

University of Dublin



Trinity College

**SENIOR LECTURER'S ANNUAL REPORT
2008/09**

(including Admissions Data for 2009)

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SENIOR LECTURER'S ANNUAL REPORT 2008/09

The Senior Lecturer's Annual Report presents to Council statistical information in relation to the admission, progress, and examination of undergraduate students as well as commencements.

During 2008/09, Council approved the recommendations of the Working Group on an institutional-wide Access Plan 2009 – 2013 (May 2009), and the recommendations of the Working Group on Foundation Scholarship (November 2008).

II. APPLICATIONS AND ADMISSIONS 2009

Student Applications and Admissions

In 2009 Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system (11% in 2008 and 11% in 2007). In general, course quotas were met. There was an overall College ratio of 2.6:1 (2.5:1 in 2008) of first preference applications to course quotas. The Faculty of Health Sciences was the highest this year at 3.7:1 (3.5:1 in 2008). The overall College ratio of eligible first preference applications to course quotas was 1.7:1 (1.6:1 in 2008). See Table A5 on pages A11 - A12 in the appendices.

Figure 1: Ratio of first preference applications to quotas 2009, 2008, 2007

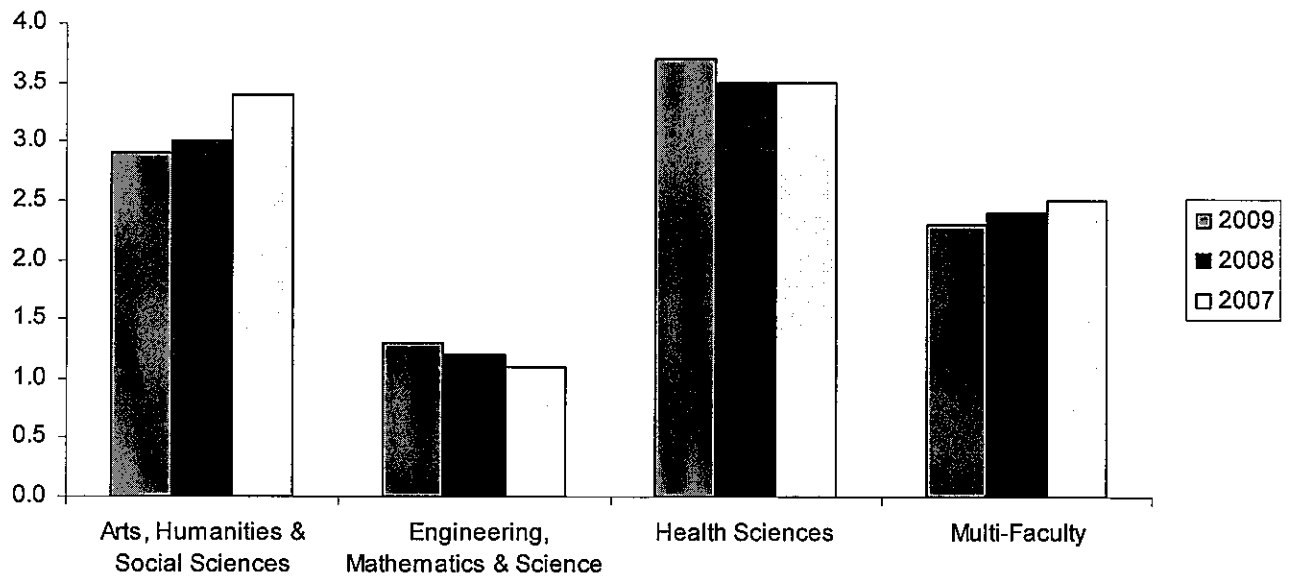
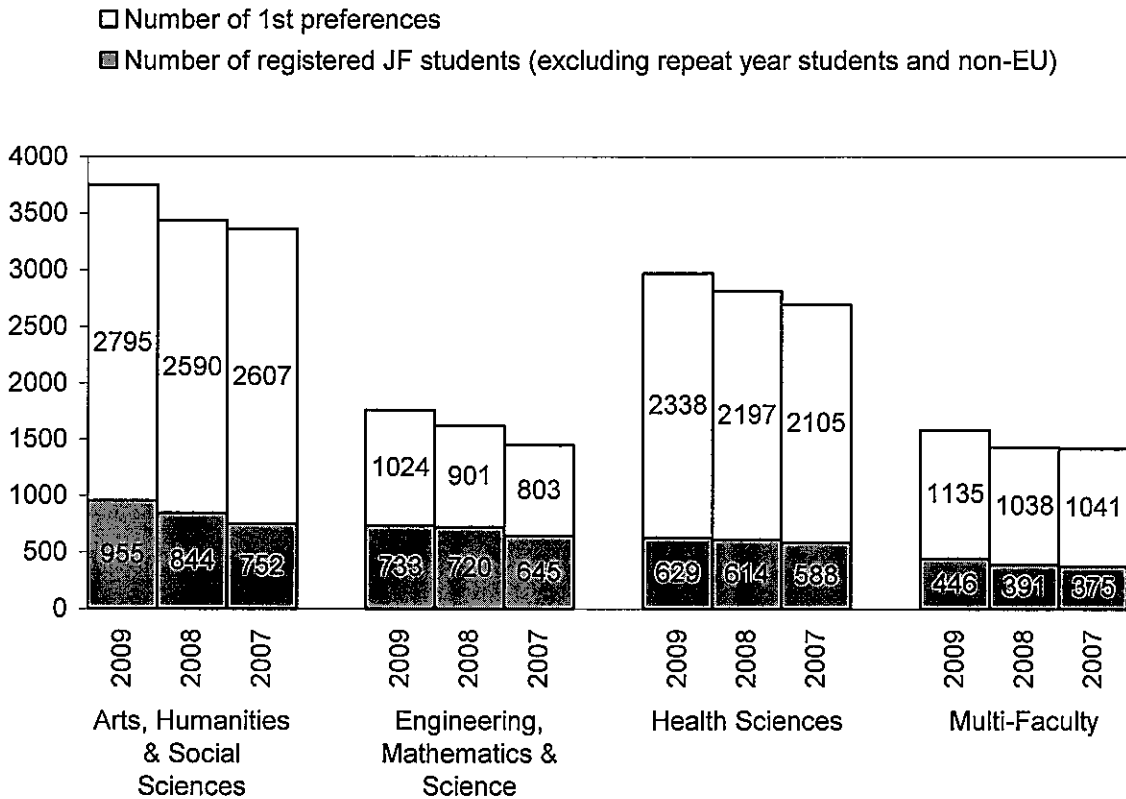


Figure 2: Preference applications and numbers registered 2009, 2008, 2007



Out of a total of 60 undergraduate full-time single and joint honor CAO courses (excluding TSM), seven (12%) did not meet their quota because of insufficient applications, and of 25 TSM subjects, four (16%) did not meet their quota for the same reason (see Table A10 (a) on page A17 in the appendices).

For more detailed information on applications and admissions see Appendix A.

Entrance Exhibitions 2009

On the basis of public examination results, entrance exhibitions are awarded to EU new entrants to full-time undergraduate degree programmes who achieve a minimum of 560 points. Council, at its meeting of 4th March 2009, approved the Senior Lecturer’s proposal to increase the level of qualifying points from 545 to 560. Four hundred and forty one (441) students were awarded an entrance exhibition in 2009 representing 16% of the EU Junior Freshman class for 2009/10. A total of 58,652 pupils sat the Leaving Certificate examination in 2009. Of those that applied to the CAO 1,015 achieved 560 points or more and 440 (43%) of these students accepted a place at Trinity College. Entrance exhibitions were also awarded to eighty nine (89) A-level students and twelve (12) students with other EU qualifications.

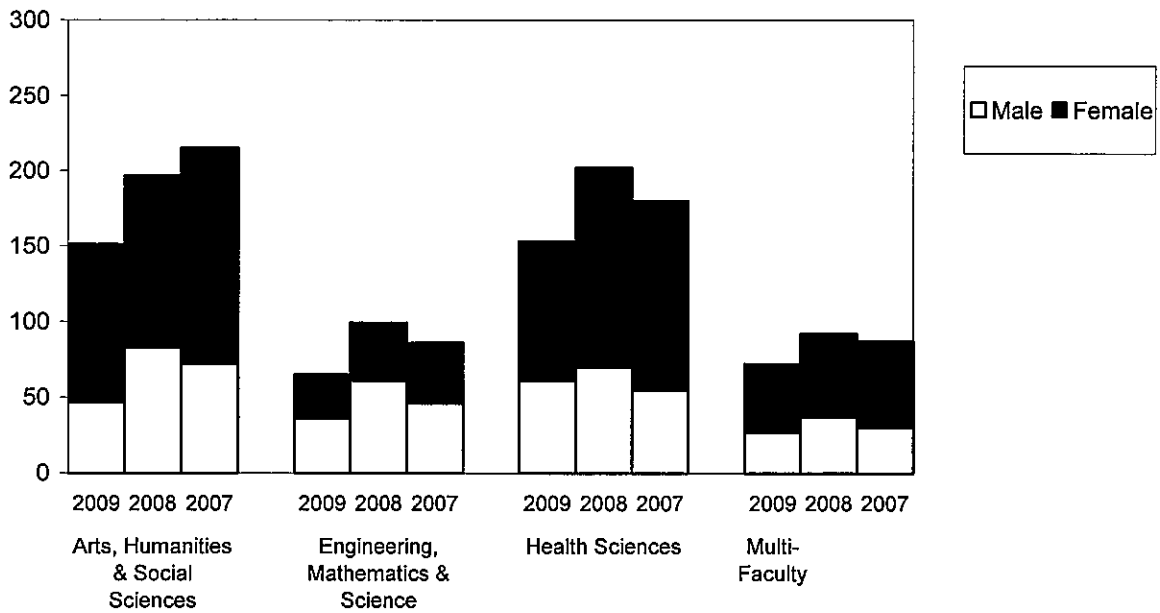
Sixty-one (61%) per cent of entrance exhibitioners were female in 2009 (57% in 2008 and 64% in 2007). Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over three evenings in November 2009.

Entrance Exhibitions 2008

On the basis of public examination results, entrance exhibitions were awarded to EU new entrants to full-time undergraduate degree programmes who achieved a minimum of 545 points. Five hundred and ninety (590) students were awarded an entrance exhibition in 2008 representing 23% of the EU Junior Freshman class for 2008/09. A total of 55,589 pupils sat the Leaving Certificate examination in 2008. Of those that applied to the CAO 1,744 achieved 545 points or more and 508 (29%) of these students accepted a place at Trinity College. Entrance exhibitions were also awarded to one hundred and one (101) A-level students and eight (8) students with other EU qualifications.

Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over four evenings in November 2008.

Figure 3: Entrance exhibition awards 2009, 2008, 2007



See Tables A13 and A14 on pages A22-A24 in the appendices for further information on points at entry by course.

Matriculation Examination

A matriculation examination is held in Trinity College every year, usually in March/April, in a limited range of subjects. As of 2003, only two subjects are examined, namely, Geology and Biblical Studies. Thirteen (13) candidates presented for the Geology examination in 2009 (18 in 2008) and ten (10) candidates presented for Biblical Studies this year (0 in 2008).

Table 1: TCD matriculation examination 2009 – 2005

	2009	2008	2007	2006	2005
Biblical Studies	10	0	3	2	-
Geology	13	18	15	38	25
Total	23	18	18	40	25

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 new Strategic Plan (2009-2014) makes a commitment to increase the number of places reserved on undergraduate courses for students 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.

In 2009, a total of 427 (374 in 2008) students from under represented groups registered on undergraduate degree programmes, representing 15.5% of the CAO intake. Forty-two (42%) of these are mature students.

Further analysis of the breakdown of undergraduate new entrants, by key access criteria, in each Faculty may be found in Table A9(a) on page A16.

(a) Students with a Disability

Applicants may disclose that they have a disability on the CAO application form. Applicants who disclose a disability at this stage of the process are contacted by the CAO and invited to complete a 'supplementary information form'. This form requests information on the nature of the applicant's disability and any supports that he/she may require while pursuing their university education. Applicants who wish to avail themselves of the supports and any matriculation concession must also provide evidence of disability, which is assessed by the College Disability Service.

It should be noted that many applicants with a disability do not disclose this information on the CAO form, and consequently, the number of registered new entrants with a disability tends to be greater than the numbers stated in this report. Eighty-eight (88) additional students had declared a disability by 1st November 2009 bringing the total to 133 new entrants registered with the Disability Service.

Details concerning the distribution of undergraduate new entrants with a disability across faculties may be found in Table A9(b) on page A16.

Table 2: Number of applicants with a disability, eligible applicants, offers and registered students 2009, 2008, 2007

Applications	2009	%	2008	%	2007	%
Total number of applicants to TCD who disclosed a disability on the CAO application form	687		545		509	
Number of applicants who completed 'supplementary information form'	646	94%	434	80%	351	69%
Number of applicants eligible for consideration on grounds of disability	156	23%	162	30%	196	39%
Number of applicants who matriculated (eligible applicants)	102	15%	107	20%	172	34%
Number of offers to eligible applicants	47 (31 on merit)	46%	86 (53 on merit)	80%	101 (94 on merit)	59%
Number of registered students who disclosed a disability on the CAO form	45		55		79	
Number of students who declared disability <u>after</u> registration to the Disability Office	88	13%	44	8%	38	7.5%

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

In 2009, 681 mature applicants applied under the Mature Student Dispensation Scheme (729 in 2008), of whom, 169 (25%) were offered places and of these 112 (66%) subsequently registered. It is thought that the decline in the acceptance rate this year is attributed to the current economic climate and the uncertainty regarding the reintroduction of fees. Applicants under this scheme must be over twenty-three years of age and are assessed on the basis of the complete academic profile of the applicant taking into account work and life experience.

Mature students are also admitted to the undergraduate degrees in nursing under the Mature Student Dispensation Scheme. Applicants to these courses are assessed externally by the Nursing Career Centre. Sixty-eight (68) mature students registered on degree courses in Nursing and Midwifery in 2009 (66 in 2008).

Further details of students admitted under the Mature Student Dispensation Scheme and by the Nursing Career Centre together with an indication of the trends in mature student applications and distributions across faculties are shown in the comparative data in Table A8(a) and Table A8(b) on page A15.

(c) Socio-economically disadvantaged Students – the Trinity Access Programmes

The Trinity Access Programmes (TAP) are a range of initiatives aimed at increasing the participation rate at third-level of young adult and mature students from under-represented socio-economic groups. The programmes were established as part of an overall strategy to address low progression rates to third-level by students in some socio-economic groups through collaborative work with schools, parents and communities. The Steering Committee for the Trinity Access Programmes is chaired by the Senior Lecturer.

1. *Post-entry Progression Programme*

TAP has developed a range of post-entry supports in response to student needs. These include a variety of pre-university programmes, financial and personal support, extra tuition, a Writing Resource Centre, a Mathematics Help Room, the Studio (a learning resource centre), a supported accommodation scheme and end-of-term review workshops. TAP also works closely with the Library and with other support services in College including the Student Counselling Service, the Disability Service, the College Health Service, the Accommodation Office and the Tutorial Service.

Since 2006, baseline funding has been provided to College to support equity of access as part of the core grant. The five admission initiatives offered through TAP are partially funded through this route. Funding is also received from a number of individual and corporate donors.

2. *The School and Community Outreach Links (SCOL)*

The School and Community Outreach Links 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 forty primary and second-level schools and a selection of community groups. Primary school activities begins with fifth class pupils and continues throughout the second-level school cycle.

3. *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 55%, although, for higher demand courses significantly higher grades are required, for example, Social Studies requires grade of 60 – 65% whereas Psychology, Law and Physiotherapy require a grade of 65- 69%. Places are allocated on the basis of academic merit and students must select up to five College courses on their CAO preference list.

Twenty-seven (27) students registered in 2009/10. Of the original 2008 cohort, fourteen (14) of the twenty-four (24) students completed the course. Thirteen students (13) progressed to undergraduate courses in TCD.

4. *Foundation Course for Higher Education - Young Adults*

This is a one-year foundation course that caters for young adults (17-20 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 in schools linked to higher education access programmes. Twenty-six (26) students registered in 2008/09.

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 grade II.2 or higher (II.1 for Law School or Health Sciences). In 2008/09, twenty-three (23) of the twenty-six (26) registered students completed the course. Twenty-two (22) of these students progressed to undergraduate courses in TCD.

5. *Concession on Points*

Young adults who are assessed by the 'Higher Education Access Route' (HEAR) as socio-economically disadvantaged are eligible for a concession on points for entry to an undergraduate degree and/or diploma course. These students must satisfy the minimum matriculation requirements for entry to their course of choice. The HEAR option was extended to all secondary schools in the Republic of Ireland for the 2009/10 admissions season. Applicants can now make an online application to HEAR through the CAO. Further information for HEAR can be found at www.accesscollege.ie.

Graduates from the Trinity *Foundation Course – Young Adults* and students eligible for a concession on points may also compete for places at other universities through this collaborative scheme. In 2009, ninety-six (96) students entered College through this route (118 in 2008).

6. Partnership Foundation Course

As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement was entered into in 2004/05 with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course in the Liberal Arts for access to a wide range of undergraduate courses. The CDVEC colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; and Plunket College, Dublin 9. The course was run on a pilot basis in 2004/05 and the CDVEC colleges, supported by Trinity College, successfully negotiated with the Further Education and Training Awards Council (FETAC) for accreditation within the National Qualifications Framework. Seventeen (17) students from this scheme progressed to undergraduate courses in Trinity College in 2009 (13 in 2008).

Seventy-eight (78) students registered in 2009 for the Partnership Foundation Courses: Liberties College (30), Pearse College (21) and Plunket College (27).

Table 3: Number of admissions to College through the Trinity Access Programmes 2009, 2008, 2007

Entry Route	Number of Students 2009	Number of Students 2008	Number of Students 2007
Full points	17	29	20
Concession on points	44	57	46
Foundation Course – Mature Students	13	14	15
Foundation Course – Young Adults	22	24	19
CDVEC Colleges:			
- Liberties Liberal Arts	13	8	7
- Pearse College	2	4	5
- Plunket College	3	2	4
Total	114	138	115

Mature Students Office

The Mature Students Office, part of the Trinity Access Programmes, serves to encourage and support the access and integration of mature students into college life.

The Mature Students Officer engages in extensive external liaison with Vocational Education Committees and Adult Education Centres, particularly in the Dublin, Border, Midlands and Western regions, to promote TCD, to outline the opportunities available to mature learners and to support the application process. One-to-one support for applicants is also available. A Mature Student Open Evening takes place in January each year.

This year one hundred and eighty (180) mature students registered across all Faculties in TCD (this figure includes nursing students). Supports for registered mature students include:

- A four day Welcome Programme in early September
- A Financial information morning in July
- A Mature Student Resource Centre for private study
- Drop in clinics providing advice and advocacy
- Social activities

This year also saw the completion of a research project which evaluated both the Mature Student Dispensation Scheme and the 'mature student experience' in TCD. The Report on this research will be published in 2010.

New Entrant CAO Preferences

Analysis shows, in 2009, that 55% of new entrants were registered to their first preference CAO choice, with 15% and 8% registered to their second and third choice respectively. Students registering on courses which represented a lower preference (4-10), accounted for 22% of new entrants. See Figures 4, 5 and 6 below and Table A4 on page A9 in the appendices.

Figure 4: New entrant data – analysis of preference of registered course

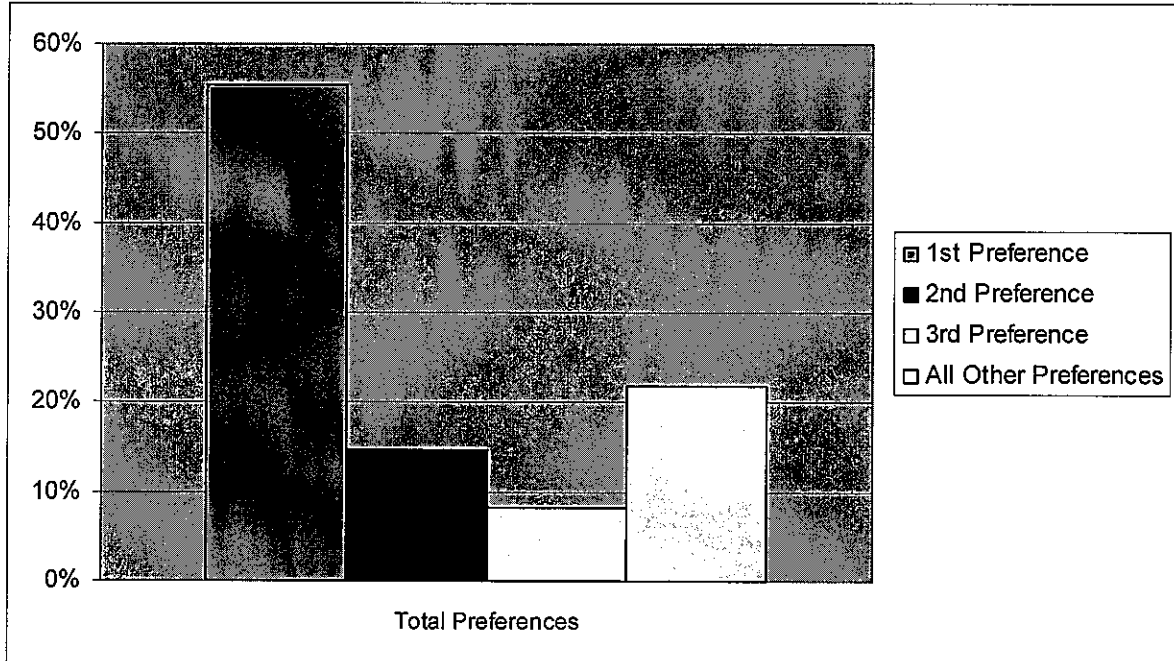


Figure 5: Admissions Preference Data – number of students registered in each faculty according to CAO preference

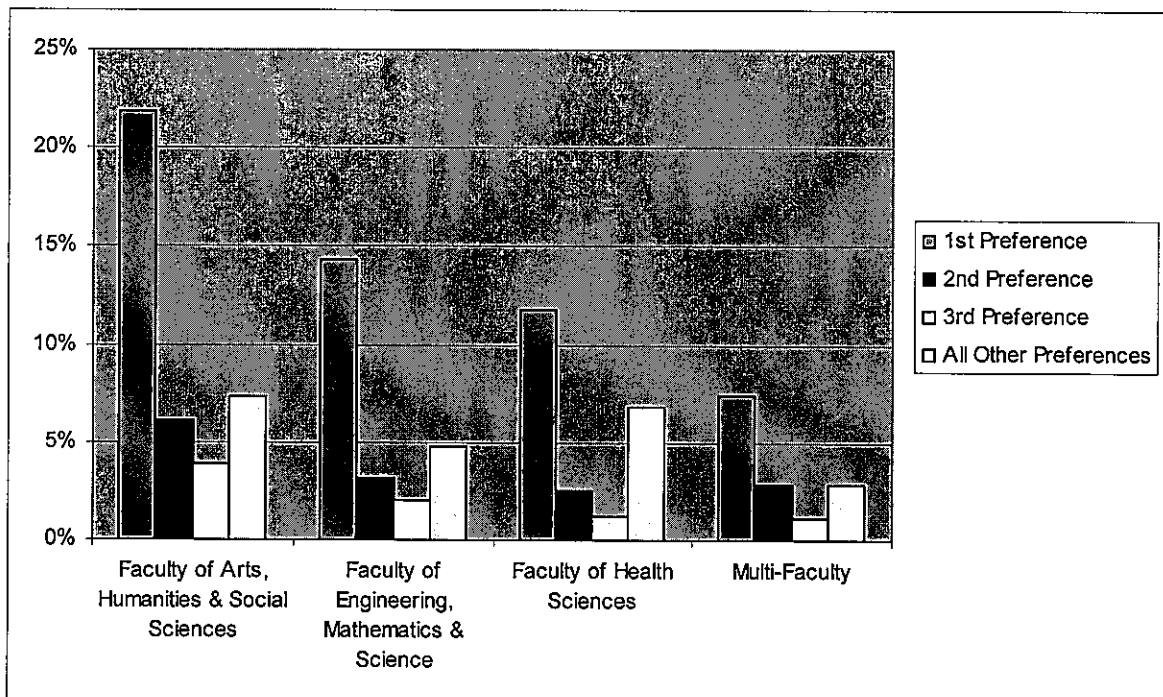
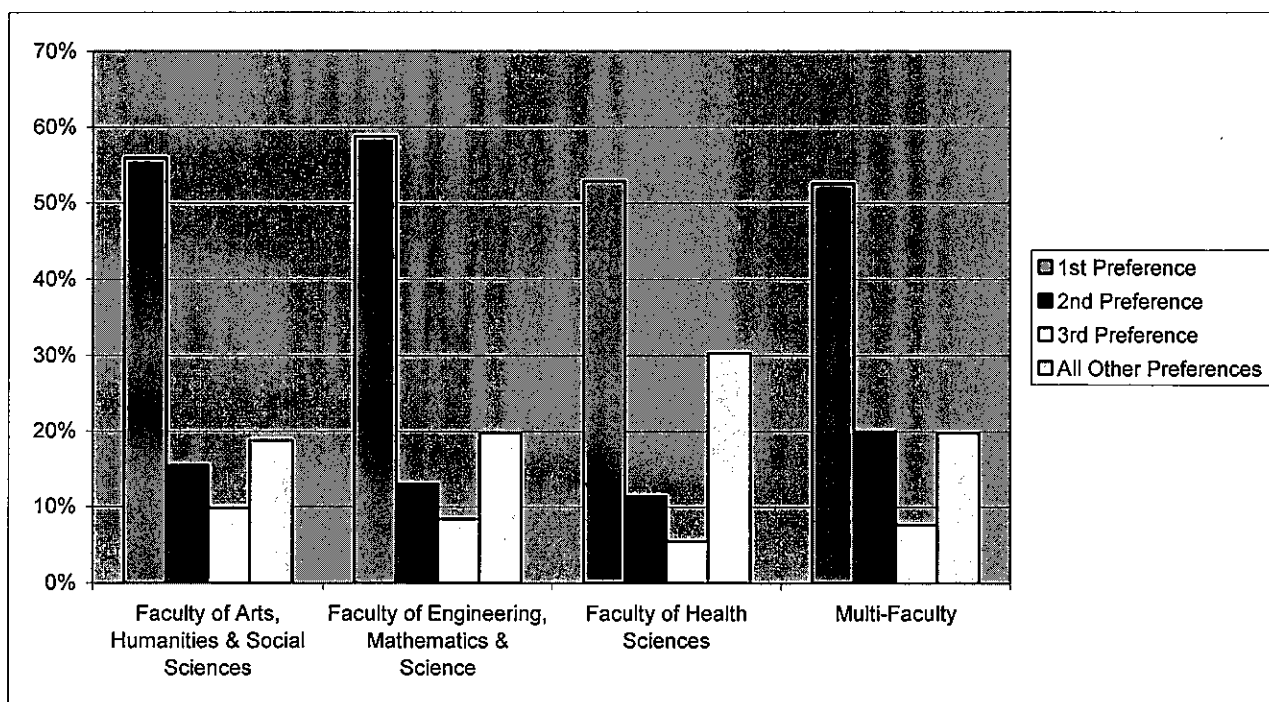


Figure 6: Admissions Preference Data – number in each faculty, according to CAO preference, as a percentage of total new entrants in each faculty



New Entrant Nationality Data

In 2009 students entering College to full-time undergraduate courses and to programmes for visiting students came from 71 different countries. With the exception of Ireland, in order of the most student numbers, the top five countries are Great Britain, France, the United States, Germany and Spain. The top five countries in 2008 were Great Britain, the United States, France, Germany and Italy. There has been a drop in the number of new entrants non-Irish students registering on courses in Trinity College. In 2008/09 the figure was 927 representing 27% of the new entrant population. So far this year, 719 non-Irish new entrant students have registered, representing 20.5%. Full data for students registering for the Hilary term 2010 is not yet available, however it is not expected that these students will account for more than a further 1% of the new entrant population.

The number of new-entrants classified as non-EU for fees purposes registered to full undergraduate degrees has also dropped from 125 in 2008/09 to 100 in 2009/10. This can be explained in part by the exclusion of visiting students due to register in the second semester of this academic year.

Please see Table A16, A17(a) and A17(b) on pages A26 to A30 for more detailed data in relation to new entrant students and their nationality profile.

Total CAO and Direct entry registered students 2009

Table 4 below shows all new entrants to undergraduate courses in 2009/10. The highest increase in student intake is to the Faculty of Arts, Humanities, and Social Sciences at 955, representing a 13% increase on the 2008/09 figures. There has been an increase of 6.8% on 2008 figures.

Table 4: Total CAO and direct entry registered students

New Entrants	2009/10	2008/09	2007/08
Arts, Humanities, and Social Sciences (CAO)	955	844	752
Engineering, Mathematics and Science (CAO)	733	720	645
Health Science (CAO)	629	614	588
Multi Faculty CAO	446	391	375
Total CAO entry	2,763	2,569	2,360
Direct entry and Level 7 courses	790	758	726
Total CAO and Direct entry registered students	3,553	3,327	3,086

New Entrant Survey 2009

A revised survey was administered to all new entrants on full-time undergraduate degree programmes. Part-time SOCRATES and visiting students were not surveyed and the returns do not differentiate between students starting in the Junior Freshman year and those who were offered advanced entry.

A total of 2,156 completed questionnaires were returned, representing approximately 78% of all CAO registered new entrants. Table 5 shows a profile of new entrants surveyed.

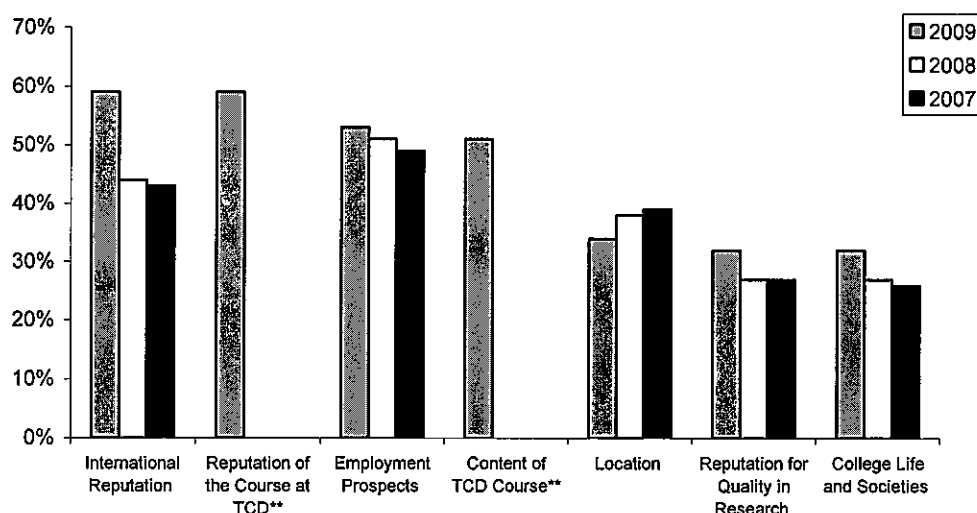
Table 5: Profile of new entrant respondents

Nationality		Gender		Type of student	
Irish	89%	Female	57%	School Leaver	87%
Other EU	11%	Male	43%	Mature Students	7%
				Other categories*	6%

* Other categories included students who deferred entry from previous years, readmits, and students who did not qualify as a school leaver or mature student.

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. As illustrated in the Figure 7 below, College's international reputation (59%), the reputation of the course at Trinity (59%), employment prospects (53%), the content of the course at Trinity (51%), College's city location (34%), College's research reputation (32%), and the social life, sports and societies in Trinity (32%) were listed as the main reasons for choosing Trinity College. Other reasons were: the course is only offered at Trinity (24%), Trinity is closest to home (21%), information from the student's schools (7%) and the student's friends are coming to Trinity (5%).

Figure 7: Survey of undergraduate new entrants 2009, 2008, 2007



** New questions were asked in 2009.

Please see table A18 on page A31 in the Appendices

The most used sources of information were the Trinity website (consulted by 75% of students), the prospectus (70%) and the Open Day (51%). The majority of respondents (63%) attended the Trinity Open Day.

Table 6: Information sources on Trinity College

Information Source	% of respondents who used this source
TCD website	75%
TCD prospectus	70%
TCD Open Day	51%
Guidance Counsellor	32%
A friend	28%
Family	26%
Careers fair	19%
School visit	6%
Other website	5%
TCD Admissions Office	4%
Other	3%

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 prospectus is regarded as the most important source of information about Trinity (39%), followed by the TCD website (32%) and the Open Day (23%). Other important sources were: guidance counsellors (13%), school visits (6%) and careers fairs (4%).

For the first time, new entrants were asked what other information/events Trinity should provide for second-level students. The most popular suggestion is a course specific information evening (50%).

Table 7: New sources of information requested

New information source / event	%
Course specific information evenings	50%
Open Day on Friday / Saturday instead of Wednesday	36%
More school visits	32%
Subscribe for information via e-mails	29%
Use an SMS to request a prospectus	11%

New entrants were also asked which websites they most regularly visit. The most popular websites are Google (76%), YouTube (62%), Facebook (61%), Hotmail (53%) and Bebo (25%).

The most popular radio stations are Spin 103.8FM (39%), FM104 (31%) and 2FM (28%). A large number of respondent's parents/guardians read The Irish Times at 55%, while 38% read the Irish Independent.

Media that respondents consider effective for advertising university courses are websites (57%), radio (24%), posters on buses/luas/dart (23%), billboards (15%) and bus shelters (14%).

Schools Liaison Activities 2008/09

The Admissions Liaison Officer co-ordinates a wide range of school liaison activities in order to promote Trinity's undergraduate courses. In 2008/09 these activities included:

(a) Regional Careers Conventions and School Visits

A number of major careers conventions were organised by the Institute of Guidance Counsellors (IGC), while second level schools also organised a number of smaller nationwide events. All of the main third-level institutions attended these events, and they present the best opportunity to meet large numbers of potential students and to distribute Trinity's undergraduate prospectus (19,000 were distributed in this way). In 2008/09 College was represented at 27 events nationwide.

The Admissions Liaison Officer also visited 43 second-level schools and hosted two second-level school visits to College. During which a detailed presentation was given about College and its undergraduate courses.

Some of College's schools and disciplines were also involved in the school liaison activities:

- The Schools of Chemistry and Physics and the Discipline of Microbiology hosted groups of transition year students in their laboratories.
- The School of Physics also collaborated with the School of Mathematics to host an Open Day in November 2008.
- Representatives from the Discipline of Computer Science (which has its own dedicated student recruitment officer):
 - visited 20 second-level schools and a number of careers fairs,
 - distributed promotional materials to 18 other schools,
 - held five workshops for transition year students, at which 112 students from 36 schools attended,
 - facilitated laboratory tours for second-level students.
- The School of Engineering was represented at a number of nationwide events which promoted engineering courses.
- The School of Nursing and Midwifery also visited a small number of second-level schools.

(b) College Prospectus and other applications materials

The undergraduate prospectus is listed as the most important source of information about Trinity's courses by new entrants. 50,000 printed copies were distributed, while many more were downloaded from the Admissions Office website.

(c) Admissions website

Trinity College's website was ranked, by new entrants, as the second most important source of information on Trinity's undergraduate courses. The Admissions website contains detailed descriptions of all undergraduate courses, which are updated annually, provides links to schools' and disciplines' individual websites, and offers information on how to apply to Trinity and specific course entrance requirements. Potential students may also download the undergraduate prospectus, as well as the Extramural, Afternoon, Evening and Weekend course brochure.

(d) College Open Day

College Open Day is ranked as the third most important source of information on Trinity by new entrants with 63% having attended. Open Day 2008 took place on Wednesday, 10th December 2008. Guidance Counsellors and final year students from all second-level schools in Ireland were invited to attend. It is estimated that in excess of 7,000 potential undergraduate students, parents and Guidance Counsellors attended. Many prospective mature students and a number of students from Northern Ireland and other EU countries also attended. A series of presentations were given covering College's undergraduate courses, and attendees also had the opportunity to meet staff and current students at the individual course stands.

(e) Links with Guidance Counsellors

Guidance Counsellors are ranked as the fourth most important source of information by new entrants and, as such, are regarded to be a vital link to potential students. Communications with Guidance Counsellors in 2008/09 included:

1. a direct mailing, enclosing copies of the undergraduate prospectus, to all Guidance Counsellors, in the 32 counties, highlighting changes to Trinity's courses,
2. attendance at the careers events organised by the IGC (see section (a)),
3. participation in the six autumn meetings for Guidance Counsellors hosted by the Central Applications Office (CAO),
4. 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 Office also attended the IGC's AGM in March 2009 and sponsored the opening evening.

III. STUDENT POPULATION

In total, there were 16,215 registered students in 2008/09 (15,716 in 2007/08). Of these, approximately, 80% were from the Republic of Ireland, 11% from other EU countries, 4% from North and Central America and 4% from other parts of the world and 1% from other European (non-EU) countries. In 2008/09, 61% of the student population was female and 39% was male. Eleven thousand and nine (11,009) students were registered on undergraduate programmes, and 5,206 (32%), on postgraduate programmes. See Tables B1 and B2 on page B1 for further detail.

In previous senior lecturer reports data on geographic distribution of students were derived from home address: this Report derives data on geographical distribution from student nationality.

Figure 8: Geographical distribution of student population 2008/09

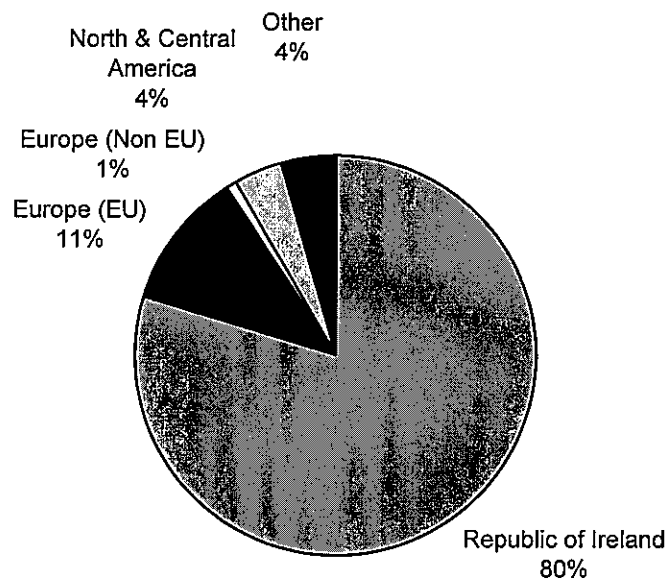


Figure 9: Gender breakdown of student population 2008/09

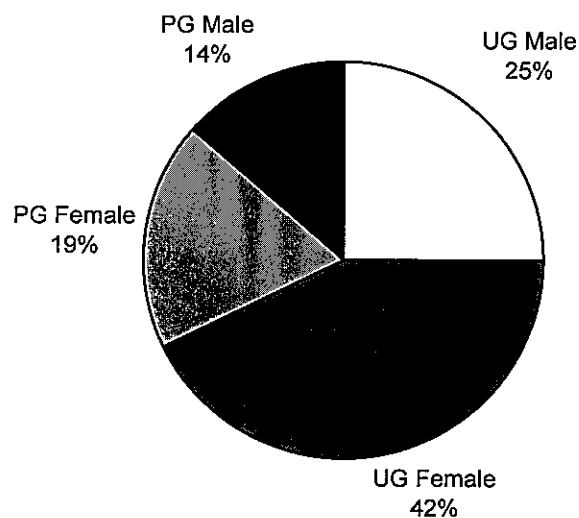


Figure 10a: Percentage of students by category 2008/09

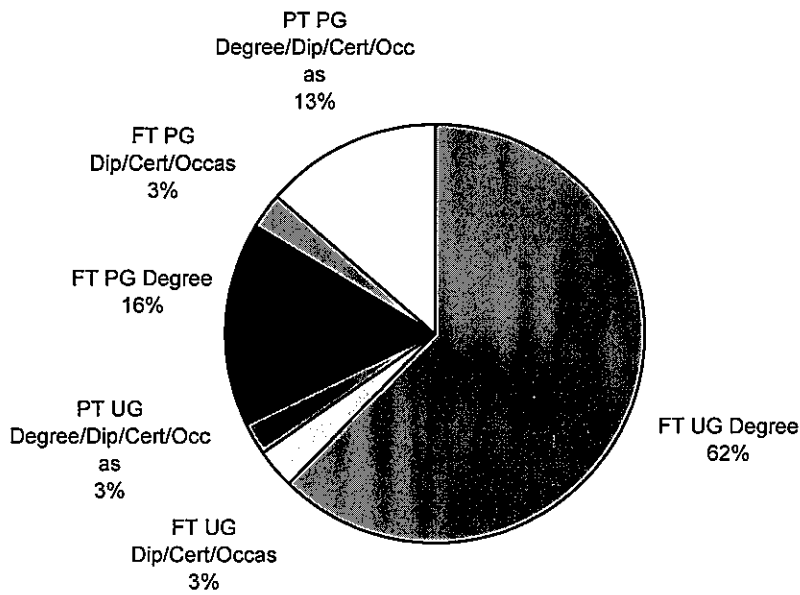
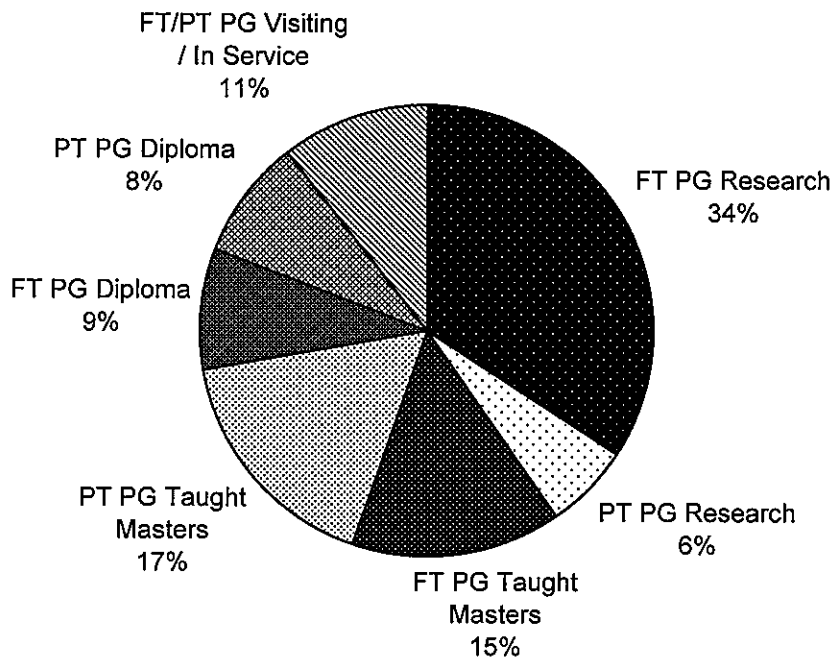


Figure 10b: Percentage of postgraduate students by category 2008/09



IV. ACADEMIC STAFF

New Academic Appointments

The College's Strategic Plan 2003-2008 identified the quality of academic staff as one of the College's major strengths. During the academic year 2008/09, 102 new academic appointments were made as illustrated below in Table 5. Of the 102 appointments made, 7 were to Chairs, 4 were to Associate Professorships, 1 to a Senior Lectureship, 6 to Lecturers/Registrars and 84 to Lectureships.

Of those appointed, 80% (62% in 2007/08) held doctoral degrees and a further 19% (34% in 2007/08) held at least one postgraduate or professional qualification of equivalent standing below doctoral level (6% are in Lecturer/Registrar positions who have higher professional medical qualifications). One percent (1%) held primary degrees only at the date of appointment (4% in 2007/08).

In 2008/09 42% (40% in 2007/08) of appointments were permanent and 58% (60% in 2007/08) were on a contract basis. Doctoral degrees were held by 93% of those appointed to permanent positions (87.5% in 2007/08).

See tables C1(a), C2(a) and C3(a) on page C1 in the appendices for further data on appointments in 2008/09. (Comparative data available for 2007/08 on table C1(b) – C3(b)).

Table 8: New academic appointments 2008/09 and 2007/08

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer/Registrar	Total
2008/09								
43	4	6	4	12	9	18	6	102
42%	4%	6%	4%	12%	9%	18%	6%	100%
2007/08								
48	3	6	0	13	1	43	6	120
40%	3%	5%	0%	11%	1%	36%	5%	100%

Staff / Student Ratios

Staff/Student ratios in 2008/09 ranged from 1:14 in the Faculty of Engineering, Mathematics and Science, 1:15 in the Faculty of Health Sciences, to 1:20 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:17 (1:16 in 2007/08).

Staff/Student ratio calculations for 2008/09 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.

Further details are provided in tables C4(a) – C4(e) on page C4-C9.

V. ACADEMIC PROGRESS

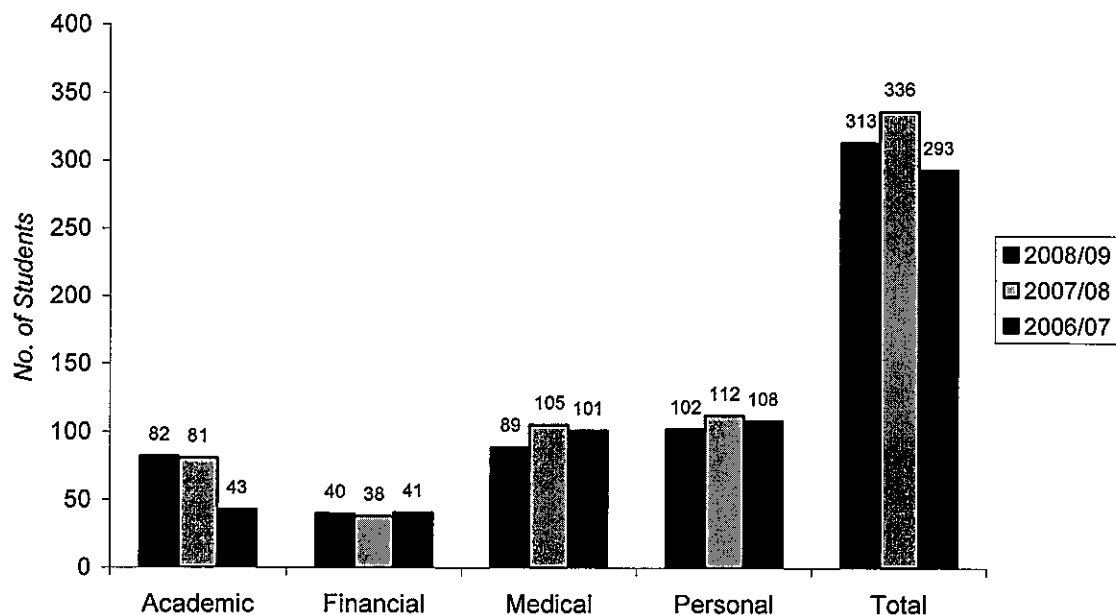
Junior Freshman Students Successfully Completing the Year

The percentage of full-time Junior Freshman degree students who successfully completed the year in 2008/09 averaged 91% across College. These data are 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 as at the HEA census date of 1st March 2009, and therefore expected to present for examination in Trinity Term (and includes students off-books who were taking examinations). In interpreting data on completion rates it should be noted that in courses with low student numbers, a small number of failures produces a very low percentage completion rate. Junior Freshman completion rates of 75% or less are found in three courses, namely, Early and Modern Irish, Germanic Languages and Manufacturing Engineering with Management Science (see Table D1 in the Appendices). Directors of Teaching and Learning (Undergraduate) normally investigate the reasons for high Junior Freshman non-completion rates in particular areas and report to the Undergraduate Studies Committee. The most commonly cited reasons for completion rates lower than 75% include students being admitted to a low preference course and lower than average minimum entry points. Many disciplines have taken measures to improve the completion rates in their programmes, and these include revisions to the curriculum and the provision of extra tuition for students experiencing academic difficulties.

Students Off-books

In 2008/09 a total of 313 undergraduate students were off-books compared to 336 in 2007/08 and 293 in 2006/07. The principal grounds cited for being off-books in 2008/09 were personal at 33% and medical at 28%. These were also the principal ground for allowing students to go off-books in 2007/08.

Figure 11: Reasons for students going off-books 2008/09, 2007/08, 2006/07



Examinations

During the 2008/09 academic year the Examinations Office organised approximately 74,839 examination sittings.

Table 9: Breakdown of Examination Sittings ^

Examination Session	2008/09	2007/08	2006/07
Annuals	60,283	57,022	55,919
Supplementals	4,100	4,060	3,880
Specials	115	79	50
Term Tests	7511	8,142	6,682
Foundation Scholarship	2351	2,168	1,904
Others *	479	322	179
Totals	74,839	71,793	68,614

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

* Others = Music Entrance Test, Matriculation / HPAT

Examinations were scheduled across campus in venues which included the Arts Building, Goldsmith Hall, Graduate Memorial Building, Examination Hall, Regent House, Museum Building, Áras an Phiarsaigh, Lower and Upper Luce Halls as well as several rooms owned by disciplines and laboratories. Examinations were also scheduled in the Colleges of Education and, for the ninth year, in the RDS (Royal Dublin Society). For the first time the Marino Institute of Education, which previously housed only examinations relating to Education, was used as a general examination venue during a two-week period.

Three hundred and thirty-six (336) students who registered with the Disability Service required special arrangements for their annual examinations in 2009 (276 in 2008). Separate timetables were prepared for each of these students according to their specific requirements as advised by the Disability Service.

Two hundred and eighteen (218) postgraduate students were employed for invigilation duties during the 2009 annual examination session, representing a 33% increase on 2008 numbers (164 in 2008). This increase is due to an increase in the number of annual examination sittings and in the number of special examinations for students with disabilities. Additional invigilators were employed to supervise the students registered with the Disability Service who are accommodated in special and/or separate venues. All invigilators receive detailed instructions on their responsibilities each year and are required to attend a training meeting. The Examinations Office, the Junior Dean and the Director of the Health Service also provided instructions relevant to examination activities.

The Undergraduate Studies Committee at its meeting in October 2009 approved six new annual examinations durations ranging from one hour to three and a half hours, commencing the academic year 2009/10. See Appendix J for further details.

Based on undergraduate annual examination results, 714 students were awarded first class book tokens (782 in 2008).

Courts of First Appeal and Academic Appeals

The Court 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 a Court 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. There has been a steady increase in the number of courts of first appeal in all faculties over the period 2006/07 to 2008/09 and of academic appeals at college level after supplemental examinations. See tables 10(a) and 10(b) below.

Table 10(a): Number of cases coming to Courts of First Appeal

First Court of Appeals						
	2008/09		2007/08		2006/07	
	<i>Annuals</i>	<i>Suppl*</i>	<i>Annuals</i>	<i>Suppl</i>	<i>Annuals</i>	<i>Suppl</i>
Arts, Humanities & Social Sciences	21	32	22	30	6	14
Engineering, Mathematics & Science	14	64	12	45	5	45
Health Science	7	69	6	56	4	67
Multi-Faculty	3	10	3	6	2	7
TOTAL	45	175	43	137	17	133

*Supplementals

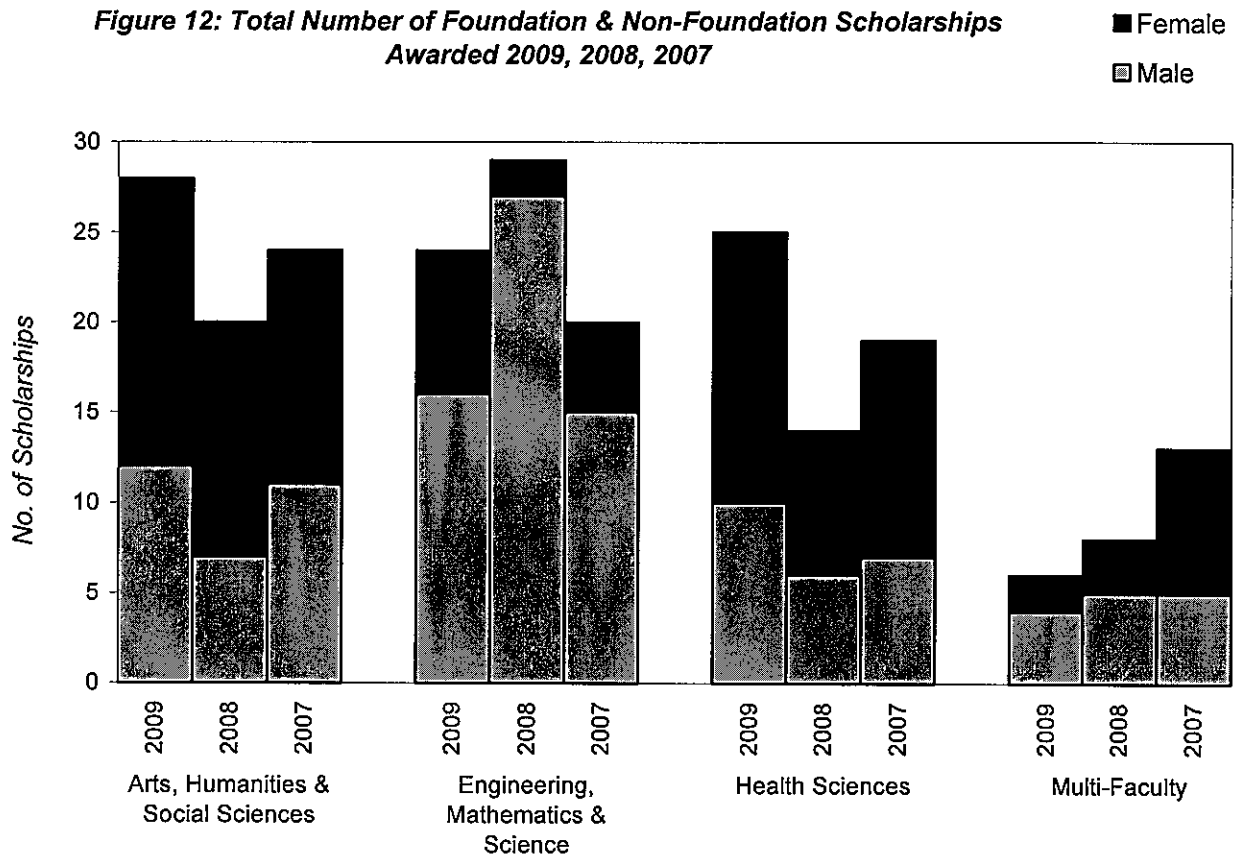
Table 10(b): Number of cases coming to Academic Appeals Committee

Academic Appeals						
	2008/09		2007/08		2006/07	
	<i>Annuals</i>	<i>Suppl</i>	<i>Annuals</i>	<i>Suppl</i>	<i>Annuals</i>	<i>Suppl</i>
Arts, Humanities & Social Sciences	2	5	2	5	0	0
Engineering, Mathematics & Science	0	2	0	1	0	1
Health Science	1	7	0	4	0	5
Multi-Faculty	1	2	0	0	0	1
TOTAL	4	16	2	10	0	7

Foundation Scholarship Examination

A total of 321 students (out of 484 applicants) presented for the Foundation Scholarship examination in 2009 (305 presented out of 482 applicants in 2008). Eighty-three (83) Foundation and Non-Foundation Scholarships were awarded in 2009 (71 in 2008). This represents 26% of those presenting for the examination. Forty-one (41) Scholarships were awarded to females (49%) and 42 to males (51%). Details of Scholarships awarded by course are given in Table D2 on page D3 in the appendices.

Figure 12: Total Number of Foundation & Non-Foundation Scholarships Awarded 2009, 2008, 2007



External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 151 (151 in 2007/08) external examiners were appointed to examine undergraduate programmes in 2008/09, of whom 118 (comprising 78%) have submitted their annual report to the Senior Lecturer. Ninety-one percent of external examiners are from Ireland or the United Kingdom.

For more detailed data please refer to Table D3 on page D4 in the appendices.

Commencements, Firsts and Gold Medal Awards

In the 2008 calendar year, 29 commencement ceremonies were held during which 3,986 (4,177 in 2007) degrees were conferred (2,572 primary degrees and 1,414 higher degrees). For more detail see Table D4 on page D5 in the appendices.

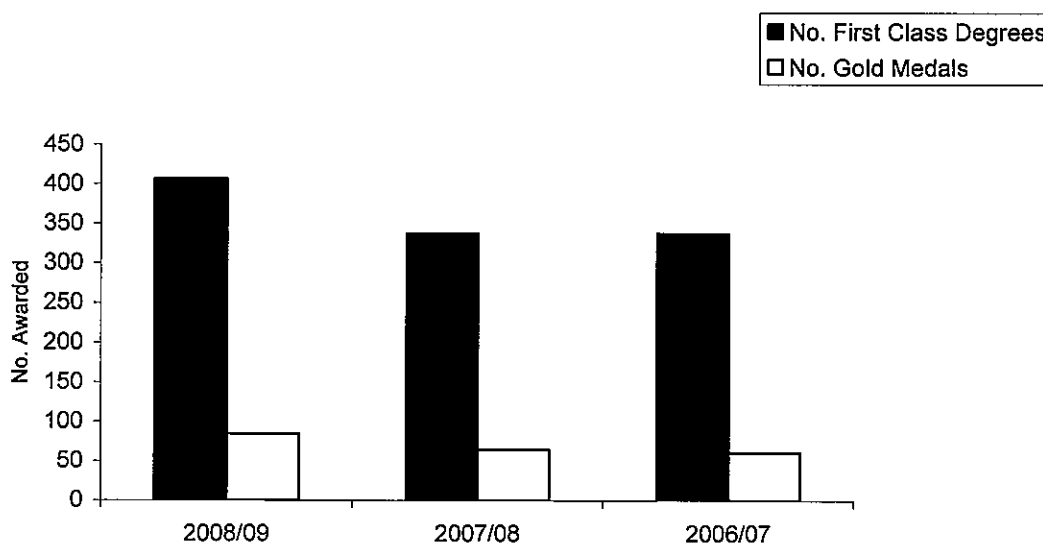
A total of 406 students received first class honors (primary) degrees in 2008/09 (337 in 2007/08). Of these, 85 were awarded Gold Medals (65 in 2007/08).

See Appendix G for the gold medal eligibility criteria.

First Class Degrees and Gold Medals 2008/09, 2007/08, 2006/07

	2008/09	2007/08	2006/07
No. First Class Degrees	406	337	337
No. Gold Medals	85	65	61

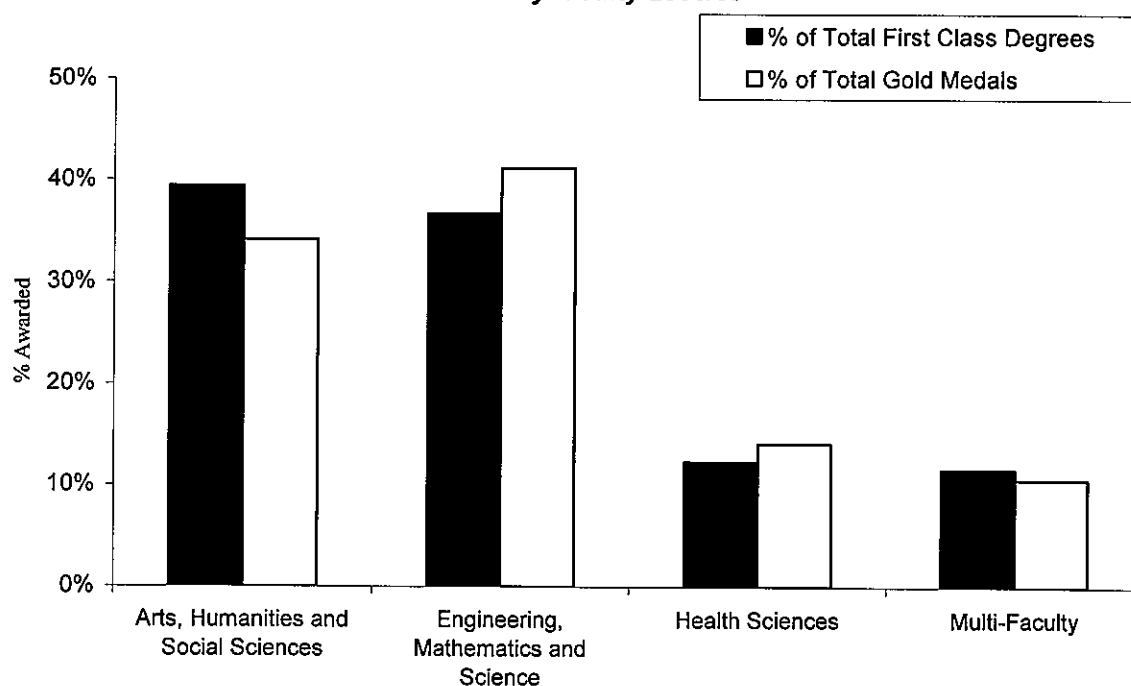
Figure 13: First class degrees & gold medals 2008/09, 2007/08, 2006/07



Total First Class Degree and Gold Medals awarded by Faculty 2008/09

Faculty	No. First Class Degrees	%	No. Gold Medals	%
Arts, Humanities and Social Sciences	160	39%	29	34%
Engineering, Mathematics and Science	149	37%	35	41%
Health Sciences	50	12%	12	14%
Multi-Faculty	47	12%	9	11%
Totals	406	100%	85	100%

Figure 14: Percentage of total first class degree and gold medals awarded by faculty 2008/09



Distribution of Grades achieved at Degree Examinations 2009

In 2008/09, 17.8% (14.8% in 2007/08) of students achieved a first class result at their degree examination, 53% (53% in 2007/08) achieved a result in the second class first division, and 20% (22% in 2007/08) obtained a result in the second class second division. The award of a first class honor degree ranges from 0% to as high as 80% (Double Diploma in Engineering) across courses.

Table 11: First Class honor degree distribution per faculty

Faculty	2008/09	2007/08	2006/07
Arts Humanities & Social Sciences	18.8%	15.1%	14.8%
Engineering, Mathematics & Science	26.7%	20.7%	19.3%
Health Sciences	8.8%	10%	8%
Multi-Faculty	15.4%	10.7%	14%
College Total	17.8%	14.8%	14.1%

Table D5 on page D6 gives summary data for the last five years and information by course for the year 2008/09 is given in Table D6 on pages D7-D8.

Diploma and Certificate Award Ceremonies

In the 2008 calendar year, 11 diploma / certificate award ceremonies were held during which 99 certificates, 162 diplomas, 126 higher diplomas, and 933 postgraduate diplomas were awarded (1320 awards in total). Table 12 below includes certificates of achievement in Contemporary Living and in pre university Foundation Studies.

Table 12: Diploma and Certificate Awards 2008

COURSE TYPE	AWARD TYPE	<i>In person</i>	<i>In absentia</i>	TOTAL
Undergraduate	Certificate	94	5	99
	Diploma	143	19	162
Postgraduate	Higher Diploma	111	15	126
	Diploma	605	328	933
TOTAL		953	367	1320

VI. NEW UNDERGRADUATE COURSE DEVELOPMENTS

The following courses were approved for delivery in 2009/10:

Table 13: Courses approved for delivery in 2009/10

COURSE	NO OF REGISTERED STUDENTS *	QUOTA	
		Min	Max
UNDERGRADUATE Degree			
Faculty of Arts, Humanities and Social Sciences			
B.A. Ancient and Medieval History and Culture	21		15
LL.B. Law and Business	27		25
LL.B. Law and Political Science	24		20
Bachelor in Deaf Studies	24		20
Faculty of Health Sciences			
B.Sc. Human Health and Disease	25		25
Faculty of Engineering, Mathematics and Science			
B.A. Earth Sciences	15		12
Multi-Faculty			
B.A. Business and Computing	31		32
B.A. Political Science and Geography	20		20
Total Undergraduate Degree	187		169

* Please note that student numbers are provisional as data was collected during registration period October 2009

Note: The B.Sc Human Nutrition and Dietetics was reviewed in 2007/08 and this review recommended a joint degree award in conjunction with Dublin Institute Technology to commence for 2009/10 new entrants.

VII. UNDERGRADUATE ACADEMIC DEVELOPMENTS

Academic Year Structure

At its meeting on 22nd October 2008 the Board approved a necessary amendment to the College Statutes in the run up to the implementation of the new term structure commencing in September 2009. Over the course of the year, decisions affecting teaching and examining were taken by Council. These included designation of the seventh week in each teaching term as a study week, and the requirement that student workload, in the form of ECTS credits, should be evenly distributed across both Michaelmas and Hilary terms. Arrangements proposed by professional schools for teaching and examining outside the formal teaching terms were also approved.

Other changes necessitated by the change to term structure included revised dates for supplemental examinations and student registration, a revised schedule of commencements ceremonies, and scheduling of the College's Open Day during teaching term.

Foundation Scholarship

In November 2008, Council approved the recommendations of the Working Group on Scholarship, which proposed a number of significant changes to the Foundation Scholarship examination.

The recommendations approved, effective from 2009/10, were as follows:

- (i) A separate examination for the award of Scholarship rather than awarding Scholarship on the basis of performance in the annual SF examination should be retained.
- (ii) Under the new Academic Year Structure, the most appropriate time for a Scholarship examination would be in a 1 or 2 week period in early January, before the start of Hilary teaching term. Thus it would be possible to announce the new Scholars on Trinity Monday.
- (iii) At the start of each academic year, the Vice Provost's Office / Senior Lecturer's Office should issue a statement (via email) to undergraduates outlining the history and ethos of Scholarship and explaining the qualities to which potential candidates should aspire.
- (iv) The Scholarship examination should be primarily oriented towards Senior Freshman students, though open to undergraduate students, as before.
- (v) Exemption from the annual Senior Freshman examination should no longer apply, regardless of performance in the Scholarship examination.
- (vi) In the context of complete separation of the Scholarship and Senior Freshman annual examinations, the Scholarship examination should be significantly shorter than heretofore and still be a searching examination to choose students of exceptional ability. It seems that an examination of three to four papers amounting to eight to nine hours of written examination, with contribution from appropriate continuous assessment, may be sufficient. However, for each degree course it will be necessary to specify the Scholarship examination in terms of academic scope and taught courses covered, subject to an appropriate level of College oversight.
- (vii) There needs to be greater comparability, in terms of duration, level of difficulty, academic scope and stringency of assessment, of the Scholarship examination across disciplines. Those responsible for the Scholarship examination in each discipline/course of study should provide a statement explaining how their examination requirements succeed in identifying the qualities associated with Scholarship. The Central Scholarship Committee should have oversight of the Scholarship examination with the aim of maintaining comparability across College.

It was subsequently agreed that, from 2009/10, the Foundation Scholarship examination will take place in January in the two weeks preceding the start of the Hilary teaching term (Calendar weeks 19 and 20).

The Broad Curriculum (www.tcd.ie/Broad_Curriculum)

The academic year 2008/09 saw a drop in the number of students completing the Broad Curriculum from the high of 599 (2007/08) to 451. In 2008/09 the thirteen courses, spanning a range of subjects in the arts, humanities, social and earth sciences attracted students from most undergraduate programmes in College. This included a new course 'Language, Mind and Society' provided by the School of Linguistic Speech and Communication Sciences, while the course on 'Art and Society' provided by the School of Histories and Humanities did not run. The courses 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. Details of the course registrations by 'home' faculty of students and retention rates are set out in Table E1 and Table E2 in Appendix E.

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

In 2008/09, 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.

The credit weighting of Broad Curriculum cross-faculty courses and language modules was revised from 6 down to 5 ECTS credits in 2007/08 in line with the Council decision of June 2006. In addition, the following was approved by Council in May 2008:

Effective from 2008-09, all students taking a BC course, including the BC language modules, where they are permitted by their home course regulations will obtain the associated credits within their 60 ECTS workload and have their BC mark incorporated within their end-of-year overall result, and the School offering the Broad Curriculum course will be assigned the corresponding FTSE/ARAM credit.

This means that all the students taking the Broad Curriculum courses in 2008/09 were doing so on a substitution basis only. In order to accommodate the requirement that these courses could be substituted for credit within the total 60 ECTS credits permitted for each course year, schools provided 5-credit options for students not wishing to take Broad Curriculum modules.

Achieving full integration of the Broad Curriculum together with the ECTS credit system in line with College policy has meant that all students' course 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. This should facilitate disciplines in continuing their Broad Curriculum cross-faculty courses following the end of the seed-funding period.

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. Where course substitution is permitted, students may substitute a language module instead of, or in addition to, a cross-faculty course. The CLCS language modules are fully administered and taught by the CLCS, with information available both on CLCS website and on the Broad Curriculum website.

Language modules in French, German, Italian, Spanish, Irish and Turkish were available in 2008/09. The objectives of the modules are (i) to develop students' communication skills for purposes of study, travel or work experience abroad during their undergraduate years, and (ii) to enhance their academic qualifications, vocational prospects, and potential for future mobility.

In 2008/09, thirty-five students successfully completed a module in French, thirty-two in German, sixteen in Spanish, fifteen in Irish, fourteen in Italian, and seven in Turkish.

Website

Extensive amendments were made to the Broad Curriculum website during 2007/08 to reflect the new substitution regulations and to move towards greater integration of the language modules. All credit regulations listed on the site now give up-to-date information for both cross-faculty courses and language modules. In 2008/09 students were able to download application forms for language modules from the website, the language modules will be included in the online application process from the academic year 2009/10.

Developments in 2008/09

A condition of the philanthropic funding received for the Broad Curriculum initiative was that the receiving disciplines/schools would continue to offer the cross-faculty courses without additional resources after the initial five-year period. This five-year period expired in September 2007 in the case of five Broad Curriculum lectureships; special funding for the remaining seven posts expired from the end of the 2008/09 academic year, depending on the launch dates of individual cross-faculty courses.

A new cross-faculty course (Language, Mind and Society), as mentioned above, was run by the Centre for Language and Communication Sciences (CLCS) for the first time in 2008/09. The Undergraduate Studies Committee also approved a proposal for a cross-faculty course, Science, Technology and Society, developed by the Science Gallery. It is hoped that this will encourage other disciplines to offer new Broad Curriculum cross-faculty courses or open up existing modules as cross-faculty courses in order to offer students the widest possible choice of elective modules.

The Bologna Process (*The Bologna Desk*)

Learning Outcomes

The development and use of learning outcomes at programme and module levels is required by the Higher Education Authority in furtherance of the implementation of the National Qualifications Framework and, by extension, of the broader objectives of the Bologna Process. Following a decision of the University Council in March 2008, a College-wide project to draft and publish formal statements of student learning outcomes for all undergraduate and postgraduate programmes got under way in Michaelmas term 2008, with the aim of having first draft programme and module outcomes in place by the end of the 2008/09 academic year. Learning outcomes for programmes and modules will be published and in use from the 2010/11 academic year. The project is supported by funding from the Strategic Innovation Fund 2, and is coordinated and facilitated by the Bologna Desk in conjunction with the Centre for Academic Practice and Student Learning (CAPSL).

While certain Schools had some prior experience of moving to an outcomes-based approach, for example in relation to professional accredited programmes, for the majority of academic staff, and for the institution as a whole, learning outcomes constituted a new and challenging paradigm. Information, guidance and support were offered in various forms including written guidelines, web-based resources, a series of interactive workshops, and presentations by guest speakers. Draft outcomes were reviewed at near-weekly meetings by a 'triage' group (comprising project coordinators from the Bologna Desk and CAPSL). On the basis of this review, advice and feedback were given to the authors. In a number of areas, the triage group met directly with programme directors and or committees to discuss in greater detail how the learning outcomes concept might apply in the particular disciplinary area and with reference to local course structures and other local circumstances. While the overall goal of having at least first draft learning outcomes for programmes and modules in place by the end of 2008/09 may have been overly-ambitious, very significant progress has been made and it is clear that there has been extensive and real engagement with the process right across College.

Joint Degrees

A Working Group was set up in Michaelmas term 2008 to develop a policy proposal on the award of joint degrees and the procedures and protocols to approve and implement them. The Working Group was chaired by the Registrar, and membership included the Senior Lecturer and Dean of Graduate Studies and representatives from the three Faculties. The June 2005 report to Council from a previous Working Party on Joint Degrees provided a useful starting point. The Working Group met on eight occasions over the course of the 2008/09 academic year, and its report, approved by Council on 3rd June 2009, proposed detailed criteria and protocols for the establishment of joint programmes and joint degrees.

Subsequently, at its meeting on 24th June 2009, Council approved the award of a joint University of Dublin and Dublin Institute of Technology B.Sc. degree award with honors classified for graduates of the jointly taught course in Human Nutrition and Dietetics, in respect of which, a revised curriculum was also approved by Council. Subject to approval by the University Senate, the new joint degree will be awarded upon graduation to students admitted to the programme from September 2009.

Diploma Supplement

The European Diploma Supplement (EDS) Project - undertaken by the Management Information Systems (MIS) section of the College's Information Systems Services in conjunction with the Student Administration System (SAS) Support Unit of the Office of the Vice-Provost and in consultation with the Bologna Desk - is concerned with database development designed to make possible on a single document the merger of data from the College's student records file, module data from the timetable system (CMIS), examination marks at the module level, and other detailed information about the degree/diploma awarded to the individual graduand. It is envisaged that the Project will support the data requirements of Diploma Supplement issue in the short term, pending the implementation of an integrated student administration system in the context of the College's developing eStrategy.

The design and guidelines for use of the Diploma Supplement in Ireland are overseen by the Diploma Supplement Steering Group under the auspices of the National Qualifications Authority of Ireland.

Implementation of the National Framework of Qualifications (NFQ)

Work has been continuing to clarify the Framework level and draft learning outcomes for national awards in Education, notably the former Higher Diploma in Education (provisionally placed at Level 9), the concurrent honors Bachelor in Education awards (such as TCD's Bachelor in Music Education which is placed at Level 8), and the Higher Diploma in Education (Primary) which has no provisional placing as yet. At a more general level, the Irish Universities Association Registrars' Group maintains oversight in relation to NFQ developments.

Trinity College continued its participation in the National Qualifications Authority of Ireland/Irish Universities Association Framework Implementation Network (FIN) which is chaired by Professor John Scattergood of the TCD Bologna Desk and comprises representatives from all the universities and their associated colleges. A report from the FIN, dealing with issues around the design of programmes, the articulation of associated learner competences, and the assessment of learning outcomes, is due to be published by the end of 2009.

Undergraduate Student Retention

In 2005 a study commenced that tracked the status of all new entrants to first year of all undergraduate degree programmes as they progressed through their studies. This study charted the progress of the 2001/02, 2002/03, 2003/04, and 2004/05 new entrant cohorts at course level. Retention refers to all students who are retained within College, and this includes students who transfer to another course and students who go off-books. The Academic Secretary prepared a report based on this study for the Planning Group which was subsequently discussed at the University Council.

This retention study shows that overall approximately **15.4%** of new entrant students do not complete their undergraduate studies at Trinity College. The study shows that the majority of students who withdraw from College do so while they registered as Junior Freshman students. On average across the four cohorts studied, 10.5% do not complete first year (i.e. they do not progress to second year of their studies); 3.6% do not complete second year; 1.2% do not complete third year, and 0.1% do not complete fourth year.

Over the four years studied, 62% of new entrants were female and 38% were male. The percentage of registered female students who did not complete their studies was **14%** compared with **17.5%** for males. Of the 2,451 new entrants to undergraduate degrees at Trinity in 2004/05, 380 students did not complete their studies. Seventeen percent (17%) of students from Dublin City and Council did not complete; this compares to 11% from Connaught, and 14% from Munster and Ulster. Regarding academic ability, students with lower points on entry are slightly more likely not to complete than students on higher points. The study also shows that of those who withdrew, 53% had received their first preference course choice.

Trinity studies as well as national and international studies on retention show that the main reason cited for non-completion of a course relates to students having made the wrong course choice. Secondary reasons relate to lack of student and social integration, inability to cope with stress and to form relationships, commitment to one's course, poor educational preparedness, and the quality of the educational experience. International retention comparisons show Ireland at 85%, UK at 78% and the USA at 54%.

Council at its meeting of the 24th June 2009 approved the recommendations of the Report on Student Retention at Trinity College (see Appendix H for full details).

Access Plan 2009-2013

The Higher Education Authority requires that third level institutions develop access plans, and a working group, chaired by the Senior Lecturer was established in Michaelmas term 2008 to develop Trinity's Access Plan. The Plan includes College's policy on equity of access, an account of the College's present position regarding access, including the number of students enrolled from key access groups, existing resources and personnel dedicated either directly or indirectly to access issues, and an account of current activities through which the admissions policy on access is implemented. The National Plan for Equity of Access to Higher Education 2008-2013 sets out specific sectoral targets to be achieved by 2013. Facilitating access to third-level education involves a process of partnership between government and third-level institutions. The meeting of institutional targets is dependent on the meeting by Government of the commitments made in the *National Plan for Equity of Access*. Council approved the following targets subject to adequate resources being available at both an institutional level and at a student level.

- 22% entrance rates according to key access criteria
- 13% new entrance rates by under-represented socio-economic groups
- 11% new entrants in Engineering, Mathematics and Science
- 10% increase in students with a disability (excluding specific learning difficulties)

See Appendix I for information on other recommendations approved by Council.

APPENDICES

APPENDIX A – APPLICATIONS AND ADMISSIONS 2009

1. APPLICATIONS

In reviewing 2009 admissions data, Council is invited to note the following points:

- A total of 65,071 applicants applied for Level 8 courses in Irish higher education institutions through the CAO, representing an increase of 7.2% on the 2008 application figures.
- Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system.
- In 2009, 17,288 applicants mentioned TCD as one or more of their CAO course preferences (15,748 in 2008) - an increase of 9.8%.
- The number of first preference applications to Trinity College was 7,292 representing an increase of 8% on the 2008 figures (6,726 in 2008). The College's overall ratio of first preference applications to quota was 2.6:1 (2.5:1 in 2008).
- The term 'eligible applications' refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. There is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota. The data shown in Tables A3-A6 provide this information. The overall ratio of eligible first preference applications to quota was 1.7:1.
- In 2009, A Level results were not published in the same week as Leaving Certificate results resulting in places to be held back in Round 1. Offers to A Level candidates were made in Round 2. This resulted in a slight overfilling of quotas on some courses. In addition the offer/acceptance season was shortened by two weeks due to the introduction of the new academic year structure.
- There were eight new undergraduate degree courses offered in 2009 – Ancient and Medieval History and Culture; Business and Computing; Earth Sciences; Human Health and Disease; Law and Business; Law and Political Science, Political Science and Geography, Deaf Studies. All of these courses filled their quota.
- Courses in Science (TRO71) and Business, Economic and Social Studies (BESS) which have large quotas (340 and 236 respectively) continued to maintain a strong sectoral position. Points for BESS remained similar to 2008 levels but the minimum entry level for Natural Sciences rose to 440 points from 415 in 2008. The Engineering quota of 170 places was filled but the points dropped from 445 to 405.
- The new selection criteria for entry to undergraduate Medicine were implemented this year. In addition to presenting the Leaving Certificate examination (or equivalent) applicants also sat the HPAT-Ireland admissions test. Leaving Certificate points and test scores were combined and applicants ranked on the basis of the combined score. Applicants were required to present college and course matriculation in one sitting. This resulted in an overall drop in the number of students achieving high points in 2009 as the numbers repeating the Leaving Certificate to gain admission to medicine in 2009 were significantly reduced. In 2008, candidates presenting with 535 points together with a HPAT score were admitted to Medicine in TCD. Under the new scheme Leaving Certificate points range from 535 to 600.
- Four hundred and forty-one (441) EU new entrants achieved 560 points or higher in the Leaving Certificate or equivalent examination and were awarded an Entrance Exhibition. They represent 16% of the 2009/10 Junior Freshman class (24% in 2008).
- In 2009 there were 681 applications for admission under the Mature Student Dispensation Scheme (729 in 2008) and 112 mature students registered (133 in 2008).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 2005 to 2009. The percentages range from 55% to 100% and can show substantial variance from year to year. It is important to note that 2009 cannot be directly compared with other years as A Level offers were issued in Round 2.
- 69% of registered CAO students achieved 475+ points, and 37% achieved 525+ (Table A13 page A23).

Figure A1: Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2009, 2008, 2007

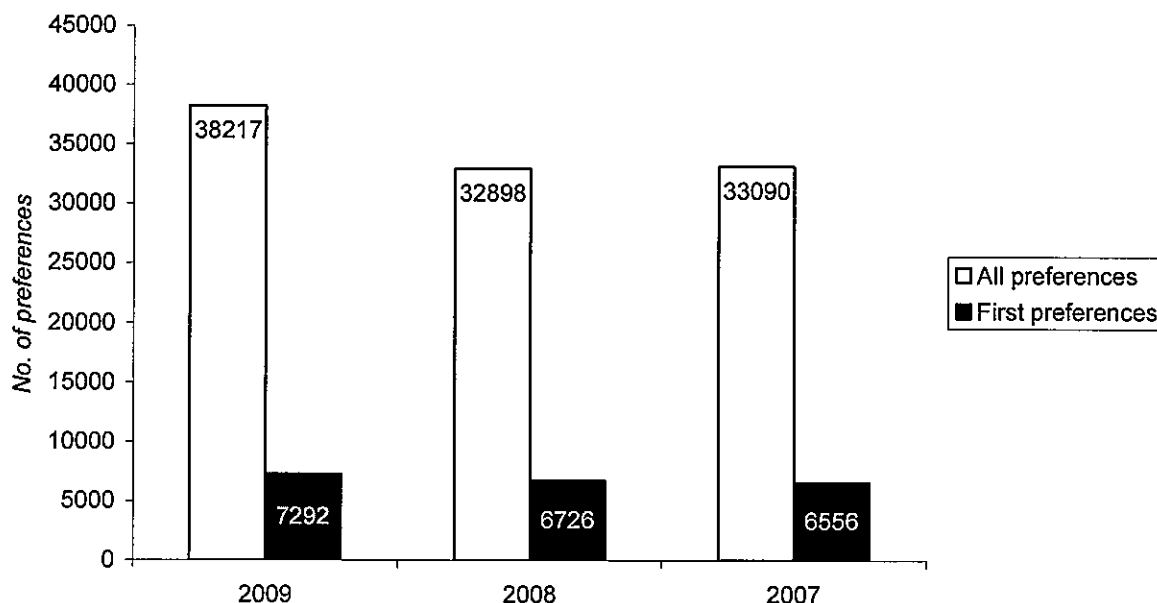
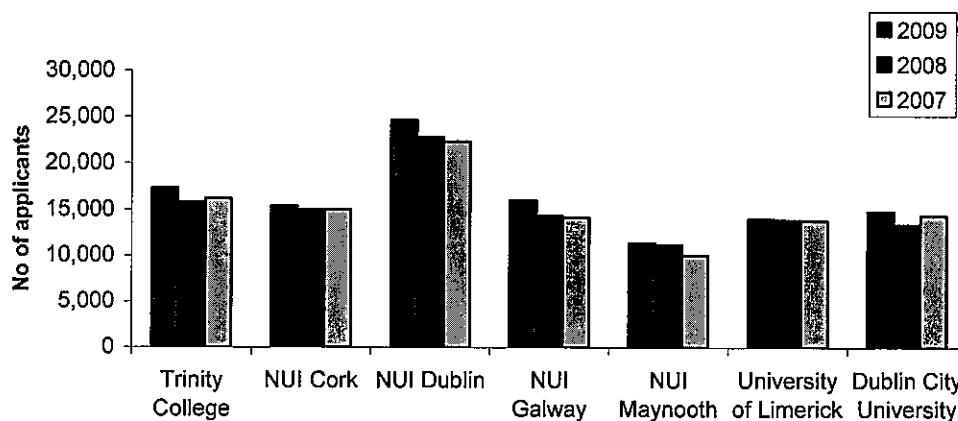


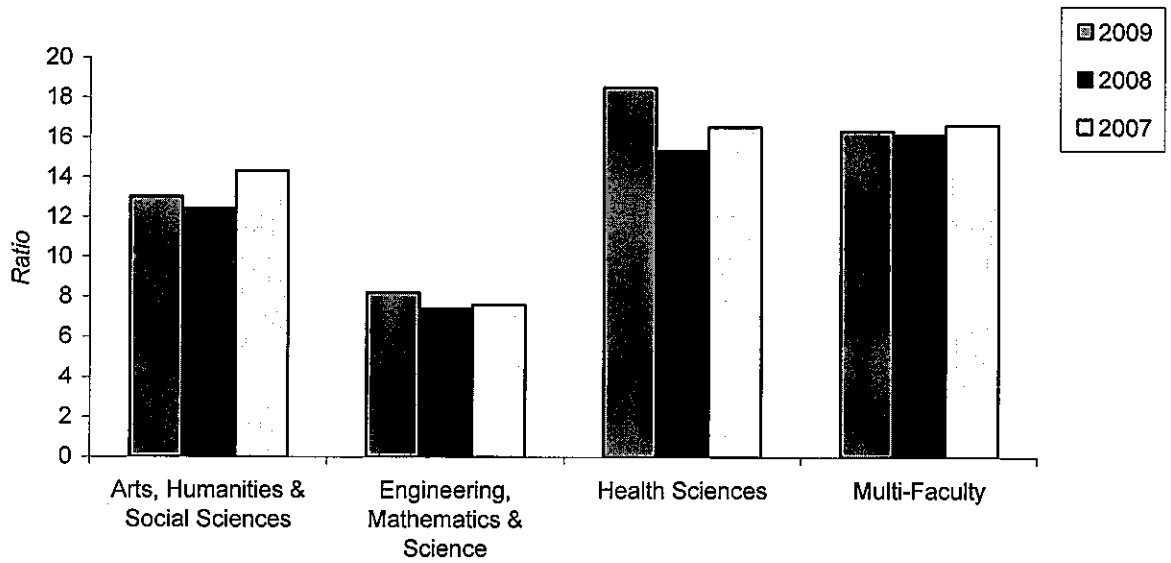
Figure A2: Total number of CAO applicants to all universities 2009, 2008, 2007



In 2009 the total number of CAO applicants to Trinity College was 17,288 compared to 15,748 in 2008 and 16,207 in 2007. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 17,288 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 38,217 in 2009 compared to 32,898 in 2008 and 33,090 in 2007. In 2009, the ratio of applications (all preferences) to quotas ranged from 1.1 in TSM Early Irish to 51.4:1 in TSM Psychology. The overall College ratio was 13.5:1 (12.3:1 in 2008).

Figure A3: Ratio of CAO applications (all preferences) to quota 2009, 2008, 2007



Further detail is given on Tables A1 and A2 on pages A6-A7.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 2 in the main text and Tables A5 and A6 on pages A11-A12

2. ADMISSIONS

The Admissions Office 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.

a) CAO Applications

Tables A5 and A6 on pages A11-A12 portray the relationships between course quotas, first preference applications and numbers registering for CAO courses. 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.

b) Direct Entry Applications

Table A1(a) on page A5 details the number of EU and non-EU direct applications to the Admissions Office, together with the ratio of applications to quota and number of registered students for direct entry courses. SOCRATES students are included in this category.

c) Applications from Visiting Students

The Admissions Office processed 276 applications from one-year and one-term SOCRATES/Visiting students (see Table A3 on page A5) in 2009. These applications are from EU students.

d) Non-EU Direct Entry Applications

Five hundred and eighty-seven (587) non-EU direct applications were processed from students seeking admission to Medicine (774 in 2008) and 54 from students seeking admission to Dental Science (36 in 2008).

In addition, the Admissions Office processed 286 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science (353 in 2008).

In 2009, a total of 3,553 new entrants registered on undergraduate courses in Trinity College, compared to 3,327 in 2008.

Table A1: Ratio of total and eligible CAO applications to quota for 2009, 2008, 2007

Course	2009					2008					2007				
	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			
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture (New in 2009)	172	15	11.5	7.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Business Studies & French	310	15	20.7	15.9	411	15	27.4	19.8	325	15	21.7	15.1			
Business Studies & German	158	15	10.5	6.1	192	15	12.8	8.5	191	15	12.7	8.3			
Business Studies & Polish (New in 2008)	22	5	4.4	3.4	33	5	6.6	3.6	n/a	n/a	n/a	n/a			
Business Studies & Russian	92	7	13.1	7.1	77	7	11.0	6.1	68	7	9.7	5.3			
Business Studies & Spanish (New in 2008)	214	10	21.4	13.0	208	10	20.8	12.5	n/a	n/a	n/a	n/a			
Business, Economic & Social Studies ^a	1945	236	8.2	6.8	1844	236	7.8	6.5	1887	216	8.7	7.2			
Classics	109	15	7.3	1.1	117	15	7.8	1.6	127	15	8.5	1.5			
Clinical Speech & Language Studies	339	34	10.0	8.1	413	34	12.1	10.0	496	34	14.6	11.6			
Drama & Theatre Studies [#]	197	16	12.3	3.9	213	16	13.3	3.5	223	16	13.9	4.4			
Early & Modern Irish	112	15	7.5	5.9	112	15	7.5	5.5	122	15	8.1	6.2			
English Studies ^a	594	40	14.9	9.9	593	40	14.8	9.8	649	34	19.1	14.1			
European Studies ^a	412	45	9.2	6.2	333	45	7.4	4.8	361	37	9.8	6.3			
Germanic Languages	Course discontinued, no new intake in 2009					70	8	8.8	6.6	76	8	9.5	7.4		
History	576	38	15.2	10.1	608	38	16.0	10.6	643	38	16.9	12.8			
History & Political Science [#]	451	24	18.8	12.2	406	24	16.9	11.1	401	20	21.1	15.5			
Irish Studies (New in 2007)	181	20	9.1	6.2	124	20	6.2	4.4	134	19	6.7	4.9			
Law & Business (New in 2009)	880	25	35.2	27.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Law & French [*]	185	18	10.3	7.2	161	12	13.4	9.3	213	12	17.8	13.6			
Law & German [*]	82	18	4.6	3.8	99	12	8.3	6.6	116	12	9.7	7.3			
Law & Political Science (New in 2009)	484	20	24.2	17.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Law ^a	825	97	8.5	6.3	986	97	10.2	7.4	1192	83	14.4	11.5			
Music [#]	176	25	7.0	3.0	194	20	9.7	2.9	195	20	9.8	3.2			
Music Education	92	10	9.2	2.7	87	10	8.7	2.9	130	10	13.0	2.4			
Philosophy	326	17	19.2	12.1	308	17	18.1	13.5	358	17	21.1	15.4			
Philosophy & Political Science	332	10	33.2	20.4	220	10	22.0	15.8	226	10	22.6	15.9			
Philosophy, Political Sc., Economics & Sociology (New in 2008)	533	25	21.3	14.1	579	25	23.2	16.7	n/a	n/a	n/a	n/a			
Psychology	997	31	32.2	23.9	921	32	28.8	19.8	953	32	29.8	21.3			
Religions and Theology ^a	216	29	7.4	5.2	156	29	5.4	3.6	202	21	9.6	6.4			
Social Studies [*]	880	45	19.6	8.8	876	30	29.2	13.6	1104	30	36.8	19.2			
Sociology & Social Policy	412	28	14.7	10.0	427	28	15.3	10.5	524	28	18.7	13.1			
Total	12304	948	13.0	8.9	10768	865	12.4	8.5	10916	764	14.3	9.5			
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	65	5	13.0	8.8	72	5	14.4	8.2	79	5	15.8	10.0			
Computer Science	499	65	7.7	3.1	460	65	7.1	2.8	410	65	6.3	2.4			
Earth Sciences (New in 2009)	275	12	22.9	15.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Engineering with Management	259	20	13.0	8.9	301	20	15.1	9.7	279	20	14.0	8.1			
Engineering [*]	987	170	5.8	4.2	1112	175	6.4	4.6	1159	175	6.6	4.8			
Human Genetics ^a	436	15	29.1	19.9	296	15	19.7	13.3	290	13	22.3	15.9			
Management Science and Information Systems Studies ^{**}	190	45	4.2	3.2	191	30	6.4	5.0	171	24	7.1	5.5			
Mathematics	365	30	12.2	9.4	389	30	13.0	9.7	350	30	11.7	9.0			
Medicinal Chemistry ^a	422	28	15.1	12.0	379	28	13.5	11.2	312	25	12.5	10.2			
Physics and Chemistry of Advanced Materials [*]	128	10	12.8	10.8	87	20	4.4	3.4	96	20	4.8	3.4			
Materials [*]	2530	340	7.4	5.7	2187	340	6.4	5.0	2054	300	6.8	5.3			
Science ^a	230	40	5.8	4.4	233	40	5.8	4.3	216	35	6.2	4.5			
Theoretical Physics ^a	6386	780	8.2	5.9	5707	768	7.4	5.3	5416	712	7.6	5.2			
Total															
^a Quota adjusted in 2009 as a result of the strategic planning process															
^{**} Quota adjusted in 2008 as a result of the strategic planning process															
[#] Quota adjusted in 2007 as a result of the strategic planning process															

Table A1: Ratio of total and eligible CAO applications to quota for 2009, 2008, 2007

Course	2009				2008				2007			
	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
Faculty of Health Sciences												
Dental Science	640	32	20.0	11.4	618	32	19.3	12.2	494	32	15.4	10.6
General Nursing ^{^^}	2240	139	16.1	8.3	1886	148	12.7	6.3	2074	148	14.0	6.4
Human Health & Disease (New in 2009)	498	25	19.9	13.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Integrated Childrens and General Nursing	909	20	45.5	29.3	623	20	31.2	18.6	893	20	44.7	24.5
Intellectual Disability Nursing (formerly Mental Handicap Nursing) ^{^^}	682	30	22.7	8.8	618	40	15.5	5.7	560	40	14.0	5.7
Medicine*	2103	109	19.3	10.8	1869	111	16.8	9.7	1717	94	18.3	11.3
Midwifery	844	40	21.1	11.5	764	40	19.1	9.8	768	40	19.2	9.5
Occupational Therapy	567	40	14.2	11.4	557	40	13.9	10.8	558	40	14.0	10.3
Pharmacy [^]	921	75	12.3	9.2	988	80	12.4	9.4	922	70	13.2	10.2
Physiotherapy	783	40	19.6	12.5	735	40	18.4	11.4	773	40	19.3	10.7
Psychiatric Nursing ^{^^}	908	45	20.2	8.4	571	45	12.7	5.3	683	45	15.2	6.7
Radiation Therapy [^]	488	30	16.3	13.9	373	30	12.4	10.5	344	25	13.8	11.5
Total	11583	625	18.5	10.8	9602	626	15.3	8.9	9786	594	16.5	8.9
Multifaculty												
Business and Computing (New in 2009)	336	32	10.5	4.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Computer Science, Linguistics & French	52	10	5.2	2.7	40	10	4.0	1.7	45	10	4.5	1.7
Computer Science, Linguistics & German	16	10	1.6	0.9	12	10	1.2	0.5	22	10	2.2	1.0
Computer Science, Linguistics & Irish	10	5	2.0	0.6	10	5	2.0	1.2	16	5	3.2	1.4
Political Science and Geography (New in 2009)	208	20	10.4	6.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two Subject Moderatorship	7322	410	17.9	13.4	6759	400	16.9	12.5	6889	395	17.4	12.6
Total	7944	487	16.3	11.9	6821	425	16.0	11.8	6972	420	16.6	11.9
GRAND TOTAL	38217	2840	13.5	9.0	32898	2684	12.3	8.2	33090	2490	13.3	8.6

* Quota increases in 2006, 2007 and 2008 as part of national expansion of medical places. Reduced in 2009 as national expansion of medical places on hold.

[^]Quota adjusted in 2008 as a result of the strategic planning process.

^{^^} The overall quota for nursing in 2009 was decreased due to national cutbacks from 233 to 214.

Table A2: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2009, 2008, 2007

Two-Subject Moderatorship Course	2009				2008				2007			
	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	377	23	16.4	11.7	454	23	19.7	14.3	457	23	19.9	12.3
Classical Civilisation	511	29	17.6	13.6	491	29	16.9	13.5	512	29	17.7	12.5
Drama Studies#	407	24	17.0	10.8	365	24	15.2	7.3	371	24	15.5	7.5
Early Irish	11	10	1.1	0.4	12	10	1.2	0.7	19	10	1.9	0.6
Economics	994	43	23.1	18.1	852	43	19.8	15.9	764	43	17.8	15.0
English Literature	1830	85	21.5	16.5	1805	85	21.2	15.8	1824	85	21.5	15.7
Film Studies#	689	30	23.0	15.9	648	30	21.6	14.1	633	30	21.1	12.9
French	1210	84	14.4	11.4	1171	84	13.9	11.2	1160	84	13.8	10.1
Geography*	659	45	14.6	11.9	562	35	16.1	12.7	515	35	14.7	11.4
German	331	32	10.3	7.3	274	32	8.6	6.0	286	32	8.9	6.4
Greek	64	-	-	-	62	-	-	-	55	-	-	-
History	1122	40	28.1	21.6	1180	40	29.5	22.9	1139	40	28.5	22.0
History of Art & Architecture#	629	40	15.7	11.7	585	40	14.6	10.5	640	33	19.4	13.6
Italian	360	30	12.0	9.1	294	30	9.8	6.9	434	30	14.5	10.5
Near Eastern & Jewish Studies	77	10	7.7	4.7	60	10	6.0	3.5	59	10	5.9	3.2
Latin	99	10	9.9	6.3	136	10	13.6	9.1	120	10	12.0	7.0
Mathematics*	335	25	13.4	9.5	325	15	21.7	14.9	276	15	18.4	12.9
Modern Irish	382	30	12.7	10.9	363	30	12.1	10.6	357	30	11.9	9.9
Music#	213	10	21.3	12.5	239	10	23.9	12.3	205	10	20.5	8.4
Philosophy	1034	43	24.0	17.9	846	43	19.7	15.2	927	43	21.6	17.2
Psychology	874	17	51.4	37.6	771	17	45.4	32.1	851	17	50.1	35.6
Religions & Theology	413	24	17.2	12.1	311	24	13.0	8.8	351	24	14.6	0.0
Russian	173	36	4.8	3.1	152	36	4.2	2.3	156	36	4.3	2.7
Sociology	1240	59	21.0	16.4	1063	59	18.0	13.8	1077	59	18.3	14.0
Spanish [^]	610	41	14.9	11.2	497	41	12.1	8.9	590	39	15.1	11.0
Total	14644	820	17.9	13.4	13518	800	16.9	12.5	13778	791	17.4	12.3

*Quota adjusted in 2009 as a result of strategic planning process

[^] Quota adjusted in 2008 as result of strategic planning process

Quota adjusted in 2007 as result of strategic planning process

Table A3: Total number of applications: direct entry courses 2009, 2008, 2007

Direct Applications	2009					2008					2007				
	Total No of Applications	합인원	Ratio of Applications to Quota	Number of Registered Students at 30.10.09	Cut-off points level	Total No of Applications	합인원	Ratio of Applications to Quota	Number of Registered Students 2008	Cut-off points level	Total No of Applications	합인원	Ratio of Applications to Quota	Number of Registered Students at 19.10.07	Cut-off points level
Diploma in Information Systems	54	80	0.7	32		44	80	0.6	27		32	80	0.4	19	
B.Sc. Information Systems	0	80	0.0	0		3	80	0.0	3		4			1	
SOCRATES One Year Students	197			190		206			191		215			204	
SOCRATES One Term Students	79			74		90			82		34			33	
Semester Start Up Programme***	60			46		68			56		32			32	
Diploma in European Painting	28	25	1.1	21		28	25	1.1	23		32	24	1.3	23	
Diploma Course in Dental Nursing [^]	1169	20	58.5	19	365*	899	20	45.0	21	300	1157	20	57.9	22	335*
Degree in Dental Technology [^]	236	6	39.3	9	355	266	6	44.3	2	320	282	6	47.0	6	325
Diploma in Dental Hygiene [^]	371	8	46.4	11	455	203	8	25.4	8	425*	443	8	55.4	9	435
Diploma in Addiction Studies	27	25	1.1	21		25	24	1.0	19		25	24	1.0	25	
Degree in Theology			No intake 2009					No intake 2008			7	8	0.9	7	
Diploma in Sign Language/English Interpreting [^]			No intake 2009			88	12	7.3	3	355		15	0.5	2	
Diploma in Irish Sign Language Teaching			No intake 2009			3	15	0.2	3		4	15	0.3	2	
Diploma in Deaf Studies [#]	298	20	14.9	24	300	203	25	8.1	11	265	24	15	1.6	12	
TAP - Foundation course for Higher Education - Mature Students	190	25	7.6	26		98	25	3.9	21		84	25	3.4	21	
TAP - Foundation course for Higher Education - Young Adults	140	25	5.6	29		136	25	5.4	26		164	25	6.6	28	
Bachelor in Nursing Studies	25	100	0.3	17		33	100	0.3	18		30	100	0.3	22	
Bachelor in Midwifery Studies	9	25	0.4	7		9	25	0.4	5		9	25	0.4	8	
Access to Degree (Nursing)	20	100	0.2	7		7	100	0.1	18		28	100	0.3	17	
Access to Medicine / Dentistry through Science (non-EU)			No intake 2009					No intake 2008			1	10	0.1	1	
Non-EU: Medicine	587	44	13.3	44		774	50	15.5	42		747	50	14.9	44	
Dental Science	54	8	6.8	8		36	8	4.5	7		41	8	5.1	10	
Other Full Degree	286			46		353			74		265			55	
One Year Visiting Students	106			94		109			84		123			109	
One Term Students	67			65		24			14		14			14	
Total	4003			790		3705			758		3805			726	

[^]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 programme with first intake 2007/08

The Bachelor in Deaf Studies was approved during the 2008/09 academic year; all students admitted to the Diploma course via CAO were automatically transferred to the degree programme which commenced in October 2009

Table A4: Analysis of undergraduate new entrants by course preference 2009

Course Name	Quota	Total New Entrants by Course as at 30.10.09	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 and Medieval History and Culture	15	21	10	48%	2	10%	5	24%	4	19%
B.Ed. (Music Education)	10	10	10	100%		0%		0%	0	0%
Bachelor in Deaf Studies	20	24	14	58%	1	4%		0%	9	38%
Business Studies and a Language	52	52	29	56%	12	23%	3	6%	8	15%
Classics	15	7	5	71%		0%		0%	2	29%
Clinical Speech and Language Studies	34	36	22	61%	3	8%	2	6%	9	25%
Drama and Theatre Studies	16	16	14	88%		0%		0%	2	13%
Early and Modern Irish	15	5		0%	2	40%	1	20%	2	40%
Economic and Social Studies	236	237	165	70%	35	15%	14	6%	23	10%
* Education		208	83	40%	40	19%	42	20%	43	21%
English Studies	40	41	17	41%	8	20%	7	17%	9	22%
European Studies	45	45	40	89%	3	7%	1	2%	1	2%
History	38	40	11	28%	8	20%	4	10%	17	43%
History and Political Science	24	26	17	65%	6	23%	1	4%	2	8%
Irish Studies	20	23	8	35%	3	13%		0%	12	52%
Law	97	98	44	45%	22	22%	12	12%	20	20%
Law and Business	25	27	22	81%	1	4%	2	7%	2	7%
Law and French	18	15	12	80%	3	20%	1	7%	-1	-7%
Law and German	18	21	9	43%	7	33%	1	5%	4	19%
Law and Political Science	20	24	20	83%	2	8%		0%	2	8%
Music	25	26	14	54%	8	31%	1	4%	3	12%
Philosophy	17	17	8	47%	3	18%	2	12%	4	24%
Philosophy and Political Science	10	10	7	70%		0%		0%	3	30%
Philosophy, Political Science, Economics & Sociology	25	24	17	71%	3	13%	1	4%	3	13%
Psychology	31	31	23	74%	2	6%	2	6%	4	13%
Religions and Theology	29	29	11	38%	2	7%	2	7%	14	48%
Social Studies	45	46	26	57%	3	7%	6	13%	11	24%
Sociology and Social Policy	28	29	6	21%	5	17%	7	24%	11	38%
Total	988	1188	664	56%	184	15%	117	10%	223	19%
Faculty of Engineering, Mathematics and Science										
Chemistry with Molecular Modelling	5	4	1	25%	2	50%		0%	1	25%
Computer Science	65	49	36	73%	6	12%	2	4%	5	10%
Earth Sciences	12	15	10	67%	3	20%		0%	2	13%
Engineering	170	168	128	76%	18	11%	10	6%	12	7%
Engineering with Management	20	7	3	43%	1	14%	1	14%	2	29%
Human Genetics	15	14	5	36%	4	29%		0%	5	36%
Management Science and Information Systems Studies	45	42	30	71%	3	7%	3	7%	6	14%
Mathematics	30	20	11	55%	6	30%	1	5%	2	10%
Medicinal Chemistry	28	25	6	24%	4	16%	4	16%	11	44%
Natural Sciences	340	338	159	47%	45	13%	40	12%	94	28%
Physics and Chemistry of Advanced Materials	10	12	10	83%	1	8%		0%	1	8%
Theoretical Physics	40	39	34	87%	3	8%	1	3%	1	3%
Total	780	733	433	59%	96	13%	62	8%	142	19%
* Education - applicants apply directly to associated colleges										

Table A4: Analysis of undergraduate new entrants by course preference 2009

Course Name	Quota	Total New Entrants by Course as at 30.10.09	1st preference	% 1st preference	2nd preference	% 2nd preference	3rd preference	% 3rd preference	All Other preferences	% All other preferences
Faculty of Health Sciences										
Bachelor in Dental Technology	6	8	5	63%	2	25%	1	13%	0	0%
Bachelor in Science in Children's and General Nursing	20	21	12	57%	2	10%	3	14%	4	19%
Bachelor in Science in Midwifery	40	44	25	57%	7	16%	3	7%	9	20%
BSc (Nursing) (General, Intellectual Disability and Psychiatric)	214	206	84	41%	28	14%	19	9%	75	36%
^ BSc (Human Nutrition & Dietetics) - Joint Degree	32	19	6	32%		0%	1	5%	12	63%
Dental Science	8	31	14	45%	4	13%	1	3%	12	39%
Diploma in Dental Hygiene	20	11	8	73%		0%		0%	3	27%
Diploma in Dental Nursing	20	21	10	48%	11	52%		0%	0	0%
Human Health and Disease	25	25	6	24%	1	4%		0%	18	72%
#Medicine (5-year)	109	108	91	84%	2	2%		0%	15	14%
Occupational Therapy	40	45	22	49%	10	22%	3	7%	10	22%
Pharmacy	75	75	46	61%	5	7%	1	1%	23	31%
Physiotherapy	40	44	19	43%	4	9%	1	2%	20	45%
Radiation Therapy	30	30	10	33%	1	3%	4	13%	15	50%
Total	659	688	358	52%	77	11%	37	5%	216	31%
Multi Faculty										
Two Subject Moderatorship	410	390	204	52%	75	19%	30	8%	81	21%
Computer Science, Linguistics and a Language	25	5	2	40%	1	20%		0%	2	40%
Political Science and Geography	20	20	11	55%	4	20%	1	5%	4	20%
Business and Computing	32	31	9	29%	6	19%	2	6%	14	45%
Total	487	446	226	51%	86	19%	33	7%	101	23%
TOTALS	2894	3055	1681	55%	443	15%	249	8%	682	22%
^ BSc (Human Nutrition & Dietetics) - Joint Degree: applicants apply directly to associated colleges										
# Data on registered new entrants to Medicine was gathered on 30 November 2009										

Table A5: CAO first preference applications: quotas, points, number registered 2009, 2008, 2007

Course	2008						2007							
	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number read at 30.10.09	Ratio of Eligible 1st pref applicants to quota	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 19.10.07	Ratio of Eligible 1st pref applicants to quota
Faculty of Arts & Humanities and Social Sciences														
Ancient & Medieval History and Culture (New in 2008)	15	22	1.5	385*	1.0	21	0.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Business Studies & French	15	37	2.5	485	2.5	15	1.8	15	52	3.5	510*	3.3	16	2.3
Business Studies & German#	15	15	1.0	420	0.9	16	0.7	15	19	1.3	420*	1.3	15	0.9
Business Studies & Polish (New in 2008)	5	4	0.8	385	2.0	2	0.6	5	8	1.6	415	4.0	2	1.0
Business Studies & Russian	7	16	2.3	410	2.0	8	0.9	7	17	2.4	410*	2.8	6	1.1
Business Studies & Spanish (New in 2008)	10	23	2.3	445*	2.1	11	1.2	10	28	2.8	480	2.8	10	2.4
Classics	15	10	0.7	445	1.7	6	0.5	15	18	1.2	410	3.6	5	1.0
Clinical Speech & Language Studies*	34	101	3.0	515	2.8	36	2.5	34	109	3.2	510*	3.3	33	2.6
Drama & Theatre Studies#	16	88	5.5	500*	5.5	16	2.5	16	96	6.0	485*	6.4	15	2.6
Early & Modern Irish	15	2	0.1	335	0.4	5	0.1	15	10	0.7	345	1.1	9	0.3
Economic & Social Studies*	236	581	2.5	475*	2.5	237	1.9	236	510	2.2	470*	2.1	241	1.7
English Studies*	40	121	3.0	480	3.0	41	1.5	40	160	4.0	500	4.2	38	2.2
European Studies**	45	131	2.9	515	2.9	45	2.2	45	101	2.2	495	2.1	47	1.6
Germanic Languages	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	4	0.5	450	2.0	2	0.3
History	38	104	2.7	445	2.6	40	1.1	38	119	3.1	450*	3.4	35	1.5
History & Political Science**	24	91	3.8	500	3.5	26	2.6	24	91	3.8	500	3.8	24	2.4
Irish Studies (new course 2007)	20	18	0.9	340	0.8	23	0.5	20	14	0.7	325	0.7	19	0.4
Law & French	18	53	2.9	550	3.5	15	2.2	12	57	4.8	570*	4.8	12	3.8
Law & German	18	15	0.8	470	0.7	21	7.2	19	23	1.9	535	1.9	12	1.6
Law and Business (New in 2009)	25	231	9.2	595	8.6	27	7.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Law and Political Science (New in 2009)	20	108	5.4	555	4.5	24	4.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Law**	97	232	2.4	520*	2.4	98	1.7	97	386	4.0	535	3.9	100	3.0
Music Education	10	26	2.6	465	2.6	10	1.3	10	27	2.7	465	2.5	11	1.8
Music#	25	32	1.3	420*	1.2	26	0.8	20	39	2.0	430*	1.9	21	1.0
Philosophy	17	47	2.8	450*	2.8	17	1.2	17	32	1.9	430*	1.5	21	1.4
Philosophy & Political Science	10	33	3.3	485*	3.3	10	2.0	10	22	2.2	470	2.0	11	1.1
Philosophy, Political Science, Economics and Sociology (New in 2009)	25	128	5.1	515*	5.3	24	2.8	25	118	4.7	505*	4.4	27	2.9
Psychology*	31	265	8.5	545	8.5	31	6.2	32	268	8.4	535	8.4	32	5.8
Religions & Theology*	29	34	1.2	340	1.2	29	0.7	29	28	1.0	335	1.2	23	0.5
Social Studies	45	198	4.4	450*	4.3	46	2.0	30	194	6.5	485	6.7	29	2.7
Sociology & Social Policy	28	29	1.0	435*	1.0	29	0.6	28	40	1.4	435	1.4	28	0.9
TOTAL	948	2795	2.9	465*	2.9	955	2.0	885	2590	3.0	465*	3.1	844	2.0
Faculty of Engineering, Mathematics and Science														
Chemistry with Molecular Modeling**	5	3	0.6	430	0.8	4	0.4	5	1	0.2	410	1.0	1	0.0
Computer Science	65	97	1.5	350	2.0	49	0.7	65	82	1.3	355	2.0	41	0.5
Earth Sciences (New in 2009)	12	43	3.6	470	2.9	15	2.3							
Engineering	170	232	1.4	405	1.4	168	1.0	175	274	1.6	445*	1.6	174	1.2
Engineering with Management	20	15	0.8	370	2.1	7	0.3	20	18	0.9	375	1.1	16	0.5
Human Genetics**	15	36	2.4	500	2.6	14	1.3	15	15	1.0	485	1.0	15	0.9
Management Science & Information Systems Studies*	45	44	1.0	400	1.0	42	0.8	30	43	1.4	435	1.1	38	1.2
Mathematics	30	39	1.3	415	2.0	20	1.0	30	45	1.5	450	1.4	32	1.3
Medicinal Chemistry*	28	24	0.9	470	1.0	25	0.6	28	20	0.7	440	0.7	27	0.6
Physics & Chemistry of Advanced Materials	10	13	1.3	445	1.1	12	1.2	20	8	0.4	385	1.3	6	0.3
Science*	340	413	1.2	440*	1.2	338	0.9	340	333	1.0	415	1.0	330	0.7
Theoretical Physics	40	65	1.6	470	1.7	39	1.2	40	62	1.6	500	1.6	40	1.3
TOTAL	780	1024	1.3	465*	1.4	733	0.9	768	901	1.2	465*	1.3	720	0.8

Quota adjusted in 2007 as a result of the strategic planning process

* Quota adjusted in 2006 as a result of the strategic planning process

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

** Entrance Test and/or Interview

Table A5: CAO first preference applications: quotas, points, number registered 2009, 2008, 2007

Courses	2009						2008						2007									
	Quota	Number of first preference applications	Ratio of 1st pref applicants to no. regd	Minimum points	Ratio of 1st pref applicants to no. regd	Number regd at 30.10.09	Ratio of Eligible 1st pref applicants to quota	Quota	Number of first preference applications	Ratio of 1st pref applicants to no. regd	Minimum points	Ratio of 1st pref applicants to no. regd	Number regd at 24.10.08	Ratio of Eligible 1st pref applicants to quota	Quota	Number of first preference applications	Ratio of 1st pref applicants to no. regd	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 19.10.07	Ratio of Eligible 1st pref applicants to quota	
Faculty of Health Sciences																						
Dental Science	32	196	6.1	570*	6.3	31	2.5	32	166	5.2	550	4.7	35	2.7	32	153	4.8	555*	5.1	30	2.8	
General Nursing	139	280	2.0	395	2.1	135	1.0	148	257	1.7	355	1.8	144	0.9	148	291	1.8	360*	1.8	147	0.8	
Human Health and Diseases (New in 2009)	25	31	1.2	515*	1.2	25	0.7															
Integrated and Childrens General Nursing (new course 2006)	20	121	6.1	475*	5.8	21	4.0	20	76	3.8	485*	3.8	20	2.4	20	104	5.2	485*	5.2	20	3.4	
Intellectual Disability (formerly Mental Handicap)	30	57	1.9	380*	1.9	30	1.0	40	83	2.1	290	2.5	33	0.5	40	47	1.2	305	1.1	42	0.5	
Medicine**	109	862	7.9	724*	8.0	108	4.4	111	840	7.6	580	7.6	110	4.4	94	771	8.2	575*	8.1	95	4.9	
Midwifery	40	165	4.1	410	3.8	44	2.1	40	145	3.6	395*	3.6	40	1.9	40	146	3.7	400	3.7	39	1.8	
Occupational Therapy	40	130	3.3	495*	2.9	45	2.4	40	122	3.1	485*	2.7	45	2.3	40	105	2.6	500*	2.6	40	2.0	
Pharmacy*	75	206	2.7	545*	2.7	75	2.0	80	280	3.3	545*	3.4	76	2.3	70	227	3.2	550*	3.3	68	2.3	
Physiotherapy	40	125	3.1	520*	2.8	44	1.6	40	139	3.5	510*	3.5	40	1.9	40	172	4.3	515*	4.6	37	2.1	
Psychiatric Nursing	45	93	2.1	385*	2.3	41	0.8	45	60	1.3	290	1.5	40	0.5	45	75	1.7	340	1.7	45	0.9	
Radiation Therapy*	30	72	2.4	515*	2.4	30	1.9	30	49	1.6	500*	1.6	31	1.2	25	44	1.8	505	1.8	25	1.4	
TOTAL	625	2338	3.7		3.7	629	2.1	628	2197	3.5		3.6	614	2.0	694	2105	3.5		3.6	588	2.1	
Multi-Faculty																						
Business and Computing (New in 2009)	32	44	1.4	365	1.4	31	0.4															
Computer Science, Linguistics & French	10	8	0.8	550	2.7	3	0.3	10	3	0.3	430	3.0	1	0.1	10	4	0.4	425	1.3	3	0.2	
Computer Science, Linguistics & German	10	0	0.0	495	0.0	1	0.0	10	0	0.0	445	0.0	1	0.0	10	2	0.2	475	2.0	1	0.1	
Computer Science, Linguistics & Irish	5	1	0.2	-	1.0	1	0.0	5	0	0.0	-	0.0	0	0.0	5	1	0.2	-	-	0	0.0	
Political Science and Geography (New in 2009)	20	28	1.4	430	1.4	20	1.0															
Two Subject Moderators (quota increase of 10 in 2008, 7 in 2007 and 5 in 2006)	410	1054	2.6	n/a	2.7	390	2.0	400	1035	2.6	n/a	2.7	389	2.0	395	1034	2.6	n/a	2.8	371	1.9	
TOTAL	487	1135	2.3		2.5	446	1.7	425	1038	2.4		2.7	391	1.8	420	1041	2.5		2.8	375	1.8	
GRAND TOTAL	2940	7292	2.6		2.6	2753	1.7	2884	6726	2.5		2.6	2569	1.6	2490	6556	2.6		2.8	2380	1.8	

** Quota adjusted to 50 in 2004 and 2005 to facilitate transition from a 6 to a 5 year programme effective from 2005, quota increase in 2006 as part of national expansion of medical places.

*** The course title changed in 2005 from Computational Chemistry/Physics to Chemistry with Molecular Modelling and the quota was reduced to 15 to 5.

▲ Quota adjusted in 2008 as a result of the # Quota adjusted in 2007 as a result of the strategic planning process

* Quota adjusted in 2006 as a result of the Minimum Points: * Random selection; not all students with this number of points were offered a place

** Random selection and interview

Table A6: CAO first preference applications: quotas, points, number registered, number registered, two-subject Moderatorship courses 2009, 2008, 2007

Two Subject Moderatorship Course	2009										2008										2007									
	Quota	Number of 1st preference applicants	Ratio of 1st pref applicants to quota	Minimum Points**	Ratio of 1st pref applicants to no. regd	Number registered at 30.10.09	Eligible 1st pref applicants	Ratio of Eligible 1st pref applicants to quota	Quota	Number of 1st preference applicants	Ratio of 1st pref applicants to no. regd	Minimum Points**	Ratio of 1st pref applicants to no. regd	Number registered at 24.10.08	Eligible 1st pref Apps	Ratio of Eligible 1st pref applicants to quota	Quota	Number of 1st preference applicants	Ratio of 1st pref applicants to no. regd	Minimum Points**	Ratio of 1st pref applicants to no. regd	Number registered at 19.10.07	Eligible 1st pref applicants	Ratio of Eligible 1st pref applicants to quota						
Ancient History & Archaeology	23	64	2.8	410*	2.9	22	46	2.0	23	65	2.8	450*	2.5	26	45	2.0	23	73	3.2	370	3.5	21	45	2.0						
Religions & Theology	24	52	2.2	420*	2.2	24	36	1.5	24	56	2.3	380	3.1	18	37	1.5	24	48	2.0	425*	2.3	21	33	1.4						
Classical Civilisation	29	55	1.9	455*	1.8	30	43	1.5	29	74	2.6	455*	2.1	35	54	1.9	29	72	2.5	430	2.5	29	50	1.7						
Drama Studies#	24	84	3.5	485*	3.5	24	67	2.8	24	75	3.1	475*	3.3	23	51	2.1	24	89	3.7	470*	3.9	23	56	2.3						
Early Irish	10	0	0.0	420	0.0	1	0	0.0	10	1	0.1	425	0.5	2	1	0.1	10	2	0.2	370	-	0	1	0.1						
Economics	43	103	2.4	470*	2.2	47	76	1.8	43	87	2.0	450*	2.1	42	67	1.6	43	81	1.9	455*	1.7	47	64	1.5						
English Literature*	85	396	4.7	525*	4.7	84	329	3.9	85	352	4.1	520*	4.2	84	289	3.4	85	377	4.4	525*	4.4	85	297	3.5						
Film Studies#	30	108	3.6	470*	3.5	31	84	2.8	30	95	3.2	400	2.7	35	58	1.9	30	105	3.5	430	3.5	30	66	2.2						
French	84	162	1.9	400*	2.0	80	127	1.5	84	184	2.2	450	1.9	99	152	1.8	84	165	2.0	425	1.9	86	127	1.5						
Geography	45	74	1.6	380	2.0	37	53	1.2	35	89	2.5	410*	2.3	38	71	2.0	35	63	1.8	425*	2.1	30	50	1.4						
German	32	37	1.2	355	1.3	29	25	0.8	32	32	1.0	410	1.5	22	28	0.9	32	44	1.4	425	2.1	21	33	1.0						
Greek	-	6	-	450	1.5	4	3	-	-	4	-	-	-	0	1	0.0	-	5	-	460	1.3	4	3	-						
History	40	184	4.6	495*	4.2	44	135	3.4	40	194	4.9	515*	4.2	46	151	3.8	40	162	0.0	510*	3.9	42	123	3.1						
History of Art & Architecture#	40	93	2.3	400	2.4	38	67	1.7	40	101	2.5	420*	2.3	43	76	1.9	33	95	2.9	475*	2.9	33	65	2.0						
Italian	30	43	1.4	400	1.3	33	31	1.0	30	39	1.3	410	1.4	27	29	1.0	30	68	2.3	450*	2.3	30	44	1.5						
Near Eastern & Jewish Studies	10	10	1.0	405	10.0	1	4	0.4	10	6	0.8	425	2.0	4	4	0.4	10	8	0.8	410	2.0	4	2	0.2						
Latin	10	12	1.2	430	1.5	8	10	1.0	10	15	1.5	420	2.1	7	6	0.6	10	8	0.8	370	1.0	8	7	0.7						
Mathematics	25	50	2.0	460*	2.4	21	32	1.3	15	5	0.3	505	0.3	18	33	2.2	15	30	2.0	490*	2.3	13	24	1.6						
Modern Irish	30	38	1.3	430	1.3	29	33	1.1	30	30	1.0	415	1.1	28	28	0.9	30	44	1.5	410	1.3	35	37	1.2						
Music#	10	49	4.9	550*	4.1	12	38	3.8	10	55	5.5	530	4.2	13	40	4.0	10	30	3.0	470	3.0	10	18	1.8						
Philosophy	43	116	2.7	460*	2.4	48	90	2.1	43	112	2.6	420*	2.7	42	78	1.8	43	137	3.2	465*	3.3	42	113	2.6						
Psychology	17	152	8.9	560*	8.0	19	126	7.4	17	146	8.6	550*	9.1	16	110	6.5	17	137	8.1	555*	6.9	20	115	6.8						
Russian	36	23	0.6	355	2.3	10	14	0.4	36	23	0.6	380	2.1	11	15	0.4	36	27	0.8	425	1.9	14	17	0.5						
Sociology	59	107	1.8	430*	1.7	62	77	1.3	59	108	1.8	410*	1.8	60	84	1.4	59	100	1.7	430*	1.8	56	72	1.2						
Spanish	41	90	2.2	435*	2.1	42	66	1.6	41	77	1.9	425*	2.0	39	58	1.4	39	97	2.5	450*	2.6	38	64	1.6						
TOTAL	820	2108	2.6		2.7	780	1612	2.0	800	2027	2.5		2.6	778	1566	2.0	791	2068	2.6		2.8	742	1526	1.9						

*Quota adjusted in 2008 as a result of the strategic planning process.
Quota adjusted in 2007 as a result of the strategic planning process.
* Quota adjusted in 2006 as a result of the strategic planning process.
Minimum Points.
** The points shown are the minimum for the subject but not for all combinations, see Table A12 on A23
* Random selection: not all students with this number of points were offered a place.

**Table A7: Total number of CAO applicants* to universities, DIT, other ITs, Colleges of Education and private colleges
(all preferences) 2009, 2008, 2007**

	2009	2008	2007
Universities			
Trinity College	17,288	15,748	16,207
NUI Cork	15,405	14,933	15,021
NUI Dublin	24,691	22,811	22,322
NUI Galway	16,037	14,327	14,167
NUI Maynooth	11,353	11,152	10,012
University of Limerick	13,932	13,838	13,769
Dublin City University	14,787	13,347	14,318
Total	113,493	106,156	105,816
Dublin Institute of Technology	16,368	16,144	16,515
Other Institutes of Technology (ITs)	52,438	47,665	46,490
National College of Art and Design	820	1,028	1,036
Colleges of Education	15,289	14,694	13,433
Private Colleges**	12,846	7697	8,953

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 A8 (a): Number of students admitted under the Mature Students Dispensation Scheme by Faculty 2009 – 2005

	2009	2008	2007	2006	2005
Number of applicants	681	729	750	748	798
Number of places offered	169	198	157	155	179
Number of students registered by Faculty:					
Arts, Humanities & Social Sciences	58	60	51	51	66
Engineering, Mathematics & Science	14	27	15	16	11
Health Sciences	19	19	33	30	34
Multi-faculty	21	27	27	26	37
Total students registered	112	133	126	123	148

Table A8 (b): Number of mature student applications, offers and students registered in Nursing

	2009	2008	2007	2006	2005
Number of Nursing applications	1392	1207	1468	1601*	1102
Number of places offered	92	92	132	168	101
Number of students registered in Nursing	68	66	113	93	72

**This increase is due to the introduction of two new courses: Bachelor in Midwifery and Childrens' & General Nursing Integrated*

Table A8 (c): Profile of Undergraduate Mature Students

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty
Mature students with previous degrees	10	1	11	3
Mature students without previous degrees	54	8	10	15
Number of mature students registered in Nursing*			68	
TOTAL	64	9	89	18

** Applications for this route are processed by the Nursing Career Centre, therefore Trinity does have access to information concerning the attainment of previous degrees.*

Table A9 (a): Profile of undergraduate new entrants by key access criteria per faculty 2009/10

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Total CAO Entrants	955	733	629	446	2763
Socio-economically disadvantaged	48	16	30	20	114
Mature students	64	9	89	18	180
Students with a disability	57	26	27	23	133
Totals	169	51	146	61	427
Total as a % of Faculty new entrants - CAO	17.7%	7.0%	23.2%	13.7%	15.5%

Table A9 (b): Analysis of new entrants registered with the Disability Service by Faculty 2009/10

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Specific Learning Difficulty	30	19	16	12	77
Non Specific Learning Difficulty	27	7	11	11	56
Totals	57	26	27	23	133

Table A10 (a): Courses not meeting quota in 2009 due to insufficient applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 30/10/09
<i>Applications made via CAO</i>				
Business Studies and Polish	5	4	385	2
Classics	15	10	445	6
Computer Science	65	97	350	49
Computer Science, Linguistics and a Language	25	9	435	5
Engineering with Management	20	15	370	7
Mathematics	30	39	415	20
Management Science and Information System Studies	45	44	400	42
TSM*				
Early Irish	10	0	420	1
Mathematics	25	50	460	21
Near Eastern and Jewish Studies	10	10	405	1
Russian	36	23	355	10
TOTALS	286	301		164

[^] 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 A12 on page A23 provides the points cut-off levels against different variations of TSM courses.

Table A10(b): Courses not meeting quota in 2008 due to insufficient applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 24/10/08
<i>Applications made via CAO</i>				
Business Studies and Polish	5	8	415	2
Chemistry with Molecular Modelling	5	1	410	1
Classics [^]	15	18	410	5
Computer Science	65	82	355	41
Computer Science, Linguistics and a Language	25	3	430	3
Early and Modern Irish	15	10	345	9
Engineering with Management	20	18	375	16
Intellectual Disability Nursing	40	82	290	19
Irish Studies	20	14	325	19
Physics and Chemistry of Advanced Materials	20	8	385	6
Psychiatric Nursing	45	60	290	43
Religions and Theology	29	29	335	23
TSM*				
Early Irish	10	1	425	2
German	32	32	410	22
Italian	30	39	410	27
Near Eastern and Jewish Studies	10	8	425	4
Religions and Theology	24	56	380	18
Russian	36	23	380	11
TOTALS	446	492		271

[^] 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 A12 on page A23 provides the points cut-off levels against different variations of TSM courses.

Table A11: Percentage rate of acceptances to offers 2009 - 2005 (CAO round 1)

Course	2009 [^] %	2008* %	2007* %	2006* %	2005* %
Faculty of Arts & Humanities and Social Sciences					
Ancient & Medieval History and Culture (new in 2009)	94				
Business Studies & French	93	100	87	80	86
Business Studies & German	94	94	85	73	71
Business Studies & Russian	77	86	87	100	100
Business Studies and Polish	100	67			
Business Studies and Spanish	55	67			
Business, Economic & Social Studies	93	90	82	91	80
Classics	100	20	55	33	25
Clinical Speech & Language Studies	94	79	74	91	90
Drama & Theatre Studies	100	100	87	69	100
Early & Modern Irish	86	75	67	40	73
English Studies	80	67	70	60	54
European Studies	82	88	76	77	84
Germanic Languages	n/a	50	50	80	100
History	85	56	72	57	38
History & Political Science	85	73	95	70	69
Irish Studies	90	87	90		
Law	89	87	81	71	65
Law & French	83	78	78	61	75
Law & German	100	78	77	100	57
Law and Business (new in 2009)	95				
Law and Political Science (new in 2009)	90				
Music	85	89	77	90	67
Music Education	100	100	100	83	90
Philosophy	93	68	44	44	64
Philosophy & Political Science	77	60	67	64	50
Philosophy, Political Science, Economics and Sociology	100	75			
Psychology	88	67	89	81	94
Religions & Theology	78	53	63	55	48
Social Studies	91	91	96	83	73
Sociology & Social Policy	93	71	67	81	96
	%	%	%	%	%
Faculty of Engineering, Mathematics and Science					
Computer Science	86	91	75	79	91
Earth Sciences (New in 2009)	80				
Engineering	92	86	86	90	90
Engineering with Management	87	71	93	57	93
Human Genetics	72	74	56	75	75
Management Science & Information Systems Studies	91	97	91	81	85

Table A11: Percentage rate of acceptances to offers 2009 - 2005 (CAO round 1)

Course	2009 [^]	2008*	2007*	2006*	2005*
Chemistry with Molecular Medicine	100	50	67	50	91
Mathematics	87	67	57	72	52
Medicinal Chemistry	86	59	60	59	56
Physics & Chemistry of Advanced Materials	93	83	67	94	93
Science	87	78	77	80	79
Theoretical Physics	89	93	76	89	83
	%	%	%	%	%
Faculty of Health Sciences					
Children's and General Integrated Nursing	94	89	83	69	
Children's and General Integrated Nursing – Mature (Round A)	60	80	100	100	
Dental Science	89	58	64	68	69
General Nursing	83	82	87	84	78
General Nursing - Mature (Round A)	100	91	87	81	98
General Nursing Adelaide	100	100	90	97	100
General Nursing Adelaide - Mature (Round A)	100	100	100	87	100
Human Health and Disease (New in 2009)	86				
Intellectual Disability Nursing (formerly Mental Handicap) - Mature (Round A)	88	100	93	90	84
Intellectual Disability Nursing (formerly Mental Handicap)	94	72	83	68	67
Medicine	89	72	74	58	65
Midwifery	88	62	65	65	
Midwifery- Mature (Round A)	83	100	87	83	
Occupational Therapy	79	83	79	88	74
Pharmacy	91	78	78	93	80
Physiotherapy	89	77	69	87	90
Psychiatric Nursing	82	86	60	61	63
Psychiatric Nursing - Mature (Round A)	100	95	100	85	91
Radiation Therapy	86	70	79	78	77
Multi-Faculty	%	%	%	%	%
Business and Computing (New in 2009)	100				
Computer Science, Linguistics & French	100	100	100	100	100
Computer Science, Linguistics & German	100	100	100	75	100
Computer Science, Linguistics & Irish	0	0	0	0	0
Political Science and Geography (New in 2009)	89				
Two Subject Moderatorship	86	77	74	76	75

[^] 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 A12: Percentage rate of acceptances to offers, TSM courses 2009 – 2005 (CAO round 1)

Two Subject Moderatorship Course	2009 [^]		2008 [*]		2007 [*]		2006 [*]		2005 [*]	
	%		%		%		%		%	
Ancient History & Archaeology	80		71		74		71		58	
Classical Civilisation	82		76		72		79		78	
Drama Studies	78		89		91		95		87	
Early Irish	100		100		0		0		0	
Economics	86		75		77		81		79	
English Literature	90		77		79		72		83	
Film Studies	86		80		80		88		77	
French	78		84		68		69		70	
Geography	92		80		61		89		62	
German	90		75		72		68		77	
Greek	75		50		66		78		67	
History	89		85		84		73		78	
History of Art & Architecture	85		74		68		83		69	
Italian	70		75		62		63		73	
Latin	88		75		90		66		25	
Mathematics	82		82		67		85		85	
Modern Irish	93		87		87		93		84	
Music	100		92		83		100		75	
Near Eastern & Jewish Studies	75		25		60		100		0	
Philosophy	83		64		74		69		63	
Psychology	100		85		84		79		95	
Religions & Theology	81		52		61		61		69	
Russian	90		60		69		75		79	
Sociology	91		80		74		92		79	
Spanish	83		70		69		60		80	

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

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

Table A13: Distribution of points within each course - Undergraduate new entrants 2009

	Specials (matrices, deterals, Internationals, etc)	550 points and above 1A1, 5A2 = 550 points	525-549 points 5A2, 1B2 = 530 points	500-524 points = 3A2, 3B2 = 510 points	475-499 points 6B2 = 480 points	450-474 points 6B3 = 450 points	425-449 points = 435 points	400-424 points 2B2, 4C2 = 420 points	< 400 6C2 = 390 points	TOTALS
Faculty of Arts, Humanities and Social Sciences										
	Quota	15	15	15	5	7	10	236	15	
Ancient and Medieval History and Culture	2	1		1	2	2			1	8
Business Studies & French	1	3	4	7						21
Business Studies & German	1	1		3	2	5	3	1		15
Business Studies & Polish						2				2
Business Studies & Russian					1	1	4	2		8
Business Studies & Spanish	5			1	2	3				11
Business, Econ & Social Studies	13	25	33	65	94	1			1	237
Classics	4	1					1			6
Clinical Speech & Language Studies	6	6	14	10						36
Drama & Theatre Studies	5	1	3	5		2				16
Early & Modern Irish							1		4	5
English Studies	9	7	4	8	12	1				41
European Studies	2	20	17	4					2	45
History	5	1		1	12	12	8	1	1	40
History & Political Science	4	5	7	8				2	2	26
Irish Studies	3		1			2	2	1	14	23
Law	11	23	48	16						98
Law & French	1	14								15
Law & German	2	7	2	3	6	1				21
Law and Business	5	20	2							27
Law and Political Science	2	22								24
Music (excl. TSM)	3	1	1	4	6	3	6	2		26
Music Education	1	2		3	2	2				10
Philosophy	2	1		3	3	8				17
Philosophy & Political Science	3	1	1	3	2					10
Philosophy, Political Science, Economics & Sociology	6	5	8	3						24
Psychology	11	17	3							31
Religions & Theology	8			2	1	1	2	5	10	29
Social Studies	14		3	3	7	19				46
Sociology & Social Policy	4				2	15	8			29
Faculty of Engineering, Mathematics and Science										
	Quota	5	65	12	170	20	15	45		
Chemistry with Molecular Modelling			1		1	1	1			4
Computer Science	3		9	5	4	4	8	7	13	49
Earth Sciences	2		1	2	6	4				15
Engineering	3	20	20	23	23	31	23	24	1	168
Engineering with Management	1	4	2	7	1	2	1	1	2	7
Human Genetics										14
Management Science and Information Systems Studies	2	3	4	5	9	10	4	5		42

Table A13: Distribution of points within each course - Undergraduate new entrants 2009

Mathematics	30	2	2	3	3	2	3	3	1	20
Medicinal Chemistry	28	1	5	6	4	9	4			25
Natural Sciences	340	23	31	53	77	90	32			338
Physics and Chemistry of Advanced Materials	10	1	2	2	2	4	1			12
Theoretical Physics	40	1	13	9	9	6	1			39
Faculty of Health Sciences										
Children's & General Integrated Nursing	20	7	1	2	2	10				21
Dental Science	32	8	23							31
General Nursing	139	23	1	2	14	4	30	41	20	135
Human Health and Disease	25	2	11	2	1					25
Intellectual Disability Nursing	30	13					1	1	15	30
Medicine**	109	21	81	6						108
Midwifery	40	13		1	9	3	10	8		44
Occupational Therapy	40	10	3	5	21	6				45
Pharmacy	75	12	61	2						75
Physiotherapy	40	7	8	7						44
Psychiatric Nursing	45	30			1	2	1	2	5	41
Radiation Therapy	30	3	6	19	2					30
Multi-Faculty										
Business and Computing	32	1		1	4	2	5	7	11	31
Computer Science, Linguistics & French	10		1	2						3
Computer Science, Linguistics & German	10						1			1
Computer Science, Linguistics & Irish	5		1							1
Political Science and Geography	20	5	3		5	2	4	1	20	20
Two subject Moderatorship	410	46	74	42	59	70	38	9	2	390
TOTAL	2940	379	629	343	311	414	198	126	108	2763
Total excluding specials:										
Percentage of students who accepted a place and points level 2009			22.2%	14.4%	14.9%	17.4%	8.3%	5.3%	4.5%	100%
Cumulative percentages excluding specials 2009			22.2%	36.6%	51.5%	68.8%	90.2%	95.5%	100%	
			% of students who have accepted a place and have 550 points and above	% of students who have accepted a place and have 525 points and above	% of students who have accepted a place and have 500 points and above	% of students who have accepted a place and have 475 points and above	% of students who have accepted a place and have 450 points and above	% of students who have accepted a place and have 425 points and above	% of students who have accepted a place and have 400 points and above	
Specials 2008			24.3%	37.8%	52.7%	68.1%	88.9%	96.2%	100%	
Specials 2007			27.1%	40.1%	54.1%	69.9%	90.3%	93.3%	100%	
Specials 2006			24.9%	37.2%	51.3%	68.3%	90.0%	94.1%	100%	
Leaving Cert. Points: A1=100; A2=90; B1=85; B2=80; B3=75; C1=70; C2=65; C3=60										
A Level points: A=190; B=160; C=130										
**In 2009 entry to Medicine was based on a combination of Leaving Certificate results and HPAT score. Only Leaving Certificate points are recorded in this table.										

Table A14: Distribution of points within each Two-subject Moderatorship course: Undergraduate new entrants 2009

	Quota	Specials (matures, deferrals, internationals etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
		Sample point info >	1A1, 5A2 = 550 points	5A2, 1B2 = 530 points	3A2, 3B2 = 510 points	6B2 = 480 points	6B3 = 450 points	3B2, 3C2 = 435 points	2B2, 4C2 = 420 points	6C2 = 390 points	
Ancient History & Archaeology	23	2	2	1	3	2	2	8	2		22
Classical Civilisation	29	4	3	4	7	7	5				30
Drama Studies	24	3	6	3	7	5					24
Early Irish	10								1		1
Economics	43	9	8	9	7	11	3				47
English Literature	85	20	42	22							84
Film Studies	30	6	6	5	4	6	4				31
French	84	5	9	8	14	23	10	6	5		80
Geography	45	8			5	2	8	13		1	37
German	32	1	5	2	7	2	7	2		3	29
Greek							2				4
History	40				3	16	17	8			44
History of Art & Architecture	40	2	3	6	5	8	7	5	2		38
Italian	30	4	2	4	1	4	8	6	4		33
Latin	10		1	2	1	1	1	2			8
Mathematics	25	1	8	4	4	2	2				21
Modern Irish	30	1	6	4	6	4	6	2			29
Music	10	1	9			2					12
Near Eastern & Jewish Studies	10					1					1
Philosophy	43	9	11	3	4	11	8	1	1		48
Psychology	17	3	16								19
Religions & Theology	24	4	2	1	3	5	6	2	1		24
Russian	36			1	2	1	3	1	1	1	10
Sociology	59	5	4	2	5	15	14	17			62
Spanish	41	5	4	3	11	12	5	2			42
TOTAL	820	93	147	84	101	140	118	75	17	5	780
Total excluding specials:											
Percentage of students who accepted a place and points level 2009			21.4%	12.2%	14.7%	20.4%	17.2%	10.9%	2.5%	0.7%	687
Cumulative percentages excluding specials 2009			21.4%	33.6%	48.3%	68.7%	85.9%	96.8%	99.3%	100.0%	100%
		% of students who have accepted a place and have 550 points and above	% of students who have accepted a place and have 525 points and above	% of students who have accepted a place and have 500 points and above	% of students who have accepted a place and have 475 points and above	% of students who have accepted a place and have 450 points and above	% of students who have accepted a place and have 425 points and above	% of students who have accepted a place and have 400 points and above			
Cumulative percentages excluding specials 2008		26.3%	42.3%	54.0%	70.6%	86.9%	95.7%	99.8%	100%		
Cumulative percentages excluding specials 2007		26.9%	43.9%	56.6%	71.6%	88.4%	99.3%	97.7%	100%		
Cumulative percentages excluding specials 2006		17.5%	29.9%	49.8%	62.0%	87.9%	94.3%	97.7%	100%		

Leaving Cert. Points: A1=100; A2=90; B1=85; B2=80, B3=75; C1=70; C2=65; C3=60
A Level points: A=190; B=160; C=130

Table A15: Two-subject moderatorship (TR001): 2009 Final minimum entry levels (Leaving Certificate applicants)

	AH	BT	CC	DR***	EI	EC	EN	FR	FS	GG	GE	GK	HS	AR	JS	MI	IT	LT	MT	MU**	PH	PS	RU	SC	SP
AH	420*	420*	-	-	-	-	530*	410*	-	-	-	450	495*	420*	420*	-	420*	430	-	-	-	420*	-	-	435*
BT	420*	455*	455*	-	420*	-	530*	430*	470*	-	420*	450	495*	420*	-	430	-	430	-	-	460*	560*	420*	430*	470*
CC	-	455*	500*	500*	-	-	525*	470*	-	-	-	455*	495*	460*	455*	460*	460*	460*	-	-	460*	-	460*	-	470*
DR***	-	500*	500*	500*	-	-	530*	485*	495*	-	500*	500*	-	500*	-	500*	500*	500*	-	560	-	-	500*	500*	500*
EI	-	420*	-	-	-	-	-	-	-	-	-	-	495*	420	420	-	-	430	-	-	-	-	-	-	-
EC	-	-	-	-	-	-	-	-	-	475*	475*	-	495*	-	-	-	-	-	470*	-	475*	560*	475*	475*	475*
EN	530*	530*	525*	530*	-	-	530*	530*	530*	530*	530*	530*	530*	530*	530*	530*	530*	530*	530*	550*	530*	560*	530*	530*	530*
FR	410*	430*	470*	485*	-	-	530*	470*	470*	-	435*	-	495*	460*	470*	445*	400*	470*	485	560	470*	560*	410*	470*	440*
FS	-	470*	-	495*	-	-	530*	470*	-	-	470*	-	-	-	470*	470*	470*	-	-	560	-	-	470*	-	470*
GG	-	-	-	-	-	475*	-	-	-	380	380	-	495*	-	-	-	-	-	460*	-	460*	560*	-	430*	-
GE	-	420*	-	500*	-	475*	530*	435*	470*	380	380	-	495*	400	405	430	400	-	485	-	460*	-	355	430*	470*
GK	450	450	455*	500*	-	-	530*	-	-	-	-	495*	495*	-	450	450	450	-	-	-	460*	-	450	-	470*
HS	495*	495*	495*	-	495*	495*	530*	495*	495*	495*	495*	495*	495*	495*	495*	495*	495*	495*	495*	560	495*	-	495*	495*	495*
AR	420*	420*	460*	500*	420	-	530*	460*	-	-	400	-	495*	405	405	-	400	430	-	560	460*	-	-	430*	470*
JS	420*	-	455*	-	420	-	530*	470*	470*	-	405	450	495*	405	430	430	-	430	-	-	460*	560*	405	430*	470*
MI	-	430	460*	500*	-	-	530*	445*	470*	-	430	-	495*	-	430	430	430	430	-	560	460*	-	430	430*	470*
IT	420*	-	460*	500*	-	-	530*	400*	470*	-	400	450	495*	400	430	430	430	430	-	-	460*	560*	400	430*	470*
LT	430	430	460*	500*	430	-	530*	470*	470*	-	400	450	495*	430	430	430	430	430	-	-	460*	560*	430	430*	470*
MT	-	-	-	-	-	470*	530*	485	-	460*	485	-	-	-	-	-	-	-	-	560	485	560*	-	-	-
MU**	-	-	-	560	-	-	560*	560	560	-	-	-	560	560	-	560	-	-	560	560*	560	560*	-	-	-
PH	-	460*	460*	-	-	475*	530*	470*	-	460*	460*	460*	495*	460*	460*	460*	460*	460*	485	560	560*	560*	460*	460*	-
PS	-	560*	-	-	-	560*	560*	560*	-	560*	-	-	-	-	560*	-	560*	-	560*	560*	560*	560*	-	560*	-
RU	420*	420*	460*	500*	-	475*	530*	410*	470*	-	355	450	495*	-	405	430	400	430	-	-	460*	-	-	-	470*
SC	-	430*	-	500*	-	475*	530*	470*	-	430*	430*	-	495*	430*	430*	430*	430*	-	-	-	460*	560*	-	-	470*
SP	435*	470*	470*	500*	-	475*	530*	440*	470*	-	470*	470*	495*	470*	470*	470*	470*	470*	-	-	-	-	470*	470*	-

* 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
- BT: Religions and theology
- CC: Classical civilisation
- DR: Drama studies
- EC: Economics
- EN: English Literature
- FS: Film studies
- FR: French
- GG: Geography
- GE: German
- GK: Greek
- HS: History
- IT: Italian
- JS: Near eastern and Jewish studies
- LT: Latin
- MI: Modern Irish
- MT: Mathematics
- MU: Music
- PH: Philosophy
- PS: Psychology
- RU: Russian
- SC: Sociology
- SP: Spanish

Table A16: Undergraduate new entrant data by nationality - 2007/08 - 2009/10

Nationality	2007/08	2008/09	2009/10
Algeria	1	0	1
Angola	1	0	0
Argentina	1	0	1
Australia	0	4	6
Austria	5	8	3
Azerbaijan	1	1	0
Bangladesh	0	0	3
Barbados	0	0	1
Belarus	0	0	1
Belgium	17	12	2
Bosnia & Herzegovina	3	0	0
Botswana	2	1	4
Brazil	1	1	0
Bulgaria	3	0	4
Burundi	2	0	0
Cameroon	2	0	0
Canada	36	36	20
Cayman Islands	0	0	1
China	4	10	5
Colombia	0	1	0
Croatia	1	0	1
Cyprus	1	0	0
Czech Republic	2	4	3
Democratic People's Republic of Korea	1	0	1
Democratic Republic of Congo	1	0	0
Denmark	3	5	3
Egypt	0	2	0
El Salvador	1	0	0
Finland	7	5	7
France	111	131	114
Georgia	0	1	0
Germany	94	97	75
Ghana	0	1	1
Great Britain	170	165	165
Greece	0	1	1
Hong Kong	1	1	0
Hungary	1	3	3
India	4	5	12
Iran, Islamic Republic of	1	0	1
Iraq	1	1	2
Ireland	2333	2498	2793
Israel	0	1	0
Italy	31	33	25
Japan	3	9	4
Jordan	1	0	1
Kazakhstan	1	8	3
Kenya	0	2	0
Kuwait	1	2	1
Latvia	4	6	4

Table A16: Undergraduate new entrant data by nationality - 2007/08 - 2009/10

Nationality	2007/08	2008/09	2009/10
Lebanon	0	1	0
Lithuania	3	2	8
Luxembourg	1	0	0
Malaysia	15	20	16
Malta	0	1	0
Mauritius	0	0	1
Moldova	3	4	3
Mongolia	0	0	1
Morocco	1	2	2
Nepal	0	0	1
Netherlands Antilles	2	0	1
Niger	0	1	1
Nigeria	42	17	16
Norway	4	5	4
Not Defined	0	0	3
Other EU	1	0	2
Pakistan	1	3	3
Panama	1	0	0
Philippines	2	1	5
Poland	12	15	6
Portugal	3	0	1
Republic of Korea	0	3	4
Romania	4	5	3
Russian Federation	24	25	7
Saudi Arabia	0	0	1
Scotland	1	0	2
Singapore	3	1	3
Slovakia	1	0	0
Somalia	0	1	1
South Africa	4	2	8
Spain	30	29	31
Sri Lanka	0	1	0
Sudan	0	1	0
Sweden	15	16	6
Switzerland	2	2	3
Taiwan, Republic of China	2	1	0
Thailand	0	0	1
The Netherlands	9	11	7
Trinidad & Tobago	0	0	1
Turkey	0	0	1
Uganda	1	0	1
Ukraine	0	4	1
United Arab Emirates	1	0	1
United States of America	189	192	80
Uruguay	1	0	0
Uzbekistan	0	1	0
Venezuela	0	1	0
Zimbabwe	4	2	4
Grand Total	3235	3425	3512

**Table A17(a):
Undergraduate Non EU New Entrant data by course - 2007/2008 - 2009/2010**

Course	Ft/Pt	2007/2008	2008/2009	2009/2010
Faculty of Arts, Humanities and Social Sciences				
Business Studies and a Language	F	1	3	
Classics	F			1
Clinical Speech and Language Studies	F			1
Drama and Theatre Studies	F	1	1	
Economic and Social Studies	F	13	7	10
Education	F			2
English Studies	F	2	3	
European Studies	F	1	5	1
History	F		2	
History and Political Science	F	4	2	3
Irish Studies	F	1		
Law	F	3	5	3
Law and Business	F			2
Law and French	F			1
Law and Political Science	F			2
Philosophy	F		1	
Philosophy and Political Science	F	1	1	1
Philosophy, Political Science, Economics & Sociology	F		3	2
Psychology	F	1	4	1
Religions and Theology	F		1	
Social Studies	F	1		
Sociology and Social Policy	F		1	1
TOTAL		29	39	31
Faculty of Engineering, Mathematics & Science				
Computer Science	F		6	4
Engineering	F	3	6	
Engineering with Management	F	1		
Human Genetics	F	1		1
Management Science and Information Systems Studies	F		1	
Mathematics	F	1	1	
Natural Sciences	F	7	5	1
Physics and Chemistry of Advanced Materials	F			1
TOTAL		13	19	7
Faculty of Health Sciences				
Dental Science	F	9	7	8
Human Nutrition and Dietetics	F		1	
Medicine (5-year)	F	40	42	43
Pharmacy	F	1		
Physiotherapy	F			2
TOTAL		50	50	53
Multi-Faculty				
Two Subject Moderatorship	F	14	17	8
Business and Computing	F			1
Computer Science, Linguistics and a Language	F	1		
One Year Student	F	85	58	40
Part Year, One-Term and Two-Term Students (UG)	P	70	72	
Semester Start-up Program + Michaelmas Term	P	11	29	
Semester Start-up Program + One Year (Arts)	F	20	22	17
Semester Start-up Program + One Year (Science)	F		4	
TOTAL		201	202	66
GRAND TOTAL		293	310	157

Table A17 (b): Undergraduate Non EU New Entrant data by course and Gender - 2007/2008 - 2009/2010

Course	Ft / Pt	2007/2008		2008/2009		2009/2010	
		Female	Male	Female	Male	Female	Male
Faculty of Arts, Humanities & Social Sciences							
Business Studies and a Language	F	1		2	1		
Classics	F						1
Clinical Speech and Language Studies	F					1	
Drama and Theatre Studies	F	1		1			
Economic and Social Studies	F	8	5	5	2	7	3
Education	F					1	1
English Studies	F	1	1	2	1		
European Studies	F		1	4	1		1
History	F			1	1		
History and Political Science	F	4		1	1	1	2
Irish Studies	F	1					
Law	F	1	2	2	3	1	2
Law and Business	F					2	
Law and French	F						1
Law and Political Science	F					1	1
Philosophy	F				1		
Philosophy and Political Science	F		1	1			1
Philosophy, Political Science, Economics & Sociology	F			2	1	1	1
Psychology	F	1		2	2	1	
Religions and Theology	F			1			
Social Studies	F	1					
Sociology and Social Policy	F				1	1	
TOTAL		19	10	24	15	17	14
Faculty of Engineering, Mathematics & Science							
Computer Science	F				6	1	3
Engineering	F		3	3	3		
Engineering with Management	F		1				
Human Genetics	F	1					1
Management Science and Information Systems Studies	F				1		
Mathematics	F		1	1			
Natural Sciences	F	4	3	3	2		1
Physics and Chemistry of Advanced Materials	F						1
TOTAL		5	8	7	12	1	6

Table A17 (b): Undergraduate Non EU New Entrant data by course and Gender - 2007/2008 - 2009/2010

Course	Ft / Pt	2007/2008		2008/2009		2009/2010	
		Female	Male	Female	Male	Female	Male
Faculty of Health Sciences							
Dental Science	F	4	5	6	1	7	1
Human Nutrition and Dietetics	F			1			
Medicine (5-year)	F	28	12	31	11	21	22
Pharmacy	F		1				
Physiotherapy	F					1	1
TOTAL		32	18	38	12	29	24
Multi Faculty							
Two Subject Moderatorship	F	8	6	12	5	4	4
Business and Computing	F						1
Computer Science, Linguistics and a Language	F	1					
One Year Student	F	57	28	43	15	29	11
Semester Start-up Program + One Year (Science)	F			3	1		
Semester Start-up Program + One Year Arts	F	10	10	15	7	12	5
Part Year, One-Term and Two-Term Students (UG)	P	45	25	48	24		
Semester Start-up Program + Michaelmas Term	P	8	3	21	8		
TOTAL		129	72	142	60	45	21
GRAND TOTAL		185	108	211	99	92	65

Table A18: Repeated survey of undergraduate new entrants 2009, 2008, 2007

Why did you choose Trinity College?*	2009	2008	2007
International Reputation	59%	44%	43%
Reputation of the Course at TCD**	59%	n/a	n/a
Employment Prospects	53%	51%	49%
Content of TCD Course**	51%	n/a	n/a
Location	34%	38%	39%
Reputation for Quality in Research	32%	27%	27%
College Life and Societies	32%	27%	26%

**The percentage indicates the number of respondents who indicated on a scale 1-4 that the above factors were very important in their choice of Trinity College (very important = 1).*

*** New questions in 2009*

APPENDIX B - STUDENT POPULATION

The number of registered students for 2008/09 was 16,215. The geographical distribution of the student body is detailed in Table B1 below.

Table B1: Geographical distribution of the student body, based on nationality, 2008/09

	Number of Students 2008/09	% Distribution 2008/09	% Distribution 2007/08
Ireland	12942*	79.81	80.38
Europe (EU)	1766*	10.89	10.24
Europe (Non EU)	142	0.88	0.75
Africa:	232	1.43	1.43
Asia:	466	2.87	3.02
Australasia:	18	0.11	0.12
North & Central America:	628	3.87	3.94
South America:	21	0.13	0.11
TOTAL:	16,215*	100%	100%

* Which includes 377 from Northern Ireland based on home address details.

Comparative figures for the years 2008/09 – 2003/04 are detailed in Table B2 below.

Table B2: Student numbers 2008/09 - 2003/04

	2008/09	2007/08	2006/07	2005/06	2004/05	2003/04
UNDERGRADUATE						
Full-time undergraduate degree	10,094	9,763	9,719	9,649	9,538	9,461
Full-time undergraduate diploma/ certificate/occasional	481	510	474	507	569	770
Part-time undergraduate degree/diploma/ certificate/occasional	434	407	496	635	859	990
Total undergraduate	11,009	10,680	10,689	10,791	10,966	11,221
POSTGRADUATE						
Full-time postgraduate degree	2,566	2,402	2,342	2,267	2,164	1,998
Full-time postgraduate diploma/ certificate/occasional	453	477	482	437	457	511
Part-time postgraduate degree/diploma/ certificate/occasional	2,187	2,157	1,979	1,827	1,677	1,698
Total postgraduate	5,206	5,036	4,803	4,531	4,298	4,207
TOTAL undergraduate + postgraduate (including SOCRATES)	16,215	15,716	15,492	15,322	15,264	15,428
Number of SOCRATES students	301	263	274	310	305	320
Total (excluding SOCRATES)	15,914	15,453	15,213	15,012	14,959	15,108

APPENDIX C – ACADEMIC STAFF

Table C1 (a): Appointments by Faculty 2008/09

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars		Professorial		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ARTS, HUMANITIES & SOCIAL SCIENCES	12	8	1	2	6	6	2	4			5	0	26	20
ENGINEERING, MATHEMATICS & SCIENCE	4	2	0	0	6	4	3	2			3	0	16	8
HEALTH SCIENCES	5	2	0	1	2	5	3	4	1	5	3	1	14	18
TOTAL	21	12	1	3	14	15	8	10	1	5	11	1	56	46

Table C1 (b): Appointments by Faculty 2007/08

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars		Professorial		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ARTS, HUMANITIES & SOCIAL SCIENCES	13	5	0	3	2	2	7	12			1		23	22
ENGINEERING, MATHEMATICS & SCIENCE	8	2	0	0	2	1	10	4	0	0	6		26	7
HEALTH SCIENCES	6	3	0	0	8	5	2	8	4	2	1	3	21	21
TOTAL	27	10	0	3	12	8	19	24	4	2	8	3	70	50

Table C2 (a): Appointments by qualification 2008/09

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	40	1	2	0	43
Contract of Indefinite Duration	3	0	1	0	4
5-Year Contract	6	0	0	0	6
4-year Contract	4	0	0	0	4
3-Year Contract	9	2	0	1	12
2-Year Contract	8	1	0	0	9
Temporary*	12	2	4	0	18
Lecturer / Registrar	0	0	6	0	6
Total 2008/09	82	6	13	1	102
% of total	80%	6%	13%	1%	100%
Total 2007/08	74 (62%)	22 (18%)	19 (16%)	5 (4%)	120(100%)

*Temporary appointments range in duration from three months to one year. Appointments in this category are made principally to replace permanent members of the academic staff of the College who have been granted leave of absence or career breaks, or to complete a contract term following a resignation.

Table C2 (b): Appointments by qualification 2007/08

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	42	3	2	1	48
Contract of Indefinite Duration	2	1			3
5-Year Contract	4	1	1		6
4-year Contract					0
3-Year Contract	6	3	4		13
2-Year Contract		1			1
Temporary*	20	13	6	4	43
Lecturer / Registrar			6		6
Total 2007/08	74	22	19	5	120
% of total	62%	18%	16%	4%	100%
Total 2006/07	54 (56%)	20 (21%)	16 (17%)	6 (6%)	96 (100%)

Table C3 (a): Appointments by gender, 2008/09

	Male	% Male	Female	% Female	Total	%
Permanent	21	20.6%	12	11.8%	33	32.4%
Contract of Indefinite Duration	1	1.0%	3	2.9%	4	3.9%
Fixed-term Contract	14	13.7%	15	14.7%	29	28.4%
Temporary	8	7.8%	10	9.8%	18	17.6%
Lecturer / Registrar	1	1.0%	5	4.9%	6	5.9%
Professorial	11	10.8%	1	1.0%	12	11.8%
Total 2008/09	56	54.9%	46	45.1%	102	100%
Total 2007/08	70	58.3%	50	41.7%	120	100%

Table C3 (b): Appointments by gender, 2007/08

	Male	% Male	Female	% Female	Total	%
Permanent	27	22.5%	10	8.3%	37	30.8%
Contract of Indefinite Duration	0	0.0%	3	2.5%	3	2.5%
Fixed-term Contract	12	10.0%	8	6.7%	20	16.7%
Temporary	19	15.8%	24	20.0%	43	35.8%
Lecturer / Registrar	4	3.3%	2	1.7%	6	5.0%
Professorial	8	6.7%	3	2.5%	11	9.2%
Total 2007/08	70	58.3%	50	41.7%	120	100%
Total 2006/07	54	56.2%	42	43.8%	96	100%

STAFF/STUDENT RATIOS 2008/09

Table C4(a)

SUMMARY OF ANALYSIS

FACULTY 2008/09	STAFF FTE	STUDENT FTE			Ratios 2008/09
		Undergraduate	Postgraduate Taught	Postgraduate Research	
Arts, Humanities & Social Sciences	342.18	4777.80	1220.00	679.59	20
Health Sciences	238.60	2639.09	518.22	370.38	15
Engineering, Mathematics and Science	274.91	2665.15	521.40	773.00	14
COLLEGE	855.69	10082.04	2259.62	1822.97	17

* The calculation of staff/student ratios in 2008/09 does not include those postgraduate research students made live on College systems for thesis examination only
Does not include Continuing Professional Development and Second Level Support Services students (538 and 28 respectively)

STAFF/STUDENT RATIOS
2008/09 - 1991/92

Table C4(b)

Academic Year	BESS	Arts (Humanities)	Engineering	Science	Arts (Letters)	Health Sciences	TCD
1991-92	30	28	27	17	21	11	20
1992-93	32	28	27	18	21	12	21
1993-94	32	29	28	19	21	12	22
1994-95 (PG=3)*	30	31	25	19	21	14	22
1994-95 (PG=1)*	27	25	20	14	18	11	18
1995-96	27	25	20	15	17	12	18
1996-97	28	27	20	16	18	13	19
1997-98	26	26	21	15	16	14	19
1998-99	27	26	21	17	16	13	19
1999-00	28	25	20	17	17	13	19
2000-01	25	24	18	16	15	11	18
2001-02	24	24	17	16	14	11	17
2002-03	24	24	17	16	13	12	17
2003-04	24	23	16	16	15	12	17
2004-05	23	23	17	16	15	15	18
Academic Year	Arts & Humanities	Social & Human Sciences	Engineering & Systems Sciences	Health Sciences	TCD		
2005-06	16	21	14	16	17		
2006-07	16	23	14	16	17		

Academic Year	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	TCD
2007-08	19	14	15	16
2008-09	20	14	15	17
Staff FTE 2008-09	342	275	239	856
Student FTE 2008-09	6677	3960	3528	14165

* With effect from 1994/95, all full-time postgraduate degree students were calculated as equivalent to 1 FTE (rather than equivalent to 3 FTEs). In order to provide comparative data in the transition year staff/student ratios were calculated with both weightings

STAFF/STUDENT RATIOS 2008/09

Table C4(c)

Faculty of Health Sciences

RATIOS 2005/06	RATIOS 2006/07	RATIOS 2007/08	SCHOOLS & DEPARTMENTS	Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	STAFF FTE	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	RATIOS 2008/09
9	9	9	School of Dental Science	4.00	1.00	14.00	6.00	4.70	0.00	29.70	235.67	13.50	32.00	281.17	10
24	11	14	School of Medicine	2.00	0.00	2.00	5.00	0.10	0.00	9.10	116.31	0.00	14.00	130.31	14
21	22	14	Surgery	2.00	0.00	1.00	2.00	2.31	0.00	7.31	56.67	15.83	11.50	84.00	12
21	16	21	Psychiatry	2.00	1.00	5.00	7.00	1.85	0.00	16.85	168.64	73.23	101.00	342.87	20
18	15	17	Clinical Medicine	0.00	0.00	0.00	4.00	0.12	3.00	7.12	124.11	6.81	3.00	133.92	19
15	14	21	Anatomy	2.00	2.00	2.00	5.33	0.18	0.88	12.39	143.33	17.14	34.00	194.47	16
15	19	13	Physiology	2.00	2.00	1.00	6.50	1.06	0.01	12.57	45.14	66.49	22.00	132.63	11
14	18	16	Division of Laboratory Medicine	2.00	0.00	1.00	2.00	0.18	0.05	5.23	45.42	16.29	11.00	72.71	14
13	14	14	Pharmacology & Therapeutics	0.00	0.00	1.00	9.16	0.14	0.00	10.30	139.84	7.05	5.00	151.89	15
11	12	10	Occupational Therapy	0.00	0.00	3.00	6.30	0.42	0.00	9.72	133.26	0.67	14.00	147.93	15
10	9	7	Physiotherapy	0.00	0.00	1.00	9.00	0.00	0.00	10.00	68.10	0.00	5.00	73.10	7
7	8	10	Radiation Therapy	1.00	1.00	0.00	0.75	1.72	0.03	4.50	32.10	0.00	3.00	35.10	8
7	29	22	Obstetrics & Gynaecology	2.00	1.00	3.00	4.00	4.17	0.00	14.17	37.65	0.00	20.00	110.57	8
5	7	7	Public Health and Primary Care	1.00	1.00	1.00	2.00	4.10	0.00	4.10	34.57	0.00	0.00	34.57	8
15	15	15	Paediatrics	16.00	7.00	21.00	63.04	72.35	3.97	123.36	1145.14	255.43	243.5	1644.07	73
21	18	18	School of Nursing & Midwifery	1.00	4.00	4.00	53.95	2.41	0.00	65.36	1022.03	172.13	45.88	1240.04	19
17	16	18	School of Pharmacy and Pharmaceutical Sciences	1.00	1.00	4.00	11.50	0.25	2.43	20.18	236.25	77.16	49.00	362.41	18
17	16	15	FACULTY	22.00	13.00	43.00	134.49	19.71	6.40	238.60	2639.09	518.22	370.38	3527.69	15

Staff figures include:

- Clinical Med Includes one Lecturer in AMINCH, funded by School of Medicine fee income account, and one Lecturer on 3-year contract replacing vacancy occurring in Associate Professor post.
- Obstetrics & Gynaecology 0.25 Lecturer/Registrar charged in from AMINCH & 0.5 lecturer/registrar joint with Coombe Hospital
- Physiology Includes one Senior Lecturer in Neuroscience funded from HEA Expert Skills Programme & one Lecturer in Neuroscience, funded from HEA Expert Skills programme
- Psychiatry Includes 0.5 FTE joint with St. Patrick's Hospital and 0.5 FTE joint with, and fully funded by, the CMH & one lecturer funded in full by Medical School non-EU fees
- Public Health & Primary Care Includes 0.5 Senior Lecturer in Public Health, invoiced in from the HSE and 0.5 Senior Lecturer funded from self-financing activity. Also includes 1 Senior Lecturer for M.Sc in Health Services Mgmt
- Surgery Includes 2 Lecturers funded from external sources and two Lecturer/Co-ordinators for M.Sc in each of Global Health & Health Services Management
- Clinical Microbiology Includes one Lecturer in AMINCH funded by School of Medicine account
- Nursing & Midwifery Includes one Lecturer funded by School of Medicine account and one Lecturer funded from Diagnostic Service income
- Pharmacy and Pharmaceutical Sciences Excludes Lecturers currently absent on Career Breaks.
- Includes 7 Clinical Nurse Tutors calculated at an FTE of 0.75 each on basis of working 9/12ths annually and 2 Clinical Tutors year-round at FTE of 1 each
- Includes 1 FTE Lecturer invoiced in from HSE (Central Mental Hospital)(M. Brennan), 0.5 FTE Lecturer invoiced in from St. Francis's Hospice (K. Connaire) and 0.5 FTE Lecturer invoiced in from St. James's Hospital (Anna Watson)
- Includes Dr. Sheridan as 0.5 FTE and excludes Dr. Mariusz Kamionka, wholly funded from external sources

STAFF/STUDENT RATIOS 2008/09

Table C4 (d)

Faculty of Arts, Humanities and Social Sciences

RATIOS 2005/06	RATIOS 2006/07	RATIOS 2007/08	SCHOOLS & DEPARTMENTS	Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	STAFF FTE			STUDENT FTE			RATIOS 2008/09	
										Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total			
19	20	22	School of Histories and Humanities														
			History (formerly Medieval History and Modern History as separate departments)	6.00	3.00	5.50	7.00	0.99	0.00	22.49	357.47	20.05	67.00	444.52	20		
18	18	17	Classics	2.00	1.00	2.00	3.00	0.51	0.00	8.51	126.31	6.16	21.00	153.47	18		
14	14	15	History of Art	1.00	0.00	2.00	3.00	0.50	0.00	6.50	82.77	10.00	23.00	115.77	18		
13	9	10	Centre for Gender and Womens Studies	0.00	0.00	1.00	0.00	0.81	0.00	1.81	0.25	7.84	5.00	13.09	7		
17	18	19	Total	9.00	4.00	10.50	13.00	2.81	0.00	39.31	566.80	44.05	116.00	726.85	19		
			School of Linguistic, Speech and Communication Sciences														
15	16	16	Clinical Speech & Language Studies	0.00	0.00	3.00	4.00	0.34	0.00	7.34	99.08	11.48	6.00	116.56	16		
9	8	9	Language and Communication Studies	0.00	3.00	2.00	9.00	1.19	0.18	15.37	67.28	39.67	29.00	134.95	9		
11	10	12	Total	0.00	3.00	5.00	13.00	1.53	0.18	22.71	166.36	50.15	35.00	251.51	11		
			School of Drama, Film and Music														
16	16	17	Drama and Theatre Studies	0.00	3.00	1.00	6.00	2.25	0.00	12.25	188.40	16.00	29.00	233.40	19		
13	14	13	Music	0.00	0.00	1.00	5.00	0.26	0.00	6.26	81.89	4.05	14.00	99.94	16		
15	15	15	Total	0.00	3.00	2.00	11.00	2.51	0.00	18.51	270.29	20.05	43.00	333.34	18		
22	20	19	School of English	3.00	2.00	5.50	10.00	3.09	0.00	23.59	359.10	69.83	50.00	478.93	20		
			School of Languages, Literature and Cultural Studies														
11	14	13	Germanic Studies	1.00	1.00	1.00	3.00	1.52	1.20	8.72	82.46	5.86	12.00	100.32	12		
20	19	17	Hispanic Studies	0.00	1.00	1.00	3.00	0.37	0.60	5.97	87.72	2.92	7.00	97.64	16		
18	19	14	Irish & Celtic Languages	1.00	0.00	0.00	0.64	0.64	0.00	5.64	90.18	3.00	4.00	97.18	17		
13	14	12	Italian	0.00	1.00	1.00	1.00	0.25	0.60	3.85	41.56	1.90	6.00	49.46	13		
7	7	6	Russian & Slavonic Studies	0.00	0.00	1.00	4.50	0.59	1.20	7.29	44.39	0.96	6.00	51.35	7		
17	17	16	French	2.00	0.00	2.00	6.00	0.82	1.80	12.62	192.33	3.82	9.00	205.15	16		
14	15	13	Total	4.00	3.00	6.00	21.50	4.19	5.40	44.09	538.64	18.46	44.00	601.10	14		
			School of Religions, Theology and Ecumenics														
17	20	15	Religions & Theology	1.00	1.00	0.00	5.00	1.13	0.00	8.13	115.53	0.00	10.00	125.53	15		
15	13	17	Irish School of Ecumenics	1.00	0.00	1.00	6.70	0.85	0.00	9.55	0.00	75.33	43.00	118.33	12		
16	16	16	Total	2.00	1.00	1.00	11.70	1.98	0.00	17.68	115.53	75.33	53.00	243.86	14		
26	23	20	School of Business Studies	3.50	3.00	6.00	9.51	4.76	0.00	26.77	425.26	147.93	32.00	605.19	23		
13	15	16	School of Psychology	4.00	4.00	4.00	13.00	2.94	1.09	29.03	180.85	199.76	47.50	428.11	15		
			School of Social Sciences and Philosophy														
26	22	21	Sociology	0.00	0.00	6.00	4.00	1.36	0.00	11.36	276.25	12.00	23.00	311.25	27		
22	22	21	Political Science	3.00	0.00	2.00	7.00	2.86	0.06	14.92	224.45	20.00	19.00	263.45	18		
21	24	24	Economics	5.00	1.00	2.00	11.00	2.25	0.00	21.25	434.63	40.00	38.00	512.63	24		
18	22	22	Philosophy	1.00	1.00	3.00	2.50	1.05	0.00	8.55	170.72	11.13	14.00	195.85	23		
22	23	22	Total	9.00	2.00	13.00	24.50	7.52	0.06	56.08	1106.05	83.13	94.00	1283.18	23		
11	12	14	School of Social Work and Social Policy	1.00	0.00	5.00	10.50	6.89	0.00	23.39	177.65	83.17	45.00	305.82	13		
34	39	40	School of Education	1.00	1.00	4.00	11.00	4.30	0.00	21.30	414.02	349.64	69.09	832.75	39		
23	28	25	School of Law	1.00	3.00	3.00	11.00	1.72	0.00	19.72	457.25	78.50	51.00	586.75	30		
			FACULTY	37.50	29.00	65.00	159.71	44.24	6.73	342.18	4777.80	1220.00	679.59	6677.39	20		

Staff figures include:

- Classics: Includes one Senior Lecturer funded by Leventis Foundation. Includes Welsh Family Lectureship.
- History of Art: Includes one Senior Lecturer and one Lecturer for the Centre for Research in Irish Art History
- History: Includes one Broad Curriculum Lecturer and one Lecturer funded from self-financing MPhil programme in Modern Irish History and one Lecturer funded from an external benefactor. Includes Dr Crawford Gribben, joint appointment with School of English (each charged 50%)
- Includes Chair of Contemporary Irish History
- Includes one Senior Lecturer currently funded by AP

Faculty of Arts, Humanities and Social Sciences

<u>CLCS</u>	Includes one Associate Professor transferred from ITE. Senior Lecturers figure includes Dr. Jeffrey Kallen transferred from CSLS, and one Senior Lecturer transferred from ITE includes 2 Lecturers and 1 Full-time Tutor for self-financing programme in Deaf Studies and 2 Lecturers transferred from the ITE. Also includes 1 Lecturer funded from SIF monies Chair funded from a benefaction currently vacant. Includes one Temporary Lecturer in lieu of vacancy in the Chair of Drama
<u>Drama</u>	Includes 2 Lecturers each at 0.5 FTE (Andrew Johnstone and Orla Finagan)
<u>Music</u>	Includes 0.5 Senior Lecturer joint with History funded from SIF monies. Includes one Temporary Lecturer in lieu of vacant Chair
<u>English</u>	Includes 1 FTE for Thomas Brown Lectureship, funded from a benefaction.
<u>Russian</u>	Chair of Early Irish, part-funded from a benefaction
<u>Irish</u>	Excludes one temporary Lecturer, 50% supporting Head of School and 50% replacing Professor Barkhoff during his tenure of the office of Registrar
<u>German</u>	Includes two Lecturers based in Belfast, invoiced in from ISE Trust, and one Lecturer whose working hours have been reduced, by request, to 50% time for a period of five years.
<u>Ecumenics</u>	Excludes 3.5 Belfast-based Lecturers funded in full by ISE Trust
<u>Business Studies</u>	Professors - Includes Chair of International Business and Chair in International Business & Development, and half-time Visiting Professorship. Includes one Associate Professor for self-financing course joint with IMI
<u>Psychology</u>	Includes 0.6 FTE for Director of MBA Programme, 0.5 FTE for Director of Master's programme in International Business, 0.41 Adjunct Professor (E.P. O'Neill) and one Broad Curriculum Lecturer funded from a Benefaction.
<u>Economics</u>	Includes Chair of Childhood Research, held in Children's Research Centre and funded from a benefaction. Includes Chair of Cognitive Neuroscience, part-funded from a benefaction
	Includes 2 Senior Lecturers funded from self-financing courses. Includes 7 Lecturers and 1 Clinical Coordinator funded from self-financing courses
	Includes 2 FTE Lecturers in respect of Teaching Assistants. Includes two Lecturers funded from benefaction and one Lecturer funded from self-financing M.Sc. Programme and one SIF funded Lecturer.
	Excludes Lecturers paid from self-financing activity accounts.
<u>Political Science</u>	Includes two Lecturers funded from self-financing courses, and one SIF funded Lecturer
<u>Philosophy</u>	Includes one Broad Curriculum Lecturer funded from a Benefaction. Includes one Part-time Lecturers = 0.5 FTE in lieu of vacant Chair
<u>Sociology</u>	Includes Dr. Ronit Lentin as 1 FTE (not now included in Part-time conversions to FTE). Includes one Lecturer replacing Dr. Evelyn Mahon following transfer to School of Social Work & Social Policy.
	Includes 0.5 FTE Lecturer in Globalisation joint with Geography, funded from Broad Curriculum benefaction.
<u>Social Work & Social Policy</u>	Includes one Senior Lecturer in each of self-financing programmes Addiction Studies and Child Protection & Welfare.
	Includes 2 Lecturers for self-financing MSW Programme and one Lecturer for self-financing Addiction Studies Programme. Also includes one Lecturer funded by Department of Health,
	0.5 Lecturer invoiced in from Department of Justice and 0.5 Lecturer funded by M.Sc in Applied Social Studies. Excludes supernumerary Lecturer B. Cullen
<u>Law</u>	Excludes DAAD-sponsored Fachlektor and MOPS Lecturer, both included in part-time FTE

Faculty of Engineering, Mathematics and Science

RATIOS 2005/06	RATIOS 2006/07	RATIOS 2007/08	SCHOOLS & DEPARTMENTS							STAFF FTE	STUDENT FTE			RATIOS 2008-09		
			Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Undergraduate		Postgraduate Taught	Postgraduate Research	Total	Total		
			School of Computer Science and Statistics													
16	18	18	1.00	2.00	4.00	3.50	0.66	0.25	11.41	93.30	70.94	12.00	175.24	15		
13	12	12	2.40	2.00	11.20	32.30	6.63	2.80	57.13	344.74	220.29	153.00	718.03	13		
13	12	13	3.40	4.00	15.20	35.80	7.29	2.95	68.54	437.04	297.23	165.00	893.27	13		
			School of Engineering													
17	23	21	2.00	2.00	7.00	7.00	2.63	1.30	21.93	243.42	135.50	46.00	424.92	19		
17	16	13	2.00	3.00	2.00	8.00	2.20	1.49	18.69	186.94	31.72	59.00	277.66	15		
9	11	11	4.00	3.00	4.00	3.00	1.74	1.24	16.98	116.47	27.95	51.00	195.42	12		
15	17	15	8.00	8.00	13.00	18.00	6.57	4.03	57.60	546.83	195.17	156.00	898.00	16		
11	11	13	3.50	2.00	7.00	5.00	0.52	1.25	19.28	236.93	0.00	63.00	299.93	16		
20	19	16	3.00	4.00	4.00	10.00	0.15	2.74	23.89	268.24	0.00	86.00	354.24	15		
19	16	17	1.00	1.00	5.00	10.50	0.99	2.27	20.76	375.42	8.00	16.00	399.42	19		
			School of Natural Sciences													
14	14	14	1.00	3.00	2.17	3.00	0.33	0.38	9.88	61.64	13.74	44.00	119.38	12		
16	16	15	1.00	2.00	2.50	5.00	0.00	0.24	10.74	121.69	3.74	21.00	146.43	14		
11	12	14	0.00	1.00	3.50	4.50	0.02	1.11	10.13	104.69	1.87	32.00	136.56	14		
16	20	16	0.00	2.00	3.34	3.00	0.00	0.83	9.17	119.60	7.65	31.00	158.25	17		
14	16	15	2.00	8.00	11.51	15.50	0.35	2.56	39.92	407.62	27.00	128.00	562.62	14		
13	12	10	4.50	6.00	5.00	5.00	1.92	0.01	22.43	168.85	0.00	99.00	287.85	12		
			School of Genetics & Microbiology													
14	11	9	5.00	3.00	1.17	3.50	0.47	0.22	13.36	90.93	0.00	38.00	128.93	10		
15	13	13	2.00	2.00	3.17	1.00	0.00	0.96	9.13	133.29	0.00	22.00	155.29	17		
12	12	11	7.00	5.00	4.34	4.50	0.47	1.18	22.49	224.22	0.00	60.00	284.22	13		
			32.40	38.00	65.05	104.30	18.26	16.90	274.91	2665.15	521.40	773.00	3959.55	14		

Staff figures include:

Computer Science

Excludes two Professors currently funded by SFI; and 0.6 of Professor Jane Grimson who is seconded for three days each week to HIOA through to 2011.

Excludes one Associate Professor currently seconded to SFI Project to July 2009

Includes one Lecturer in lieu of Associate Professor seconded to SFI (see 2 above). Includes 2 Lecturers in respect of IT in Education.

Excludes two Research Lecturers wholly funded from Research Account; and one Lecturer currently on Career Break

(Roberts) and not replaced in current year and one Lecturer on extended sick leave (G. Stephens, now on Prolonged

Also excludes temporary Lecturer appointed to replace Professor Carol O'Sullivan during her Deanship of Graduate Studies.

Includes the McNamara Chair; one Lecturer funded by the Departmental Pay account

Includes Chair of Neural Engineering

Civil Engineering

Electronic & Electrical

Engineering

Mechanical Engineering

Biochemistry & Immunology

Includes two Lecturers for self-financing Engineering with Management course; includes Professor Prendergast

Includes 0.5 FTE for Professor Ciona O'Farrelly, joint with Clinical Medicine

Senior Lecturer - Includes Hitachi Senior Lecturer, funded from a Benefaction. Includes 1 Senior Lecturer for Neuroscience and 1 Senior Lecturer for Immunology

Includes 1 Lecturer for Immunology.

Figure for Demonstrators includes 0.14 FTE in respect of Biology Teaching Centre, and 0.08 FTE in respect of Neuroscience Demonstrators

Professors - Excludes Professor Senge, currently funded by SFI to 31/12/2009. Demonstrators - Includes 0.07 FTE in respect of Science of Materials

Demonstrators include 0.06 FTE in respect of Maths Methods

Includes 0.17 FTE in respect of Director of Biology Teaching Centre

Includes 0.34 FTE in respect of Director of Biology Teaching Centre

Associate Professors figure excludes Stokes Professor (Hegner) funded by SFI. Lecturers figure excludes Stokes Lecturers (Drs Krsic and Zhang) funded by SFI

Senior Lecturers include 0.17 FTE in respect of Director of Biology Teaching Centre

Demonstrators include 0.10 FTE in respect of Biology Teaching Centre

Senior Lecturers include 0.17 FTE in respect of Director of Biology Teaching Centre

Demonstrators include 0.46 FTE in respect of Biology Teaching Centre

APPENDIX D - ACADEMIC PROGRESS
Table D1: Junior Freshman full-time degree students successfully completing the year 2008/09 - 2004/05

	2008/09			2007/08			2006/07			2005/06		
	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed
Faculty of Arts, Humanities and Social Sciences												
Religions & Theology (Formerly Biblical & Theological Studies)	96%	26	25	84%	19	16	87%	15	13	84%	19	16
History	95%	43	41	97%	37	36	92%	39	36	100%	38	38
Music	88%	26	23	82%	17	14	93%	15	14	79%	14	11
Theology	n/a	n/a	n/a	100%	7	7	100%	12	12	100%	5	5
Classics	100%	5	5	75%	4	3	88%	8	7	n/a	0	
Drama & Theatre Studies	100%	17	17	100%	15	15	100%	16	16	100%	13	13
Early & Modern Irish	64%	11	7	40%	5	2	0%	3	0	90%	10	9
Irish Studies	83%	18	15	80%	10	8	n/a	n/a	n/a	n/a	n/a	n/a
English Studies	98%	43	42	97%	38	37	91%	34	31	100%	24	24
Germanic Languages	50%	2	1	50%	4	2	50%	2	1	100%	3	3
Bachelor in Acting Studies	n/a	n/a	n/a	n/a	n/a	n/a	100%	15	15	100%	12	12
Clinical Speech & Language Studies	90%	31	28	92%	38	35	91%	33	30	93%	42	39
European Studies	92%	51	47	89%	35	31	94%	36	34	97%	36	35
B.Ed.	96%	213	205	96%	225	216	96%	225	216	97%	225	219
Law	98%	97	95	100%	85	85	96%	90	86	96%	79	76
Mental & Moral Science	n/a	n/a	n/a	0%	1	0	73%	22	16	79%	19	15
Philosophy (Formerly Mental & Moral Science, Economics & Sociology)	92%	24	22	82%	17	14	n/a	n/a	n/a	n/a	n/a	n/a
Philosophy & Political Science	85%	27	23	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	91%	11	10	100%	12	12	75%	8	6	93%	14	13
Economic & Social Studies	88%	32	28	97%	34	33	90%	40	36	97%	37	36
Social Studies	93%	248	231	94%	235	222	93%	230	213	92%	226	209
Sociology & Social Policy	100%	30	30	94%	35	33	97%	30	29	97%	35	34
Business Studies & a Language	79%	29	23	78%	27	21	93%	27	25	93%	29	27
Music Education	85%	53	45	76%	37	28	70%	43	30	66%	38	25
Average	100%	10	10	100%	10	10	100%	10	10	100%	9	9
	93%	1047	973	93%	947	880	92%	953	876	94%	927	868
Faculty of Engineering, Mathematics and Science												
B.A. Computer Science	77%	43	33	85%	26	22	79%	29	23	85%	33	28
Engineering	87%	182	158	85%	172	147	86%	187	160	88%	185	163
Information & Communications Technology Management Science & Information Systems Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0		n/a	n/a	
Engineering with Management (Formerly Manufacturing Engineering with Management Science)	90%	40	36	81%	31	25	88%	24	21	88%	24	21
Manufacturing Engineering with Management Science	44%	16	7	92%	26	24	n/a	n/a	n/a	n/a	n/a	n/a
Management Science	n/a	n/a	n/a	n/a	na	n/a	82%	11	9	63%	19	12
Chemistry with Molecular Modelling (previously Comp Physics/Comp Chemistry)	100%	1	1	100%	2	2	100%	2	2	100%	1	1

APPENDIX D - ACADEMIC PROGRESS
 Table D1: Junior Freshman full-time degree students successfully completing the year 2008/09 - 2004/05

	2008/09			2007/08			2006/07			2005/06		
	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed
Human Genetics	87%	15	13	100%	14	14	93%	15	14	67%	6	4
Mathematics	79%	34	27	76%	29	22	90%	29	26	73%	26	19
Medicinal Chemistry	77%	26	20	91%	22	20	91%	23	21	82%	22	18
Natural Sciences	87%	335	292	88%	304	266	84%	311	260	85%	299	254
Physics & Chemistry of Advanced Materials	100%	5	5	100%	7	7	69%	16	11	69%	16	11
Theoretical Physics	92%	38	35	93%	30	28	89%	36	32	79%	28	22
History & Political Science	96%	25	24	100%	27	27	96%	26	25	100%	13	13
Law and French	91%	11	10	100%	11	11	88%	8	7	100%	14	14
Law and German	100%	14	14	91%	11	10	100%	15	15	93%	14	13
Average	86%	785	675	88%	712	625	86%	732	626	85%	700	593
<i>Pass rates are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations compared to students registered at the end of Trinity term.</i>												
Faculty of Health Science												
Dental Science	88%	43	38	98%	40	39	90%	41	37	93%	40	37
Dental Technology	100%	2	2	100%	6	6	80%	5	4			
Medicine (6 years)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0		n/a	n/a	
Medicine (5 years)	96%	157	151	94%	135	127	98%	121	118	96%	81	78
Nursing Studies	89%	209	187	90%	241	218	94%	216	204	89%	247	220
Children's & General Nursing	95%	20	19	100%	19	19	100%	20	20			
Midwifery	95%	37	35	97%	36	35	100%	35	35			
Occupational Therapy	100%	46	46	95%	40	38	100%	43	43	92%	38	35
Physiotherapy	91%	44	40	79%	42	33	90%	40	36	95%	42	40
Radiation Therapy	93%	28	26	100%	24	24	96%	26	25	87%	31	27
Pharmacy	89%	74	66	87%	63	55	97%	78	76	97%	71	69
Average	92%	660	610	92%	646	594	96%	625	588	92%	550	506
Multi-Faculty												
Computer Science, Linguistics & a Language	100%	2	2	100%	6	6	78%	9	7	40%	5	2
Two Subject Moderatorship	90%	389	351	88%	370	324	87%	363	315	88%	354	312
Average	90%	391	353	88%	376	330	87%	372	322	87%	359	314
COLLEGE AVERAGE	91%	2883	2611	91%	2681	2429	90%	2682	2422	90%	2536	2281

Table D2: Foundation and non-foundation scholarships awarded by course 2009, 2008, 2007

Faculty / Course	2009	2009	2009	2008	2008	2008	2007
	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							
Biblical and Theological Studies	0	1	0%	1	13	8%	1
Bachelor in Education	0	216	0%	0	215	0%	0
Bachelor in Music Education	0	10	0%	0	10	0%	2
Business Studies and a Language	1	29	3%	1	30	3%	0
Classics	0	1	0%	0	7	0%	0
Clinical Speech and Language Studies	0	35	0%	0	29	0%	0
Drama and Theatre Studies	0	15	0%	0	13	0%	1
Early and Modern Irish	0	2	0%	0	0	0%	1
Economic and Social Studies	10	229	4%	4	226	2%	7
English Studies	0	36	0%	3	32	9%	2
European Studies	2	31	6%	2	31	6%	2
Germanic Languages	0	2	0%	0	1	0%	0
History	0	36	0%	0	41	0%	1
History and Political Science	2	28	7%	1	25	4%	1
Irish Studies	0	8	0%				
Law	3	83	4%	2	89	2%	3
Law and French	4	12	33%	1	5	20%	2
Law and German	0	8	0%	2	14	14%	0
Music	1	14	7%	0	15	0%	1
Philosophy (formerly entitled Mental and Moral Science)	2	13	15%	0	16	0%	1
Philosophy and Political Science	1	14	7%	0	6	0%	0
Psychology	1	31	3%	3	32	9%	3
Religions & Theology	1	15	7%				
Social Studies	0	35	0%	0	32	0%	0
Sociology and Social Policy	0	21	0%	0	21	0%	0
Theology	0	8	0%	0	11	0%	1
Total	28	933	3%	20	901	2%	24
Faculty of Engineering, Mathematics and Science							
B.A Computer Science	2	26	8%	1	26	4%	0
B.Sc (Information Systems) Hons [^]	0	0		0	0	0%	0
B.Sc. Computer Science (Evening)	0	0		0	7	0%	0
Chemistry with Molecular Modelling	0	2	0%	0	2	0%	0
Computational Science	0	0		0	0	0%	0
Engineering	3	155	2%	4	166	2%	6
Human Genetics	1	15	7%	1	11	9%	0
Information & Communications Technology	0	0		0	0	0%	0
Management Science and Information Systems Studies	2	24	8%	1	21	5%	0
Engineering with Management (formerly entitled Manufacturing Engineering + Management Science)	0	25	0%	1	9	11%	0
Mathematics	5*	27		3	31	10%	3
Medicinal Chemistry	0	21	0%	0	16	0%	0
Natural Sciences	8	277	3%	10	273	4%	7
Physics & Chemistry of Adv. Materials	1	8	13%	1	11	9%	0
Theoretical Physics	2	25	8%	7	30	23%	4
Total	24	605	4%	29	603	5%	20
Faculty of Health Sciences							
B.Sc. Nursing	0	219	0%	1	205	0%	0
B.Sc. in Children's & General Nursing	0	19	0%				
Dental Science	2	37	5%	2	35	6%	4
Human Nutrition & Dietetics	0	18	0%	1	18	6%	0
Medicine	15	123	12%	6	121	5%	10
B.Sc. in Midwifery	0	35	0%	1	32	3%	
Occupational Therapy	0	38	0%	0	43	0%	0
Pharmacy	5	61	8%	0	68	0%	2
Physiotherapy	3	33	9%	3	37	8%	3
Radiation Therapy	0	22	0%	0	26	0%	0
Total	25	605	4%	14	585	2%	19
Multi-Faculty							
B.Sc. Business & Information Technology	0	0	0%	0	14	0%	0
Computer Science, Linguistics and a Language	0	7	0%	0	7	0%	0
Two Subject Moderatorship	6	317	2%	8	304	3%	8
Total	6	324	2%	8	325	2%	8
Grand Total	83	2467	3%	71	2414	3%	71

* One JS Mathematics student was awarded a scholarship.

[^] Students register on the Diploma course for the first two years.

Table D3 - External Examiners for undergraduate courses appointed to examine in 2008/09

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	2008/09		2007/08
								No. of Reports Received*	% of Reports Received*	% of Reports Received**
Arts, Humanities & Social Sciences	14	8	28	6	2	4	62	52	84%	84%
Engineering, Mathematics & Science	5	4	21	1	2	1	34	27	79%	82%
Health Sciences	17	5	18	5	2	8	55	39	71%	59%
TOTAL	36	17	67	12	6	13	151	118	78%	75%
Percentage	24%	11%	44%	8%	4%	9%	100%			

* As at 7th December 2009

** As at 07 December 2009 : data for this year are revised to reflect reports received during the academic year 2008/09

Table D4: Degrees conferred 2008 - 1999

	2008		2007		2006		2005		2004		2003		2002		2001		2000		1999	
	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	937	73	960	62	961	55	998	63	1062	56	1027	43	1102	42	995	48	989	49	932	38
Bachelor in Arts	309	23	330	36	307	15	313	31	302	30	308	26	306	30	283	12	311	8	269	10
Other Primary Degrees: TCD DIT	1160	67 3	1272	75 2	1347 3	62 4	1272 9	75 6	1255 15	70 5	1258 47	72 16	1228 178	53 87	1046 807	40 110	1065 846	33 108	921 833	37 96
Total Primary Degrees	2406	166	2562	175	2618	136	2692	175	2634	161	2640	157	2814	212	3131	210	3211	198	2955	181
Higher Degrees:																				
Master in Arts	67	82	79	64	108	92	98	79	85	71	90	74	107	87	88	83	142	77	96	77
Master in Arts (jure officii)	18	1	16		30		42	0	14	0	8	0	8	0	11	0	5	0	6	0
Other Masters	807	158	851	157	784	105	742	102	670	89	567	135	554	116	555	96	555	73	492	87
Doctors	242	29	244	18	236	12	192	14	164	12	149	23	161	16	155	11	169	17	130	10
Honorary Degrees	10		11		8		16		13		11		11		11		14		14	
Total Higher Degrees	1144	270	1201	239	1166	209	1090	195	946	172	845	232	841	219	820	190	885	167	738	174
Sub Total	3550	436	3763	414	3784	345	3682	370	3580	333	3485	389	3655	431	3951	400	4096	365	3693	355
Grand Total	3986		4177		4129		4052		3913		3874		4086		4351		4461		4048	
Number of Ceremonies	29		28		31		30		29		27		28		32		32		31	

Table D5: Summary of grades achieved at undergraduate honors degree examinations in 2008/09 - 2003/04

	First Class	Second Class First Division	Second Class Second Division	Second Class undivided	Third Class	Other**	Total	Total
2008/09	17.8%	48.6%	18.5%	2.9%	5.0%	7.0%	2280	100%
2007/08	14.8%	49.3%	20.4%	3.3%	5.4%	7.0%	2223	100%
2006/07	14.1%	48.3%	21.5%	3.3%	5.7%	7.0%	2375	100%
2005/06	14.7%	47.8%	21.9%	2.9%	5.3%	7.7%	2348	100%
2004/05	15.5%	55.3%	18.8%	3.2%	1.7%	5.3%	2186	100%

*For degrees in Medicine and Dental Science (see Table D6 for information)

*8'Other' includes the following returns: Allowed B.A., Pass Professional Degree, Absent, Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld

Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2008/09

2008/09	First Class	Second Class First Division	Second Class Second Division	Third Class	Pass / Ordinary Degree	Aegrotat Unclassified Honor	Other*	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences									
Biblical & Theological Studies	3	4	4	1	0	0	1	13	23%
History	2	24	6	2	1	0	0	35	6%
Music	2	3	1	1	0	0	0	7	29%
Clinical Speech & Language Studies	4	21	8	1	0	0	1	35	11%
Classics	1	1	0	0	0	0	0	2	50%
European Studies	13	17	3	0	0	1	1	35	37%
Drama & Theatre Studies	5	7	1	0	0	0	1	14	36%
Bachelor in Acting Studies	1	1	0	0	0	0	0	2	50%
Early & Modern Irish	1	1	5	2	0	0	0	9	11%
English Studies	8	16	1	0	0	0	0	25	32%
Germanic Languages	0	2	1	0	0	0	0	3	0%
Business Studies	14	39	7	0	0	0	0	60	23%
Economic & Social Studies	31	99	25	0	0	0	5	160	19%
Social Studies	6	20	4	0	0	0	0	30	20%
Law	14	51	6	1	0	0	0	72	19%
Education	20	143	27	0	0	0	2	192	10%
Mental & Moral Science	2	8	2	1	0	0	0	13	15%
Philosophy & Political Science	4	4	0	0	0	0	1	9	44%
Psychology	10	23	0	0	0	0	0	33	30%
Sociology & Social Policy	5	13	9	0	0	0	0	27	19%
Business Studies and a Language	1	18	5	1	0	0	2	27	4%
History and Political Science	4	5	4	0	0	0	0	13	31%
Law and French	7	4	0	0	0	0	0	11	64%
Law and German	2	9	2	0	0	0	0	13	15%
Music Education	0	8	1	0	0	0	0	9	0%
Total	160	541	122	10	1	1	14	849	19%
Percentage distribution	18.8%	63.7%	14.4%	1.2%	0.1%	0.1%	1.6%	100%	
Faculty of Engineering, Mathematics and Science									
B.Sc. Computer Science - Honors	2	1	4	2	0	0	1	10	20%
B.Sc (Information Systems) Honors (4yr P/T)	0	7	4	0	0	0	1	12	0%
Computer Science	11	4	7	2	1	0	3	28	39%
Engineering	49	61	44	2	6	0	3	165	30%
Double Diploma in Engineering	4	1	0	0	0	0	0	5	80%
Manufacturing Engineering with Management Science	4	7	1	0	0	0	0	12	33%
Management Science & Information Systems Studies	6	11	2	0	0	0	0	19	32%
Chemistry with Molecular Modelling	0	0	1	0	0	0	0	1	0%
Human Genetics	0	4	0	0	0	0	0	4	0%
Mathematics	6	7	4	3	1	0	0	21	29%
Medicinal Chemistry	7	7	4	1	0	0	0	19	37%
Natural Sciences	48	122	54	8	0	0	7	239	20%
Physics and Chemistry of Advanced	2	3	3	0	0	0	0	8	25%
Theoretical Physics	10	4	1	1	0	0	0	16	63%
Total	149	239	129	19	8	0	15	559	27%
Percentage distribution	26.7%	42.8%	23.1%	3.4%	1.4%	0.0%	2.7%	100%	
<i>(...contd.)</i>									
Faculty of Health Sciences (excl. Medicine & Dental Science)									
Bachelor in Midwifery Studies	4	2	4	1	0	0	1	12	33%
Bachelor in Nursing Studies	2	6	7	13	0	0	2	30	7%
B.Sc. Nursing	19	48	57	57	0	0	16	197	10%
Occupational Therapy	1	26	3	0	0	0	0	30	3%
Pharmacy	8	26	18	1	0	0	0	53	15%
Physiotherapy	7	36	1	0	0	0	1	45	16%
Radiation Therapy	4	14	5	0	0	0	1	24	17%
Total	45	158	95	72	0	0	21	391	12%
Percentage distribution	11.5%	40.4%	24.3%	18.4%	0.0%	0.0%	5.4%	100%	

Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2008/09

2008/09	First Class	Second Class First Division	Second Class Second Division	Third Class	Pass / Ordinary Degree	Aegrotat Unclassified Honor	Other*	Total	% First Class by Course
Multi-Faculty									
B.Sc (Business and Information Technology)	3	8	3	0	0	0	2	16	19%
Computer Science, Linguistics and a Language	0	0	2	0	0	0	0	2	0%
Two Subject Moderatorship	44	161	70	8	0	0	4	287	15%
Total	47	169	75	8	0	0	6	305	15%
Percentage distribution	15.4%	55.4%	24.6%	2.6%	0.0%	0.0%	2.0%	100%	
Other includes Absent, Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory									
COLLEGE TOTAL	401	1107	421	109	9	1	56	2104	
Percentage distribution	19%	53%	20%	5%	0%	0%	3%	100%	
Cumulative percentage distribution	19%	72%	92%	97%	97%	97%	100%	197%	
Faculty of Health Sciences - Dental Science & Medicine									
	I	II	PASS			Aegrotat Unclassified Honor	Other*	Total	
Dental Science**	0	14	14			0	9	37	0%
Medicine	5	51	72			0	11	139	4%
Dental Science/Medicine total	5	65	86			0	20	176	3%
Other includes Absent, Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory									
** Publication of supplemental results awaited at the time of compilation of this data									

APPENDIX E

Table E1: Broad Curriculum Cross-Faculty Courses 2008/09
 'Home' Faculties of Students As Determined by their Main Course of Study

Cross-Faculty Course	Discipline(s)	'Home' Faculties of Students							TOTAL
		Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty*	Two-Subject Moderation			
Global Environmental Change	Botany	5	20	0	0	1			26
Business and Enterprise Working with Film: History, Context and Detail	Business Studies	3	16	0	2	3			24
The Challenge of Development	Drama	35	33	0	0	18			86
Understanding Literature	Economics	8	10	0	3	2			23
Ireland's Changing Landscapes	English	32	15	0	0	2			49
Globalisation: Changing Worlds Changing Minds	Geography and Geology	8	8	0	1	2			19
The 'Rise' of the West and the Origins of the Modern World	Geography and Sociology	6	2	0	2	1			11
Art and Society	History	11	15	0	3	5			34
Sustainable Development and the Law	History of Art & Architecture	0	0	0	0	0			0
Language, Mind and Society	Law	0	15	0	1	1			17
The Foundation of Human Values	Language & Communication Studies	8	2	0	0	7			17
Citizens, Politics and Decisions	Philosophy	19	10	0	2	3			34
Critical Thinking	Political Science	5	2	0	2	2			11
TOTAL		152	230	0	18	51			451

** Includes 21 visiting students

* Includes 18 visiting students

APPENDIX E
Table E2: Broad Curriculum Cross-Faculty Course Retention Rates 2008-09, 2007-08, 2006-07, 2005-06

Cross-Faculty course	Discipline(s)	2008-09			2007 - 08			2006-07			2005-06		
		Students registered at 20th November 2008	Students completing course	Retention Rate 08/09 %	Students registered at 20th November 2007	Students completing course	Retention Rate 07/08 %	Students registered at 16th October 2006	Students completing course	Retention Rate 06/07 %	Students Registered at 14th October 2005	Students Completing course	Retention Rate 05/06 %
Global Environmental Change	Botany	26	26	100%	43	38	88%	24	31	100%*	31	24	77%
Business and Enterprise	Business Studies	26	24	92%	41	33	80%	59	52	88%	36	28	78%
Working with Film: History, context and Detail	Drama	91	86	95%	60	55	92%	86	81	94%	79	65	82%
The Challenge of Development	Economics	22	23	105%	26	26	100%	18	16	89%	21	21	100%
Understanding Literature	English	55	49	89%	55	50	91%	49	41	84%	53	45	85%
Ireland's Changing Landscapes	Geography and Geology	18	19	106%	42	42	100%	15	19	100%*	28	23	82%
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	11	11	100%	14	12	86%	17	19	100%*	17	11	65%
The 'Rise' of the West and the Origins of the Modern World	History	35	34	97%	25	24	96%	52	43	83%	59	37	63%
Art and Society	History of Art and Architecture	n/a	n/a	n/a	96	89	93%	57	54	95%	69	50	72%
Sustainable Development and the Law	Law	19	17	89%	31	31	100%	30	26	87%	35	28	80%
Language, Mind and Society	Language and Communication Studies	17	17	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
The Foundation of Human Values	Philosophy	35	34	97%	41	38	93%	29	32	100%*	49	31	63%
Citizens, Politics and Decisions	Political Science	11	11	100%	14	16	100%*	15	12	80%	27	27	100%
Critical Thinking	Psychology	102	100	98%	145	145	100%	88	88	100%	89	70	79%
TOTAL		488	451	96%	633	599	95%	539	514	95%	593	460	78%

*Numbers on these courses increased after the October/November period due to late registrations.

Appendix F

Revised Academic Year Structure, with effect from 2009/10

The new academic year structure (YS3) recommended by the Working Group on Modularisation and Academic Year Structure was approved in principle by Council on 27th June 2007 and by Board on 4th July 2007 subject to a further proposal being brought forward in 2007/08 regarding its implementation and associated details. Following further consultation with Schools in Michaelmas term 2007 in relation to the detail of teaching terms, revision and examination periods, it was agreed to reduce the Revision period from 3 to 2 weeks and to lengthen the annual examination period by 1 week to 4 weeks. The amended YS3 model is shown below.

Cal. Wk	Dates 2009/10	Outline Structure of Academic Year	Notes	
1	31-Aug-09	Supplemental Examinations	Statutory Term (Michaelmas) begins 2 weeks earlier than at present to fit in + 2 teaching weeks & +1 reading week before Christmas. Supplemental exams require 2 weeks as at present.	
2	07-Sep-09			
3	14-Sep-09	PG Registration	Michaelmas Lecture term begins 2 weeks earlier than at present	
4	21-Sep-09	UG New Entrant Registration/Freshers' Week		
5	28-Sep-09	Teaching Week 1 Registration continuing studs		
6	05-Oct-09	Teaching Week 2 Registration continuing studs		
7	12-Oct-09	Teaching Week 3		
8	19-Oct-09	Teaching Week 4		
9	26-Oct-09	Teaching Week 5		
10	02-Nov-09	Teaching Week 6		
11	09-Nov-09	Teaching Week 7		
12	16-Nov-09	Teaching Week 8		
13	23-Nov-09	Teaching Week 9		
14	30-Nov-09	Teaching Week 10		
15	07-Dec-09	Teaching Week 11		
16	14-Dec-09	Teaching Week 12		
17	21-Dec-09	Christmas Vacation		Break between teaching terms 4 weeks (as at present)
18	28-Dec-09			
19	04-Jan-10			
20	11-Jan-10			
21	18-Jan-10	Teaching Week 1	Hilary Term begins	
22	25-Jan-10	Teaching Week 2	Easter Week. Hilary Term ends.	
23	01-Feb-10	Teaching Week 3		
24	08-Feb-10	Teaching Week 4		
25	15-Feb-10	Teaching Week 5		
26	22-Feb-10	Teaching Week 6		
27	01-Mar-10	Teaching Week 7		
28	08-Mar-10	Teaching Week 8		
29	15-Mar-10	Teaching Week 9		
30	22-Mar-10	Teaching Week 10		
31	29-Mar-10	Teaching Week 11		
32	05-Apr-10	Teaching Week 12		
33	12-Apr-10	Revision / Trinity Week		Trinity Term begins with Trinity Monday and Trinity Week
34	19-Apr-10	Revision		
35	26-Apr-10	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. In practice this activity is likely to extend up to the end of statutory term.	
36	03-May-10	Annual Examinations 2		
37	10-May-10	Annual Examinations 3		
38	17-May-10	Annual Examinations 4		
39	24-May-10	Marking/Courts of Examiners/Results		
40	31-May-10	Marking/Courts of Examiners/Results		
41	07-Jun-10	Marking/Courts of Examiners/Results		
42	14-Jun-10	Marking/Courts of Examiners/Results		
43	21-Jun-10	Courts of First Appeal/Academic Appeals	Statutory (Trinity) Term ends	
44	28-Jun-10			
45	05-Jul-10	Postgraduate dissertations/theses / Research 1	Research period: 8 weeks as at present 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. Also vacation period for staff.	
46	12-Jul-10	Postgraduate dissertations/theses / Research 2		
47	19-Jul-10	Postgraduate dissertations/theses / Research 3		
48	26-Jul-10	Postgraduate dissertations/theses / Research 4		
49	02-Aug-10	Postgraduate dissertations/theses / Research 5		
50	09-Aug-10	Postgraduate dissertations/theses / Research 6		
51	16-Aug-10	Postgraduate dissertations/theses / Research 7		
52	23-Aug-10	Postgraduate dissertations/theses / Research 8		

Notes:

1. Easter Sunday 2010 falls on 4th April. Between 2010-2025, the earliest date for Easter is 27 March and the latest date is 24 April.
2. With Trinity Week moving forward into March/April, planning will be needed to ensure that Trinity Monday does not coincide with Easter Monday.

**Appendix G
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		
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
Drama and Theatre Studies	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
Early and Modern Irish	73% or 75%	Category 5
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 equally for 4 years)	73%	Category 3
History and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Law	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 3
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Psychology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology & Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Chemistry with Molecular Modelling	75%	Category 2
Computational Chemistry	75%	Category 2
Computational Physics	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Human Genetics	75%	Category 2
Information and Communications Technology	80%	Category 1
Information Systems (BSc) (hons)	80%	Category 1
Management Science & Information Systems Studies	75%	Category 2
Manufacturing Engineering with Management Science	80%	Category 1
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Science	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Dental Science	75%	Category 2
Human Nutrition & Dietetics	80%	Category 7
Medicine	70%	Category 6
Midwifery (BSc)	75% *	Category 2
Nursing (BSc)	75% *	Category 2
Nursing Studies (BSc Cur)	75% *	Category 2
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2

**Appendix G
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
MULTI-FACULTY		
Business and Information Technology	80%	Category 1
Two Subject Moderatorship - Pattern A	73%	Category 3
Two Subject Moderatorship - Pattern A/B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern C	73% or 75%	Category 5
Current Criteria as approved by Board, 5 April 2006		
Category 1: Overall mark of 80% and above		
Category 2: Overall mark of 75% and above		
Category 3: Overall mark of 73% and above where all papers have a mark of 70% and above		
Category 4: Overall mark of 73% and above, OR a first class result in each component of the degree		
Category 5: Courses which have a two part Moderatorship. Moderatorship Part 1 = 70% and above (overall); Moderatorship Part 2 = 73% and above (overall) where all papers have a mark of 70% and above, OR 75% and above (overall)		
Category 6: Overall mark of 70% and above		
Category 7: Overall mark of 80% and above		
* with permission to carry one subject at between 60% and 69%		

Appendix H

Undergraduate Student Retention

Council at its meeting of the 24th June 2009 approved the following recommendations on retention.

- (i) All courses should review their undergraduate Prospectus entries and make sure that these realistically describe the course and expectations. Entries should provide web links to course handbooks, especially first year handbooks, and programme and module learning outcomes should be articulated and published. Descriptions of courses in the undergraduate Prospectus should be accessible to young adults and school-leavers, and Schools should seek input from current students on the course description when reviewing entries for the Prospectus.
- (ii) The Admissions Office should seek input from Second Level Guidance Teachers on the type and level of course information that College should make available for second-level students.
- (iii) Each School should review and update their website to ensure ease of access to course descriptions for prospective applicants.
- (iv) In order to reduce the number of withdrawals due to wrong course choice, College/Schools should consider:
 - a. Recruiting student ambassadors to visit second-level schools
 - b. Organising discipline-specific open days
 - c. Posting vidcasts/podcasts of lectures, practicals, etc. on School website.
- (v) Each course should have mechanisms in place that alert the course coordinator / committee that a first year student is experiencing difficulties and may be at risk of dropping out. Non attendance at tutorials or laboratories or failure to complete a project/essay should prompt a response from the course. Exiting procedures in respect of non-satisfactory returns could be a basis for early detection. These should be web-based.
- (vi) Students S As a significant number, relatively speaking, of withdrawals appear to take place earlier in the year, College tutors should make contact with their Junior Freshman tutees in week 5 or 6 and again after the Christmas break to check how they are progressing.
- (vii) Students in receipt of free fees must re-register in February. Students not eligible for free fees should also be required to re-register to ascertain total first year withdrawals. First year students who do not complete second registration should be contacted directly to ascertain reasons for withdrawing. These data should be made available to Schools and considered annually by the Undergraduate Studies Committee.
- (viii) Each course should have a Year Head responsible for Junior Freshman students.
- (ix) The new student administration system (as part of eStrategy) should facilitate the tracking and monitoring of student progression and should interface with student supports information systems to enable the production of accurate management information reports on retention and non-completion.
- (x) Student learning and personal supports services should be integrated, and College should build on existing services and especially models of good practice.
- (xi) Orientation and induction programmes should develop approaches to assist students build relationships and these activities should be facilitated by Schools/courses, Students' Union, Student Services and Supports, Clubs and Societies.
- (xii) College/Schools should develop and support 'peer assisted learning' and 'peer mentoring' programmes.
- (xiii) Existing quality improvement and assurance processes should be further developed taking a more integrated approach to:
 - a. teaching and staff development,
 - b. student learning and academic & student supports,
 - c. staff development and technology enhanced learning,

Appendix H

- d. curriculum reform/review and programme/module evaluations,
- e. academic workload and quality of student experience.
- (xiv) Schools should conduct student evaluations of modules, and provide feedback to students and address any substantive issues arising.
- (xv) All courses should plan to retain a minimum of 90% of new entrants, and retention should be reviewed each year at School and Faculty Executive meetings.
- (xvi) Funding should be made available to support both 'peer assisted learning' and 'peer mentoring'.
- (xvii) Tutor chambers, especially in areas where there is a high Junior Freshman attrition rate, should be reduced, and such tutors should be supported to provide social outings for their Junior Freshman tutees, for example, Commons early in the academic year.
- (xviii) Faculty Deans should provide support to Schools to increase retention on courses.
- (xix) College should create sufficient student accommodation capacity to offer accommodation to all new entrants.
- (xx) All courses should put in place a progression mechanism for level 7 graduates from other third level institutions, and these should be activated if places become available in years 3 and 4 of an undergraduate course.

The Academic Secretary should prepare an annual progress report on the implementation of the above recommendations for consideration by the Undergraduate Studies Committee.

Appendix I

College Access Plan 2009-13

Council at its meeting of the 6th May 2008 noted the Access Plan 2009-2013 and approved the following recommendations:

- (i) The College should continue to work with the HEA and with other third-level institutions to refine definitions of target groups and improve processes of Access Data Collection.
- (ii) The Access Data collection should be integrated into College's e-Strategy.
- (iii) *Pre-Entry Activities*: the collaborative initiatives, such as the Inner City Access Programme (ICAP), between TCD and DIT should be sustained and developed.
- (iv) *Progression – Alternative Admissions Routes*: College should enter into meaningful engagement with FETAC with a view to developing suitable courses to assist disadvantaged students to enter undergraduate courses in mathematics, engineering and science.
- (v) *Progression – Alternative Admissions Routes*: Research should be undertaken to look at the feasibility of reviewing Trinity College Dublin's admissions policy in terms of varying the matriculation requirements for undergraduate courses in mathematics, science and engineering, specifically for candidates who are eligible to apply to College through modified points schemes. Matriculation requirements for these candidates could be reduced to consist of the required grade in three or four leaving certificate subjects most directly pertinent to the area of study.
- (vi) Existing extra mural course offerings (part-time, evening and weekend) be considered as a starting point for the provision of accredited life-long learning with a view towards developing targets for such provision.
- (vii) New and existing extra mural courses should be considered in the context of community outreach in line with College's commitment for greater engagement with society.
- (viii) College should consolidate existing on-line supports and undertake an investigation of the possible provision of additional on-line supports.
- (ix) College should demonstrate the importance attached to access by facilitating its inclusion as an acknowledged element in staff training and development.
- (x) Schools should make provision for the role of an academic access liaison contact within the School. This role can be in the creation of a post of Academic Liaison Officer or by adding the functions to the responsibilities of an existing post holder in the School (e.g. the Director of Teaching and Learning or Head of Discipline). The staff member with this responsibility should sit on the School Executive. The functions of the Academic Liaison Officer or staff member responsible for the role include:
 - Raising awareness of access issues and activities
 - Providing a clear point of contact within academic units for those working in the access area
 - Bringing perspectives relating to access to Schools' considerations of curricular reform.

Appendix J

Range of examination durations

09/12/2009

Current 13 examination durations	Total number of events in 2007/ 2008	Total number of events in 2008/ 2009	Proposed 6 examination durations	Revised number of 08/09 events within the new range of examination durations <i>(for comparison)</i>
60 minutes= 1 hour	15	17	1 hour	17
75 minutes = 1 hour 15 min	16	20	1 hour 30 min	66
80 minutes = 1 hour 20 min	-	1		
90 minutes = 1 hour 30 min	17	45		
105 minutes = 1 hour 45 min	-	2	2 hours	264
120 minutes = 2 hours	245	262	2 hours 30 min	6
135 minutes = 2 hours 15 min	2	4		
150 minutes = 2 hours 30 min	4	2	3 hours	869
180 minutes = 3 hours	864	866		
190 minutes = 3 hours 10 min	3	3		
195 minutes = 3 hours 15 min	7	6	3 hours 30 min	13
210 minutes = 3 hours 30 min	5	7		
225 minutes = 3 hours 45 min	1	-		
	Events: 1179	Events: 1235		Events: 1235

Proposed new durations have resulted from applying the rounding up/down formula to the current range as follows:

- From 15 min past the hour (inclusive) to 15 min to the hour (exclusive) rounding to half the appropriate hour
- From 15 min to the hour (inclusive) to 15 min past the hour (exclusive) rounding to the appropriate full hour

Summary:

- 1) The minimum examination duration is 1 hour
- 2) The maximum examination duration is 3 hours 30 min
- 3) 6 examination durations allowed: 1 hour, 1 hour 30 min, 2 hours, 2 hours 30 min, 3 hours, 3 hours 30 min