

University of Dublin

Trinity College

Senior Lecturer's Annual Report
2001/02
(including Admissions Data for 2002)

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SENIOR LECTURER'S ANNUAL REPORT 2001/2002

I. INTRODUCTION

As chief academic officer, the Senior Lecturer has overall responsibility for the academic sphere of the College's activities, in terms both of policy and operational matters. The various College processes concerned with applications and the admission of (undergraduate) students, registration of students, courses of study and academic initiatives, examinations and commencements, school's liaison activities, and academic quality improvement are administered by the offices within the Senior Lecturer's Area.

The data presented in this seventh Annual Report describe aspects of, and trends in, the above-mentioned areas of activity in the academic year 2001/02, and include admissions data for 2002. These data may serve to inform academic policy as well as the continuing process of review and evaluation. The structure of the Report broadly reflects the chronology of contact, from application to commencement, that the Senior Lecturer's Area has with students of the College. Readers should note, however, that the Report starts with admissions data for 2002 but all other data refer to the academic year 2001/02.

II. APPLICATIONS & ADMISSIONS 2002

Student applications and admissions

In 2002 Trinity continued to attract a substantial proportion (12.6%) of first preference applications in the CAO system (12.3% in 2001 and 12.4% in 2000). In general, course quotas were met. There was an overall College ratio of 2.8:1 (3:1 in 2001) of first preference applications to course quotas. This year both the Faculties of Arts (Humanities) and Health Sciences were the highest at 5.5:1 (5:1 and 5.1:1 respectively in 2001), (see Table A5 on pages 36-37 in Appendix A).

Figure 1: Ratio of first preference applications to quota 2002, 2001, 2000

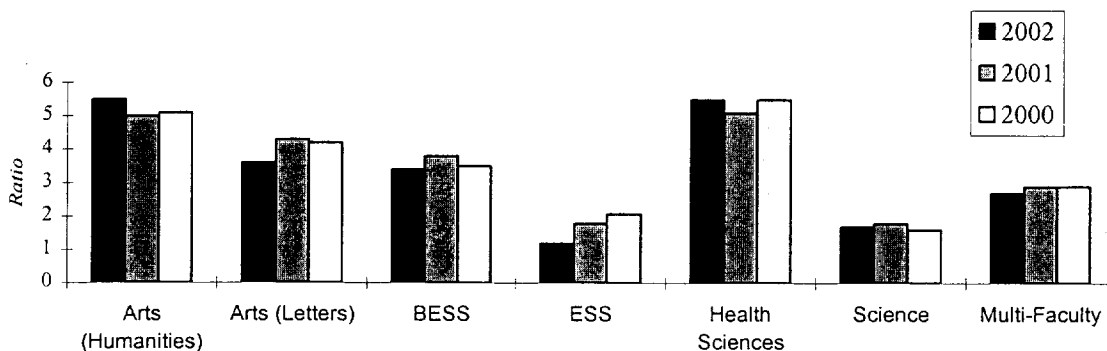
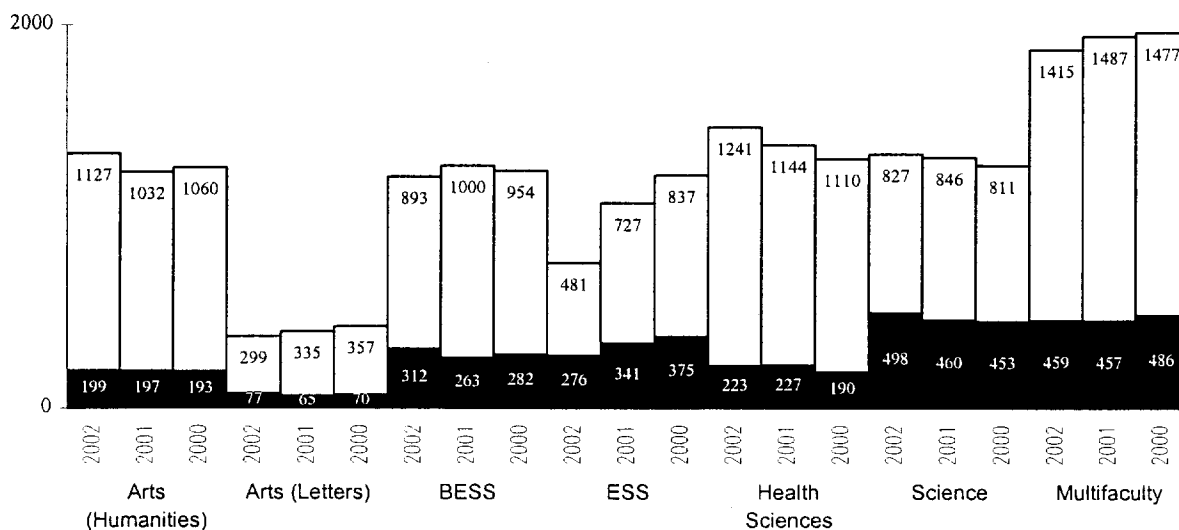


Figure 2: First preference applications and numbers registered 2002, 2001, 2000

■ Number of registered students (excluding repeat year students) □ Number of 1st preferences



Out of a total of 46 undergraduate full-time day single and joint honor CAO courses (excluding TSM), seven did not meet their quota, and of 24 TSM subjects, five did not meet their quota (see Table A2(a) on page 31 in Appendix A).

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

Degree in Nursing Studies

In 2002 Nursing Studies was available for the first time at degree level and applications were processed through the CAO. As was the case with the Diploma in Nursing Studies in 2001, the degree course continued to be processed as a separate strand of the CAO system. Students could apply for up to 10 degree courses, 10 diploma courses and 30 Nursing degree courses, resulting in five first preferences in one application. This possibility to choose so many courses in one application had a considerable adverse impact on the offer/acceptance process. From 2003, however, there will only be two lists on the CAO application form, i.e. degree and diploma/certificate, and it is anticipated that this will remove the type of operational difficulties encountered in the 2001 and 2002 admissions process.

Table 1: Degree in Nursing Studies 2002

TCD	Total Applications	First Preference Applications	Offers	Acceptances	Registered Students*	Quota	Minimum Points
<i>General Nursing</i>	5,959	1,261	621	146	119	148	345
<i>Psychiatric Nursing</i>	3,569	484	371	46	31	45	320
<i>Mental Handicap Nursing</i>	3,124	573	407	32	25	40	240
Totals	12,652	2,318	1,399	224	175	233	

**as at 30th October 2002*

Table 2: Diploma in Nursing Studies 2001

TCD	Total Applications	First Preference Applications	Offers	Acceptances	Registered Students	Quota	Minimum Points
<i>General Nursing</i>	6,458	667	368	153	136	148	330
<i>Psychiatric Nursing</i>	3,810	416	275	46	22	42	AQA**
<i>Mental Handicap Nursing</i>	3,271	450	273	25	17	40	AQA**
Totals	13,539	1,533	916	224	175	230	

***All qualified applicants*

Bachelor in Acting Studies

In Hilary Term 2002, an internal review took place primarily focused on the funding of the Bachelor in Acting Studies course. In the light of the inadequacies of funding available to the programme, it was decided reluctantly to suspend admission to the course for one year (2002/03) during which time efforts would be made to improve its financial position.

Entrance Exhibitions

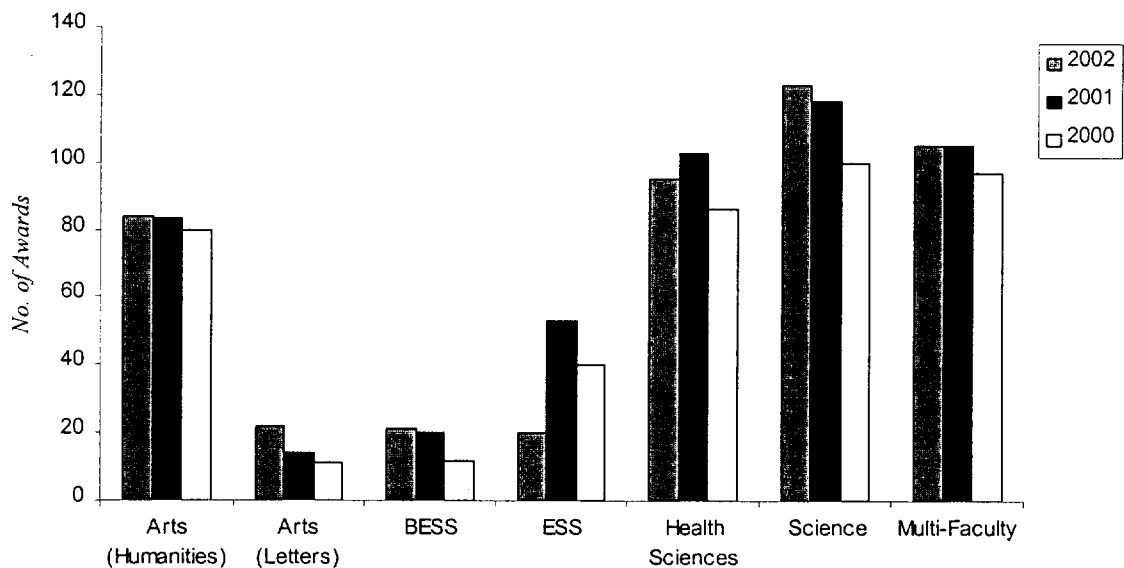
2002

Of a total of 53,786 CAO applicants for degree courses, 1,725 (3.2%) achieved 545 points or more (Leaving Certificate: 6A2s = 540; A Level: AAB = 540)*. A total of 470 (27%) of these students accepted places at Trinity, comprising 23% of the Junior Freshman class for 2002/03, and were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over three evenings in November 2002.

2001

Of a total of 53,620 CAO applicants for degree courses, 1,686 (3.1%) achieved 545 points or more (Leaving Certificate: 6A2s = 540; A Level: AAB = 540). A total of 496 (29.4%) of these students accepted places at Trinity, comprising 25% of the Junior Freshman class for 2001/02, and all were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over two evenings in November 2001, attended by approximately 1,550 guests, Heads of Department, tutors and College Officers.

Figure 3: Entrance Exhibition awards 2002, 2001, 2000



*See Tables A8 and A9 on pages 40-42 in Appendix A for further information on points at entry by course.

Matriculation examination

A Matriculation examination is held in Trinity College every year, usually in April/May, in a limited range of subjects. In 2002 two subjects were available, Geology and Russian. The examination is graded in equivalent terms to grades used in higher Leaving Certificate examination papers and students may combine results achieved in the matriculation examination with the Leaving Certificate to satisfy admission requirements. In 2002 a total of 43 students (28 in 2001) took matriculation examinations in Trinity College, as detailed in Table 3 below. This was the last year that Russian was available in the Matriculation examination and it has now been withdrawn due to the small number of students taking the examination.

Table 3: TCD Matriculation examinations, 2002 – 1998

	2002	2001	2000	1999	1998
Geology	25	20	20	20	25
Russian	18	8	7	1	4
Total	43	28	27	21	29

Students applying for admission under the Mature Student Dispensation Scheme

In 2002, there were 696 mature applicants applying under the Mature Student Dispensation Scheme, of whom 132 (19%) were offered places and of these 105 (80%) registered. This year saw an increase of 30% on last year in mature student applications (536 in 2001) and an increase of 31% in the number of offers made to mature applicants (101 in 2001).

An indication of the extent by which demand has weakened in recent years is the comparative data for 1996 when applicants numbered 1,026, of whom 162 were offered places and 117 registered.

Further details of students admitted under the Mature Student Dispensation Scheme are available on Table A1(b) on page 30.

New entrants survey

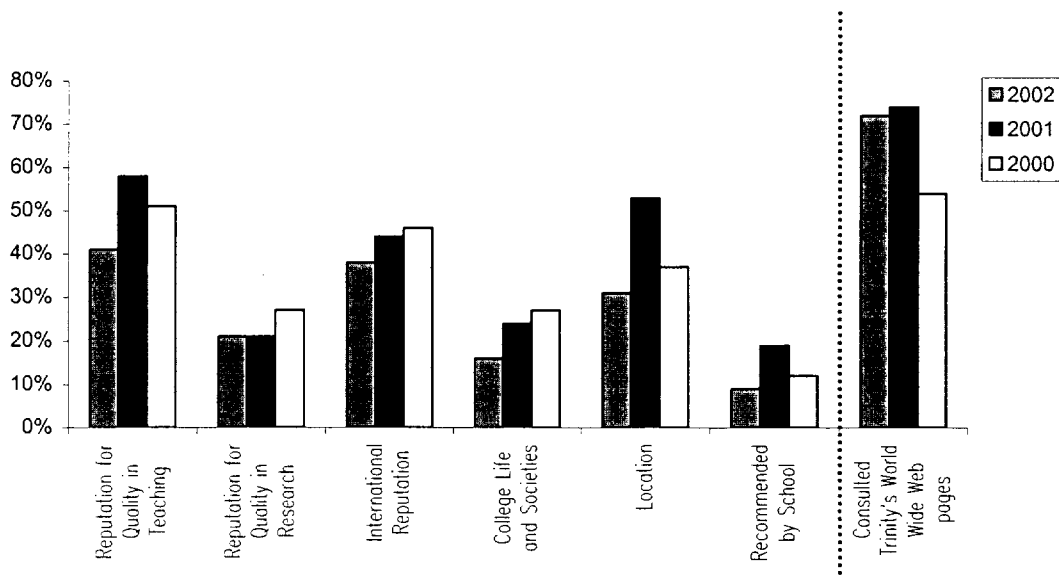
A survey of new entrants conducted in October 2002 sought to establish their motivation for coming to Trinity College. Figure 4 below illustrates the major findings of this survey on a College wide basis. Of the 2,044 students surveyed, 1,425 students responded, representing a 70% response rate. College's quality in teaching (41%), international reputation (38%) and location (31%) were cited as the main reasons for students choosing to come to Trinity. Students in the Arts & BESS Faculties also chose Trinity because some of the courses in these faculties were not available at other higher education institutions. A significant number of students cited College life and student societies as important factors that led them to choose Trinity College.

Sources of Information

Figure 4 also indicates the percentage of respondents who consulted Trinity's website for information. In 2002, 72% of the undergraduate new entrants who responded to the survey reported that they had consulted Trinity's World Wide Web pages. The number of students accessing College information via the World Wide Web has leveled off following rapid expansion from 54% in 2000 to 74% in 2001.

In 2002, 65% (37% in 2001) of those surveyed used the *College Prospectus* as a source of information and 41% (15% in 2001) mentioned Open Day as a valuable source of information.

Figure 4: Survey of undergraduate new entrants 2002, 2001, 2000



Schools Liaison activities

A full schedule of events both on and off campus was undertaken in the academic year 2001/02.

(a) College Open Day

The College hosted its annual Open Day on Wednesday 12 December 2001. Guidance Counsellors and senior cycle students from all secondary schools in Ireland were invited to attend. Approximately 5,000 students from over 130 schools countrywide attended the event. Responses to the New Entrant Survey show that 41% of new entrants to undergraduate programmes found this event to be a valuable source of information about the College.

(b) Off-Campus Regional Conference

College hosted an off-campus regional conference in 2002. The full day event took place in the Hillgrove Hotel, Monaghan on 17 April. Schools from the Cavan / Monaghan area were targeted as these had been identified as having a relatively low ratio of acceptances to offers, and as not having been present at the College Open Day. Students were invited to attend with their teachers and Guidance Counsellors.

Admissions Office staff and academic staff from the Faculties of Arts (Humanities), Arts (Letters), Engineering and Systems Sciences, Business, Economic and Social Studies and Science were present. The event took the format of an 'Information Day'. Attendees were given a general presentation on Trinity College and were then free to move between interactive presentations given by each of the Faculties. Approximately 250 students ranging from transition year to senior cycle students attended from five of the largest schools in the area.

(c) Regional Careers Conventions and School Visits

During the 2001/02 academic year College was represented at a total of 49 Careers Conventions countrywide organised either by schools, local branches of the Institute of Guidance Counsellors (IGC), local Business and Education Partnerships or by commercial bodies. A member of staff from the Admissions Office also made a presentation to trainee Guidance Counsellors in Northern Ireland on the CAO application system, and Trinity College was also represented at the ESAT 'Young Scientist' event.

(d) Development of links with Guidance Counsellors and increased interaction with the media

The Institute of Guidance Counsellors has approximately 14 branches nationwide. Each year the CAO facilitates meetings between the IGC and higher education institutions. During November 2001 College was present at each of the six autumn meetings in Co Galway, Co. Sligo, Co. Kildare, Co. Louth, Co. Kilkenny and Co. Cork.

To raise the profile of courses offered by Trinity College, particularly in the areas of science and engineering, editorial space was secured in publications produced exclusively for teachers in the second level sector and advertisements were placed in the Institute of Guidance Counsellors publication 'Guideline'.

(e) Improvements to *Prospectus* and development of other promotional materials

The 2003 College *Prospectus* was delivered to all secondary schools in early September 2002 and 65% of new entrants surveyed indicated that they had consulted the College *Prospectus*. A number of changes were made to improve the presentation and content of course information as follow:

- a comprehensive index was included
- an alert list was inserted detailing all changes for 2003 entry
- tables on course structure were redesigned
- duplication of cross-faculty entries were deleted.

The Admissions Office assisted the Russian Department with the production of a booklet for prospective students introducing them to the study of the language.

The information booklet on the admission and application process for mature students was revised in line with proposed changes from departments and students.

(f) Re-design of Admissions Website

Although the paper copy *Prospectus* remains an important source of information for prospective students, the World Wide Web is becoming a primary source of information about the College and its courses. This year over 70% of new entrants surveyed said that they had consulted Trinity's website. As a result of this high usage the Admissions Office has contracted a company to re-design the Admissions web pages with a view to improving navigation features, enhancing functionality and introducing some interactive elements. The most significant of these will be the facility for online application for students applying for admission under the Mature Student Dispensation Scheme.

III. THE CENTRE FOR EDUCATIONAL ACCESS AND COMMUNITY DEVELOPMENT

The Centre for Educational Access and Community Development co-ordinates a range of initiatives under the Trinity Access Programmes (TAP) to counteract educational disadvantage. The Centre was established in October 1998 as part of an overall strategy to increase awareness of the value of education and to increase the confidence and capacity of communities where there has been no tradition of third level education. The Director of the Centre is Professor P J Drudy.

There are currently four initiatives, all of which are part funded by the Higher Education Authority (HEA) through its targeted funding for special initiatives programme.

1. **Second Level Programme:** The Second Level Programme was set up in 1993 as a pilot project linking Trinity College with second-level schools which had little or no tradition of progression to third level. The programme aims to increase the number of students who complete their second level education and who proceed to third level education. There are currently 16 link schools. The programme also runs a pilot project with 15 link primary schools.
2. **Reserved Places / Direct Application Scheme:** In 1999, College agreed to reserve up to 70 places per year across all six faculties for students from TAP link schools under a Direct Application Scheme. These places are now open to applicants from all schools linked to higher education access programmes in UCD, DCU, NUI Maynooth, UL, UCC and DIT. The reserved places are also open to participants on the Foundation Course for Higher Education – Young Adults. In 2002, 52 students entered College via the Direct Application Scheme (44 in 2001).
3. **The Foundation Course for Higher Education - Mature Students:** This is one-year foundation course was established in 1997 to counteract educational disadvantage among mature students from socio-economically disadvantaged circumstances.

Table 4: Student progress on the Foundation Course for Higher Education – Mature Students

<i>Mature Students</i>	2002	2001	2000
Registered Students	26	26	24
Students who completed course		22	20
Students who did not complete course		4	4
Students who sat examinations		21	20
Students who deferred examinations		-	-
Students who progressed to Trinity		15	12
Students who deferred application to third level		-	-
Students who progressed to another Higher Education Institute (HEI)		3*	4**

**In addition, 2 students did not take up their offers to another HEI for this year.*

***In addition, 3 students deferred their offer of a place to another HEI and 1 student did not take up the offer to another HEI.*

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education.

4. **The Foundation Course for Higher Education - Young Adults:** This is a one-year foundation course that was launched in October 1999. The course caters for young adults (17-20 years old) who have academic potential but who require an additional year of education to prepare for third-level. It is open to applicants in schools linked to higher education access programmes in Trinity, UCD, NUI Maynooth, DCU and DIT. Approximately 25 students are admitted per year.

Table 5: Student progress on the Foundation Course for Higher Education – Young Adults

<i>Young Adults</i>	2002	2001	2000
Registered Students	26	25	26
Students who completed course		22	20
Students who did not complete course		3	6
Students who sat examinations		21	20
Students who deferred examinations		0	-
Students who progressed to Trinity		19	14
Students who deferred application to third level		0	6
Students who progressed to another HEI		1	6

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible for consideration for entry to a reserved place in College if they achieve a grade 2.2 or higher (2.1 for Law School or Health Sciences).

IV. STUDENT POPULATION

In total, there were 15,165 registered students in 2001/02 (14,849 in 2000/01). Of these, 7% (7% in 2000/01) were non-Irish EU students, 3% (3% in 2000/01) were North or Central American, and 3% (2% in 2000/01) were from other parts of the world.

See Tables B1 and B2 on page 44 in Appendix B for further detail.

Figure 5: Geographical distribution of student population, 2001/02

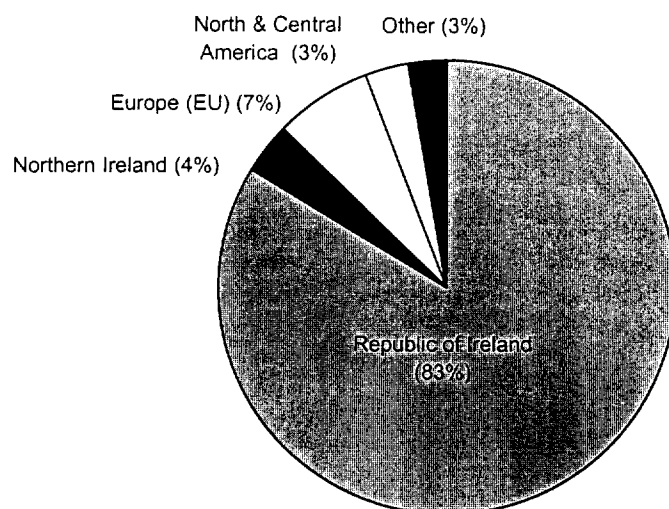


Figure 6: Gender breakdown of student population 2001/02

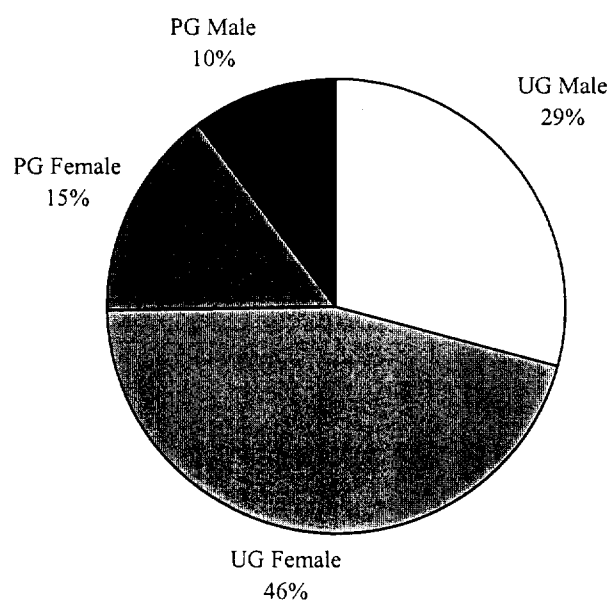


Figure 7a: Percentage of Students by category, 2001/02

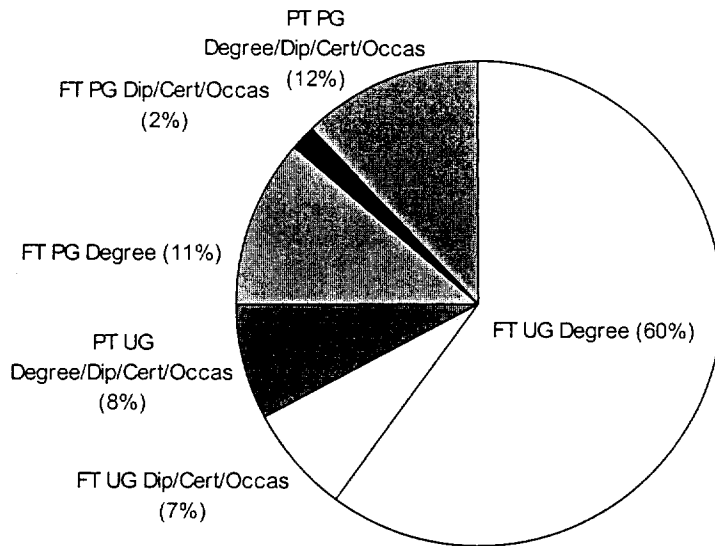
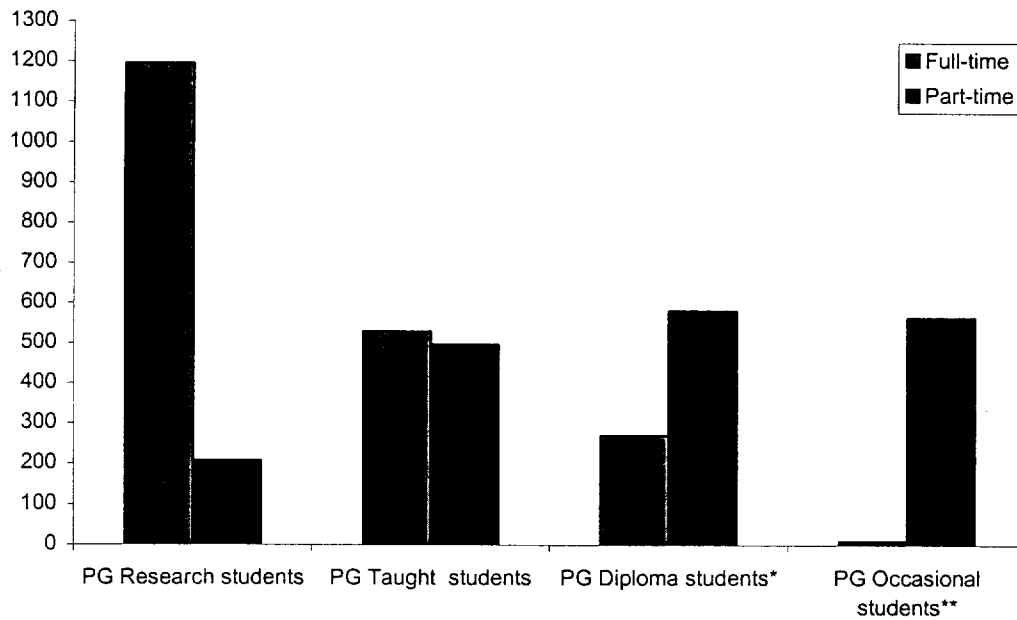


Figure 7b: Postgraduate Student Numbers 2001/02



*This includes 41 Multi-category students who are taking two courses simultaneously.

**Occasional students include one term postgraduate students, one year postgraduate students and students on the In-service Education programme.

V. ACADEMIC STAFF

New academic appointments

The success of courses of study is very dependent on the distinction of the academic staff involved. During the academic year 2001/2002, 97 new academic appointments were made, as illustrated below in Table 6. Of the 97 appointments made, five were to Chairs, one to a Senior Lectureship and 91 to Lectureships.

Of those appointed, 50.5% held doctoral degrees and 33% held at least one postgraduate or professional qualification of equivalent standing below doctoral level. 16.5% held primary degrees only at the date of appointment, all of whom were proceeding to higher degrees. The equivalent figures for 2000/2001 were 61%, 26% and 13% respectively.

Table 6: New academic appointments 2001/02 and 2000/01

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer / Registrar	Total
2001/02								
24 (25%)	6 (6%)	15 (16%)	0 (0%)	6 (6%)	8 (8%)	30 (31%)	8 (8%)	97 (100%)
2000/01								
38 (35%)	5 (4.5%)	12 (11%)	0 (0%)	24 (22%)	1 (1%)	23 (21%)	6 (5.5%)	109 (100%)

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

Further information is provided in Tables C1-C3 on pages 45-46 in Appendix C.

Staff:Student Ratios

The resulting staff:student ratio in 2001/02 was 1:17 on average (1:18 in 2000/01), ranging from 1:11 in the Faculty of Health Sciences to 1:24 in the Faculties of Arts (Humanities) and Business, Economics and Social Studies.

VI. ACADEMIC PROGRESS

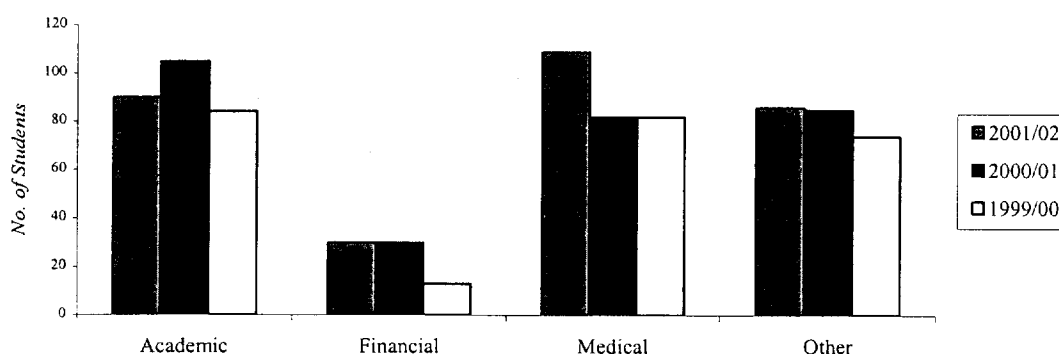
Junior Freshman students successfully completing the year

The percentage of Junior Freshman students who successfully completed the year in 2001/02 averaged 88% across College. These data are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations compared to students registered at the end of Trinity term. Junior Freshman completion rates of 75% or less are found in seven areas (see Table D1 on pages 56-57 in Appendix D). Care should be taken in interpreting these data for any single year, especially in relation to courses with a small number of students. In general, the number of students successfully completing the year increases as they progress in their course. Each year, the Deans' Committee investigates the reasons for high Junior Freshman non-completion rates in particular areas and reports to Council.

Students off-books

In 2001/02 a total of 315 students were off-books compared to 302 in 2000/01, and 253 in 1999/00. The principal grounds for being off-books in 2001/02 were Medical (29%) as against Academic (35%) for 2000/01.

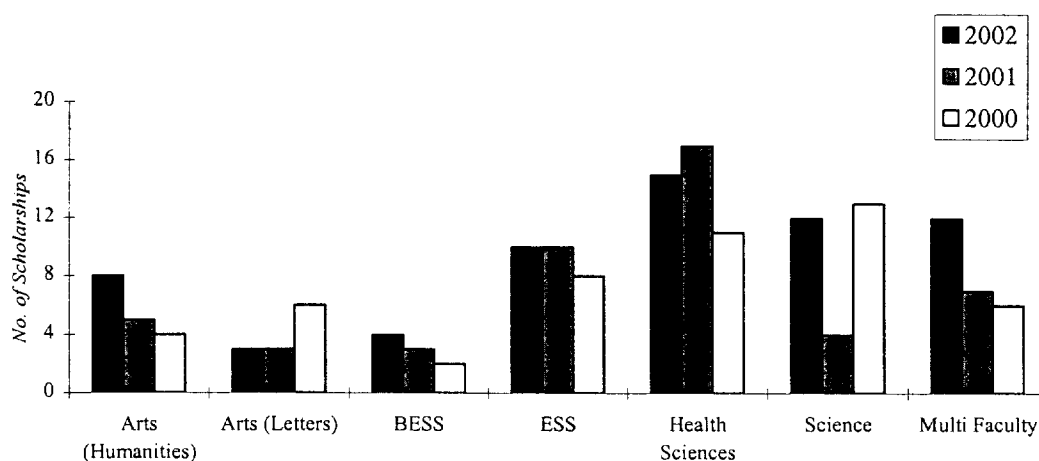
Figure 8: Reasons for students going off-books 2001/02, 2000/01, 1999/00



Foundation Scholarship examination

A total of 287 students presented for the Foundation Scholarship examination in 2002 (264 in 2001, 232 in 2000). A total of 64 Foundation and Non-Foundation Scholarships were awarded in 2002 (49 in 2001, 50 in 2000). More detailed information is given in Table D2, page 58 in Appendix D.

Figure 9: Foundation & Non-Foundation Scholarships 2002, 2001, 2000



External examiners

A total of 157 (149 in 2000/01) external examiners were appointed to examine during 2001/02, of which 112 comprising 71% (76% in 2001) have submitted their annual report to the Senior Lecturer. Deans, Heads of Department and Course Directors are encouraged to impress upon external examiners the importance of submitting annual reports. As a result of Council's concern at the low rate of return of annual reports in previous years, Council agreed (Actum 48/A of December 9th 1998) that travel and related expenses should be paid immediately, but the fee should be withheld until receipt of the external examiner's annual report.

For more detailed data please refer to Table D3, page 59 in Appendix D.

Commencements, Firsts and Gold Medal awards

In 2001, 32 commencement ceremonies were held during which 4,340 (4,447 in 2000) degrees were conferred (3,341 primary degrees, and 999 higher degrees). For more detail see Table D4 on page 60 in Appendix D.

A total of 285 students received first class honors degrees in 2002 (254 in 2001). Of these, 46 received Gold Medals (38 in 2001).

Figure 10: First Class Degrees and Gold Medals 2001/02, 2000/01, 1999/00

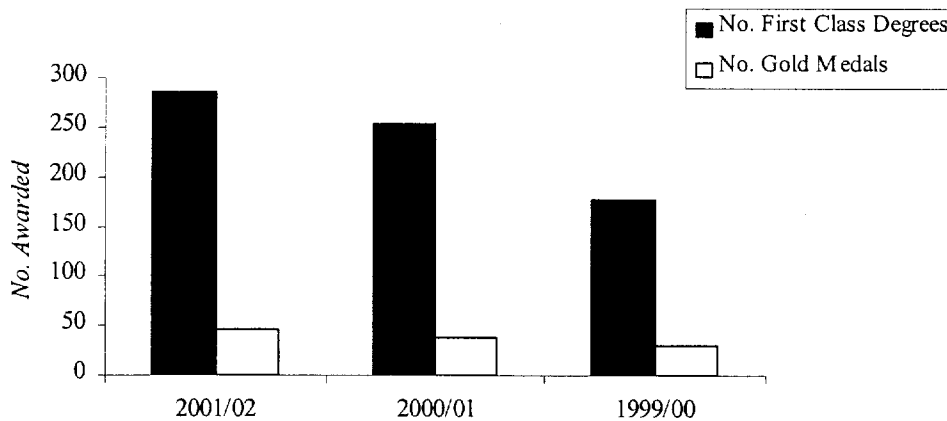
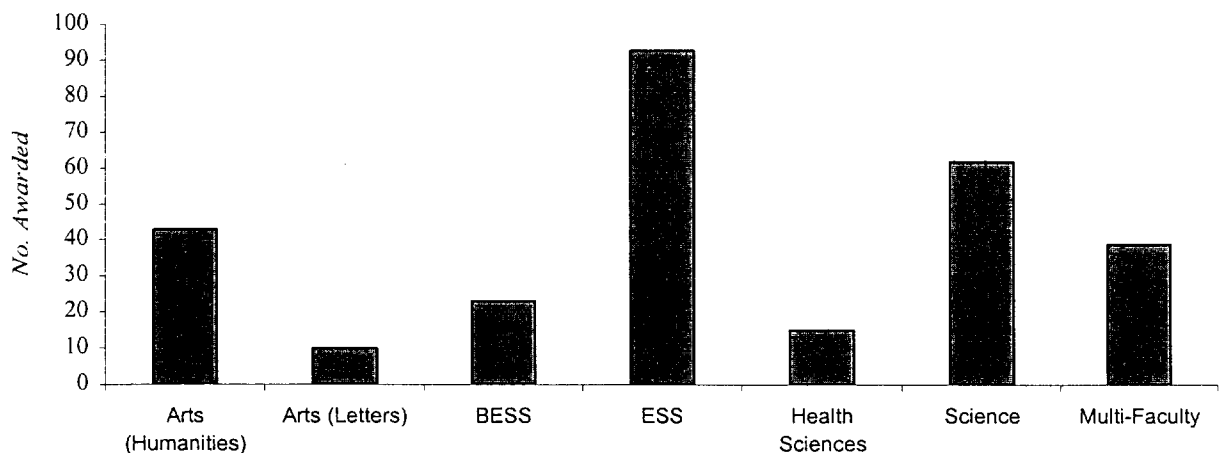


Figure 11: First Class Degrees by Faculty 2001/02



Distribution of Grades achieved at Degree Examinations 2002

An analysis was carried out on the distribution of degree grades achieved in undergraduate courses. In 2001/02 14% of students achieved a first class result at their degree examination, 55% achieved a second class first division, and 24% obtained a second class second division.

A table giving summary data for the last five years is given on page 61 and information by course for the year 2001/02 is given on pages 62-63.

Student retention

The Student Counselling Service received funding from the Higher Education Authority (HEA) under its Targeted Initiatives Programme to undertake work in the area of student retention. The initiatives that have received financial support and are being undertaken are (i) Targeted Counselling and Research Initiative for Junior Freshman students at risk of dropping out; (ii) Peer-support programmes, (iii) Research into non-completion at Trinity College; (iv) Peer Tutoring (joint project between Student Counselling and Department of Russian); and (v) Learning Support Programme.

VII. CENTRAL DEVELOPMENTS IN TEACHING

Broad Curriculum

The Broad Curriculum policy document was approved by Council in March 1999 and sets out to promote nine attributes of the TCD student and graduate. The qualities seen to be desirable in a graduate are inquisitiveness, analytical ability, adaptability, breadth of reading, ethical responsibility, international outlook, articulacy, literacy, and numeracy. A commitment to the promotion of these attributes now underpins a series of initiatives which the College has taken to further the broadening of the curriculum such as a scheme to enable students to improve their proficiency in a continental language and one that supports all students in achieving competence in the use of computers.

During 2001/02, there was a particular focus on two initiatives both of which were funded by The Atlantic Philanthropies. The first is designed to assist the implementation of Broad Curriculum policies involving **small-group teaching and learning** and includes the creation of up to 60 new postgraduate teaching studentships. Twenty such studentships will run for three years from October 2001, 20 for three years from October 2002 and up to 20 for three years from October 2003.

The second teaching initiative is designed to assist the implementation of the Broad Curriculum policies promoting breadth of learning at undergraduate level and involves the development of a set of **cross-faculty courses**. This will be achieved by the creation of up to 12 five-year contract lectureships available to departments mounting such courses. Six five-year contract positions were allocated in May 2002 and proposals for the final six contract positions will be assessed in December 2002.

Developments relating to these initiatives for the academic year 2001/02 are discussed below.

Contract Lectureships

Six contract lectureships for a period of five years were awarded to the following Departments/Schools:

- Departments of Geography and Geology - *Ireland's Changing Landscapes*
- School of Law - *Sustainable Development and the Law*
- Department of Philosophy - *The Foundation of Human Values*
- Department of Political Science - *Citizens, Politics and Decisions*
- Department of Psychology - *Critical Thinking*
- School of Drama - *Film, History and Cultural Memory*

The Academic Affairs Committee approved procedures with respect to the assessment of Broad Curriculum cross-faculty courses to be offered in the academic year 2002/03 as well as the credit arrangements for the successful completion of a cross-faculty course.

Applications for Cross-Faculty courses

Six hundred students had registered for a broad curriculum cross-faculty course by the beginning of October 2002.

Postgraduate Teaching Studentships

Twenty postgraduate teaching studentships of a three-year duration were awarded in 2001 and a further 20 in 2002 as detailed in Table 7 below:

Table 7: Broad Curriculum Postgraduate Teaching Studentships awarded 2002, 2001

Department / Centre / School	Studentships awarded in 2002	Studentships awarded in 2001
Biology	-	2
Business Studies	-	2
Chemistry	-	1
Computer Science	2	-
Computing and Language Studies	-	2
Dental Science	-	1
Economics	1	-
Education	-	1
English	2	-
Geography	2	2
Geology	1	1
History	2	-
History of Art	1	-
Law	1	1
Mechanical & Manufacturing Engineering	1	-
Microbiology	-	1
Nursing and Midwifery Studies	-	1
Occupational Therapy	1	-
Pharmacy	-	1
Philosophy	1	-
Physiology	1	-
Political Science	1	1
Psychiatry	1	-
Psychology	1	2
Pure and Applied Mathematics	-	1
Sociology	1	-

Induction course for Small Group Teaching for Recipients of the Postgraduate Teaching Studentships

The Staff Office ran a number of courses for new staff at the beginning of Michaelmas Term 2001, including a three-day workshop for new lecturing staff and departmental-based workshops for teaching assistants. The recipients of the postgraduate Teaching Studentships have been invited to participate in small group teaching workshops as part of the induction process organised for teaching assistants by their departments or as part of the College-wide course for new lecturers.

Broad Curriculum Website www.tcd.ie/Broad_Curriculum/

A broad curriculum website has been developed and contains:

- The Broad Curriculum Policy
- Broad Curriculum teaching and learning initiatives – cross-faculty courses and small group teaching and learning
- An online application facility for cross faculty courses.

Annual Progress Reports

A condition of funding is that departments in receipt of a contract lectureship and/or a postgraduate studentship must provide for consideration by the Academic Affairs Committee an annual evaluation of the cross-faculty course and/or the small group teaching and learning scheme.

Student evaluations carried out by departments in receipt of a postgraduate studentship for the academic year 2001/02 attested to the success of this aspect of the broad curriculum. Participating students and staff experienced real benefits from the initiative.

Advisory Group on the Broad Curriculum

An Advisory Group on the Broad Curriculum has been established. The membership of this group (chaired by the Provost) includes five external and five internal members. The terms of reference of the Advisory Group are to advise College on the implementation and continuation of the Broad Curriculum initiative in the light of expressed and future needs of the economic and social development of Irish society.

Mid-term Review (2003)

A mid-term review of the two teaching schemes in their own right will be conducted by the Quality Office using independent external reviewers. The programme and methodology of reviews will be agreed with the donor in advance of December 2003.

Formal Launch of the Broad Curriculum

The Broad Curriculum was formally launched by the Minister for Education & Science, Mr. Noel Dempsey, T.D., on Wednesday 13th November 2002.

Working Party on Teaching and Learning

In October 2001, Council had invited the Academic Affairs Committee to establish the Working Party on Teaching and Learning with the Senior Lecturer acting as Chair. Council had agreed that the aim of the Working Party was to review College policy and practice in relation to teaching and learning with a view to supporting high standards in teaching and enhancing the quality of students' learning experience. Its objectives were to arrive at a set of recommendations on a number of specific initiatives that might be acted upon immediately and a set of recommendations on issues that will require longer term consideration by other committees in College.

The Report of the Working Party was considered by the Academic Affairs Committee and subsequently by Council in October / November 2002. The overall structure of the report was as follows:

- I. *Introduction* – the terms of reference and membership of the Working Party were set out in the introduction. An interim report had been submitted to the Provost in April 2002 in order to inform the ongoing deliberation on the College's strategic plan.
- II. *Review of Current College Policy and Practice in relation to Teaching and Learning* – this section reviewed the statements on the Educational Objectives of the Moderatorship and the Policy on the Broad Curriculum. A questionnaire on approaches to teaching and learning had been administered and its main findings were set out in the report. The College's commitment to teaching quality and support for student learning was also articulated in this section.
- III. *The Working Party's Proposed Value Framework for the Future of Teaching and Learning in Trinity College* – the values and commitments that we aspire to enshrine in the future educational practice of the College were set out under this heading together with the Working Party's definition of teaching and learning and also a statement of the attributes of the graduate.

- IV. *Proposed Principles to Underpin the College's Learning and Teaching Strategy* – a set of principles were proposed to mark the College's renewed commitment to high quality in learning and teaching.
- V. *Barriers to Teaching Excellence and to the Provision of an Optimally Supportive Environment for Student Learning* – a number of barriers had been identified including adverse staff:student ratios, inadequate physical infrastructure to support teaching and lack of training in third-level teaching.
- VI. *A Strategy to Promote and Enhance the Quality of Teaching and Learning* – a central objective of the Working Party was to enhance the quality of teaching and learning in the university and it had been decided that this could best be achieved through the development of a teaching and learning strategy. This section set out nine aims of a proposed teaching and learning strategy together with actions required, identified responsibility for carrying out these actions, and targets/dates for implementation.
- VII. *Centre for Academic Practice and Student Learning* - The Working Party considered that a major enabler for the implementation of the teaching and learning strategy would be the proposed new Centre for Academic Practice and Student Learning (CAPSL). The Centre would provide a strong and integrated framework for supporting best academic practice and the highest quality of student learning.
- VIII. *Using Ubiquitous Computers (Laptop Computers and Wireless Networks) to Support Innovation in Teaching and Learning* - A second key enabler was the development of a wireless campus. The flexibility and communication power of 'wireless laptops' offered a means of supporting many of the innovations in teaching and learning that were recommended in the report.
- IX. *Resource Implications* - An estimate of costs associated with the proposals was outlined.

Council approved the teaching and learning strategy and the proposals in relation to the Centre for Academic Practice and Student Learning and the development of a wireless campus. Following Council's consideration of the report, comments were invited from the wider College community. It is intended that a proposal will be brought to Council in due course on implementation of the strategy and arrangements for annual review.

Centre for Learning Technology

The Centre for Learning Technology was established in July 2000 and is part of the Senior Lecturer's Area. The Centre is a joint initiative involving academic staff, the Staff Development Office and the Information Systems Services. The objective of the Centre is to support best practice in the use of Information and Communication Technology (ICT) to enhance student learning and to advise on issues of policy, structure and future developments in educational technology. The Centre is responsible for assisting academic staff in developing and instigating innovations in student teaching and learning.

The Centre has limited funding available to support projects in the use of ICT enhanced learning and in 2001/02, twelve projects were funded. Projects that have been supported in the past have involved a range of pedagogic innovation and technical application, which included interactive multimedia courseware development; synchronous/asynchronous virtual class discussion and debate; interactive multimedia tutorials; and educational tool development.

VIII. NEW COURSE DEVELOPMENTS

One undergraduate degree, one undergraduate diploma and two masters degrees were launched in 2002/03. More detailed data is shown in Table 8(a) below:

Table 8(a): Courses launched in 2002/03

COURSE	NO. OF STUDENTS REGISTERED	QUOTA
UNDERGRADUATE		
<u>Diploma</u>		
<i>Faculty of Arts (Letters)</i> Diploma in Deaf Studies	7	15
Total Diploma	7	15
<u>Degree</u>		
<i>Faculty of Health Science</i> A degree in Nursing was introduced in October 2002 with a quota of 233 students, replacing the diploma in Nursing which had a quota of 230.		
POSTGRADUATE		
<i>Faculty of BESS</i> Master in Social Work	17	20
<i>Faculty of Health Science</i> M.Sc. in Cardiac Rehabilitation	9	8
Total Postgraduate	26	28

Table 8(b): Courses launched in 2001/02

COURSE	NO. OF STUDENTS REGISTERED	QUOTA
UNDERGRADUATE		
<u>Diploma</u>		
<i>Faculty of Arts (Letters)</i>		
Irish Sign language / English Interpreting	10	15
Irish Sign Language Teaching	7	12
Total Diploma	17	27
<u>Degree</u>		
<i>Two Subject Moderatorship</i>		
Jewish Studies	0	10
Total Degree	0	10
POSTGRADUATE		
<i>Faculty of Arts (Humanities)</i>		
MSc Educational Guidance and Counselling	17	20
<i>Faculty of Arts (Letters) and Arts (Humanities)</i>		
MPhil Medieval Language, Literature and Culture	5	10
<i>Irish School of Ecumenics (TCD)</i>		
MPhil Reconciliation Studies	18	14
Diploma Conflict and Dispute Resolution Studies	10	20
Total Postgraduate	50	64

IX. QUALITY IMPROVEMENT

The activities of the Quality Office have widened beyond its initial remit of managing and supporting the departmental review process to encompass a centralised student feedback facility, a teaching development grant scheme, and a teaching award scheme, all co-funded for a three-year period under the HEA targeted initiative 'Support for Teaching'.

Academic departmental review process

Throughout the 2001/02 academic year, seven academic departmental reviews were facilitated:

Table 9: Reviews of Academic Departments conducted in 2001/02

Departments reviewed during 2001-2002	Number of programmes available in the department		Number of staff FTEs* in the department (2000/01)	Number of student FTEs* in the department (2000/01)	Number of reviewers appointed to undertake review	Number of countries represented by reviewers
	UG	PG Taught				
Anatomy	7	1	8.67	90.89	2	2
Botany	2	1	10.11	124.16	2	2
Computer Science	8	4	67.16	1,508.12	4	2
Economics	2	1	19.46	564.91	2	2
Irish	4	2	6.69	92.3	2	2
Hebrew, Biblical & Theological Studies	3	-	7.19	117.47	2	2
Nursing & Midwifery	4	8	16.13	907.02	2	2

*FTEs = Full-time equivalents

Centralised student feedback facility

In November 2000, the College obtained funding from the HEA's Targeted Funding for Special Initiatives Programme to pilot a new central service to elicit student feedback through questionnaires. This facility, administered by the Quality Office, provides advice to academic departments on the construction of appropriate survey instruments, undertakes the administration of surveys under controlled conditions, and produces reports in a standard format. The facility was launched in January 2002 on a pilot basis, and surveys were conducted in respect of 102 component courses (or modules) in the following seven participating departments:

- Business Studies (MBA Programme)
- Clinical Medicine
- English
- Electronic & Electrical Engineering
- French
- Mathematics
- Psychology

Teaching Development Grant scheme

The academic year 2001/02 was the second year of this scheme which is jointly-funded by the Deans' Committee and the HEA for a three-year period. The initiative is administered and monitored through a sub-committee of the Quality Committee.

Some sixteen project applications, together amounting to €154,000, were considered by the sub-committee. The total amount available for disbursement was €50,950, and grants were made to the following six projects:

Table 10: Teaching Development Grants scheme – successful projects

Department	Project Leader	Title	Grant
Chemistry	Dr Noelle Scully	FUNDamental Chemistry – the introduction of interactive learning in Junior Freshman Science	€6,750
Computer Science	Mr Brendan Tangney	Logic, programming, and robotics for non-technical students	€12,500
French	Dr Rachel Hoare	Developing language learning strategies amongst third year learners of French: easing the transition from the Freshman to the Sophister years.	€3,650
Geography	Dr Krysia Rybaczuk	Innovations in summative assessment for Geography students: group-based, peer-assessed radio broadcasts and video shorts	€10,550
Mechanical & Manufacturing Engineering	Mr Dermot Geraghty	A Virtual Teaching Assistant for Engineering Mechanics	€11,000
Psychiatry	Prof Michael Gill	The development of curriculum, learning tools, evaluation and examination systems for the Department of Psychiatry using Information and Communication Technology (ICT)	€6,500

The Provost's Teaching Awards scheme

This scheme was established with the aim of promoting teaching as a scholarly activity and rewarding those who have made an outstanding contribution to the pursuit of excellence in teaching in College. The scheme is jointly-funded by the Deans' Committee and the HEA. Up to three awards are made annually.

Awards were made in January 2002 to the following members of the academic staff:

- Dr Martin Fellenz (Business Studies)
- Mr Alan Mullally (Computer Science)
- Professor John Scott (Biochemistry)

- Also on this occasion, a special presentation was made to Professor Corinna Lonergan in recognition of her outstanding contribution to her Department and to the teaching of Italian.

A total of thirty-six nominations were submitted for the 2002/03 awards. A sub-committee of the Quality Committee will shortly be reviewing short-listed applications, and it is anticipated that the recipients of the 2002/03 awards will be announced by the Provost in Hilary term 2003.

APPENDICES

APPENDIX A – APPLICATIONS AND ADMISSIONS 2002

1. APPLICATIONS

In reviewing 2002 admissions data Council is invited to note the following points:

- The number of applications to courses in the University sector fell in line with the overall drop in the number of applications to the CAO.
- The number of first preference applications to TCD (12.6%) was slightly up on 2001 figures (12.3%). The College's overall ratio of first preference applications to quota however, dropped to 2.8:1 (3:1 in 2001).
- The difficulties facing the technology market had an adverse impact on applications to courses in the Faculty of Engineering and Systems Sciences, particularly for the moderatorship courses in Computer Science and in Information and Communications Technology. This is reflected in the sharp decline in the ratio of total applications to quota from 11:1 in 2001 to 7:1 in 2002 for the Faculty.
- The decline in interest in information technology courses may be a contributing factor to the high acceptance rates to offers for some courses in the BESS and Arts Faculties this year, despite a decrease in first preference applications for these courses.
- Applications to courses in the Health Sciences and Science Faculties remained steady, suggesting that students may perceive these courses as 'safe' options in an uncertain economic climate.
- The percentage of Entrance Exhibitioners (students achieving 545 points or higher in the Leaving Certificate or equivalent examination) in the Junior Freshman class decreased from 25% in 2001 to 22.5% in 2002.
- The processing of applications to the Degree in Nursing Studies was frustrated again this year as Nursing applications did not constitute an integral part of the CAO process, but operated as a separate system to other degree courses. While the number of offers in Nursing increased this year, 22% of those who accepted a Nursing place had not yet registered by the end of October 2002.
- The number of applications for admission under the Mature Student Dispensation Scheme increased by 30% (696 in 2002 compared with 536 in 2001) and the number of registered students within this category increased by 28% (105 in 2002 compared with 82 in 2001).

Figure A1: Total number of CAO applications to courses in TCD (all preferences and first preferences) 2002, 2001, 2000

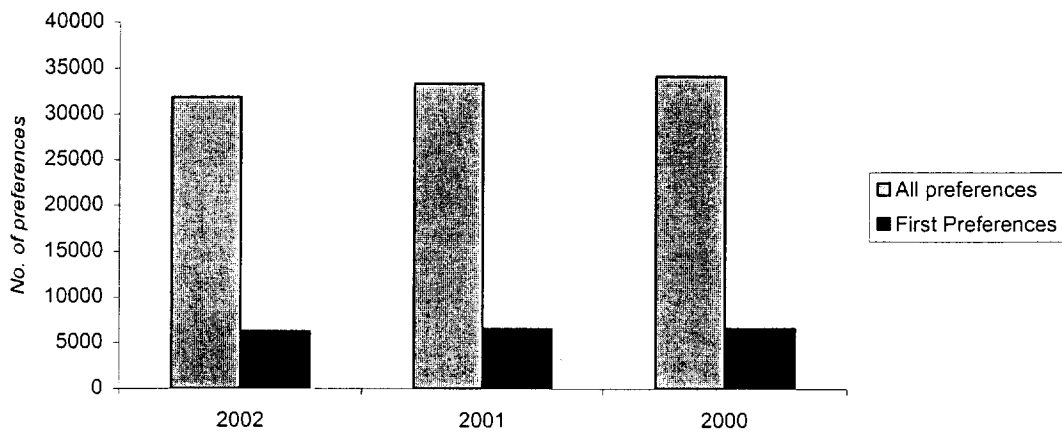
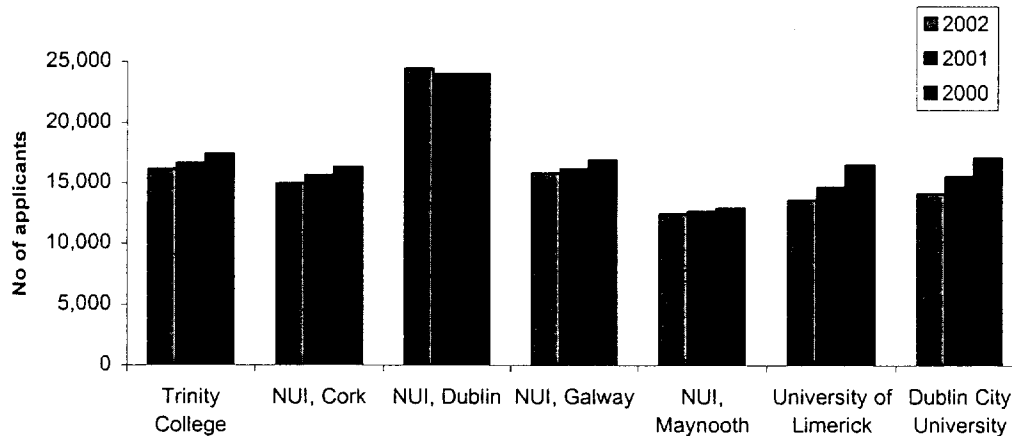


Figure A2: Total number of CAO applicants to all universities 2002, 2001, 2000

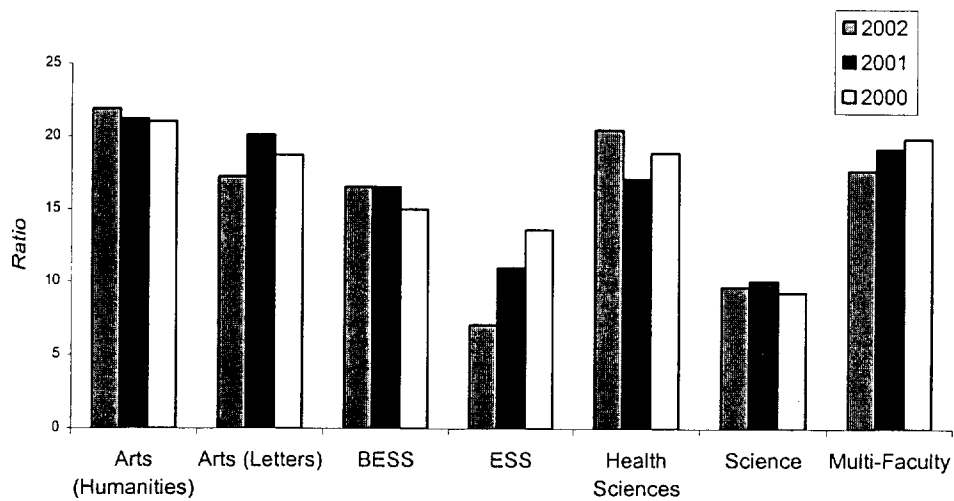


In 2002 the total number of applicants to Trinity College was 16,142 compared with 16,641 in 2001, and 17,407 in 2000. There are up to 10 preferences on each application and applicants may apply to more than one institution. Therefore, 16,142 refers to the number of applicants who indicated a preference for one or more courses in Trinity College.

The total number of first preference applications was 6,283 in 2002 compared to 6,571 in 2001, and 6,606 in 2000. The total number of applications to specific courses (all preferences) in Trinity College in 2002 was 31,881 compared with 33,390 in 2001 and 34,193 in 2000. In 2002, the ratio of applications (all preferences) to quotas ranged from 61.9:1 in TSM Psychology to 4:1 in Computer Science, Linguistics and Irish and in Computational Chemistry / Physics. The overall College ratio was 14.5:1 (15.3:1 in 2001).

Several courses, for example, Early Irish and Greek within TSM do not have fixed quotas.

Figure A3: Ratio of CAO applications (all preferences) to quota 2002, 2001, 2000



Further detail is given on Tables A3 and A4 on pages 33-35 in Appendix A.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 2 in the main text and Table A5 on pages 36-37 in Appendix A.

2. ADMISSIONS

Table A5 pages 36-37 portrays the relationships between course quotas, first preference applications and numbers registering for CAO courses. In comparing the numbers accepted and registered with course quotas it must be noted that achieving an exact match through several rounds of CAO offers and acceptances is a delicate and indeterminate process.

Table A1(a) on page 29 details the number of direct applications to the Admissions Office, together with the number of applications to quota and number of registered students for direct entry courses.

In 2002, the Admissions Office also processed 485 direct applications from non-EU students seeking admission to Medicine (410 in 2001) and 37 from non-EU students seeking admission to Dental Science (34 in 2001).

There are a total of 60 places available for non-EU students on the medical programme, of which 20 are reserved for the Junior Freshman year and 40 for the Senior Freshman year. Eight places are available for non-EU students in the Junior Freshman year of the dental science programme. These non-EU places are in addition to the EU quota for these courses.

Table A1 (a): Total Number of Applications - Direct Entry Courses 2002, 2001, 2000

	2002				2001				2000			
	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students*	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students
Diploma in Information Studies [^]	42	80	0.5	30	74	80	0.9	51	10			7
Diploma in Information Systems	20			14	81			6	127	80	1.6	92
B.Sc. Information Systems ^{^^}	34	50	0.7	32	61	50	1.2	36	4			3
B.Sc. Business and Information Technology	77	64	1.2	21	41	64	0.6	17	81	50	1.6	54
B.Sc. Computer Science (evening)	205			169	224			165	33	64	0.5	9
One Year Visiting Students	207			198	197			172	295			186
SOCRATES One Year Students	15			3	47			19	242			235
One Term Students	81			69	113			80	19			13
SOCRATES One Term Students	44	24	1.8	24	46	24	1.9	20	198			53
Diploma in European Painting	64	50	1.3	26	51	50	1.0	21	32	24	1.3	23
Pharmaceutical Technicians Course	42	20	2.1	14	38	20	1.9	14	71	50	1.4	34
Certificate Course in Dental Nursing	16	6	2.7	3	14	6	2.3	3	40	20	2.0	15
Diploma in Dental Technology	71	8	8.9	7	52	8	6.5	7	18	6	3.0	3
Diploma in Dental Hygiene					245	14	17.5	11	57	8	7.1	3
Bachelor in Acting Studies (formerly Theatre Studies)									223	14	15.9	13
Certificate in Maximising Performance and Monitoring of Training in Sport	13	12	1.1	9	4	12	0.3	4	2	12	0.2	1
Diploma in Addiction Studies	48	24	2.0	24	48	24	2.0	24	45	24	1.9	24
Diploma in Counselling [^]				-				23				n/a
Diploma in Theology	9	8	1.1	8	8	8	1.0	8				11
Diploma in Sign Language/English Interpreting	14	15	0.9	12	15	15	1.0	10	n/a			
Diploma in Irish Sign Language Teaching	9	15	0.6	7	15	12	1.3	7	n/a			
Diploma in Deaf Studies	14	15	0.9	7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TAP - Foundation course for Higher Education - Mature Students	111	25	4.4	26	59	25	2.4	25	59	25	2.4	25
TAP - Foundation course for Higher Education - Young Adults	90	25	3.6	26	102	25	4.1	24	102	25	4.1	26

[^] Students are admitted to this course on a biennial basis.

^{^^} All applications including those not proceeding directly from Diploma

* Registrations as at 22nd October 2002

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by Faculty, 2002 – 1996

	2002	2001	2000	1999	1998	1997	1996
Number of applicants	696	536	560	663	765	856	1026
Number of places offered	132	101	120	131	131	126	162
Number of students registered by Faculty:							
Arts (Humanities) & Arts (Letters)	45	16	22	23	44	35	45
Business, Economics & Social Studies	23	26	28	31	32	32	33
Engineering & Systems Sciences	2	4	6	2	10	5	12
Health Sciences	12	10	7	9	11	9	11
Science	14	9	12	17	7	8	5
Multi-faculty	9	17	18	24	7	7	11
Total students registered	105	82	93	106	111	96	117

There are several courses for which quotas were not met for reasons other than the indeterminacy of the CAO process (i.e. low number of applications) and which may cause some concern.

Table A2(a): Courses not meeting quota in 2002

Course	Quota	First preferences	Minimum points	Number registered 2002/03
<i>Applications made via CAO</i>				
Business Studies & Chinese	10	16	350	6
Classics*	15	15	260	8
Computational Chemistry / Computational Physics	15	3	-	0
Computer Science Linguistics and a Language	25	20	CSLF - 390 CSLG - 455 CSLI - N/A	2 4 0
Information and Communications Technology	120	72	320	13
Manufacturing Engineering with Management Science	20	12	320	13
Physics and Chemistry of Advanced Materials	20	11	375	7
TSM: Biblical & Theological Studies	24	22	300	10
German	32	36	345	19
Jewish Studies	10	4	450	4
Modern Irish	30	20	355	17
Russian	36	18	300	5
TOTAL	357	249		108

*It should be noted that the quota for Classics was set some years ago and that in addition to the single honor programme in Classics, the School offers four subjects within the TSM programme (i.e. Ancient History and Archaeology, Classical Civilisation, Greek, and Latin.)

Table A2(b): Courses not meeting quota in 2001

Course	Quota	First preferences	Minimum points	Number registered 2001/02
<i>Applications made via CAO</i>				
Business Studies & Japanese	10	5	420	2
Classics*	15	14	440	4
Computational Chemistry / Computational Physics	15	4	385	1
Computer Science Linguistics and German	10	7	325	4
Information and Communications Technology	110	126	330	39
Music Education	10	14	335	5
Physics & Chemistry of Advanced Materials	20	12	350	9
TSM – Biblical & Theological Studies	24	33	325	16
Jewish Studies**	10	1	430	0
Modern Irish	30	32	325	18
Music	8	23	430	6
Russian	36	20	380	12
TOTAL	298	291		116

* It should be noted that the quota for Classics was set some years ago and that in addition to the single honor programme in Classics, the School offers four subjects within the TSM programme (i.e., Ancient History and Archaeology, Classical Civilisation, Greek, and Latin)

** Introduced in 2001

Table A3: Total number of CAO applications to Trinity College (all preferences) 2002, 2001, 2000

Course	2002			2001			2000		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Faculty of Arts (Humanities)									
Biblical & Theological Studies	209	21	10.0	234	21	11.1	235	18	13.1
History	731	38	19.2	737	38	19.4	695	38	18.3
Law	1468	79	18.6	1335	79	16.9	1378	81	17.0
Music	176	10	17.6	205	10	20.5	172	10	17.2
Music Education	118	10	11.8	120	10	12.0	133	10	13.3
Mental and Moral Science	425	17	25.0	378	17	22.2	349	17	20.5
Psychology	1376	31	44.4	1348	31	43.5	1371	32	42.8
Total	4503	206	21.9	4357	206	21.2	4333	206	21.0
Faculty of Arts (Letters)									
Classics	120	15	8.0	149	15	9.9	180	15	12.0
Drama & Theatre Studies	307	12	25.6	347	12	28.9	381	12	31.8
Early & Modern Irish	215	15	14.3	225	15	15.0	230	15	15.3
English Studies*	719	34	21.1	726	28	25.9	707	35	20.2
Germanic Languages	81	8	10.1	118	8	14.8	92	8	11.5
Total	1442	84	17.2	1565	78	20.1	1590	85	18.7
Faculty of Business, Economic & Social Studies									
Business, Economic & Social Studies	2144	216	9.9	2383	216	11.0	2267	216	10.5
Social Studies	1563	30	52.1	1369	30	45.6	1232	34	36.2
Sociology & Social Policy	686	20	34.3	644	20	32.2	641	20	32.1
Total	4393	266	16.5	4396	266	16.5	4140	270	15.3
Faculty of Engineering & Systems Sciences									
Computer Science	615	65	9.5	1044	75	13.9	1305	65	20.1
Engineering	1346	175	7.7	1594	175	9.1	1711	175	9.8
Management Science and Information Systems Studies	181	24	7.5	313	24	13.0	414	24	17.3
Information & Communications Technology	526	120	4.4	1236	110	11.2	1943	120	16.2
Manufacturing Engineering with Management Science	206	20	10.3	237	20	11.9	139	20	7.0
Total	2874	404	7.1	4424	404	11.0	5512	404	13.6

* Very high acceptance rate for TSM English and low acceptance for English Studies in 2001: quotas adjusted accordingly

Table A3: Total number of CAO applications to Trinity College (all preferences) 2002, 2001, 2000

Course	2002			2001			2000		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
(.....contd)									
Faculty of Health Sciences									
Clinical Speech & Language Studies	544	29	18.8	435	29	15.0	375	29	12.9
Dental Science	459	32	14.3	446	32	13.9	499	32	15.6
Medicine	1117	60	18.6	1016	60	16.9	1165	60	19.4
Occupational Therapy	826	40	20.7	615	40	15.4	474	35	13.5
Physiotherapy	1220	40	30.5	1029	40	25.7	1000	35	28.6
Therapeutic Radiography	469	25	18.8	322	25	12.9	290	10	29.0
Total	4635	226	20.5	3863	226	17.1	3803	201	18.9
Faculty of Science									
Human Genetics	433	15	28.9	499	15	33.3	450	15	30.0
Mathematics	398	30	13.3	387	30	12.9	397	30	13.2
Pharmacy	918	70	13.1	848	70	12.1	806	70	11.5
Science	2264	290	7.8	2256	270	8.4	2236	270	8.3
Theoretical Physics	267	35	7.6	249	35	7.1	218	35	6.2
Computational Chemistry/Physics	60	15	4.0	80	15	5.3	112	20	5.6
Medicinal Chemistry	377	25	15.1	411	25	16.4	351	20	17.6
Physics and Chemistry of Advanced Materials	115	20	5.8	97	20	4.9	54	20	2.7
Total	4832	500	9.7	4827	480	10.1	4624	480	9.6
Multi-Faculty									
Business Studies & French	319	15	21.3	419	15	27.9	441	16	27.6
Business Studies & German	250	20	12.5	253	20	12.7	272	20	13.6
Business Studies & Russian	71	7	10.1	100	7	14.3	99	7	14.1
Business Studies & Chinese/Japanese	99	10	9.9	101	10	10.1	126	10	12.6
Computer Science, Linguistics & French	87	10	8.7	176	10	17.6	221	13	17.0
Computer Science, Linguistics & German	94	10	9.4	103	10	10.3	147	12	12.3
Computer Science, Linguistics & Irish	20	5	4.0	39	5	7.8	97	-	-
European Studies	363	33	11.0	429	33	13.0	373	33	11.3
History & Political Science	527	14	37.6	473	14	33.8	483	14	34.5
Law & French	258	10	25.8	248	10	24.8	243	10	24.3
Law & German	129	10	12.9	123	10	12.3	106	10	10.6
Philosophy & Political Science	273	10	27.3	289	10	28.9	257	10	25.7
Two Subject Moderatorship	6712	366	18.3	7205	365	19.7	7326	357	20.5
Total	9202	520	17.7	9958	519	19.2	10191	512	19.9
GRAND TOTAL	31881	2206	14.5	33390	2179	15.3	34193	2158	15.8

Table A4: Total number of CAO applications to Trinity College (all preferences), Two-Subject Moderatorship course 2002, 2001, 2000

Two Subject Moderatorship Course	2002			2001			2000		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Ancient History & Archaeology	691	23	30.0	624	23	27.1	750	23	32.61
Biblical & Theological Studies	231	24	9.6	263	24	11.0	337	24	14.04
Classical Civilisation	512	29	17.7	645	29	22.2	622	29	21.45
Drama Studies	340	20	17.0	444	20	22.2	389	20	19.45
Early Irish	17	-	-	22	-	-	15	-	-
Economics	814	43	18.9	923	43	21.5	930	43	21.63
English*	1810	81	22.3	1720	90	21.1	1869	81	23.07
French	1024	84	12.2	1122	84	13.4	1122	84	13.36
Geography	652	35	18.6	692	35	19.8	694	35	19.83
German	319	32	10.0	379	32	11.8	376	32	6.06
Greek	44	-	-	63	-	6.3	71	-	-
History	1133	40	28.3	1179	40	29.5	1280	40	32.00
History of Art and Architecture	699	28	25.0	729	28	26.0	716	28	25.57
Italian	470	30	15.7	548	30	54.8	388	30	12.93
Jewish Studies	26	10	2.6	1	10	0.0	-	-	-
Latin	90	10	9.0	82	-	-	76	-	-
Mathematics	272	10	27.2	289	10	28.9	229	10	22.90
Modern Irish	284	30	9.5	312	30	10.4	393	30	13.10
Music	148	8	18.5	152	8	19.0	138	8	17.25
Philosophy	981	43	22.8	1067	43	24.8	893	44	20.30
Psychology	1052	17	61.9	1093	17	64.3	1138	17	66.94
Russian	145	36	4.0	199	36	5.5	242	36	6.72
Sociology	1238	59	21.0	1340	59	22.7	1289	61	21.13
Spanish and Portuguese	432	39	11.1	522	39	13.4	695	39	17.82
Total	13424	731	18.4	14410	730	19.2	14652	714	19.69

* very high acceptance rate for TSM English and low acceptance for Single Honor English in 2001: quotas adjusted accordingly

Table A5: CAO first preference applications - quotas, points, number registered 2002, 2001, 2000

Course	2002				2001				2000										
	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 22nd October 2002	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applicants to no. regd	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered	
Faculty of Arts (Humanities)																			
Biblical & Theological Studies	21	16	0.8	290	1.1	15	21	28	1.3	285	1.1	25	21	18	0.9	260	1.1	17	
History	38	98	2.6	475	2.5	39	38	102	2.7	475	2.8	36	38	79	2.1	425	2.3	35	
Law	79	603	7.6	545	7.6	79	79	486	6.2	540	6.4	76	79	517	6.4	540	6.8	76	
Music	10	38	3.8	400	3.5	11	10	39	3.9	365	3.9	10	10	30	3.0	450	5.0	6	
Music Education	10	23	2.3	345	2.3	10	10	14	1.4	335	2.8	5	10	24	2.4	400	3.0	8	
Mental and Moral Science	17	34	2.0	445	2.1	16	17	32	1.9	400	2.1	15	17	27	1.6	425	1.8	15	
Psychology	31	315	10.2	540	10.9	29	31	331	10.7	535	11.0	30	32	365	11.4	525	10.1	36	
Faculty Total	206	1127	5.5		5.7	199	206	1032	5.0		5.2	197	209	1060	5.1		5.5	193	
Faculty of Arts (Letters)																			
Classics	15	15	1.0	260	1.9	8	15	14	0.9	440	3.5	4	15	16	1.1	510	8.0	2	
Drama & Theatre Studies	12	122	10.2	495	10.2	12	12	156	13.0	510	13.0	12	12	176	14.7	505	16.0	11	
Early & Modern Irish	15	17	1.1	305	1.0	17	15	10	0.7	315	0.8	13	15	19	1.3	310	1.3	15	
English Studies*	34	138	4.1	515	4.2	33	28	148	5.3	510	5.7	26	35	141	4.0	480	3.8	37	
Germanic Languages	8	7	0.9	300	1.0	7	8	7	0.9	315	0.7	10	8	5	0.6	310	1.0	5	
Faculty Total	84	299	3.6		3.9	77	78	335	4.3		5.2	65	85	357	4.2		5.1	70	
Faculty of Business, Economic & Social Studies																			
Business, Economic & Social Studies	216	525	2.4	465	2.1	255	216	654	3.0	475	3.1	214	216	640	3.0	465	2.8	229	
Social Studies	30	324	10.8	485	9.0	36	30	303	10.1	465	9.8	31	34	264	7.8	465	8.3	32	
Sociology & Social Policy	20	44	2.2	450	2.1	21	20	43	2.2	450	2.4	18	20	50	2.5	455	2.4	21	
Faculty Total	266	893	3.4		2.9	312	266	1000	3.8		3.8	263	270	954	3.5		3.4	282	
Faculty of Engineering & Systems Sciences																			
Computer Science	65	102	1.6	345	1.7	60	75	177	2.4	420	2.6	67	65	214	3.3	465	3.3	64	
Engineering	175	239	1.4	420	1.4	167	175	289	1.7	435	1.5	191	175	246	1.4	420	1.5	169	
Management Science and Information Systems	24	56	2.3	475	2.4	23	24	117	4.9	535	4.9	24	24	146	6.1	545	6.3	23	
Information & Communication Technology	120	72	0.6	320	5.5	13	110	126	1.1	330	3.2	39	120	218	1.8	310	3.2	68	
Manufacturing Engineering with Management Science	20	12	0.6	320	0.9	13	20	18	0.9	335	0.9	20	20	13	0.7	330	1.0	13	
Faculty Total	404	481	1.2		1.7	276	404	727	1.8		2.1	341	404	837	2.1		2.5	337	

Table A5: CAO first preference applications - quotas, points, number registered 2002, 2001, 2000

Course	2002					2001					2000							
	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 22nd October 2002	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered
<i>(... contd)</i>																		
Faculty of Health Sciences																		
Clinical Speech & Language Studies	29	189	6.5	525	7.3	26	29	121	4.2	505	4.2	29	29	115	4.0	490	4.1	28
Dental Science	32	129	4.0	540	4.2	31	32	123	3.8	530	4.0	31	32	116	3.6	535	3.6	32
Medicine	60	425	7.1	565	7.9	54	60	431	7.2	560	7.1	61	60	462	7.7	570	8.7	53
Occupational Therapy	40	178	4.5	495	3.8	47	40	165	4.1	480	3.9	42	35	112	3.2	465	3.2	35
Physiotherapy	40	276	6.9	525	6.9	40	40	267	6.7	530	6.8	39	35	266	7.6	525	8.3	32
Therapeutic Radiography	25	44	1.8	490	1.8	25	25	37	1.5	485	1.5	25	10	39	3.9	510	3.9	10
Faculty Total	226	1241	5.5		5.6	223	226	1144	5.1		5.0	227	201	1110	5.5		5.8	190
Faculty of Science																		
Human Genetics	15	43	2.9	540	3.6	12	15	72	4.8	535	4.2	17	15	54	3.6	520	3.6	15
Mathematics	30	35	1.2	390	1.3	26	30	37	1.2	390	1.3	29	30	39	1.3	420	1.4	27
Pharmacy	70	327	4.7	550	4.1	80	70	342	4.9	540	4.9	70	70	325	4.6	540	4.7	69
Science	290	321	1.1	385	1.1	303	270	299	1.1	400	1.1	272	270	296	1.1	395	1.1	275
Theoretical Physics	35	65	1.9	490	1.9	34	35	64	1.8	465	1.8	36	35	64	1.8	480	1.8	35
Computational Chemistry/Physics	15	3	0.2	-	-	0	15	4	0.3	385	4.0	1	20	8	0.4	405	1.6	5
Medicinal Chemistry	25	22	0.9	470	0.6	36	25	16	0.6	475	0.6	26	20	17	0.9	490	0.9	18
Physics and Chemistry of Advanced Materials	20	11	0.6	375	1.6	7	20	12	0.6	350	1.3	9	20	8	0.4	370	0.9	9
Faculty Total	500	827	1.7		1.7	498	480	846	1.8		1.8	460	480	811	1.7		1.8	453
Multi-Faculty																		
Business Studies & French	15	38	2.5	480	1.8	21	15	56	3.7	510	3.7	15	16	70	4.4	515	3.9	18
Business Studies & German	20	16	0.8	380	0.7	23	20	27	1.4	440	1.7	16	20	39	2.0	460	1.8	22
Business Studies & Russian	7	5	0.7	330	0.7	7	7	10	1.4	420	2.0	5	7	5	0.7	385	0.6	9
Business Studies & Chinese/Japanese	10	16	1.6	350	2.7	6	10	5	0.5	420	2.5	2	10	22	2.2	395	5.5	4
Computer Science, Linguistics & French	10	10	1.0	390	5.0	2	10	20	2.0	430	2.2	9	25	25	1.9	430	1.7	15
Computer Science, Linguistics & German	10	8	0.8	455	2.0	4	10	7	0.7	325	1.8	4	-	15	1.3	435	1.9	8
Computer Science, Linguistics & Irish	5	2	0.4	-	-	0	5	4	0.8	520	4.0	1	-	6	-	455	3.0	2
European Studies	33	83	2.5	505	2.4	35	33	92	2.8	505	2.5	37	33	91	2.8	470	2.6	35
History & Political Science	14	115	8.2	545	10.5	11	14	35	2.5	540	2.5	14	14	94	6.7	545	6.7	14
Law & French	10	97	9.7	580	9.7	10	10	92	9.2	570	9.2	10	10	76	7.6	570	8.4	9
Law & German	10	38	3.8	540	3.8	10	10	31	3.1	530	3.1	10	10	30	3.0	540	2.7	11
Philosophy & Political Science	10	27	2.7	490	1.9	14	10	103	10.3	505	10.3	10	10	24	2.4	470	2.4	10
Two Subject Moderation	366	960	2.6	-	3.0	316	365	1005	2.8	-	3.1	324	353	980	2.8	-	3.0	329
Multi-Faculty Total	520	1415	2.7		3.1	459	519	1487	2.9		3.3	457	508	1477	2.9		3.0	486
TOTAL	2206	6283	2.8		3.1	2044	2179	6571	3.0		3.3	2010	2157	6606	3.1		3.3	2011
* very high acceptance rate for TSM English and low acceptance for Single Honor English in 2001: quotas adjusted accordingly																		

Table A6: CAO first preference applications - quotas, points, number registered, number of first preference applications, number of first preference applicants to quota, minimum points, ratio of first preference applicants to no. regd, ratio of first preference applicants to quota, number registered, 2001, 2000

Two Subject Moderatorship Course	2002						2001						2000					
	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered 22 Oct. 2002	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered
Ancient History & Archaeology	23	123	5.3	460	6.2	20	23	96	4.2	410	3.3	29	23	97	4.2	430	4.0	24
Biblical & Theological Studies	24	22	0.9	300	2.2	10	24	33	1.4	325	2.1	16	24	36	1.5	325	4.5	8
Classical Civilisation	29	55	1.9	420	2.0	27	29	73	2.5	415	2.4	31	29	60	2.1	390	2.3	26
Drama Studies	20	79	4.0	540	4.2	19	20	97	4.9	460	3.5	28	20	81	4.1	475	3.7	22
Early Irish	-	2	-	455	-	0	-	1	-	-	-	0	-	-	2.0	-	-	-
Economics	43	74	1.7	440	1.8	42	43	75	1.7	450	1.8	41	43	65	1.5	420	1.4	47
English Literature*	81	341	4.2	500	3.9	87	90	338	3.8	490	3.7	91	81	364	4.5	490	4.3	84
French	84	134	1.6	320	1.9	69	84	147	1.8	370	2.0	74	84	133	1.6	385	1.6	82
Geography	35	85	2.4	430	2.8	30	35	94	2.7	450	4.5	21	35	84	2.4	425	2.3	36
German	32	36	1.1	345	1.9	19	32	33	1.0	325	1.4	23	32	58	1.8	410	1.7	35
Greek	-	5	-	495	-	0	-	1	-	350	1.0	1	-	9	-	370	9.0	1
History	40	184	4.6	505	4.0	46	40	184	4.6	510	5.4	34	40	186	4.7	500	4.4	42
History of Art and Architecture	28	141	5.0	475	4.0	35	28	142	5.1	500	7.1	20	28	120	4.3	470	5.0	24
Italian	30	61	2.0	350	2.0	30	30	62	2.1	360	2.4	26	30	43	1.4	330	1.4	31
Jewish Studies	10	4	0.4	450	0.0	4	10	1	0.1	430	0.0	0	-	-	-	-	-	-
Latin	10	16	1.6	355	2.3	7	-	11	-	325	2.2	5	-	10	-	410	10.0	1
Mathematics	10	35	3.5	525	3.5	10	10	23	2.3	495	2.1	11	10	33	3.3	485	2.5	13
Modern Irish	30	20	0.7	355	1.2	17	30	32	1.1	325	1.8	18	30	29	1.0	305	1.3	22
Music	8	15	1.9	365	3.0	5	8	23	2.9	430	3.8	6	8	18	2.3	525	4.5	4
Philosophy	43	133	3.1	445	3.3	40	43	130	3.0	480	3.3	39	44	109	2.5	440	2.9	38
Psychology	17	159	9.4	570	9.9	16	17	143	8.4	550	7.9	18	17	180	10.6	540	8.6	21
Russian	36	18	0.5	300	3.6	5	36	20	0.6	380	1.7	12	36	23	0.6	305	2.9	8
Sociology	59	127	2.2	430	2.2	57	59	158	2.7	450	2.7	59	61	137	2.2	445	2.6	53
Spanish and Portuguese	39	51	1.3	350	1.4	37	39	93	2.4	420	2.1	45	39	83	2.1	405	2.3	36
TOTAL	731	1920	2.6		3.0	632	730	2010	2.8		3.1	648	714	1958	2.7		3.0	658

* very high acceptance rate for TSM English and low acceptance for Single Honor English in 2001: quotas adjusted accordingly

Table A8. Distribution of points within each course - undergraduate new entrants 2002

	Quota	Specials (matures, deferrals, internationals, etc)	Sample point info >	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
				1A1, 5A2 = 550 points	5A2, 1B2 = 530 points	3A2, 3B2 = 510 points	6B2 = 480 points	6B3 = 450 points	3B2, 3C2 = 435 points	2B2, 4C2 = 420 points	6C2 = 390 points	
<i>Faculty of Arts (Humanities)</i>												
Biblical & Theological Studies	21		4	1	3	10	15	1			9	15
History	38		10	68	2							39
Law	79		9									79
Music (incl. TR001)	10		3				2	3	1	2		11
Music Education	10		1					1	3	3	2	10
Mental and Moral Science	17		3				1	7	5			16
Psychology	31		10	13	6							29
<i>Faculty of Arts (Letters)</i>												
Classics	15			3				1	3		1	8
Drama & Theatre Studies	12		6	1	2	2	1					12
Early & Modern Irish	15		2				1			1	13	17
English Studies	34		6	9	12	6						33
Germanic Languages	8						1		2	1	3	7
<i>Faculty of Business, Economic and Social Studies</i>												
Business, Economic & Social Studies	216		22	16	27	46	97	47				255
Social Studies	30		16		2	7	11					36
Sociology & Social Policy	20		8			1	4	8				21
<i>Faculty of Engineering and Systems Sciences</i>												
Computer Science	65		7	3	2	6	1	7	12	7	15	60
Engineering	175		9	10	10	10	23	38	58	8	1	167
Management Science and Information Systems Studies	24		3	5	4	9	5					23
Information & Communications Technology	120		3		2	2	2	3	3	1	2	13
Manufacturing Engineering with Management Science	20								1	3	9	13
<i>Faculty of Health Sciences</i>												
Clinical Speech & Language Studies	29		2	7	17							26
Dental Science	32		7	14	13							31
Medicine	60		7	47								54
Occupational Therapy	40		6	1	7	28	3	2				47
Physiotherapy	40		5	17	20							40
Therapeutic Radiography	25		7	4	4	13	7				1	25

Table A8: Distribution of points within each course - undergraduate new entrants 2002

	Specials (matures, deferrals, internationals, etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
<i>Faculty of Science</i>										
Human Genetics	2	5	5							12
Mathematics	3	77	3	4	5	6	3	2	1	26
Pharmacy	3									80
Science	20	11	15	31	39	55	45	55	32	303
Theoretical Physics	3	13	4	10	4					34
Computational Chemistry/Physics	15									0
Medicinal Chemistry	25	3	6	13	9	5				36
Physics and Chemistry of Advanced Materials	20	1	1				1	1	2	7
<i>Multi-Faculty</i>										
Business Studies & French	15	2	5	7	7					21
Business Studies & German	20		1		3	1	8	5	4	23
Business Studies & Russian	7			1				4	2	7
Business Studies & Chinese	10			1			1		1	6
Computer Science, Linguistics & French	10			2						2
Computer Science, Linguistics & German	10		1			1				4
Computer Science, Linguistics & Irish	5									0
European Studies	33	10	9	9			1			35
History & Political Science	14	7	2							11
Law & French	10	10								10
Law & German	10	6	4							10
Philosophy & Political Science	10	1	3	8	2					14
Two subject Moderatorship	366	58	36	53	28	40	33	12	10	316
TOTAL	2206	421	226	280	271	223	180	105	108	2044
<i>Total excluding specials:</i>										
Percentage of students who accepted a place and points level 2002		23.2%	12.5%	15.4%	14.9%	12.3%	9.9%	5.8%	6.0%	100%
Cumulative percentages excluding specials 2002		23.2%	35.7%	51.1%	66.0%	78.3%	88.3%	94.0%	100.0%	
Cumulative percentages excluding specials 2001		23.1%	39.2%	55.3%	71.1%	84.2%	91.6%	96.5%	100.0%	
Cumulative percentages excluding specials 2000		18.7%	34.8%	47.7%	65.9%	79.2%	90.4%	95.0%	100.0%	
		% of students who have accepted a place have 550 points and above	% of students who have accepted a place have 525 points and above	% of students who have accepted a place have 500 points and above	% of students who have accepted a place have 475 points and above	% of students who have accepted a place have 450 points and above	% of students who have accepted a place have 425 points and above	% of students who have accepted a place have 400 points and above		

Leaving Cert. Points: A1=100; A2=90; A1=85; B2=80, B3=75; C1=70; C2=65; C3=60

A Level points: A=190; B=160; C=130

Table A9: Distribution of points within each Two-Subject Moderatorship course - undergraduate new entrants 2002

Two-Subject Moderatorship	Quota	Specials (matures, deferrals etc) Sample point info >	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	less than 400	TOTALS
				5A2, 1B2 = 530 points	2A2, 4B2 = 520 points	6B2 = 480 points	6B3 = 450 points	3B2, 3C2 = 435 points	2B2, 4C2 = 420 points		
Ancient History & Archaeology	23	7	2	5	4	2					20
Biblical & Theological Studies	24	2	1	1			2	0	4		10
Classical Civilisation	29	3	1	7	5	2	5	3			27
Drama Studies	20	6	8	5							19
Early Irish (incl. Early & Modern Irish)	-										0
Economics	43	4	6	6	3	15	6				42
English Literature	81	8	30	20	29						87
French	84	4	11	4	8	10	13	6	5		69
Geography	35	6	1	1	3	2	11	6			30
German	32	1	3	3	5	1	4	2			19
Greek	-										0
History	40	10	13	11	12						46
History of Art & Architecture	28	8	1	9	10	7					35
Jewish Studies	10	2					2				4
Italian	30	2	1	3	2	4	2	4	7	5	30
Latin	10							2	1		7
Mathematics	10	1	8	1							10
Modern Irish	30	2	2	1	3		5	0	4		17
Music (incl. TR002)	8		1	1	1	1	1	0	1		5
Philosophy	43	7	6	6	8	3	8	2			40
Psychology	17	4	12								16
Russian	36	1			2		1	0	1		5
Sociology	59	7	5	1	6	5	20	13			57
Spanish	39	6	3	5	4	3	6	4	5	1	37
Totals	731	91	115	72	106	56	80	67	24	21	632
Total excluding specials:											541
Percentage of students who accepted a place and points level 2002			21.3%	13.3%	19.6%	10.4%	14.8%	12.4%	4.4%	3.9%	100.0%
Cumulative percentages excluding specials 2002			21.3%	34.6%	54.2%	64.5%	79.3%	91.7%	96.1%	100.0%	
Cumulative percentages excluding specials 2001			14.9%	27.9%	47.7%	62.8%	79.0%	88.0%	97.8%	100.0%	
				% of students admitted that had 500 points and above	% of students admitted that had 475 points and above	% of students admitted that had 450 points and above	% of students admitted that had 425 points and above	% of students admitted that had 400 points and above			

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

Table A10: Survey of undergraduate new entrants 2002, 2001, 2000

Why did you choose Trinity College?			
	2002	2001	2000
Reputation for Quality in Teaching*	41%	58%	51%
Reputation for Quality in Research*	21%	21%	27%
International Reputation*	38%	44%	46%
College Life and Societies*	16%	24%	27%
Location*	31%	53%	37%
Recommended by School*	9%	19%	12%
Consulted Trinity's World Wide Web pages	72%	74%	54%

**The percentage indicates the number of respondents who indicated on a scale 1-5 that the above factors were very important in students choice of Trinity College (very important = 1).*

APPENDIX B - STUDENT POPULATION

The number of registered students for 2001/2002 was 15,165. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 2001/2002

	Number of Students	% Distribution
Ireland:	13,241	87.3%
Republic of Ireland:	12,662	83.5%
Northern Ireland:	579	3.8%
Europe (EU):	1,043	6.9%
Europe (Non EU):	105	0.7%
Africa:	67	0.4%
Asia:	218	1.4%
Australasia:	20	0.1%
North & Central America:	458	3.0%
South America:	13	0.1%
TOTAL:	15,165	100%

Comparative figures for the years 2001/2002 – 1997/98 are detailed in Table B2 below.

Table B2: Student numbers 2001/02 - 1997/98

	2001/02	2000/2001	1999/00	1998/99	1997/98
UNDERGRADUATE					
Full-time undergraduate degree	9,042	8,905	8,816	8,459	8,223
Full-time undergraduate diploma/ certificate/occasional	1,121	1,161	1,044	991	776
Part-time undergraduate degree/diploma/ certificate/occasional	1,183	1,194	1,223	1,128	1,105
Total undergraduate	11,346	11,260	11,083	10,578	10,104
POSTGRADUATE					
Full-time postgraduate degree	1,725	1,624	1,684	1,609	1,533
Full-time postgraduate diploma/ certificate/occasional	245	251	181	240	155
Part-time postgraduate degree/diploma/ certificate/occasional	1,849	1,714	1,802	1,329	944
Total postgraduate	3,819	3,589	3,667	3,178	2,632
TOTAL undergraduate + postgraduate (including SOCRATES)	15,165	14,849	14,750	13,756	12,736
Number of SOCRATES students	296	339	336	315	340
Total (excluding SOCRATES)	14,869	14,510	14,414	13,441	12,396

APPENDIX C - ACADEMIC STAFF

Table C1: Appointments by Faculty, 2001/2002

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturer/ Registrars		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
Faculty												
Arts (Humanities)	1	1	3	0	3	4	7	1	0	0	14	6
Arts (Letters)	2	0	0	0	2	1	2	4	0	0	6	5
Business, Economic & Social Studies	1	3	0	1	1	3	3	0	0	0	5	7
Engineering & Systems Sciences	0	0	1	0	1	1	1	0	0	0	3	1
Health Sciences	4	2	0	1	3	6	1	2	6	2	14	13
Science	10	0	0	0	2	2	8	1	0	0	20	3
Irish School of Ecumenics	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	18	6	4	2	12	17	22	8	6	2	62	35

Table C2: Appointments by qualification, 2001/02

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	19	4	0	1	24
Contract of Indefinite Duration	2	3	0	1	6
5-Year Contract	10	4	0	1	15
3-Year Contract	3	2	0	1	6
2-Year Contract	1	4	0	3	8
Temporary*	14	8	0	8	30
Lecturer / Registrar	0	0	7	1	8
Total 2001/02	49 (50.5%)	25 (26%)	7 (7%)	16 (16.5%)	97 (100%)
<i>Total 2000/01</i>	<i>66 (61%)</i>	<i>23 (20%)</i>	<i>6 (6%)</i>	<i>14 (13%)</i>	<i>109 (100%)</i>

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

Table C3: Appointments by gender, 2001/02

	Male	Female	Total
Permanent	18 (75%)	6 (25%)	24 (100%)
Contract of Indefinite Duration	4 (67%)	2 (33%)	6 (100%)
Fixed-term Contract	12 (41%)	17 (59%)	29 (100%)
Temporary	22 (73%)	8 (27%)	30 (100%)
Lecturer / Registrar	6 (75%)	2 (25%)	8 (100%)
Total 2001/02	62 (64%)	35 (36%)	97 (100%)
<i>Total 2000/01</i>	<i>63 (58%)</i>	<i>46 (42%)</i>	<i>109 (100%)</i>

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001-02

SUMMARY OF ANALYSIS

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	FACULTY	STAFF FTE	STUDENT FTE			RATIOS 2001/02
					Undergraduate	Postgraduate	Total	
26	25	24	Arts (Humanities)	96.77	1688.44	647.03	2338.47	24
27	28	25	Business, Economic & Social Studies	79.97	1597.49	355.09	1952.58	24
21	20	18	Engineering & Systems Sciences	130.69	1778.08	486.77	2264.85	17
17	17	16	Science	155.66	1952.76	534.11	2486.87	16
16	17	15	Arts (Letters)	104.36	1247.52	237.28	1484.80	14
13	13	11	Health Sciences*	139.84	1223.95	347.77	1571.72	11
19	19	18	COLLEGE	707.29	9488.24	2608.05	12099.29	17

* Excludes Nursing & Midwifery Studies

Staff:Student Ratios 2001/02 - 1986/87

Academic Year	Arts (Humanities)	BESS	Engineering	Science	Arts (Letters)	Health Sciences**	TCD
1986-87	26	24	24	15	15	10	17
1987-88	27	25	25	16	16	10	18
1988-89	28	26	25	17	17	10	19
1989-90	29	29	26	17	18	10	19
1990-91	28	31	24	17	19	12	20
1991-92	28	30	27	17	21	11	20
1992-93	28	32	27	18	21	12	21
1993-94	29	32	28	19	21	12	22
1994-95 (PG=3)*	31	30	25	19	21	14	22
1994-95 (PG=1)*	25	27	20	14	18	11	18
1995-96	25	27	20	15	17	12	18
1996-97	27	28	20	16	18	13	19
1997-98	26	26	21	15	16	14	19
1998-99	26	27	21	17	16	13	19
1999-00	25	28	20	17	17	13	19
2000-01	24	25	18	16	15	11	18
2001-02	24	24	17	16	14	11	17
Staff FTE 2001-02	97	80	131	156	104	140	707
Student FTE 2001-02	2338	1953	2265	2487	1485	1572	12099

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

** Excludes Nursing & Midwifery Studies

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Faculty of Arts (Humanities)

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2001/02
					Undergraduate	Postgraduate	Total	
35	32	38	School of Education	17.27	333.03	347.60	680.63	39
31	32	30	Law	15.58	456.53	58.50	515.03	33
21	23	21	Modern History	12.45	237.08	52.00	289.08	23
22	20	23	Medieval History	5.44	95.56	24.33	119.89	22
22	20	19	Philosophy	8.45	150.44	23.00	173.44	21
25	21	19	Psychology	16.18	196.33	85.11	281.44	17
22	23	20	History of Art	4.83	62.61	12.00	74.61	15
22	16	16	Hebrew, Biblical & Theological Studies	7.71	98.60	10.54	109.14	14
19	21	14	Music faculty	7.12 1.74	58.26	33.95	92.21 3.00	13
26	25	24	FACULTY	96.77	1688.44	647.03	2338.47	24

Staff figures include:

Law: 0.73 FTE funded externally

Modern History: 1 FTE for Chair of Contemporary Irish History, funded from a Benefaction

Psychology: 1.35 FTE funded from self-financing courses

Hebrew, Biblical & Theological Studies: 1FTE for Chair of Jewish Studies, funded from a Benefaction

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Faculty of Business, Economic and Social Studies

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT/FTE			RATIOS 2001/02
					Undergraduate	Postgraduate	Total	
30	36	28	Sociology	11.13	259.51	55.00	314.51	28
25	30	29	Economics	20.26	500.88	68.07	568.95	28
37	33	29	Business Studies	23.03	467.74	155.89	623.63	27
38	33	30	Political Science	9.64	223.49	27.00	250.49	26
12	13	12	Social Studies	15.91	145.87	49.13	195.00	12
27	28	25	FACULTY	79.97	1597.49	355.09	1952.58	24

Staff figures include:

Economics: 1 FTE for Chair funded by a benefaction

Business Studies: 2 FTE funded by self-financing courses

Social Studies: 3 FTEs funded by self-financing courses

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Faculty of Engineering and System Sciences

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2001/02
					Undergraduate	Postgraduate	Total	
29	25	23	Computer Science	67.31	1187.70	194.30	1382.00	21
17	18	18	Civil, Structural and Environmental Engineering	16.11	181.17	134.21	315.38	20
15	19	15	Statistics	14.48	129.52	65.72	195.24	14
12	11	11	Mechanical & Manufacturing Engineering	15.80	146.16	44.04	190.20	12
14	10	11	Electronic & Electrical Engineering	16.99	133.53	48.50	182.03	11
21	20	18	FACULTY	130.69	1778.08	486.77	2264.85	17

Staff figures include:

Computer Science: 24 FTEs for self-financing courses

Statistics: 1 FTE for self-financing programme

Mechanical & Manufacturing Engineering: 1 FTE for self-financing programme

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Table C4 (f)

Faculty of Science

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2001/02
					Undergraduate	Postgraduate	Total	
25	23	22	Mathematics	21.58	434.73	36.00	470.73	22
16	20	20	Pharmacology	4.20	68.50	17.42	85.92	21
17	20	20	Pharmaceutics	6.28	73.50	48.76	122.26	20
15	17	18	Pharmaceutical Chemistry	5.07	64.16	28.51	92.67	18
17	18	17	Zoology	9.36	122.08	34.12	156.20	17
18	18	17	Chemistry	22.06	310.68	50.00	360.68	16
16	18	15	Geography	10.10	134.70	31.37	166.07	16
19	17	17	Microbiology	11.44	109.88	62.00	171.88	15
16	15	16	Genetics	7.85	77.22	40.00	117.22	15
12	14	14	Pharmacognosy	3.38	33.39	15.81	49.20	15
16	15	16	Biochemistry	14.50	165.58	37.00	202.58	14
13	13	14	Physics	20.29	190.73	77.00	267.73	13
14	14	12	Botany	9.93	90.91	25.10	116.01	12
9	11	10	Geology	9.62	76.70	31.02	107.72	11
17	17	16	FACULTY	155.66	1952.76	534.11	2486.87	16

Staff figures include:

Mathematics: 1 FTE funded by a self-financing course and 0.22 FTE transferred from Faculty

Chemistry: 1 FTE funded by a self-financing course, 1 FTE funded from external resources

Geography: 1 FTE transferred from Environmental Science.

Biology Teaching Centre: 1 lecturer & 1 demonstrator assigned across the Biology Departments on the basis of the breakdown of teaching.

Genetics: 2 FTE contract Lecturers in lieu of one Professor and one Associate Professor (excluded above) seconded to SFI.

Biochemistry: 1 FTE replacing Dr Kingston Mills (seconded to SFI)

Physics: 1 FTE funded by a self-financing course, 2 FTE contract Lecturers in lieu of one Professor and one Associate Professor (excluded above) seconded to SFI.

Botany: 1 FTE transferred from Environmental Science.

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Table C4 (g)

Faculty of Arts (Letters)

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2001/02
					Undergraduate	Postgraduate	
23	23	22	English	20.86	328.56	96.73	425.29
20	23	18	Classics	7.39	126.56	21.62	148.18
16	17	14	Drama	12.71	153.71	31.33	185.04
14	15	14	Germanic Studies	9.14	117.29	8.54	125.83
12	12	14	Spanish	5.75	76.34	3.00	79.34
10	11	10	Italian	5.00	63.30	5.22	68.52
14	16	14	French	16.06	188.59	21.00	209.59
17	17	14	Irish	6.69	61.32	14.34	75.66
			Language and Communication Studies				
24	18	16	Communication Studies	12.98	92.10	32.50	124.60
8	7	6	Russian	7.78	39.75	3.00	42.75
16	17	15	Faculty	104.36	1247.52	237.28	1484.80

Staff figures include:

English: 1 FTE funded by self-financing course

Classics: 1 FTE for A.G. Leventis Foundation lecturer.

CLCS: 2 FTEs for teaching in Chinese and Japanese, 4 FTEs for self-financing courses

German: FTEs for DAAD Lektor, Dutch Lektor, Swedish Lektor, German Language Assistant, BESS Language Programme

Drama: 1 FTE for Professor of Drama Studies, funded from a Benefaction

French: 1 FTE for BESS Language Programme

Spanish: 0.6 FTE for Portuguese Govt Sponsored Lecturer

Irish: 1 FTE for funded Chair of Early Irish

Italian: 0.6 FTE for Ital Govt Sponsored Lettrice di ruolo

Russian: 1 FTE for Thomas Brown Lectureship.

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Table C4 (h)

Faculty of Health Sciences

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2001/02	
					Undergraduate	Postgraduate		
37	26	23	Surgery	6.42	130.78	8.00	138.78	22
32	32	20	Clinical Medicine	16.18	183.87	152.21	336.08	21
13	11	11	Physiology	10.50	127.18	28.44	155.62	15
13	16	15	Occupational Therapy	8.62	107.68	3.00	110.68	13
13	13	13	Clinical Speech & Language Studies	8.37	99.00	4.50	103.50	12
21	24	12	Psychiatry	5.14	23.17	36.00	59.17	12
12	11	11	Anatomy	8.53	79.47	11.42	90.89	11
12	10	8	Physiotherapy School	10.11	94.98	9.65	104.63	10
7	10	9	Obstetrics/Gynaecology	3.83	25.00	14.00	39.00	10
9	9	8	Pharmacology	6.00	35.70	11.00	46.70	8
8	8	8	Dental School	31.25	204.65	34.00	238.65	8
8	7	7	Paediatrics	4.05	28.44	1.00	29.44	7
8	10	11	Community Health	7.33	35.80	14.55	50.35	7
n/a	9	6	Therapeutic Radiography	4.15	22.58	0.00	22.58	5
5	9	8	Division of Laboratory Medicine	9.36	25.65	20.00	45.65	5
13	13	11	FACULTY	139.84	1223.95	347.77	1571.72	11
59	48	56	Nursing & Midwifery Studies	22.90	820.07	159.25	979.32	43

Staff figures include:

Clinical Medicine: 3 FTEs funded by self-financing courses and 1.7 FTE for Medical Gerontology

Anatomy: 1 FTE funded by the Faculty and 0.33 FTE funded from buy-back arrangement

Paediatrics: 1 FTE funded by Faculty

Community Health: 1 FTE funded externally, 1 FTE funded by self-financing course

Division of Laboratory Medicine: 1 FTE funded externally and 1 FTE funded by Faculty

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 2001/02

Irish School of Ecumenics

RATIOS 1998/99	RATIOS 1999/00	RATIOS 2000/01	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2001/02
					Undergraduate	Postgraduate	
							Total
n/a	n/a	5	Irish School of Ecumenics*	12.55	0.00	79.00	79.00
							6

*The School was integrated with Trinity College on 1st January 2001

Notes on Staff figures :

1. Of ten whole-time lecturers, three are engaged on the Continuing Education Programme in Northern Ireland, and are funded by the ISE trust.

Table D2: Foundation and Non-Foundation Scholarships awarded by course 2002, 2001, 2000

Faculty / Course	2002	2001	2000
	Total Number of Scholarships awarded	Total Number of Scholarships awarded	Total Number of Scholarships awarded
Faculty of Arts (Humanities)			
Bachelor in Education			
Bachelor in Music Education	1		
Biblical and Theological Studies			
History		1	1
Law	4	4	2
Mental and Moral Science			
Music			
Psychology	3		1
Total Arts (Humanities)	8	5	4
Faculty of Arts (Letters)			
Classics		1	2
Drama and Theatre studies	1	1	1
Early and Modern Irish			
English Studies	2	1	2
Germanic Languages			1
Total Arts (Letters)	3	3	6
Faculty of Business, Economic & Social Studies			
Business, Economic and Social Studies	4	2	2
Social Work		1	
Sociology and Social Policy			
Total Business, Economic & Social Studies	4	3	2
Faculty of Engineering & Systems Sciences			
B.A Computer Science	3	2	2
B.Sc. Computer Science (Evening)		1	
Engineering	4	4	4
Management Science and Indus Sys Stud	2	3	1
Information & Communications Technology	1		1
Total Engineering & Systems Sciences	10	10	8
Faculty of Health Sciences			
Clinical Speech and Language Studies	1		
Dental Science	1	3	3
Human Nutrition			
Medicine	10	14	8
Occupational Therapy			
Therapeutic Radiography			
Physiotherapy	3		
Total Health Sciences	15	17	11
Faculty of Science			
Human Genetics			
Mathematics	3	2	3
Natural Sciences	4	2	6
Pharmacy	1		
Theoretical Physics	2		4
Medicinal Chemistry	1		
Computational Physics/Chemistry	1		
Total Science	12	4	13
Multi-Faculty			
Business Studies and a Language		1	1
Computer Science, Linguistics and a Lang.	2	1	1
European Studies	1	1	
History and Political Science	1		
Law and French	1		
Law and German		1	
Philosophy and Political Science			
B.Sc. Business & Information Technology	3	1	
Two-subject Moderatorship	4	2	4
Total Multi-Faculty	12	7	6
Grand Total	64	49	50

Table D3 - External Examiners for undergraduate courses appointed to examine in 2001/02

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	No. of Reports Received**
Arts (Humanities)	9	4	8	3	2	0	26	19
Arts (Letters)	2	0	15	2	0	3	22	17
Business, Economic & Social Studies	0	0	11	2	0	4	17	12
Engineering & Systems Sciences	2	3	4	0	0	0	9	7
Health Sciences*	13	8	26	6	3	7	63	37
Science	1	1	14	3	0	1	20	20
TOTAL	27	16	78	16	5	15	157	112
Percentage	17%	10%	50%	10%	3%	10%	100%	71%

*Excludes Local Examiners

** as at 31st October 2002

Table D4: Degrees Conferred 1992 - 2001

	1992		1993		1994		1995		1996		1997		1998		1999		2000		2001	
	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia
Primary Degrees																				
Moderatorships	638	50	644	49	755	40	847	51	809	37	848	54	839	40	932	38	989	49	995	48
Bachelor in Arts	237	12	242	12	265	12	252	16	253	22	286	15	272	14	269	10	311	8	283	12
<i>Other Primary Degrees</i>																				
TCD	691	12	670	19	849	25	786	35	883	23	890	26	986	25	921	37	1065	33	1046	40
DIT	530	62	600	84	685	99	650	127	805	158	719	129	841	114	833	96	846	108	807	110
Total Primary Degrees	2096	136	2156	164	2554	176	2535	229	2750	240	2743	224	2938	193	2955	181	3211	198	3131	210
Higher Degrees																				
Master in Arts	446	202	74	93	59	89	60	102	54	98	46	100	74	92	96	77	142	77	88	83
Master in Arts (<i>jure officii</i>)	6	0	5	0	7	0	12	0	9	1	6	0	7	0	6	0	5	0	11	0
Other Masters	282	47	255	48	313	61	350	55	393	68	341	73	399	70	492	87	555	73	555	96
Doctors	109	11	71	10	84	6	107	17	126	10	136	10	143	12	130	10	169	17	155	11
Total Higher Degrees	843	260	405	151	463	156	529	174	582	177	529	183	623	174	724	174	871	167	809	190
Sub Total	2939	396	2561	315	3017	332	3064	403	3332	417	3272	407	3561	367	3679	355	4082	365	3940	400
Grand Total	3335*		2876		3349		3467		3749		3679		3928		4034		4447		4340	
Number of Ceremonies	26		24		25		26		28		30		31		31		32		32	

*Quatercentenary Year

Table D6: Distribution of grades achieved by course at degree examinations, 2001/02

2001/02	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
Faculty of Arts (Humanities)						
B.Ed. (Home Economics)	3	12	10	1		26
B.Ed. (Music Education)	1	7	2		1	11
Biblical and Theological Studies	1	2	5	1		9
Education	19	84	9		2	114
History	4	24	5		4	37
Law	7	76	11	1	2	97
Philosophy	1	9	5			15
Music		3	4	1	2	10
Psychology	7	32				39
Faculty Total	43	249	51	4	11	358
Percentage distribution	12%	70%	14%	1%	3%	100%
Faculty of Arts (Letters)						
Classics	2	2				4
Drama and Theatre Studies	1	8	2	1	1	13
Early and Modern Irish		4	2			6
English Studies	6	27	7			40
Germanic Languages	1	1	1			3
Faculty Total	10	42	12	1	1	66
Percentage distribution	15%	64%	18%	2%	2%	100%
Faculty of Business, Economics & Social Studies						
Bachelor in Business Studies	2	34	5			41
Economic and Social Studies	16	145	19	1	7	188
Social Studies	4	22	6		2	34
Sociology and Social Policy	1	14	2			17
Faculty Total	23	215	32	1	9	280
Percentage distribution	8%	77%	11%	0%	3%	100%
Faculty of Engineering & Systems Science						
BSc. Computer Science	5	6	6	4	5	26
B.Sc. Information Systems	14	24	6	1	7	52
B.Sc. Business and Information Technology	8	31	11	1	1	52
Computer Science	16	24	8	1	1	50
Engineering	25	62	51	13	8	159
Information & Communications Technology	15	34	26	8	2	85
Management Science and Information Systems Studies	10	12	2			24
Faculty Total	93	193	110	28	24	448
Percentage distribution	21%	43%	25%	6%	5%	100%

Table D6: Distribution of grades achieved by course at degree examinations, 2001/02

2001/02	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
(...contd.)						
Faculty of Health Sciences						
Clinical Speech and Language Studies	1	12	12	1	1	27
Nursing Studies	1	8	31	43	2	85
Occupational Therapy	2	20	7			29
Physiotherapy	4	23	3			30
Therapeutic Radiography	4	3				7
Faculty Total	12	66	53	44	3	178
Percentage distribution	7%	37%	30%	25%	2%	100%
Faculty of Science						
Computational Science: Chemistry		4	2			6
Computational Science: Physics	1	3	1	1		6
Human Genetics	2	6				8
Mathematics	13	5	6	5		29
Natural Sciences	30	122	72	6	1	231
Pharmacy	11	34	27	2		74
Theoretical Physics	5	3	5	1		14
Faculty Total	62	177	113	15	1	368
Percentage distribution	17%	48%	31%	4%	0%	100%
Multi-Faculty						
Business Studies and a Language	5	21	11			37
Computer Science, Linguistics and a Language	1	11	8			20
European Studies	4	17	11			32
History and Political Science	2	13	1		1	17
Law and French	6					6
Law and German	4	3				7
Philosophy and Political Science		4	3			7
Two Subject Moderatorship	17	141	86	3	10	257
Multi-Faculty Total	39	210	120	3	11	383
Percentage distribution	10%	55%	31%	1%	3%	100%
TOTAL	282	1152	491	96	60	2081
Percentage distribution	14%	55%	24%	5%	3%	100%
Cumulative percentage distribution	14%	69%	93%	97%	100%	
	First Class	Second Class (undivided)	Pass	Other*	Total	
Medicine	1	36	68	10	115	
Dental Science	2	8	23	5	38	

**Other* includes the following returns: Absent; Aegrotat Pass; Aegrotat Unclassified Hons; Allowed B.A.; Deferred; Fail; Incomplete; Med Cert; No result available; Offbooks; Part Absent; Pass; Repeat Year; See Tutor; Ungraded; Withdrawn; Withheld.