32%
World Religions and Theology	15	8	4	50%	1	13%	1	13%	2	25%
Total	953	863	600	70%	125	14%	55	6%	83	10%

Table B8: Analysis of undergraduate new entrants by course preference 2013

Course Name	Quota	Total New Entrants* by Course (at 29.11.13)	1st Preference	% 1st Preference	2nd Preference	% 2nd Preference	3rd Preference	% 3rd Preference	All Other Preferences	% All Other Preferences
Faculty of Engineering, Mathematics and Science										
Chemistry with Molecular Modeling	5	6	1	17%	0	0%	3	50%	2	33%
Computer Science (Integrated)	80	74	56	76%	8	11%	4	5%	6	8%
Earth Sciences	14	15	4	27%	5	33%	2	13%	4	27%
Engineering (Integrated)	165	158	116	73%	13	8%	10	6%	19	12%
Engineering with Management (Integrated)	18	15	9	60%	3	20%	0	0%	3	20%
Human Genetics	15	15	9	60%	1	7%	0	0%	5	33%
Management Science & Information Systems Studies	27	24	19	79%	3	13%	2	8%	0	0%
Mathematics	30	27	23	85%	2	7%	1	4%	1	4%
Medicinal Chemistry	28	28	10	36%	6	21%	4	14%	8	29%
Nanoscience, Physics & Chemistry of Advanced Materials	20	20	18	90%	0	0%	1	5%	1	5%
Science	340	322	205	64%	54	17%	17	5%	46	14%
Theoretical Physics	40	37	31	84%	5	14%	1	3%	0	0%
Total	782	741	501	68%	100	13%	45	6%	95	13%
Faculty of Health Sciences										
Bachelor in Science (Nursing) (General, Intellectual Disability, Psychiatric)	214	208	88	42%	34	16%	22	11%	64	31%
Bachelor in Science in Midwifery	40	38	27	71%	5	13%	1	3%	5	13%
Dental Science	32	33	19	58%	5	15%	1	3%	8	24%
Children's and general integrated nursing	20	18	14	78%	2	11%	1	6%	1	6%
Medicine	123	98	94	96%	4	4%	0	0%	0	0%
Occupational Therapy	40	35	19	54%	10	29%	4	11%	2	6%
Pharmacy	75	65	35	54%	5	8%	5	8%	20	31%
Physiotherapy	40	42	17	40%	16	38%	1	2%	8	19%
Radiation Therapy	30	33	17	52%	3	9%	3	9%	10	30%
Total	614	570	330	58%	84	15%	38	7%	118	21%
Multi Faculty										
Computer Science and Business	30	29	21	72%	4	14%	2	7%	2	7%
Computer Science and a Language	15	14	13	93%	1	7%	0	0%	0	0%
Human Health and Disease	35	29	9	31%	1	3%	3	10%	16	55%
Political Science and Geography	20	21	14	67%	2	10%	1	5%	4	19%
Two Subject Moderatorship	419	326	238	73%	41	13%	21	6%	26	8%
Total	519	419	295	70%	49	12%	27	6%	48	11%
TOTALS	2868	2593	1726	67%	358	14%	165	6%	344	13%
* New entrants are students who have not previously attended TCD and this is different to all registered students which includes students who may have previously attended TCD										

Acceptance rates for courses can vary, sometimes quite dramatically, from year to year. The below tables show the percentage trend of acceptances to Round 1 offers from 2009 to 2013. They range from 30% to 100% in 2013 and sometime show significant variance from year to year e.g. Law and French went from 67% to 95% in 2013. The acceptance rates are one of several factors taken into account when determining the numbers of offers to be made.

Table B9: Percentage rate of acceptances to offers 2013 – 2009 (CAO round 1)

Course	2013*	2012*	2011*	2010*	2009^
Faculty of Arts, Humanities and Social Sciences	%	%	%	%	%
Ancient & Medieval History and Culture (new in 2009)	67	47	68	52	94
Business Studies & French	88	100	81	94	93
Business Studies & German	94	89	88	100	94
Business Studies & Russian	75	80	29	100	77
Business Studies and Polish	100	100	100	0	100
Business Studies and Spanish	91	91	100	93	55
Business, Economic & Social Studies	89	83	88	89	93
Catholic Theological Studies (new in 2013)	67	n/a	n/a	n/a	n/a
Classics	30	12	43	55	100
Clinical Speech & Language Studies	85	97	86	94	94
Deaf Studies (new in 2010)	73	91	75	76	n/a
Drama & Theatre Studies	73	75	88	93	100
Early & Modern Irish	50	87	86	67	86
English Studies	67	72	67	80	80
European Studies	73	86	85	83	82
History	73	71	52	69	85
History & Political Science	73	60	70	81	85
Irish Studies	75	81	87	82	90
Law	82	80	77	81	89
Law & French	95	67	75	70	83
Law & German	89	76	82	88	100
Law and Business (new in 2009)	78	93	83	81	95
Law and Political Science (new in 2009)	86	91	86	86	90
Music	77	95	86	95	85
Music Education	77	100	100	90	100
Philosophy	45	54	44	48	93
Philosophy & Political Science	Course withdrawn		55	76	77
Philosophy, Political Science, Economics and Sociology	67	67	66	76	100
Psychology	68	81	77	94	88
Social Studies	88	79	83	89	91
Sociology & Social Policy	79	78	92	86	93
World Religions & Theology	63	61	64	59	78

Table B9: Percentage rate of acceptances to offers 2013 – 2009 (CAO round 1)

Course	2013*	2012*	2011*	2010*	2009^
Faculty of Engineering, Mathematics and Science	%	%	%	%	%
Computer Science	91	92	91	82	86
Earth Sciences (New in 2009)	71	73	75	86	80
Engineering	84	88	83	80	92
Engineering with Management	74	90	92	85	87
Human Genetics	65	74	79	78	72
Management Science & Information Systems Studies	90	96	91	94	91
Chemistry with Molecular Medicine	100	86	63	80	100
Mathematics	46	76	63	60	87
Medicinal Chemistry	82	72	66	77	86
Nanoscience, Physics & Chemistry of Advanced Materials	71	88	73	83	93
Science	83	80	84	82	87
Theoretical Physics	78	74	79	93	89
Faculty of Health Sciences	%	%	%	%	%
Children's and General Integrated Nursing	60	57	75	87	94
Children's and General Integrated Nursing – Mature (Round A)	73	60	80	100	60
Dental Science	73	59	63	78	89
General Nursing	83	88	84	80	83
General Nursing - Mature (Round A)	95	89	83	76	100
General Nursing Adelaide	93	96	93	100	100
General Nursing Adelaide - Mature (Round A)	75	100	100	100	100
Intellectual Disability Nursing	73	94	76	85	94
Intellectual Disability Nursing- Mature (Round A)	84	89	79	87	88
Medicine	88	91	84	91	89
Midwifery	73	77	82	85	88
Midwifery- Mature (Round A)	94	94	78	83	83
Occupational Therapy	77	77	84	79	79
Pharmacy	83	76	87	80	91
Physiotherapy	83	78	80	83	89
Psychiatric Nursing	83	68	75	83	82
Psychiatric Nursing - Mature (Round A)	85	91	87	86	100
Radiation Therapy	97	77	82	86	86

Table B9: Percentage rate of acceptances to offers 2013 – 2009 (CAO round 1)

Course	2013*	2012*	2011*	2010*	2009^
Multi-Faculty	%	%	%	%	%
Computer Science and Business (New in 2009)	89	88	91	88	100
Computer Science and Language	88	92	n/a	n/a	n/a
Computer Science, Linguistics & French	Courses withdrawn – replaced by Computer Science and a Language		100	100	100
Computer Science, Linguistics & German			100	100	100
Computer Science, Linguistics & Irish			100	100	0
Human Health and Disease (New in 2009)	78	80	80	78	86
Political Science and Geography (New in 2009)	77	52	88	68	89
Two Subject Moderatorship	77	74	74	79	86

^ 2009 data is based on offers to Leaving Certificate applicants only.

* Other years are based on offers to Leaving Certificate and A Level applicants.

Table B10: Percentage rate of acceptances to offers, TSM courses 2013 – 2009 (CAO round 1)

Two Subject Moderatorship Course	2013*	2012*	2011*	2010*	2009^
	%	%	%	%	%
Ancient History & Archaeology	83	64	65	75	80
Classical Civilisation	71	87	72	81	82
Drama Studies	90	87	89	87	78
Early Irish	0	50	100	0	100
Economics	70	75	81	73	86
English Literature	78	75	75	90	90
Film Studies	81	82	83	77	86
French	77	64	70	72	78
Geography	73	68	85	78	92
German	77	69	77	84	90
Greek	50	83	100	33	75
History	73	73	84	78	89
History of Art & Architecture	74	79	72	84	85
Italian	85	79	59	69	70
Jewish & Islamic Civilisations	100	75	100	100	75
Latin	57	50	20	75	88
Mathematics	63	75	80	74	82
Modern Irish	96	85	85	96	93
Music	88	100	89	90	100
Philosophy	78	72	62	67	83
Psychology	82	94	81	94	100
Russian	73	53	45	36	90
Sociology	82	78	81	90	91
Spanish	76	68	62	72	83
World Religions & Theology	63	61	64	72	81

^2009 data is based on offers to Leaving Certificate applicants only.

*Other years based on offers to Leaving Certificate and A Level applicants.

Table B11: Two Subject Moderatorship (TR001): 2013 Final minimum entry levels

	AH	AR	BT	CC	DR***	EC	EI	EN	FR	FS	GE	GG	GK	HS	IT	JS	LT	MI	MT	MU**	PH	PS	RU	SC	SP
AH	-	440*	400	-	-	-	-	535	480	-	-	-	445	530	425	415	525	-	-	-	-	-	435	-	475
AR	440*	-	445	435	445	-	-	535	480	-	455	-	-	530	430	445	525	-	-	490*	450	-	-	445*	435
BT	400	445	-	400	-	-	-	535	480	490	455	-	445	530	-	-	525	425	-	-	450	580	435	445	475
CC	-	435	400	-	435	-	-	535	480	-	-	-	445	530	425	415	525	425	-	-	450	-	435	-	475
DR***	-	445	-	435	-	-	-	530*	480	460	455	-	445	-	435	-	525	435	-	490	-	-	435	445	450
EC	-	-	-	-	-	-	-	-	-	-	495	460	-	530	-	-	-	-	565*	-	495	580	495*	495	495
EI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EN	535	535	535	535	530*	-	-	-	535	535	535	-	535*	535*	535	535	535	535	575	535	535*	580	535	535	535*
FR	480	480	480	480	480	-	-	535	-	490*	480	-	-	530*	480*	480	525	480	575	490*	480*	580	480	480*	480*
FS	-	-	490	-	460	-	-	535	490*	-	480	-	-	-	490*	490	-	455*	-	475	-	-	475	-	490
GE	-	455	455	-	455	495	-	535	480	480	-	455	-	525	445	455	-	455	575	-	455	-	455	455	475
GG	-	-	-	-	-	460	-	-	-	-	455	-	-	505	-	-	-	-	575	-	450	580	-	445	-
GK	445	-	445	445	445	-	-	535*	-	-	-	-	-	530*	445	445	-	-	-	-	450	-	445	-	475
HS	530	530	530	530	-	530	-	535*	530*	-	525	505	530*	-	530	530	530*	510	-	530*	530*	-	515	530*	525
IT	425	430	-	425	435	-	-	535	480*	490*	445	-	445	530	-	-	525	425	-	-	450	580	435	445	465
JS	415	445	-	415	-	-	-	535	480	490	455	-	445	530	-	-	525	425	-	-	450	580	435	445	475
LT	525	525	525	525	525	-	-	535	525	-	-	-	-	530*	525	525	-	525	-	-	525	-	525	-	525
MI	-	-	425	425	435	-	-	535	480	455*	455	-	-	510	425	425	525	-	-	450	450	-	435	445	450
MT	-	-	-	-	-	565*	-	575	575	-	575	575	-	-	-	-	-	-	-	560	545	580	-	-	-
MU**	-	490*	-	-	490	-	-	535	490*	475	-	-	-	530*	-	-	-	450	560	-	490*	580	-	-	-
PH	-	450	450	450	-	495	-	535*	480*	-	455	450	450	530*	450	450	525	450	545	490*	-	580	450	450	-
PS	-	-	580	-	-	580	-	580	580	-	-	580	-	-	580	580	-	-	580	580	580	-	-	580	-
RU	435	-	435	435	435	495*	-	535	480	475	455	-	445	515	435	435	525	435	-	-	450	-	-	-	415
SC	-	445*	445	-	445	495	-	535	480*	-	455	445	-	530*	445	445	-	445	-	-	450	580	-	-	475
SP	475	435	475	475	450	495	-	535*	480*	490	475	-	475	525	465	475	525	450	-	-	-	-	415	475	-

* Not all applicants at this level were offered places. ** Applicants are assessed on a music test and interview and on their leaving certificate examination results.

*** Applicants are assessed on a questionnaire and interview and on their leaving certificate examination results.

AH: Ancient history and archaeology
 EC: Economics
 GE: German
 JS: Jewish and Islamic civilisations
 PH: Philosophy

AR: History of art and architecture
 EI: Early Irish
 GG: Geography
 LT: Latin
 PS: Psychology

BT: World religions and theology
 EN: English Literature
 GK: Greek
 MI: Modern Irish
 RU: Russian

CC: Classical civilisation
 FR: French
 HS: History
 MT: Mathematics
 SC: Sociology

DR: Drama studies
 FS: Film studies
 IT: Italian
 MU: Music
 SP: Spanish

Out of a total of 61 undergraduate full-time single and joint honor CAO courses (excluding TSM), 7 (11%) did not meet their quota because of insufficient eligible applications, and of 25 TSM subjects, 1 (4%) did not meet its quota for the same reason.

Table B12 (a): Courses not meeting quota in 2013 due to insufficient eligible applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 29.11.2013
Applications made via CAO				
Business Studies and Polish	5	3	470	1
Catholic Theological Studies	15	16	AQA	8
Classics^	15	15	465	3
Early and Modern Irish	15	2	365	2
Irish Studies	20	7	420	11
Music Education	15	17	405	12
World Religions and Theology	15	19	380	9
TSM*				
Early Irish	10	2	n/a	0
TOTALS	110	81		46

Table B12 (b): Courses not meeting quota in 2012 due to insufficient eligible applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 29.11.2012
Applications made via CAO				
Business Studies and Polish	5	3	415	3
Classics^	15	13	390	1
Early and Modern Irish	15	9	375	8
TSM*				
Early Irish	10	1	460	1
TOTALS	45	25		13

^ It should be noted that in addition to the single honor programme in Classics, four subjects are offered within the Two Subject Moderatorship programme (i.e. Ancient History and Archaeology, Classical Civilisation, Greek and Latin).

* Table B11 on page 27 provides the points cut-off levels against different variations of TSM courses.

Entry to Medicine

The allocation of places for Medicine is determined on the basis of a weighted combination of the Leaving Certificate Examination (LCE) score and the HPAT-Ireland score. Applicants to Medicine who achieve above 550 LCE points are credited with 550 points, plus an additional 1 point for every 5 LCE points attained, e.g. students who attain 600 LCE points are credited with 560 points. In addition, applicants may attain up to 300 points from the HPAT test, resulting in a combined maximum of 860 points. The scaling down of points in excess of 550 is intended to strike a balance between the perceived pressures on students to achieve maximum grades in the Leaving Certificate Examination while at the same time recognising excellence when it has been achieved.

The first HPAT-Ireland test took place in February 2009. In 2008, students were required to present a minimum of 580 points to gain admission to Medicine. The table below shows the minimum scores required for entry since the introduction of the HPAT.

Table B13: Minimum scores required for Entry to Medicine 2013 - 2011

	2013	2012	2011
No. of Places	123	123	123
Min. Leaving Cert. score	525	530	535
Min. HPAT-Ireland score	186	179	181

Entrance Exhibitions 2013

Four hundred and sixty three (463) students were awarded an entrance exhibition in 2013 representing 16% of the Junior Freshman class for 2013/14². Of this figure, 421 were Leaving Certificate, 30 were A-level students and 12 students held other EU qualifications.

Fifty-nine percent (59%) of all entrance exhibitioners were female in 2013 (56% in 2012 and 61% in 2011). Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over three evenings on 18th, 19th and 20th November 2013.

Entrance Exhibitions 2012

Seven hundred and sixty eight students (768) were awarded an entrance exhibition in 2012 representing 27.3% of the EU Junior Freshman class for 2012/13³. Of this figure, 697 were Leaving Certificate, 57 were A-level students and 14 students held other EU qualifications.

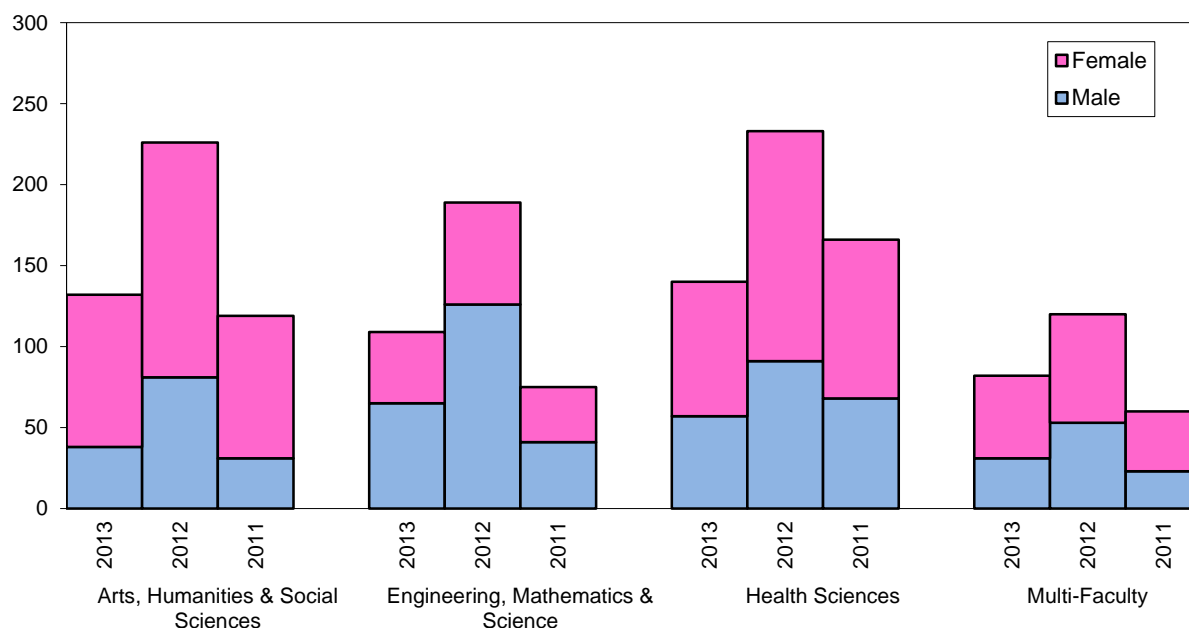
A total of 55,815 pupils sat the Leaving Certificate (Established and Vocational Programme) examination in 2012. Of those that applied to the CAO, 2653 achieved 560 points or more, 699 of these students accepted a place at Trinity College. However, two of these students have since withdrawn and therefore, the number of Leaving Certificate students receiving the entrance award is slightly lower than the number who originally accepted a place.

² At its meeting of 9th October 2013, Board approved a change to the criteria for the award of entrance exhibitions with the effect that bonus points for Leaving Certificate higher level mathematics were excluded in the calculation of the necessary 560 points. This accounts for the significant decrease in entrance exhibitions compared to the previous year.

³ The big increase in the numbers over 2011 is due to the introduction of bonus points for higher level Leaving Certificate Mathematics.

Fifty-six percent (56%) of all entrance exhibitioners were female in 2012 (61% in 2011 and 61% in 2010). Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over five evenings on 19th, 20th and 21st November 2012 and 16th and 17th January 2013.

Entrance exhibition awards 2013, 2012, 2011



Matriculation Examination

A matriculation examination is held in Trinity College every year, usually in March/April, in a limited range of subjects. Since 2003, only two subjects are examined, namely, Geology and Biblical Studies. Twenty (20) candidates presented for the Geology examination (14 in 2012) and 14 candidates presented for Biblical Studies in 2013 (12 in 2012).

Table B14: TCD Matriculation Examination 2013-2010

	2013	2012	2011	2010
Biblical Studies	14	12	6	5
Geology	20	14	18	12
Total	34	26	24	17

Alternative Admission Routes and Access Initiatives

Alternative admissions and access applications to the university are categorised into three principal types: (a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, and (c) socio-economically disadvantaged students. In addition to applying through the CAO, applicants in these three groups are invited to submit separate applications directly to the university.

College's Strategic Plan is committed to increasing the number of students from under-represented groups to undergraduate programmes. The Strategic Plan (2009-2014) makes a commitment to increase the proportion of students targeted from under-represented groups from 15% to 22% of CAO new entrants by 2013. In May 2009 the University Council approved the

recommendations set out in the Access Plan 2009 - 2013. Achieving the set targets is dependent on commitments in the 'National Plan for Equity of Access to Higher Education 2008-2013' and on being able to maintain adequate resourcing of student supports.

In 2013, a total of 557 (621 in 2012) students from underrepresented groups registered on undergraduate degree programmes, representing 20% of the CAO intake. Twenty-five percent (25%) of these are mature students.

a) Students with a Disability

The Disability Access Route to Education (DARE) scheme was formally launched in 2010. Eighteen (18) third-level institutions currently participate in the scheme. Applicants who disclose that they have a disability on the CAO application form are required to provide additional information and certain documentation to the CAO. Applicants are assessed for eligibility for the scheme and, if deemed eligible, they may be granted a concession on points, if required.

It should be noted that many applicants with a disability do not disclose this information on the CAO form, but subsequently register with the Disability Service on entry to college. One hundred and seventy-four (174) first year students have registered with a disability, of these ninety-two (92) students accepted a place under the DARE scheme on reduced points, and fifty-four (54) students whilst eligible for DARE achieved a place on full points. In addition, twenty-eight (28) students declared a disability after College registration.

Table B15 (a): Profile of undergraduate new entrants by key access criteria per faculty 2013/14

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty*	Totals
Socio-economically disadvantaged	70	82	63	44	259
Mature students	68	22	31	21	142
Students with a disability	66	49	36	23	174
Totals	204	153	130	88	575
Total CAO Entrants	920	784	625	495	2824
Total as a % of Faculty new entrants - CAO	22.2%	19.5%	20.8%	17.8%	20.4%

* 35 of the 44 multi-faculty students are in TSM Courses

Table B15 (b): Analysis of new entrants registered with the Disability Service by Faculty 2013/14*

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Specific Learning Difficulty	20	14	19	6	59
Non Specific Learning Difficulty	46	35	17	17	115
Totals	66	49	36	23	174

* There is no close of registration date, students may register all year round. Students may disclose a disability later, and some students acquire a disability whilst at College.

**Table B16: Number of applicants with a disability, eligible applicants, offers and registered students
2013, 2012, 2011**

Applications	2013	2012	2011
Total number of applicants to TCD who disclosed a disability on the CAO application form	1212	1138	990
Number of applicants who completed the DARE application process	834	813	703
Number of applicants eligible for DARE consideration on grounds of disability	581	440	413
Number of new entrants with disabilities entering on full points	82	95	69
Number of DARE entrants on reduced points*	92	94	72
Total number of new entrants with a disability ^	174	189	141

* includes new DARE entrants who deferred from 2012

^ does not include Mature, TAP, Visiting

2013 data as at 5 November, 2012 data as at April 2013

TAP Foundation (7)

Visiting undergraduates (21)

b) Students Applying for Admission under the Mature Student Dispensation Scheme

Applicants under this scheme must be over twenty-three years of age and are assessed on the basis of their complete academic profile, taking into account work and life experience. In 2013, 916 mature applicants applied under the Mature Student Dispensation Scheme (860 in 2012), of whom 158 (17%) were offered places, and of these 142 (89%) subsequently registered. This figure, of 142, includes entrants progressing via the 'facilitated entry' scheme through the Trinity Access Programmes (TAP) Foundation and Partnership Courses for Mature Students. In 2013, there were 37 applications from mature students, through these routes. Thirty-five (35) students were offered places and subsequently registered. Mature students are also admitted to the undergraduate degrees in Nursing and Midwifery under the Mature Student Dispensation Scheme. Applicants to these courses are assessed externally by the Nursing Career Centre. Seventy-six (76) mature students registered on degree courses in Nursing and Midwifery in 2013 (74 in 2012).

Table B17 (a): Number of students admitted under the Mature Students Dispensation Scheme by Faculty 2013 - 2009

	2013*	2012*	2011*	2010*	2009
Number of applicants	916	860	928	941	681
Number of places offered	158	174	168	154	169
Numbers of students registered by Faculty:					
Arts, Humanities & Social Sciences	68	77	74	68	58
Engineering, Mathematics & Science	22	27	21	20	14
Health Sciences	31	30	21	29	19
Multi-faculty	21	24	26	31	21
Total students registered	142	158	142	148	112

*Figures for 2013, 2012, 2011 & 2010 include those who applied & were admitted via the facilitated entry scheme.

Table B17 (b): Number of mature student applications, offers and students registered in Nursing and Midwifery

	2013	2012	2011	2010	2009
Number of Nursing and Midwifery applications	2114	2121	1834	1713	1392
Number of places offered	115	96	121	90	92
Number of students registered in Nursing and Midwifery	76	74	71	64	68

c) Socio-economically disadvantaged students

(i) Post-entry Progression Programme

In response to recognised student needs, TAP has developed a range of post-entry supports. These include an orientation programme, academic supports including extra tuition, a laptop lending service, a Writing Resource Centre and Mathematics Help Room, and the TAP Studio – a designated study space equipped with IT resources. TAP also provides financial assistance, as well as social and personal supports from dedicated TAP advisors. TAP have also created a number of links with private sector companies in the areas of business, law, technology etc. and have established a career development programme for students to aid them in making the transition to a graduate career. This includes workshops and skills sessions, mentoring and internship programmes. TAP also provides training and development to its group of dedicated volunteers, the TAP Ambassadors, in areas such as: Child Protection Training, Listening Skills, CV Building and Presentation skills. TAP works closely with the Library and other support services in College including the Student

Counselling Service, the Disability Service, the College Health Service, the Accommodation Office and the Tutorial Service.

(ii) The School and Community Outreach Links (SCOL)

The School and Community Outreach Links initiative enables the involvement of Trinity College with schools and communities where there is little or no tradition of progression to third-level. TAP is assisted by Schools in College each year in developing and delivering activities to over 39 primary and second-level schools and a selection of community groups. Primary school activities begin with fifth class pupils and continue throughout the second-level school cycle. TAP also partners with a range of NGOs, including 'Junior Achievement' and 'Young Social Innovators' to reach our target student groups. In 2013, TAP is piloting an outreach model adapted from a US based educational NGO, 'College For Every Student' in St Joseph's School in Rush. The model focuses on engaging students in a suite of activities across three themes: Pathways to College, Leadership Through Service and Mentoring.

(iii) Concession on Points

Young adults who are assessed through the Higher Education Access Route (HEAR), and are deemed as socio-economically disadvantaged, are eligible for a concession on points for entry to an undergraduate degree and/or diploma course. Applicants are assessed for eligibility on the basis of a multi-indicator model that aims to assess educational disadvantage. These students must satisfy the minimum matriculation requirements for entry to their course of choice.

In 2013, 221 students (young adults) entered College through HEAR and other alternative entry routes (200 in 2012). This figure includes students from the TAP Foundation Course (Young Adults) and Liberties College Partnership Foundation Course.

This year for the first time, the highest numbers of TAP students are in the Faculty of EMS. Their numbers in this Faculty have risen from 27 in 2011 to 80 in 2013. The DARE/HEAR scheme won a Taoiseach's Award for Public Service Excellence in 2012. Further information about HEAR can be found at www.accesscollege.ie.

(iv) Foundation Course for Higher Education – Mature Students

This one-year foundation course is aimed at mature students from socio-economically under-represented groups who have not yet realised their full educational potential. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible for facilitated entry to College. To be eligible for a place students must achieve a minimum overall grade of 50%, although, for higher demand courses significantly higher grades are required; for example, Social Studies requires a minimum grade of 60%, and Law and Physiotherapy require a minimum grade of 65%. Places are allocated on the basis of academic merit and students must select up to five College courses on their CAO preference list.

Twenty-eight (28) students registered in 2012/13. Of these, 22 students completed the course and 20 progressed to undergraduate degree courses in TCD. Twenty-eight (28) students have registered on this foundation course for the 2013/14 academic year.

(v) Foundation Course for Higher Education – Young Adults

This is a one-year foundation course that caters for young adults (17-21 years old), from under-represented socio-economic groups, who have demonstrated academic potential but who require an additional year of education to prepare for third-level. It is open to

applicants from schools linked to higher education access programmes. Twenty-six (26) students registered in 2012/13.

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for a place in College if they achieve a minimum overall grade of 50% (65% for Law or 70% for specific courses in Health Sciences). In 2012/13, 25 of the 26 registered students completed the course and 23 progressed to undergraduate degree courses in TCD.

Twenty-six (26) students registered in September 2013 for the 2013/14 course.

(vi) Partnership Foundation Courses

In 2004/05 an arrangement was entered into with three City of Dublin Education & Training Board (CDETБ) colleges to develop and co-deliver a Foundation Course in the Liberal Arts for access to a wide range of undergraduate courses. The CDETБ colleges involved are the Liberties College, Pearse College, and Plunket College. The course was run on a pilot basis in 2004/05 and the CDETБ colleges, supported by Trinity College, successfully negotiated with the Further Education and Training Awards Council (FETAC) for accreditation within the National Framework of Qualifications (NFQ). In April 2011, University Council included CDETБ Rathmines in the partnership arrangement so students on their equivalent course can avail of progression opportunities.

Twenty-three (23) students from the 2012/13 Partnership Foundation Courses progressed to undergraduate courses in Trinity College in 2013 (from 67 students registered). Fifty-eight (58) students registered in 2013 for the Partnership Foundation Courses: Liberties College (13), Pearse College (22) and Plunket College (23). The Colleges reported a drop in recruitment this year, which may have been due to delays associated with the online application process. The Colleges expressed concerns about the online application process, particularly in relation to mature learners who have limited knowledge or experience of such processes.

Table B18: Number of admissions to College through the Trinity Access Programmes 2013, 2012, 2011

Entry Route	Number of Students 2013	Number of Students 2012	Number of Students 2011
Full points (HEAR)	62	48	34
Concession on points (HEAR)	125	108	84
HEAR / DARE*	4	4	4
HEAR / FETAC**	2		
Foundation Course – Mature Students	20	15	17
Foundation Course – Young Adults	23	26	23
CDETБ Colleges:			
- Liberties Liberal Arts	7	13	12
- Pearse College	6	10	6
- Plunket College	10	8	4
- Rathmines		1	
Total	259	233	184
Percentage Increase on previous year:	11.2%	26.6%	17.2%

*The four people cited as HEAR/DARE satisfied entry criteria for HEAR and DARE schemes and are being supported for different reasons by both offices. They were admitted under 'concession on points' but as they meet criteria for both schemes, we have noted the number separately.

** The two people cited as HEAR/FETAC were admitted via FETAC but were HEAR eligible and were flagged to TAP by the Admissions Office as they sought post-entry supports.

Mature Student Office

The Mature Student Office, part of TAP, serves to encourage and support the access and integration of mature students into College life.

This year two hundred and eighteen (218) mature students registered across all Faculties in Trinity College (this figure includes nursing and midwifery students). Supports for registered mature students include:

- A financial information morning in July
- A four day Welcome Programme in early September in conjunction with the Student to Student (S2S) initiative
- A mature student resource centre for private and group study
- Drop in clinics providing advice and advocacy
- Mid-term review clinics
- Social activities in conjunction with the Mature Student Society and the Student Parent Society

The Mature Student Officer engages in extensive external liaison with Education and Training Boards particularly in the Dublin, Border, Midlands and Western regions, to promote Trinity College, to outline the opportunities available to mature learners and to support the application process. One-to-one support for applicants is also available. A *Discover Trinity* event takes place each November and a mature student information evening takes place each January.

Study Group International

In 2011 TCD and UCD signed a contract with the UK education provider Study Group for the provision of a nine month Foundation Course for non EU students whose second-level qualifications do not meet the matriculation requirements of the University. The Foundation course is taught at the Study Group Dublin Centre in Leeson Street, Dublin 2.

The programme has two intakes – one in September which runs until June and the second in January which runs until August.

In addition to taking English Language courses the students follow one of two streams:-

- Foundation year in Business, Economic and Social Science
OR
- Foundation year in Science and Engineering.

On successful completion of the Foundation course students then progress into the Junior Freshman year of an undergraduate programme in TCD or UCD.

The tables below provide details of the numbers of students who entered the Foundation Course with Trinity as their designated university, the number who progressed into undergraduate programmes in TCD, and a breakdown of the courses on which they registered.

Table B19 (a): Study Group International Entrants for 2012/13 and 2011/12, and progression to TCD

Foundation Course (TCD)	No. of students	No. who entered TCD
2012/13	42	26
2011/12	14	9

Table B19 (b): Study Group International, TCD registered students 2013/14 and 2012/13

Course	2013/14	2012/13
Business, Economic & Social Studies	7	2
Chemistry with Molecular Modelling		1
Computer Science	3	
Earth Sciences	1	
Engineering	4	2
Engineering with Management		1
Human Genetics	1	
MSISS	1	
Nanoscience, Physics & Chemistry of Advanced Materials	1	
Pharmacy	5	1
PPES		2
Science	3	
Total	26	9

Singapore Institute of Technology

In October 2012 an agreement was signed between Trinity College Dublin and Singapore Institute of Technology commencing a partnership between the two institutions and the launch of two programmes in Physiotherapy and Occupational Therapy which give recognition to the three-year diplomas in these disciplines from Nanyang Polytechnic.

Under the agreement students will complete a one year programme, part of which will include studies and/or placements in Ireland. On completion of the programme students will be awarded a degree from Trinity College Dublin.

The first cohort of students registered in September 2012 and graduated in June/December 2013. In 2013 Fifty-nine (59) students registered for Physiotherapy and are scheduled to graduate in June 2014. Thirty-six (36) registered for Occupational Therapy and are scheduled to graduate in December 2014. University Council has recently approved a similar arrangement for an undergraduate programme in Diagnostic Radiography and the first cohorts of these students are expected to register in September 2014.

Advanced Entry

College regulations have provision for the admission of students who have credit from other universities and colleges. Such students are allowed credit for as much of the undergraduate course as is determined by the relevant School/Department but must complete two academic years in Trinity College to be eligible for the award of an undergraduate degree. Details of the applications, offers and registrations for 2013 are set out below in Table 6. In 2013, there were 164 applications, 48 offers made and 30 students registered.

Table B20: Advanced Entry Applications 2013

Course	No. of Applications	No. of Offers	Registered	Standing	
				SF	JS
Faculty of Arts, Humanities and Social Sciences					
BESS	12	3	3	2	1
Business Studies & French	1	0	0	0	0
Business Studies & Spanish	1	0	0	0	0
Deaf Studies	1	1	0	0	0
Drama & Theatre Studies	1	0	0	0	0
English Studies	5	2	1	1	0
European Studies	1	1	1	1	0
History & Political Science	1	0	0	0	0
Music	1	0	0	0	0
Philosophy	1	1	1	1	0
Psychology	4	0	0	0	0
Social Studies	9	1	0	0	0
Sociology & Social Policy	1	0	0	0	0
Sub-total	39	9	6	5	1

Course	No. of Applications	No. of Offers	Registered	Standing	
				SF	JS
Faculty of Engineering, Mathematics & Science					
Computer Science	6	0	0	0	0
Engineering	13	6	3	1	2
Human Genetics	2	0	0	0	0
Mathematics	1	1	0	0	0
Medicinal Chemistry	1	0	0	0	0
MSISS	1	0	0	0	0
Science	26	6	5	0	5
Sub-total	50	13	8	1	7
Faculty of Health Sciences					
Dental Science	4	3	2	2	0
Human Health and Disease	4	0	0	0	0
Medicine	7	2	2	0	2
Occupational Therapy	1	0	0	0	0
Pharmacy	4	2	1	1	0
Physiotherapy	18	1	0	0	0
Radiation Therapy	1	1	1		1
Sub-total	39	9	6	3	3
Multi- Faculty					
Computer Science & Business	1	0	0	0	0
Human Health & Disease	4	1	0	0	0
Political Science & Geography	1	0	0	0	0
Sub-total	6	1	0	0	0
TSM					
Ancient History & Archaeology	1	0	0	0	0
Classical Civilisation	2	0	0	0	0
Drama	1	0	0	0	0
Economics	2	3	1	1	0
English Literature	2	0	0	0	0
French	2	2	1	1	0
Geography	1	1	1	1	0
History	1	1	0	0	0
Italian	2	2	1	1	0
Mathematics	1	1	0	0	0
Philosophy	5	1	1	1	0
Psychology	2	0	0	0	0
Sociology	5	4	4	4	0
Spanish	2	1	1	1	0
World Religions	1	0	0	0	0
Sub Total	30	16	10	10	0
Grand Total	164	48	30	19	11

New Entrant Nationality Data

In 2013, students entering full-time undergraduate courses and programmes for visiting students came from 59 different countries. With the exception of Ireland the top five home countries, in order of the most student numbers, are the United States, United Kingdom (Great Britain and Northern Ireland), France, Singapore and Germany. The top five countries in 2012 were the United States, United Kingdom (Great Britain and Northern Ireland), France, Germany and Spain. A detailed breakdown of student nationality is given below.

Table B21: Undergraduate new entrant* data by nationality, 2013/14 – 2011/12 (*New Entrants to TCD only)

Nationality	2013/14	2012/13	2011/12
Continents			
Africa			
Algeria	0	2	0
Cameroon	1	1	0
Congo, Democratic Republic of	0	2	3
Egypt	0	1	0
Ghana	0	0	1
Libya	0	0	1
Mali	1	2	0
Mauritius	1	2	1
Morocco	0	2	2
Nigeria	14	12	17
South Africa	3	1	5
Sudan	0	1	1
Togo	0	0	1
Uganda	2	1	1
Zambia	0	0	0
Zimbabwe	1	4	1
Total	23	31	34
Asia			
Afghan	0	0	0
Bahrain	0	1	1
Bangladesh	0	1	2
China	21	4	12
Hong Kong	0	1	1
India	9	5	10
Indonesia	0	2	0
Iran, Islamic Republic of	0	0	1
Iraq	3	1	6
Israel	1	1	1
Japan	5	4	4
Jordan	0	1	0

Nationality	2013/14	2012/13	2011/12
Korea, Democratic People's Republic of	1	5	0
Korea, Republic of	0	0	6
Kuwait	5	0	0
Lebanon	0	0	1
Malaysia	25	27	24
Mongolia	1	0	0
Nepal	0	0	1
Pakistan	5	3	5
Philippines	3	9	7
Saudi Arabia	9	2	0
Singapore	100	10	8
Syria	0	1	
Uzbekistan	0	1	0
Total	188	79	90
Australasia			
Australia	10	10	7
Total	10	10	7
Europe (EU)			
Austria	9	5	8
Belgium	13	16	10
Bulgaria	3	0	4
Cyprus	1	0	0
Czech Republic	4	2	1
Denmark	3	9	4
Estonia	1	1	1
Finland	12	15	3
France	147	129	142
Germany	98	97	86
Greece	2	1	1
Hungary	5	5	2
Ireland [^]	2501	2667	2588
Italy	28	24	20
Latvia	6	7	2
Lithuania	15	12	16
Luxembourg	0	2	1
Malta	2	1	0
Poland	31	24	20
Portugal	2	0	2
Romania	11	15	12
Slovakia	2	3	0
Spain	42	49	45
Sweden	13	20	12
The Netherlands (includes citizens of Antilles)	19	13	9
United Kingdom (Great Britain & Northern Ireland)	165	156	176
Total	3135	3273	3165

Nationality	2013/14	2012/13	2011/12
Europe (Non- EU)			
Belarus	2	1	3
Croatia	2	0	0
Iceland	0	1	0
Gibraltar	0	1	0
Kazakhstan	0	1	2
Moldova, Republic of	2	2	3
Norway	0	4	3
Russian Federation	19	23	27
Serbia	0	1	0
Switzerland	9	6	4
Turkey	1	1	1
Ukraine	1	4	3
Total	36	45	46
North and Central America			
Bermuda	1	0	1
Canada	40	30	24
Costa Rica	0	1	0
Mexico	0	1	1
Trinidad & Tobago	3	0	1
United States of America	206	276	173
Total	250	308	200
South America			
Argentina	0	0	1
Brazil	61	0	3
Chile	0	2	0
Columbia	1	3	0
Peru	0	0	1
Venezuela	0	0	1
Total	62	5	6
Unknown			
Unknown**	0	8	0
Total	0	8	0
Grand Total	3704#	3759#	3548#

^ This may include students from Northern Ireland who stated Irish as nationality.

** Students nationality not specified

includes visiting students

Table B22: Distribution of 2013/14 Undergraduate New Entrants by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	77	200
		LEITRIM	11	
		MAYO	60	
		ROSCOMMON	26	
		SLIGO	26	
		Sub-total:		
Leinster	Dublin	DUBLIN CITY	1310	2419
		DUBLIN COUNTY	402	
	Rest of Leinster	CARLOW	20	
		KILDARE	161	
		KILKENNY	46	
		LAOIS	24	
		LONGFORD	17	
		LOUTH	54	
		MEATH	116	
		OFFALY	33	
		WESTMEATH	49	
		WEXFORD	53	
		WICKLOW	134	
		Sub-total:		
Munster		CLARE	35	290
		CORK	86	
		KERRY	45	
		LIMERICK	38	
		TIPPERARY	43	
		WATERFORD	43	
		Sub-total:		
Northern Ireland		ANTRIM	41	73
		ARMAGH	6	
		DERRY	6	
		DOWN	12	
		FERMANAGH	5	
		TYRONE	3	
		Sub-total:		
Ulster (3 counties in the Republic)		CAVAN	32	124
		DONEGAL	60	
		MONAGHAN	32	
		Sub-total:		
Grand Total				3106

*For those who have Irish city/county home addresses only, Nationality of students may not necessarily be Irish

Table B23: Undergraduate Non-EU Entrant data* by course and Gender - 2013/14-2011/12

Course	Ft / Pt	2013/14		2012/13		2011/12	
		Female	Male	Female	Male	Female	Male
Faculty of Arts, Humanities & Social Sciences							
Bachelor in Acting	F	2		2			1
Business Studies and a Language	F	1	1	2	2	1	
Classics	F						
Clinical Speech and Language Studies	F						
Deaf Studies	F	1					
Drama and Theatre Studies	F	1	1				
Economic and Social Studies	F	12	11	4	7	7	3
Education	F						
English Studies	F	4		1		1	
European Studies	F						
History	F				2		
History and Political Science	F	1	1	1		3	1
Irish Studies	F			1			
Law	F	2	3	2	3	2	1
Law and Business	F	2	2			1	2
Law and French	F	1		1			
Law and Political Science	F	1			1		
Music	F						1
Philosophy	F	1					
Philosophy and Political Science	F						
Philosophy, Political Science, Economics & Sociology	F	3		1	1	3	2
Political science and Geography	F				1		
Psychology	F	1		1		1	1
One Term (AHSS)	P			76	32	55	29
Semester Start-Up + Michaelmas Term (AHSS)	P	9	7	36	13	33	9
Semester Start-up Program + Hilary Term (AHSS)	P	40	19	32	18		
Semester Start-up Program + One Year (Arts)	P			9	3	9	4
Sociology and Social Policy	F						
UG Visiting AHSS Michaelmas Term	F	65	21	22	6		
UG Visiting AHSS(OneYear)	P	11	3				
TOTAL		158	69	191	89	116	54
Faculty of Engineering, Mathematics & Science							
Chemistry with Molecular Modelling	F	1			1		
Computer Science	F		4	2		1	1
Computer Science and Business	F	3	1		1		
Computer Science and Language	F				1		
Diploma in Information Systems	P	1	1			1	
Earth Sciences	F		1			1	
Engineering	F	2	8	2	9		
Human Genetics	F	1		1			
Integrated Engineering with Management	F		1	1	1		
Management Science and Information Systems Studies	F		1	3	1		
Mathematics	F		1	2	1		
Medicinal Chemistry	F	1	2		2		1
Natural Sciences	F	9	8	3	5	3	4
Nanoscience, Physics and Chemistry of Advanced Materials	F	1	1				
Theoretical Physics	F						2
TOTAL		19	29	14	22	6	8
Faculty of Health Sciences							
B.Sc. (Human Nutrition & Dietetics) - Joint	F	1				2	
Childrens and General Nursing	F	2					
Dental Nursing	F	2		1			
Dental Science	F	4	5	4	3	4	4
General Nursing	F	4		7			
Intellectual Disability Nursing	F	2		2			
Medicine (5-year)	F	35	23	36	20	26	19
Midwifery	F	1		1			
Occupational Therapy	F	33	3				

Table B23: Undergraduate Non-EU Entrant data* by course and Gender - 2013/14-2011/12

Course	Ft / Pt	2013/14		2012/13		2011/12	
		Female	Male	Female	Male	Female	Male
Pharmacy	F	4	1		2		
Physiotherapy	F	42	16				
Psychiatric Nursing	F	1		2			
TOTAL		131	48	53	25	32	23
Multi Faculty							
Business and Computing	F						2
Human Health and Disease	F	2		1			
One Year Student	F					20	8
Part Year, One-Term and Two-Term Students (AHSS, EMS, HS)	P	2	1	10	7	1	1
Semester Start Up (AHSS, EMS, HS)	p	1	1				
Semester Start-up Program + Hilary Term (AHSS+EMS+HS)	P			6	4		
Semester Start-up Program + Hilary Term (EMS+HS)	P			2			
Semester Start-up Program + Michaelmas Term (AHSS+EMS/HS)	P	2	2	8	1	7	3
Semester Start-up Program + Michaelmas Term (EMS+HS)	P	3				1	2
Semester Start-up Program +One Year (AHSS, EMS+HS)	P			1			
Semester Start-up Program+One Year (EMS+HS)	P	1					
Two Subject Moderatorship	F	11	2	8	3	9	5
UG Visiting AHSS, EMS + HS	F	27	37	2	3		
UG Visiting EMS + HS	F			1	3		
UG Visiting EMS+ HS Michaelmas Term	P	1					
UG Visiting AHSS+EMS+HS Michaelmas Term	P	5					
TOTAL		55	43	39	21	38	21
GRAND TOTAL		363	189	297	157	192	106
GRAND TOTAL combined male and female		552		454		298	

* New entrants are students who have not previously attended TCD and this is different to all registered students which includes students who may have previously attended TCD

Total CAO and Direct entry registered students 2013

The UG Admissions Team processes all applications to undergraduate courses in the university. These are categorised as (a) CAO applications, (b) direct entry applications, (c) applications from visiting students, and (d) non-EU direct entry applications to full-time degree programmes.

The number of Direct Applications rose in 2013 with a significant increase in the number of applications by non EU Visiting Students. Part of this increase was a result of the Science Without Borders Programme (169 applications) but the number of standard non EU Visiting applications from US applicants also increased.

Table B24: Total CAO and direct entry registered students

New Entrants	2013/14	2012/13	2011/12	2010/11
Arts, Humanities and Social Sciences (CAO)	920	925	927	951
Engineering, Mathematics & Science (CAO)	784	789	753	735
Health Sciences (CAO)	625	606	621	639
Multi-Faculty (CAO)	495	483	488	444
Total CAO Entry	2,824	2,803	2,789	2,769
Direct entry and Level 7 courses*	1,326	849	791	866
Total and Direct entry registered students	4,150	3,652	3,580	3,635

*Level 7 courses: Diploma in Dental Hygiene, Diploma in Dental Nursing, Dental Technology (Ordinary Degree), Diploma in History of European Painting, Diploma in Information Systems

The Admissions Office processed six hundred and eighty-six (686) applications from one-year and one-term EU and non EU Visiting students in 2013. Seven hundred and eighteen (718) non-EU direct applications were processed from students seeking admission to Medicine (755 in 2012) and eighty-two (82) from students seeking admissions to Dental Science (59 in 2012). In addition, the Admissions Office processed 293 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science (258 in 2012).

Also in 2013, twenty-six (26) students progressed from the International Foundation Course into Junior Freshman year of undergraduate degree programmes in TCD.

Table B25: Total number of applications: direct entry courses 2013, 2012, 2011

Direct Applications	2013					2012					2011				
	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students at 29.11.2013	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students at 29.11.2012	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students at 26.10.2011	Cut-off points level
Acting-The Lir **	300	16	18.8	16		320	16	20.0	16		329	14	23.5	15	
Stage Management and Technical Theatre***	35	15	2.3	13		30	15	2.0	15		No intake 2011				
Diploma in Information Systems	96	15	6.4	44		30	15	2.0	15		69	80	0.9	36	
B.Sc. Information Systems	8	80	0.1	3		67	80	0.8	38		7	80	0.1	5	
SOCRATES One Year Students	242			234		232			220		258			251	
SOCRATES One Term Students	102			96		69			65		66			61	
Semester Start Up Programme (MT and HT)	216			186		69	60	1.2	69		82	60	1.4	68	
Diploma in European Painting	25	25	1.0	18		28	25	1.1	19		26	25	1.0	24	
Diploma Course in Dental Nursing^	1171	25	46.8	22	360*	1202	25	48.1	21	380*	1180	25	47.2	25	330
Degree in Dental Technology^	242	6	40.3	6	410	232	6	38.7	5	390	335	6	55.8	8	400
Diploma in Dental Hygiene^	314	8	39.3	7	435*	361	8	45.1	9	435	246	8	30.75	6	420
TAP - Foundation course for Higher Education - Mature Students	130	25	5.2	24		161	25	6.4	26		156	25	6.2	22	
TAP - Foundation course for Higher Education - Young Adults	238	25	9.5	25		257	25	10.3	25		224	25	9.0	28	
Bachelor in Nursing Studies	No intake 2013					14	100	0.1	7		No intake 2011				
Bachelor in Midwifery Studies	No intake 2013					2	25	0.1	2		No intake 2011				
Access to Degree (Nursing)	No intake 2013					No intake 2012					25	100	0.3	5	
Non-EU: Medicine	718	55	13.1	56		755	55	13.7	55		737	45	16.4	45	
Dental Science	82	8	10.3	8		59	8	7.4	7		78	8	9.8	8	
Other Full Degree	293			83		258			41		247			57	
One Year Visiting Students (EU)	22			18		80			68		59			48	
One Term Students (EU)	24			18		157			126		95			79	
One Year Visiting Students (Non EU)^	59			43											
One Term Students (Non EU)^	412			343											
Science Without Borders (One Year)	169			63											
Total	4898			1326		4383			849		4219			791	

**First intake 2011/2012. Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

***New programme with first intake 2012/13. Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

^ Application to these Level 7 courses is via CAO. This results in a high level of applications but a lower number of genuine applicants.

* Random selection

New Entrants' Survey 2013

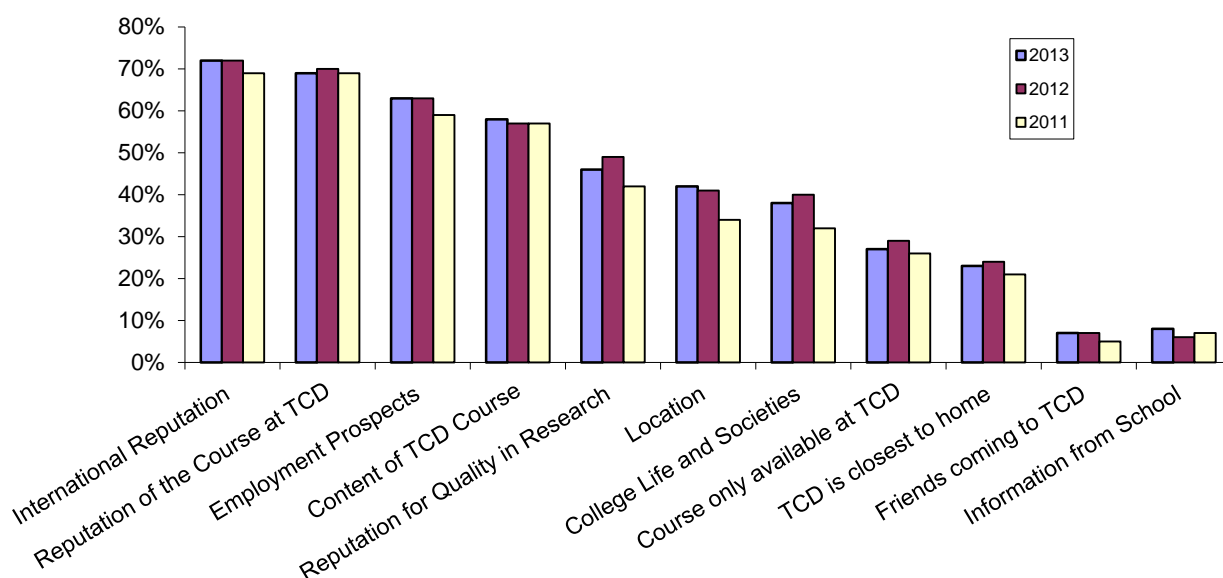
The annual new entrants' survey is distributed to students of full-time undergraduate degree programmes. A total of 1,377 surveys were received representing approximately 49% of registered students coming through the CAO. Table 8 shows a profile of new entrants surveyed.

Table B26: Profile of new entrant respondents

Nationality	%	Category of Student	%
Irish	84.2	School Leaver	88.9
Other EU	9.3	Mature Student	11.1
Non EU	6.5		

New entrant students were asked to indicate on a scale of 1 – 4 how important they considered a range of factors to be in choosing Trinity College and the results can be seen in the chart below.

Survey of undergraduate new entrants 2013, 2012, 2011



The sources of information most consulted by respondents can be seen from the table below. Fifty-nine percent (59%) of those who responded to the survey had attended the Trinity College Open Day.

Responses to the survey showed that 80% of new entrants have a smart-phone with 43% using them to browse university websites, while 30% of new entrants have a tablet device and 74% of these use them to view university prospectuses or course information. A version of the undergraduate prospectus optimised for tablet devices is now available to download.

Table B27: Information sources on Trinity College

Information Source	% of students who used this source
TCD Website	79%
TCD prospectus	65%
TCD Open Day	49%
Guidance counsellor	32%
A friend	34%
Family	31%
Careers fair	19%
School visit	8%
TCD Admissions Office	5%
Other	5%

Students continue to use a variety of sources when researching their third-level options and the fact that students will often name more than one information source as ‘most important’ suggests that students are extracting different information of equal value from different sources. The TCD website is regarded as the most important source of information about Trinity College (47%), followed by the TCD Prospectus (36%) and the TCD Open Day (29%). Other choices for the most important source were: guidance counsellors (13%), school visits (8%) and career fairs (5%).

New entrants were also asked what other information/events Trinity should provide for second-level students and the most popular suggested additions can be seen below.

Table B28: Suggested developments

New information source/event	%
Course specific information evenings	73
More school visits	41
Subscribe for information via e-mails	34
Use an SMS to request a prospectus	11

Media that students consider effective for advertising university courses are: websites (71%), social media (70%), radio (32%), posters on buses/Luas/DART (22%), bus shelters (15%) and billboards (14%). New entrants were also asked which websites they most regularly visit. The most popular websites are Google (used by 90% of students), Facebook (89%), YouTube (82%), Gmail (51%), Twitter (35%), and Hotmail (32%).

Schools Liaison Activities 2012/13

The Admissions Liaison Officer co-ordinates a wide range of undergraduate student recruitment activities. With one full-time staff member dedicated to promoting College's undergraduate courses, Trinity cannot attend as many career fairs and schools as institutions where there are full recruitment teams in place, e.g. UCD, DCU and NUIM. However, five (Ph.D.) student ambassadors were trained by the Admissions Liaison Officer to assist in visiting schools and regional student recruitment fairs.

Undergraduate student recruitment activities in 2012/13 included:

(a) Regional Careers Conventions and School Visits

A number of major regional student recruitment/career fairs are organised annually by the Institute of Guidance Counsellors (IGC) and some second level schools also organise individual fairs. In 2012/13, College was represented at 35 fairs and visited 66 secondary schools to give a presentation about College and its undergraduate courses.

With a view to encouraging more Northern Irish students to apply to Trinity, Trinity was again well represented at the largest Northern Irish student recruitment fair in the King's Hall Belfast in March 2013. In addition, a poster was sent to all Northern Irish schools providing information on how to apply to Trinity via the CAO.

Some individual Schools/Departments in College were also involved in school liaison activities:

- The Schools of Mathematics and Physics held a specific open day for their courses in November 2012 as part of Science Week. Over 350 students, teachers and parents attended. Physics also ran transition year programmes and hosted 2 second level schools, visited 2 schools and provided demonstration lectures.
- The School of Computer Science and Statistics has a part-time Student Recruitment Officer and their academic staff members engage in a range of undergraduate recruitment activities. In 2012/13 staff from the School targeted girls' schools nationwide, to try to increase female participation in Computer Science.
- The School of Engineering organised a summer school for secondary school girls, to introduce more girls to engineering.
- The School of Nursing and Midwifery held a specialised Open Evening in January 2013. The attendance was low, which will lead to increased marketing of their event for 2014.
- Botany: visited schools, hosted transition year students, and helped run the career and information day at the National Botanic Gardens in March 2013.
- Zoology: hosted transition year students, offered guided museum tours, and participated in Culture night, Researchers night and Space week.

(b) Admissions Website

Trinity College's website was ranked as the most important source of information on Trinity's undergraduate courses by new entrants. The Admissions website contains detailed descriptions of all undergraduate courses which are updated annually, it provides links to Schools' and Departments' individual websites, and it offers information on how to apply to Trinity College and course entry requirements. Potential students may also download the undergraduate prospectus and the evening course brochure, while eBook versions are also available. A joint project with IS Services and the Web Office led to the podcasting on YouTube and iTunesU of course presentations from the Open Day on 1st December 2012.

The Admissions Office also collaborated with the Communications Office to place banner advertisements on the TCD global homepage in the weeks leading up to CAO deadlines. These banners were linked to promotional web pages which provided information encouraging students to choose courses at TCD. A specific advertising campaign targeted at school leavers was also run on Facebook in advance of the CAO Change of Mind deadline (1 July).

A proposal was presented to integrate the EU and non-EU admissions websites and the new 'Study at Trinity' website is nearing completion.

(c) Undergraduate Prospectus

The undergraduate prospectus was listed as the second most important source of information about Trinity's courses by new entrants. Fifty thousand (50,000) printed copies were distributed and an electronic version was available to download from the Admissions Office website.

(d) College Open Day 2012

In 2012 the annual College Open Day was held on Saturday 1st December. Based on the quantity of literature distributed, it is estimated that the attendance was in excess of 10,000. Many mature students were in attendance, as were a number of A-level students and some students from other EU countries. In total, there were over 153 presentations and activities on the day, including a number of research project demonstrations in the areas of Engineering, Science, Nursing, Medicine and Computer Science. New activities included Science Gallery tours, more presentations about student sports and societies, and the opportunity for visitors to meet student ambassadors from their counties.

(e) Links with Guidance Counsellors

Guidance Counsellors were ranked as the fourth most important source of information by new entrants. Staff members in the Admissions Office consider guidance counsellors to be a vital link to potential students, and activities related to Guidance Counsellors in 2012/13 included:

- A direct mailing, with enclosed copies of the undergraduate prospectus to all Guidance Counsellors highlighting changes to Trinity's courses. An Irish language version summary document was also distributed.
- Attendance at the careers events organised by the Institute of Guidance Counsellors (IGC).
- Participation in the regional autumn meetings for Guidance Counsellors hosted by the Central Applications Office.
- Advertisements in the Guidance Counsellors magazine (Guideline), in the IGC annual yearbook and diary, and in the literature for the IGC annual conference.
- The Admissions Officer also attended the IGC's AGM in March 2013.

C. STUDENT POPULATION

In total, there were 16,646 registered students in 2012/13 (16,860 in 2011/12). Of these, approximately, 81.7 % were from the island of Ireland, 9% from other EU countries, 4.3% from North and Central America and 5% from other parts of the world (including non-EU countries in Europe). The student population was 58% female and 42% male. A total of 12,091 (73%) were registered on undergraduate programmes, 4,472 (27%), on postgraduate programmes, and 83 on foundation courses.

Distribution of student population by Country of Domicile 2012/13

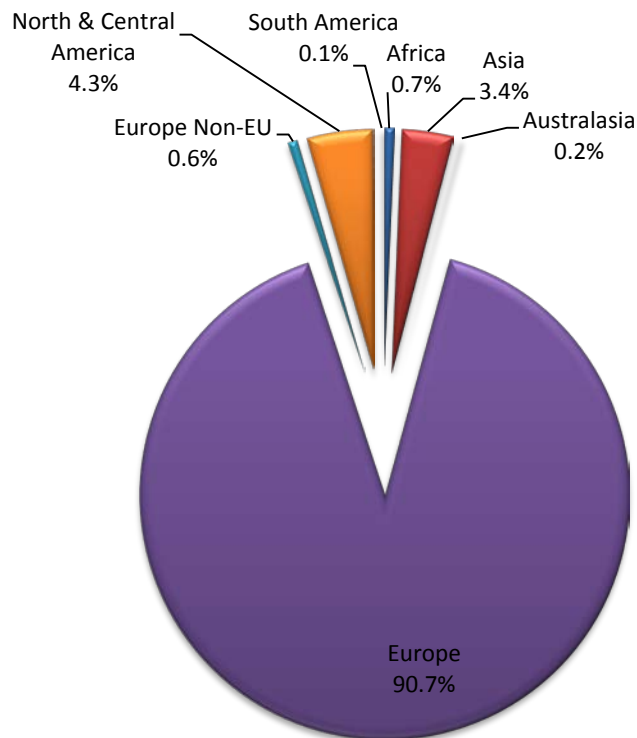
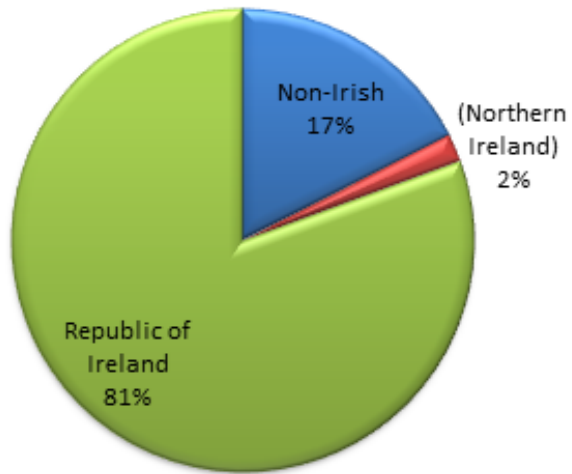


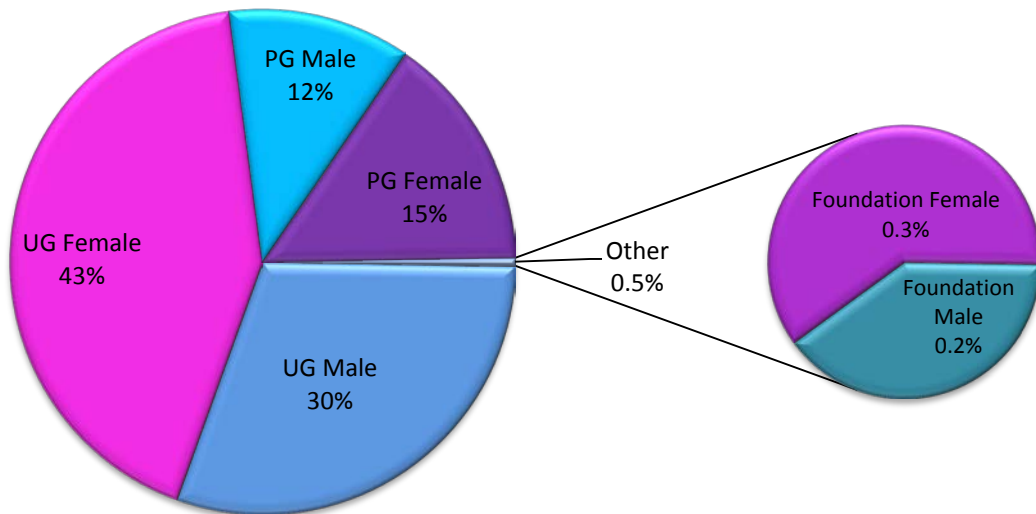
Table C1: Country of Domicile distribution of the student body

	Number of Students 2012/13	% Distribution 2012/13	% Distribution 2011/12
Africa	109	0.7%	1.4%
Asia	567	3.4%	3.4%
Australasia	33	0.2%	0.2%
Europe (EU)	1,493	9.0%	11.5%
Europe (Non EU)	106	0.6%	0.9%
Ireland	13,601	81.7%	78.0%
North & Central America	718	4.3%	4.5%
South America	19	0.1%	0.2%
TOTAL:	16,646	100%	100%

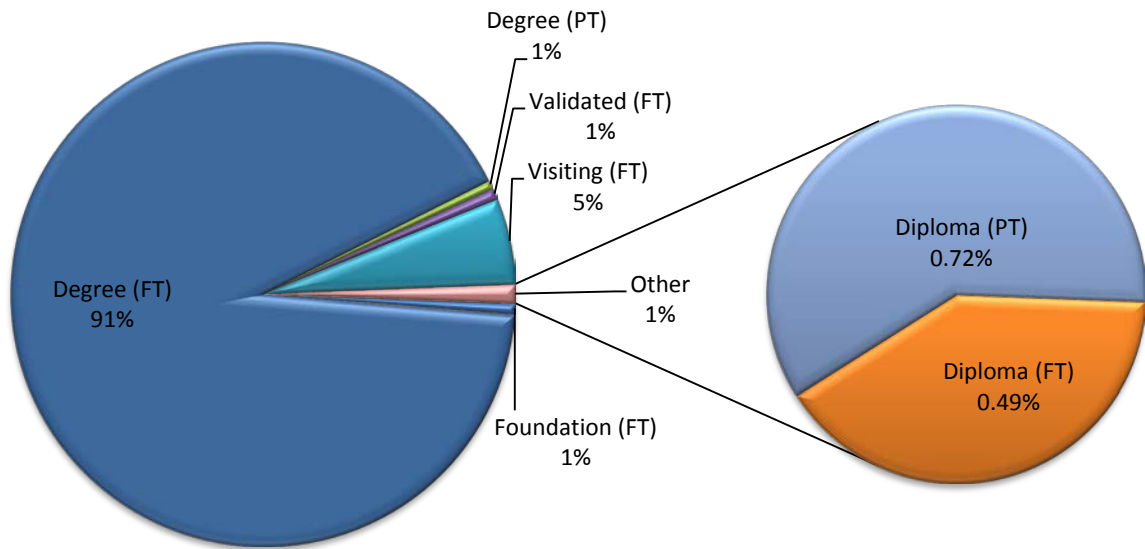
Distribution of the student population 2012/13



Gender breakdown of student population 2012/13



Percentage of undergraduate students by category 2012/13



Percentage of Postgraduate students by category 2012/13

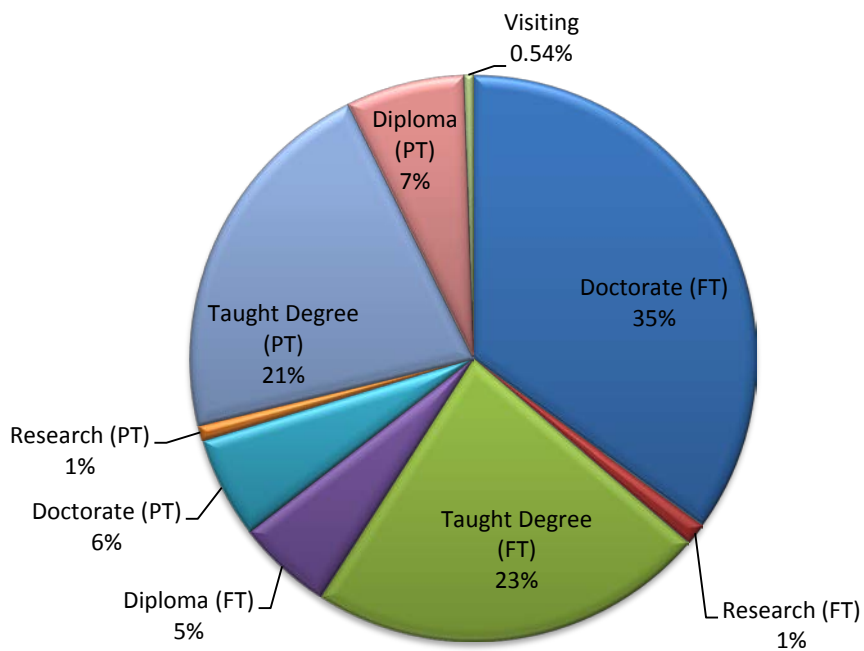


Table C2: Student Numbers 2012/13

Students		Mode of Attendance	
UG/PG	Course Group Full Name	part-time	full-time
Foundation	Foundation	0	83
		0	0
	Total	0	83
	Grand Total	83	
Postgraduate	Postgraduate Doctorate	258	1,566
	Postgraduate Research	40	56
	Postgraduate Taught Degree	962	1,020
	Postgraduate Diploma	302	36
	Higher Diploma	0	87
	Professional Diploma	0	121
	Postgraduate Visiting	2	22
	Total	1,564	2,908
Grand Total	4,472		
Undergraduate	Undergraduate Degree	68	11,116
	Undergraduate Validated	0	89
	Undergraduate Diploma	87	59
	Undergraduate Visiting	0	672
	Total	155	11,936
Grand Total	12,091		
Student Population Total	Part-time	1,719	
	Full-time	14,927	
	Student Population	16,646	

D. ACADEMIC STAFF

New Academic Appointments

The College's Strategic Plan 2009-2014 identified the quality of academic staff as one of the College's major strengths. During the academic year 2012/2013, 64 new academic appointments were made, as illustrated below. Of the 64 appointments made, 11 were to the Lecturer/Registrar category, and the remaining 53 were to Lectureships.

Of those appointed 59% (59% in 2011/2012) held doctoral degrees and a further 16% held at least one postgraduate or professional qualification of equivalent standing below doctoral level, 23% have higher professional medical qualifications and the remaining 2% held a primary degree only at the date of appointment.

Table D1: New academic appointments 2012/13 - 2011/12

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*/1 year	Lecturer / Registrar (Clinical)	Total
2012/13								
10	1	11	0	7	4	20	11	64
16%	2%	17%	0%	11%	6%	31%	17%	100%
2011/12								
15	3	13	0	6	3	12	11	63
24%	5%	21%	0%	10%	5%	19%	17%	100%

Table D2: Appointments by Faculty 2012/13

Gender	Permanent Lecturers		Professorial		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars (Clinical)		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Arts, Humanities & Social Sciences	4	2	0	0	0	0	7	8	1	0	0	0	12	10
Engineering, Mathematics & Science	2	1	3	0	0	0	8	1	0	0	0	0	13	2
Health Sciences	0	1	0	0	0	1	3	8	1	2	6	5	10	17
TOTAL	6	4	3	0	0	1	18	17	2	2	6	5	35	29
College Total in 2012/13	7	8	0	0	2	1	7	15	5	9	1	8	22	41

Table D3: Appointments by qualification 2012/13

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	8	2	0	0	10
Contract of Indefinite Duration	0	0	1	0	1
5-Year Contract	9	2	0	0	11
4-year Contract	0	0	0	0	0
3-Year Contract	5	1	1	0	7
2-Year Contract	3	1	0	0	4
1- Year Contract	11	3	1	1	16
Temporary	1	1	2	0	4
Lecturer / Registrar	1	0	10	0	11
Total 2012/13	38	10	15	1	64
% of total	59%	16%	23%	2%	100%
Total2011/12	37 (59%)	9 (14%)	16 (25%)	1 (2%)	63(100%)

Table D4: Appointments by gender 2012/13

	Male	% Male	Female	% Female	Total	%
Permanent	6	9%	4	6%	10	16%
Professorial	3	5%	0	0%	3	5%
Contract of Indefinite Duration	0	0%	1	2%	1	2%
Fixed-term Contract	18	28%	17	27%	35	55%
Temporary	2	3%	2	3%	4	6%
Lecturer / Registrar	6	9%	5	8%	11	17%
Total 2012/13	35	55%	29	45%	64	100%

Staff / Student Ratios

Staff/Student ratios in 2012/13 were 1:22 in the Faculty of Arts, Humanities and Social Sciences, 1:16 in the Faculty of Engineering, Mathematics and Science and 1:15 in the Faculty of Health Science. The overall College ratio was 1:18 (1:18 in 2011/12).

Staff/Student ratio calculations for 2012/13 do not include postgraduate research students who have completed their studies but who were on the live register for thesis examination only, and the School of Education's Continuing Professional Development and Second Level Support Service students.

FTE Calculation

- (i) The staff FTE is calculated against a formula long prescribed by the HEA, which requires the inclusion of all **full-time academic staff**, irrespective of funding source, the **FTE of part-time and hourly-paid teaching staff** and the **FTE of demonstrators**.
- (ii) Staff FTEs are produced annually by HR as at 1st January; data is provided by Department within School. These figures, together with explanatory notes as appropriate, are sent to individual School Administrator for verification. Queries raised by Schools are discussed and resolved with HR before the staff:student ratio is calculated.
- (iii) The FTE for part-time and occasional teaching staff, and for demonstrators, is calculated against the total pay costs incurred by Schools and Departments in the previous complete financial year (i.e. the 2012/2013 FTE for this cohort is calculated against the pay value in financial year ended 30th September 2012.) It is the responsibility of Departments and Schools to ensure that casual academic staff and demonstrators are correctly coded, so that the correct factors, described at (iv) and (v) below, are applied
- (iv) The factor applied to the calculation of the part-time teaching staff is 100% of the value of the 11th point of the Lecturer scale.
- (v) The factor applied in the calculation of the FTE of Demonstrators is 100% of the value of the full-time salary of Demonstrators (i.e. the current rate for Demonstrators in Anatomy).
- (vi) In certain instances where no “department” exists – e.g. the Biology Teaching Centre – the FTE of the whole-time Director and the FTE of the occasional Demonstrators is divided and allocated among cognate Departments. The proportion of FTE allocated to each Department is a matter determined by the Faculty.

Summary of Analysis

FACULTY 2012/13	STAFF FTE	STUDENT FTE				Ratios 2012/13	Ratios 2011/12	Ratios 2010/11	Ratios 2009/10
		Undergraduate	Postgraduate Taught [^]	Postgraduate Research [*]	Total				
Arts, Humanities & Social Sciences	349.24	5560.32	1401.30	814.87	7776.49	22	22	21	21
Engineering, Mathematics and Science	277.82	3164.92	455.64	714.70	4335.26	16	16	15	15
Health Sciences	258.02	2915.26	568.56	384.43	3868.25	15	14	14	15
COLLEGE	885.08	11640.50	2425.50	1914.00	15980.00	18	18	17	17

* The calculation of staff/student ratios in 2012/13 does not include those postgraduate research students made live on College systems for thesis examination only

[^] With effect from 1994/95, all full-time postgraduate degree students were calculated as equivalents to 1 FTE (rather than equivalent to 3 FTEs).

STAFF/STUDENT RATIOS 2012/13
Faculty of Arts, Humanities and Social Sciences

Table D5 (b)

RATIOS 2009/10	RATIOS 2010/11	RATIOS 2011/12	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor		Demonstrators FTE	STAFF FTE	STUDENT FTE			RATIOS 2012/13	
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE		Total	Undergraduate	Postgraduate Taught	Postgraduate Research		Total
			School of Histories and Humanities												
22	25	24	History (formerly Medieval History and Modern History as separate departments)	6.00	3.00	4.00	7.00	1.19	0.00	21.19	437.97	46.71	67.60	552.28	26
20	19	20	Classics	2.00	1.00	2.00	4.00	0.36	0.00	9.36	143.08	13.83	17.00	173.91	19
21	22	29	History of Art	0.00	0.00	3.00	3.75	0.06	0.00	6.81	133.15	6.21	18.80	158.16	23
13	13	8	Centre for Gender and Womens Studies	0.00	0.00	0.00	1.00	0.18	0.00	1.18	0.86	6.59	4.00	11.45	10
21	22	23	Total	8.00	4.00	9.00	15.75	1.79	0.00	38.54	715.06	73.34	107.40	895.80	23
			School of Linguistic, Speech and Communication Sciences												
17	10	18	Clinical Speech & Language Studies	0.00	0.00	4.00	2.50	0.48	0.00	6.98	95.75	17.85	11.00	124.60	18
9	17	10	Language and Communication Studies	0.00	3.00	3.00	9.50	0.28	0.41	16.19	138.60	48.71	33.00	220.31	14
11	12	12	Total	0.00	3.00	7.00	12.00	0.76	0.41	23.17	234.35	66.56	44.00	344.91	15
			School of Drama, Film and Music												
22	20	23	Drama, Film and Theatre Studies	1.00	2.00	1.00	6.00	1.89	0.00	11.89	238.42	25.40	35.00	298.82	25
20	17	15	Music	0.00	0.00	2.00	5.00	0.37	0.00	7.37	88.33	15.17	15.00	118.50	16
21	19	20	Total	1.00	2.00	3.00	11.00	2.26	0.00	19.26	326.75	40.57	50.00	417.32	22
21	21	23	School of English	1.00	3.11	6.00	12.00	5.73	0.00	27.84	417.51	88.15	71.40	577.06	21
			School of Languages, Literature and Cultural Studies												
15	15	14	Germanic Studies	1.00	1.00	1.00	3.00	1.19	1.20	8.39	104.71	7.72	6.00	118.43	14
18	17	17	Hispanic Studies	0.00	0.00	1.00	4.00	1.13	1.20	7.33	117.35	2.23	5.00	124.58	17
17	19	16	Irish & Celtic Languages	1.00	0.00	0.00	4.00	0.39	0.00	5.39	89.49	2.34	4.00	95.83	18
14	14	14	Italian	0.00	1.00	1.00	1.00	0.24	0.60	3.84	45.42	2.61	4.00	52.03	14
8	7	9	Russian & Slavonic Studies	0.00	0.00	1.00	3.50	0.17	1.20	5.87	44.28	4.97	5.00	54.25	9
18	20	21	French	2.00	0.00	1.00	6.00	0.26	1.80	11.06	211.46	4.60	10.00	226.06	20
			European Studies	0.00	0.00	0.00	1.00	0.19	0.00	1.19				0.00	0
			Near & Middle Eastern Studies	0.33	0.00	0.00	3.00	0.00	0.00	3.33	57.73	2.00	12.00	71.73	22
15	16	16	Total	4.33	2.00	5.00	25.50	3.57	6.00	46.40	670.44	26.47	46.00	742.91	16
			School of Religions, Theology and Ecumenics												
27	30	39	Religions & Theology	0.00	1.00	0.00	2.00	0.51	0.00	3.51	68.82	42.23	8.00	119.05	34
11	12	14	Irish School of Ecumenics	0.00	0.00	2.00	7.00	1.53	0.00	10.53	0.61	70.73	30.00	101.34	10
17	23	23	Total	0.00	1.00	2.00	9.00	2.04	0.00	14.04	69.43	112.96	38.00	220.39	16
22	23	28	School of Business Studies	1.20	4.00	5.20	11.60	7.54	0.00	29.54	632.28	190.94	39.00	862.22	29
15	15	14	School of Psychology	4.00	2.00	5.20	15.93	2.54	1.09	30.76	192.15	104.83	139.07	436.05	14
			School of Social Sciences and Philosophy												
27	29	31	Sociology	0.00	1.00	1.20	7.00	2.05	0.00	11.25	325.29	19.22	25.00	369.51	33
26	31	23	Political Science	2.20	1.00	1.00	8.20	3.02	0.00	15.42	317.26	39.12	20.00	376.38	24
26	28	36	Economics	2.00	0.17	3.00	11.00	4.29	0.00	20.46	571.19	32.37	28.00	631.56	31
25	25	23	Philosophy	1.00	1.00	2.00	3.00	2.37	0.00	9.37	177.40	3.14	17.00	197.54	21
26	28	29	Total	5.20	3.17	7.20	29.20	11.73	0.00	56.50	1391.14	93.85	90.00	1574.99	28
15	15	17	School of Social Work and Social Policy	1.00	1.00	4.00	8.70	5.06	0.00	19.76	216.70	93.68	33.00	343.38	17
42	24	27	School of Education	1.00	0.00	3.00	10.75	1.88	0.00	16.63	22.45	405.06	71.00	498.51	30
35	36	33	School of Law	1.20	3.00	6.57	11.82	4.21	0.00	26.80	672.06	104.89	86.00	862.95	32
21	21	22	FACULTY	27.93	28.28	63.17	173.25	49.11	7.50	349.24	5560.32	1401.30	814.87	7776.49	22

STAFF / STUDENT RATIOS 2012/13
Faculty of Engineering, Mathematics and Science

Table D5 (c)

RATIOS 2009-10	RATIOS 2010-11	RATIOS 2011/12	SCHOOLS & DEPARTMENTS	Professor					Demonstrators FTE	STAFF FTE Total	STUDENT FTE				RATIOS 2012/13
				Professors FTE	Associate Professors FTE	Associate Professor Senior Lecturers FTE	Assistant Professor Lecturers FTE	Part-time Lecturers FTE			Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
			School of Computer Science and Statistics												
16	19	16	Statistics	1.00	2.00	4.09	3.00	0.12	0.38	10.59	122.74	44.00	14.00	180.74	17
13	13	15	Computer Science	3.20	3.00	7.60	33.05	4.81	3.81	55.47	520.92	198.25	117.00	836.17	15
14	14	15	Total	4.20	5.00	11.69	36.05	4.93	4.19	66.06	643.66	242.25	131.00	1016.91	15
			School of Engineering					0.54	1.56	2.10					
18	14	15	Civil, Structural and Environmental Engineering	2.00	2.00	8.00	7.70	2.47	0.38	22.55	133.20	76.99	69.00	279.19	12
14	14	19	Electronic & Electrical Engineering	3.10	0.00	4.00	4.26	1.99	0.29	13.64	132.75	23.58	39.50	195.83	14
13	12	12	Mechanical & Manufacturing Engineering	1.00	2.07	3.00	9.00	0.62	0.75	16.44	203.15	25.27	67.00	295.42	18
15	14	15	Total	6.10	4.07	15.00	20.96	5.62	2.98	54.73	469.10	125.84	175.50	770.44	14
15	17	16	School of Biochemistry & Immunology	4.00	1.00	7.00	8.05	0.61	1.65	22.31	262.66	17.27	74.00	353.93	16
16	16	16	School of Chemistry	5.00	6.00	2.00	8.00	0.00	3.01	24.01	338.03	1.01	90.20	429.24	18
19	19	17	School of Mathematics	1.00	2.00	6.00	11.00	0.63	2.78	23.41	426.08	8.00	14.00	448.08	19
			School of Natural Sciences					0.43		0.43					
15	14	18	Botany	1.00	2.00	4.17	1.00	0.16	0.11	8.44	122.22	10.66	28.00	160.88	19
18	18	24	Geography	0.00	2.00	4.50	4.00	0.12	0.26	10.88	169.04	42.74	18.00	229.78	21
18	16	14	Geology	1.00	1.00	4.00	4.00	0.03	0.44	10.47	135.86	2.42	16.00	154.28	15
23	26	22	Zoology	0.00	2.00	2.34	5.00	0.00	0.47	9.81	194.32	4.88	21.00	220.20	22
18	18	20	Total	2.00	7.00	15.01	14.00	0.74	1.28	40.03	621.44	60.70	83.00	765.14	19
11	11	13	School of Physics	5.59	5.00	6.00	6.00	0.35	0.21	23.15	203.84	0.00	94.00	297.84	13
			School of Genetics & Microbiology												
10	10	10	Genetics	6.00	4.00	2.17	2.50	0.03	0.23	14.93	96.14	0.53	38.00	134.67	9
14	16	13	Microbiology	2.00	0.00	3.17	3.00	0.00	1.02	9.19	103.97	0.04	15.00	119.01	13
12	12	11	Total	8.00	4.00	5.34	5.50	0.03	1.25	24.12	200.11	0.57	53.00	253.68	11
15	15	16	FACULTY	35.89	34.07	68.04	109.56	12.91	17.35	277.82	3164.92	455.64	714.70	4335.26	16

STAFF/ STUDENT RATIOS 2012/13
Faculty of Health Sciences

RATIOS 2009/10	RATIOS 2010/11	RATIOS 2011/12	SCHOOLS & DEPARTMENTS	Professor			Associate Professor		Assistant Professor		STAFF FTE Total	STUDENT FTE				RATIOS 2012/13
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Undergraduate		Postgraduate Taught	Postgraduate Research	Total		
10	10	11	School of Dental Science	4.5	1	13	8	1.5	0	28.00	239.98	14.57	40.00	294.55	11	
			School of Medicine													
12	12	12	Surgery	2.00	0.00	3.00	6.00	0.28	0.00	11.28	139.25	15.95	16.00	171.20	15	
14	10	10	Psychiatry	2.00	1.00	2.85	5.50	2.23	0.00	13.58	71.42	41.56	17.50	130.48	10	
18	16	19	Clinical Medicine	5.00	1.21	5.00	7.00	1.21	0.00	19.42	203.26	69.97	107.67	380.90	20	
21	19	21	Anatomy	0.00	0.00	0.00	4.00	0.26	3.00	7.26	122.47	4.63		127.10	18	
17	20	21	Physiology	2.00	2.00	1.00	4.00	0.43	0.20	9.63	194.31	25.58	26.00	245.89	26	
11	8	8	Laboratory Medicine	3.00	1.00	1.00	6.50	0.34	0.02	11.86	78.12	19.20	34.00	131.32	11	
20	17	17	Pharmacology & Therapeutics	1.00	0.00	2.04	3.64	0.57	0.03	7.28	81.45	21.84	12.33	115.62	16	
14	16	15	Occupational Therapy	0.00	0.00	0.00	10.80	0.20	0.00	11.00	166.27	0.13	7.00	173.40	16	
14	14	14	Physiotherapy	0.00	0.00	3.00	8.00	0.59	0.00	11.59	170.58	9.36	10.00	189.94	16	
9	10	9	Radiation Therapy	0.00	0.00	1.20	7.00	0.09	0.00	8.29	78.88	3.87	3.33	86.08	10	
10	9	8	Obstetrics & Gynaecology	1.00	1.00	0.00	0.75	0.58	0.00	3.33	34.08		2.00	36.08	11	
7	6	6	Public Health & Primary Care	3.00	1.00	3.50	3.00	3.02	0.00	13.52	59.43	38.47	17.50	115.40	9	
11	8	10	Paediatrics	0.00	0.00	1.00	3.00	0.07	0.00	4.07	35.35	0.25		35.60	9	
14	13	13	Total	19.00	7.21	23.59	69.19	9.87	3.25	132.11	1434.87	250.81	253.33	1939.01	15	
18	18	18	School of Nursing & Midwifery	1.00	4.00	6.00	59.57	5.52	0.00	76.09	1020.09	254.99	44.93	1320.01	17	
17	16	14	School of Pharmacy and Pharmaceutical Sciences	1.00	2.00	6.50	10.00	0.45	1.87	21.82	220.32	48.19	46.17	314.68	14	
15	14	14	FACULTY	25.50	14.21	49.09	146.76	17.34	5.12	258.02	2915.26	568.56	384.43	3868.25	15	

The Provost's Teaching Awards Scheme

The Provost's Teaching Award Scheme, run by Academic Practice and e-Learning (CAPSL) is designed to recognise and reward those who have made an outstanding contribution in the pursuit of teaching excellence. The prestige of the award reflects the value which Trinity places on promoting teaching as a scholarly activity and the importance placed on enriching the learning opportunities of its students.

Five awards were presented on 12th June 2013 to the following members of the academic staff:

- Dr Robert Armstrong, School of Histories & Humanities
- Dr Nicholas Johnson, School of Drama, Film & Music - Early Career Award Winner
- Dr Christopher Nicholas, School of Natural Sciences
- Professor Luke O'Neill, School of Biochemistry & Immunology
- Dr Zuleika Rodgers, School of Languages, Literatures & Cultural Studies

This year a total of 91 academic staff members were nominated by 168 students. Seven candidates were shortlisted this year and were presented with a certificate of commendation by the Provost at the awards ceremony. They were Ms Michelle Leech, Dr Kathleen McTiernan, Dr Ciaran O'Neill, Mr David Prendergast, Dr Ian Sanders, Dr John Walsh and Dr Paul Tierney (not present at awards).

The candidates were selected through a rigorous process involving their nomination by their students or their peers in College. The candidates were then assessed by the Provost's Teaching Award Review Panel, comprising representatives of academic staff, the Senior Academic Developer, undergraduate and postgraduate students, and an external reviewer, Professor Ray Land of Durham University. The panel examined each candidate's teaching philosophy, their practice and scholarship, and assessed supporting evidence provided by the candidates before deciding on the five overall winners of this year's awards.

A short video of the winners' classes was also produced by Dr Gary Baugh, of the School of Engineering.

E. ACADEMIC PROGRESS

Student Cases

Individual student cases involve considerable consultation and interaction with College Tutors, the relevant Course Directors, Directors of Teaching and Learning (UG), Heads of Disciplines and Schools and relevant staff members in academic units. Following full consideration of the case, the Senior Lecturer will issue a decision, via the Student Cases team, to the relevant tutor. There has been an increase in recent years in the number of student cases, as demonstrated below.

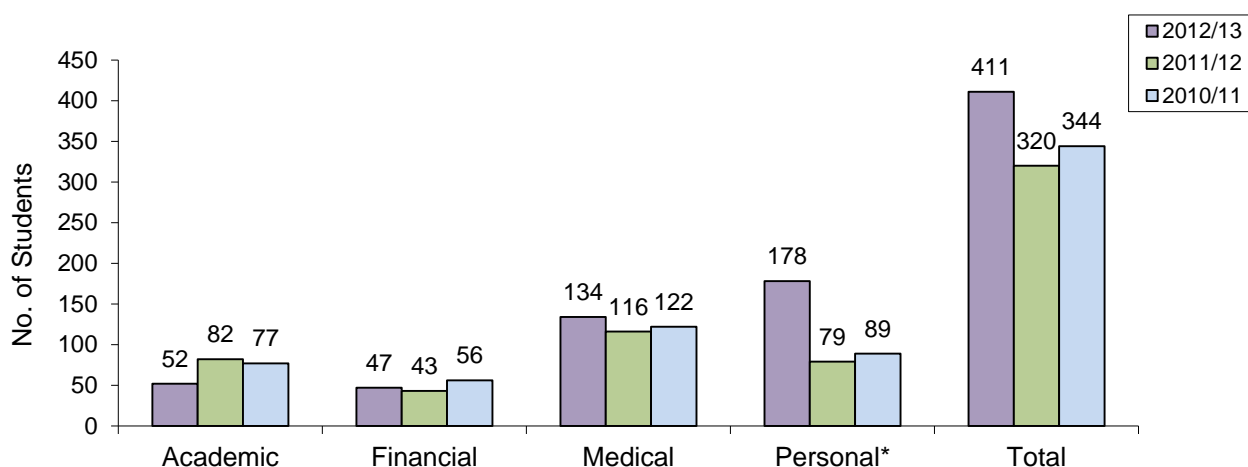
Table E1: Breakdown of number of decision memoranda issued

Months	2012/13	2011/12	2010/11
September	151	148	227
October	225	194	158
November	198	198	189
December	75	109	93
January	74	65	51
February	101	150	124
March	64	65	88
April	123	135	136
May	224	333	379
June	325	238	337
July	414	172	91
August	160	160	172
Total	2134	1967	2045
Percentage Increase / Decrease on previous year:	8.49%	-3.8%	2.45%

Students Off-books

In 2012/13 a total of 411 undergraduate students were off-books, (compared to 320 in 2011/12 and 344 in 2010/11); 202 of these were off-books taking assessment. The principal ground for allowing students to go off-books in 2012/13 was personal (43%).

Reasons for students going off-books 2012/13, 2011/12, 2010/11



*Includes Ad Misericordiam reasons

Examinations

During the 2012/13 academic year the Examinations Office organised approximately 80,555 examination sittings.

Table E2: Breakdown of Examination Sittings ^

Examinations	2012/13	2011/12	2010/11	2009/10
Annuals	69,270~	68,295~	65,595~	63,290
Supplementals	4,266	3,949	4,380	4,693
Specials	192	171	152	129
Term Tests	2,945	2,764	3,117	5,517
Foundation Scholarship	3,015	2,213	2,033	1,996
Others *	867	735	867	783
Totals	80,555	78,127	76,144	76,408

^ Examination sittings = number of students x number of examination papers sat

* Others = Music Entrance Test, Matriculation, HPAT

~ Excludes Colleges of Education examinations

Two thousand six hundred and eighty three (2,683) examinations (XIDs/Paper Codes) were scheduled during the 2012/13 academic year (2,611 in 2011/12). Examination scheduling was conducted in CMIS up to March 2013. The scheduling of modules examined during the annual, supplemental and special examination sessions in 2012/13 was conducted in SITS, using the examination scheduling component, WASP. The Examinations Office published student, module and room examination timetables online via the new SITS my.tcd.ie portal.

Anonymous examination numbers were also generated in SITS for the 2012/13 academic year and were made available to students via their personal SITS portal page. Additionally keyholder files, required to support processes for the anonymous marking of undergraduate examinations, were provided in the SITS e:Vision portal.

Examinations were scheduled in campus venues including the Arts Building, Goldsmith Hall, Graduates' Memorial Building (GMB), Examination Hall, Regent House, Sports Centre, Museum Building and the Luce Hall as well as several school-owned rooms and laboratories. Examinations were also held for the thirteenth consecutive year in the RDS (Royal Dublin Society).

The figures for students registered with the Disability Service who required special examination accommodations rose to seven hundred and twenty three (723) in the 2012/13 annual examination session (619 in 2012), representing a 17% increase on last year's figures. This is a 72% increase since the 2009/10 annual examination session where 420 students required special examination accommodation. Examination timetable details were provided via the students' portal page, and within an anonymous pdf file published on the Examinations Office website. Personal timetable details were prepared for each of these students according to their specific requirements as advised by the Disability Service.

The scheduling and payment of invigilators was also conducted in SITS, from May 2013 onwards. Two hundred and seventy four (274) postgraduate students were employed for invigilation duties during the 2013 annual examination session (330 in 2012). Invigilation duties and instructions are advised annually to newly recruited and continuing postgraduate students during their compulsory training session. These instructions are supplemented with appropriate advice and procedures from the Junior Dean, the Director of the Health Service and the Disability Service.

The Examinations Office was also responsible for the preparation of first class book tokens, awarded to non-final year students who receive a first class award at the annual examination session. During 2012/13, 1,030 students were awarded first class book tokens (1,111 in 2012).

Courts of First Appeal and Academic Appeals

The Courts of First Appeal convenes to consider appeals on matters of academic progress arising out of examinations or other academic circumstances where a student case:

- (i) is not adequately covered by the ordinary regulations of the College; or
- (ii) is based on a claim that the regulations of the College were not properly applied in the applicant's case; or
- (iii) represents an *ad misericordiam* appeal.

If an application to the Courts of First appeal is unsuccessful, a student may take their case to the College Academic Appeals Committee on the same grounds as listed above.

A greater number of appeals are normally processed following the supplemental examination session where Courts of Examiners have prohibited students from proceeding to the next year of their course. The number of courts of first appeal in all faculties and of academic appeals at college level after supplemental examinations has increased over the period 2010/11 to 2012/13 as can be seen from the tables below.

Table E3 (a): Number of cases coming to Courts of First Appeal Committee

Courts of First Appeals						
	2012/13		2011/12		2010/11	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	20	49	17	30	14	22
Engineering, Mathematics & Science	13	79	11	67	7	89
Health Science	2	87	9	89	2	85
Multi-Faculty	11	11	2	5	0	6
TOTAL	46	226	39	191	23	202

*Supplementals

Table E3 (b): Number of cases coming to Academic Appeals Committee

Academic Appeals						
	2012/13		2011/12		2010/11	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	2	6	4	4	1	7
Engineering, Mathematics & Science	2	4	0	2	0	7
Health Science	3	5	2	18	0	12
Multi-Faculty			0	0	0	2
TOTAL	7	15	6	24	1	28

*Supplementals

Foundation Scholarship Examination

A total of 580 students (out of 964 applicants) presented for the Foundation Scholarship examination in 2013 (502 presented out of 803 applicants in 2012). Ninety (90) Foundation and Non-Foundation Scholarships were awarded in 2013 (104 in 2012), which represents 16% of those who attended the examination. Thirty seven (37) Scholarships were awarded to females (41%) and 53 to males (59%).

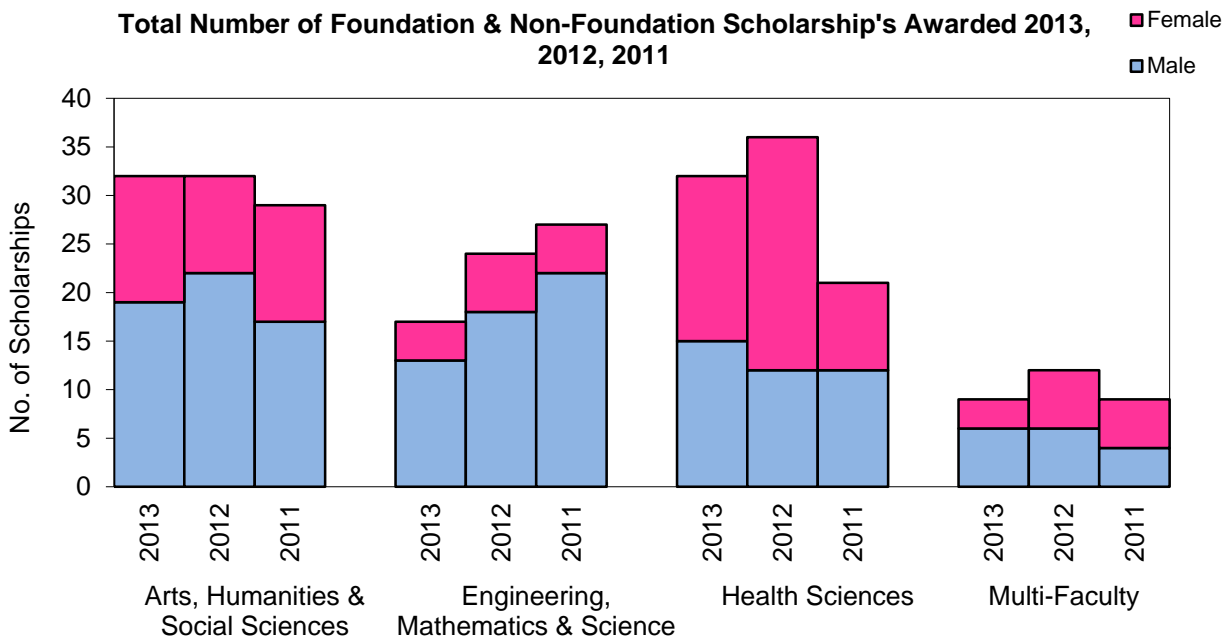


Table E4: Foundation and non-foundation scholarships awarded by course 2013, 2012, 2011

	2013	2013	2013	2012	2012	2012	2011
Faculty / Course	Total Number of Scholarships awarded	Total number of SF students	% of SF students who received a Scholarship	Total Number of Scholarships awarded	Total number of SF students	% of SF students who received a Scholarship	Total Number of Scholarships awarded
Faculty of Arts, Humanities and Social Sciences							
Ancient and Medieval History and Culture	1	16	6%	0	15	0%	0
Bachelor in Education	0	0	0%	0	1	0%	0
Business Studies and a Language	0	32	0%	0	43	0%	0
Classics	0	3	0%	1	5	20%	0
Clinical Speech and Language Studies	3	33	9%	0	33	0%	0
Deaf Studies	1	18	6%				
Drama and Theatre Studies	1	13	8%	1	20	5%	0
Early and Modern Irish	0	6	0%	0	5	0%	0
Economic and Social Studies	3	248	1%	7	249	3%	7
English Studies	4	39	10%	4	47	9%	2
European Studies	0	43	0%	0	40	0%	2
Germanic Languages	0	0	0%	0	0	0%	0
History	1	42	2%	2	34	6%	0
History and Political Science	1	28	4%	2	27	7%	1
Irish Studies	1	12	8%	0	17	0%	1
Law	4	90	4%	5	91	5%	3
Law and Business	1	26	4%	0	25	0%	1
Law and French	1	16	6%	1	14	7%	1
Law and German	0	14	0%	0	15	0%	0
Law and Political Science	3	18	17%	2	21	10%	1
Music	1	18	6%	2	21	10%	2
Music Education	0	12	0%	0	10	0%	1
Philosophy (formerly Mental and Moral Science)	0	10	0%	1	15	7%	0
Philosophy and Political Science	1	7	14%	0	11	0%	0
Philosophy, Political Science, Economics & Sociology	2	30	7%	2	26	8%	2
Psychology	1	24	4%	2	31	6%	2
World Religions & Theology	1	22	5%	0	24	0%	0
Social Studies	0	41	0%	0	43	0%	1
Sociology and Social Policy	1	29	3%	0	29	0%	1
Total	32	890	4%	32	912	4%	28
Faculty of Engineering, Mathematics and Science							
Integrated Computer Science	0	55	0%	0	46	0%	0
B.Sc (Information Systems) Hons^	1	33	3%	0	41	0%	0
Chemistry with Molecular Modelling	0	6	0%	0	2	0%	1
Earth Sciences	0	11	0%	0	13	0%	2
Engineering (Integrated)	3	142	2%	3	146	2%	12
Engineering with Management (Integrated)	0	8	0%	0	8	0%	0
Human Genetics	0	12	0%	0	10	0%	0
Management Science and Information Systems Studies	1	35	3%	0	36	0%	0
Mathematics	2	28	7%	2	20	10%	2
Nanoscience, Physics and Chemistry of Advanced Materials	0	16	0%	n/a			
Medicinal Chemistry	0	27	0%	0	23	0%	0
Natural Sciences	5	322	2%	10	324	3%	8
Physics and Chemistry of Adv. Materials	1	0	0%	0	11	0%	0
Theoretical Physics	4	33	12%	9	42	21%	2
Total	17	728	2%	24	722	3%	27
Faculty of Health Sciences							
B.Sc. in Children's & General Nursing	1	19	5%	2	14	14%	1
B.Sc. Nursing	7	193	4%	4	215	2%	3
B.Sc. in Midwifery	0	30	0%	1	37	3%	1
Dental Science	3	40	8%	5	38	13%	2
Human Nutrition and Dietetics	0	23	0%	0	22	0%	0
Medicine	9	164	5%	17	151	11%	10
Occupational Therapy	1	35	3%	5	40	13%	1
Pharmacy	5	69	7%	0	60	0%	2
Physiotherapy	6	35	17%	2	38	5%	1
Radiation Therapy	0	24	0%	0	23	0%	0
Total	32	632	5%	36	638	6%	21
Multi-Faculty							
Business and Computing	0	26	0%	0	19	0%	0
Computer Science,Linguistics and a Language	0	16	0%	0	4	0%	1
Human Health and Disease	0	26	0%	2	26	8%	0
Political Science and Geography	2	22	9%	1	21	5%	0
Two Subject Moderatorship	7	338	2%	9	321	3%	9
Total	9	428	2%	12	391	3%	9
Grand Total	90	2678	3%	104	2663	4%	85

^ Students register on the Diploma course for the first two years

External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 164 (165 in 2011/12) external examiners were appointed to examine undergraduate programmes in 2012/13, of whom 138 (comprising 84%) have submitted their annual report to the Senior Lecturer. Eighty-eight (88%) percent of external examiners are from Ireland or the United Kingdom.

Table E5 - External Examiners for undergraduate courses appointed to examine in 2012/13

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	2012/13		2011/12
								No. of Reports Received*	% of Reports Received*	% of Reports Received**
Arts, Humanities & Social Sciences	18	3	32	9	2	3	67	57	85%	91%
Engineering, Mathematics & Science	1	1	18	5	4	6	35	32	91%	91%
Health Sciences	17	2	24	7	2	10	62	49	79%	89%
TOTAL	36	6	74	21	8	19	164	138	84%	90%
Percentage	22%	4%	45%	13%	5%	12%	100%			

* Data as at 30 April 2014

** 2011/12 data updated as 5 March 2014

Table E6: Commencements, Firsts and Gold Medals

In the 2012 calendar year, 33 commencement ceremonies were held during which 4,427 (4,395 in 2011) degrees were conferred (2,776 primary degrees and 1,651 higher degrees).

	2012		2011		2010		2009		2008		2007		2006		2005		2004		2003	
	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia
Primary Degrees																				
Moderatorships	1089	73	992	67	911	64	974	56	937	73	960	62	961	55	998	63	1062	56	1027	43
Bachelor in Arts	322	27	284	28	314	24	324	28	309	23	330	36	307	15	313	31	302	30	308	26
Other Primary Degrees:																				
TCD	1210	51	1183	52	1207	42	1215	53	1160	67	1272	75	1347	62	1272	75	1255	70	1258	72
DIT	1	3		2		1		2		3		2	3	4	9	6	15	5	47	16
Total Primary Degrees	2622	154	2459	149	2432	131	2513	139	2406	166	2562	175	2618	136	2592	175	2634	161	2640	157
Higher Degrees																				
Master in Arts	52	67	51	82	89	75	69	85	67	82	79	64	108	92	98	79	85	71	90	74
Master in Arts (jure officii)	29	0	26	0	35	2	29	1	18	1	16	0	30	0	42	0	14	0	8	0
Other Masters	949	192	1016	225	1056	193	938	183	807	158	851	157	784	105	742	102	670	89	587	135
Doctors	312	41	332	46	289	30	260	18	242	29	244	18	236	12	192	14	164	12	149	23
Honorary Degrees	9	0	9		7		9		10		11		8		16		13		11	
Total Higher Degrees	1351	300	1434	353	1476	300	1305	287	1144	270	1201	239	1166	209	1090	195	946	172	845	232
Sub Total	3973	454	3893	502	3908	431	3818	426	3550	436	3763	414	3784	345	3682	370	3580	333	3485	389
Grand Total	4427		4395		4339		4244		3986		4177		4129		4052		3913		3874	
Number of Ceremonies	33		33		33		30		29		28		31		30		29		27	

Commencements, Firsts and Gold Medal Awards

A total of 397 students received first class honors (primary) degrees in 2012/13 (364 in 2011/12).

The award of **78** Gold Medals was approved at Board for the 2012/13 academic year (**80** for the 2011/12 academic year).

See below for the Gold Medal eligibility criteria which was revised during 2011/12 and approved by Board in February 2012.

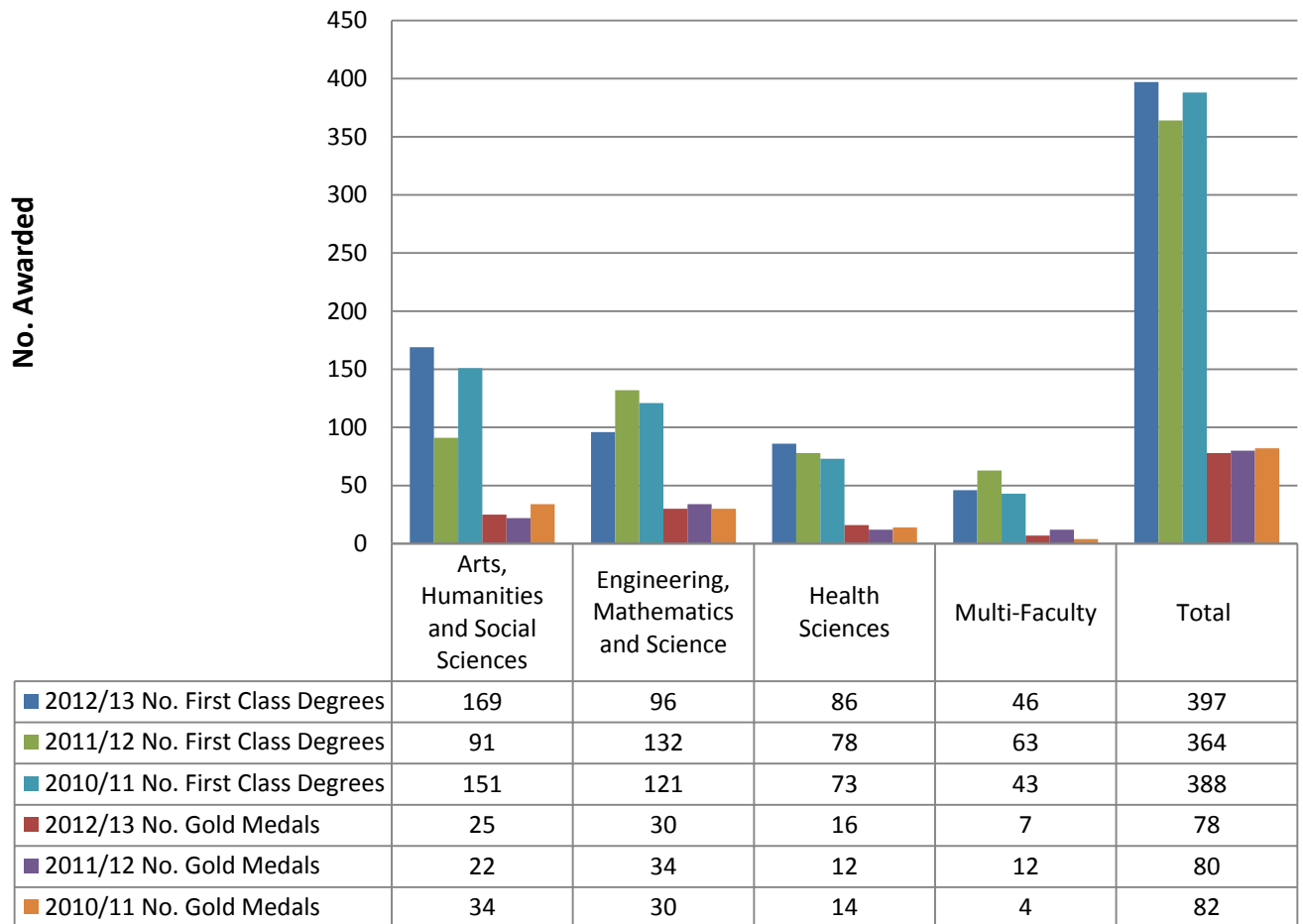
Table E7: Gold Medals Recommended Criteria for the Award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Ancient and Medieval History and Culture	73% or 75%	Category 5
Biblical and Theological Studies	73% or 75%	Category 5
Business Studies	73%	Category 3
Business Studies and a Language	73%	Category 3
Classics	73% or 75%	Category 5
Clinical Speech and Language Studies	75%	Category 2
Computer Science, Linguistics and a Language	73%	Category 4
Deaf Studies	73%	Category 3
Drama and Theatre Studies	73% or 75%	Category 5
Early and Modern Irish	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
English Studies	73% or 75%	Category 5
European Studies	73%	Category 3
Germanic Languages	73%	Category 3
History	73%	Category 3
History and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
History and Political Science (course taken equally for 4 years)	73%	Category 3
Irish Studies	73% or 75%	Category 5
Law	73%	Category 3
Law and Business	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Law and Political Science	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 4

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Philosophy	73% or 75%	Category 5
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy, Political Science, Economics and Sociology	73%	Category 3
Political Science and Geography	73%	Category 3
Psychology	73% or 75%	Category 5
Religions and Theology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology and Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
World Religions and Theology	73% or 75%	Category 5
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Business and Computing	73%	Category 3
Chemistry with Molecular Modelling	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Earth Sciences	75%	Category 2
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Engineering with Management	80%	Category 1
Human Genetics	75%	Category 2
Information Systems (BSc) (hons)	80%	Category 1
Management Science and Information Systems Studies	75%	Category 2
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Nanoscience, Physics and Chemistry of Advanced Materials	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Natural Sciences	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Children's and General Nursing ¹	75%	Category 8
Dental Science	70%	Category 6
Human Health and Disease	75%	Category 2
Human Nutrition and Dietetics ²	80%	Category 7
Medicine (5-year)	70%	Category 6
Medicine	70%	Category 6
Midwifery (BSc)	75%	Category 8
Nursing (BSc)	75%	Category 8
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
MULTI-FACULTY Two Subject Moderatorship - Pattern A Two Subject Moderatorship - Pattern B Two Subject Moderatorship - Pattern C	73% 73% or 75% 73% or 75%	Category 3 Category 5 Category 5
New Criteria, as approved by Board on 29 February 2012		
¹ The duration of course 457 is 4.5 years and the final degree year is Year 5 ² A first class degree is awarded at 75% for the Human Nutrition and Dietetics course and is therefore presented in a separate category to distinguish this course from those listed in Category 1 where a first class degree is awarded at 70%		

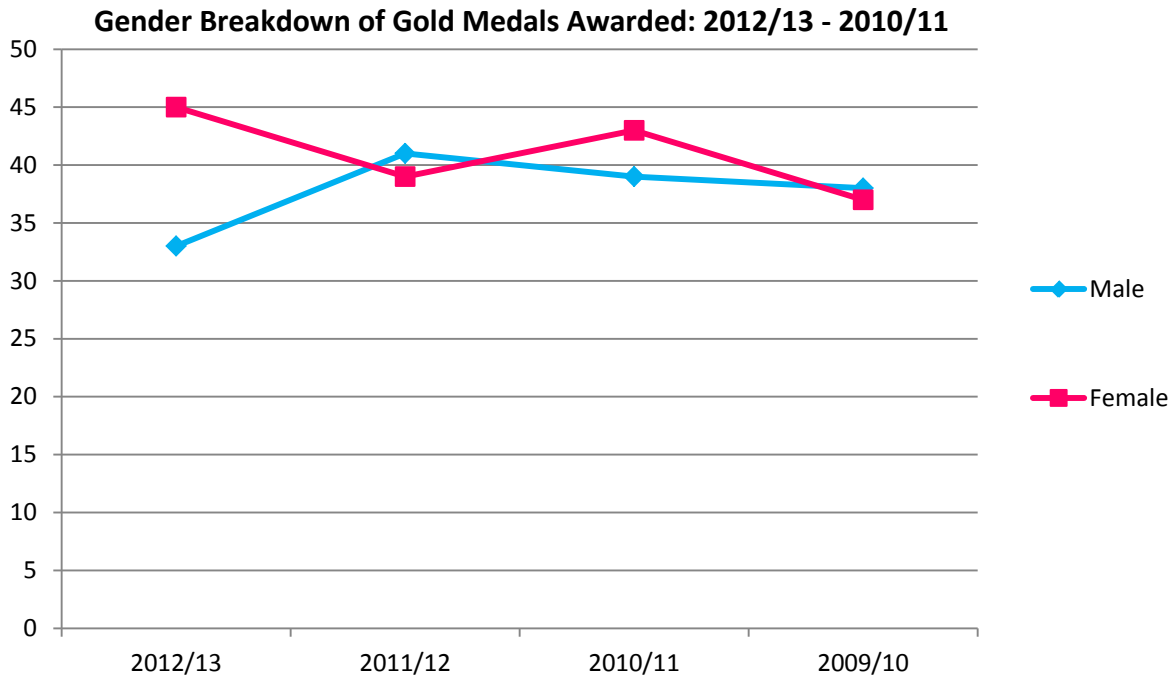
First Class Degrees & Gold Medals Summary 2012/13 – 2010/11



* Human Health and Disease figures included in Faculty of Health Sciences

Table E8: Gender Breakdown of Gold Medals awarded 2012/13 – 2009/10

Gender Breakdown of Gold Medals Awarded				
<u>Gender</u>	<u>2012/13</u>	<u>2011/12</u>	<u>2010/11</u>	<u>2009/10</u>
Male	33	41	39	38
Female	45	39	43	37
Total	78	80	82	75



Distribution of Grades Achieved at Degree Examinations 2012

In 2012/13, 15.3% (15.7% in 2011/12) of students achieved a first class result at their degree examination, 53.7% (52.4% in 2011/12) achieved a result in the second class first division, and 15.6% (17.9% in 2011/12) obtained a result in the second class, second division (the overall percentage for second class results does not include Health Sciences). The award of a first class honor degree ranges from 0% to as high as 100% (BESS - Political Science and Sociology) across courses.

Table E9: Distribution of Grades achieved by course at undergraduate degree examinations in 2012/13

2012/13	First Class	Second Class First Division	Second Class Second Division	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences										
Ancient and Medieval History and Culture	0	5	9	1	0	0	0	0	15	0.0%
BESS - Business	4	46	9	1	0	0	2	0	62	6.5%
BESS - Business and Economics	12	81	9	0	0	0	2	0	104	11.5%
BESS - Business and Political Science	0	15	2	0	0	0	0	0	17	0.0%
BESS - Business, Economics and Social Studies	1	0	1	0	0	0	0	0	2	50.0%
BESS - Economics and Political Science	0	8	0	0	0	0	0	0	8	0.0%
BESS - Economics and Social Studies	1	1	0	0	0	0	0	0	2	50.0%
BESS - Political Science	1	1	1	0	0	0	0	0	3	33.3%
BESS - Political Science and Sociology	1	0	0	0	0	0	0	0	1	100.0%
BESS - Sociology and Business	8	23	5	0	0	0	0	0	36	22.2%
Business Studies and a Language	1	24	10	1	0	0	1	0	37	2.7%
Classics	2	2	0	0	0	0	0	0	4	50.0%
Clinical Speech and Language Studies	2	18	10	0	0	0	2	0	32	6.3%
Deaf Studies	3	5	3	0	0	0	4	0	15	20.0%
Drama and Theatre Studies	3	12	0	0	0	0	1	0	16	18.8%
Early and Modern Irish	0	3	1	1	0	0	0	0	5	0.0%
Education	29	118	38	1	0	0	6	0	192	15.1%
English Studies	10	32	2	1	0	0	0	0	45	22.2%
European Studies	6	31	2	0	0	0	0	0	39	15.4%
History	4	24	11	0	0	0	1	0	40	10.0%
History and Political Science	8	16	4	0	0	0	0	0	28	28.6%
Irish Studies	2	6	5	2	0	0	0	0	15	13.3%
Law	12	81	2	0	0	0	5	0	100	12.0%
Law and Business	9	13	1	0	0	0	0	0	23	39.1%
Law and French	3	10	1	0	0	0	0	0	14	21.4%
Law and German	4	13	1	0	0	0	1	0	19	21.1%
Law and Political Science	5	16	2	0	0	0	0	0	23	21.7%
Music	1	7	7	1	0	0	2	0	18	5.6%
Music Education	2	8	0	0	0	0	0	0	10	20.0%
Philosophy	0	9	3	0	0	0	0	0	12	0.0%
Philosophy and Political Science	0	10	0	0	0	0	0	0	10	0.0%
Philosophy, Political Science, Economics and Sociology	3	16	2	0	0	0	0	0	21	14.3%
Psychology	13	18	0	0	0	0	1	0	32	40.6%

2012/13	First Class	Second Class First Division	Second Class Second Division	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Religions and Theology	6	13	3	0	0	0	1	0	23	26.1%
Social Studies	8	35	4	1	0	0	7	0	55	14.5%
Sociology and Social Policy	2	14	9	1	0	0	1	0	27	7.4%
Total	166	734	157	11	0	0	37	0	1105	15%
Percentage distribution	15%	66.4 %	14.2%	1.0%	0.0%	0.0%	3.4%	0.0%	100.0%	
Faculty of Engineering, Mathematics and Science										
Chemistry with Molecular Modelling	0	3	0	0	0	0	0	0	3	0.0%
Computer Science†	0	0	0	0	0	0	0	11	11	0.0%
Earth Sciences	3	7	1	1	0	0	0	0	12	25.0%
Engineering†	0	0	0	0	0	0	0	5	5	0.0%
Human Genetics	2	6	3	0	0	0	2	0	13	15.4%
Information Systems	9	15	1	1	0	0	0	0	26	34.6%
Management Science and Information Systems Studies	5	13	4	0	0	0	1	0	23	21.7%
Mathematics	9	4	1	2	0	0	1	0	17	52.9%
Medicinal Chemistry	5	8	7	2	0	0	1	0	23	21.7%
Physics and Chemistry of Advanced Materials	6	4	3	0	0	0	0	0	13	46.2%
Science	53	147	68	15	2	0	10	0	295	18.0%
Theoretical Physics	4	3	1	1	0	0	0	0	9	44.4%
Grand Total	96	210	89	22	2	0	15	16	450	21.3%
Percentage distribution	21.3%	46.7%	19.8%	4.9%	0.4%	0.0%	3.3%	3.6%	100.0%	
Faculty of Health Sciences (excl Medicine & Dental Science)										
Children's and General Nursing	6	10	0	1	0	0	0	0	17	35.3%
Human Nutrition and Dietetics (Joint Degree)	0	0	0	0	0	0	2	0	2	0.0%
Midwifery	8	10	8	3	0	0	10	0	39	20.5%
Nursing	29	37	45	22	1	0	55	0	189	15.3%
Nursing Studies	0	0	0	0	0	0	1	0	1	0.0%
Occupational Therapy	6	53	15	0	0	0	0	0	74	8.1%
Pharmacy	9	34	10	0	0	0	2	0	55	16.4%
Physiotherapy	11	75	8	0	0	0	1	0	95	11.6%
Radiation Therapy	4	11	8	2	0	0	0	0	25	16.0%
Grand Total	73	230	94	28	1	0	71	0	497	14.7%
Percentage Distribution	14.7%	46.3%	18.9%	5.6%	0.2%	0.0%	14.3%	0.0%	100.0%	

2012/13	First Class	Second Class First Division	Second Class Second Division	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Multi-Faculty										
Business and Computing	1	10	3	0	0	0	2	0	16	6.3%
Computer Science, Linguistics and a Language	2	2	0	0	0	0	0	0	4	50.0%
Human Health and Disease	7	7	1	0	0	0	0	0	15	46.7%
Political Science and Geography	3	2	4	0	1	0	1	0	11	27.3%
Two Subject Moderatorship	43	198	56	3	1	0	9	0	310	13.9%
Grand Total	56	219	64	3	2	0	12	0	356	15.7%
Percentage Distribution	15.7%	61.5%	18%	0.8%	0.6%	0.0%	3.4%	0.0%	100.0%	

*Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2011/12

† Indicates UG students where the intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering

College Total	391	1393	404	64	5	0	135	16	2408	
Percentage Distribution	16.2%	57.8%	16.8%	2.7%	0.2%	0.0%	5.6%	0.7%	100.0%	
Cumulative percentage distribution	16.2%	74.1%	90.9%	93.5%	93.7%	93.7%	99.3%	100.0%		

Faculty of Health Sciences - Dental Science and Medicine

2012/13	First Class	Second Class Undivided	Pass	Aegrotat Unclassified Honor	Other*	Grand Total	% First Class by Course
Dental Science	0	14	25	0	0	39	0.0%
Dental Technology	0	0	3	0	0	3	0.0%
Medicine - 5 years	6	74	61	0	2	143	4.2%
Medicine - 6 years	0	0	1	0	1	2	0.0%
Dental Science / Medicine Total	6	88	90	0	3	187	
Percentage Distribution	3.2%	47.1%	48.1%	0.0%	1.6%	100.0%	

*Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2011/12

Table E10: Summary of Grades achieved at Undergraduate Honors Degree Examinations in 2012/13-2005/06

	First Class	Second Class First Division	Second Class Second Division	Second Class undivided	Third Class	Pass / Ordinary B.A.**	Masters†	Other*	Total	Total
2012/13	15.3%	53.7%	15.6%	3.4%	2.5%	3.7%	0.6%	5.3%	2595	100%
2011/12	15.7%	52.4%	17.9%	3.1%	3.0%	3.9%	n/a	3.6%	2501	100%
2010/11	16.1%	50.0%	18.5%	3.2%	3.9%	4.2%	n/a	4.0%	2406	100%
2009/10	16.0%	50.1%	17.5%	3.9%	3.3%	3.4%	n/a	5.7%	2247	100%
2008/09	17.8%	48.6%	18.5%	2.9%	5.0%	n/a	n/a	7.0%	2280	100%
2007/08	14.8%	49.3%	20.4%	3.3%	5.4%	n/a	n/a	7.0%	2223	100%
2006/07	14.1%	48.3%	21.5%	3.3%	5.7%	n/a	n/a	7.0%	2375	100%
2005/06	14.7%	47.8%	21.9%	2.9%	5.3%	n/a	n/a	7.7%	2348	100%

*Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2011/12

†Indicates UG students wherethe intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering

Diploma and Certificate Award Ceremonies

In the 2012 calendar year, 9 diploma / certificate award ceremonies were held during which 67 certificates, 93 diplomas, 134 higher diplomas, and 581 postgraduate diplomas were awarded (875 awards in total).

Table E11 below includes certificates of achievement in Contemporary Living and in pre university Foundation Studies.

Table E11: Diploma & Certificate Awards 2012

COURSE TYPE	AWARD TYPE	<i>In person</i>	<i>In absentia</i>	TOTAL
Undergraduate	Certificate	57	10	67
	Diploma	74	19	93
Postgraduate	Higher Diploma	119	15	134
	Postgraduate Diploma	323	258	581
TOTAL		573	302	875

F. UNDERGRADUATE COURSE DEVELOPMENTS

Table F1: Undergraduate Courses Approved 2012/13

New Courses	Quota	
	EU	Non EU
Faculty of Arts, Humanities & Social Sciences Conflict, Religion, Peace-building in International Relations (Irish School of Ecumenics, Semester Abroad for visiting students)	n/a	18
Faculty of Health Sciences BSc in Radiation Therapy, with the Singapore Institute of Technology	n/a	5
Validated / Accredited Courses Bachelor in Music Performance*	n/a	n/a
Bachelor in Music Composition*	n/a	n/a

* Delivered by the Royal Irish Academy of Music

G. UNDERGRADUATE ACADEMIC DEVELOPMENTS

Harmonisation of Assessment and Progression Regulations

In May 2012, Council approved a set of assessment and progression regulations for undergraduate courses which had been developed by the Harmonisation of Assessment and Progression Regulations Advisory Group. Members of the Advisory Group had consulted widely with academics and administrators across College and were guided in their work by principles of equity, transparency, consistency, simplicity and practicality. Among other things, the approved regulations cover the method for calculating end of year marks and grades in each course year; determine that students are required only to take supplemental assessments in failed modules; provide options in relation to permissible levels of compensation and aggregation; provide options for the calculation of degree results; and establish rules around the capping of assessment marks at the supplemental session in degree years.

Following Council's decision, work was undertaken, on behalf of the Senior Lecturer, to record and collate details about the regulations applicable to each course/course year and to assist relevant areas with the incorporation of the new regulations into their course entries in the Calendar. This task was completed by mid-November 2012. Those courses which harmonised their regulations were able to use fully the available assessment and progression functionality in the new student administration system, SITS, in the 2012/13 annual, supplemental and special examination sessions.

The harmonised regulations were largely adopted by the courses in the Faculties of Arts, Humanities and Social Sciences and Engineering, Mathematics and Science and continue to be embedded in those faculties. Consultation is ongoing with schools and departments which deliver professional courses, especially in the Faculty of Health Sciences, to ascertain how closely their course regulations can be aligned to the harmonised assessment and progression regulations.

The Broad Curriculum ([www.tcd.ie/Broad Curriculum](http://www.tcd.ie/Broad_Curriculum))

The academic year 2012/13 saw an increase in the number of students who completed a specialised Broad Curriculum module from 691 (2011/12) to 726. In 2012/13 eighteen modules were offered, spanning a range of subjects in the arts, humanities, social and earth sciences, and, attracted students from most undergraduate programmes in College. The modules are designed to promote breadth of reading at undergraduate level, are aimed primarily at students in the Senior Freshman and Junior Sophister years, and are taught over the Michaelmas and Hilary terms.

All cross-faculty modules are centrally administered by the Vice-Provost's Office (including registrations, module changes and withdrawals, processing and publication of marks), while module content, teaching and assessment are the responsibility of the relevant discipline(s).

In 2012/13, 80% of undergraduate degree programmes (including individual subjects within the Two-Subject Moderatorship) provided for students to gain full academic credit in their end-of-year result by substituting a cross-faculty course for an element of the main study programme.

All students taking Broad Curriculum modules in 2012/13 were doing so on a substitution basis. In order to accommodate the requirement that these modules could be substituted for credit within the total 60 ECTS credits permitted for each course year; schools provided 5 ECTS-credit options for students not wishing to take Broad Curriculum modules. All students' module choices are factored into the calculation of the annual full-time student equivalents (FTSE), thereby providing a mechanism for the allocation of resources to disciplines.

(a) Language Modules

The Centre for Language and Communication Studies (CLCS, School of Linguistic, Speech and Communication Sciences) has, since 1993, offered language modules to students who do not study a language as part of their degree course. The CLCS language modules are open to (i) all undergraduate students as an extracurricular option, and (ii) are also available to undergraduate students as part of the Broad Curriculum programme. The CLCS language modules are fully administered and taught by the CLCS, with information available both on the CLCS website and on the Broad Curriculum website.

Language modules in French, German, Italian, Spanish, Irish, Turkish, Korean and Japanese were available in 2012/13. The objectives of the modules are (i) to develop students' communication skills for purposes of study, travel or work experience during their undergraduate years, and (ii) to enhance their academic qualifications, vocational prospects, and potential for future mobility.

In 2012/13, 50 students successfully completed a module in French, 27 in German, 47 in Spanish, 20 in Irish, 16 in Italian, 6 in Turkish, 7 in Korean, and 16 in Japanese.

(b) Website www.tcd.ie/Broad_Curriculum

The website provides up to date information for both cross-faculty modules and language modules, including module course outlines, timetable details and assessment regulations. Credit regulations for all undergraduate courses are described, and application for both Broad Curriculum and Language modules is provided for directly from the web pages. Assessment results are published on the web pages when available.

Table G1: Broad Curriculum Cross-Faculty Courses 2012/13
'Home' Faculties of Students as determined by their Main Course of Study

'Home' Faculties of Students (Data as at 10 May 2013)							TOTAL
Cross-Faculty Course	Discipline(s)	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Two-Subject Moderatorship	
Living Sustainably; A Complete Guide to Surviving a Changing Planet	Botany	13	43	0	6	12	74
Business Management in the 21st Century	Business Studies	11	2	0	3	6	22
Film Studies	Drama	28	40	0	13	8	89
Understanding Literature	English	10	8	0	1	5	24
Europe, 1000-1250: War, Government and Society in the Age of Crusades	History	7	10	0	0	1	18
American History: A Survey	History	28	2	0	3	3	36
Art in Ireland: Making and Meaning 1	History of Art & Architecture	19	1	0	4	2	26
Art in Ireland: Making and Meaning 2	History of Art & Architecture	11	3	0	7	1	22
Introduction to Criminal Law	Law	40	42	0	1	11	94
Language, the Individual and Society	Language & Communication Studies	11	2	0	1	2	16
Language and Mind	Language & Communication Studies	14	16	0	8	1	39
Central Problems in Philosophy	Philosophy	17	1	0	2	0	20
Citizens, Politics and Decisions	Political Science	18	3	0	0	4	25
Introduction to Psychology	Psychology	19	57	0	25	5	106
Social Psychology	Psychology	20	39	0	5	9	73
Science, Technology & Society	Science Gallery	1	9	0	8	2	20
Anthropology of Gender	Sociology	9	3	0	0	0	12
Planet Earth	Geology	5	3	0	1	1	10
TOTAL		281	284	0	88	73	726

Table G2: Broad Curriculum Cross-Faculty Course Retention Rates 2012/13 - 2009/10

Cross-Faculty course	Discipline(s)	2012/13			2011-12			2010-11			2009-10		
		Students registered at 22 November 2012/31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13	Students registered at 5th November 2010/14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 11/12	Students registered at 5th November 2010/14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 10/11	Students registered at 18th November 2009/3rd February 2010 for Hilary Term Courses	Students completing course	Retention Rate 09/10
*Living Sustainably: a Complete Guide to Surviving a Changing Planet	Botany	76	74	97%	74	76	100%	37	31	84%	30	31	100%
Business Management in the 21st Century	Business Studies	22	22	100%	21	28	100%	22	22	100%	26	11	42%
*Film Studies	Drama	97	89	92%	96	93	97%	117	114	97%	57	47	82%
The Challenge of Development	Economics	n/a	n/a	n/a	n/a	n/a	n/a	44	43	98%	30	30	100%
*Understanding Literature	English	29	24	83%	53	49	92%	27	23	85%	47	46	98%
Ireland's Changing Landscapes	Geography and Geology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Europe, 1000-1252: War, Government and Society in the Age of the Crusades	History	23	18	78%	15	17	100%	n/a	n/a	n/a	n/a	n/a	n/a
*American History: A Survey	History	37	36	97%	43	42	98%	50	49	98%	12	11	92%
*Art in Ireland: Making & Meaning 1	History of Art and Architecture	26	26	100%	13	12	92%	n/a	n/a	n/a	n/a	n/a	n/a
*Art in Ireland: Making & Meaning 2	History of Art and Architecture	26	22	85%	39	37	95%	51	58	100%	33	33	100%
Introduction to Criminal Law	Law	97	94	97%	89	87	98%	82	79	96%	55	55	100%
Language, the Individual and Society	Language and Communication Studies	21	16	76%	46	45	98%	20	18	90%	47	43	91%
*Language and Mind	Language and Communication Studies	44	39	89%	71	71	100%	n/a	n/a	n/a	n/a	n/a	n/a
Central Problems in Philosophy	Philosophy	20	20	100%	23	20	87%	11	9	82%	20	19	95%
Citizens, Politics and Decisions	Political Science	26	25	96%	22	18	82%	33	30	91%	19	17	89%

Table G2: Broad Curriculum Cross-Faculty Course Retention Rates 2012/13- 2009/10

Cross-Faculty course	Discipline(s)	Students registered at 22 November 2012/31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13	Students registered at 5th November 2010/14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 11/12	Students registered at 5th November 2010/14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 10/11	Students registered at 18th November 2009/ 3rd February 2010 for Hilary Term Courses	Students completing course	Retention Rate 09/10
*Introduction to Psychology	Psychology	113	106	94%	30	32	100%	60	57	95%	131	132	100%
*Social Psychology	Psychology	76	73	96%	n/a	n/a	n/a	51	50	98%	n/a	n/a	n/a
Science, Technology & Society	Science	21	20	95%	43	43	100%	33	31	94%	22	21	95%
Anthropology of Gender	Sociology	12	12	100%	9	9	100%	18	19	100%	18	17	94%
Introduction to Physical Geography	Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	1	50%
Planet Earth	Geology	11	10	91%	12	12	100%	17	17	100%	9	8	89%
TOTAL		777	726	93%	699	691	99%	673	650	97%	558	522	94%

Diploma Supplement

A central feature of the new student administration system is the provision to hold assessment marks and grades at the module and sub-module levels, and to calculate progression results and award classifications for all students. It is expected that since its commencement in the 2012/13 academic year, the accumulation of these data in SITS over the duration of a student's academic course, together with other award-related data, will enable production of the Diploma Supplement documentation for all graduates. The modalities of generation and issue are being considered by the GeneSIS project team as part of the system implementation.

Academic Practice and eLearning (CAPSL) Activities 2012/13

CAPSL supports College in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. It achieves this through:

- (a) Promoting and enhancing quality teaching and learning at institution-wide, programme and individual level, and fulfilling the Trinity Education by fostering a university-wide culture of teaching and learning excellence grounded in scholarship, critical enquiry and collaboration.
- (b) Maximising the effective use of teaching and learning resources, including learning technologies, to meet Trinity's goals and priorities.
- (c) Keeping Trinity at the centre of teaching excellence and innovation by fostering a community of peers engaged in reflection and improved student learning, and by advancing and stimulating new thinking, cross-university discussion, and the sharing of successes and lessons learnt.

e-Learning

In line with the 2009 – 2014 strategic plan, 'Trinity will introduce a new staff development programme focused on training and supporting staff in the application of new technologies for teaching and research purposes', the e-Learning team, CAPSL, offers a one-stop e-Learning service for lecturers.

The objectives of eLearning (CAPSL) are to:

- Promote and support best practice in eLearning and provide a quality eLearning service to the academic community;
- Enhance student learning within College through flexible and quality blended learning;
- Administrate and support the College Virtual Learning Environment (VLE), Blackboard Learn 9.1 and ensure access for all staff and students;
- Advise and implement policy around structure and future developments in technology enhanced blended learning for the College;
- Implement protocols and processes to ensure a quality eLearning service to the academic community.

During 2012/13, activities of the eLearning Group included:

- Promoting the new College Virtual Learning Environment, Blackboard Learn to the College Community;
- Administrating and supporting Blackboard Learn 9.1 ensuring a robust system for the College community;
- Supporting School initiatives, introducing Schools to Blackboard Learn and providing training for lecturers;
- Hosting a full training programme for the new VLE, Blackboard Learn - this was attended by 410 lecturers during the year 2012/2013;
- Delivering seminars on teaching online in the CAPSL run 'Teaching and Supporting Learning' module for Postgraduates under the Generic Skills programme;
- Providing a consultancy service to Trinity lecturers on designing and developing modules on-line using various software;
- Supporting the academic community in the use of the plagiarism checker software Turnitin;
- An online resource on Academic Integrity and Developing Academic Writing for students <http://www.tcd.ie/CAPSL/students/integrity-plagarism/>

- Contributing to events organised by the National Forum for the Enhancement of Teaching and Learning
- Contributing to the Online Education Task Force.

Teaching and Learning using Blackboard Learn

The VLE (Blackboard Learn) supports teaching and learning by allowing access to on-line modules. The system is interfaced with SITs, meaning every College module has a dedicated presence and staff and students automatically have an account in Blackboard.

The following functionality is available in Blackboard Learn:

Table G3: Functionality of Blackboard Learn

Blackboard Component	Functionality
BB Course Management	The Content Management component offers tools to host various types of content, and activities such as assessments and assignments. Rubrics enhance the grading process for lecturers, while students have access to a full <i>Grade Centre</i> , hosting grades and student feedback. Formative assessment tools include MCQs, essays, surveys and self and peer assessment. Tools such as email, discussion boards, journals, blogs and wikis provide a flexible collaboration and reflective focused environment.
BB Collaborate	This component offers virtual classrooms allowing students to participate in lectures off campus. Asynchronous ⁴ and synchronous ⁵ learning activities, flexible collaboration and engagement are fully supported.
BB Community Engagement	Trinity uses Community Engagement to allow Faculty independence in customization, roles, and branding. Flexible collaboration and communities of practice also feature.

Table G4: Details of numbers trained from January 2013 to December 2013

Staff Training Courses	Numbers
e-Learning – Effective Design	12
Introduction to Blackboard Learn	349
Using Blackboard Learn for Online Assessment	20
Using Blackboard Learn for Online Assignments	18
Using Web 2.0 and Collaboration Tools to Support Reflective Practice	11

⁴ Asynchronous learning also requires a virtual classroom technology but offers the students more flexibility to attend the 'learning' in their own time. The lecture may be available as an online webinar, which the student can access anytime.

⁵ Synchronous learning activities would include such things as engaging in video classrooms and real-time collaboration with their peers and presentation of their work.

School Initiatives (lecturers trained)	Numbers
Introduction to Blackboard – School of Business	16
Introduction to Blackboard – School of Dental School	16
Introduction to Blackboard – The School of Law	5
Introduction to Blackboard – Individual Consultancies	1
Total Trained	448

Trinity College Online Education Initiative – Phase 1

Arising from the mid-term review of the current Trinity College Strategic Plan (2009-2014), the Dean of Graduate Studies, Professor Veronica Campbell, led a taskforce in 2012/2013 to consider the academic issues and business case for Trinity to provide online/distance education for fee to new markets. The taskforce produced a discussion paper and a set of recommendations. This was supplemented by a business case document and prospective budget.

Academic Practice:

In 2012/13, a total of 575 academic staff and postgraduate teaching assistants attended workshops in academic practice. CAPSL delivered a range of programmes to support academic practice including a series of events for postgraduate students who teach, and the accredited module: Teaching & Supporting Learning. Provision for academic staff included a teaching and learning programme for staff new to Trinity, a variety of workshops on pedagogies and strategies to enhance teaching and learning, and workshops designed for discipline-specific contexts. Visiting guest lecturers included Professor Land from Durham University who spoke on 'Using Threshold Concepts as a transformative approach to assessment and feedback' as a follow-up to the Assessment Forums in 2012 organized by the Senior Lecturer and facilitated by the senior academic developer. Professor Helen Sword also visited from the University of Auckland to facilitate a workshop on 'Habits of Highly Productive Writers'. This concluded an academic year where a focus on supporting academics writing for publication and academic writing also included workshops on writing for academic journals, writing a book proposal, and two non-residential two-day writing retreats.

Publications and research projects:

CAPSL developed an online resource on plagiarism and academic integrity funded by the NDLR (National Digital Learning Repository). In addition to an online plagiarism tool, CAPSL also developed an online handbook of academic writing, the rationale being that plagiarism can be approached as a learning and a writing problem, and that academic integrity can be promoted through a skills-based approach. These interventions support Trinity's strategic priorities to provide learning support, ease the transition of new students into membership of the college community and support undergraduate research; they also align to the National Strategy for Higher Education to 2030 by identifying and addressing shortfalls in student skills during their first year in Higher Education. The current version of the project is available at <http://www.tcd.ie/CAPSL/readysteadywrite/>

In 2013 the senior academic developer also published peer-reviewed journal articles on professional development, writing for academic publication and doctoral supervision.

Quality Activity 2012/13

Quality Reviews

The Quality Office currently supports quality reviews of Schools and Administrative/Support Services. The main purpose of the quality review exercise is (a) to provide a structured opportunity for the area under review to reflect on its activities and plans for development, while benefiting from a constructive commentary by senior colleagues external to College; and (b) to ensure that quality and standards in provision and service are being maintained and enhanced. This review process ensures that each School or Administrative/Support Service in College is reviewed systematically once every seven years.

Quality reviews at Trinity College are conducted according to agreed procedures and protocols that are monitored and revised annually in consultation with academic colleagues. The guidelines for quality reviews are set out in the document *General Procedures and Protocol for Quality Reviews* and are in line with the approach taken by the other Irish universities to quality assurance as outlined in the Irish Universities Association (IUA) document *A Framework for Quality in Irish Universities*. Each quality review involves the preparation of a self-assessment document, a review by external peers, a site visit, reporting and monitoring.

The academic year 2012/13 saw the completion of the second cycle of academic reviews, with the Quality Office facilitating reviews of the School of Engineering and the School of Medicine during this period. In addition, a review of the National Institute for Intellectual Disability was conducted in advance of the School review for Social Work & Social Policy in 2013/14. Administrative/Support reviews that occurred in this period include Human Resources and the Library, and a review of the strategy for Innovation and Entrepreneurship also took place.

Each quality review is followed-up by the development of an Implementation Plan to address the Reviewers' recommendations and a Progress Report on progress in addressing the Reviewers' recommendations one year later. The Implementation Plans and Progress Reports are discussed at the Quality Committee and then forwarded to Council and/or Board for approval.

In 2012/13, Implementation Plans approved by Council included the Schools of Biochemistry & Immunology, and Physics, and by Board: the Secretary's Office; IS Services; Treasurer's Office; Director of Buildings Area and Human Resources.

Progress reports approved by Council include the Schools of Psychology and Linguistic, Speech & Communication Sciences, and the Office of the Vice-Provost/Chief Academic Officer.

Institutional Review

In 2012/13, the key recommendations arising from the Institutional Review (IRIU) were addressed by the Quality Committee and Council. These recommendations included reviewing the remit of the Quality Committee, an overhaul of the student evaluation system and the establishment of a learning and teaching strategy. A revised membership and remit for the Quality Committee for 2013/14 was approved by Council in June 2013 and the recommendations of a working group on student evaluation were approved in April 2013. A progress report on the recommendations arising from the IRIU was submitted to the QQI in March 2013.

Quality and Qualifications Ireland (QQI)

In October 2012 a new statutory body, Quality and Qualifications Ireland (QQI), was legally established. It has overall responsibility for qualifications and quality assurance in education and training nationally. The new integrated agency assumed responsibility for the external quality assurance review and annual monitoring processes previously undertaken by four legacy agencies: the Irish Universities Quality Board (IUQB), the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), and the National Qualifications Authority of Ireland (NQAI). In January 2013, Trinity submitted an Annual Institutional Report (AIR) to QQI and the report was discussed at the Annual Dialogue meeting held in May 2013. Trinity was also engaged in sectoral consultation on a series of policy papers (green papers) as part of QQI's policy development programme to implement the new Qualifications and Quality Assurance (Education and Training) Act 2012.

Table G5: Quality Office Reviews for 2012/13

	Unit/Area under review	Review Visit dates
Academic reviews	School of Medicine	5th – 8th February 2013
	School of Engineering	25th – 27th March 2013
	National Institute for Intellectual Disability	20th – 22nd May 2013
Administrative reviews	Human Resources	30th & 31st October 2012
	Library	12th – 14th December 2012
Strategic reviews	Innovation & Entrepreneurship	17th – 19th April 2013

Undergraduate Student Retention Analysis

Introduction

In the previous Senior Lecturer's Annual Report, retention data for a comparison of cohorts was provided, this year the data focus on a single cohort i.e. first year registered students in 2012/13, and the transition from Junior Freshman to Senior Freshman Year in 2013/14.

The data referencing in the new SITS System as compared to the legacy system, Admin5, makes comparability of data difficult.

The data used for the basis for this analysis are a snapshot of the registered first year students as of the 7 February 2014, effectively one week after the HEA Census Date of 31 January 2014 by which all students are required to be registered. Some unregistered students continue to attend lectures and may be included in Non-Retained figures.

Students who graduated after a one-year Diploma course are not included in this analysis, reducing the data set from 3,243 to 3,216 registered first year students as at 7 February 2014.

General Overview

There were 3,216 registered first year students as at 7 February 2014. Of these, 150 students were not 'new entrants'; they include students who transferred from their course into first year of a different course and students who were 'off-books' from previous years who returned into first-year.

Table G6 (a) below outlines the distribution of registered first year students across the three Faculties, in addition to Multi-Faculty and Two Subject Moderatorship.

Table G6 (a) Registered First Year Students 2012/13 at a glance

	Totals	Male	Female	EU	Non-EU	FT	PT	Mature	Access
AHSS	1048	431	617	1014	34	1048	0	86	99
EMS	899	591	308	884	15	859	40	73	89
HS	796	180	616	733	63	796	0	120	87
MF	60	35	25	59	1	60	0	2	2
TSM	413	163	250	400	13	413	0	25	35
TOTALS	3216	1400	1816	3090	126	3176	40	306	312

Table G6 (b) Outcomes for registered first year students 2012/13

Faculty	Total Students	Percentage	Progressed to Year 2	Repeat Year 1	Transferred to another course	Not retained
AHSS	1048	32%	892 (85%)	31 (3%)	38 (3.6%)	87 (8.3%)
EMS	899	28%	726 (81%)	46 (5%)	33 (3.7%)	94 (10.45%)
HS	796	25%	700 (88%)	25 (3%)	18 (2%)	53 (7%)
MF	60	2%	51 (85%)	2 (3.3%)	1 (1.6%)	6 (10%)
TSM	413	13%	330 (80%)	20 (4.8%)	28 (6.8%)	35 (8.5%)
Totals	3216	100%	2699 (84%)	124 (3.8%)	118 (3.7%)	275 (8.5%)

In 2012/13 a retention rate of **91.5%** was achieved. Retention is defined as students who progressed (84%), repeated Year 1 (3.8%) and who transferred to another course within College (3.7%).

The attrition rate from 2012/13 to 2013/14 across courses was **8.5%** -this describes students who were registered in 2012/13 but not retained by College in 2013/14.

Retention Profile

The profile of registered first year students not retained is outlined below.

Table G7: Retention Profile

<u>Total</u>	<u>Gender</u>	<u>Attendance</u>	<u>Fee Status</u>	<u>Mature</u>	<u>Access Route</u>
275	141 M	261 FT	EU 264	32	26
	134 F	14 PT	Non-EU 11		
% of total	10% F	8.2%FT	8.5% EU	10.45%	8.3%
intake (ref table G6)	7.4% M	35% PT	8.7% Non-EU		

Note the relatively small numbers of students in the categories of Non-EU, Part-time and Mature-entry students, and the proportionally higher rates of these students reflected in the non-retained numbers than 'traditional' students.

Data is available for 141 of the 275 registered first year students that did not transition from 2012/13 to 2013/14 that provides some reason for non-retention

- 54 passed their examinations
- 52 did not present for examinations
- 27 did not progress due to failure of examinations
- 8 formally withdrew

Of note is that 54 registered first year students included in the not retained figures passed their examinations. No information was available for 134 students.

Progression Profile

Table G8 identifies the progression data for students on full-time degree courses that were successful in annual and supplementary examinations between 2012/13 and 2013/14. The data is based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations against the number of students registered at the end of Trinity Term 2013 (and includes students off-books who were taking examinations). College performance overall was 87%. Junior Freshman completion rates of 75% or less are found in 11 courses which can be seen in the below table. It is intended that the Undergraduate Studies Committee will consider the reasons for the low completion rates in these courses.

Table G8: Junior Freshmen full-time degree students successfully completing the year 2012/13

Faculty	Course	Total % Pass	Total no. of students	No. passed
AHSS	Acting	100%	16	16
	Ancient & Medieval History & Culture	88%	17	15
	Business Studies and French	88%	17	15
	Business Studies and German	88%	24	21
	Business Studies and Polish	33%	3	1
	Business Studies and Russian	100%	8	8
	Business Studies and Spanish	92%	12	11
	Classics	100%	1	1
	Clinical speech and Language Studies	84%	38	32
	Deaf Studies	86%	21	18
	Drama and Theatre Studies	94%	18	17
	Early and Modern Irish	56%	9	5
	Economic and Social Studies	91%	260	236
	English Studies	87%	46	40
	European Studies	83%	47	39
	History	86%	43	37
	History and Political Science	97%	30	29
	Irish Studies	85%	20	17
	Law	95%	93	88
	Law and Business	93%	28	26
	Law and French	93%	15	14
	Law and German	94%	17	16
	Law and Political Science	100%	22	22
	Music	77%	22	17
	Music Education	75%	12	9
	Philosophy	79%	24	19
	Philosophy, Political Science, Economics and Sociology	83%	36	30
	Psychology	91%	35	32
	Social Studies	94%	48	45
	Sociology and Social Policy	70%	30	21
World Religions & Theology	67%	21	14	
Average across AHSS FT Degree Courses	88%	1033	911	
EMS	Chemistry with Molecular Modelling	88%	8	7
	Computer Science	71%	91	65
	Computer Science and a Language	82%	17	14
	Earth Sciences	94%	16	15
	Engineering	86%	183	158
	Engineering with Management	57%	23	13
	Human Genetics	100%	17	17
	Information Systems	68%	40	27
	Management Science and Information Systems	74%	34	25
	Medicinal Chemistry	83%	29	24
	Nanoscience, Physics and chemistry of Advanced Materials	87%	15	13
	Theoretical Physics	95%	40	38
	TR071 – common entry Science	89%	345	306
	Average across EMS FT Degree Courses	84%	858	722
	HS	Children's and General Nursing	94%	18
Dental Science		85%	39	33
Dental Technology		100%	5	5
Human Nutrition and Dietetics (Joint)		91%	23	21
Medicine		94%	185	174
Midwifery		88%	43	38
Nursing		93%	217	201
Occupational Therapy	93%	42	39	

Faculty	Course	Total % Pass	Total no. of students	No. passed
	Pharmacy	91%	77	70
	Physiotherapy	82%	45	37
	Radiation Therapy	84%	31	26
	Average across HS FT Degree Courses	91%	725	661
MF	Business and Computing	75%	4	3
	Computer Science and Business	87%	30	26
	Computer Science, Linguistics and French	50%	2	1
	Computer Science, Linguistics and German	100%	1	1
	Human Health and Disease	89%	38	34
	Political Science and Geography	91%	23	21
	Two Subject Moderatorship (TSM combination data)	85%	413	349
	Average across MF FT Degree Courses	85%	511	435
All	College Average across FT Degree Courses	87%	3127	2729

Table G9: Faculty of Arts, Humanities and Social Sciences Retention Data 2012/13

Course Title	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Acting	16	PROGRESSED SAME COURSE	15	94%	8	7	13	2	15		1	
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	1	6%		1	1		1			
Ancient and Medieval History and Culture	17	PROGRESSED SAME COURSE	14	82%	9	5	14		14		1	
		REPEAT SAME COURSE	1	6%		1	1		1			
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	2	12%	1	1	2		2			
Business Studies and French	17	PROGRESSED SAME COURSE	12	71%	8	4	12		12			1
		REPEAT SAME COURSE	1	6%	1		1		1			1
		TRANSFERRED OTHER COURSE	2	12%	2		2		2			
		NOT RETAINED	2	12%	2		1	1	2			
Business Studies and German	24	PROGRESSED SAME COURSE	21	88%	12	9	21		21			
		REPEAT SAME COURSE	1	4%	1		1		1			1
		TRANSFERRED OTHER COURSE	1	4%	1		1		1			
		NOT RETAINED	1	4%	1		1		1			
Business Studies and Polish	3	PROGRESSED SAME COURSE	1	33%	1		1		1			
		REPEAT SAME COURSE	2	67%	1	1	2		2			
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	0	0%								
Business Studies and Russian	8	PROGRESSED SAME COURSE	8	100%	6	2	8		8			2
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	0	0%								
Business Studies and Spanish	12	PROGRESSED SAME COURSE	10	83%	6	4	9	1	10			
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	2	17%	1	1	1	1	2			
		NOT RETAINED	0	0%								
Classics	1	PROGRESSED SAME COURSE	1	100%	1		1		1			
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	0	0%								

Table G9: Faculty of Arts, Humanities and Social Sciences Retention Data 2012/13

Course Title	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Clinical Speech and Language Studies	38	PROGRESSED SAME COURSE	32	84%	30	2	32		32		5	2
		REPEAT SAME COURSE	2	5%	2		2		2		2	
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	3	8%	3		3		3			
Deaf Studies	21	PROGRESSED SAME COURSE	18	86%	17	1	18		18		3	1
		REPEAT SAME COURSE	1	5%	1		1		1		1	
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	2	10%	2		2		2			2
Drama and Theatre Studies	18	PROGRESSED SAME COURSE	17	94%	13	4	17		17			1
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	1	6%	1		1		1			
Early and Modern Irish	9	PROGRESSED SAME COURSE	5	56%	5		5		5			1
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	4	44%	3	1	4		4		1	
Economic and Social Studies	260	PROGRESSED SAME COURSE	234	90%	101	133	225	9	234		6	19
		REPEAT SAME COURSE	7	3%	4	3	7		7		1	2
		TRANSFERRED OTHER COURSE	4	2%	1	3	4		4			
		NOT RETAINED	15	6%	8	7	15		15		4	2
English Studies	46	PROGRESSED SAME COURSE	39	85%	29	10	38	1	39			5
		REPEAT SAME COURSE	1	2%	1		1		1			
		TRANSFERRED OTHER COURSE	1	2%		1	1		1			
		NOT RETAINED	5	11%	4	1	5		5		2	1
European Studies	47	PROGRESSED SAME COURSE	37	79%	31	6	37		37		2	2
		REPEAT SAME COURSE	3	6%	1	2	3		3			1
		TRANSFERRED OTHER COURSE	5	11%	4	1	5		5			
		NOT RETAINED	2	4%	1	1	1	1	2			
History	43	PROGRESSED SAME COURSE	34	79%	10	24	32	2	34		2	4
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	4	9%	3	1	2	2	4			
		NOT RETAINED	5	12%		5	4	1	5		2	
History and Political Science	30	PROGRESSED SAME COURSE	27	90%	10	17	26	1	27		1	1
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	2	7%	1	1	2		2			

Table G9: Faculty of Arts, Humanities and Social Sciences Retention Data 2012/13

Course Title	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Irish Studies	20	PROGRESSED SAME COURSE	17	85%	10	7	17		17		4	2
		REPEAT SAME COURSE	1	5%	1		1		1		1	
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	2	10%	1	1	2		2		1	
Law	93	PROGRESSED SAME COURSE	87	94%	53	34	84	3	87		6	8
		REPEAT SAME COURSE	2	2%		2	1	1	2		1	
		TRANSFERRED OTHER COURSE	3	3%	3		3		3			
		NOT RETAINED	1	1%		1	1		1			1
Law and Business	28	PROGRESSED SAME COURSE	25	89%	18	7	25		25			5
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	3	11%	1	2	3		3			1
Law and French	15	PROGRESSED SAME COURSE	12	80%	8	4	11	1	12			1
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	3	20%	2	1	3		3			
		NOT RETAINED	0	0%								
Law and German	17	PROGRESSED SAME COURSE	14	82%	11	3	13	1	14			
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	2	12%	1	1	2		2			1
		NOT RETAINED	1	6%	1		1		1			
Law and Political Science	22	PROGRESSED SAME COURSE	21	95%	10	11	20	1	21		1	3
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	1	5%		1	1		1			
		NOT RETAINED	0	0%								
Music	22	PROGRESSED SAME COURSE	17	77%	7	10	17		17		2	
		REPEAT SAME COURSE	2	9%	1	1	2		2			1
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	3	14%		3	3		3			1
Music Education	12	PROGRESSED SAME COURSE	8	67%	7	1	8		8			
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	4	33%	2	2	4		4		1	
Philosophy	24	PROGRESSED SAME COURSE	15	63%	6	9	15		15		2	2
		REPEAT SAME COURSE	1	4%		1	1		1		1	
		TRANSFERRED OTHER COURSE	4	17%		4	4		4			1
		NOT RETAINED	4	17%	1	3	4		4			

Table G9: Faculty of Arts, Humanities and Social Sciences Retention Data 2012/13

Course Title	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Philosophy, Political Science, Economics and Sociology	36	PROGRESSED SAME COURSE	29	81%	9	20	26	3	29		1	4
		REPEAT SAME COURSE	2	6%		2	2		2			1
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			1
		NOT RETAINED	4	11%	3	1	3	1	4		1	
Prof Diploma in Stage Management and Technical Theatre	15	NOT RETAINED	1	7%		1	1		1		1	
		PROGRESSED SAME COURSE	14	93%	4	10	14		14			
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
Psychology	35	PROGRESSED SAME COURSE	29	83%	22	7	29		29		3	5
		REPEAT SAME COURSE	1	3%	1		1		1			
		TRANSFERRED OTHER COURSE	2	6%	1	1	2		2			
		NOT RETAINED	3	9%	3		2	1	3		1	
Social Studies	48	PROGRESSED SAME COURSE	45	94%	37	8	45		45		13	7
		REPEAT SAME COURSE	1	2%	1		1		1		1	
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	2	4%	2		2		2		1	
Sociology and Social Policy	30	PROGRESSED SAME COURSE	20	67%	16	4	20		20		5	3
		REPEAT SAME COURSE	2	7%	2		2		2		2	
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	7	23%	6	1	7		7		2	
World Religions and Theology	21	PROGRESSED SAME COURSE	14	67%	10	4	14		14		1	2
		REPEAT SAME COURSE	0	0%								
		TRANSFERRED OTHER COURSE	0	0%								
		NOT RETAINED	7	33%	4	3	7		7			
Grand Total			1048		617	431	1014	34	1048	0	86	99

Table G10: Two Subject Moderatorship Rentention Data 2012/13

			Student Numbers										FTSEs										
			Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access	Total on Course	Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access
					F	M	EU	Non EU	F	P						F	M	EU	Non EU	F	P		
Total on Course	OUTCOME			F	M	EU	Non EU	F	P					F	M	EU	Non EU	F	P				
TSM Ancient History and Archaeology	28	PROGRESSED SAME COURSE	19	67.9%	10	9	18	1	19	0	4	3	14	9.5	67.9%	5	4.5	9	0.5	9.5	0	2	1.5
		REPEAT SAME COURSE	6	21.4%	3	3	5	1	6	0	0	0		3	21.4%	1.5	1.5	2.5	0.5	3	0	0	0
		TRANSFERRED OTHER COURSE	1	3.6%	1	0	1	0	1	0	0	0		0.5	3.6%	0.5	0	0.5	0	0.5	0	0	0
		NOT RETAINED	2	7.1%	1	1	2		2		1			1	7.1%	0.5	0.5	1	0	1	0	0.5	0
TSM Classical Civilisation	31	PROGRESSED SAME COURSE	26	83.9%	14	12	25	1	26	0	4	3	15.5	13	83.9%	7	6	12.5	0.5	13	0	2	1.5
		REPEAT SAME COURSE	1	3.2%	0	1	1	0	1	0	0	0		0.5	3.2%	0	0.5	0.5	0	0.5	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	4	12.9%	3	1	4	0	4	0	1	0		2	12.9%	1.5	0.5	2	0	2	0	0.5	0
TSM Drama Studies	25	PROGRESSED SAME COURSE	21	84.0%	11	10	21	0	21	0	1	2	12.5	10.5	84.0%	5.5	5	10.5	0	10.5	0	0.5	1
		REPEAT SAME COURSE	1	4.0%	1			1	1					0.5	4.0%	0.5	0	0	0.5	0.5	0	0	0
		TRANSFERRED OTHER COURSE	3	12.0%	3	0	3	0	3	0	0	0		1.5	12.0%	1.5	0	1.5	0	1.5	0	0	0
		NOT RETAINED	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
TSM Economics	51	PROGRESSED SAME COURSE	43	84.3%	8	35	41	2	43	0	0	0	25.5	21.5	84.3%	4	18	20.5	1	21.5	0	0	0
		REPEAT SAME COURSE	2	3.9%	1	1	2	0	2	0	0	0		1	3.9%	0.5	0.5	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	2	3.9%	1	1	2	0	2	0	0	2		1	3.9%	0.5	0.5	1	0	1	0	0	1
		NOT RETAINED	4	7.8%	2	2	3	1	4	0	0	1		2	7.8%	1	1	1.5	0.5	2	0	0	0.5
TSM English Literature	86	PROGRESSED SAME COURSE	78	90.7%	47	31	77	1	78	0	6	12	43	39	90.7%	23.5	16	38.5	0.5	39	0	3	6
		REPEAT SAME COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	6	7.0%	4	2	6	0	6	0	0	1		3	7.0%	2	1	3	0	3	0	0	0.5
		NOT RETAINED	2	2.3%	2	0	1	1	2	0	0	0		1	2.3%	1	0	0.5	0.5	1	0	0	0
TSM Film Studies	35	PROGRESSED SAME COURSE	24	68.6%	12	12	23	1	24	0	0	5	17.5	12	68.6%	6	6	11.5	0.5	12	0	0	2.5
		REPEAT SAME COURSE	2	5.7%	2	0	1	1	2	0	0	1		1	5.7%	1	0	0.5	0.5	1	0	0	0.5
		TRANSFERRED OTHER COURSE	3	8.6%	3	0	3	0	3	0	1	0		1.5	8.6%	1.5	0	1.5	0	1.5	0	0.5	0
		NOT RETAINED	6	17.1%	6	0	6	0	6	0	1	0		3	17.1%	3	0	3	0	3	0	0.5	0
TSM French	84	PROGRESSED SAME COURSE	68	81.0%	51	17	68	0	68	0	1	0	42	34	81.0%	25.5	8.5	34	0	34	0	0.5	0
		REPEAT SAME COURSE	2	2.4%	2	0	2	0	2	0	0	0		1	2.4%	1	0	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	6	7.1%	6	0	6	0	6	0	1	1		3	7.1%	3	0	3	0	3	0	0.5	0.5
		NOT RETAINED	8	9.5%	3	5	8	0	8	0	0	0		4	9.5%	1.5	2.5	4	0	4	0	0	0
TSM Geography	34	PROGRESSED SAME COURSE	29	85.3%	19	10	29	0	29	0	0	2	17	14.5	85.3%	9.5	5	14.5	0	14.5	0	0	1
		REPEAT SAME COURSE	2	5.9%	2	0	2	0	2	0	0	1		1	5.9%	1	0	1	0	1	0	0	0.5
		TRANSFERRED OTHER COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	3	8.8%	1	2	3	0	3	0	0	0		1.5	8.8%	0.5	1	1.5	0	1.5	0	0	0
TSM German	29	PROGRESSED SAME COURSE	23	79.3%	17	6	23	0	23	0	0	1	14.5	11.5	79.3%	8.5	3	11.5	0	11.5	0	0	0.5
		REPEAT SAME COURSE	1	3.4%	1		1		1					0.5	3.4%	0.5	0	0.5	0	0.5	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	5	17.2%	3	2	5	0	5	0	0	0		2.5	17.2%	1.5	1	2.5	0	2.5	0	0	0
TSM Greek	4	PROGRESSED SAME COURSE	3	75.0%	1	2	3	0	3	0	0	0	2	1.5	75.0%	0.5	1	1.5	0	1.5	0	0	0
		REPEAT SAME COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	25.0%	1		1		1					0.5	25.0%	0.5	0	0.5	0	0.5	0	0	0
TSM History	46	PROGRESSED SAME COURSE	37	80.4%	14	23	37	0	37	0	1	5	23	18.5	80.4%	7	12	18.5	0	18.5	0	0.5	2.5
		REPEAT SAME COURSE	1	2.2%	1	0	1	0	1	0	0	1		0.5	2.2%	0.5	0	0.5	0	0.5	0	0	0.5
		TRANSFERRED OTHER COURSE	6	13.0%	4	2	6	0	6	0	0	1		3	13.0%	2	1	3	0	3	0	0	0.5
		NOT RETAINED	2	4.3%	2	0	1	1	2	0	0	0		1	4.3%	1	0	0.5	0.5	1	0	0	0

Table G10: Two Subject Moderatorship Rentention Data 2012/13

	Total on Course	OUTCOME	Student Numbers									FTSEs											
			Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access	Total on Course	Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access
					F	M	EU	Non EU	F	P						F	M	EU	Non EU	F	P		
TSM History of Art and Architecture	47	PROGRESSED SAME COURSE	43	91.5%	35	8	41	2	43	0	7	5	23.5	21.5	91.5%	17.5	4	20.5	1	21.5	0	3.5	2.5
		REPEAT SAME COURSE	1	2.1%	1			1	1				0.5	0.5	2.1%	0.5	0	0	0.5	0.5	0	0	0
		TRANSFERRED OTHER COURSE	1	2.1%	1		1	0	1	0	0	0	0.5	0.5	2.1%	0.5	0	0.5	0	0.5	0	0	0
		NOT RETAINED	2	4.3%	2		2		2				1	1	4.3%	1	0	1	0	1	0	0	0
TSM Italian	37	PROGRESSED SAME COURSE	31	83.8%	27	4	31	0	31	0	2	0	18.5	15.5	83.8%	13.5	2	15.5	0	15.5	0	1	0
		REPEAT SAME COURSE	3	8.1%	2	1	3		3				1.5	1.5	8.1%	1	0.5	1.5	0	1.5	0	0	0
		TRANSFERRED OTHER COURSE	1	2.7%	1		1		1				0.5	0.5	2.7%	0.5	0	0.5	0	0.5	0	0	0
		NOT RETAINED	2	5.4%	2		2		2				1	1	5.4%	1	0	1	0	1	0	0	0
TSM Jewish and Islamic Civilisations	9	PROGRESSED SAME COURSE	6	66.7%	4	2	6	0	6	0	1	0	4.5	3	66.7%	2	1	3	0	3	0	0.5	0
		REPEAT SAME COURSE	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	3	33.3%	2	1	3	0	3	0	1	0	1.5	1.5	33.3%	1	0.5	1.5	0	1.5	0	0.5	0
TSM Latin	5	PROGRESSED SAME COURSE	4	80.0%	2	2	4	0	4	0	0	0	2.5	2	80.0%	1	1	2	0	2	0	0	0
		REPEAT SAME COURSE	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	20.0%		1	1		1		1		0.5	0.5	20.0%	0	0.5	0.5	0	0.5	0	0.5	0
		NOT RETAINED	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
TSM Mathematics	37	PROGRESSED SAME COURSE	30	81.1%	7	23	28	2	30	0	0	0	18.5	15	81.1%	3.5	12	14	1	15	0	0	0
		REPEAT SAME COURSE	1	2.7%		1	1		1				0.5	0.5	2.7%	0	0.5	0.5	0	0.5	0	0	0
		TRANSFERRED OTHER COURSE	2	5.4%	2	0	2	0	2	0	0	1	1	5.4%	1	0	1	0	1	0	0	0	0.5
		NOT RETAINED	4	10.8%	2	2	3	1	4	0	0	1	2	10.8%	1	1	1.5	0.5	2	0	0	0	0.5
TSM Modern Irish	22	PROGRESSED SAME COURSE	19	86.4%	17	2	19	0	19	0	0	1	11	9.5	86.4%	8.5	1	9.5	0	9.5	0	0	0.5
		REPEAT SAME COURSE	1	4.5%	1		1		1				0.5	0.5	4.5%	0.5	0	0.5	0	0.5	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	2	9.1%	2	0	2	0	2	0	0	0	1	1	9.1%	1	0	1	0	1	0	0	0
TSM Music	12	PROGRESSED SAME COURSE	9	75.0%	4	5	9	0	9	0	0	0	6	4.5	75.0%	2	2.5	4.5	0	4.5	0	0	0
		REPEAT SAME COURSE	1	8.3%	1		1		1				0.5	0.5	8.3%	0.5	0	0.5	0	0.5	0	0	0
		TRANSFERRED OTHER COURSE	1	8.3%		1	1		1				0.5	0.5	8.3%	0	0.5	0.5	0	0.5	0	0	0
		NOT RETAINED	1	8.3%		1	1		1		1		0.5	0.5	8.3%	0	0.5	0.5	0	0.5	0	0	0.5
TSM Philosophy	44	PROGRESSED SAME COURSE	33	75.0%	14	19	32	1	33	0	4	1	22	16.5	75.0%	7	9.5	16	0.5	16.5	0	2	0.5
		REPEAT SAME COURSE	3	6.8%	1	2	3	0	3	0	0	1	1.5	1.5	6.8%	0.5	1	1.5	0	1.5	0	0	0.5
		TRANSFERRED OTHER COURSE	2	4.5%	1	1	2	0	2	0	0	0	1	1	4.5%	0.5	0.5	1	0	1	0	0	0
		NOT RETAINED	6	13.6%	1	5	6	0	6	0	1	1	3	3	13.6%	0.5	2.5	3	0	3	0	0.5	0.5
TSM Psychology	20	PROGRESSED SAME COURSE	17	85.0%	11	6	15	2	17	0	2	3	10	8.5	85.0%	5.5	3	7.5	1	8.5	0	1	1.5
		REPEAT SAME COURSE	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	2	10.0%	1	1	2		2				1	1	10.0%	0.5	0.5	1	0	1	0	0	0
		NOT RETAINED	1	5.0%		1	1		1				0.5	0.5	5.0%	0	0.5	0.5	0	0.5	0	0	0
TSM Russian	12	PROGRESSED SAME COURSE	11	91.7%	8	3	11	0	11	0	1	1	6	5.5	91.7%	4	1.5	5.5	0	5.5	0	0.5	0.5
		REPEAT SAME COURSE	1	8.3%	1		1		1				0.5	0.5	8.3%	0.5	0	0.5	0	0.5	0	0	0.5
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%									0	0	0.0%	0	0	0	0	0	0	0	0
TSM Sociology	63	PROGRESSED SAME COURSE	47	74.6%	33	14	46	1	47	0	4	3	31.5	23.5	74.6%	16.5	7	23	0.5	23.5	0	2	1.5
		REPEAT SAME COURSE	4	6.3%	3	1	4	0	4	0	0	1	2	2	6.3%	1.5	0.5	2	0	2	0	0	0.5
		TRANSFERRED OTHER COURSE	3	4.8%	2	1	3	0	3	0	0	0	1.5	1.5	4.8%	1	0.5	1.5	0	1.5	0	0	0
		NOT RETAINED	9	14.3%	6	3	9	0	9	0	0	0	4.5	4.5	14.3%	3	1.5	4.5	0	4.5	0	0	0

Table G10: Two Subject Moderatorship Rentention Data 2012/13

			Student Numbers										FTSEs										
			Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access	Total on Course	Total Outcome	%	Gender		Fee Status		Attendance		Mature	Access
					F	M	EU	Non EU	F	P						F	M	EU	Non EU	F	P		
Total on Course	OUTCOME			F	M	EU	Non EU	F	P					F	M	EU	Non EU	F	P				
TSM Spanish	48	PROGRESSED SAME COURSE	39	81.3%	24	15	37	2	39	0	1	4	24	19.5	81.3%	12	7.5	18.5	1	19.5	0	0.5	2
		REPEAT SAME COURSE	4	8.3%	4	0	4	0	4	0	0	1		2	8.3%	2	0	2	0	2	0	0	0.5
		TRANSFERRED OTHER COURSE	3	6.3%	3	0	3	0	3	0	0	1		1.5	6.3%	1.5	0	1.5	0	1.5	0	0	0.5
		NOT RETAINED	2	4.2%	1	1	2	0	2	0	0	0		1	4.2%	0.5	0.5	1	0	1	0	0	0
TSM World Religions and Theology	17	PROGRESSED SAME COURSE	13	76.5%	7	6	11	2	13	0	2	0	8.5	6.5	76.5%	3.5	3	5.5	1	6.5	0	1	0
		REPEAT SAME COURSE	3	17.6%	1	2	3	0	3	0	0	1		1.5	17.6%	0.5	1	1.5	0	1.5	0	0	0.5
		TRANSFERRED OTHER COURSE	0	0.0%										0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	5.9%		1	1		1		1			0.5	5.9%	0	0.5	0.5	0	0.5	0	0.5	0
Grand Total	826		826		500	326	800	26	826	0	50	70	413	413		250	163	400	13	413	0	25	35

Table G11: Multi-Faculty Retention Data 2012/13

Course Title	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Business and Computing	4	PROGRESSED SAME COURSE	3	75%	1	2	3		3			1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED	1	25%		1	1		1			
Computer Science and Business	30	PROGRESSED SAME COURSE	26	87%	8	18	26		26			
		REPEAT SAME COURSE	2	7%		2	2		2			
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED	2	7%		2	2		2			
Computer Science, Linguistics and French	2	PROGRESSED SAME COURSE		0%								
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	50%	1		1		1			
		NOT RETAINED	1	50%	1		1		1			
Computer Science, Linguistics and German	1	PROGRESSED SAME COURSE	1	100%	1		1		1			
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED		0%								
Political Science and Geography	23	PROGRESSED SAME COURSE	21	91%	13	8	20	1	21		1	1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED	2	9%		2	2		2		1	
Grand Total			60		25	35	59	1	60	0	2	2

Table G12: Faculty of Engineering, Mathematics and Science Retention Data 2012/13

School	Course	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
				Total No.	Total %	F	M	EU	Non EU	F	P		
Chemistry	Medicinal Chemistry	29	Progress same course	20	69%	10	10	20	-	20	-	1	1
			Repeat same course	1	3%	-	1	1	-	1	-	1	-
			Transferred other course	4	14%	3	1	4	-	4	-	-	2
			Not retained	4	14%	3	1	4	-	4	-	-	-
Computer Science and Statistics	Computer Science	91	Progress same course	64	70%	5	59	63	1	64	-	2	6
			Repeat same course	10	11%	2	8	10	-	10	-	-	2
			Transferred other course	2	2%	1	1	2	-	2	-	1	-
			Not retained	15	16%	1	14	14	1	15	-	2	1
	Computer Science and Language	17	Progress same course	14	82%	7	7	14	-	14	-	-	-
			Repeat same course	2	12%	1	1	2	-	2	-	-	1
			Transferred other course	1	6%	-	1	1	-	1	-	-	-
			Not retained	-	-	-	-	-	-	-	-	-	-
	Information Systems	40	Progress same course	26	65%	7	19	26	-	-	26	24	-
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	-	-	-	-	-	-	-	-	-	-
			Not retained	14	35%	2	12	14	-	-	14	12	-
	Management Science and Information Systems Studies	34	Progress same course	25	74%	5	20	24	1	25	-	-	5
Repeat same course			3	9%	1	2	3	-	3	-	-	-	
Transferred other course			1	3%	1	-	1	-	1	-	-	1	
Not retained			5	15%	1	4	5	-	5	-	-	-	
Engineering	Engineering	183	Progress same course	154	84%	35	119	151	3	154	-	4	10
			Repeat same course	8	4%	1	7	7	1	8	-	2	-
			Transferred other course	3	2%	1	2	3	-	3	-	-	-
			Not retained	18	10%	1	17	17	1	18	-	3	2
	Engineering with Management	23	Progress same course	13	57%	1	12	13	-	13	-	-	-
			Repeat same course	3	13%	2	1	3	-	3	-	-	1
			Transferred other course	-	-	-	-	-	-	-	-	-	-
Genetics and Microbiology	Human Genetics	17	Progress same course	16	94%	6	10	15	1	16	-	-	2
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	1	6%	-	1	1	-	1	-	-	-
			Not retained	-	-	-	-	-	-	-	-	-	-
Mathematics	Mathematics	41	Progress same course	32	78%	8	24	31	1	32	-	1	2
			Repeat same course	4	10%	1	3	4	-	4	-	1	-
			Transferred other course	2	5%	-	2	2	-	2	-	-	-
			Not retained	3	7%	-	3	3	-	3	-	2	-

Table G12: Faculty of Engineering, Mathematics and Science Retention Data 2012/13

School	Course	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
				Total No.	Total %	F	M	EU	Non EU	F	P		
Multi-School	Chemistry with Molecular Modelling	8	Progress same course	6	75%	2	4	5	1	6	-	-	-
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	-	-	-	-	-	-	-	-	-	-
			Not retained	2	25%	-	2	2	-	2	-	-	1
	Nanoscience, Physics and Chemistry of Advanced Materials	15	Progress same course	13	87%	3	10	13	-	13	-	-	1
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	-	-	-	-	-	-	-	-	-	-
			Not retained	2	13%	-	2	2	-	2	-	-	-
	Theoretical Physics	40	Progress same course	33	83%	9	24	33	-	33	-	1	3
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	5	13%	-	5	5	-	5	-	-	1
			Not retained	2	5%	-	2	2	-	2	-	-	1
Natural Sciences	Earth Sciences	16	Progress same course	15	94%	9	6	15	-	15	-	1	1
			Repeat same course	-	-	-	-	-	-	-	-	-	-
			Transferred other course	-	-	-	-	-	-	-	-	-	-
			Not retained	1	6%	1	-	1	-	1	-	-	-
Science	TR071 - common entry	345	Progress same course	295	86%	158	137	294	1	295	-	10	34
			Repeat same course	15	4%	4	11	14	1	15	-	1	7
			Transferred other course	14	4%	5	9	13	1	14	-	1	1
			Not retained	21	6%	10	11	21	-	21	-	3	3
TOTALS		899		899		308	591	884	15	859	40	73	89

Table G13: Faculty of Health Sciences Retention Data 2012/13

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
Children's and General Nursing	18	PROGRESSED SAME COURSE	17	94.4%	17	0	17	0	17	0	4	2
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	5.6%	1	0	1	0	1	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Dental Hygiene	10	PROGRESSED SAME COURSE	9	90.0%	7	2	9	0	9	0	4	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	10.0%	1	0	1	0	1	0	0	0
Dental Nursing	23	PROGRESSED SAME COURSE	21	91.3%	20	1	21	0	21	0	3	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	2	8.7%	1	1	2		2	0	0	0
Dental Science: This data does not include Advanced Entry Students to year 2	39	PROGRESSED SAME COURSE	31	79.5%	20	11	25	6	31	0	3	2
		REPEAT SAME COURSE	4	10.3%	0	4	3	1	4	0	2	0
		TRANSFERRED OTHER COURSE	2	5.1%	0	2	2	0	2	0		0
		NOT RETAINED	2	5.1%	0	2	2	0	2	0		2
Dental Technology	5	PROGRESSED SAME COURSE	5	100.0%	5	0	5	0	5	0	2	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Human Health and Disease	38	PROGRESSED SAME COURSE	30	78.9%	22	8	30	0	30	0	1	5
		REPEAT SAME COURSE	1	2.6%	0	1	1	0	1	0	0	1
		TRANSFERRED OTHER COURSE	4	10.5%	2	2	4	0	4	0	0	0
		NOT RETAINED	3	7.9%	2	1	3	0	3	0	0	1
Human Nutrition and Dietetics (Joint Degree)	23	PROGRESSED SAME COURSE	12	52.2%	8	4	12	0	12	0	2	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	4.3%	1	0	1	0	1	0	0	0
		NOT RETAINED	10	43.5%	9	1	10	0	10	0	1	0
Medicine	185	PROGRESSED SAME COURSE	173	93.5%	102	71	119	54	173	0	8	12
		REPEAT SAME COURSE	7	3.8%	4	3	7	0	7	0	1	2
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	5	2.7%	2	3	4	1	5	0	1	1
Midwifery	43	PROGRESSED SAME COURSE	38	88.4%	38	0	38	0	38	0	18	4
		REPEAT SAME COURSE	1	2.3%	1	0	1	0	1	0	0	1
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	4	9.3%	4	0	4	0	4	0	1	1
Nursing	217	PROGRESSED SAME COURSE	200	92.2%	184	16	200	0	200	0	51	21
		REPEAT SAME COURSE	5	2.3%	4	1	5	0	5	0	3	0
		TRANSFERRED OTHER COURSE	1	0.5%	1		1	0	1	0	0	0
		NOT RETAINED	11	5.1%	10	1	11	0	11	0	2	1
Occupational Therapy	42	PROGRESSED SAME COURSE	38	90.5%	37	1	38	0	38	0	5	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	2.4%	1	0	1	0	1	0	0	0
		NOT RETAINED	3	7.1%	1	2	3	0	3	0	0	0
Pharmacy	77	PROGRESSED SAME COURSE	65	84.4%	44	21	64	1	65	0	1	7

Table G13: Faculty of Health Sciences Retention Data 2012/13

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	Non EU	F	P		
		REPEAT SAME COURSE	2	2.6%	2	0	2	0	2	0	0	1
		TRANSFERRED OTHER COURSE	5	6.5%	3	2	5	0	5	0	0	2
		NOT RETAINED	5	6.5%	4	1	5	0	5	0	1	2
Physiotherapy	45	PROGRESSED SAME COURSE	35	77.8%	26	9	35	0	35	0	4	5
		REPEAT SAME COURSE	4	8.9%	3	1	4	0	4	0	1	1
		TRANSFERRED OTHER COURSE	3	6.7%	3	0	3	0	3	0	0	1
		NOT RETAINED	3	6.7%	3	0	3	0	3	0	0	0
Radiation Therapy	31	PROGRESSED SAME COURSE	26	83.9%	19	7	26	0	26	0	1	6
		REPEAT SAME COURSE	1	3.2%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	4	12.9%	4	0	4	0	4	0	0	0
	796		796		616	180	733	63	796	0	120	87

**Table H1: DRAFT ACADEMIC YEAR STRUCTURE
2014/15**

Cal. Wk	Dates 2014/15 (week beginning)	Outline Structure of Academic Year 2014/15	Notes
1	25-Aug-14	Supplemental Examinations	Statutory Term (Michaelmas) begins
2	01-Sep-14		
3	08-Sep-14		
4	15-Sep-14	Orientation Week/Freshers' Week	
5	22-Sep-14	Teaching Week 1	Michaelmas Lecture term begins
6	29-Sep-14	Teaching Week 2	
7	06-Oct-14	Teaching Week 3	
8	13-Oct-14	Teaching Week 4	
9	20-Oct-14	Teaching Week 5	
10	27-Oct-14	Teaching Week 6 (Monday, Public Holiday)	
11	03-Nov-14	Teaching Week 7 - Study Week	
12	10-Nov-14	Teaching Week 8	
13	17-Nov-14	Teaching Week 9	
14	24-Nov-14	Teaching Week 10	
15	01-Dec-14	Teaching Week 11	
16	08-Dec-14	Teaching Week 12	
17	15-Dec-14	Christmas Period (College closed December 2014 to 1 January 2015, inclusive) 24	
18	22-Dec-14		
19	29-Dec-14		
20	05-Jan-15	Foundation Scholarship Examinations	Note: it may be necessary to hold some exams in the preceding week.
21	12-Jan-15	Teaching Week 1	Hilary Term begins
22	19-Jan-15	Teaching Week 2	
23	26-Jan-15	Teaching Week 3	
24	02-Feb-15	Teaching Week 4	
25	09-Feb-15	Teaching Week 5	
26	16-Feb-15	Teaching Week 6	
27	23-Feb-15	Teaching Week 7 - Study Week	
28	02-Mar-15	Teaching Week 8	
29	09-Mar-15	Teaching Week 9	
30	16-Mar-15	Teaching Week 10 (Tuesday, Public Holiday)	
31	23-Mar-15	Teaching Week 11	
32	30-Mar-15	Teaching Week 12 (Friday, Good Friday)	
33	06-Apr-15	Revision (Monday, Easter Monday)	Trinity Term begins
34	13-Apr-15	Revision Trinity Week (Monday, Trinity Monday)	
35	20-Apr-15	Revision	
36	27-Apr-15	Annual Examinations 1	Annual Examination period: 4 weeks at present followed by 4 weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals.
37	04-May-15	Annual Examinations 2 (Monday, Public Holiday)	
38	11-May-15	Annual Examinations 3	
39	18-May-15	Annual Examinations 4	
40	25-May-15	Marking/Courts of Examiners/Results	
41	01-Jun-15	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	08-Jun-15	Marking/Courts of Examiners/Results	
43	15-Jun-15	Marking/Courts of Examiners/Results/Courts of First Appeal	
44	22-Jun-15	Courts of First Appeal/Academic Appeals	← Statutory (Trinity) Term ends Friday 26 June 2015
45 to 52	29 Jun 2015 - 24 Aug 2015	Postgraduate dissertations/theses/Research 1-8	Nine weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September. ← Ends Friday 28 August 2015