

Senior Lecturer/Dean of Undergraduate Studies

Annual Report

Academic Year 2021/22

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Executive Summary

This 2021/22 Senior Lecturer's Report draws from the 2021/22 Annual Report of the Academic Registry (AR) and additional data and information provided on request from AR (located in the appendices). The AR Annual Reports are available from:

<https://www.tcd.ie/academicregistry/service-reporting/>

The report is presented in three parts; the first presents an overview of developments from 2021/22, the second focuses on admissions and the composition of the undergraduate student body, and the third presents issues relating to progression and the student lifecycle. Tables and figures were provided by AR in its Report, and rather than reproduce those in the appendices, this document can be read in conjunction with the AR Annual Report. Additional datasets provided by AR and other relevant departments are in the appendices of this report. Data presented in the form of percentages have been rounded off to the nearest whole number, where appropriate.

The main themes and trends in this report are presented in three parts as follows:

Part I – Overview of Developments: 2021/22

Part II – Admissions

Part III – Student Lifecycle Post-Admission

Part I Overview of Developments: 2021/22

The COVID-19 pandemic continued to shape how teaching, learning, and assessment were delivered. A variety of measures concerning assessment and progression which were introduced in 2019/20 were extended into 2021/22 to mitigate the effects of the pandemic on student learning and progression.

The academic year 2021/22 saw the cessation of the Two-Subject Moderatorship (TSM) course, with the last cohort of students on the TSM entering their Senior Sophister year. The Trinity Education Project (TEP) continued to embed in the undergraduate student curriculum. There were 195 standard Open Modules available to students in their Senior Freshman year and 143 available to Junior Sophister students.

A number of policies were developed, and others revised during the academic year. Academic integrity became an increasingly pressing issue and an Academic Integrity Working Group was approved by Council and began by developing a Statement of Principles on Integrity.

Part II Admissions

The Trinity undergraduate student population continued to grow and the number of applications exceeded those being received before COVID-19. The surge in non-EU undergraduate student registrations is less remarkable when compared with the pre-pandemic figures, yet still shows a steady increase (2,060 in 2021/22 v 1,706 in 2019/20, an increase of 17%). Non-EU year 1 registrations surged by 156% on the previous year and 13% on the pre-pandemic years. This has been largely attributed to Trinity Global's efforts to recruit internationally. Trinity's partner institutions, Columbia University and Thapar University saw figures recover after the easing of COVID-19 restrictions. The number of registered students in Columbia University increased by 29% and in Thapar University student registrations increased by 79% on the previous year. The International Foundation Programme (IFP) offered through Marino Institute of Education (MIE) continued to see an increase in the number of registrations.

Enrolment of students from Northern Ireland (NI) in Trinity programmes continues to be a challenge. Applications from NI decreased for a third year running, however, the conversion of offers to acceptances with respect to all NI applications has remained proportionately stable on last year's figures up slightly at 32% in 2021/22 from 31% in 2020/21. In terms of the NI Feasibility Study, student acceptances have continued to decrease from 39% in 2020/21 to 34% in 2021/22, which could be attributed to the decline in offers overall.

Part III Student Lifecycle Post-Admission

There were 3,516 new entrants to Trinity in 2021/22, representing a 3% increase on the previous year, with a retention rate of 95%.

The percentage of students achieving a Gold Medal as a proportion of the overall number of first-class awards decreased to 13% from 20% in 2020/21. There was also a slight decrease in the proportion of students being awarded a first-class degree.

Over the last three years, the AR Annual Reports have shown an increase in the number of cases submitted to the Courts of First Appeal. This trend was continued in 2021/22, reporting a 36% increase on the previous year in the number of these cases.

Plagiarism/academic integrity came to the fore during the COVID-19 pandemic and has since become an issue of concern. The shift to online assessments brought about by the COVID-19 pandemic presented challenges. Nevertheless, the number of plagiarism cases recorded in SITS dropped back to levels comparable with those seen pre-pandemic. Overall, the number of examinations sittings continued to decrease, due to increasing use of continuous assessment, probably in part as a lingering effect of COVID-19 restrictions.

Part I: Overview of Developments: 2021/22

1. Overview of Developments 2021/22

A number of developments took place during 2021/22 and these are presented below under 'Partnership Agreements and Course Developments', 'Response to COVID-19', 'Foundation Scholarship', 'Admissions, Widening Participation and Entry Routes', and 'Policies'.

1.1 Partnership Agreements and Course Developments

In April 2022, Council approved the revised Music curriculum for single and joint honour subject entry routes, which will be implemented on a year-by-year basis, starting in 2022/23. Council approved the revised curriculum for the Bachelor of Music Education (BMusEd), delivered in conjunction with the Royal Irish Academy of Music (RIAM), through vacation procedures in July 2022, to bring it in-line with the Teaching Council's new *Céim* standards (2020).

TEP continued to embed in the undergraduate curriculum. In 2021/22, 23 New Minor Subject (NMS) options were offered to Single Honours students in their Senior Freshman year, with 115 students taking up an NMS. There were 195 standard Open Modules available to students in their Senior Freshman year and 143 available to Junior Sophister students. Four additional Trinity Elective modules titled 'Creativity and Technology', 'Music Making, the Arts and Society', 'Systems – the Science of Everything' and 'Life and Death in Data: Plagues, Pestilence, and Pandemics' were also approved during 2021/22 for delivery in 2022/23, bringing the number of Trinity Electives on offer to students to 40.

The academic year 2021/22 saw the cessation of the Two-Subject Moderatorship (TSM), with the last cohort of students on TSM entering their Senior Sophister year. All remaining TSM students, such as those returning from off-books or applying for readmission will be transferred to Trinity Joint Honours.

New combinations for Trinity Joint Honours (History of Art and Architecture and Drama Studies, and Economics and Computer Science) were approved by the Undergraduate Studies Committee in February 2022. A pathway change procedure for students on programmes operating in the Common Architecture which do not come under the remit of the Common Architecture Governance Office was approved by Council in June 2022.

1.2 Response to COVID-19

The COVID-19 crisis continued to impact University life during 2021/22. For a second year running, teaching for first year students commenced later than normal, on 27 September 2021, to accommodate the delayed release of the Leaving Certificate results. Teaching for the rest of the undergraduate community commenced on 13 September 2021.

In response to the Government's announcement on public health measures that came into place on Friday 22 October 2021, University Council decided to remove all rules on social distancing in indoor spaces. Full capacity of teaching spaces returned for the second half of Semester 1 (after Reading Week). A Trinity Return to Campus Community Unit was established and face masks continued to be mandatory on campus until 28 February 2022 when the Government lifted the requirement to wear face mask. Mitigation measures on assessment and progression were again extended into 2021/22. These measures consisted of the following:

- The mandatory year abroad, in those courses where it is mandatory, was made optional.
- Firm offers were issued to non-EU direct undergraduate applicants based on predicted or provisional grades for 2021/22 admissions.
- The procedures for the non-submission of coursework and absence from examinations was paused for 2021/22.
- Additional Contingency dates were approved for Semester 1 and Semester 2 assessment sessions
- A derogation for nursing students was granted in relation to the completion of one component of their reflective practice assessment, and as a consequence, all students were awarded 100%.

In June 2022, Council approved the Management of the COVID-19 Pandemic at Trinity College Dublin: Project Closure Report. The purpose of the report was to mark the closure of the project to manage COVID-19 at Trinity and to assess the university's response to dealing with the COVID-19 pandemic.

1.3 Foundation Scholarship

A contingency strategy for Scholarship Examinations 2022, which would see the examinations held online if required, was approved by Board in December 2021 with the consent of Council. The Foundation Scholarship Examinations for 2021/22 returned to being held in-person from 10 to 14 January 2022. Candidates who were prevented from sitting the examination in their Senior Freshman year due to exceptional circumstances were able to apply to the Senior Lecturer/Dean of Undergraduate Studies to be allowed to sit the examinations in the Junior Sophister year instead. This provision covered all candidates impacted by COVID-19.

It was agreed that the Faculty Deans' Review of Scholarship last held in 2017 and deferred in 2020 would be undertaken in 2022/23.

1.4 Admissions and Entry Routes

In April 2022, Council approved changes to facilitated entry grades for TAP Foundation courses and TCD Partnership CDET B (City of Dublin Education and Training Board) Courses.

New Further Education and Training (FET) routes for Dental Technology and Integrated Computer Science, which increased the proportion of entrants from non-traditional routes by two places were approved by Council in December 2021. Changes to the admissions requirements for deaf and hard of hearing students to Deaf Studies were approved by Council in May 2022. These changes, introduced the implementation of an ISL application test, replacing the requirement of obtaining a H4 in Leaving Certificate English, and were to be implemented from September 2023 onwards.

There were two admissions changes approved by Council in May 2022. The first was a change in the non-EU competitive admissions band from Band 3 to Band 2 for the integrated programme in Computer Science; the second was the proposal to make unconditional offers to applicants who had completed the India Standard 12 Examinations, based on predicted grades, for one additional year.

Additional degree destinations and changes to progression requirements for the Trinity International Foundation (IFP) Programme were approved by Council in September 2022. The changes apply from the academic year 2022/23 and include the Trinity Joint Honours programmes.

1.5 Policies

The Policy Management Framework for implementation across the University was approved by Council in March 2022 and it set out standards and principles for policy development, approval, implementation, and review. It was also decided that all College policies would be held in one central location for ease of access.

There were several policy developments in 2021/22. Academic Integrity became a pressing issue both institutionally and nationally, and in December 2021, Council approved the establishment of the Academic Integrity Working Group (AIWG). In May 2022, Council approved the [Statement of Principles on Integrity](#).

Further policy developments approved by Council included:

- Revisions to the Assessment and Academic Progression Policy were approved in December 2021.
- The revised Return of Coursework Policy was approved in April 2022.
- The revised Student Partnership Policy, which had not been reviewed the previous year due to the COVID-19 pandemic, was approved by Council in April 2022. The theme for that review was 'Student Life and Partnership in Trinity Education and Renewal'.
- The Curriculum Glossary was approved by Council in June 2022. The document brings together curriculum related terms, some of which are new, others which have come from approved policies and procedures and from a previous TEP glossary.

Part II: Admissions

2 Composition of the Undergraduate Student Body

The following sections present profiles of the undergraduate non-EU and EU student population, Northern Ireland admissions, and students entering Trinity through alternative entry routes.

A total of 14,290 (13,260 in 2020/21) students were registered on undergraduate programmes in 2021/22, which accounted for 70% of the student population of Trinity. A total of 6,770 direct undergraduate applications were processed for admission, an increase of 23.5% on the 2020/21 figure of 5,480, and an increase of 11.5% over the pre-COVID-19 number of applications in 2019 (6,069) (ref: AR Annual Report, 2021/22, pg. 14). The following data illustrates a substantial return to (and in some cases surpassing of) pre-COVID-19 figures. In some instances, there is a large disparity between figures for the COVID-19 years (2020/21) and last year's records (2021/22), but less of a difference between the pre- and post-pandemic figures. For instance, the number of non-EU visiting students for 2021/22 rebounded dramatically from the previous year but was not radically dissimilar from the pre-pandemic period.

2.1 Non-EU Undergraduate Students

Table C1(a) in the Academic Registry Annual Report (AR Annual Report, 2021/22, pg. 28), records a 62% increase (2,060 v 1,266) in the number of non-EU undergraduate students compared to 2020/21, exceeding the pre-COVID-19 numbers (2019/20: 1,706; 2018/19: 1,677; 2017/18: 1,538). The non-EU undergraduate intake for 2020/21 was impacted by the heavy travel restrictions that were put in place due to the world-wide COVID-19 pandemic and presents as an anomaly when compared with the pre- and post-COVID-19 data. Non-EU students accounted for 14% of the 2021/22 undergraduate student population, a 4% increase on the previous year's data.

Table 1: Non-EU undergraduate registrations 2021/22

	2021/22	2020/21	2019/20
Year 1 – 5 UG non-EU Registrations			
Full-time non-EU UG*	1591	1239	1135
UG non-EU Visiting	469	27	571
Total	2060	1266	1706
Year 1 UG non-EU Registrations			
Full-time non-EU UG*	939	384	358
UG non-EU Visiting	115	27	571
Total	1054	411	929

Source: Table C1(a) in AR Annual Report, 2021/22, pg. 28, data also provided by Trinity Global and summarised from Appendix 1

**Includes validated programmes delivered in Linked Provider Institutions*

The increase in non-EU visiting undergraduate students is likely to be related to the lifting of widespread travel restrictions globally. The number of non-EU visiting students rose significantly from 27 in 2020/21 to 115 in 2021/22 yet still not quite reaching pre-pandemic figures (571 in 2019/20). The high figures seen pre-pandemic have been attributed to efforts by Trinity Global to recruit international students to meet the target set out in the Trinity Strategic Plan 2014–19, which aimed for 18% of the overall student population (UG and PG). This target was almost achieved in 2019/20 with non-EU students accounting for 17% of the overall student population (UG and PG). Significant demand from the USA in particular, and growing demand in the Middle East/North Africa (MENA) region, impacted on the overall increase in registrations for 2021/22. The Student Recruitment team in Global engaged with international and other high school networks and supported prospective students, despite COVID-19 restrictions continuing to be active in some places such as China.

There was a 52% increase in the number of full-time year 1 non-EU undergraduate registrations in 2021/22 compared to 2020/21 (585 v 384), in part due to the relaxation of the COVID-19 pandemic travel restrictions during 2021/22. When examined by Faculty, the increase in the number of non-EU registrations in Arts, Humanities & Social Sciences (AHSS) rose from 144 the previous year to 215, whereas the downward trend in the number of non-EU UG visiting students continued, with only three registered students in this category in AHSS. The number of non-EU visiting students in Multi-Faculty and Science, Technology, Engineering & Maths (STEM) returned to figures seen before the COVID-19 pandemic (ref: see Appendix 1).

Applications received for the dual-degree programme with Columbia University dropped on the previous year (146 v 237), however, the number of registered students increased from 33 in 2020/21 to 45 in 2021/22. This is likely to be related to the easing of the COVID-19

restrictions (ref: AR Annual Report, 2021/22, pg. 19). Further information can be found at <https://tcd.gs.columbia.edu/>.

Trinity’s partnership with Thapar University on the International Engineering Programme (IEP) led to 56 student registrations for year 3 in 2021/22 (12 in 2020/21). The current statistics for 2021/22 are comparable with pre-pandemic figures, which saw 63 student registrations in 2019/20.

The International Foundation Programme (IFP) ¹ delivered by MIE and validated by Trinity was established in 2016. It caters for non-EU students whose second-level terminal examination does not qualify them for direct entry to full-time undergraduate degree programmes in Trinity. Students can register for one of two pathways – pathway A prepares students to enter Arts and Social Sciences programmes and pathway B prepares them for entry into Engineering, Health Science, and Science programmes. In 2021/22 MIE processed a total of 1,318 applications (578 in 2020/21 and 206 in 2019/20) resulting in 240 offers being issued and 103 registrations (91 registrations in 2020/21 and 65 registrations in 2019/20), of which 93 students sat their final exams in June 2022. Of the registered students, 29 participants joined pathway A, while 72 joined pathway B. Registered students came from 24 countries, with China and MENA regions, especially Kuwait, remaining the principal student markets. According to Trinity Global, the IFP achieved its ambitions and was a significant source of students entering the first year of undergraduate programmes.

Table 2: Applications and registrations to the International Foundation Programme, MIE 2017–2021

	2021/22	2020/21	2019/20	2018/19	2017/18
Applications	1318	578	206	220	180
Registrations	103	91	65	80	50

2.2 EU Undergraduate Student Admissions

The number of EU registered first-year students (including UG, UG validated, UG visiting) has remained stable over the last five/six years with a marginal increase in numbers for 2021/22 to 3,792 from 3,566 in 2020/21 (see Appendix I).

The proportion of CAO applicants, including those from the EU to Trinity (as a proportion of CAO applicants to the university sector), has remained stable (28% in 2021, 27% in 2020). The ratio of applications to quota and of eligible applications to quota has also stayed relatively consistent over the last three admission cycles. Trinity attracted 14% of the total Level 8 applications to CAO in 2021/22 (12% in 2020/21). The ratio of first preference applications and eligible first preference applications to quota increased by 28% on 2020/21, (10,711 v

¹ Students successfully completing the programme will also receive the Certificate in International Foundation Studies for Higher Education, a special purpose award aligned to Level 6 of the National Framework of Qualifications (NFQ).

8,381), and the number of CAO 1st preference applicants to Trinity rose from 17% in 2020/21 to 19% in 2021/22, with Trinity holding the highest proportion of 1st preference applications across the sector (UCD: 18%; UCC 12%; DCU 11%; NUI Galway 11%; TU Dublin 10%; UL 10%; Maynooth 8%)

Part of the explanation for this may well be that Trinity Joint Honours (TJH) continues to offer a greater range of subject combinations, new subject combinations, flexible pathways, and greater optionality. The number of new combinations available to students applying for entry in 2021/22 rose to 18, bringing the total number of subject combinations to 155 and the number of TJH combinations with students enrolled in the Junior Freshman year to 115. Demand for the Joint Honours programme increased in 2021/22 with first preference applications rising by 144% (from 1,452 to 3,548) and overall applications by 96% (from 11,578 to 22,660). Trinity agreed to take an additional 195 students under the HEA 2021/22 additional places scheme (ref: AR Annual Report, 2021/22 pg. 13). As a result of the changes to the TJH programme there were significant increases in quota for several subjects. For further information see: [Undergraduate Common Architecture Annual Report 2021-22](#).

2.3 Demographic Breakdown of EU Applicants and Entrants

In 2021/22, 90% of applicants who accepted places through the CAO were from the island of Ireland, while the proportion of students from other countries accepting CAO places increased by 1.3% (information provided by AR on 06 March 2023).

In terms of the geographical spread of CAO applicants from the island of Ireland, the overwhelming majority in 2021/22 were from Leinster (80%), which is in line with previous years. A large proportion of applicants were from Dublin (52% of all applicants from the island of Ireland and 65% of applicants from Leinster). There has been very little variation in this profile year-on-year, as reported in previous Senior Lecturer's Annual Reports (ref: AR Annual Report, 2021/22, Appendices – Table C4 Distribution of Undergraduate New Entrants by County 2021/22– 2016/17). Limited accommodation availability and high costs associated with living in Dublin are likely to be factors in Irish-based applicants' decision-making when choosing an institution to attend.

2.4 Northern Ireland Admissions

Previous Senior Lecturer's Annual Reports presented an overall increase of 60% in the number of applicants from Northern Ireland (NI) from 2014/15 to 2017/18. The growth was attributed in part to the Northern Ireland Engagement Programme (NIEP), launched in 2013² with the aim of re-engaging with schools across NI to increase the number of NI students registered for undergraduate programmes in Trinity.

² Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way but must complete an additional application form and return this to the TCD Admissions Office by 1 May of the year in which they hope to matriculate. A maximum of 3 places (depending on the course quota) are set aside in all courses (excluding Medicine), which students from NI can access with 3 A-levels. Students must present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

The number of applications from NI has declined in recent years (2020/21: 587; 2019/20: 593; 2018/19: 763) and this trend continued in 2021/22, which saw 554 applications. Of these applicants, 146 applied via the NI Feasibility Study, an increase when compared with 2020/21 (132), while 408 applied through the standard route.

The number of offers made to NI Feasibility Study students in 2021/22 (59) increased from 2020/21 (56). However, there is a marked decline in the number of offers made to students from Northern Ireland (181 in 2021/22 v 225 in 2020/21). The conversion of offers to acceptances for NI Feasibility Study students has continued to decrease from 39% in 2020/21 to 34% in 2021/22, which could be attributed to the decline in offers from Trinity, due to the clustering of applications in a small number of courses, which left unfilled quotas in many courses. The conversion of offers to acceptances with respect to all NI applications to Trinity has remained largely unchanged (32% in 2021/22; 31% in 2020/21; see Table B7, below). The ongoing shortage of accommodation and high costs associated with living in Dublin and uncertainty around the long-term EU fee status of NI students following Brexit continues to pose challenges for recruiting. Furthermore, the structure of the CAO system, and specifically the timing of offers significantly later than the UCAS system and the delayed release of Leaving Certificate results due to the COVID-19 pandemic should also be taken into consideration.

Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2015 – 2021

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
2021	554	122 (Standard)	38 (31%)
	(146 Feasibility Study)	59 (Feasibility Study)	20 (34%)
		Total: 181	Total 58 (32%)
2020	587	169 (Standard)	48 (28%)
	(132 Feasibility Study)	56 (Feasibility Study)	22 (39%)
		Total: 225	Total 70 (31%)
2019	593	163 (Standard)	81 (50%)
	(168 Feasibility Study)	44 (Feasibility Study)	25 (57%)
		Total 207	Total 106 (51%)
2018	763	181 (Standard)	56 (31%)
	(153 Feasibility Study)	54 (Feasibility Study)	29 (54%)
		Total 235	Total 85 (36%)
2017	964	207 (Standard)	65 (31%)
	(263 Feasibility Study)	81 (Feasibility Study)	40 (49%)
		Total 288	Total 105 (36%)
2016	928	197 (Standard)	79 (40%)
	(192 Feasibility Study)	48 (Feasibility Study)	23 (48%)
		Total 245	Total 102 (42%)
2015	754	176 (Standard)	74 (42%)
	(211 Feasibility Study)	68 (Feasibility Study)	33 (48%)
		Total 244	Total 107 (44%)

Source: Combination of Central Admissions Office (CAO) & SITS taken from Table C1(a) in AR Annual Report, 2021/22, pg. 28, data also provided by Trinity Global and summarised from Appendix 1)

University Council approved the extension of the NI Feasibility Study for a further two years (2022 and 2023) in March 2021, confirming Trinity’s commitment to the objective of attracting a significantly higher number of students from NI to Trinity and supporting the reengagement with NI schools. However, reversing the downward trend in registrations and acceptance of offers continued to prove very challenging indeed. NI student recruitment is part of the Global Relations Strategy 3 (GRS 3), and Trinity Global endeavoured to enhance its virtual recruitment activity in NI in 2021/22 by offering tailored virtual undergraduate events for NI CAO applicants, making the events more accessible to a broader range of prospective students.

2.5 Alternative Entry Routes

There are a number of successful alternative entry routes for widening participation groups such as HEAR, DARE³, CDETB FET⁴ links, TAP Foundation programmes for young adults and mature students, mature nursing and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points.

Table 2.5: Undergraduate student admissions by alternative entry routes

Entry route	2021	2020	2019
DARE (Merit offer) ^	83	98	78
DARE (Reduced points offer) ^	223	199	192
DARE total	306	297	270
ex Foundation into full degree (Mature)	19	23	22
ex Foundation into full degree (Young Adult)	33	42	32
Ex Foundation total	52	65	54
HEAR (Merit offer)	39	57	36
HEAR (Reduced points offer)	176	139	120
HEAR total	215	196	156
FETAC/QQI	59	60	41
Mature	166	140	133
Asylum Seeker Access Provision Scholarships	4	4	2
Grand Total (alternative entry routes)	802	758	656
No. of CAO entrants	3000	3082	2781
Total % of new entrants (alternative entry routes)	26.7%	24.6%	23.6%

Source: data provided by AR and TAP on 30 March 2023)⁵

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).

The Trinity Strategic Plan 2020–2025 aims to increase the percentage of undergraduate students from non-traditional backgrounds in higher education to 25% by 2025 (Trinity Strategic Plan 2020-25, pg. 15). The data presented in Table 2.5 indicates that 26.7% of students to undergraduate programmes entered Trinity via alternative admission routes, which is a slight increase on 2020/21 (24.5%) and exceeds the target set out in the Trinity Strategic Plan 2020–2025.

The number of students who are entering Trinity through DARE continues to increase year-on-year, with 306 entrants in 2021/22, compared with 297 in 2020/21 and 270 in 2019/20. However, it is important to note that this does not reflect the number of students with a

³ The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) are national admissions schemes aimed at students from low-income groups and students with a disability, where qualifying applicants can compete for a quota of reduced Leaving Certificate points places across a range of higher education institutions.

⁴ Further Education via the City of Dublin Education and Training Board.

⁵ The figures published in the Senior Lecturer's Annual Report 2020/21 have since been updated by Academic Registry.

disability in Trinity due to a significant number of students registering with the Disability Service during the academic year (see Disability Service Annual Report, 2021/22⁶). The number of admissions through HEAR increased to 215 from 196 in 2020/21 and 156 in 2019/20. The most significant change occurred in the Faculty of AHSS, where only 18 males and 33 females were admitted, as opposed to 34 and 63 in 2020/21 and 10 and 35 in 2019/20. The Faculty of Health Sciences still accounts for the largest total from this cohort as a percentage of Faculty, followed by the Faculty of Arts, Humanities and Social Sciences.

Table B3: Undergraduate new entrants by alternative admission routes by Faculty, by Gender 2021/22

Entry route	Arts, Humanities & Social Sciences			Science, Technology, Engineering, and Mathematics			Health Sciences			Multi-Faculty			Total
	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other	
HEAR (Socio-economically disadvantaged)*	18	33	0	31	41	0	13	53	0	10	15	1	306
Mature students	19	21	0	2	4	0	13	96	0	6	5	0	166
FETAC/QQI	9	12	0	9	8	0	2	12	0	2	5	0	59
DARE (students with a disability)*^	41	52	0	41	37	0	15	60	0	24	36	0	306
Totals for Alternative Entry Routes	87	118	0	83	90	0	43	223	0	42	61	1	748
No. of CAO entrants 2021/22	327	557	4	481	414	6	112	588	0	192	317	2	3000
Total CAO entrants as a % of Faculty new entrants	26.6%	21.2%	0.00%	17.3%	21.7%	0.00%	38.4%	37.9%	0.00%	21.9%	19.2%	50.0%	24.9%

Source: data provided by AR and TAP

*Includes merit and reduced points.

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).

Data illustrating the number of applicants through the Mature Student Dispensation Scheme was provided by AR and the Mature Student Office in TAP. This data is illustrated in Table B5 (a), below. The number of mature student applications increased by 41% on the previous year (666 in 2021/22 v 471 in 2020/21), matching figures last seen in 2018. The rise in applications may reflect the lingering effects of the pandemic on the labour market.

⁶ [Disability Service Annual Report 2021-22](#)

The number of places offered in 2021/22 was up by 36% on the previous year (116 v 85), while the number of mature students registered under the scheme increased to 82. There was an increase in mature students entering AHSS, while HS entrants remained consistent with the previous year. A decline in registrations in STEM was noted (see Table B5(a) below). The fall in registrations in STEM may be attributed to the fact that higher-level Leaving Certificate Maths is a requirement for mature student entry to Engineering and Computer Science programmes. Despite the development of ‘Maths for STEM’, a 30 ECTS credit module, delivered in Further Education and Training (FET) centres, Maths attainment is still a barrier to participation. More generally, the high employment rate, issues around affordability, accommodation and the challenges of full-time study continue to be persistent barriers to significantly increased mature student participation.

Table B5(a): Analysis of students admitted via Mature Students Dispensation Scheme, by Faculty 2016 – 2021

Details of applications	2021	2020	2019	2018	2017	2016
Number of applicants	666	471	583	652	744	717
Number of places offered	116	85	100	135	122	136
Number of students registered by Faculty						
Faculty	2021	2020	2019	2018	2017	2016
Arts, Humanities & Social Sciences	46	33	32	48	57	57
Science, Technology, Engineering, and Mathematics	5	13	9	13	17	23
Health Sciences	19	20	25	27	18	25
Multi-Faculty	12	7	5	24	22	22
Total students registered	82	73	71	112	114	127

Source: data provided by Academic Registry on 23 February 2023 and TAP on 24 March

It is important to note that while the above data represents students admitted through alternative entry routes, it does not represent all socio-economically disadvantaged (SED) entrants, who may have been admitted via CAO rather than these routes.

Increasing participation of students from non-traditional backgrounds is a strategic objective of the Trinity Strategic Plan 2020–2025. The National Access Plan 2015–2019, which was extended to 2021, and the HEA’s System Performance Framework 2018–2020 set specific targets for students progressing from the FET sector. Trinity has made available over 100 places in all three Faculties through the approval of FET entry routes into undergraduate courses and continues to expand FET progression pathways into degree courses.

In 2018, Trinity embarked on the first cycle of the Programme for Access to Higher Education (PATH) in collaboration with five partner HEIs in Leinster Pillar 1⁷ and funding was extended for a second and final three-year cycle beginning in 2021. The collaboration aims to increase the

⁷ The five HEIs are: MIE, NCAD, IADT, RCSI and UCD.

number of non-traditional students from six target groups (entrants progressing from FET, first time mature students, low SES students in DEIS schools, lone parents, Irish Traveller students, and students with a disability) entering and successfully completing third level. To this end, Leinster Pillar 1 is delivering the 1916 Bursary scheme, a cross-community mentoring programme, a summer programme to introduce students to a Creative Arts course and career options, open-learning modules across five HEIs, and has achieved Dublin UNESCO City of Learning status.

2.6 Trinity Admissions Feasibility Study (TAFS)

The Trinity Admissions Feasibility Study (TAFS) admits students to three courses: Law (10 places), History (10 places) and Ancient and Medieval History and Culture (5 places). In 2021/22, 24 students were admitted: Law (10) and History (10) and Ancient and Medieval History and Culture (4). The number of applicants to the Study increased by 30% on the previous year (237 v 182), a figure on par with previous years.

The TAFS was set up to assist in the development of national policy by seeing if there is a fairer and better mechanism for admitting students to higher education using a range of assessments (including the Leaving Certificate, RPR⁸ and a personal statement/essay). It was not designed as an access route for students from socio-economically disadvantaged backgrounds; rather it was explicitly intended to benefit students whose ability and potential might not be captured under the current CAO system, regardless of background (Interim Report, 2015). It has been accepted that TAFS as a feasibility study cannot continue indefinitely. In April 2019, Council approved the extension of TAFS for a further two-year period to gather additional data and establish if the Study should be expanded or extended (CL/18-19/158.1).

2.7 Entrance Exhibition Awards

This is the fourth year of the new eligibility criteria for the award of Entrance Exhibitions, which was approved by Council in October 2017, and introduced in 2018/19. This criterion determined that students who achieved the highest points among Trinity entrants from their secondary school and a minimum of 500 points, including bonus points for mathematics in the Leaving Certificate examination, or EU/EEA equivalent, would receive an Entrance Exhibition Award.

In 2021/22, 686 new entrants were awarded an Entrance Exhibition Award, having achieved the minimum of 500 points in the Leaving Certificate or equivalent (ref: AR Report, 2021/22, pg. 19). This compares with 527 awards in 2020/21. This increase may be ascribed to the change in format of the Leaving Certificate examination, introduced the previous year in response to the

⁸ Relative Performance Rank (RPR) – the performance of the applicant relative to other applicants from their school. This scale looks at the rank of the applicant compared to every other applicant from their school who has applied to any course, in any college, through the CAO.

pandemic, and the resulting grade inflation with a higher number of students receiving 500 points and over. The 2021/22 cohort came from 499 (455 in 2020/21) different schools; 438 from 32 counties on the island of Ireland, together with candidates from 39 schools in 29 countries.

Table B11 below presents data relating to Entrance Exhibition Awards by Faculty and Gender. As per the trends in previous years, students in the Faculty of STEM achieved the highest number of Entrance Exhibition Awards (266) followed by AHSS (141) in 2021/22.

Table B9: Entrance Exhibition Awards by Faculty and Gender, 2017/18 – 2021/22

Faculty	2021			2020			2019			2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AHSS	47	94	141	48	110	158	38	73	111	48	83	131
STEM	145	121	266	121	78	199	121	61	182	96	51	147
HS	39	138	177	29	99	128	44	70	114	44	63	107
MF	47	55	102	14	28	42	22	23	45	21	33	54
Total	278	408	686	212	315	527	225	227	452	209	230	439

Source: AR Annual Report, 2021/22, pg. 19

Part III: Student Lifecycle Post-Admission

3 Retention, Progression and Performance of Students in Final Degree Award

This section of the Senior Lecturer’s Annual Report presents data relating to students’ progression and retention for programme years 1-5 for the academic year 2021/22. The data presented for first-year students includes the category ‘new entrant’, defined by the HEA as ‘undergraduate students entering third-level for the first time’. Data on progression and retention is also included for the categories ‘Gender,’ ‘EU,’ and ‘non-EU’ students.

3.1 Undergraduate Student Retention Analysis

3.1.1 General Overview

Table 3.1 presents the total number of registered students on Trinity undergraduate programmes in 2021/22 following data cleansing. For the purposes of the progression and retention data presented in this section, 611 students were removed from the analysis, leaving a total of 12,505 registered students on undergraduate programmes.

Table 3.1: Retention analysis profile of students excluded from analysis

Student status	2021
Undergraduate (including validated programmes)	13116
Diploma and professional diploma	-89
Students off-books	-182
Students off-books assessment	-251
Medical internship	-82
Student union officer	-7
Total number of students	12,505

Source: data provided by AR on 03 March 2023

3.1.2 Undergraduate New Entrants: Progression and Retention Profile

Table 3.2 presents data relating to new entrants for 2021/22, which reveal an overall retention rate of 95%, which was consistent with 2020/21 (96%). Retention is defined as students who progressed, repeated year 1 and who transferred to another course within Trinity. Data for the last three years illustrates a downward trend in the proportion of students who progress to the same course (2021/22: 91%; 2020/21: 92%; 2019/20: 94%). There is a slight increase in the number of students repeating the same course, and those transferring to another course.

Table 3.2: New entrant data, year 1, 2021/22

Standing & retention	2021/22		2020/21		2019/20		
	Year 1	N	%	N	%	N	%
Progressed same course		3189	90.7%	3140	92.2%	3001	94.1%
Repeat same course		63	1.8%	52	1.5%	13	0.4%
Transferred to another course		91	2.6%	68	2.0%	56	1.8%
Not retained		173	4.9%	145	4.3%	119	3.7%
Total		3516	100%	3405	100%	3189	100.0%

Source: data provided by AR on 03 March 2023

Table 3.3 presents new entrant data by Faculty. The overall progression rate by Faculty has remained relatively stable year-on-year. Over the last three years there has been a marginal decline in the proportion of STEM and HS students progressing to the same course (STEM: 2019/20: 93%; 2020/21: 90%; 2021/22: 88.3%) (HS: 2019/20: 96.6%; 2020/21: 93.5%; 2021/22: 91.9%). Progression rates in AHSS and MF have remained relatively stable over the last three years, only slightly decreasing in 2021/22.

Table 3.3: New entrant data by Faculty 2021/22

Standing & retention	AHSS				STEM				HS				MF			
	2021/22		2020/21		2021/22		2020/21		2021/22		2020/21		2021/22		2020/21	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Progressed same course	1062	93.8	1131	94.1	894	88.3	872	90.4	712	91.9	725	93.5	521	87.1	412	89.0
Repeat same course	9	0.8	10	0.8	25	2.4	20	2.1	18	2.3	13	1.7	11	1.8	9	1.9
Transferred to another course	17	1.5	17	1.4	38	3.7	29	3.0	15	1.9	7	0.9	21	3.5	15	3.2
Not retained	44	3.8	44	3.7	55	5.4	44	4.6	29	3.7	30	3.9	45	7.5	27	5.8
Total progression rate	96.1%		96.3%		94.4%		95.4%		96.1%		96.1%		92.4%		94.2%	

Source: data provided by AR on 03 March 2023

Table 4 (see Appendix III) presents data relating to new entrant progression and retention by Gender and Faculty. Figures for 2021/22 are similar to the previous year; females had a 96% retention rate, compared to 93% of males, while 92% of females and 88% of males progressed to the same course. Looking at the gender differences across faculties (see Appendix IV), females had a slightly higher progression rate than males in MF (F: 94%; M: 90%), AHSS (F: 97%,

M: 94%) and STEM (F: 96%; M: 94%). Amongst new entrants, STEM and HS had the highest percentage of students repeating the same course (STEM: 2.4%; HS: 2.3%), whereas AHSS had the lowest percentage (0.79%).

The progression and retention rates of new entrant EU and non-EU students can be seen in data presented in Tables 6, 7i, and 7ii (see Appendices V and VI). In 2021/22 there was a 1% difference in the rate of retention of EU and non-EU new entrant students (EU: 95%; non-EU:96%). The faculties of AHSS and STEM record a higher progression rate amongst non-EU students, whereas HS records a slightly higher progression rate amongst EU students (AHSS: EU: 96%, NEU: 97%; STEM: EU: 94%, NEU:95%; HS: EU: 96%, NEU: 95%). In MF, the difference between the two cohorts was slightly greater, with a slightly higher proportion of non-EU students progressing (MF: EU: 92%; NEU: 94%).

3.1.3 Undergraduate Registered Students: Progression and Retention

This section presents data across all programme years, providing a snapshot of student progression and retention across five years of the student lifecycle for 2020/21 (see Appendix IV). As observed in previous years, the number of students 'not retained' decreased as students progressed through their programme, with student attrition being greatest in first year.

Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were not retained. Overall student attrition across the whole student UG body for 2021/22 was 2.8%, which is in line with the attrition rate for 2020/21. Of the total 342 students not retained across years 1-5, 42 were non-EU students, which is a 2.9% attrition rate among all non-EU UG students. Males (3.6%) had a marginally higher attrition rate compared to females (2.2%) across all year groups.

In years 2 and 3, 97% of females progressed to the same course, compared to 93% of males (see Appendix III). There was a marginal difference in the progression rates between EU and non-EU students in year 2 (EU:96% v non-EU:97%) but no difference in year 3, with both cohorts progressing 98% of students (see Appendix V).

Table 3.4: Not-retained UG registered student profile across years 1-5, 2021/22

This table is a summary of data provided in appendices III & IV)

Faculty	Not Retained	Gender		Fee Status	
		Female	Male	EU	NEU
AHSS	100	47	52	87	13
STEM	110	40	70	98	11
HS	52	40	12	40	12
MF	80	39	41	74	6
Total	342	166	175	299	42
Total number of UG registered students	12,505	7557	4927	11025	1480
Total % of UG registered students not retained	2.8%	2.2%	3.6%	2.8%	2.9%

3.1.4 Assessment Progress of New Entrants Entering Through Widening Participation Entry Routes

Data on the assessment progression of students who entered Trinity through alternative entry routes was presented for the first time in the 2020/21 report due to the significant work undertaken by the WPG on capturing and ensuring the integrity of this data in 2019/20 and 2020/21 (see Appendix VII). In 2021/22 new entrants who entered through these routes had an 86% (n=687) pass rate, a decrease on 2020/21, which recorded a 91% pass rate. 10% of new entrants repeated the year (7% in 2020/21).

Table 3.5: Assessment progression of new entrants who entered through Widening Participation routes in 2021/22 (summarised from Appendix VII)

WPA ROUTES	Year 1					Total
	Pass	Fail	Not Progressed	Repeat year	No Result	
DARE (Merit offer)	90%	5%	0%	5%	0%	28%
DARE (Reduced points offer)	85%	2%	0%	13%	0%	31%
HEAR (Merit offer)	89%	3%	0%	8%	0%	22%
HEAR (Reduced points offer)	87%	3%	0%	9%	1%	34%
ex Foundation into full degree (Mature)	84%	5%	0%	11%	0%	25%
ex Foundation into full degree (Young Adult)	76%	3%	0%	15%	6%	26%
FETAC/QQI	80%	5%	0%	15%	0%	33%
Mature	89%	3%	0%	8%	1%	30%
WPA Routes Total	86%	3%	0%	10%	1%	30%
Standard Entry	94%	2%	0%	4%	0%	28%
Grand Total*	91%	2%	1%	5%	1%	29%

*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

3.1.5 Assessment Progress of Undergraduate Registered Students Entering Through Widening Participation Entry Routes

Table 3.6 presents the pass rate for undergraduate students across years 1-5 who entered through various WP routes for the period 2016–2021. The overall pass rate was 91% in 2021/22, a 1% decrease on 2020/21 (92%) and 4% decrease on 2019/20 (95%), which is in line with previous years. 7% of students who entered through alternative entry routes repeated the year in 2021/22, which is an increase of 2% on the previous year (see Appendix VII). Looking at the different entry routes, 7% (39) of mature students repeated the year in 2021/22, compared to 9% (57) in 2020/21.

Table 3.6: Number of UG registered students across years 1-5 who entered through Widening Participation routes who achieved a Pass (summarised from Appendix VII)

Widening Participation Access Routes	2021/22	2021/22 Total	2020/21	2020/21 Total	2019/20	2019/20 Total	2018/19	2018/19 Total	2017/18	2017/18 Total	2016/17	2016/17 Total
DARE (Merit offer)	95%	19%	96%	20%	96%	17%	91%	16%	97%	15%	93%	12%
DARE (Reduced points offer)	91%	20%	93%	19%	94%	18%	87%	17%	86%	14%	88%	13%
HEAR (Merit offer)	95%	15%	98%	17%	98%	15%	92%	17%	97%	18%	93%	18%
HEAR (Reduced points offer)	91%	17%	93%	17%	95%	16%	91%	16%	91%	17%	91%	16%
ex Foundation into full degree (Mature)	79%	15%	88%	16%	90%	17%	91%	18%	88%	18%	89%	18%
ex Foundation into full degree (Young Adult)	81%	16%	89%	18%	91%	16%	83%	19%	83%	16%	89%	16%
FETAC/QQI	87%	29%	93%	25%	96%	17%	92%	13%	90%	8%	80%	8%
Mature	91%	15%	90%	17%	94%	16%	90%	17%	91%	17%	93%	17%
Widening Participation Access Routes Total	91%	18%	92%	18%	95%	17%	90%	17%	91%	16%	91%	15%
Standard Entry	95%	18%	96%	17%	97%	16%	96%	16%	96%	16%	96%	16%
Grand Total*	94%	18%	95%	17%	96%	16%	94%	16%	95%	16%	95%	16%

*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

3.2 Award Classifications

The AR Annual Report, 2021/22 provides comparative data on the percentage of students achieving different award classifications (degree award) in 2021/22 (ref: AR Annual Report, 2021/22, Table E13 pg. 61-5).

There was a slight decrease in the proportion of students awarded a first-class degree, from 34% in 2020/21 to 31% in 2021/22 (869 students out of 2840). As shown in Table 3.5, across the faculties the highest percentage of first-class degrees was in the multi-faculty category with 47%, an increase of 12% on 2020/21.

Table 3.7: First-class degrees by Faculty 2020/21 and 2019/20 (summarised from AR Annual Report, Table E13, pg. 61-5)

Faculty	% First Class Degrees 2021/22	% First Class Degrees 2020/21	% First Class Degrees 2019/20
AHSS	35%	37%	29%
STEM	29%	31%	34%
HS*	24%	40%	42%
MF	47%	35%	38%

*Excludes Medicine and Dental Science

3.3 Gold Medals

The new criteria introduced in 2018 for the award of Gold Medal set the minimum degree threshold at 75% overall. TEP phase 1 courses have been operating within this new criterion. It was decided in June 2022 that the pre-TEP criteria and thresholds should apply to TEP phase 2 courses for one more year, so as not to disadvantage students who have already completed the first year of a two-year degree cycle. The new thresholds will apply to students undertaking the Junior Sophister year in TEP Phase 2 programmes in 2022/23.

Table E19: Number of First-Class degree and Gold Medals awarded by Faculty at graduation, 2016/17–2021/22

Faculty	2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals
AHSS	545	35	430	39	315	34	287	37	242	33	190	30
STEM	391	70	249	84	316	81	240	69	204	63	235	70
HS	244	50	193	61	219	60	159	53	106	22	101	23
MF	156	13	156	20	127	10	90	12	60	7	81	16
Total	1336	168	1,028	204	1,003	185	776	171	612	125	607	139
% Proportion of overall First-Class awards	13%		20%		18%		22%		20%		23%	

Source: SITS as taken from AR Report, 2021/22, pg. 68

Table E19 presents the total number of First-Class degrees awarded at graduation, rather than at the examination session. The percentage of students achieving a Gold Medal as a proportion of the overall number of First-Class awards decreased to 13% from 20% in 2020/21 and 18% in 2019/20. Table E19 ‘Number of First-Class degree and Gold Medals awarded by Faculty, 2021/22–2016/17’ (source: AR Report, 2021/22, pg. 68), shows that there is an increase in the number of first-class awards over the last six years, and that in 2021/22 there was a significant increase in the number of students being awarded a first-class degree from 1028 in 2020/21 to 1336 in 2021/22. In 2021/22, 58% of all Gold Medals awarded were to female students.

Table E20: Gold Medals awarded by Gender 2015/16 – 2021/22

Gender	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Male	71	98	94	80	65	80	48
Female	97	106	92	91	60	59	52
Total	168	204	185	171	125	139	100

Source: SITS as taken from AR Report 2021/22, pg. 76

3.4 Student Cases

In January 2016, responsibility for managing Student Cases moved from TT&L to the Academic Registry, where there is a dedicated and integrated team who handle various stages of the student life cycle in conjunction with the Senior Lecturer/Dean of Undergraduate Studies.

Table E2(a) below shows that the number of cases submitted to the Courts of First Appeal following the reassessment period has increased significantly over the last three years. In 2021/22, there was an increase on the previous year in the number of cases submitted to the Courts of First Appeal, from 42 in 2020/21 to 57 in 2021/22. The AR Annual Report 2021/22 suggests that the large number of overall cases for this year is due to a significant number of exam deferral cases in December 2021 (501) and January 2022 (155), whereby students could defer to an additional deferred session in February rather than the reassessment session. The total number of cases in December 2021, January 2022, and February 2022 (1184) nearly matches the previous year with 1,362 cases (ref: AR Annual Report, 2021/22, pg. 45).

Table E2(a): Undergraduate student cases: Courts of First Appeal 2017/18 – 2021/22

Courts of First Appeal	2021/22		2020/21		2019/20		2018/19		2017/18	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Suppl
Engineering, Science, SCSS	0	15	0	7	0	8	0	11	2	45
Arts, Humanities & Social Sciences	2	7	1	7	0	2	4	4	4	22
Law	3	2	0	2	2	2	10	3	5	11
Medicine, Nursing, Pharmacy, Therapy	7	15	1	19	0	8	2	18	6	64
Multi-Faculty (TSM)	1	5	0	5	0	3	0	1	1	6
Total	13	44	2	40	2	23	16	37	18	148
Total for the year	57		42		25		53		166	

Source: extracted from AR Student Cases UG daily log as taken from the AR Annual Report 2021/22, pg. 46

The number of cases brought to the Courts of First Appeal in the annual session for 2021/22 increased from 2 in 2020/21 to 13 in 2021/22, matching figures last seen in 2018/19. There was an increase in Academic Appeals in 2021/22, rising to 23 from only 6 in 2020/21.

Table E2b: Number of cases coming to Academic Appeals Committee between 2021/22 and 2017/18

Academic Appeals	2021/22		2020/21		2019/20		2018/19		2017/18	
	Annual	Reass	Annual	Reass	Annual	Reass	Annual	Reass	Annual	Suppl
Engineering, Science, SCSS	0	15	0	3	0	0	0	1	0	7
Arts, Humanities & Social Sciences (FAHSS)	0	1	0	0	0	0	0	2	5	5
Law	0	2	0	0	0	0	1	0	0	0
Medicine, Nursing, Pharmacy, Therapy	1	2	0	3	0	1	0	4	3	13
Multi-Faculty (TSM)	1	1	0	0	0	0	0	0	1	3
Total	2	21	0	6	0	1	1	7	9	28
Total for the year		23		6		1		8		37

Source: Extracted from AR Student Cases UG Daily Log

Table E4 below presents the reasons for students going off-books and shows an increase in student requests to go off books, rising from 293 in 2020/21 to 437 in 2021/22.

Table E4: Reasons for undergraduate students going off-books: 2015/16 – 2021/22

Reasons for off-books	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Reason for off-books (OBN)							
Personal	116	67	67	69	80	93	83
Medical	193	92	115	130	131	94	50
Financial	4	9	13	17	19	19	19
Ad Mis	6	7	6	8	13	13	7
Other	13	3	6	11	11	18	29
Health reasons	4	3	2	3	5	7	41
Intercalation	19	19	8	7	16	5	22
Academic	3	2	15	7	5	4	10
Collaborative programme	2	2	0	0	0	2	0
Disability needs not met	0	1	0	0	0	0	0
Deferred	0	1	0	0	0	0	0
Related to covid	2	6	0	0	0	0	0
Total OBN cases	362	212	231	252	280	255	261

OBA (Off-books with assessment)	184	81	184	167	206	182	214
Total cases (OBN+OBA)	437	293	415	419	486	437	475

Source: provided by AR on 06 March 2023

3.5 Plagiarism/ Academic Integrity

The move to remote learning during the COVID-19 pandemic accentuated the need for the development of policies and practices to support academic integrity. The proliferation of information and the means of reproducing it electronically, and the rapid evolution of assessment (including online forms) precipitated by new pedagogies and the pandemic has brought this issue to the fore in recent years. The Academic Integrity Working Group, established to address this matter, developed a [Statement of Principles on Integrity](#), which was approved by Council in May 2022.

The recording of plagiarism cases at the module level in SITS is reported in the AR Annual Report (ref: AR Annual Report 2021/22, pg. 59-60). The number of plagiarism cases recorded for 2021/22 dropped to 74 (from 124 in 2020/21), which is in line with the level seen during 2019/20, before the COVID-19 pandemic (ref. AR Annual Report, 2021/22, pg. 60). The largest proportion of cases of plagiarism continues to be seen in a small number of programmes and is not widespread across the faculties. Further data on examination infringement and plagiarism was obtained from the Office of the Junior Dean and the data is recorded in Appendix VIII, table 10. There was a total of 40 incidences of examination infringement recorded among undergraduate students in 2021/22. A return to in-person exams meant that there were a greater number of minor infringements such as item confiscations over the course of the year (26 in total). In 2018/19, before the COVID-19 pandemic, there were 21 such incidents of minor infraction. Reports of plagiarism dropped from 135 in 2020/21 to 81 in 2021/22. This noteworthy drop may be due to the return of in-person examinations as restrictions imposed during COVID-19 were relaxed.

3.6 Examinations

Table E10(b) from the AR Annual Report presents the breakdown of examination sittings from 2015/16 to 2019/20. The data from 2018/19 onwards provides a summary of sittings for semester 1 and semester 2.

Table E10(b): Breakdown of examination sittings, 2016/17 – 2021/22

Examination sittings	2021/22		2020/21		2019/20		2018/19		2017/18	2016/17
End of Year / Semester	Semester 1	29,860	Semester 1	30,998	Semester 1	34,280	Semester 1	32,139	62,430	61,046
	Semester 2	28,507	Semester 2	28,292	Semester 2	30,235	Semester 2	36,246		
Reassessments / Supplementals	3,967		2,971		2,874		3,644		4,107	3,926
Specials	2,645		1,644		24		-		98	109
Council approved annual	5554		3,101		4,121		6,649		15,161	15,269

Council approved supplemental^	864	531	-	477	-	-
Term tests	390	-	2,361	2,754	6,433	5,509
Foundation Scholarship	2,504	2,718	2,870	2,560	2,470	2,307
Other *		-	-	536	508	480
Totals	74,291	70,255	76,765	85,023	91,207	88,646

Source: AR Annual Report 2021/22, pg. 56

The AR Annual Report 2021/22 reported a 1.5% decrease in the number of centrally managed examination sittings from 2020/21 and continues to be lower than before the introduction of semesterised examinations. Use of assignments (although reduced) and online class tests continued to account for part of this decrease. The report caveats that a meaningful comparison to previous academic years is not possible due to special COVID-19 arrangements introduced in 2020/21 and continued for 2021/22.

3.7 Examination Accommodations

In 2021/22, the number of students registered for examination accommodations with the Disability Service at the annual examination session increased compared to the previous year. There were 1,430 registered in 2021/22 compared with 1,216 in 2021/22 and 1,187 in 2019/20. This represented an overall increase of 20% from 2019/2020 to 2021/2022.

In 2021/22, Schools were given the option to hold exams in-person or online, with a combination of both types being held. Students who were unable to attend the semester one main session because they contracted COVID-19 were able to sit these in an additional exam session organised by AR in February. With the reintroduction of in-person exams, the demand for emergency accommodations increased in comparison to 2020/21.

The Disability Service continued to ensure that students with disabilities had examination accommodations applied when necessary in 2021/22. These accommodations included, but were not limited to, extra examination time of 10, 15 and 20 minutes extra per hour depending on requirements and the provision of low distraction venues and group venues.

3.8 Foundation Scholarship

In 2021/22, a total of 320 students from 695 expected applicants presented for the Foundation Scholarship examinations in January 2022 in comparison to 497 students from 750 applicants in 2020/21. As a result of the reduced number presenting for the Foundation Scholarship examinations, 51 new Foundation and Non-Foundation Scholars were elected, compared to 73 in 2020/21 (see Table E13 below). Of the Foundation and Non-Foundation Scholarships awarded, 29 were to females and 22 to males, compared to 41 to females and 32 to males in 2020/21. The percentage of awards to female and male recipients in 2021/22 were consistent with the percentages in 2020/2019 at 56% female to 43% male.

2021/22 was the seventh year in which all programmes were required to have a minimum of 25% of the overall Scholarship mark that is 'general', i.e., discipline-related, but going beyond the set curriculum. Furthermore, to be eligible for Scholarships, candidates were required to earn a first overall and obtain a majority of first-class marks, with remaining paper(s) achieving a mark of 65% or above.

Table E13: Number of Foundation and non-Foundation Scholarships awarded 2016/17 – 2021/22

Faculty	2022		2021		2020		2019		2018		2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
AHSS	11	8	16	15	8	7	6	8	12	11	10	5
EMS	4	8	3	9	3	12	7	13	11	17	6	19
HS	13	6	19	7	11	8	10	7	14	6	12	1
MF	1	0	3	1	6	2	4	3	1	1	1	1
Total	29	22	41	32	28	29	27	31	38	35	29	26
Overall total	51		73		57		58		73		55	

Source: AR Annual Report 2021/22, pg. 59

Appendix I – Undergraduate registrations for Year 1

Table 4: Total undergraduate Year 1 registrations 2016/17 to 2021/22

Total undergraduate Year 1 registrations 2016/17 – 2021/22																			
Faculty	Course group	2021-22			2020-21			2019-20			2018-19			2017-18			2016-17		
		EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	968	215	1183	1090	144	1234	988	141	1129	985	96	1081	1016	83	1099	973	66	1039
	UG validated	436	357	793	25	3	28	18	1	19	24		24	18	2	20	20	1	21
	UG visiting	25	3	28	257	20	277	406	421	827	380	432	812	431	430	861	360	379	739
	Total	1,429	575	2,004	1,372	167	1,539	1,412	563	1,975	1,389	528	1,917	1,465	515	1,980	1,353	446	1,799
EMS	UG	943	131	1,074	893	89	982	844	69	913	877	45	922	846	43	889	827	25	852
	UG visiting	69	26	95	47	2	49	83	27	110	97	18	115	96	13	109	89	6	95
	Total	1,012	157	1,169	940	91	1,031	927	96	1,023	974	63	1,037	942	56	998	916	31	947
HS	UG	725	135	860	744	105	849	716	102	818	717	99	816	706	77	783	703	79	782
	Total	725	135	860	744	105	849	716	102	818	717	99	816	706	77	783	703	79	782
Multi - Faculty	UG	584	101	685	489	43	532	441	45	486	420	35	455	407	25	432	414	25	439
	UG visiting	42	86	128	21	5	26	34	123	157	15	143	158	2	118	120	2	90	92
	Total	626	187	813	510	48	558	475	168	643	435	178	613	409	143	552	416	115	531
	Grand total	3,792	1,054	4,846	3,566	411	3,977	3,530	929	4,459	3,515	868	4,383	3,522	791	4,313	3,388	671	4,059

Appendix II – Table C4: Distribution of undergraduate new entrants by county 2017/18 – 2021/22

Table C4: Distribution of undergraduate new entrants by county 2017/18 – 2021/22

County name	2021/22	2020/21	2019/20	2018/19	2017/18	County name	2021/22	2020/21	2019/20	2018/19	2017/18
Antrim	35	32	27	21	47	Dublin 18	176	85	66	65	67
Armagh	4	1	2	4	2	Dublin 20	18	10	13	13	9
Belfast City	6	1	9	0	2	Dublin 22	47	32	38	26	27
Carlow	35	25	20	17	22	Dublin 24	98	68	50	60	56
Cavan	51	36	41	23	28	Fermanagh	12	2	2	7	6
Clare	39	27	29	27	25	Galway City	15				
Co Dublin	817	539	465	448	466	Galway County	119	53	1	62	53
Cork City	20	1	1	1	1	Kerry	57	34	66	26	45
Cork County	113	64	65	84	96	Kildare	345	245	28	225	203
Derry	9	3	8	7	9	Kilkenny	69	30	209	42	41
Donegal	62	44	39	30	42	Laois	72	40	26	36	45
Down	28	18	14	12	12	Leitrim	17	13	26	7	9
Dublin 1	40	11	7	7	6	Limerick City	3				
Dublin 2	19	7	8	5	7	Limerick County	62	28	14	33	39
Dublin 3	95	68	53	54	63	Longford	17	15	40	13	11
Dublin 4	91	59	77	64	57	Louth	132	82	18	57	65
Dublin 5	73	64	49	35	43	Mayo	89	50	70	45	61
Dublin 6	105	78	78	79	71	Meath	270	204	40	170	122
Dublin 6W	68	44	50	46	36	Monaghan	44	27	168	22	21
Dublin 7	82	32	33	41	40	Offaly	56	31	29	33	23
Dublin 8	72	31	33	24	30	Roscommon	33	25	23	27	28
Dublin 9	100	56	55	66	60	Sligo	36	23	20	23	31
Dublin 10	13	14	7	10	12	Tipperary	70	42	28	24	42
Dublin 11	48	40	31	35	29	Tyrone	16	4	33	5	5
Dublin 12	61	37	23	28	40	Waterford City	7	0	5	0	2
Dublin 13	91	59	72	69	45	Waterford County	51	24	33	41	24
Dublin 14	94	72	75	63	60	Westmeath	69	44	39	48	38
Dublin 15	200	140	129	107	103	Wexford	98	61	54	82	53
Dublin 16	83	65	54	61	60	Wicklow	204	133	134	155	145
Dublin 17	19	5	8	10	9	Grand total	4,875	3,078	2,835	2,825	2,794

Appendix III – Table 4 Retention and progression exit award by Gender 2021/22

Table 5: Retention and progression exit award by Gender 2021/22 (provided by AR on 03 March 2023)

Standing & retention	Female	%	Male	%	Null	%	Grand Total	%
1	2,171	28.73%	1,334	27.08%	11	0.52	3,516	28.12%
Progressed same course	2,004	26.52%	1,174	23.83%	11	0.52	3,189	25.50%
Repeat same course	32	0.42%	31	0.63%		0.00	63	0.50%
Transferred to another course	49	0.65%	42	0.85%		0.00	91	0.73%
Not retained	86	1.14%	87	1.77%		0.00	173	1.38%
2	1,880	24.88%	1,171	23.77%	9	0.43	3,060	24.47%
Progressed same course	1,812	23.98%	1,082	21.96%	8	0.38	2,902	23.21%
Repeat same course	18	0.24%	36	0.73%		0.00	54	0.43%
Transferred to another course	6	0.08%	6	0.12%		0.00	12	0.10%
Not retained	44	0.58%	47	0.95%	1	0.05	92	0.74%
3	1,733	22.93%	1,167	23.69%	1	0.05	2,901	23.20%
Course completed	12	0.16%	11	0.22%		0.00	23	0.18%
Progressed same course	1,675	22.16%	1,083	21.98%	1	0.05	2,759	22.06%
Repeat same course	19	0.25%	43	0.87%		0.00	62	0.50%
Transferred to another course		0.00%	1	0.02%		0.00	1	0.01%
Not retained	27	0.36%	29	0.59%		0.00	56	0.45%
4	1,620	21.44%	1,101	22.35%		0.00	2,721	21.76%
Course completed	1,389	18.38%	758	15.38%		0.00	2,147	17.17%
Course completed – exit	20	0.26%	80	1.62%		0.00	100	0.80%
Progressed same course	199	2.63%	240	4.87%		0.00	439	3.51%
Repeat same course	4	0.05%	10	0.20%		0.00	14	0.11%
Transferred to another course		0.00%	1	0.02%		0.00	1	0.01%
Not retained	8	0.11%	12	0.24%		0.00	20	0.16%
5	153	2.02%	154	3.13%		0.00	307	2.46%
Course completed	150	1.98%	153	3.11%		0.00	303	2.42%
Repeat same course	2	0.03%	1	0.02%		0.00	3	0.02%
Not retained	1	0.01%		0.00%		0.00	1	0.01%
Grand total	7,557	100.00%	4,927	100.00%	21	1.00	12,505	100.00%

Appendix IV – Retention and progression exit award by Gender and Faculty 2020/21

Table 6: Retention and progression exit award by Gender and Faculty 2020/21

	AHSS			AHSS total	STEM			STEM total	HS			HS total	MF			MF total	Grand total
	Female	Male	Null		Female	Male	Null		Female	Male	Null		Female	Male	Null		
Standing & retention																	
1	710	418	4	1132	461	546	5	1012	621	153		774	379	217	2	598	3516
Progressed same course	674	384	4	1062	417	472	5	894	575	137		712	338	181	2	521	3189
Repeat same course	7	2		9	5	20		25	13	5		18	7	4		11	63
Transferred to another course	10	7		17	18	20		38	9	6		15	12	9		21	91
Not retained	19	25		44	21	34		55	24	5		29	22	23		45	173
2	687	408	4	1099	376	471	3	850	579	134	1	714	238	158	1	397	3060
Progressed same course	670	383	3	1056	364	432	3	799	563	120	1	684	215	147	1	363	2902
Repeat same course	2	7		9	1	19		20	5	7		12	10	3		13	54
Transferred to another course	2	2		4		2		2	2	2		4	2			2	12
Not retained	13	16	1	30	11	18		29	9	5		14	11	8		19	92
3	653	358	1	1012	333	500		833	550	172		722	197	137		334	2901
Course completed	11	11		22					1			1					23
Progressed same course	623	330	1	954	325	464		789	538	167		705	189	122		311	2759
Repeat same course	7	9		16	4	23		27	5	4		9	3	7		10	62
Transferred to another course						1		1									1
Not retained	12	8		20	4	12		16	6	1		7	5	8		13	56
4	566	363		929	312	468		780	519	162		681	223	108		331	2721
Course completed	561	358		919	243	219		462	364	75		439	221	106		327	2147
Course completed – exit					20	80		100									100
Progressed same course					45	156		201	154	84		238					439
Repeat same course	2	2		4	1	6		7		2		2	1			1	14
Transferred to another course						1		1									1
Not retained	3	3		6	3	6		9	1	1		2	1	2		3	20
5					57	113		170	96	41		137					307
Course completed					56	113		169	94	40		134					303
Repeat same course									2	1		3					3
Not retained					1			1									1
Grand total	2616	1547	9	4172	1539	2098	8	3645	2365	662	1	3028	1037	620	3	1660	12505

Source: provided by AR on 03 March 2023

Appendix V – Retention and progression exit award by Fee Status 2021/22

Table 7: Retention and progression exit award by Fee Status 2021/22

Standing & Retention	EU	%	NEU	%	Grand Total
1	2981	27.04%	535	36.15%	3516
Progressed same course	2706	24.54%	483	32.64%	3189
Repeat same course	46	0.42%	17	1.15%	63
Transferred to another course	79	0.72%	12	0.81%	91
Not retained	150	1.36%	23	1.55%	173
2	2741	24.86%	319	21.55%	3060
Progressed same course	2603	23.61%	299	20.20%	2902
Repeat same course	42	0.38%	12	0.81%	54
Transferred to another course	12	0.11%		0.00%	12
Not retained	84	0.76%	8	0.54%	92
3	2560	23.22%	341	23.04%	2901
Course completed	21	0.19%	2	0.14%	23
Progressed same course	2436	22.10%	323	21.82%	2759
Repeat same course	54	0.49%	8	0.54%	62
Transferred to another course	1	0.01%		0.00%	1
Not retained	48	0.44%	8	0.54%	56
4	2511	22.78%	210	14.19%	2721
Course completed	2046	18.56%	101	6.82%	2147
Course completed – exit	82	0.74%	18	1.22%	100
Progressed same course	353	3.20%	86	5.81%	439
Repeat same course	12	0.11%	2	0.14%	14
Transferred to another course	1	0.01%		0.00%	1
Not retained	17	0.15%	3	0.20%	20
5	232	2.10%	75	5.07%	307
Course completed	231	2.10%	72	4.86%	303
Repeat same course	1	0.01%	2	0.14%	3
Not retained		0.00%	1	0.07%	1
Grand total	11025	100.00%	1480	100.00%	12505

Source: provided by AR on 03 March 2023

Appendix VI – Retention and progression exit award update by Fee Status and Faculty 2021/22

Table 8: Retention and progression exit award update by Fee Status and Faculty 2021/22 - Total

Standing & retention	AHSS		AHSS total	STEM		STEM total	HS		HS total	MF		MF total	Grand total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
1	930	202	1,132	889	123	1012	647	127	774	515	83	598	3,516
Progressed same course	871	191	1,062	787	107	894	599	113	712	449	72	521	3,189
Repeat same course	8	1	9	18	7	25	11	7	18	9	2	11	63
Transferred to another course	13	4	17	35	3	38	14	1	15	17	4	21	91
Not retained	38	6	44	49	6	55	23	6	29	40	5	45	173
2	983	116	1,099	774	76	850	623	91	714	361	36	397	3,060
Progressed same course	946	110	1,056	729	70	799	600	84	684	328	35	363	2,902
Repeat same course	6	3	9	16	4	20	8	4	12	12	1	13	54
Transferred to another course	4		4	2		2	4		4	2		2	12
Not retained	27	3	30	27	2	29	11	3	14	19		19	92
3	895	117	1,012	732	101	833	625	97	722	308	26	334	2,901
Course completed	20	2	22				1		1				23
Progressed same course	845	109	954	691	98	789	614	91	705	286	25	311	2,759
Repeat same course	14	2	16	25	2	27	5	4	9	10		10	62
Transferred to another course				1		1							1
Not retained	16	4	20	15	1	16	5	2	7	12	1	13	56
4	864	65	929	740	40	780	591	90	681	316	15	331	2,721
Course completed	854	65	919	451	11	462	429	10	439	312	15	327	2,147
Course completed – exit				82	18	100							100
Progressed same course				194	7	201	159	79	238				439
Repeat same course	4		4	5	2	7	2		2	1		1	14
Transferred to another course				1		1							1
Not retained	6		6	7	2	9	1	1	2	3		3	20
5				154	16	170	78	59	137				307
Course completed				154	15	169	77	57	134				303
Repeat same course							1	2	3				3
Not retained					1	1							1
Grand total	3,672	500	4,172	3,289	356	3,645	2,564	464	3,028	1,500	160	1,660	12,505

Source: Provided by AR on 03 March 2023

Table 9: Retention and progression exit award update by Fee Status and Faculty 2021/22 - Percentage

Source: Provided by AR on 03 March 2023

Standing & retention	AHS		AHS total	STEM		STEM total	HS		HS total	MF		MF total	Grand total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
1	25.3%	40.4%	27.1%	27.0%	34.6%	27.8%	25.2%	27.4%	25.6%	34.3%	51.9%	36.0%	28.1%
Progressed same course	23.7%	38.2%	25.5%	23.9%	30.1%	24.5%	23.4%	24.4%	23.5%	29.9%	45.0%	31.4%	25.5%
Repeat same course	0.2%	0.2%	0.2%	0.5%	2.0%	0.7%	0.4%	1.5%	0.6%	0.6%	1.3%	0.7%	0.5%
Transferred to another course	0.4%	0.8%	0.4%	1.1%	0.8%	1.0%	0.5%	0.2%	0.5%	1.1%	2.5%	1.3%	0.7%
Not retained	1.0%	1.2%	1.1%	1.5%	1.7%	1.5%	0.9%	1.3%	1.0%	2.7%	3.1%	2.7%	1.4%
2	26.8%	23.2%	26.3%	23.5%	21.3%	23.3%	24.3%	19.6%	23.6%	24.1%	22.5%	23.9%	24.5%
Progressed same course	25.8%	22.0%	25.3%	22.2%	19.7%	21.9%	23.4%	18.1%	22.6%	21.9%	21.9%	21.9%	23.2%
Repeat same course	0.2%	0.6%	0.2%	0.5%	1.1%	0.5%	0.3%	0.9%	0.4%	0.8%	0.6%	0.8%	0.4%
Transferred to another course	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.2%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Not retained	0.7%	0.6%	0.7%	0.8%	0.6%	0.8%	0.4%	0.6%	0.5%	1.3%	0.0%	1.1%	0.7%
3	24.4%	23.4%	24.3%	22.3%	28.4%	22.9%	24.4%	20.9%	23.8%	20.5%	16.3%	20.1%	23.2%
Course completed	0.5%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Progressed same course	23.0%	21.8%	22.9%	21.0%	27.5%	21.6%	23.9%	19.6%	23.3%	19.1%	15.6%	18.7%	22.1%
Repeat same course	0.4%	0.4%	0.4%	0.8%	0.6%	0.7%	0.2%	0.9%	0.3%	0.7%	0.0%	0.6%	0.5%
Transferred to another course	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not retained	0.4%	0.8%	0.5%	0.5%	0.3%	0.4%	0.2%	0.4%	0.2%	0.8%	0.6%	0.8%	0.4%
4	23.5%	13.0%	22.3%	22.5%	11.2%	21.4%	23.0%	19.4%	22.5%	21.1%	9.4%	19.9%	21.8%
Course completed	23.3%	13.0%	22.0%	13.7%	3.1%	12.7%	16.7%	2.2%	14.5%	20.8%	9.4%	19.7%	17.2%
Course completed – exit	0.0%	0.0%	0.0%	2.5%	5.1%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
Progressed same course	0.0%	0.0%	0.0%	5.9%	2.0%	5.5%	6.2%	17.0%	7.9%	0.0%	0.0%	0.0%	3.5%
Repeat same course	0.1%	0.0%	0.1%	0.2%	0.6%	0.2%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Transferred to another course	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not retained	0.2%	0.0%	0.1%	0.2%	0.6%	0.2%	0.0%	0.2%	0.1%	0.2%	0.0%	0.2%	0.2%
5	0.0%	0.0%	0.0%	4.7%	4.5%	4.7%	3.0%	12.7%	4.5%	0.0%	0.0%	0.0%	2.5%
Course completed	0.0%	0.0%	0.0%	4.7%	4.2%	4.6%	3.0%	12.3%	4.4%	0.0%	0.0%	0.0%	2.4%
Repeat same course	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%
Not retained	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grand total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix VII - Assessment progress of UG registered student profile across years 1-5 by access route

Table F(a) (i) Assessment progress of UG registered student profile across years 1-5 by access route

	2016/17					2016/17 Total	2017/18					2017/18 Total	2018/19					2018/19 Total	2019/20					2019/20 Total	2020/21					2020/21 Total	2021/22					2021/22 Total				
	Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result					
Undergraduates – by Access Routes																																								
Foundation (Young Adults, Mature & Arts, Sci Applied Prac)	46	4		3		53	54	6	1	1	62	62	1	1		64	58	3											4	2	101	80	9	2		9	120			
Widening Participation Access Routes																																								
DARE (Merit offer)	180	1		12		193	229	5		2	236	236	3		19	258	25	6	2	1	8	1				268	299	1	1	11		312	286	4		10	300			
DARE (Reduced points offer)	404	8		49		461	455	6		66	2	529	532	11	1	65	1	610	60	8	5	8	21	2				644	649	4	1	46	1	701	651	8	1	53	4	717
HEAR (Merit offer)	184	2		11		197	192	2		3	1	198	180	2		13		195	16	6	1	1	1					169	186			2	1	189	163	3		5		171
HEAR (Reduced points offer)	445	4		39	1	489	469	11		34		514	436	4		41		481	45	3	5	5	11	4				478	457	9		27		493	462	9		33	5	509
ex Foundation into full degree (Mature)	81	2		8		91	80	1		10		91	83	1		6	1	91	78	2			4	3				87	71	3		6	1	81	59	5	1	9	1	75
ex Foundation into full degree (Young Adult)	110	2		12		124	104	1		19	1	125	122	8		17		147	11	7	3	2	5	2				129	124	2		13		139	103	1		21	2	127
FETAC/QQI	40	2		8		50	45			5		50	71	1		5		77	10	0	1		3					104	142	2		7	1	152	155	4		20		179
Mature	575	9		31	1	616	559	11		40	3	613	547	14		40	4	605	54	6	3	2	26	3				580	548	2		57	4	611	505	7		39	3	554
Widening Participation Access Routes Total	2,019	30		170	2	2,221	2,133	37		179	7	2,356	2,207	44	16	206	6	2,464	2,324	22	19	79	15					2,459	2,476	23	2	169	8	2,678	2,384	41	2	190	15	2,632
Other Alternative Access Routes																																								

Northern Ireland Feasibility Study	41	1		1		43	77					77	96	2	5		10	10		1			10	105			4		109	90			5		95	
Trinity Admissions Feasibility Study	64			3		67	83	5		1		89	80	1	2		83	76		1	2		79	77			1		78	72	2	1	1		76	
Other Alternative Access Routes Total	105	1		4		110	160	5		1		166	176	3	7		18	17		2	2		18	0	182		5		187	162	2	1	6		171	
Standard Entry	8,976	75	3	31	10	9,377	9,007	94	3	26	30	9,400	9,140	95	31	18	9,570	9,272	5	61	12	8	69	9,583	9,632	51	9	30	1	10,009	9,699	127	1	357	49	10,242
Undergraduates - by Access Routes Total	11,100	106	3	48	12	11,708	11,300	136	3	44	37	11,922	11,523	142	1	53	12,220	11,772	7	82	20	9	84	12,222	12,290	74	11	47	2	12,874	12,245	170	1	553	64	13,045
Grand Total	11,146	110	3	49	12	11,761	11,354	142	3	44	38	11,984	11,585	143	1	53	12,284	11,830	7	82	20	9	84	12,283	12,349	74	11	47	6	12,975	12,325	179	3	553	73	13,165

Source: provided by AR on 13 March 2023

Appendix VIII

Table 10: Examination Infringement and Plagiarism

2021-2022	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	40	21	21	40
Plagiarism	81	106	106	81
Contract Cheating	1	1	1	1
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	122	128	128	122
2020-2021	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	13*	11	11	11
Plagiarism	136	137	136	135
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	136	148	147	146

Examination Infringement: Possession of book(s), notes, or electronic storage and retrieval devices; possession of writing on his/her person upon entering the examination hall; use or attempted use of books, memorandum, notes or paper; aiding or attempting to aid another candidate; obtaining or attempting to obtain aid from another candidate; communication, or attempted communication, in any way, with another candidate; removal of answer books from the examination hall whether used or unused (1).

Plagiarism: the practice of taking another person's work or ideas and passing them off as one's own (2)... the inclusion of another person's writings or ideas in any formally presented work (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement, either wholly or in part, of the original author or source of the material through appropriate citation. Plagiarism occurs where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author's(3).

Contract Cheating: Usage of an essay mill; submission of an assessment that is not the original work of the student; when a person uses a third party service(s) to help them produce academic work where such input is not permitted and whether or not payment or favour is involved (4)

Infringements on Work Based Placement:

Research Misconduct: Unacceptable or improper behaviour in any part of research. (4)

(1) Institute of Technology, Carlow. (2016). Student Handbook, 14.3 Examination and Assessment Regulations, Section 4, p.97 <https://www.itcarlow.ie/public/userfiles/files/student-handbook-2019-v1.pdf> (2) Oxford English Dictionary: plagiarism - definition of plagiarism in English from the ..., <http://www.oxforddictionaries.com/definition/english/plagiarism>. (3) Plagiarism Policy - University College Dublin, http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism_po.pdf.(4) ENAI (2016). European Network for Academic Integrity Glossary <https://www.academicintegrity.eu/wp/glossary>

Source: provided by the Office of the Junior Dean on 27 March 2023