Report of the Widening Participation Group

June 2021

Contents

Widening Participation Group Overview and Terms of Reference

Overview

The Trinity Access Programmes (TAP) Steering Committee, a sub-committee of the Undergraduate Studies Committee (USC) was established in the early 1990s to support the work of TAP in widening access to the University for young adults and adults from low socio-economic backgrounds. The access programmes include educational outreach initiatives, alternative entry routes to Trinity, and a post-entry progression programme involving a range of international companies.

In May 2017, USC approved a proposal to replace the TAP Steering Committee with a Widening Participation Group (WPG) to represent a wider cohort of under-represented students, including students with a disability and mature students. It was agreed at USC that the WPG be established as a sub-committee of USC chaired by the Senior Lecturer/Dean of Undergraduate Studies and include representation from the Disability Service and the Academic Registry.

Terms of Reference

- To assist the University to achieve its strategic objectives around creating a diverse and inclusive undergraduate student body and college community, that helps students to achieve their full potential.
- To advocate for and oversee progress in widening participation for under-represented groups across university life including outreach and engagement, recruitment and admissions, academic programmes, student support services, finance and scholarships, and campus infrastructure.
- To oversee and monitor data on access, participation and retention for widening participation cohorts.
- To draft policies that support the achievement of a diverse and inclusive undergraduate student body for consideration by relevant College committees.
- To convene meetings twice a term during Michaelmas and Hilary terms and report to the Undergraduate Studies Committee through minutes of its meeting.

Membership of the Widening Participation Group consist of, the Senior Lecturer/Dean of Undergraduate Studies (Chair), Student representatives (SU Access, SU Disabilities and SU Mature Student Officers), Academic/Faculty representatives, Mature Student Officer, Trinity Access, Disability Service, Academic Registry, Academic Affairs, Trinity Teaching & Learning (TT&L), Director of Student Services, Senior Tutor.

Section 1: Context

1.1   The National Context - Access to Higher Education

The 1966 'Investment in Education' report first established equality in education as a priority for the Irish government, heralding the ability of the education system to act as a force for social and economic development in Ireland.   Equality of access to Higher Education continues to be a priority for the Government and the Department of Education and Skills (DES) and this is reflected in policy published over the last decade. Government policy, strategies and action plans inform Trinity's strategic priorities and activities on attracting, supporting and retaining students from under-represented target groups.

Over the past fifty years Ireland has experienced the massification of Higher Education, with numbers growing from 25,000 entrants in 1971 to nearly 250,000 in 2020 (DES, HEA 2019 Progress Review). Expanded access to Higher Education has been shared across socio-economic groups, however, this has not been proportionate among lower socio-economic groups. A review of 2014/15 data in the 'HEA's System Performance Framework' (2014), demonstrates that the share of students in Higher Education Institutions (HEIs) from socioeconomically disadvantaged backgrounds rose from 22% (n=9,147) to 26% (n=11,189), and the percentage of students with a disability in Higher Education rose from 7% (n=2,561) to 11% (n=3,343) since 2012/13 (HEA 2018, pgs. 6, 15). Despite new forms of access and supports, the 'National Strategy for Higher Education 2030' recognises "significant inequalities persist in the extent to which young people from different socioeconomic backgrounds access and derive benefit from Higher Education" (DES, 2011, pg. 34). This Strategy does not specify targets in terms of numbers or ratios.

Current policy plans prioritise equity of access across all levels of education. The 'National Plan for Equity of Access to Higher Education 2015-2019' (extended to 2021) sets out a vision "[*to] ensure that the student body entering, participating in and completing Higher Education at all levels reflects the diversity and social mix of Ireland's population*" (DES, HEA 2015, pg. 6). This includes, but is not limited to, gender, socioeconomic status, age, (dis)ability, and ethnicity.

National Plan for Equity of Access to Higher Education 2015-2019 (extended to 2021)

Some of the targets set by the DES and the Higher Education Authority (HEA) in the 'National Plan for Equity of Access to Higher Education 2015-2019' have been met, while others are lagging. A

summary of the target groups, goals and targets of the National Access Plan is provided in Appendix I. Additional information is available from the 'Progress Review of the National Access Plan and Priorities to 2021' (HEA, 2018).

National Strategy: Traveller Community

The 'National Traveller and Roma Inclusion Strategy'[1] includes many education-related actions to enhance the inclusion of these marginalised groups in Ireland. One of the objectives of this strategy is to ensure enhanced 'access, participation and outcomes for Travellers and Roma in education [so that their] outcomes … are equal to those for the majority population' (Department of Justice, 2017, pg. 25). Travellers prove to be a hard group to recruit and their participation in HEIs is difficult to measure (self-identification is required). The 'Action Plan to Increase Traveller Participation in Higher Education 2019-2021' reports that the number of self-identified Irish Travellers in HEIs increased by 50% between 2018 (n=41) and 2019 (n=61). The 2019 target, however, was 80 (DES, 2019). According to SOLAS, there are more Travellers involved in the wider 'further education' sector (n=1,212 in 2018) than in Higher Education.

National Strategy: Learners with Disabilities

Action 46 of the 'National Disability Inclusion Strategy 2017 – 2021' is to 'increase participation by under-represented groups, including students with physical, sensory and multiple disabilities in Further / Higher Education' (Department of Justice, 2017, pg. 26). This action does not specify targets in terms of numbers or ratios.

National Strategy: Gender

Three of the outcomes listed in the 'National Strategy for Women and Girls 2017 – 2020' are related to gender equality in access to education. These outcomes do not specify targets in terms of numbers or ratios. The targeted outcomes are:

- The gender imbalance in Science, Technology, Engineering & Maths (STEM) education and careers is tackled.

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[1] Available from:

http://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf

- Socially excluded women, particularly those living in poverty, are supported to access education, training and employment opportunities.
- Improved access to education, training and employment opportunities for Traveller and Roma women (DJE, 2017, pgs. 33-35).

1.2 The Trinity Context

Equality, Diversity and Inclusion

Trinity strives to create a culture of diversity and inclusion amongst its staff and student body. The strategic importance of equality, diversity and inclusion is apparent across the University and is an integral part of college structures, models of teaching and learning, student clubs and societies, student services, and research and development.   The committee structure in Trinity aims to support the strategic advancement of Equality, Diversity and Inclusion (EDI) policy and practice across campus, captured in Figure 1 below (EDI presentation to Equality Committee). More information on College structures relating to Equality, Diversity and Inclusion is available from Appendix II.

The *Trinity Strategic Plan 2020-2025 Community and Connection* reaffirms Trinity's commitment to student diversity and inclusion through Goal 1 '*We will foster an ever more diverse and inclusive student community'* with commitments to pursuing strategies that increase international student numbers, increase the socio-economic and geographical diversity of Irish students, double the number of students progressing from Further Education into Trinity programmes, and increase access and ensure inclusivity https://www.tcd.ie/strategy/.

Figure 1: EDI Policy and Practice
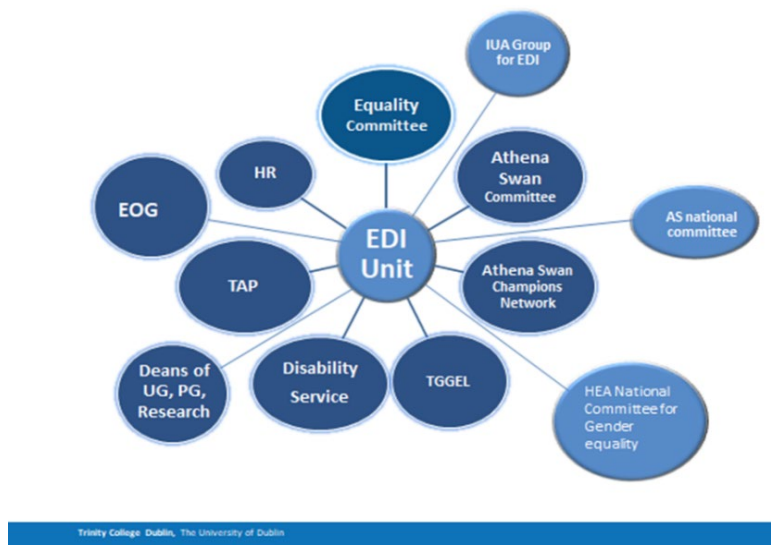
Widening Participation

Since 1993, Trinity has set clear targets in relation to entrants from Widening Participation (WP) groups, moving from an initial target of 7% non-traditional students comprising, mature students, students who are socio-economically disadvantaged, and students registered with the disability service. The initial target has increased over the years (10%, 22%) and currently stands at a target of 25% (Trinity Strategic Plan, 2020-2025).

Overview of Alternative Entry Routes to Trinity Undergraduate Programmes

Most students registered on Trinity undergraduate programmes apply through the Central Applications Office (CAO). Candidates applying through the following entry routes apply through the CAO with an additional application form submitted at the time of application:

- Disability Access Route to Education (DARE)
- Higher Education Access Route (HEAR)[2]
- Mature Student Entry – Nursing and Midwifery and Dispensation Scheme

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[2] HEAR and 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.

- Northern Ireland Engagement Programme (NIEP)[3]
- Trinity Admissions Feasibility Study (TAFS)[4]
- Asylum Seeker Access Provision (ASAP)[5].

Trinity also accepts applications through the following schemes (details in Appendix III):

- Trinity Access Programmes (TAP) – Foundation Programmes and Trinity-City of Dublin Education & Training Board (ETB) partnership university access courses.
- Further Education and Training (FET) progression routes.
- Direct applications consisting of mainly non-EU applications.
- Recognition of Prior Learning
- Advanced Entry

1.3   Trinity New Entrant Numbers by Entry Route

Figure 2: New Entrants by Route, highlights that across the four years from 2016/17 to 2019/20 approximately 23-25% of students entering Trinity are from groups targeted in the National Plan for Equity of Access to Higher Education 2015-2019. In 2019-20[6] this consisted of:

- 2% - students on the Trinity Foundation courses for Young Adults; Mature Students; and Arts, Science and Inclusive Applied Practice,
- 1% - part-time students,
- 20% - students entering via specific Widening Participation routes (HEAR, DARE, MATURE, FETAC/QQI and ex Foundation). (23% of the CAO new entrants).

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[3] NIEP, launched in 2013 with the aim of re-engaging with schools across NI to increase the number of Northern Irish students registered for undergraduate programmes in Trinity.

[4] The Study employs a combination of mechanisms (Leaving Certificate, Relative Performance Rank (RPR) and a personal statement/essay) to admit students to three undergraduate programmes – Law, History and Ancient and Medieval History and Culture.

[5] The ASAP Scholarship supports the entry of four students from Direct Provision Centres within commutable distance to Trinity by covering their course fees, providing an annual stipend of €1,500 , access to a laptop, providing free meals and public transportation costs.

[6] Percentage of total new entrants including direct entry and CAO.

In addition to these students:

- 2% - students entering via two Feasibility Study alternative entry routes, designed to widen geographic participation from across Ireland, North and South. The 'Trinity Feasibility Study', rather than using absolute Leaving Certificate results considers Leaving Certificate performance of the applicant relative to other applicants from their school. The 'Northern Ireland Feasibility Study' provides a mechanism to allow students from the north of Ireland to access any course (except Law) with 3 A-Levels.

- 5% - standard entry students each year who subsequently register with Disability Services as having a disability (outside of the DARE entry programme).

- 1% - students who had previously been on the International Foundation Programme (IFP) – delivered by Marino Institution of Education and validated by Trinity. The IFP 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. Those ex IFP students who go on to become Trinity Undergraduates, form part of the Standard Entry numbers in this report.

Figure 2: New Entrants by Entry Route (Extracted from Appendix VI: Table C)

Entry Routes for New Entrants (Standing=1)

Count of Student Number

	2016/17	2017/18	2018/19	2019/20	
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	53	56	57	52	
Undergraduates - by Access Routes					
Widening Participation Access Routes					
DARE (Merit offer)	63	83	82	78	
DARE (Reduced points offer)	176	200	189	192	
HEAR (Merit offer)	54	66	36	36	
HEAR (Reduced points offer)	155	143	112	120	
ex Foundation into full degree (Mature)	22	25	25	22	
ex Foundation into full degree (Young Adult)	34	39	46	32	
FETAC/QQI	17	21	35	41	
Mature	178	172	168	133	
Widening Participation Access Routes Total	699	749	693	654	
Other Alternative Access Routes					
Northern Ireland Feasibility Study	16	35	30	26	
Trinity Admissions Feasibility Study	18	26	20	23	
Other Alternative Access Routes Total	34	61	50	49	
Standard Entry					
Full-Time					
ex International Foundation-Marino		22	33	45	
Other	2,404	2,430	2,569	2,531	
Full-Time Total	2,404	2,452	2,602	2,576	
Part-Time Total	22	20	19	17	
Standard Entry Total	2,426	2,472	2,621	2,593	
New Entrant Undergraduates - Total	3,159	3,282	3,364	3,296	
Grand Total	3,212	3,338	3,421	3,348	

% Entry Routes for New Entrants (Standing=1)

Count of Student Number

	2016/17	2017/18	2018/19	2019/20	
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	2%	2%	2%	2%	
Undergraduates - by Access Routes					
Widening Participation Access Routes					
DARE (Merit offer)	2%	2%	2%	2%	
DARE (Reduced points offer)	5%	6%	6%	6%	
HEAR (Merit offer)	2%	2%	1%	1%	
HEAR (Reduced points offer)	5%	4%	3%	4%	
ex Foundation into full degree (Mature)	1%	1%	1%	1%	
ex Foundation into full degree (Young Adult)	1%	1%	1%	1%	
FETAC/QQI	1%	1%	1%	1%	
Mature	6%	5%	5%	4%	
Widening Participation Access Routes Total	22%	22%	20%	20%	
Other Alternative Access Routes					
Northern Ireland Feasibility Study	0%	1%	1%	1%	
Trinity Admissions Feasibility Study	1%	1%	1%	1%	
Other Alternative Access Routes Total	1%	2%	1%	1%	
Standard Entry					
Standard Entry					
Full-Time					
ex International Foundation-Marino		1%	1%	1%	
Other	75%	73%	75%	76%	
Full-Time Total	75%	73%	76%	77%	
Part-Time Total	1%	1%	1%	1%	
Standard Entry Total	76%	74%	77%	77%	
New Entrant Undergraduates - Total	98%	98%	98%	98%	
Grand Total	100%	100%	100%	100%	

The Disability Service and Trinity Access, including the Mature Students' Office 'provide for the pre-entry and post-entry work required to support students from the target groups to access and successfully complete higher education' in Trinity. The numbers of students availing of support from each of these three services is discussed later in this report and some students are supported by multiple services.

Wider support is also provided to all students through college services such as the Personal Tutor System, Counselling Services, Peer support programmes overseen by College Counselling, Student Learning Development, Career Services and College Health and the Chaplaincy.

Section 2: Widening Participation Group

The Widening Participation Group (WPG) met on one occasion in 2018/19 and on three occasions in 2019/20 with the fourth meeting cancelled due to college closure due to the COVID-19 crisis. The WPG met on two occasions during 2020/21 to consider and approve the data presented in this report.

Initial meetings of the WPG received presentations from students, academics and Senator Lynn Ruane, as follows:

- Trinity Students' Union Officers - SU Access Officer, SU Disabilities Officer, SU Mature Student Officer on some of the SU initiatives for access, mature students and students with disabilities.
- A PhD student from the Traveller community – an outline of the student's journey to third-level education in Trinity.
- Senator Lynn Ruane (TAP Foundation Course and Trinity graduate) - presented key recommendations from the *Report on Education Inequality & Disadvantage and Barriers to Education (May, 2019)*[7].
- Professor Gilligan presented to the group on: 'Widening Participation: Addressing the additional needs of young people leaving State care at 18 years of age'.

A number of themes emerged from the presentations and discussions of the WPG as follows:

WPG: Emerging Trinity Themes

- The development of SITS to ensure an accurate and robust source of data on student entry routes, progression and retention to enable Trinity to target actions when and where they are needed most, and to facilitate reporting to the DES and the HEA.
- To embed access, inclusion and diversity policy and practice across campus.

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[7] Available from:
https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_on_education_and_skills/reports/2019/2019-06-05_report-on-education-inequality-disadvantage-and-barriers-to-education_en.pdf

- Trinity to raise awareness of the number of Trinity students from diverse backgrounds (one in four students coming from non-traditional backgrounds).

- The development of new FET routes into Trinity and to increase the uptake of places on existing routes. There are over 100 FET places available.

- Increase the number of mature students entering Trinity, given strong rates of employment and changes to the Back to Education Allowance (BTEA).

- The development of a new Disability module in SITS (the module provides a system interface based within the current Trinity Student Management System SITS solution that allows Disability Services staff to complete and record and communicate students' needs assessment via the my.TCD.ie portal.) allowing student LENS reports to be viewed securely in SITS by academic staff.

- The development of the IT system to support the application to and allocation of student bursaries.

WPG: Emerging National Themes

- Exploration of the formal and non-formal educational needs of young people from the Irish Traveller and Roma communities.

- The Higher Education Access Route (HEAR) scheme to be formalised across all institutions, the entrance points for HEAR to be visible so students have a goal, and the percentage of point reductions for entry need to be reduced.

- Education programmes which engage parents with no formal qualifications to be developed and expanded.

- Consideration to be given to the development of an 'early warning signs programme' to identify a range of local indicators of potential disengagement from education, and to use the indicators to target those who require additional support to remain in education.

- Measures to be introduced that reduce the cost of accessing third-level education, including supporting costs of accommodation, travel and day-to-day living costs.

- Public policies to actively promote equality of condition, economically and socially, outside of schools and colleges so that there can be more equality of outcome within schools.

- Consideration to be given to the expansion of the age range covered by the *Education Welfare Act 2000* to include those over 16 years of age. Vulnerable young people could be supported to remain in education or to transition to employment or training.

- Education programmes for prisoners to be developed and expanded.

- Provision of information and guidance for young people in care on accessing Higher Education.

- Development of supports for young people in care participating in Education.

- Embedding bed whole-of-institution approaches to access. This means making access the responsibility of everyone in Trinity – not solely access or disability officers but also academics, administration staff, etc., developing student success strategies that focus on providing a quality educational experience for all students.

2.1   Activities Undertaken

2.1.1   Improving Data & Reporting

The WPG identified as a priority the development of a single source of data on students entering Trinity through diverse entry routes, their progression and retention. Historically, data pertaining to WPG cohorts has been managed locally by TAP, the Disability Service and the Mature Student Office, relying on reports generated from the Student Management System (SITS) coupled with locally held data. Inevitably this presented challenges of accuracy; double/treble counting; local database management; and data returns from local offices incongruent with data returned from Registry. To address these challenges the creation of a single, reliable and accurate data source was prioritized.

Following comprehensive work by a subgroup of the WPG consisting of TAP and AR representatives, the Director of Student Services and the Assistant Academic Secretary, SITS is now designated as the Master dataset and a comprehensive set of reports have been developed giving insight into entry routes and student progression and retention. This supports the 'National Access Plan' goal to "gather accurate data and evidence on access and participation and to base policy on what that data tells us." The key to success was the development of clearly defined data mappings and business logic to ensure that the data source was interpreted correctly and is system-generated.

Achievements include**:**

- The review of all TAP records.

- Flagging in SITS of all students who are supported post-entry by TAP.

- Flagging in SITS of all students who are supported post-entry by Disability.

- The availability of a TAP data report in SITS.

- The review of historical data (now accurate and complete).

- The review of alumni/graduate files (now accurate and complete).

Reporting in SITS allows for effective data collection on students' entry routes, progression and retention management.

2.1.2   Increasing awareness of Trinity entry routes

Trinity Open Day and Prospectus

Raising awareness of diversity and inclusion for prospective students was a key activity of the WPG. To this end, the group invited Beibhinn Coman, Director of TCD Global Marketing to provide an overview of the function of Global Marketing and her role in relation to the undergraduate/postgraduate open days and prospectus. An outcome of the meeting resulted in a representative from the WPG attending the undergraduate prospectus working group. This resulted in the inclusion of two pages in the 2021 Prospectus (25-26pp) highlighting Trinity's Diverse and Inclusive Campus*.* The section includes student images and testimonials*.* The 2021 prospectus now includes information, on course pages, on the availability of FET routes. In addition, TCD Global Marketing agreed to fund and support the development of a FET booklet for 2021 entry, and the booklet was published in the Michaelmas term 2020/21. Further work is needed on ensuring the visibility of diverse entry routes to Trinity such as greater prominence on the Trinity website and promotion of the diverse entry routes with guidance counsellors and school management bodies.

Education & Training Boards Ireland (ETBI) Presentations

On 8 May 2020, the Senior Lecturer/Dean of Undergraduate Studies and the Mature Student Officer presented to a meeting of the ETBI Further Education & Training (FET) Principals' Network to promote and raise awareness of FET entry routes to Trinity and to explore barriers relating to the uptake and acceptance of places. The presentation was well received with several

recommendations emerging from the discussion. The publication of a FET promotional booklet was deemed by the FET Principal's Network to be an effective way to promote Trinity's new FET routes with distribution of the booklet to FET Colleges and all schools. Contact was made with the ETBI Director of Schools and a presentation was delivered to the 16 ETB Directors of Schools during the Michaelmas term 2020/21.

2.1.3   New process for Mature Applications

Mature applicants to Trinity have had to submit two application forms, one to the Central Applications Office (CAO) and a supplementary one to Trinity. This duplication has been reviewed and moving forward, applicants will submit only the CAO form. The numbers of applications have declined over the past number of years and it is the view of the Mature Student Officer and the Admissions Officer that the additional form requirement has contributed to this decline. The CAO developed an online assessment portal and it has been used for Advanced Entry Applications (Year 2 & Year 3) for several years by a number of institutions. In addition, a pilot project was in place for Mature Student applications for the last two years which has proved very successful. It is therefore proposed that we move to a process that is based in the CAO system rather than SITS. Under the new process students will submit one application via CAO. Academic assessors will be able to view and assess the application in the CAO system. They will also have access to the applicants' official examination results (e.g. Leaving Certificate and QQI results) and any documents that the applicant has submitted to CAO to support their application. This is not currently available in SITS.   There will be no changes to the assessment process, any pre-screening, entrance tests, interviews will all continue as before. It is proposed that this change will be implemented for students seeking entry in 2022.

2.1.4   Funding for Traveller Participation in Higher Education

Following on from the presentation given by Trinity undergraduate students from the Traveller community to the WPG, Trinity Access successfully applied to the Dormant Account Funds – Travellers in HE - seeking funding to support the participation of Travellers in college courses.   The seed funding received will support a mentoring programme delivered by Traveller students with

Trinity degrees, a Continuing Professional Development (CPD) programme for teachers in TAP partner schools, and accommodation support for incoming Traveller UG students.

2.2   Widening Participation Group: Next Steps

The Trinity Strategic Plan 2020-2025 includes the strategic objective 'Approve a new undergraduate admissions strategy by 2021 to spur on excellence by increasing the socio-economic and geographical diversity of the Irish students in the university', in relation to Goal 1 'We will foster an ever more diverse and inclusive student community'. It is important that a cohesive approach is taken on the development of the undergraduate admissions strategy, the role and work of the EDI unit and the WPG.

Areas to be explored further:

1. To assist the University to achieve its strategic objectives around creating a diverse and inclusive undergraduate student body and college community, that helps students to achieve their full potential.
   - Celebrate WP cohorts at Entrance Exhibition Awards ceremony.
   - Promote the student voice via the Trinity Campaign with the aim of increasing philanthropic funding to support WP cohorts.
   - Raise awareness and promote diverse entry routes to Trinity through the education partners.
   - Support the development of FET policy, including involvement in the Irish Universities Association's (IUA) FE Progression Subgroup (see Appendix IV).
2. To advocate for and oversee progress in Widening Participation for under-represented groups across the university life including outreach and engagement, recruitment and admissions, academic programmes, student support services, finance and scholarships, and campus facilities/ infrastructure.
   - Progress the development of a centralised IT system (compatible with SITS such as Student Fund Manager) to support the application to and allocation of student bursaries (European Social Fund (ESF) and Student Assistance Funding (SAF) and philanthropic funding administered by a number of services across Trinity).
   - Identify and source funding for the provision of targeted recruitment strategies and supports for the FET cohort.

- Increase the presence of alternative entry routes through the College website and social media.
- Foster relationships with the ETBI FET/Schools Networks.
- Review mechanisms and processes relating to mature student entry, including the application process.
- Review Scholarship mechanisms and processes.

3. To oversee and monitor data on access, participation and retention for Widening Participation cohorts.
   - Prioritise/finalise baseline data for WPG cohorts, to include FET students.
   - Improve the agility and responsiveness of SITS to capture data on new groups (for example: lone parents; carers; asylum seekers; children in care; ex-prisoners).
   - Promote the need for the availability of robust data with external partners e.g. Education Committee in Seanad Éireann and the IUA to highlight the lack of robust data on Traveller participation.
   - Ensure data is published annually in the AR and Senior Lecturer's Annual Reports.
   - Capture data on students entering through the standard entry route and who subsequently register with the Disability Service.

4. To draft policies that support the achievement of a diverse and inclusive undergraduate student body for consideration by relevant College Committees.
   - Develop an admissions policy on (spent) criminal convictions.
   - Work with the School of Social Work and Social Policy to develop a policy to encourage the participation of and support for students previously in care.
   - Support the development of the Trinity Inclusive Curriculum Project that was launched in 2020-21.

5. Reflect on Trinity's policy and practice relating to widening participation using the questions provided in the National Access Forum's consultation on the National Access Plan 2022-26 below.

> **Questions extracted from National Access Forum, 23 April 2021 consultation on the National Access Plan 2022-26.**
> - How can pre-entry and post-entry activities be developed?

- How can current funding programmes be better utilised to further the objectives of the National Access Plan?

- How can the goal of mainstreaming be further embedded within HEIs?

- How can a whole-of-education approach to widening participation in higher education be achieved?

- How can pathways between Further Education and Training and higher education be better developed?

- How can other social inclusion initiatives outside of the higher education sector be harnessed to support equity of access objectives?

- What challenges has Covid-19 presented in relation to an inclusive higher education system and how can they be addressed?

- Student perspective – what are the challenges, what makes a difference, impact of Covid-19.

Section 3: Trinity Entry Routes Synopsis

3.1   Disability Access Route to Education

The Disability Access Route to Education (DARE) is a third-level alternative admissions scheme for school leavers whose disabilities have had a negative impact on their second-level education. Students apply via the CAO and in addition to their standard application submit documentation supporting their DARE application. The applications are screened, and students informed of their eligibility for the DARE scheme. When Leaving Certificate results are published DARE eligible students can be considered for a reduced points place.   In recognition of national and university targets to increase the number of students with sensory and physical disabilities, DARE offers are made first to eligible applicants within these target groups above, and remaining places offered to all other students with disabilities who are eligible.

3.2   Higher Education Access Route

The Higher Education Access Route (HEAR) is a college and university scheme that offers places on reduced points and extra college support to those who are resident in the Republic of Ireland and underrepresented at Higher Education due to their socio-economic background. Students apply via the CAO and in addition to their standard application submit documentation supporting their HEAR application. The applications are screened, and students informed of their eligibility for the HEAR scheme. When Leaving Certificate results are published HEAR eligible students can be considered for a reduced points place.

3.3   Mature Students

The mature dispensation entry route is open to EU applicants who are aged 23 years of age by 1 January of the year of entry. Currently, they must submit an application to CAO and a separate supplemental application to Trinity College by 1 February. Applications are assessed by academic staff in the relevant Schools and Departments in College. Official offers are issued via CAO in early July. Mature applicants for Nursing and Midwifery programmes only have to apply to CAO and they are assessed on the basis of an assessment test set by the National Nursing and Midwifery Board of Ireland. The test can be used to apply for all nursing programmes in the CAO system.

Mature students who have a Leaving Certificate (or equivalent qualification) can also apply to CAO and compete with the current year's Leaving Certificate cohort on the basis of their CAO points.

3.4   Trinity Access Foundation Course for HE and Partnership ETB Courses

The Trinity Access Foundation Course for Mature Students and for Young Adults and the City of Dublin Education and Training Board (CDETB) Colleges (Plunket College, Pearse College, Liberties College) are pre-university preparation programmes for students in WP target groups. Students who successfully complete these programmes may progress onto specified undergraduate degree programmes in Trinity College.

3.5   Further Education & Training Entry Routes

A FETAC entry route was introduced in 2012 to Science and Nursing & Midwifery programmes. In 2019, Business, Economics and Social Studies (BESS), Law and Global Business were added, with further routes added in 2020 and 2021. Students apply via the CAO and compete, based on their QQI results, for the QQI quota available on the undergraduate programmes that have a QQI entry route.

Section 4: Analysis 2016/17 – 2019/20

Trends emerging from the data (tables presented in Appendix VI) are presented in Figures 3-5 below for each of the following areas:

- Progression and retention
- Attainment
- Gender

4.1   Progression and Retention

Figure 3: Progression and Retention – All Standings (Extracted from Appendix VI: Table F)

Table F below presents detailed progression data for each entry cohort for each year from 2016/17 to 2019/20. Included in each cohort are the students from all year groups of that cohort.

In summary:

- The Pass Rate for students across all year groups, who entered via Widening Participation routed has been 90-91% and rose to 95% in 2019-20. (Standard Entrant pass rate has been consistently 96-97%).

- Each year, 8% of the entire Undergraduate Cohort (all year groups), who entered via a Widening Participation route repeat a year. This fell to 3% in 2019/20. (Standard Entrant repeat rate has been 1-3%).
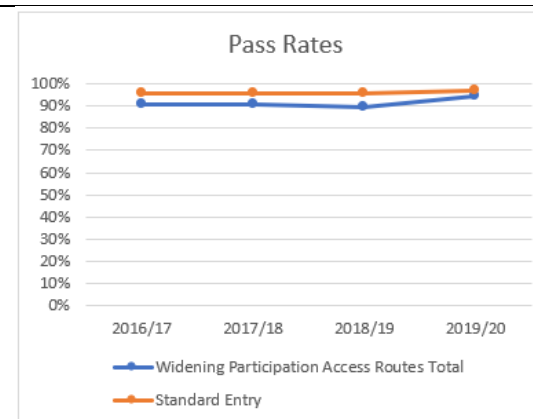
Pass Rates

Pass Rates

	2016/17	2017/18	2018/19	2019/20
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	87%	87%	97%	95%
DARE (Merit offer)	93%	97%	91%	96%
DARE (Reduced points offer)	88%	86%	87%	94%
HEAR (Merit offer)	93%	97%	92%	98%
HEAR (Reduced points offer)	91%	91%	91%	95%
ex Foundation into full degree (Mature)	89%	88%	91%	90%
ex Foundation into full degree (Young Adult)	89%	83%	83%	91%
FETAC/QQI	80%	90%	92%	96%
Mature	93%	91%	90%	94%
Widening Participation Access Routes Total	**91%**	**91%**	**90%**	**95%**

	2016/17	2017/18	2018/19	2019/20
Northern Ireland Feasibility Study	95%	100%	93%	99%
Trinity Admissions Feasibility Study	96%	96%	96%	97%

	2016/17	2017/18	2018/19	2019/20
Standard Entry	96%	96%	96%	97%

Progression - Pass Rates

Legend: ● 2016/17 ■ 2017/18 ▲ 2018/19 ◆ 2019/20

23
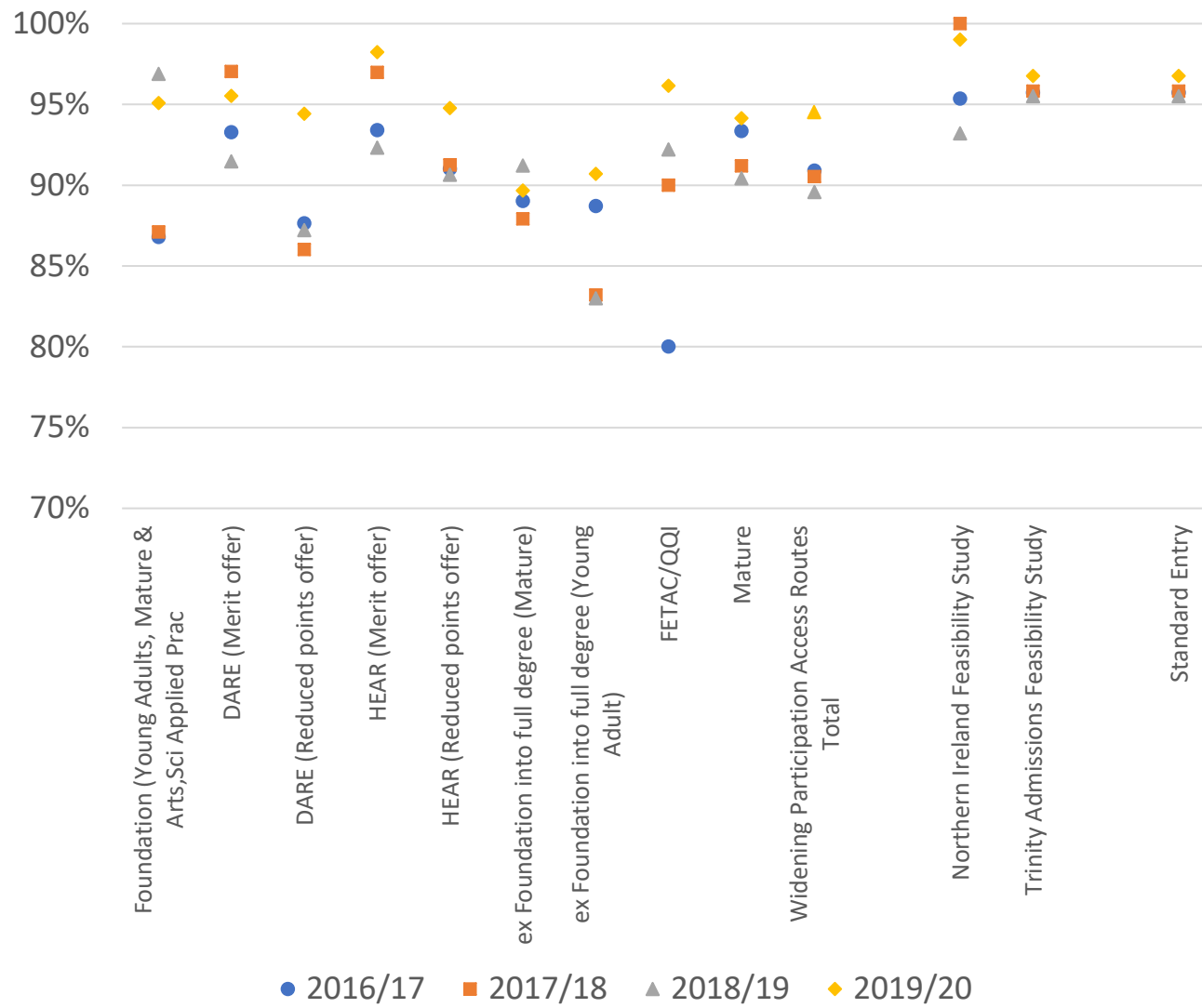
Tables F: Progression and Retention data

Table F: by Assessment Progress (All year-groups JF,SF,JS,SS)

Count of Student Number

Row Labels	2016/17 Pass	Fail	Not Progressed	Repeat year	No Result	2017/18 Pass	Fail	Not Progressed	Repeat year	No Result	2018/19 Pass	Fail	Not Progressed	Repeat year	No Result	2019/20 Pass	Fail	Not Progressed	Repeat year	No Result
⊞ Foundation (Young Adults, Mature & Arts,Sci Applied Pr:	46	4		3		54	6		1	1	62	1		1		58	3			
⊟ Undergraduates - by Access Routes																				
⊟ Widening Participation Access Routes																				
⊞ DARE (Merit offer)	180	1		12		229	5		2		236	3		19		256	2	1	8	1
⊞ DARE (Reduced points offer)	404	8		49		455	6		66	2	532	11	1	65	1	608	5	8	21	2
⊞ HEAR (Merit offer)	184	2		11		192	2		3	1	180	2		13		166	1	1	1	
⊞ HEAR (Reduced points offer)	445	4		39	1	469	11		34		436	4		41		453	5	5	11	4
⊞ ex Foundation into full degree (Mature)	81	2		8		80	1		10		83	1		6	1	78	2		4	3
⊞ ex Foundation into full degree (Young Adult)	110	2		12		104	1		19	1	122	8		17		117	3	2	5	2
⊞ FETAC/QQI	40	2		8		45			5		71	1		5		100	1		3	
⊞ Mature	575	9		31	1	559	11		40	3	547	14		40	4	546	3	2	26	3
Widening Participation Access Routes Total	2,019	30		170	2	2,133	37		179	7	2,207	44	1	206	6	2,324	22	19	79	15
⊟ Other Alternative Access Routes																				
⊞ Northern Ireland Feasibility Study	41	1		1		77					96	2		5		100		1		
⊞ Trinity Admissions Feasibility Study	64			3		83	5		1		80	1		2		76		1	2	
Other Alternative Access Routes Total	105	1		4		160	5		1		176	3		7		176		2	2	
⊟ Standard Entry																				
Full-Time	8,900	71	3	306	10	8,963	93	3	261	29	9,107	95		317	17	9,259	52	61	127	67
Part-Time	76	4		7		44	1		5	1	33				1	13	1		1	2
Standard Entry Total	8,976	75	3	313	10	9,007	94	3	266	30	9,140	95		317	18	9,272	53	61	128	69
Undergraduates - by Access Routes Total	11,100	106	3	487	12	11,300	136	3	446	37	11,523	142	1	530	24	11,772	75	82	209	84
Grand Total	11,146	110	3	490	12	11,354	142	3	447	38	11,585	143	1	531	24	11,830	78	82	209	84

24

% Table F: by Assessment Progress (All year-groups JF,SF,JS,SS)

Count of Student Number

Row Labels	2016/17					2017/18					2018/19					2019/20				
	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
⊞ Foundation (Young Adults, Mature & Arts,Sci Applied Pr:	87%	8%	0%	6%	0%	87%	10%	0%	2%	2%	97%	2%	0%	2%	0%	95%	5%	0%	0%	0%
⊟ Undergraduates - by Access Routes																				
⊟ Widening Participation Access Routes																				
⊞ DARE (Merit offer)	93%	1%	0%	6%	0%	97%	2%	0%	1%	0%	91%	1%	0%	7%	0%	96%	1%	0%	3%	0%
⊞ DARE (Reduced points offer)	88%	2%	0%	11%	0%	86%	1%	0%	12%	0%	87%	2%	0%	11%	0%	94%	1%	1%	3%	0%
⊞ HEAR (Merit offer)	93%	1%	0%	6%	0%	97%	1%	0%	2%	1%	92%	1%	0%	7%	0%	98%	1%	1%	1%	0%
⊞ HEAR (Reduced points offer)	91%	1%	0%	8%	0%	91%	2%	0%	7%	0%	91%	1%	0%	9%	0%	95%	1%	2%	1%	1%
⊞ ex Foundation into full degree (Mature)	89%	2%	0%	9%	0%	88%	1%	0%	11%	0%	91%	1%	0%	7%	1%	90%	2%	0%	5%	3%
⊞ ex Foundation into full degree (Young Adult)	89%	2%	0%	10%	0%	83%	1%	0%	15%	1%	83%	5%	0%	12%	0%	91%	2%	2%	4%	2%
⊞ FETAC/QQI	80%	4%	0%	16%	0%	90%	0%	0%	10%	0%	92%	1%	0%	6%	0%	96%	1%	0%	3%	0%
⊞ Mature	93%	1%	0%	5%	0%	91%	2%	0%	7%	0%	90%	2%	0%	7%	1%	94%	1%	0%	4%	1%
Widening Participation Access Routes Total	91%	1%	0%	8%	0%	91%	2%	0%	8%	0%	90%	2%	0%	8%	0%	95%	1%	1%	3%	1%
⊟ Other Alternative Access Routes																				
⊞ Northern Ireland Feasibility Study	95%	2%	0%	2%	0%	100%	0%	0%	0%	0%	93%	2%	0%	5%	0%	99%	0%	1%	0%	0%
⊞ Trinity Admissions Feasibility Study	96%	0%	0%	4%	0%	93%	6%	0%	1%	0%	96%	1%	0%	2%	0%	96%	0%	1%	3%	0%
Other Alternative Access Routes Total	95%	1%	0%	4%	0%	96%	3%	0%	1%	0%	95%	2%	0%	4%	0%	98%	0%	1%	1%	0%
⊟ Standard Entry																				
Full-Time	96%	1%	0%	3%	0%	96%	1%	0%	3%	0%	96%	1%	0%	3%	0%	97%	1%	1%	1%	1%
Part-Time	87%	5%	0%	8%	0%	86%	2%	0%	10%	2%	97%	0%	0%	0%	3%	76%	6%	0%	6%	12%
Standard Entry Total	96%	1%	0%	3%	0%	96%	1%	0%	3%	0%	96%	1%	0%	3%	0%	97%	1%	1%	1%	1%
Undergraduates - by Access Routes Total	95%	1%	0%	4%	0%	95%	1%	0%	4%	0%	94%	1%	0%	4%	0%	96%	1%	1%	2%	1%
Grand Total	95%	1%	0%	4%	0%	95%	1%	0%	4%	0%	94%	1%	0%	4%	0%	96%	1%	1%	2%	1%

4.2   Attainment – Finalists (Standing 4 & 5)

Figure 4: Attainment (Extracted from Appendix VI)

Table G below analyses the 2019-20 attainment data for all students of Standing 4 or 5 ('finalists).

In summary, of the 'finalists' in 2019/20 who entered via a Widening Participation entry route:

- 95% successfully Passed/Graduated (versus 98% of Standard Entrants)
- Fewer Widening Participation Entrants attained a First-Class award (Award +1) than was attained by Standard Entrants (13% v 26%)
- More Widening Participation Entrants attained a II-1 than was attained by Standard Entrants (46% v 38%)

The graphs on the right show the trends for the years 2016/17 to 2019/20.

% of students who passed in total (all classifications)

AWARD +1 (First)

AWARD +II-1

Table G Attainment (2019/20 'finalists' - those students of Standing =4 and Standing =5)

Original Academic Year Standing	ultiple Ite... (filter)

Table F: by Assessment Progress (Standing 4 & 5 only)

Count of Student Number — 2019/20 — Pass — 2019/20 Total

Row Labels	ALLOWED BA	AWARD + FAIL	AWARD + I	AWARD + II-1	AWARD + II-2	AWARD + III	AWARD + P1	AWD + DIST	AWD + PASS	DENT I	DENT II	EXITAWD+FAIL	EXITAWD+I	EXITAWD+II-1	EXITAWD+II-2	EXITAWD+III	PASS I	PASS II-1	PASS II-2	PASS PROGRES	Pass Total	Fail	Not Progressed	Repeat year	No Result	2019/20 Total
Undergraduates - by Access Routes																										
Widening Participation Access Routes																										
DARE (Merit offer)			11	24	1	2	1		5								2	1		1	48			1		49
DARE (Reduced points offer)			18	74	17	2			11					1			2	2		9	136		1	2	2	141
HEAR (Merit offer)			9	16	1				8		1		2	2	1		3	2			45	1				46
HEAR (Reduced points offer)	1		14	81	10	1	1	1	13		1		3	1				1		5	133			1	3	137
ex Foundation into full degree (Mature)				10	6				1												17			1	2	20
ex Foundation into full degree (Young Adult)				17	7			1	4						1						30				1	31
FETAC/QQI			1	3					6												10			2		12
Mature	1		21	46	5	4	2	1	44	1	1		1	1	1		1			10	140	1	1	9	1	152
Widening Participation Access Routes Total	2		74	271	47	9	4	3	92	1	3		6	5	3		8	6		25	559	2	2	16	9	588
Other Alternative Access Routes																										
Northern Ireland Feasibility Study			7	10					1												18					18
Trinity Admissions Feasibility Study			5	12	2																19					19
Other Alternative Access Routes Total			12	22	2				1												37					37
Standard Entry																										
Full-Time	2	1	637	947	40	47	13	84	199	8	28	1	41	52	10	1	96	61	2	155	2,425	6	1	20	20	2,472
Standard Entry Total	2	1	637	947	40	47	13	84	199	8	28	1	41	52	10	1	96	61	2	155	2,425	6	1	20	20	2,472
Undergraduates - by Access Routes Total	4	1	723	1,240	89	56	17	87	292	9	31	1	47	57	13	1	104	67	2	180	3,021	8	3	36	29	3,097

Original Academic Year Standing   ultiple Ite▼

Table F: by Assessment Progress (Standing 4 & 5 only)

Count of Student Number — 2019/20 — Pass / 2019/20 Total

Row Labels	ALLOWED BA	AWARD + FAIL	AWARD + I	AWARD + II-1	AWARD + II-2	AWARD + III	AWARD + P1	AWD + DIST	AWD + PASS	DENT I	DENT II	EXITAWD+FAIL	EXITAWD+I	EXITAWD+II-1	EXITAWD+II-2	EXITAWD+III	PASS I	PASS II-1	PASS II-2	PASS PROGRES	Pass Total	Fail	Not Progressed	Repeat year	No Result	2019/20 Total
Undergraduates - by Access Routes																										
Widening Participation Access Routes																										
⊞ DARE (Merit offer)			22%	49%	2%	4%		2%	10%								4%	2%		2%	98%			2%		100%
⊞ DARE (Reduced points offer)			13%	52%	12%	1%			8%					1%			1%	1%		6%	96%		1%	1%	1%	100%
⊞ HEAR (Merit offer)			20%	35%	2%				17%		2%		4%	4%	2%		7%	4%			98%	2%				100%
⊞ HEAR (Reduced points offer)	1%		10%	59%	7%	1%	1%	1%	9%		1%			2%	1%			1%		4%	97%			1%	2%	100%
⊞ ex Foundation into full degree (Mature)				50%	30%				5%												85%			5%	10%	100%
⊞ ex Foundation into full degree (Young Adult)				55%	23%		3%		13%						3%						97%				3%	100%
⊞ FETAC/QQI			8%	25%					50%												83%			17%		100%
⊞ Mature	1%		14%	30%	3%	3%	1%	1%	29%	1%	1%		1%	1%	1%		1%			7%	92%	1%	1%	6%	1%	100%
Widening Participation Access Routes Total	0%		13%	46%	8%	2%	1%	1%	16%	0%	1%		1%	1%	1%		1%	1%		4%	95%	0%	0%	3%	2%	100%
Other Alternative Access Routes																										
⊞ Northern Ireland Feasibility Study			39%	56%					6%												100%					100%
⊞ Trinity Admissions Feasibility Study			26%	63%	11%																100%					100%
Other Alternative Access Routes Total			32%	59%	5%				3%												100%					100%
Standard Entry																										
Full-Time	0%	0%	26%	38%	2%	2%	1%	3%	8%	0%	1%	0%	2%	2%	0%	0%	4%	2%	0%	6%	98%	0%	0%	1%	1%	100%
Standard Entry Total	0%	0%	26%	38%	2%	2%	1%	3%	8%	0%	1%	0%	2%	2%	0%	0%	4%	2%	0%	6%	98%	0%	0%	1%	1%	100%
Undergraduates - by Access Routes Total	0%	0%	23%	40%	3%	2%	1%	3%	9%	0%	1%	0%	2%	2%	0%	0%	3%	2%	0%	6%	98%	0%	0%	1%	1%	100%

4.3   Gender

Figure 5: Gender (All year groups)

Table E (i) below analyses the total number of male and female Undergraduate and Foundation students each year from 2016/17 to 2019/20. Included in each cohort are the students from all year groups of that cohort.

In summary:

- Standard Entry remains constant at 57% female 43% male across all four years 2016/17 to 2018/19.

- Widening Participation cohort, in total, has a higher and rising proportion of females than standard entry routes, with 60% female in 2016/17 rising to 64% female in 2018/19.

- In 2019/20, 36% of the Widening Participation cohort were male, in comparison to 43% of the Standard Entry Cohort.

- In absolute terms, the number of females entering via widening participation routes has increased by 240 (18%) in the four years, driven mainly by more females entering via DARE Reduced Points (up by 128) and FETAC/QQI (up by 53). During this same time, Standard Entry females increased by 3% (140) in total.

- In 2019/20, 85% of the FETAC Entry cohort in college (all year groups) were female, and 71% of the Mature Cohort were female.

% Split Female (F) and Male (M)
Widening Participation Access Routes v Standard Entry Routes
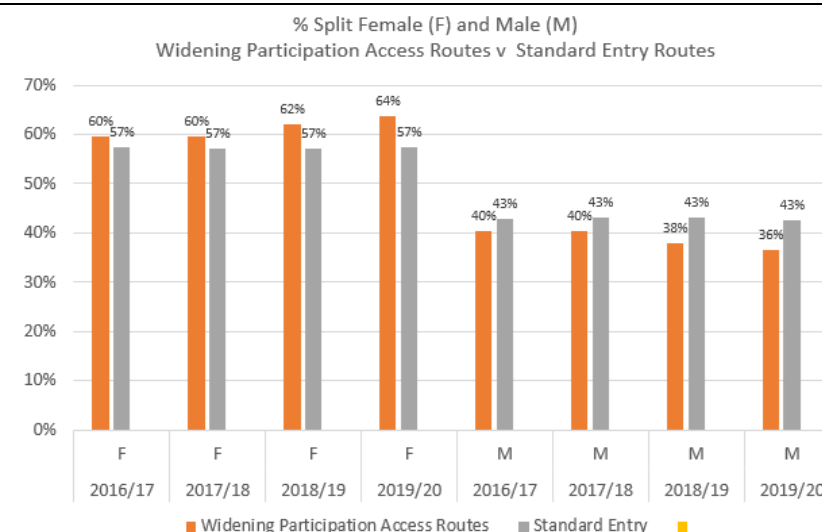
FEMALE

F	2016/17	2017/18	2018/19	2019/20
Foundation (Young Adult, Mature…)	58%	68%	56%	59%
DARE (Merit offer)	52%	53%	53%	53%
DARE (Reduced points offer)	52%	53%	56%	57%
HEAR (Merit offer)	65%	64%	61%	64%
HEAR (Reduced points offer)	57%	59%	63%	65%
ex Foundation into full degree (Mature)	52%	56%	62%	59%
ex Foundation into full degree (Young Adult)	62%	64%	63%	67%
FETAC/QQI	70%	76%	77%	85%
Mature	68%	65%	70%	71%
Widening Participation Total	60%	60%	62%	64%
Northern Ireland Feasibility Study	63%	65%	68%	64%
Trinity Admissions Feasibility Study	52%	48%	43%	51%
Standard Entry	57%	57%	57%	57%

Table E (i) : by Gender

Count of Student Number	2016/17		2017/18		2018/19		2019/20		Grand Total
Row Labels	F	M	F	M	F	M	F	M	
⊞ Foundation (Young Adults, Mature & Arts,Sci Applied Prac	31	22	42	20	36	28	36	25	240
⊟ Undergraduates - by Access Routes									
⊟ Widening Participation Access Routes									
⊞ DARE (Merit offer)	100	93	125	111	138	120	141	127	955
⊞ DARE (Reduced points offer)	238	223	282	247	341	269	366	278	2,244
⊞ HEAR (Merit offer)	128	69	126	72	118	77	108	61	759
⊞ HEAR (Reduced points offer)	279	210	303	211	304	177	309	169	1,962
⊞ ex Foundation into full degree (Mature)	47	44	51	40	56	35	51	36	360
⊞ ex Foundation into full degree (Young Adult)	77	47	80	45	93	54	87	42	525
⊞ FETAC/QQI	35	15	38	12	59	18	88	16	281
⊞ Mature	419	197	400	213	421	184	413	167	2,414
Widening Participation Access Routes Total	1,323	898	1,405	951	1,530	934	1,563	896	9,500
⊟ Other Alternative Access Routes									
⊞ Northern Ireland Feasibility Study	27	16	50	27	70	33	65	36	324
⊞ Trinity Admissions Feasibility Study	35	32	43	46	36	47	40	39	318
Other Alternative Access Routes Total	62	48	93	73	106	80	105	75	642
⊟ Standard Entry									
⊟ Full-Time									
ex International Foundation-Marino			5	17	20	27	45	40	154
Standard Entry Full-Time	5,343	3,946	5,328	3,998	5,418	4,071	5,453	4,028	37,585
Full-Time Total	5,343	3,947	5,333	4,016	5,438	4,098	5,498	4,068	37,741
⊞ Part-Time	27	60	25	26	16	18	12	5	189
Standard Entry Total	5,370	4,007	5,358	4,042	5,454	4,116	5,510	4,073	37,930
New Entrant Undergraduates - Total	6,755	4,953	6,856	5,066	7,090	5,130	7,178	5,044	48,072

% Table E (i) : by Gender

Count of Student Number									
	2016/17		2017/18		2018/19		2019/20		Grand Total
Row Labels	F	M	F	M	F	M	F	M	
⊞ Foundation (Young Adults, Mature & Arts,Sci Applied Prac	58%	42%	68%	32%	56%	44%	59%	41%	100%
⊟ Undergraduates - by Access Routes									
⊟ Widening Participation Access Routes									
⊞ DARE (Merit offer)	52%	48%	53%	47%	53%	47%	53%	47%	100%
⊞ DARE (Reduced points offer)	52%	48%	53%	47%	56%	44%	57%	43%	100%
⊞ HEAR (Merit offer)	65%	35%	64%	36%	61%	39%	64%	36%	100%
⊞ HEAR (Reduced points offer)	57%	43%	59%	41%	63%	37%	65%	35%	100%
⊞ ex Foundation into full degree (Mature)	52%	48%	56%	44%	62%	38%	59%	41%	100%
⊞ ex Foundation into full degree (Young Adult)	62%	38%	64%	36%	63%	37%	67%	33%	100%
⊞ FETAC/QQI	70%	30%	76%	24%	77%	23%	85%	15%	100%
⊞ Mature	68%	32%	65%	35%	70%	30%	71%	29%	100%
Widening Participation Access Routes Total	60%	40%	60%	40%	62%	38%	64%	36%	100%
⊟ Other Alternative Access Routes									
⊞ Northern Ireland Feasibility Study	63%	37%	65%	35%	68%	32%	64%	36%	100%
⊞ Trinity Admissions Feasibility Study	52%	48%	48%	52%	43%	57%	51%	49%	100%
Other Alternative Access Routes Total	56%	44%	56%	44%	57%	43%	58%	42%	100%
⊟ Standard Entry									
⊟ Full-Time									
ex International Foundation-Marino			23%	77%	43%	57%	53%	47%	100%
Standard Entry Full-Time	58%	42%	57%	43%	57%	43%	58%	42%	100%
Full-Time Total	58%	42%	57%	43%	57%	43%	57%	43%	100%
⊞ Part-Time	31%	69%	49%	51%	47%	53%	71%	29%	100%
Standard Entry Total	57%	43%	57%	43%	57%	43%	57%	43%	100%
New Entrant Undergraduates - Total	58%	42%	58%	42%	58%	42%	59%	41%	100%

Section 5: Analysis by area – Disability, TAP, Mature

The interpretation and analysis of the data presented below was undertaken by the Disability Service and Trinity Access, including the Mature Students' Office. While every effort has been taken to ensure the accuracy and integrity of the data there may be some anomalies due to ongoing work in ensuring that appropriate tagging has been applied.

5.1 Disability

Figure 6: Disability (Extracted from Appendix VI: Table C and C (i))

DARE New Entrants (Standing=1)

Count of Student Number

	2016/17	2017/18	2018/19	2019/20	Grand Total
DARE (Merit offer)	63	83	82	78	306
DARE (Reduced points offer)	176	200	189	192	757
Grand Total	239	283	271	270	1,063

Not all students entering Trinity through DARE register with the Disability Service and many other students who enter through the Standard Access route do subsequently register a disability with the Disability Service following enrolment. Students registered with the Disability Service are eligible to apply for reasonable accommodations such as examination accommodations.

DARE entry students make up around 54% of students registered with Disability Services. In total, across all year groups, annually, the number of students with disabilities in college has grown to over 1,900.

Figure 7: Total Number of students with Disabilities registered in Trinity

Source: https://www.tcd.ie/disability/assets/doc/pdf/Annual-report-statistics/19-
20/Disability%20Service%20KPIs%20and%20Statistics%202019-20.pdf
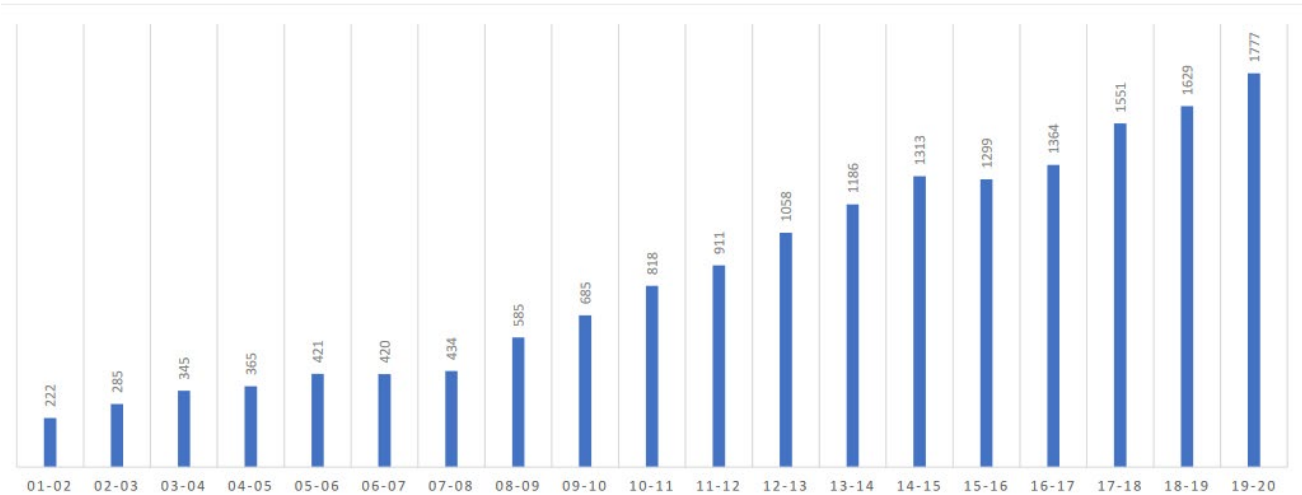
Figure 8: Distribution by disability

Source: https://www.tcd.ie/disability/assets/doc/pdf/Annual-report-statistics/19-
20/Disability%20Service%20KPIs%20and%20Statistics%202019-20.pdf

33
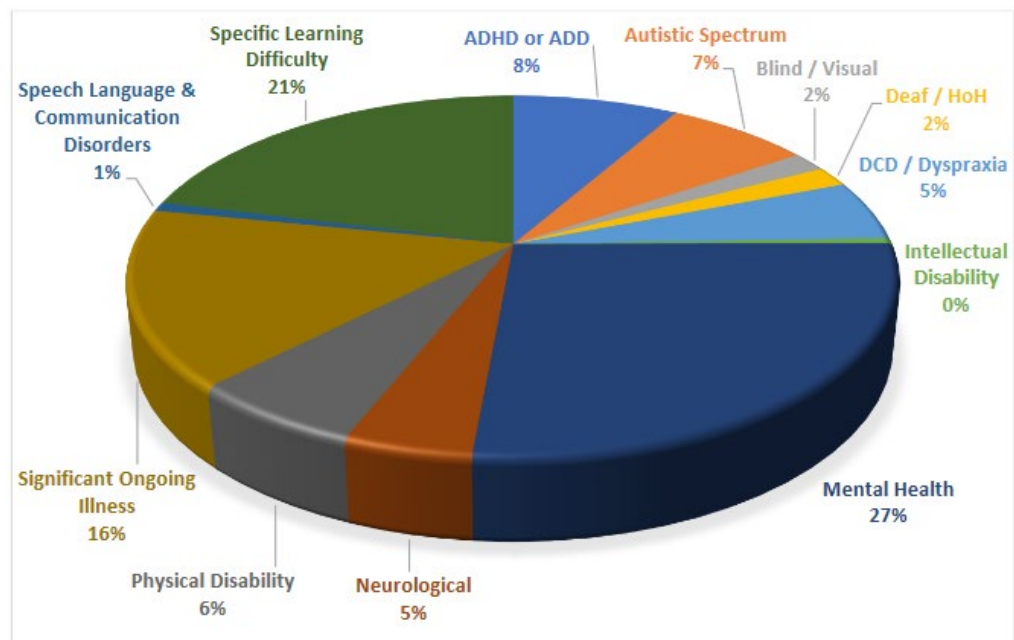
Figure 9: Distribution by Faculty
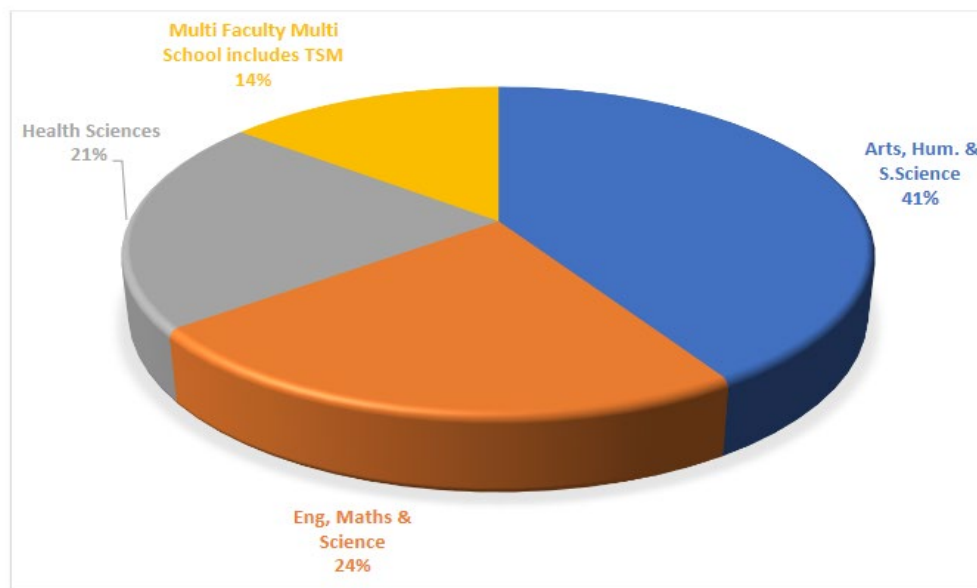
DARE entry to Trinity 2014-15 to 2020-21

Students entering Trinity with DARE reduced points average 489 CAO points. The students who apply to DARE and enter Trinity with the required points average 531 CAO points (42 points higher). While the number of eligible applicants via DARE has risen considerably since DARE was launched in 2010 (from 948 nationally in 2010 to 3,542 in 2017) the rate of entry (or access quota) has not increased accordingly. Consequently, DARE has become more competitive for students.

Since 2016, DARE applicants have needed to demonstrate an Educational Impact in school in addition to providing evidence of disability to meet the eligibility criteria for DARE. This has resulted in a higher level of verification of the impact of disability on education and provides Disability Services with clearer indicators as to how best support students in higher education.

Disability type has a significant impact on progression and completion. Students with mental health difficulties, those who are deaf or hard of hearing and students with Autism Spectrum Disorder (ASD) have lower rates of completion compared to other students with disabilities. A longitudinal tracking of 2,427 students with disabilities in Trinity by year of entry from 2005 to 2014 showed

that the overall completion rate was 83%. However, in 3 out of 10 disability types, the rate of completion among students was significantly lower (ASD: 76%; Deaf/Hard of hearing: 74%; Mental Health: 72%). Over the past 10 years (2010/11 to 2019/20) the numbers of students with ASD and Mental Health has increased significantly (ASD has increased from 22 to 129 and Mental Health has increased from 123 to 471).

In the years 2016-17 to 2019-20, as shown above (% Table F: by Assessment Progress), the average pass rate for all year groups of DARE merit students was 94%, while the average pass rate of DARE entrants with reduced points was 89%. For the same period, the average pass rate for the Widening Participation Group as a whole was 92%. In addition to the data presented above, it is important to note that an additional cohort of students with a disability enter via the standard admissions route but acquire a disability or seek supports after entering Trinity. Compared to those who enter via DARE, this group are more likely to be experiencing a recent or emerging difficulty that impacts on their course progression through a failed exam or placement, having to repeat year or take a year off books. In contrast, the students entering via DARE are disclosing and planning for supports before coming to Trinity and, as a group, have relatively higher progression rates.

Gender and faculty do not appear as a significant additional factor for students with disabilities compared to non-disabled students. However, students with disabilities on some professional courses do appear to struggle more. Data from 2007 to 2019 showed that the completion rate on 4 professional courses (Deaf Studies, Nursing, Midwifery and Radiation Therapy) was 75% or lower.

The HEA Deprivation Index Score (DIS) measures relative affluence or disadvantage of geographic areas based on the 2016 Census and student enrolment data. The national DIS average of all students in 2018-19 was 2.1 The average DIS for Trinity students was 5.7. The average DIS for DARE entrants was 4.7.

Recent Achievements

The Disability Service launched the SITS disability module in 2018. Additional module manager functionality implemented in 2019 to allow LENS reports to be made directly available to module owners/coordinators via SITS.

The Disability Service provided an efficient student case management system of student interaction and financial management using the Student Information Desk (SID) incident and case management

functionality thus allowing the Disability Service staff to record effectively all modes of communication within one system. This allowed for easily retrievable information regarding the student disability supports and interactions with the service which is both shareable and reportable as required by the HEA and ESF/FSD funding requirements.

5.2   Trinity Access, including the Mature Student Office

Since 1998 almost 4,000 students have entered undergraduate studies in Trinity with the support of Trinity Access, including the Foundation Courses, University Access Courses and HEAR entrants[8] (see Figure 12 below). These students avail of a suite of post-entry supports to enhance retention and progression, including financial aid, academic and personal supports, as well as tailored career preparation programmes. The evidence-base from the Foundation Course has been used in the 2016-20 period, via a partial secondment of the Director, Trinity Access, to develop and scale a similar Foundation Year in Oxford University. This is also informing the template for a Foundation Year in Cambridge University. There is also an extensive educational outreach programme which begins with partner primary schools and continues throughout second level education, to create a strong pipeline of students for the alternative admissions routes.

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[8] This figure does not include Mature Dispensation or Mature Nursing.

Figure 10: Trinity Access undergraduate entrants 1998-2020[9] (Source: Trinity Access Data 1998-2020)
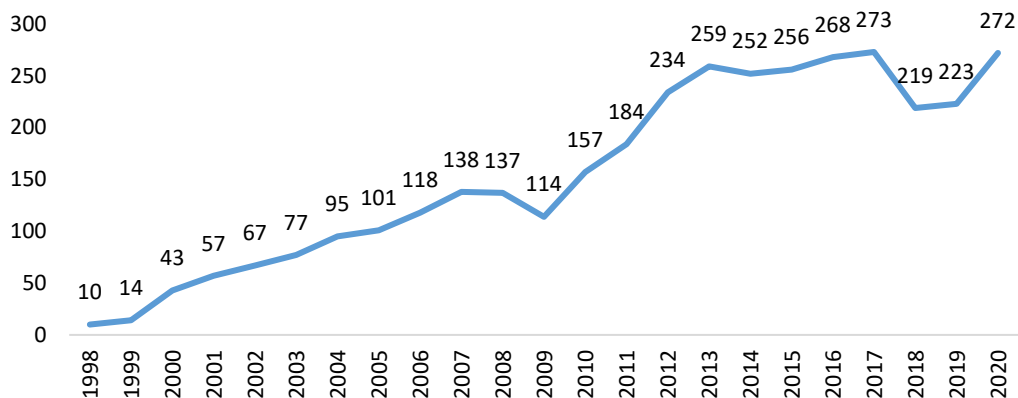
Note: in 2018/19 there was a nationwide reduction in HEAR applications which may be attributed to an expansion of FET to Higher Education places across most HEIs. In Trinity there were some changes to course structures (e.g. Science) which may have had an impact on the number of students admitted to these courses.

5.3   HEAR analysis

HEAR students are admitted to the university on full points ('merit' in SITS) and a concession on points ('reduced points' in SITS) basis[10]. HEAR entrants alone represent approximately 6% of students. Admissions to Trinity through the HEAR scheme have reached a level at about 250 per annum. This reflects a national trend where HEAR admissions have peaked and higher education institutions are building broader Further Education and Training (FET) to Higher Education (HE) routes.

The number of HEAR entrants to Trinity 2015-19 averages 225. In 2018, there was a 19% reduction in admissions through HEAR. This was due to a decrease of 10% in people meeting the criteria for the HEAR scheme and an additional 9% drop in applications to the HEAR scheme in that year.

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[9] All entrants supported by Trinity Access are reflected in this graphic. Detailed breakdown of cohorts shows which students were admitted through Trinity Access routes and which were admitted through a different CAO path but supported by Trinity Access as they met the criteria for HEAR support.

[10] We use the terms full points and concession on points because all HEAR students are admitted to the university on merit, so the distinction between merit/reduced points is considered deficit terminology.

In 2019, there was a further drop in HEAR entrants. A contributing factor to this was the creation of four new undergraduate entry Science streams (Biological and Biomedical Sciences, Chemical Sciences, Geography and Geoscience, Physical Sciences). Admissions to the new Science programme reduced from an average of 45 HEAR entrants per annum to just 30. HEAR entrants are more inclined to apply for the biological based Science stream, as their access to higher level physics and chemistry is sometimes limited by the subjects available in the school they attend.

There is further evidence to suggest that the subject-specific requirements, specifically Maths, are a challenge. Places in courses requiring a H5 in mathematics or higher consistently go unfilled. Any attempt to increase HEAR offers needs to address this barrier. Trinity Access undertook research in 2020 which analysed course components where students highlighted difficulty and the areas of study for which more academic support was requested. Maths elements of undergraduate programmes emerged as an area of difficulty for Junior Fresh and Senior Fresh cohorts. Trinity Access has now begun working on further research in this area to identify specific curricular elements where students show lower attainment or request additional academic support. These outcomes will be reviewed in the context of the changes to the Leaving Certificate curriculum in recent years.

It is noteworthy that in 2020, 8.4% of all CAO offers accepted (under 23 with a current Leaving Certificate) were to HEAR eligible applicants (compared to 7.9% in 2019). The following three Figures (11, 12 & 13) provide an overview of HEAR offers data in the period 2014-2020.

Figure 11: Level 8 HEAR offers TCD 2014-2020 (Source: CAO)
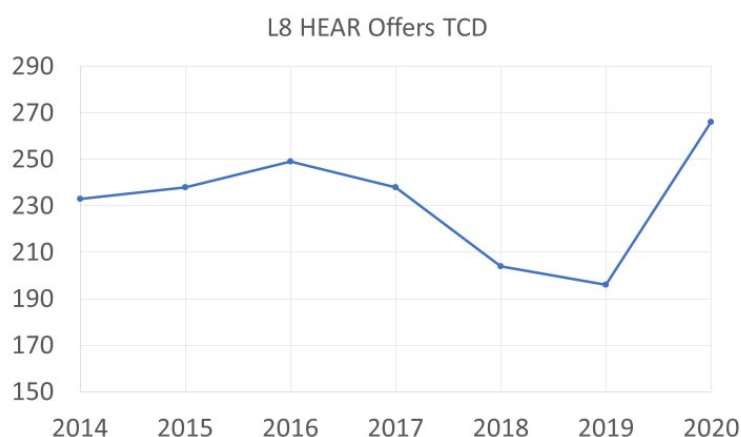
Figure 12: Number of HEAR eligible candidates nationally 2014-2020 (Source: CAO)
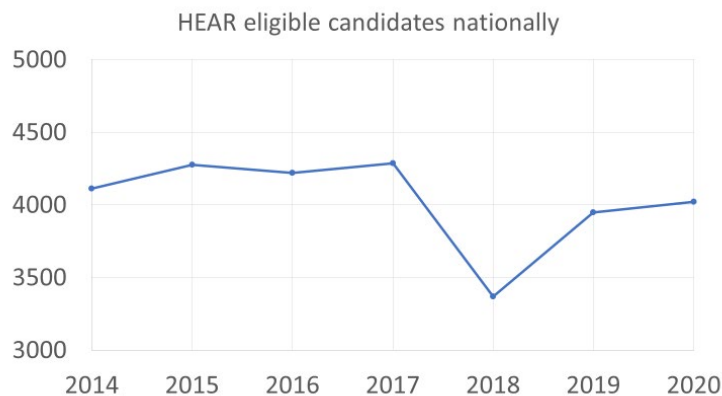
Figure 13: Percentage of HEAR eligible candidates offered a level 8 course in TCD 2014-2020 (Source: CAO)
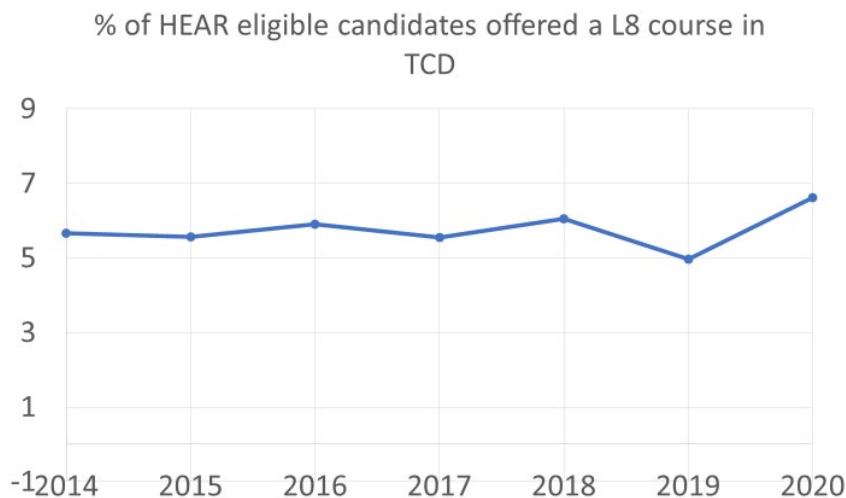
Faculty Representation

Faculty representation of HEAR students has shown a strong developmental pattern towards a more equal representation of TAP students across all faculties. In the 2015/16 academic year, 46% of all TAP undergraduates were in the Faculty of Arts, Humanities and Social Sciences (AHSS). This cohort had a 90% progression rate, a 96% completion rate and a retention rate of 88%. 30% were in the Faculty of Science, Technology, Engineering and Mathematics (STEM), where an 89%

39

progression rate and a 96% completion rate were observed. At that time, there were double the number of TAP Junior Fresh students than senior sophister students in STEM. A quarter of the TAP undergraduate population was studying within the Faculty of Health Sciences where a retention rate of 94% was noted. The progression rate was 93% and the completion rate was 90%.

Moving forward to 2019/2020 HEAR entrants mirror national patterns in terms of popularity of course choices. The Faculty of Health Sciences now has a greater representative portion of new TAP entrants (>30%) with a quarter of new entrants studying in the Faculty of AHSS.

HEAR admissions to Trinity tend to reflect wider trends around an increased policy focus on progression to STEM courses, which was a strong national policy focus in the 2011-16 period.

The reduction in HEAR admissions in 2018 and 2019 was reversed in 2020, with a 20% increase in HEAR admissions observed. The 2020 HEAR cohort is consistent in numbers with the intake per annum up to 2017.

Gender

HEAR students reflect institutional and national trends, with a 60:40 average female to male representation in all cohorts.

Academic outcomes

Results for HEAR students are robust and mirror national research which shows that students from socio-economically underrepresented backgrounds who enter university on similar points to their peers perform in line with standard entrants.

5.4   Foundation Courses

The top row of the tables (Tables A-H, Appendix VI), labelled Foundation (Young Adults, Mature & Arts,Sci Applied Prac), shows the number of students enrolled on the yearlong Trinity Access Foundation Courses (Young Adults and Mature students), as well as students enrolled on the Certificate in Arts, Science and Inclusive Applied Practice.

Students are admitted into Trinity degree programmes from Trinity Access Foundation Courses through the facilitated entry process. The Ex-Foundation into full degree (Mature) category (Appendix VI) is made up of graduates of the Trinity Access Foundation Course – Mature Students

40

and graduates of the TCD CDETB Partnership University Access Courses in Pearse and Plunket Colleges. The Ex-Foundation into full degree (Young Adults) category (Appendix VI) is made up of graduates of the Trinity Access Foundation Course – Young Adults, graduates of the TCD CDETB Partnership University Access Courses in Liberties College and from the Rathmines College Access Course. These cohorts are important in meeting the targets for students from under-represented groups contributing 0.7% (mature students) and 1.15% (young adults) to the student population, during this period (Table C(I), Appendix VI). They are represented across all three faculties, although as students from the partnership courses may only progress onto degrees in AHSS, overall, there are a higher number of Ex Foundation students in this Faculty.

Gender analysis of Foundation Course

There are more female Ex-Foundation Course students than males (for mature students – 57% female, to 43% male; for young adults 64% female to 36% male). This reflects the gender breakdown at application to the Foundation Course and is also seen in the wider student cohort (Table E, Appendix VI).

Academic outcomes of Foundation Course

The pass rate for Ex-Foundation mature students is 90% (Table F, Appendix VI). When examined in more detail, ex -Trinity Access Foundation Course - Mature Students have a pass rate of 87%, ex-Pearse College (ETB) students a pass rate of 90% and ex-Plunkett College (ETB) students a pass rate of 99%, during this period. The pass rate for Ex-Foundation young adults is 87% (Table F, Appendix VI). When explored in more detail, the ex-Trinity Access Foundation Course - Young Adult students have a pass rate of 87%, ex-Liberties College (ETB) a pass rate of 84% and ex-Rathmines College (ETB), a pass rate of 88% during this period. However, it should be noted that some of these cohorts are relatively small. Further analysis has shown that the pass rate of Ex-Foundation Course students improves as they progress through College, with the majority of fails occurring in the Freshman years.

The attainment of Ex-Foundation students is above the national average non-progression rate for university students who experience low socio-economic status (SES) of 15%[11]. Furthermore, based on indicators to measure socio-economic disadvantage, ex-Foundation Course are the most

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[11] Higher Education Authority (2019). *A Study of Progression in Higher Education*. Dublin: HEA.

disadvantaged of all the cohorts in Trinity Access and often experience more complex challenges in their lives outside of College. Further analysis is required to identify particular courses and indeed modules where there are lower pass rates, and target supports accordingly. Analysis is also required to track students who are both Ex-Foundation Course and registered with the Disability Service.

5.5   Mature Student Entry

Mature student participation

The most recent national data from the HEA shows that full-time mature new entrants made up 6% of all new entrants to higher education in 2017/18, down from 11% in 2010/11[12] (HEA, 2018). Table A: by *Access Route* (Appendix VI) shows that mature student participation, which includes Mature *and* Ex Foundation into Full Degree – Mature, has remained consistent at an average of 5.8% per year. However, there has been a slight downward trajectory from 6.1% in 2016/17 to 5.5% in 2019/20. This decline in mature student participation maps national trends and can be attributed, somewhat, to the economic climate and near full employment rate of 4.8% in December 2019.

Faculty distribution of mature students

Table B: by *Faculty* (Appendix VI) shows the unequal distribution of mature students across the Faculties. The Faculty of Health Science dominates participation due to the prevalence of mature Nursing and Midwifery students who make up a consistent 74% participation across the Faculty of HS each year.

The Faculty of AHSS has seen a marginal decline in mature student participation over the four-year period from 30% in 2016/17 to 29% in 2019/20. At a national level, it is interesting to note that 32% of mature new entrants to the university sector in 2017/18 progressed to the Arts, Humanities and Social Sciences (2018, HEA). In the same year Table C: by *Standing* (Appendix VI) shows that 26% of mature Junior Freshman students were registered in AHSS. When Multi-Faculty is taken into consideration this mirrors the national trend.

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[12] Higher education Authority (2018). *Key Facts and Figures: Higher Education 2017/18.* Dublin: HEA.

The Faculty of STEM represents the lowest rate of mature student participation due, in part, to the Higher-Level Leaving Certificate Maths requirement in place for a number of its programmes. The 10% participation rate for 2016/17 and 2017/18 decreased to 8% and 7.3% in 2018/19 and 2019/20, respectively. This stands in contrast to an increase in the standard entry year-on-year. Trinity formally recognised QQI Maths for STEM (30 ECTS Special Purpose Award) as a Higher Leaving Certificate equivalent in 2019. It is anticipated that this will have a positive impact on mature student participation in STEM.

Gender analysis of Mature Students

In 2017/18 the gender breakdown of full-time mature new entrants to universities stood at 59% female and 41% male (HEA, 2018). Table C: by Standing (Appendix VI) shows that in 2017/18 the gender breakdown of mature Junior Freshman students stood at 67% female and 33% male. Table E *(Appendix VI): by Gender* shows that this gender gap is reflected across all years with an average gender breakdown of 66% female and 34% male. This gap can be attributed to, in part, by the consistently high mature Nursing and Midwifery participation year on year. Nursing and Midwifery continues to be female dominated with females making up an average of 87% over the four-year period.

Conversely, STEM continues to be a male dominated Faculty for mature students. However, the 75% male participation rate in 2016/17 declined to 57% in 2019/20.

Academic outcomes of Mature Students

(Excluding ex-Foundation Course and ETB partner course mature student entrants)

Table F*: by Assessment Progress (Appendix VI)* shows that the average pass rate for mature students over the four-year period stands at 92%, with a low of 90.4% in 2018/19 and a high of 94.1% in 2019/20. This compares to a 96% average pass rate for the standard cohort. The average fail rate for mature students stands at 1.5% with a high of 2.3% in 2018/19 and a low of 0.5% in 2019/20. This compares favourably with the 0.6% failure rate for standard entry in the same year.

According to Table G*, Appendix VI: by Pass Assessment Result/Grade* the average pass by supplemental rate for mature students is 9.5%. It is interesting to note that mature Nursing and Midwifery students make up the majority of this cohort at an average of 68%, with a low of 58% in 2016/17 and a high of 79% in 2017/18. As per Table F*, Appendix VI: by Assessment Progress,*

43

Nursing and Midwifery students make up 52% of the mature repeat year cohort. Issues such as high contact hours, finance, placements, travel and life-study balance may play a role in these high rates but further analysis and research into this cohort is warranted.

5.6   Further Education & Training

Progression to Higher Education: data analysis

Table A: *by Access Route* (Appendix VI) presents the increase in FET participation over the four-year period from 2016/17 to 2018/19. In 2016/17 There were 50 FET students registered across all years with 48% in the School of Nursing and Midwifery and 52% in Science.

All the students registered in Nursing and Midwifery were female with the overall gender breakdown standing at 66% female and 34% male. The same trends are mirrored across the 2017/18 cohort. In 2018/19 the restructuring of the Science programme served to increase participation to Science from 21 FET students in 2017/18 to 38 students (50% increase) in 2018/19. The numbers, however, remain small and the FET cohort makes up, on average, less than 0.6% of the UG population.

2019/20 saw the introduction of new routes to AHSS for FET students (Law/BESS/Global Business). However, *Table 2: by Standing* (Appendix VI) shows that these new routes represent only 12% of the new entrants for that year. Further expansion to FET routes in the AHSS took place in 2020/21. A targeted recruitment strategy is required if we are to fill the FET places available.

Table F*: by Pass Assessment Result/Grade (Appendix VI)* shows an improvement in the pass rate from 2016/17 (80%) to 2019/20 (96%). This is in line with the standard entry cohort. It must be noted, however, that the cohort is small. Similarly, the fail rate reduced from 4% in 2016/17 to 1% in 2019/20. The provision of orientation and supports for the FET cohort should be prioritised.

5.7   Overall Discussion

The overall percentage of WP groups who have been admitted to Trinity via alternative entry routes has remained relatively stable from 2016/17-2019/20. It is important to note that the data represent students in WP groups admitted via alternative entry routes only.

44

The HEA Equal Access Survey has demonstrated that there is also a significant number of students admitted to Trinity via the standard Leaving Certificate points system who are in the target socio-economic groups (average 200 per annum). In addition, not all students with a disability enter via the DARE scheme, many students enter via the Leaving Certificate points system and declare a disability thereafter. As a result, the alternative entry route numbers in the university do not actually represent all students in WP groups in the university. If calculations include all students in WP groups who are admitted via the Leaving Certificate points system, and not through an alternative entry route, the percentage of WP cohorts in Trinity is over 30%.

The numbers entering via HEAR, Foundation and partnership ETB courses are all stable and unlikely to see much growth. DARE eligible applications have continued to grow but the rate of admissions (access quota) has not. There is continued focused work on specific DARE student categories and there may be scope to grow DARE admissions. Mature student entry has dropped over the period 2010 to 2018. This mirrors national trends and reflects an almost full-employment rate. However, the development of micro-credentials and the expansion of FET to HE routes offer potential to increase mature student admissions in the coming years.

To reach institutional targets for a diversified intake in Trinity, growth is most likely to come from the recently approved increase in FET to HE routes. This aligns with the creation of a government department connecting FET and HE and the intention to integrate admission to FET courses into the CAO process. It will create much greater flexibility in the higher education admissions system, reduce the pressure on the Leaving Certificate points system and elevate the position of FET colleges nationwide as an important pipeline for young adult and mature students hoping to progress to higher education.

Section 6: HEA Access Funding

6.1   National Funding

The Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and the Higher Education Authority (HEA) have published a call for submissions to inform the development of the next National Plan for Equity of Access to Higher Education (National Access Plan). The closing date for submissions is Friday 18 June 2021. The following is an extract from the Consultation Paper available from https://hea.ie/assets/uploads/2021/04/National-Access-Plan-2022-2026_Consulation-Paper.pdf

Source: HEA National Access Plan 2022 – 2026 Consultation Paper

> "Central to engagement with students from under-represented backgrounds and their communities are the Access Offices and staff in place in each higher education institution (HEI). These offices are established through core HEI funding from the State (approximately €43m in core funding to HEIs in 2021 was on the basis of access metrics). It enables all HEIs to have an access infrastructure in place that provides for the pre-entry and post-entry work required to support students from target groups access and successfully complete higher education.
>
> The 'Fund for Students with Disabilities (FSD)' supports HEIs in ensuring students with disabilities have the necessary supports to enable them access, fully participate in and successfully complete their chosen course of study.
>
> The 'Student Assistance Fund (SAF)' provides financial support to full or part-time students who are experiencing financial difficulties while attending college
>
> The 'Programme for Access to Higher Education (PATH)' has provided additional funding to support access to higher education since the 2017/18 academic year. Funding will amount to over €40m over six years and is supporting initiatives across its three strands - access to teacher education (PATH 1), 1916 Bursary Fund (PATH 2) and Higher Education Access Fund (PATH 3). It is expected that the full impact of PATH will be seen over the lifetime of the subsequent national access plans.

Over the period of the current 'National Access Plan' there has also been progress towards the embedding of whole-of-institution approaches to access. This means making access the responsibility of everyone in a HEI – not solely access or disability officers but also academics, administration staff, etc.

This challenge has been exacerbated by the Covid-19 pandemic and the disproportionate impact it has had on students from disadvantaged communities. Their college experience has been significantly affected – access to broadband, laptops, lack of available study spaces, social isolation. Covid-19 has brought the 'digital divide' and the impact of disadvantage to the fore.

The Government has sought to help alleviate these issues through targeted funding supports. This included the doubling of SAF funding, a ring-fenced fund to support Traveller students access and participate in higher education, the introduction of a laptop loan scheme and additional once-of funding for HEI access services to address emergencies arising from the pandemic. Connectivity issues are beginning to be addressed through the further roll-out of the HEAnet Eduroam network across the country. Additional funding was also provided for student wellbeing and mental health supports. However, the true impact of Covid-19 will be long-term. We are mindful of this challenge as we progress to the next National Access Plan."

6.2   Trinity Funding

Prior to 2011, the HEA provided Trinity with an access allocation that was divided between Trinity Access (including the Mature Student Office) with 68%, and the Disability Service with 32%. A new HEA funding model was introduced in 2011 (aligned to HEA Core grant using RGAM), based upon the number of WP students in the University. Three cohorts of WP students are identified for this funding. Trinity Access is responsible for students from socio-economically under-represented groups and mature first-time students, whilst the Disability Service is responsible for students with disabilities.

The Access allocation model is the core source of funding for the Disability Service and Trinity Access. It was agreed in March 2016 that the funding split would be revised and that the Disability

Service would receive 40% of the access allocation to take into account the growing numbers of students with a disability in the university. The access funding allocation is also intended to fund substantial educational outreach work leading to increased admissions by WP groups, who would not otherwise be prepared and informed to apply to the university.

In June 2020, it was agreed that *on a one-year basis*, the access allocation would be shared with the newly established EDI Unit headed by the Vice Provost for Equality Diversity and Inclusion, Dr. Clodagh Brook. The agreement was that 20% of the access allocation would be allocated to establish the EDI unit. However, it was acknowledged that the impending move of the HEA to a funding model based on DIS may negatively impact on the overall access funding allocation to the university. It was also acknowledged that access funding is intended to support long-term educational outreach work with primary and second level schools, in addition to post entry supports and programming to ensure diversity, equality and inclusion. Therefore, the agreement to allocate 20% of access funding to the establishment of the EDI was a one-year commitment. This year's funding allocation has not yet been formally notified but a meeting of all the units whose operations depend on this funding will be convened in the coming months, to consider how best to sustain all current programming from the available funding.

Section 7: Recommendations

The WPG sub-group proposes the following recommendations:

1. Trinity to make a submission to the DFHERIS and HEA in response to the call for submissions to inform the development of the National Access Plan (2022-2026).
2. Examine the findings emerging from the data to develop and implement appropriate interventions (where need most) to support the progression and retention of students entering through alternative entry routes.
3. Undertake a comparative analysis of internal retention and progression patterns with the available HEA data for national retention and progression.
4. Undertake a comparative analysis of internal WP data, Deprivation Index Score (DIS) and Equal Access data as generated by HEA.
5. Consider how best to align the information and data captured by Trinity on WP groups with the HEA proposed funding model, based on the DIS of the student body.
6. Employ the data generated from the analysis of WP data, DIS and Equal Access to inform a more targeted admissions/marketing campaign with schools, FET and Adult and Community groups nationwide.
7. Examine the establishment of a working group on gender and the uptake of courses in Trinity by male students.
8. Expand the number of FET entry routes to Trinity and identify ways of increasing the uptake of places.
9. Consider the provision of targeted orientation and support to the FET cohort.
10. Develop data capturing to include groups not currently available within SITS – i.e. Irish Traveller students, asylum seekers/ refugee students, lone parents, students registered to part-time programmes, and students entering through advanced entry.
11. Examine the progression of WP students to employment/further education by drawing on the data available from the Graduate Outcomes Survey.
12. Review the Implementation Plan published in the 'Progress Review of the National Access Plan and Priorities to 2021' to establish how the recommendations are being addressed by Trinity.

Appendix I: National Plan

National Plan for Equity of Access to Higher Education 2015-2019 (extended to 2021)

National Access Plan – Aims

The National Access Plan aims to support increased access and participation in higher education by six main target groups:

- entrants from socio-economic groups that have low participation in higher education;
- first-time mature students;
- students with disabilities;
- part-time/flexible learners;
- further education and training award holders; and
- Irish Travellers.

The Plan also highlights subgroups that require particular support, including lone parents, teen parents and ethnic minorities.

National Access Plan – Goals

The priority goals of the National Access Plan are to:

- mainstream the delivery of equity of access in higher education institutions;
- assess the impact of current initiatives to support equity of access to higher education;
- gather accurate data and evidence on access and participation and to base policy on what that data tells us;
- build coherent pathways from further education and to foster other entry routes to higher education; and
- develop regional and community partnership strategies for increasing access to higher education with a particular focus on mentoring.

National Targets			National Target
1	Non-manual worker group (percentage of 18-20 cohort)		30%
2	Semi/unskilled manual worker group* (percentage of 18-20 cohort)		35%
3	Full-time mature entrants to higher education (percentage of all new entrants)		16%
4	Full and part-time/flexible (combined) mature entrants (percentage of all new entrants)		24%
5	Students with disabilities as a percentage of all new entrants to higher education		8%
6	Number of students* with physical/mobility disability		570
7	Number of students* who are deaf/hard of hearing		280
8	Number of students* who are blind/have a vision impairment		200
9	*All full-time students in receipt of the Fund for Students with Disabilities		
10	Current Target Percentage of students studying on a part-time/flexible basis (all undergraduates and postgraduates)		22%
11	Percentage of new entrants to higher education whose basis for admission is a further education qualification		10%
12	Participation in higher education by Irish Travellers - current Target Number of Irish Travellers in higher education (full and part-time undergraduate new entrants).		80

Additional information and resources

Access Statistics Summary

HEA Statistics Archive

National Access Plan Progress Review 01/2019 (endnote v)

Appendix II: Trinity Structures, Units

Equality Committee

The duties of the Equality Committee include assisting Board and Council in the development, co-ordination and implementation of equality policies, practices and action plans throughout Trinity; advising Board and Council on legislative requirements and national and EU policy developments; and reporting to Board and Council on equality matters, including an Annual Report on the Committee's activities.

Equality, Diversity and Inclusion (EDI) unit

The newly established EDI Unit has the following objectives: review, rationalise and strengthen existing equality activities, infrastructure and policies, and to develop an EDI Strategy and Action Plan that drives a culture of EDI into the heart of College – from College leadership to staff and educational experiences, research environment, campus development, communications, clubs and societies and budgets.

Students' Union, Clubs and Societies

The Students' Union, Clubs and Societies, which contribute so meaningfully to the student experience, also have the diversity and inclusion agenda at their core. Student volunteers form part of the Union Forum and volunteer their time to help the Students' Union act on important issues. These volunteers include a LGBT+ Rights Officer, Mature Student Officer, International Student Officer, Student Parent Officer, Disabilities Officer, Gender Equality Officer and an Access Officer. Student clubs and societies include: Q-Soc, Mature Student Society, Gender Equality Society, International Student Society, Sign Language Society, Amnesty International, Cumann Gaelach, Afro-Caribbean Society, Indian Society, and et al.

Appendix III: Alternative Entry Routes to Trinity

Northern Ireland Engagement Programme

The Northern Ireland Engagement Programme (NIEP), launched in 2013 with the aim of re-engaging with schools across NI to increase the number of Northern Irish students registered for undergraduate programmes in Trinity. Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way but have to 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.

Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2019 – 2015 (source: AR Annual Report 2019/20, pg. 23).

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
2019	593 (168 Feasibility Study)	163 (Standard) 44 (Feasibility Study) **Total 207**	81 (50%) 25 (57%) **Total 106 (51%)**
2018	763 (153 Feasibility Study)	181 (Standard) 54 (Feasibility Study) **Total 235**	56 (31%) 29 (54%) **Total 85 (36%)**
2017	964 (263 Feasibility Study)	207 (Standard) 81 (Feasibility Study) **Total 288**	65 (31%) 40 (49%) **Total 105 (36%)**
2016	928 (192 Feasibility Study)	197 (Standard) 48 (Feasibility Study) **Total 245**	79 (40%) 23 (48%) **Total 102 (42%)**
2015	754 (211 Feasibility Study)	176 (Standard) 68 (Feasibility Study) **Total 244**	74 (42%) 33 (48%) **Total 107 (44%)**

Source: Combination of Central Admissions Office (CAO) & SITS

Trinity Admissions Feasibility Study

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 2018/19, 21 students were admitted: Law (10), History (10), Ancient and Medieval History and Culture (1). This student number represents a slight decrease from 2017/18 (24 students admitted). In 2018, a total of 244 students applied to participate in the Study compared to 269 in 2017/18 and 238 in 2016/17.

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, RPR[13] 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).

Asylum Seekers Scholarship Initiative

In April 2019, Council approved a proposal to support the entry of students who are asylum seekers and who meet the criteria set out for entry to Trinity under a Scholarship initiative ASAP (CL/18-19/159). Students in Direct Provision who have taken the Leaving Certificate are unable to take up CAO offers of places in Trinity due to their classification as non-EU students and are subject to non-EU fees. The ASAP Scholarship approved by Council supports the entry of four students from Direct Provision Centres within commutable distance to Trinity by covering their course fees, providing an annual stipend of €1,500, access to a laptop, providing free meals and public transportation costs.

The application process and selection criteria approved by Council included the completion of a scholarship application form and the provision of supporting documentation to Trinity with offers of support made to students in mid-August after the first round of CAO offers. Nineteen (19) applications were received under the initiative for 2019/20 entry and two Scholarships were awarded.

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[13] 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.

International Foundation Programme

The International Foundation Programme (IFP) [14] 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, Engineering, Health Science and Science programmes.

In 2018/19 MIE processed a total of 220 applications (an increase of 40 from 2017/18) from more than 44 countries resulting in 80 registrations (50 registrations in 2017/18) with representation from 14 countries including Saudi Arabia, China, Kuwait, Nigeria, Oman, Palestine, Russia, Turkey, UAE and Ukraine. Thirty-three (33%) of the participants joined pathway A while 67% joined pathway B (reference: Table B8, AR Annual Report 2018/19, pg. 26). It is expected that the number of students will continue to rise in 2019/20.

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[14] 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).

Appendix IV: IUA Further Education Progression Subgroup

Since March 2020 the Mature Student Officer has represented Trinity College on the IUA's Further Education Progression Subgroup. The aim of the Subgroup, reporting to the IUA's Access Steering Group (ASG) for HEIs, is to address the current barriers to entry into Higher Education by holders of further education and training awards by bringing together current good practice across the sector with new innovative system-wide solutions to enhance access, transfer and progression opportunities nationally with a particular focus on the Post-Leaving Certificate (PLC) subset of Further Education and Training (FET).

 The main objectives of the group are to:

- Improve and simplify the process for FE award holders applying to Higher Education through the CAO, including advanced entry, building on the recent and ongoing developments within SOLAS, QQI and the Department of Education and Skills;
- Develop a consistent way of expressing higher education matriculation requirements for FE applicants;
- Contribute to implementation of the recommendations emerging from the ESRI evaluation of the PLC programme and the SOLAS response to it;
- Monitor the Further Education to Higher Education progression rates in the context of the National Access Plan and Systems Performance Framework;
- Support the development of information resources which offer suitable advice and guidance to students' progression from Further Education into Higher Education.

The subgroup is currently working to a tight timeline (mid-October) to devise a workplan to run a pilot project to rationalise entry routes from FET to HE in Science and Business/Law courses for 2021/22 entry. The aim is to present this plan to the ASG in early November and to the IUA's Registrars Group in January. Should the WPG commitment to this plan it will result in considerable work on FET policy and practice. Resourcing implications for future engagement requires consideration.

Appendix V: Work completed by the WPG sub-group on data

The outcomes of this process to-date are:

- The review of all Trinity Access records

- The amendment of student records with incorrect Trinity Access flags

- The availability of a Trinity Access data report in SITS (ongoing)

- The review of historical data (now accurate and complete)

- The review of alumni/graduate files (now accurate and complete)

- A full review/quality check of current records (ongoing)

- IFP students have been removed from report

- The reconciliation of data retrospectively over the last 5 years

- Progression data to generate reports over the student lifecycle

- 2019/20 progression/retention data

- Confirmation of update of student flags (ongoing)

- Confirmation of status/updates of anomalies

- Mature Student Office (MSO) data report in SITS

- Generation of a mature student (MS) graduate report.

- Verification and review of different data flags within SITS to ensure all student records for the consolidated WPG Data report are accurate.

- Sign off and completion of the 16/17-19/20 WPG Data set.

- Updating of TAP records within SITS to reflect the WPG Data work.

- Cube Training and access. (ongoing).

Appendix VI: Widening Participation Dataset

WPG Report

Table A: All Undergraduates by Access Route (includes all Standings)

Count of Student Number	Column Labels				
Row Labels	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**Grand Total**
Foundation (Young Adults, Mature & Arts,Sci Applied Pr:	**53**	**62**	**64**	**61**	**240**
Undergraduates - by Access Routes					
Widening Participation Access Routes					
DARE (Merit offer)	193	236	258	268	955
DARE (Reduced points offer)	461	529	610	644	2,244
HEAR (Merit offer)	197	198	195	169	759
HEAR (Reduced points offer)	489	514	481	478	1,962
ex Foundation into full degree (Mature)	91	91	91	87	360
ex Foundation into full degree (Young Adult)	124	125	147	129	525
FETAC/QQI	50	50	77	104	281
Mature	616	613	605	580	2,414
Widening Participation Access Routes Total	**2,221**	**2,356**	**2,464**	**2,459**	**9,500**
Other Alternative Access Routes					
Northern Ireland Feasibility Study	43	77	103	101	324
Trinity Admissions Feasibility Study	67	89	83	79	318
Other Alternative Access Routes Total	**110**	**166**	**186**	**180**	**642**
Standard Entry	**9,377**	**9,400**	**9,570**	**9,583**	**37,930**
Undergraduates - by Access Routes Total	**11,708**	**11,922**	**12,220**	**12,222**	**48,072**
Grand Total	**11,761**	**11,984**	**12,284**	**12,283**	**48,312**

by Access Route (% of Parent Row Total)

WPG Report

Count of Student Number	Column Labels				Grand Total
Row Labels	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**Grand Total**
Foundation (Young Adults, Mature & Arts,Sci Applied Pr	**0.5%**	**0.5%**	**0.5%**	**0.5%**	**0.5%**
Undergraduates - by Access Routes					
Widening Participation Access Routes					
DARE (Merit offer)	8.7%	10.0%	10.5%	10.9%	10.1%
DARE (Reduced points offer)	20.8%	22.5%	24.8%	26.2%	23.6%
ex Foundation into full degree (Mature)	4.1%	3.9%	3.7%	3.5%	3.8%
ex Foundation into full degree (Young Adult)	5.6%	5.3%	6.0%	5.2%	5.5%
FETAC/QQI	2.3%	2.1%	3.1%	4.2%	3.0%
HEAR (Merit offer)	8.9%	8.4%	7.9%	6.9%	8.0%
HEAR (Reduced points offer)	22.0%	21.8%	19.5%	19.4%	20.7%
Mature	27.7%	26.0%	24.6%	23.6%	25.4%
Widening Participation Access Routes Total	**19.0%**	**19.8%**	**20.2%**	**20.1%**	**19.8%**
Other Alternative Access Routes					
Northern Ireland Feasibility Study	39.1%	46.4%	55.4%	56.1%	50.5%
Trinity Admissions Feasibility Study	60.9%	53.6%	44.6%	43.9%	49.5%
Other Alternative Access Routes Total	**0.9%**	**1.4%**	**1.5%**	**1.5%**	**1.3%**
Standard Entry	**80.1%**	**78.8%**	**78.3%**	**78.4%**	**78.9%**
Undergraduates - by Access Routes Total	**99.5%**	**99.5%**	**99.5%**	**99.5%**	**99.5%**
Grand Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table B: All Undergraduates by Faculty

Count of Student Number	2016/17 AHS	EMS	HSC	TCD	2016/17 Total	2017/18 AHS	EMS	HSC	TCD	2017/18 Total	2018/19 AHS	EMS	HSC	TCD	2018/19 Total	2019/2 AHS	EMS	HSC	TCD	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	**6**			**47**	**53**	**13**			**49**	**62**	**17**			**47**	**64**	**16**			**45**	**61**	**240**
Undergraduates - by Access Routes																					
Widening Participation Access Routes																					
DARE (Merit offer)	63	58	39	33	193	69	80	47	40	236	80	79	55	44	258	92	79	51	46	268	955
DARE (Reduced points offer)	192	104	116	49	461	208	120	144	57	529	244	127	167	72	610	270	130	180	64	644	2,244
HEAR (Merit offer)	45	66	58	28	197	54	67	53	24	198	47	73	53	22	195	40	66	43	20	169	759
HEAR (Reduced points offer)	125	191	132	41	489	129	191	155	39	514	126	155	167	33	481	138	134	176	30	478	1,962
ex Foundation into full degree (Mature)	53	4	6	28	91	45	6	6	34	91	39	7	7	38	91	45	6	5	31	87	360
ex Foundation into full degree (Young Adult)	49	16	39	20	124	54	17	39	15	125	67	22	41	17	147	57	18	39	15	129	525
FETAC/QQI		24	26		50		21	29		50		38	39		77	5	46	53		104	281
Mature	162	58	348	48	616	170	64	342	37	613	166	48	347	44	605	151	43	347	39	580	2,414
Widening Participation Access Routes Total	**689**	**521**	**764**	**247**	**2,221**	**729**	**566**	**815**	**246**	**2,356**	**769**	**549**	**876**	**270**	**2,464**	**798**	**522**	**894**	**245**	**2,459**	**9,500**
Other Alternative Access Routes																					
Northern Ireland Feasibility Study	22	9	3	9	43	38	17	8	14	77	51	20	11	21	103	50	21	12	18	101	324
Trinity Admissions Feasibility Study	67				67	88			1	89	82			1	83	78			1	79	318
Other Alternative Access Routes Total	**89**	**9**	**3**	**9**	**110**	**126**	**17**	**8**	**15**	**166**	**133**	**20**	**11**	**22**	**186**	**128**	**21**	**12**	**19**	**180**	**642**
Standard Entry	**2,894**	**2,769**	**2,438**	**1,276**	**9,377**	**2,862**	**2,845**	**2,451**	**1,242**	**9,400**	**2,950**	**2,925**	**2,445**	**1,250**	**9,570**	**3,049**	**2,947**	**2,339**	**1,248**	**9,583**	**37,930**
Undergraduates - by Access Routes Total	**3,672**	**3,299**	**3,205**	**1,532**	**11,708**	**3,717**	**3,428**	**3,274**	**1,503**	**11,922**	**3,852**	**3,494**	**3,332**	**1,542**	**12,220**	**3,975**	**3,490**	**3,245**	**1,512**	**12,222**	**48,072**
Grand Total	**3,678**	**3,299**	**3,205**	**1,579**	**11,761**	**3,730**	**3,428**	**3,274**	**1,552**	**11,984**	**3,869**	**3,494**	**3,332**	**1,589**	**12,284**	**3,991**	**3,490**	**3,245**	**1,557**	**12,283**	**48,312**

by Faculty (% of Parent Row Total)

Count of Student Number	2016/17 AHS	EMS	HSC	TCD	2016/17 Total	2017/18 AHS	EMS	HSC	TCD	2017/18 Total	2018/19 AHS	EMS	HSC	TCD	2018/19 Total	2019/2 AHS	EMS	HSC	TCD	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**0%**	**0%**	**3%**	**1%**	**0%**	**0%**	**0%**	**3%**	**1%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**
Undergraduates - by Access Routes																					
Widening Participation Access Routes																					
DARE (Merit offer)	9%	11%	5%	13%	9%	9%	14%	6%	16%	10%	10%	14%	6%	16%	10%	12%	15%	6%	19%	11%	10%
DARE (Reduced points offer)	28%	20%	15%	20%	21%	29%	21%	18%	23%	22%	32%	23%	19%	27%	25%	34%	25%	20%	26%	26%	24%
HEAR (Merit offer)	7%	13%	8%	11%	9%	7%	12%	7%	10%	8%	6%	13%	6%	8%	8%	5%	13%	5%	8%	7%	8%
HEAR (Reduced points offer)	18%	37%	17%	17%	22%	18%	34%	19%	16%	22%	16%	28%	19%	12%	20%	17%	26%	20%	12%	19%	21%
ex Foundation into full degree (Mature)	8%	1%	1%	11%	4%	6%	1%	1%	14%	4%	5%	1%	1%	14%	4%	6%	1%	1%	13%	4%	4%
ex Foundation into full degree (Young Adult)	7%	3%	5%	8%	6%	7%	3%	5%	6%	5%	9%	4%	5%	6%	6%	7%	3%	4%	6%	5%	6%
FETAC/QQI	0%	5%	3%	0%	2%	0%	4%	4%	0%	2%	0%	7%	4%	0%	3%	1%	9%	6%	0%	4%	3%
Mature	24%	11%	46%	19%	28%	23%	11%	42%	15%	26%	22%	9%	40%	16%	25%	19%	8%	39%	16%	24%	25%
Widening Participation Access Routes Total	**19%**	**16%**	**24%**	**16%**	**19%**	**20%**	**17%**	**25%**	**16%**	**20%**	**20%**	**16%**	**26%**	**18%**	**20%**	**20%**	**15%**	**28%**	**16%**	**20%**	**20%**
Other Alternative Access Routes																					
Northern Ireland Feasibility Study	25%	100%	100%	100%	39%	30%	100%	100%	93%	46%	38%	100%	100%	95%	55%	39%	100%	100%	95%	56%	50%
Trinity Admissions Feasibility Study	75%	0%	0%	0%	61%	70%	0%	0%	7%	54%	62%	0%	0%	5%	45%	61%	0%	0%	5%	44%	50%
Other Alternative Access Routes Total	**2%**	**0%**	**0%**	**1%**	**1%**	**3%**	**0%**	**0%**	**1%**	**1%**	**3%**	**1%**	**0%**	**1%**	**2%**	**3%**	**1%**	**0%**	**1%**	**1%**	**1%**
Standard Entry	**79%**	**84%**	**76%**	**83%**	**80%**	**77%**	**83%**	**75%**	**83%**	**79%**	**77%**	**84%**	**73%**	**81%**	**78%**	**77%**	**84%**	**72%**	**83%**	**78%**	**79%**
Undergraduates - by Access Routes Total	**100%**	**100%**	**100%**	**97%**	**100%**	**100%**	**100%**	**100%**	**97%**	**99%**	**100%**	**100%**	**100%**	**97%**	**99%**	**100%**	**100%**	**100%**	**97%**	**100%**	**100%**
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table C: by Standing (Year of Course)

Count of Student Number

Row Labels	2016/17 1	2	3	4	5	2016/17 Total	2017/18 1	2	3	4	5	2017/18 Total	2018/19 1	2	3	4	5	2018/19 Total	2019/20 1	2	3	4	5	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	53					53	56	6				62	57	7				64	52	9				61	240
Undergraduates - by Access Routes																									
Widening Participation Access Routes																									
DARE (Merit offer)	63	42	56	31	1	193	83	54	44	51	4	236	82	77	50	43	6	258	78	66	75	43	6	268	955
DARE (Reduced points offer)	176	122	80	76	7	461	200	151	100	72	6	529	189	178	142	92	9	610	192	163	148	134	7	644	2,244
HEAR (Merit offer)	54	51	38	52	2	197	66	49	44	35	4	198	36	60	50	47	2	195	36	34	53	44	2	169	759
HEAR (Reduced points offer)	155	113	115	100	6	489	143	136	104	115	16	514	112	129	129	100	11	481	120	107	114	127	10	478	1,962
ex Foundation into full degree (Mature)	22	24	20	24	1	91	25	22	25	18	1	91	25	23	19	22	2	91	22	23	22	19	1	87	360
ex Foundation into full degree (Young Adult)	34	41	22	20	7	124	39	29	36	18	3	125	46	34	27	38	2	147	32	39	27	26	5	129	525
FETAC/QQI	17	14	8	11		50	21	13	10	6		50	35	19	13	10		77	41	33	18	12		104	281
Mature	178	156	133	135	14	616	172	150	150	124	17	613	168	152	137	136	12	605	133	147	148	136	16	580	2,414
Widening Participation Access Routes Total	699	563	472	449	38	2,221	749	604	513	439	51	2,356	693	672	567	488	44	2,464	654	612	605	541	47	2,459	9,500
Other Alternative Access Routes																									
Northern Ireland Feasibility Study	16	27				43	35	15	26	1		77	30	34	15	24		103	26	24	33	16	2	101	324
Trinity Admissions Feasibility Study	18	25	24			67	26	17	25	21		89	20	22	18	23		83	23	15	22	19		79	318
Other Alternative Access Routes Total	34	52	24			110	61	32	51	22		166	50	56	33	47		186	49	39	55	35	2	180	642
Standard Entry	2,426	2,185	2,205	2,264	297	9,377	2,472	2,200	2,155	2,247	326	9,400	2,621	2,234	2,172	2,220	323	9,570	2,593	2,329	2,189	2,126	346	9,583	37,930
Undergraduates - by Access Routes Total	3,159	2,800	2,701	2,713	335	11,708	3,282	2,836	2,719	2,708	377	11,922	3,364	2,962	2,772	2,755	367	12,220	3,296	2,980	2,849	2,702	395	12,222	48,072
Grand Total	3,212	2,800	2,701	2,713	335	11,761	3,338	2,842	2,719	2,708	377	11,984	3,421	2,969	2,772	2,755	367	12,284	3,348	2,989	2,849	2,702	395	12,283	48,312

by Standing (% of Parent Row Total)

Count of Student Number

Row Labels	2016/17 1	2	3	4	5	2016/17 Total	2017/18 1	2	3	4	5	2017/18 Total	2018/19 1	2	3	4	5	2018/19 Total	2019/20 1	2	3	4	5	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	2%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	1%	2%	0%	0%	0%	0%	1%	2%	0%	0%	0%	0%	0%	0%
Undergraduates - by Access Routes																									
Widening Participation Access Routes																									
DARE (Merit offer)	9%	7%	12%	7%	3%	9%	11%	9%	9%	12%	8%	10%	12%	11%	9%	9%	14%	10%	12%	11%	12%	8%	13%	11%	10%
DARE (Reduced points offer)	25%	22%	17%	17%	18%	21%	27%	25%	19%	16%	12%	22%	27%	26%	25%	19%	20%	25%	29%	27%	24%	25%	15%	26%	24%
HEAR (Merit offer)	8%	9%	8%	12%	5%	9%	9%	8%	9%	8%	8%	8%	5%	9%	9%	10%	5%	8%	6%	6%	9%	8%	4%	7%	8%
HEAR (Reduced points offer)	22%	20%	24%	22%	16%	22%	19%	23%	20%	26%	31%	22%	16%	19%	23%	20%	25%	20%	18%	17%	19%	23%	21%	19%	21%
ex Foundation into full degree (Mature)	3%	4%	4%	5%	3%	4%	3%	4%	5%	4%	2%	4%	4%	3%	3%	5%	5%	4%	3%	4%	4%	4%	2%	4%	4%
ex Foundation into full degree (Young Adult)	5%	7%	5%	4%	18%	6%	5%	5%	7%	4%	6%	5%	7%	5%	5%	8%	5%	6%	5%	6%	4%	5%	11%	5%	6%
FETAC/QQI	2%	2%	2%	2%	0%	2%	3%	2%	2%	1%	0%	2%	5%	3%	2%	2%	0%	3%	6%	5%	3%	2%	0%	4%	3%
Mature	25%	28%	28%	30%	37%	28%	23%	25%	29%	28%	33%	26%	24%	23%	24%	28%	27%	25%	20%	24%	24%	25%	34%	24%	25%
Widening Participation Access Routes Total	22%	20%	17%	17%	11%	19%	23%	21%	19%	16%	14%	20%	21%	23%	20%	18%	12%	20%	20%	21%	21%	20%	12%	20%	20%
Other Alternative Access Routes																									
Northern Ireland Feasibility Study	47%	52%	0%			39%	57%	47%	51%	5%		46%	60%	61%	45%	51%		55%	53%	62%	60%	46%	100%	56%	50%
Trinity Admissions Feasibility Study	53%	48%	100%			61%	43%	53%	49%	95%		54%	40%	39%	55%	49%		45%	47%	38%	40%	54%	0%	44%	50%
Other Alternative Access Routes Total	1%	2%	1%	0%	0%	1%	2%	1%	2%	1%	0%	1%	1%	2%	1%	2%	0%	2%	1%	1%	2%	1%	1%	1%	1%
Standard Entry	77%	78%	82%	83%	89%	80%	75%	78%	79%	83%	86%	79%	78%	75%	78%	81%	88%	78%	79%	78%	77%	79%	88%	78%	79%
Undergraduates - by Access Routes Total	98%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	99%	98%	100%	100%	100%	100%	99%	98%	100%	100%	100%	100%	100%	100%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table D: by Mature

Count of Student Number

Row Labels	2016/17 Age	Nursing	Dispensation	Standard	2016/17 Total	2017/18 Age	Nursing	Dispensation	Standard	2017/18 Total	2018/19 Age	Nursing	Dispensation	Standard	2018/19 Total	2019/20 Age	Nursing	Dispensation	Standard	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Pr	23			30	53	27			35	62	24			40	64	25			36	61	240
Undergraduates - by Access Routes																					
Widening Participation Access Routes																					
DARE (Merit offer)	1			192	193	2			234	236	2			256	258	1			267	268	955
DARE (Reduced points offer)				461	461	1			528	529	2			608	610				644	644	2,244
HEAR (Merit offer)				197	197	1			197	198	1			194	195	2			167	169	759
HEAR (Reduced points offer)				489	489				514	514	2			479	481	2			476	478	1,962
ex Foundation into full degree (Mature)	90		1		91	69		22		91	71		19	1	91	66		20	1	87	360
ex Foundation into full degree (Young Adult)	3			121	124	2			123	125	3			144	147	1			128	129	525
FETAC/QQI	5	2		43	50	7	2		41	50	12	2		63	77	11	2		91	104	281
Mature		256	343	17	616	1	259	339	14	613		262	330	13	605	1	259	308	12	580	2,414
Widening Participation Access Routes Total	**99**	**258**	**344**	**1,520**	**2,221**	**83**	**261**	**361**	**1,651**	**2,356**	**93**	**264**	**349**	**1,758**	**2,464**	**84**	**261**	**328**	**1,786**	**2,459**	**9,500**
Other Alternative Access Routes																					
Northern Ireland Feasibility Study				43	43				77	77				103	103				101	101	324
Trinity Admissions Feasibility Study				67	67				89	89				83	83				79	79	318
Other Alternative Access Routes Total				**110**	**110**				**166**	**166**				**186**	**186**				**180**	**180**	**642**
Standard Entry	394			8,983	9,377	378			9,022	9,400	347			9,223	9,570	279			9,304	9,583	37,930
Undergraduates - by Access Routes Total	493	258	344	10,613	11,708	461	261	361	10,839	11,922	440	264	349	11,167	12,220	363	261	328	11,270	12,222	48,072
Grand Total	516	258	344	10,643	11,761	488	261	361	10,874	11,984	464	264	349	11,207	12,284	388	261	328	11,306	12,283	48,312

by Mature (% of Parent Column Total)

Count of Student Number

Row Labels	2016/17 Age	Nursing	Dispensation	Standard	2016/17 Total	2017/18 Age	Nursing	Dispensation	Standard	2017/18 Total	2018/19 Age	Nursing	Dispensation	Standard	2018/19 Total	2019/20 Age	Nursing	Dispensation	Standard	2019/20 Total	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied Pr	43%	0%	0%	57%	22%	44%	0%	0%	56%	26%	38%	0%	0%	63%	27%	41%	0%	0%	59%	25%	100%
Undergraduates - by Access Routes																					
Widening Participation Access Routes																					
DARE (Merit offer)	1%	0%	0%	99%	20%	1%	0%	0%	99%	25%	1%	0%	0%	99%	27%	0%	0%	0%	100%	28%	100%
DARE (Reduced points offer)	0%	0%	0%	100%	21%	0%	0%	0%	100%	24%	0%	0%	0%	100%	27%	0%	0%	0%	100%	29%	100%
HEAR (Merit offer)	0%	0%	0%	100%	26%	1%	0%	0%	99%	26%	1%	0%	0%	99%	26%	1%	0%	0%	99%	22%	100%
HEAR (Reduced points offer)	0%	0%	0%	100%	25%	0%	0%	0%	100%	26%	0%	0%	0%	100%	25%	0%	0%	0%	100%	24%	100%
ex Foundation into full degree (Mature)	99%	0%	1%	0%	25%	76%	0%	24%	0%	25%	78%	0%	21%	1%	25%	76%	0%	23%	1%	24%	100%
ex Foundation into full degree (Young Adult)	2%	0%	0%	98%	24%	2%	0%	0%	98%	24%	2%	0%	0%	98%	28%	1%	0%	0%	99%	25%	100%
FETAC/QQI	10%	4%	0%	86%	18%	14%	4%	0%	82%	18%	16%	3%	0%	82%	27%	11%	2%	0%	88%	37%	100%
Mature	0%	42%	56%	3%	26%	0%	42%	55%	2%	25%	0%	43%	55%	2%	25%	0%	45%	53%	2%	24%	100%
Widening Participation Access Routes Total	**4%**	**12%**	**15%**	**68%**	**23%**	**4%**	**11%**	**15%**	**70%**	**25%**	**4%**	**11%**	**14%**	**71%**	**26%**	**3%**	**11%**	**13%**	**73%**	**26%**	**100%**
Other Alternative Access Routes																					
Northern Ireland Feasibility Study	0%	0%	0%	100%	13%	0%	0%	0%	100%	24%	0%	0%	0%	100%	32%	0%	0%	0%	100%	31%	100%
Trinity Admissions Feasibility Study	0%	0%	0%	100%	21%	0%	0%	0%	100%	28%	0%	0%	0%	100%	26%	0%	0%	0%	100%	25%	100%
Other Alternative Access Routes Total	**0%**	**0%**	**0%**	**100%**	**17%**	**0%**	**0%**	**0%**	**100%**	**26%**	**0%**	**0%**	**0%**	**100%**	**29%**	**0%**	**0%**	**0%**	**100%**	**28%**	**100%**
Standard Entry	4%	0%	0%	96%	25%	4%	0%	0%	96%	25%	4%	0%	0%	96%	25%	3%	0%	0%	97%	25%	100%
Undergraduates - by Access Routes Total	4%	2%	3%	91%	24%	4%	2%	3%	91%	25%	4%	2%	3%	91%	25%	3%	2%	3%	92%	25%	100%
Grand Total	4%	2%	3%	90%	24%	4%	2%	3%	91%	25%	4%	2%	3%	91%	25%	3%	2%	3%	92%	25%	100%

Table E: by Gender

Count of Student Number

Row Labels	2016/17 F	M	2017/18 F	M	2018/19 F	M	2019/20 F	M	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied I	**31**	**22**	**42**	**20**	**36**	**28**	**36**	**25**	**240**
Undergraduates - by Access Routes									
Widening Participation Access Routes									
DARE (Merit offer)	100	93	125	111	138	120	141	127	955
DARE (Reduced points offer)	238	223	282	247	341	269	366	278	2,244
HEAR (Merit offer)	128	69	126	72	118	77	108	61	759
HEAR (Reduced points offer)	279	210	303	211	304	177	309	169	1,962
ex Foundation into full degree (Mature)	47	44	51	40	56	35	51	36	360
ex Foundation into full degree (Young Adult)	77	47	80	45	93	54	87	42	525
FETAC/QQI	35	15	38	12	59	18	88	16	281
Mature	419	197	400	213	421	184	413	167	2,414
Widening Participation Access Routes Total	**1,323**	**898**	**1,405**	**951**	**1,530**	**934**	**1,563**	**896**	**9,500**
Other Alternative Access Routes									
Northern Ireland Feasibility Study	27	16	50	27	70	33	65	36	324
Trinity Admissions Feasibility Study	35	32	43	46	36	47	40	39	318
Other Alternative Access Routes Total	**62**	**48**	**93**	**73**	**106**	**80**	**105**	**75**	**642**
Standard Entry	**5,370**	**4,007**	**5,358**	**4,042**	**5,454**	**4,116**	**5,510**	**4,073**	**37,930**
Undergraduates - by Access Routes Total	**6,755**	**4,953**	**6,856**	**5,066**	**7,090**	**5,130**	**7,178**	**5,044**	**48,072**
Grand Total	**6,786**	**4,975**	**6,898**	**5,086**	**7,126**	**5,158**	**7,214**	**5,069**	**48,312**

by Gender (% of Parent Column Total)

Count of Student Number

Row Labels	2016/17 F	M	2017/18 F	M	2018/19 F	M	2019/20 F	M	Grand Total
Foundation (Young Adults, Mature & Arts,Sci Applied I	**58%**	**42%**	**68%**	**32%**	**56%**	**44%**	**59%**	**41%**	**100%**
Undergraduates - by Access Routes									
Widening Participation Access Routes									
DARE (Merit offer)	52%	48%	53%	47%	53%	47%	53%	47%	100%
DARE (Reduced points offer)	52%	48%	53%	47%	56%	44%	57%	43%	100%
HEAR (Merit offer)	65%	35%	64%	36%	61%	39%	64%	36%	100%
HEAR (Reduced points offer)	57%	43%	59%	41%	63%	37%	65%	35%	100%
ex Foundation into full degree (Mature)	52%	48%	56%	44%	62%	38%	59%	41%	100%
ex Foundation into full degree (Young Adult)	62%	38%	64%	36%	63%	37%	67%	33%	100%
FETAC/QQI	70%	30%	76%	24%	77%	23%	85%	15%	100%
Mature	68%	32%	65%	35%	70%	30%	71%	29%	100%
Widening Participation Access Routes Total	**60%**	**40%**	**60%**	**40%**	**62%**	**38%**	**64%**	**36%**	**100%**
Other Alternative Access Routes									
Northern Ireland Feasibility Study	63%	37%	65%	35%	68%	32%	64%	36%	100%
Trinity Admissions Feasibility Study	52%	48%	48%	52%	43%	57%	51%	49%	100%
Other Alternative Access Routes Total	**56%**	**44%**	**56%**	**44%**	**57%**	**43%**	**58%**	**42%**	**100%**
Standard Entry	**57%**	**43%**	**57%**	**43%**	**57%**	**43%**	**57%**	**43%**	**100%**
Undergraduates - by Access Routes Total	**58%**	**42%**	**58%**	**42%**	**58%**	**42%**	**59%**	**41%**	**100%**
Grand Total	**58%**	**42%**	**58%**	**42%**	**58%**	**42%**	**59%**	**41%**	**100%**

Table F: by Assessment Progress (All Standings included)

Count of Student Number

Row Labels	2016/17 Pass	Fail	Not Progressed	Repeat year	No Result	2016/17 Total	2017/18 Pass	Fail	Not Progressed	Repeat year	No Result	2017/18 Total	2018/19 Pass	Fail	Not Progressed	Repeat year	No Result	2018/19 Total	2019/20 Pass	Fail	Not Progressed	Repeat year	No Result	2019/20 Total
Foundation (Young Adults, Mature & Arts,Sci Applied	46	4		3		53	54	6		1	1	62	62	1		1		64	58	3				61
Undergraduates - by Access Routes																								
Widening Participation Access Routes																								
DARE (Merit offer)	180	1		12		193	229	5		2		236	236	3	1	19	1	258	256	2	1	8	1	268
DARE (Reduced points offer)	404	8		49		461	455	6		66	2	529	532	11	1	65	1	610	608	5	8	21	2	644
HEAR (Merit offer)	184	2		11		197	192	2		3	1	198	180	2		13		195	166	1	1	1		169
HEAR (Reduced points offer)	445	4		39	1	489	469	11		34		514	436	4		41		481	453	5	5	11	4	478
ex Foundation into full degree (Mature)	81	2		8		91	80	1		10		91	83	1		6	1	91	78	2		4	3	87
ex Foundation into full degree (Young Adult)	110	2		12		124	104	1		19	1	125	122	8		17		147	117	3	2	5	2	129
FETAC/QQI	40	2		8		50	45			5		50	71	1		5		77	100	1		3		104
Mature	575	9		31	1	616	559	11		40	3	613	547	14		40	4	605	546	3	2	26	3	580
Widening Participation Access Routes Total	2,019	30		170	2	2,221	2,133	37		179	7	2,356	2,207	44	1	206	6	2,464	2,324	22	19	79	15	2,459
Other Alternative Access Routes																								
Northern Ireland Feasibility Study	41	1		1		43	77					77	96	2		5		103	100			1		101
Trinity Admissions Feasibility Study	64			3		67	83	5		1		89	80	1		2		83	76			1	2	79
Other Alternative Access Routes Total	105	1		4		110	160	5		1		166	176	3		7		186	176			2	2	180
Standard Entry	8,976	75	3	313	10	9,377	9,007	94	3	266	30	9,400	9,140	95		317	18	9,570	9,272	53	61	128	69	9,583
Undergraduates - by Access Routes Total	11,100	106	3	487	12	11,708	11,300	136	3	446	37	11,922	11,523	142	1	530	24	12,220	11,772	75	82	209	84	12,222
Grand Total	11,146	110	3	490	12	11,761	11,354	142	3	447	38	11,984	11,585	143	1	531	24	12,284	11,830	78	82	209	84	12,283

Assessment Progress (All Standings included)

Count of Student Number

Row Labels	2016/17 Pass	Fail	Not Progressed	Repeat year	No Result	2016/17 Total	2017/18 Pass	Fail	Not Progressed	Repeat year	No Result	2017/18 Total	2018/19 Pass	Fail	Not Progressed	Repeat year	No Result	2018/19 Total	2019/20 Pass	Fail	Not Progressed	Repeat year	No Result	2019/20 Total
Foundation (Young Adults, Mature & Arts,Sci Applied	87%	8%	0%	6%	0%	22%	87%	10%	0%	2%	2%	26%	97%	2%	0%	2%	0%	27%	95%	5%	0%	0%	0%	25%
Undergraduates - by Access Routes																								
Widening Participation Access Routes																								
DARE (Merit offer)	93%	1%	0%	6%	0%	20%	97%	2%	0%	1%	0%	25%	91%	1%	0%	7%	0%	27%	96%	1%	0%	3%	0%	28%
DARE (Reduced points offer)	88%	2%	0%	11%	0%	21%	86%	1%	0%	12%	0%	24%	87%	2%	0%	11%	0%	27%	94%	1%	1%	3%	0%	29%
HEAR (Merit offer)	93%	1%	0%	6%	0%	26%	97%	1%	0%	2%	1%	26%	92%	1%	0%	7%	0%	26%	98%	1%	1%	1%	0%	22%
HEAR (Reduced points offer)	91%	1%	0%	8%	0%	25%	91%	2%	0%	7%	0%	26%	91%	1%	0%	9%	0%	25%	95%	1%	1%	2%	1%	24%
ex Foundation into full degree (Mature)	89%	2%	0%	9%	0%	25%	88%	1%	0%	11%	0%	25%	91%	1%	0%	7%	1%	25%	90%	2%	0%	5%	3%	24%
ex Foundation into full degree (Young Adult)	89%	2%	0%	10%	0%	24%	83%	1%	0%	15%	1%	24%	83%	5%	0%	12%	0%	28%	91%	2%	2%	4%	2%	25%
FETAC/QQI	80%	4%	0%	16%	0%	18%	90%	0%	0%	10%	0%	18%	92%	1%	0%	6%	0%	27%	96%	1%	0%	3%	0%	37%
Mature	93%	1%	0%	5%	0%	26%	91%	2%	0%	7%	0%	25%	90%	2%	0%	7%	1%	25%	94%	1%	0%	4%	1%	24%
Widening Participation Access Routes Total	91%	1%	0%	8%	0%	23%	91%	2%	0%	8%	0%	25%	90%	2%	0%	8%	0%	26%	95%	1%	1%	3%	1%	26%
Other Alternative Access Routes																								
Northern Ireland Feasibility Study	95%	2%	0%	2%	0%	13%	100%	0%	0%	0%	0%	24%	93%	2%	0%	5%	0%	32%	99%	0%	0%	1%	0%	31%
Trinity Admissions Feasibility Study	96%	0%	0%	4%	0%	21%	93%	6%	0%	1%	0%	28%	96%	1%	0%	2%	0%	26%	96%	0%	1%	3%	0%	25%
Other Alternative Access Routes Total	95%	1%	0%	4%	0%	17%	96%	3%	0%	1%	0%	26%	95%	2%	0%	4%	0%	29%	98%	0%	1%	1%	0%	28%
Standard Entry	96%	1%	0%	3%	0%	25%	96%	1%	0%	3%	0%	25%	96%	1%	0%	3%	0%	25%	97%	1%	1%	1%	1%	25%
Undergraduates - by Access Routes Total	95%	1%	0%	4%	0%	24%	95%	1%	0%	4%	0%	25%	94%	1%	0%	4%	0%	25%	96%	1%	1%	2%	1%	25%
Grand Total	95%	1%	0%	4%	0%	24%	95%	1%	0%	4%	0%	25%	94%	1%	0%	4%	0%	25%	96%	1%	1%	2%	1%	25%

Table G: by Pass Assessment Result/Grade

Count of Student Number — 2016/17 Pass

Row Labels	AGGR II-1	AGGR II-2	AGGR III	ALLOWED BA	AWARD + FAIL	AWARD + I	AWARD + II-1	AWARD + II-2	AWARD + III	AWARD + P1	AWARD + P2	AWD + DIST	AWD + PASS	COMP I	COMP II-1	COMP II-2	COMP III	COMP SUPP	EXITAWD+DIST	EXITAWD+I	EXITAWD+II-1	EXITAWD+II-2	EXITAWD+III	PAS CMP SUPP	PASS COMP	PASS I	PASS II-1	PASS II-2	PASS III	PASS PROGRES	PASS SPECIAL	PASS SUPP	VS CONF RSLT	Pass Total	2016/17 Total
Foundation (Young Adults, Mature & Arts,Sci Applied Prac						1						12	27																	6				**46**	**46**
Undergraduates - by Access Routes																																			
Widening Participation Access Routes																																			
DARE (Merit offer)						6	19	1					1	1	2	5	1	4		1						21	46	17		41		14		180	180
DARE (Reduced points offer)		1		1		5	48	12	3				5		1	16	11	12	1	2				3	7	9	75	67	3	64	2	56		404	404
HEAR (Merit offer)			1			8	22	4				1	14	1	1	5		3		1						4	19	43	9	35	1	12		184	184
HEAR (Reduced points offer)		6	1	3		5	47	16	5				8		4	22	8	10		1			1	1	7	11	84	71	2	74	4	54		445	445
ex Foundation into full degree (Mature)							10	11	1						1	2		2							2	1	14	15		18	1	3		81	81
ex Foundation into full degree (Young Adult)							8	11	3				2		1	5	4	5						1	4		15	14		18	3	16		110	110
FETAC/QQI				2		3	1	1					6		1			2					2			1		4	3	8	1	5		40	40
Mature				2	1	9	38	12	4			2	58		3	6	3	16			2			1	18	22	79	47	1	197	1	53		575	575
Widening Participation Access Routes Total		7	2	8	1	33	195	68	17			3	94	2	13	62	27	54		1	6		1	6	48	79	357	244	10	455	13	213		**2,019**	**2,019**
Other Alternative Access Routes																																			
Northern Ireland Feasibility Study																		2							1	3	21	4		7		3		41	41
Trinity Admissions Feasibility Study																		1								1	39	19				4		64	64
Other Alternative Access Routes Total																		3							1	4	60	23		7		7		**105**	**105**
Standard Entry	3	14	13	12	7	448	1,226	163	55	11	1	69	219	3	85	236	38	79	1	43	25	18	4	11	118	1,033	1,999	619	10	1,882	19	504	8	**8,976**	**8,976**
Undergraduates - by Access Routes Total	3	21	15	20	8	481	1,421	231	72	11	1	72	313	5	98	300	65	134	1	44	31	18	5	18	166	1,116	2,416	886	20	2,344	32	724	8	**11,100**	**11,100**
Grand Total	3	21	15	20	8	482	1,421	231	72	11	1	84	340	5	98	300	65	134	1	44	31	18	5	18	166	1,116	2,416	886	20	2,350	32	724	8	**11,146**	**11,146**

Grand Total

Count of Student Number — 2016/17 Pass

Row Labels	AGGR II-1	AGGR II-2	AGGR III	ALLOWED BA	AWARD + FAIL	AWARD + I	AWARD + II-1	AWARD + II-2	AWARD + III	AWARD + P1	AWARD + P2	AWD + DIST	AWD + PASS	COMP I	COMP II-1	COMP II-2	COMP III	COMP SUPP	EXITAWD+DIST	EXITAWD+I	EXITAWD+II-1	EXITAWD+II-2	EXITAWD+III	PAS CMP SUPP	PASS COMP	PASS I	PASS II-1	PASS II-2	PASS III	PASS PROGRES	PASS SPECIAL	PASS SUPP	VS CONF RSLT	Pass Total	2016/17 Total
Foundation (Young Adults, Mature & Arts,Sci Applied	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	26%	59%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%	0%	0%	100%	21%
Undergraduates - by Access Routes																																			
Widening Participation Access Routes																																			
DARE (Merit offer)	0%	0%	0%	0%	0%	3%	11%	1%	0%	0%	0%	0%	1%	1%	1%	3%	1%	2%	0%	1%	0%	0%	0%	0%	0%	12%	26%	9%	0%	23%	0%	8%	0%	100%	20%
DARE (Reduced points offer)	0%	0%	0%	0%	0%	1%	12%	3%	1%	0%	0%	0%	1%	0%	0%	4%	3%	3%	0%	0%	0%	0%	0%	1%	2%	2%	19%	17%	1%	16%	0%	14%	0%	100%	20%
HEAR (Merit offer)	0%	0%	1%	0%	0%	4%	12%	2%	0%	0%	0%	1%	8%	1%	1%	3%	0%	2%	0%	0%	0%	0%	0%	0%	0%	2%	10%	23%	5%	19%	1%	7%	0%	100%	25%
HEAR (Reduced points offer)	0%	1%	0%	1%	0%	1%	11%	4%	1%	0%	0%	0%	2%	0%	1%	5%	2%	2%	0%	0%	0%	0%	0%	0%	0%	2%	19%	16%	1%	17%	1%	12%	0%	100%	25%
ex Foundation into full degree (Mature)	0%	0%	0%	0%	0%	0%	12%	14%	1%	0%	0%	0%	0%	0%	1%	2%	0%	2%	0%	0%	0%	0%	0%	0%	2%	1%	17%	19%	0%	22%	1%	4%	0%	100%	25%
ex Foundation into full degree (Young Adult)	0%	0%	0%	0%	0%	0%	7%	10%	3%	0%	0%	0%	2%	0%	1%	5%	4%	5%	0%	0%	0%	0%	0%	1%	4%	0%	14%	13%	0%	16%	3%	15%	0%	100%	24%
FETAC/QQI	0%	0%	0%	5%	0%	0%	8%	3%	3%	0%	0%	0%	15%	0%	0%	3%	0%	5%	0%	0%	0%	0%	0%	0%	5%	0%	3%	10%	8%	20%	3%	13%	0%	100%	16%
Mature	0%	0%	0%	0%	0%	2%	7%	2%	0%	0%	0%	0%	10%	0%	1%	1%	3%	0%	0%	0%	0%	0%	0%	3%	4%	14%	8%	0%	34%	0%	9%	0%	100%	26%
Widening Participation Access Routes Total	0%	0%	0%	0%	0%	2%	10%	3%	1%	0%	0%	0%	5%	0%	1%	3%	1%	3%	0%	0%	0%	0%	0%	0%	2%	4%	18%	12%	0%	23%	1%	11%	0%	100%	23%
Other Alternative Access Routes																																			
Northern Ireland Feasibility Study	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	2%	0%	7%	51%	10%	0%	17%	0%	7%	100%	13%
Trinity Admissions Feasibility Study	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	2%	61%	30%	0%	0%	0%	6%	100%	21%
Other Alternative Access Routes Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	1%	0%	0%	0%	0%	1%	4%	57%	22%	0%	7%	0%	7%	100%	17%
Standard Entry	0%	0%	0%	0%	0%	5%	14%	2%	1%	0%	0%	1%	2%	0%	1%	3%	0%	1%	0%	0%	0%	0%	0%	0%	1%	12%	22%	7%	0%	21%	0%	6%	0%	100%	25%
Undergraduates - by Access Routes Total	0%	0%	0%	0%	0%	4%	13%	2%	1%	0%	0%	1%	3%	0%	1%	3%	1%	1%	0%	0%	0%	0%	0%	0%	1%	10%	22%	8%	0%	21%	0%	7%	0%	100%	24%
Grand Total	0%	0%	0%	0%	0%	4%	13%	2%	1%	0%	0%	1%	3%	0%	1%	3%	1%	1%	0%	0%	0%	0%	0%	0%	1%	10%	22%	8%	0%	21%	0%	6%	0%	100%	24%

Table H: Post Entry Support by Trininty Access Programme (TAP)

Course Group	Original Academic Year CAO Access Points2	Access Route	Trinity Access Flag	2016/17	2017/18	2018/19	2019/20	Grand Total
International Foundation Programme (Marino)	**Standard Entry**	Standard Entry	Foundation Course for Mature Students	19	21	21	20	81
			Foundation Course for Young Adults	28	28	26	25	107
UG	**Widening Participation Access Routes**	DARE (Merit offer)	HEAR DARE	1	1			2
		DARE (Reduced points offer)	HEAR DARE	8	15	23	18	64
		ex Foundation into full degree (Mature)	Foundation Course for Mature Students	53	59	61	60	233
			Foundation Course Pearse College	15	15	14	17	61
			Foundation Course Plunket College	23	17	16	10	66
		ex Foundation into full degree (Young Adult)	Foundation Course for Young Adults	92	91	98	91	372
			Foundation Course Liberties College	28	32	46	36	142
			Rathmines College Access Course	4	2	3	2	11
		FETAC/QQI	FETAC/HEAR	3	2	4	9	18
		HEAR (Merit offer)	HEAR DARE	2	3	4	3	12
			HEAR Merit	195	195	191	166	747
		HEAR (Reduced points offer)	HEAR DARE	12	12	9	15	48
			HEAR Reduced Points	477	502	472	463	1914
	Other Alternative Access Routes	Trinity Admissions Feasibility Study	Admissions Feasibility/HEAR	6	7	5		18
	Standard Entry	Standard Entry	International Foundation-Marino		22	47	85	154
			Referral	1	1			2
Grand Total				**967**	**1025**	**1040**	**1020**	**4052**
International Foundation Programme (Marino)	**Standard Entry**	Standard Entry	Non-TAP	6	13	17	16	52
UG	**Widening Participation Access Routes**	DARE (Merit offer)	Non-TAP	192	235	258	268	953
		DARE (Reduced points offer)	Non-TAP	453	514	587	626	2180
		FETAC/QQI	Non-TAP	47	48	73	95	263
		Mature	Non-TAP	616	613	605	580	2414
	Other Alternative Access Routes	Northern Ireland Feasibility Study	Non-TAP	43	77	103	101	324
		Trinity Admissions Feasibility Study	Non-TAP	61	82	78	79	300
	Standard Entry	Standard Entry	Non-TAP	9376	9377	9523	9498	37774
Grand Total				**10794**	**10959**	**11244**	**11263**	**44260**
TAP and Non-TAP Total				**11761**	**11984**	**12284**	**12283**	**48312**

Table G (i): by Pass Assessment Result/Grade

Count of Student Number

Row Labels	2016/17 AWARD + I	2016/17 AWARD + II-1	2016/17 AWARD + II-2	2016/17 AWARD + III	2016/17 PASS I	2016/17 PASS II-1	2016/17 PASS II-2	2016/17 PASS III	2017/18 AWARD + I	2017/18 AWARD + II-1	2017/18 AWARD + II-2	2017/18 AWARD + III	2017/18 PASS I	2017/18 PASS II-1	2017/18 PASS II-2	2017/18 PASS III	2018/19 AWARD + I	2018/19 AWARD + II-1	2018/19 AWARD + II-2	2018/19 AWARD + III	2018/19 PASS I	2018/19 PASS II-1	2018/19 PASS II-2	2018/19 PASS III	2019/20 AWARD + I	2019/20 AWARD + II-1	2019/20 AWARD + II-2	2019/20 AWARD + III	2019/20 PASS I	2019/20 PASS II-1	2019/20 PASS II-2	2019/20 PASS III
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	1																															
Undergraduates - by Access Routes																																
Widening Participation Access Routes																																
DARE (Merit offer)	6	19	1		21	46	17		10	27	2	1	22	53	21		12	20	2		27	65	15	1	11	24	1	2	44	70	22	1
DARE (Reduced points offer)	5	48	12	3	9	75	67	3	5	41	11	3	13	93	68	3	17	49	13	1	18	128	64	4	19	74	17	2	44	187	59	
HEAR (Merit offer)	8	22	4		19	43	9	1	6	21	1	3	27	43	8	1	10	21	4		22	49	6		11	16	1		42	34	8	
HEAR (Reduced points offer)	5	47	16	5	7	84	71	2	11	56	19	9	16	82	76	3	4	53	19	4	18	103	49	1	14	81	10	1	34	123	29	1
ex Foundation into full degree (Mature)		10	11	1	1	14	15			12	3	1	2	12	12			15	4	2	2	13	13			10	6		2	16	11	1
ex Foundation into full degree (Young Adult)		8	11	3		15	14			14		2	1	20	14	1	3	18	6	1	1	21	12			17	7		7	24	10	
FETAC/QQI		3	1	1		1	4	3										1	4		3	7	7	1	1	3			6	16	11	1
Mature	9	38	12	4	22	79	47	1	15	44	7	1	24	85	35	2	13	40	4	1	27	81	25	1	22	46	5	4	28	81	18	
Widening Participation Access Routes Total	33	195	68	17	79	357	244	10	47	215	43	20	107	391	236	12	59	217	56	9	118	467	191	8	78	271	47	9	207	551	168	4
Other Alternative Access Routes																																
Northern Ireland Feasibility Study					3	21	4						5	38	12		8	13	1		7	39	4		7	10			16	42	1	
Trinity Admissions Feasibility Study					1	39	19		1	17	3		2	42	13		3	17	2		2	38	11		5	12	2		10	40	6	
Other Alternative Access Routes Total					4	60	23		1	17	3		7	80	25		11	30	3		9	77	15		12	22	2		26	82	7	
Standard Entry																																
Full-Time	437	1,206	155	55	1,032	1,990	618	10	485	1,126	170	72	1,030	2,067	631	10	559	1,013	136	35	1,197	2,189	512	18	652	947	40	47	1,744	2,348	366	12
Part-Time	11	20	8		1	9	1		6	4	1		6	6			4	10	1													
Standard Entry Total	448	1,226	163	55	1,033	1,999	619	10	491	1,130	171	72	1,036	2,073	631	10	563	1,023	137	35	1,197	2,189	512	18	652	947	40	47	1,744	2,348	366	12
Undergraduates - by Access Routes Total	481	1,421	231	72	1,116	2,416	886	20	539	1,362	217	92	1,150	2,544	892	22	633	1,270	196	44	1,324	2,733	718	26	742	1,240	89	56	1,977	2,981	541	16
Grand Total	482	1,421	231	72	1,116	2,416	886	20	539	1,362	217	92	1,150	2,544	892	22	633	1,270	196	44	1,324	2,733	718	26	742	1,240	89	56	1,977	2,981	541	16

Wid

% Table G (i): by Pass Assessment Result/Grade

Count of Student Number

Row Labels	2016/17 AWARD + I	2016/17 AWARD + II-1	2016/17 AWARD + II-2	2016/17 AWARD + III	2016/17 PASS I	2016/17 PASS II-1	2016/17 PASS II-2	2016/17 PASS III	2017/18 AWARD + I	2017/18 AWARD + II-1	2017/18 AWARD + II-2	2017/18 AWARD + III	2017/18 PASS I	2017/18 PASS II-1	2017/18 PASS II-2	2017/18 PASS III	2018/19 AWARD + I	2018/19 AWARD + II-1	2018/19 AWARD + II-2	2018/19 AWARD + III	2018/19 PASS I	2018/19 PASS II-1	2018/19 PASS II-2	2018/19 PASS III	2019/20 AWARD + I	2019/20 AWARD + II-1	2019/20 AWARD + II-2	2019/20 AWARD + III	2019/20 PASS I	2019/20 PASS II-1	2019/20 PASS II-2	2019/20 PASS III
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	100%	0%	0%	0%	0%	0%	0%	0%																								
Undergraduates - by Access Routes																																
Widening Participation Access Routes																																
DARE (Merit offer)	5%	17%	1%	0%	19%	42%	15%	0%	7%	20%	1%	1%	16%	39%	15%	0%	8%	14%	1%	0%	19%	46%	11%	1%	6%	14%	1%	1%	25%	40%	13%	1%
DARE (Reduced points offer)	2%	22%	5%	1%	4%	34%	30%	1%	2%	17%	5%	1%	5%	39%	29%	1%	6%	17%	4%	0%	6%	44%	22%	1%	5%	18%	4%	0%	11%	47%	15%	0%
HEAR (Merit offer)	8%	21%	4%	0%	18%	41%	8%	1%	5%	19%	1%	3%	25%	39%	7%	1%	9%	19%	4%	0%	20%	44%	5%	0%	10%	14%	1%	0%	38%	30%	7%	0%
HEAR (Reduced points offer)	2%	20%	7%	2%	3%	35%	30%	1%	4%	21%	7%	3%	6%	30%	28%	1%	2%	21%	8%	2%	7%	41%	20%	0%	5%	28%	3%	0%	12%	42%	10%	0%
ex Foundation into full degree (Mature)	0%	19%	21%	2%	2%	27%	29%	0%	0%	29%	7%	2%	5%	29%	29%	0%	0%	31%	8%	4%	4%	27%	27%	0%	0%	22%	13%	0%	4%	35%	24%	2%
ex Foundation into full degree (Young Adult)	0%	16%	22%	6%	0%	29%	27%	0%	0%	27%	0%	4%	2%	38%	27%	2%	5%	29%	10%	2%	2%	34%	19%	0%	0%	26%	11%	0%	11%	37%	15%	0%
FETAC/QQI	0%	23%	8%	8%	0%	8%	31%	23%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	17%	0%	13%	30%	30%	4%	3%	8%	0%	0%	16%	42%	29%	3%
Mature	4%	18%	6%	2%	10%	37%	22%	0%	7%	21%	3%	0%	11%	40%	16%	1%	7%	21%	2%	1%	14%	42%	13%	1%	11%	23%	2%	2%	14%	40%	9%	0%
Widening Participation Access Routes Total	3%	19%	7%	2%	8%	36%	24%	1%	4%	20%	4%	2%	10%	37%	22%	1%	5%	19%	5%	1%	10%	42%	17%	1%	6%	20%	4%	1%	16%	41%	13%	0%
Other Alternative Access Routes																																
Northern Ireland Feasibility Study	0%	0%	0%	0%	11%	75%	14%	0%	0%	0%	0%	0%	9%	69%	22%	0%	11%	18%	1%	0%	10%	54%	6%	0%	9%	13%	0%	0%	21%	55%	1%	0%
Trinity Admissions Feasibility Study	0%	0%	0%	0%	2%	66%	32%	0%	1%	22%	4%	0%	3%	54%	17%	0%	4%	23%	3%	0%	3%	52%	15%	0%	7%	16%	3%	0%	13%	53%	8%	0%
Other Alternative Access Routes Total	0%	0%	0%	0%	5%	69%	26%	0%	1%	13%	2%	0%	5%	60%	19%	0%	8%	21%	2%	0%	6%	53%	10%	0%	8%	15%	1%	0%	17%	54%	5%	0%
Standard Entry																																
Full-Time	8%	22%	3%	1%	19%	36%	11%	0%	9%	20%	3%	1%	18%	37%	11%	0%	10%	18%	2%	1%	21%	39%	9%	0%	11%	15%	1%	1%	28%	38%	6%	0%
Part-Time	22%	40%	16%	0%	2%	18%	2%	0%	26%	17%	4%	0%	26%	26%	0%	0%	27%	67%	7%	0%	0%	0%	0%	0%								
Standard Entry Total	8%	22%	3%	1%	19%	36%	11%	0%	9%	20%	3%	1%	18%	37%	11%	0%	10%	18%	2%	1%	21%	39%	9%	0%	11%	15%	1%	1%	28%	38%	6%	0%
Undergraduates - by Access Routes Total	7%	21%	3%	1%	17%	36%	13%	0%	8%	20%	3%	1%	17%	37%	13%	0%	9%	18%	3%	1%	19%	39%	10%	0%	10%	16%	1%	1%	26%	39%	7%	0%
Grand Total	7%	21%	3%	1%	17%	36%	13%	0%	8%	20%	3%	1%	17%	37%	13%	0%	9%	18%	3%	1%	19%	39%	10%	0%	10%	16%	1%	1%	26%	39%	7%	0%

Table G (i): by Pass Assessment Result/Grade

Count of Student Number

Row Labels	2019/20	AWARD + I	AWARD + II-1	AWARD + II-2	AWARD + III	PASS I	PASS II-1	PASS II-2	PASS III
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	ening Participation	6%	20%	4%	1%	16%	41%	13%	0%
Undergraduates - by Access Routes	Standard Entry	11%	15%	1%	1%	28%	38%	6%	0%
Widening Participation Access Routes									
DARE (Merit offer)									
DARE (Reduced points offer)									
HEAR (Merit offer)									
HEAR (Reduced points offer)									
ex Foundation into full degree (Mature)									
ex Foundation into full degree (Young Adult)									
FETAC/QQI									
Mature									
Widening Participation Access Routes Total									
Other Alternative Access Routes									
Northern Ireland Feasibility Study									
Trinity Admissions Feasibility Study									
Other Alternative Access Routes Total									
Standard Entry									
Full-Time									
Part-Time									
Standard Entry Total									
Undergraduates - by Access Routes Total									
Grand Total									

2019/20 Attainment (Results)
All Year Groups
Sample of the most common classifications: Award & Pass

% Table G (i): by Pass Assessment Result/Grade

Count of Student Number

Row Labels

Row Labels
Foundation (Young Adults, Mature & Arts,Sci Applied Prac
Undergraduates - by Access Routes
Widening Participation Access Routes
DARE (Merit offer)
DARE (Reduced points offer)
HEAR (Merit offer)
HEAR (Reduced points offer)
ex Foundation into full degree (Mature)
ex Foundation into full degree (Young Adult)
FETAC/QQI
Mature
Widening Participation Access Routes Total
Other Alternative Access Routes
Northern Ireland Feasibility Study
Trinity Admissions Feasibility Study
Other Alternative Access Routes Total
Standard Entry
Full-Time
Part-Time
Standard Entry Total
Undergraduates - by Access Routes Total
Grand Total