

University of Dublin



Trinity College

**SENIOR LECTURER'S ANNUAL REPORT
2002/03**

(including Admissions Data for 2003)

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SENIOR LECTURER'S ANNUAL REPORT 2002/2003

I. INTRODUCTION

As chief academic officer, the Senior Lecturer has overall responsibility for the academic sphere of the College's activities, both in terms 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, schools liaison activities, and academic quality improvement are administered by the offices within the Senior Lecturer's Area.

The data presented in this eighth Annual Report describe aspects of, and trends in, the above-mentioned areas of activity in the academic year 2002/03, and include admissions data for 2003. 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 2003 but all other data refer to the academic year 2002/03.

II. APPLICATIONS & ADMISSIONS 2003

Student applications and admissions

In 2003 Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system (12.6% in 2002 and 12.3% in 2001). In general, course quotas were met. There was an overall College ratio of 2.9:1 (2.9:1 in 2002) of first preference applications to course quotas. This year the Faculty of Arts (Humanities) at 5.3:1 was the highest (5.5:1 in 2002). The Faculty of Health Sciences saw a decrease in its ratio of first preference to quota from 5.5:1 in 2002 to 3.8:1 in 2003 as a result of the full inclusion of the three nursing degrees in the CAO system (see Table A5 on pages A12-A13 in the Appendices).

Figure 1: Ratio of first preference applications to quotas 2003, 2002, 2001

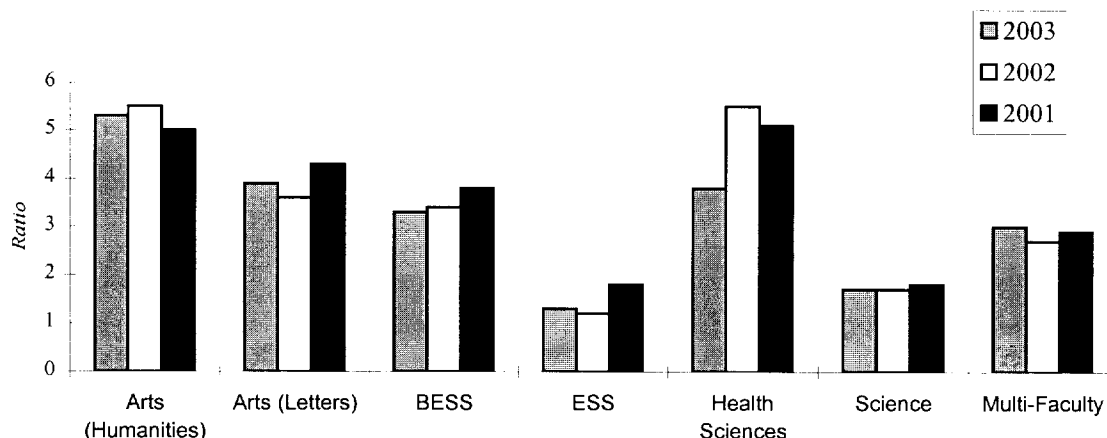
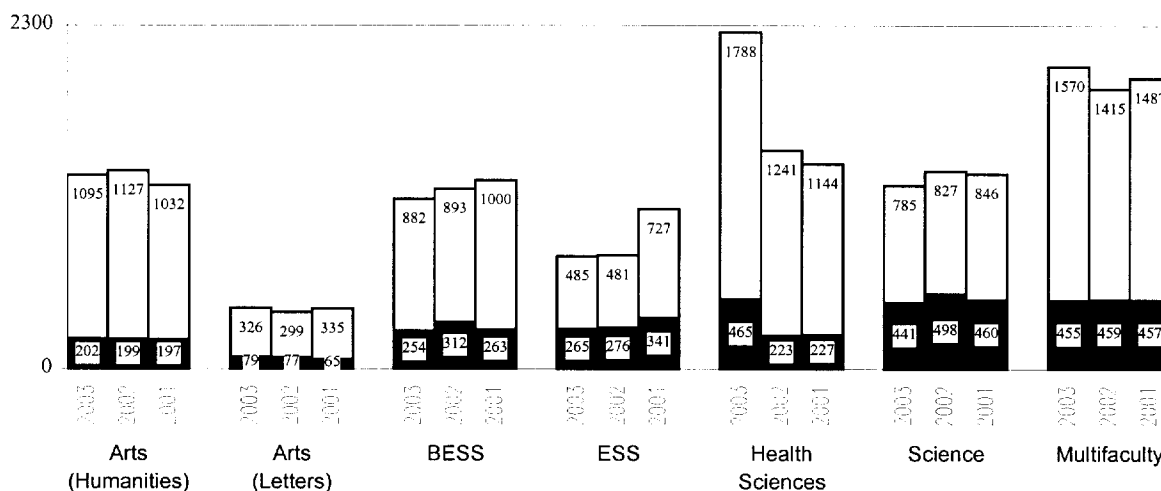


Figure 2: First preference applications and numbers registered 2003, 2002, 2001

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



Out of a total of 49 undergraduate full-time day single and joint honor CAO courses (excluding TSM), seven did not meet their quota, and of 25 TSM subjects, seven did not meet their quota (see Table A2(a) on page A7 in the Appendices).

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

Students with a Disability

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

Table 1: Number of applicants with a disability, eligible applicants, offers and acceptances for 2003 and 2002

Applications	2003	% of those applicants who disclosed a disability 2003	2002	% of those applicants who disclosed a disability 2002
Total number of applicants who disclosed a disability on the CAO application form	312		279	
Number of applicants who completed 'supplementary information form'	143	46%	113	40%
Number of applicants eligible for consideration on grounds of disability	98	31%	103	37%
Number of applicants who matriculated (eligible applicants)	62	20%	49	18%
Number of offers	38	12%	28	10%
Number of acceptances	23	7%	32	11%

It should be noted that many applicants with a disability do not disclose this information on the CAO form, and consequently the number of registered new entrants with a disability is likely to be greater than the numbers stated above.

Entrance Exhibitions

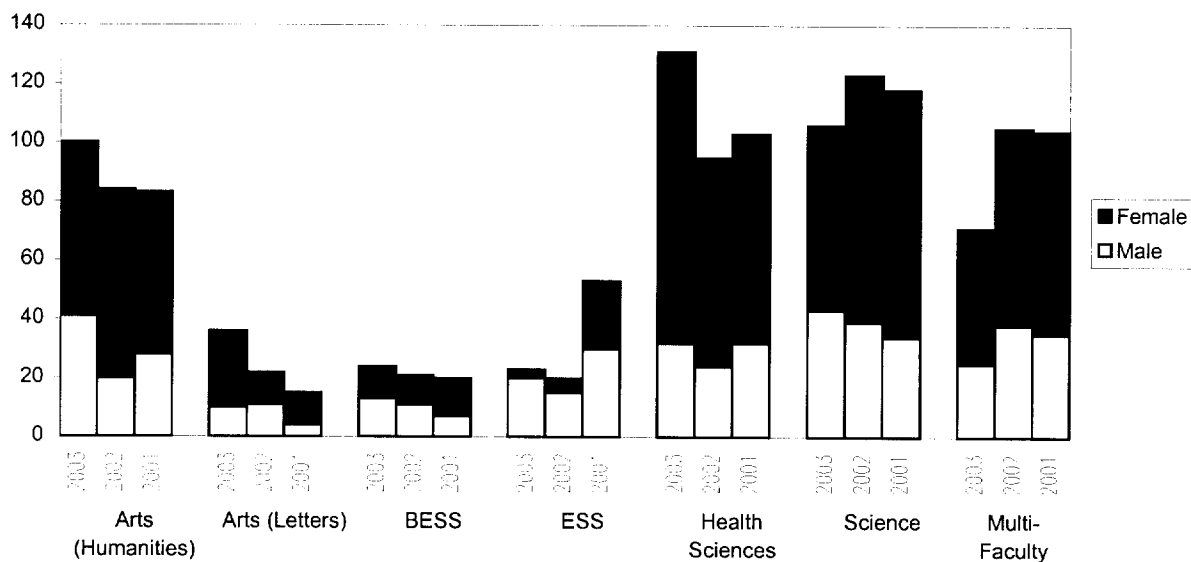
2003

Of a total of 57,781 CAO applicants for degree courses, 1,741 (3%) achieved 545 points or more (Leaving Certificate: 6A2s = 540; A Level: AAB = 540)*. A total of 491 (28%) of these students accepted places at Trinity, comprising 23% of the Junior Freshman class for 2003/04, and were awarded Entrance Exhibitions. Sixty-two percent of Entrance Exhibitioners were female in 2003 (66% in 2002). A reception for all Entrance Exhibitioners, parents and school principals was held over three evenings in November 2003.

2002

Of a total of 53,786 CAO applicants for degree courses; 1,725 (3.2%) achieved 545 points or more. A total of 470 (27%) of these students accepted places at Trinity, comprising 22.5% of the Junior Freshman class for 2002/03, and all were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over three evenings in November 2002, attended by approximately 1,650 guests, Heads of Department, tutors and College Officers.

Figure 3: Entrance Exhibition awards 2003, 2002, 2001



*See Tables A10 and A11 on pages A19-A22 in the Appendices for further information on points at entry by course.

Matriculation examination

A matriculation examination is held in Trinity College every year, usually in April/May, in a limited range of subjects. As of 2003 only two subjects are examined, namely, Geology and Biblical Studies. Nineteen (25 in 2002) candidates presented for the Geology examination, and none for Biblical Studies, in 2003.

Table 2: TCD Matriculation examination, 2003 – 1998

	2003	2002	2001	2000	1999	1998
Biblical Studies	-	-	-	-	-	-
Geology	19	25	20	20	20	25
Russian	Not available	18	8	7	1	4
Total	19	43	28	27	21	29

Students applying for admission under the Mature Student Dispensation Scheme

In 2003, there were 783 mature applicants applying under the Mature Student Dispensation Scheme, of whom 132 (17%) were offered places and of these 101 (77%) registered. This year saw an increase of 12% on last year in mature student applications (696 in 2002). The percentage of applicants to whom offers were made decreased by 2% (17% in 2003, 19% in 2002).

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 A6 in the Appendices.

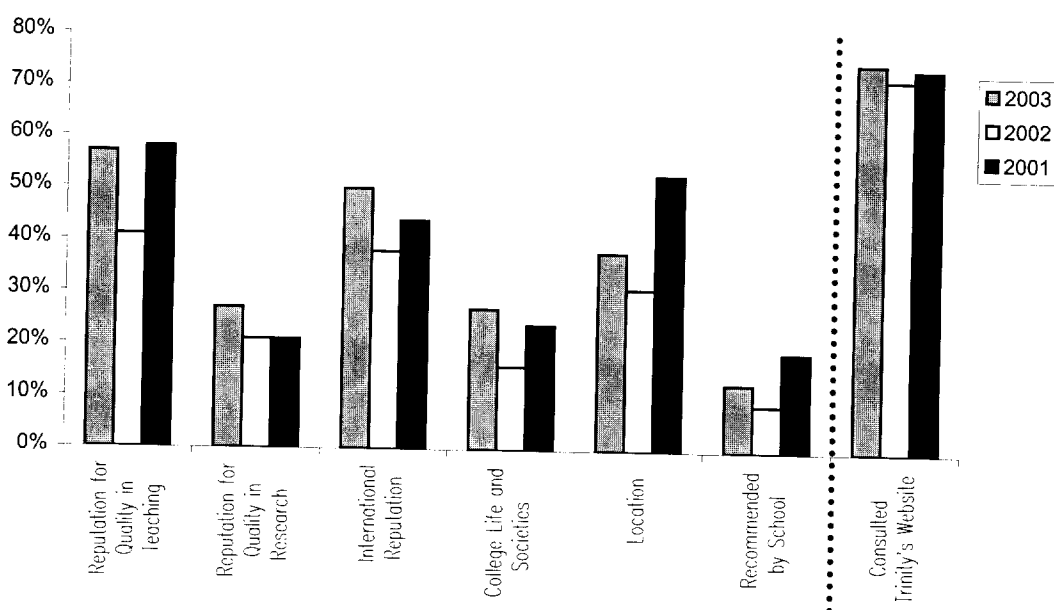
New Entrants Survey, 2003

A survey of new entrants conducted in October 2003 sought to establish their motivation for coming to TCD. Figure 4 below illustrates the significant findings of this survey on a College wide basis. Two thousand and thirty seven (2,037) students responded to the survey representing approximately 82% of registered new entrants.

New entrant students were asked to indicate on a scale of 1-4 the factors that they considered important in choosing Trinity College (very important = 1).

College's reputation for quality in teaching (57%), international reputation (50%) and location (38%) were identified as the top three reasons for choosing Trinity College. As in previous years, it was noted that for students in the Faculties of Arts & Business, Economic and Social Studies, the fact that the course was unavailable at another Higher Education Institution was an important factor. For students of TSM and Single Honor courses within these Faculties, College life and student societies were more important than for students in other Faculties (81% of respondents from the Faculties of Arts (Humanities and Letters) and BESS gave a rating of 1 or 2 to this option.)

Figure 4: Survey of undergraduate new entrants, 2003, 2002, 2001



Responses to the New Entrants survey indicate that most students use more than one source of information when assessing third level options, with the *Prospectus* (80%), website (75%) and Open Day (48%) being the most popular. While in 2003 75% of those surveyed said that they had consulted Trinity's website, the range extends from 89% of respondents reading a Single Honor course in the Faculty of Arts (Humanities) to 71% of respondents pursuing a career in nursing.

The Admissions Office web pages are widely publicised to school leavers and act as a gateway to the TCD site for prospective applicants. Each course entry has a link to the relevant school or department and the importance of continuing to develop and enhance the information available to applicants cannot be underestimated. The Admissions Office continues to be an important source of information for mature students.

Thirteen percent of respondents ranked their schools as an important source of information on third level course options.

Schools Liaison Activities

A full schedule of promotional events, both on- and off-campus, was undertaken in the academic year 2002/03.

(a) College Open Day

The College hosted its annual Open Day on Wednesday 11 December 2002. Guidance Counsellors and senior cycle students from all second level schools in Ireland were invited to attend. Approximately 5,000 responses to the invitation to attend Open Day were returned, which represented 130 schools. On the day, however, over 6,500 copies of the Prospectus and Open Day Programme were distributed and it is assumed that up to 1,500 potential students travelled independently to the Open Day. In addition to senior cycle students in the schools on the island of Ireland, prospective mature students and students from the UK were also in attendance.

Forty-eight per cent (48%) of respondents to the 2003 New Entrants Survey indicated that they had attended Open Day 2002 and found it to be a valuable source of information about the College and its courses.

(b) Off-Campus Regional Conference

The 2003 off-campus regional conference was hosted in Carlow, with the support of the Carlow Branch of the Institute of Guidance Counsellors, on 1st and 2nd April, 2003. This event focuses on transition year students, and its format continues to be developed. The Carlow event featured an informal discussion forum for senior cycle students and their parents and a 'drop in' session for Leaving Certificate students on the evening before and during the full day of activities for transition year students.

Admissions Office staff and academic staff from the Faculties of Arts (Letters), Health Sciences, Business, Economic and Social Studies, and Science were present. Approximately 150 students from seven schools in the Carlow region attended the Information Day event, but the level of attendance at the discussion forum and drop-in session was disappointing.

(c) Regional Careers Conventions and School Visits

During the academic year 2002/2003 College was represented at 57 careers events countrywide organised either by schools, local branches of the Institute of Guidance Counsellors (IGC), regional business-education partnerships or by commercial bodies. In addition, the Faculty of Engineering and Systems Sciences was present at a number of the STEPS (Science, Technology & Engineering Programme for Schools) events and the Faculties of Engineering and Systems Sciences and Science were represented at the ESAT 'Young Scientist' exhibition. A number of course co-ordinators have established a programme of visits to schools to promote specific courses.

The Admissions Office continued to support the annual Salters Chemistry Festival for primary school pupils.

(d) Links with Guidance Counsellors and interaction with the media

College was represented at each of the careers fairs hosted by the Institute for Guidance Counsellors (IGC) and was present at each of the six autumn meetings for Guidance Counsellors hosted by the Central Applications Office.

Although advertising was curtailed by budgetary constraints, links with Guidance Counsellors were reinforced through their involvement at Open Day, in the design and lay-out of the new *Prospectus* and in the development of additional features of the off-campus regional conference.

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

Eighty per cent of 2003 new entrants surveyed indicated that they had consulted the Trinity *Prospectus* when considering courses for third level. This underlines the continued importance of printed media in providing information to prospective applicants.

The 2004 edition of the College *Prospectus* was delivered to all schools and independent Guidance Counsellors by mid-September 2003. In line with suggestions from Guidance Counsellors a number of changes to the content and presentation of information were introduced:

- specific subject requirements for courses were outlined on the course page as well as being detailed in the admissions section.
- the colour coding of Faculties was extended from page margins to the whole text.
- a summary of course requirements was printed in addition to the *Prospectus*.
- the content was edited with the assistance of a technical writer to make the language more accessible and to highlight unique features of Trinity's schools, departments and courses.

In addition, the full suite of application forms (mature student application form and accompanying guidelines, direct entry application form, non-EU application form, advanced entry application form and the application form for the Diploma in the History of European Painting) was re-designed and printed in 2003.

(f) Re-design of the Admissions website

Seventy-five per cent of the 2003 new entrants surveyed indicated that they had consulted the Internet to access information on universities, colleges and courses. The new Admissions web pages went live in October 2003. These pages offer prospective applicants easy access to comprehensive information on academic courses, application routes, entry requirements and competitive entry levels as well as non-academic features of student life at Trinity. Much of the information, particularly in relation to courses, is identical to that which is published in hard copy but the pages offer links to other sections of the TCD website that are particularly relevant to prospective undergraduate applicants. College publications such as the undergraduate, postgraduate and evening course brochures, are available to download. Initial feedback from within College and from external users has been very positive.

(g) Undergraduate Student Recruitment Advisory Group

The Academic Affairs Committee at its meeting on the 21st January, 2003 approved the establishment of the Undergraduate Student Recruitment Advisory Group (USRAG). The terms of reference of USRAG are to:

1. assess current student recruitment policy and identify its strengths and weaknesses
2. develop a three-year student recruitment strategy that will (a) increase awareness of Trinity's undergraduate primary degree programmes, (b) raise the image of Trinity in second level schools, and (c) specifically address courses that have a persistent shortfall in student numbers
3. assess our current position with respect to the recruitment of non-traditional learners and develop a specific strategy, within the three-year student recruitment strategy, to increase the number of applications to Trinity from eligible non-traditional learners
4. estimate a student recruitment budget to realise the proposed three-year undergraduate student recruitment strategy.

The group is chaired by the Senior Lecturer and includes representation from the six faculties, the Admissions Officer, the Communications Officer and the Academic Secretary. The group has met on three occasions and will report to the Academic Affairs Committee in Hilary Term 2004.

III. THE TRINITY ACCESS PROGRAMMES

The Trinity Access Programmes (TAP) are a range of initiatives to counteract educational disadvantage. The programmes were established 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 Steering Committee for the Trinity Access Programmes is chaired by the Senior Lecturer.

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 Primary Schools Initiative with 15 link primary schools. This initiative includes an annual art competition and a Mathematics and Science programme.
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 2003, 54 students entered College via the Direct Application Scheme (52 in 2002 and 44 in 2001).
3. **The Foundation Course for Higher Education - Mature Students:** This one-year foundation course was established in 1997 to counteract educational disadvantage among mature students from socio-economically disadvantaged circumstances.

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

Table 3: The Foundation Course for Higher Education – Mature Students

<i>Mature Students</i>	2003	2002	2001	2000
Registered Students	25	26	26	24
Students who completed course		21	22	20
Students who did not complete course		5	4	4
Students who sat examinations		20	21	20
Students who deferred examinations		-	-	-
Students who progressed to Trinity		18	15	12
Students who deferred application to third level		-	-	-
Students who progressed to another Higher Education Institute (HEI)		2	3*	4**

*Two students did not take up their offers to another HEI.

**Three students deferred their offer of a place to another HEI and one student did not take up the offer to another HEI.

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.

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 II.2 or higher (II.1 for Law School or Health Sciences).

Table 4: The Foundation Course for Higher Education – Young Adults

<i>Young Adults</i>	2003	2002	2001	2000
Registered Students	26	26	25	26
Students who completed course		25	22	20
Students who did not complete course		1	3	6
Students who sat examinations		25	21	20
Students who deferred examinations		0	0	0
Students who progressed to Trinity		21	19	14
Students who deferred application to third level		2	0	6
Students who progressed to another HEI		2	1	6

Tenth Anniversary

In 2003, the Trinity Access Programmes (TAP) celebrated their tenth anniversary with a number of events and publications. The first event, in March, was the launch by TAP and the Children's Research Centre of the report 'Getting On: The experiences and aspirations of immigrant students in second level schools linked to the Trinity Access Programmes'. In May, the Trinity Academic Symposium was devoted to the theme 'Towards Equality in Education' and included contributions from representatives of the Equality Authority and King's College London. Students from TAP linked schools contributed to a wonderful celebration that was held in the Dining Hall and introduced by the Provost. The event included the launch of a series of books based on the Book of Kells, which chronicled the involvement of one TAP school and its students in the Second Level Programme, a video piece, a live music performance and a short play. The anniversary also saw the launch of a book of creative writing entitled 'The Journey' that was put together by students on the two Foundation Courses.

TAP has grown considerably since it was established in 1993. From its original links with six second level schools, TAP has now expanded to link with sixteen secondary and fifteen primary schools. There are also Foundation Courses for school leavers and mature students and there are over 270 TAP students in the College. This progress would not have been possible without the generous support of many academic and administrative staff over the years.

IV. STUDENT POPULATION

In total, there were 15,511 registered students in 2002/03 (15,165 in 2001/02). Of these, 7% (7% in 2001/02) were non-Irish EU students, 3% (3% in 2001/02) were North or Central American, and 3% (3% in 2001/02) were from other parts of the world.

See Tables B1 and B2 on page B1 in the Appendices for further detail.

Figure 5: Geographical distribution of student population, 2002/03

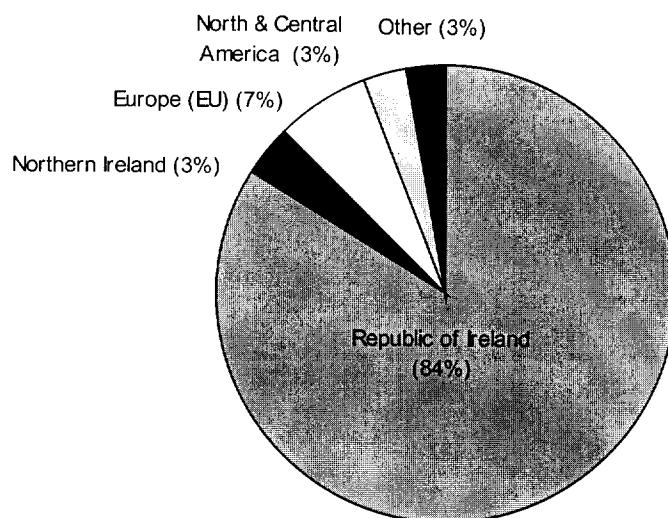


Figure 6: Gender breakdown of student population 2002/03

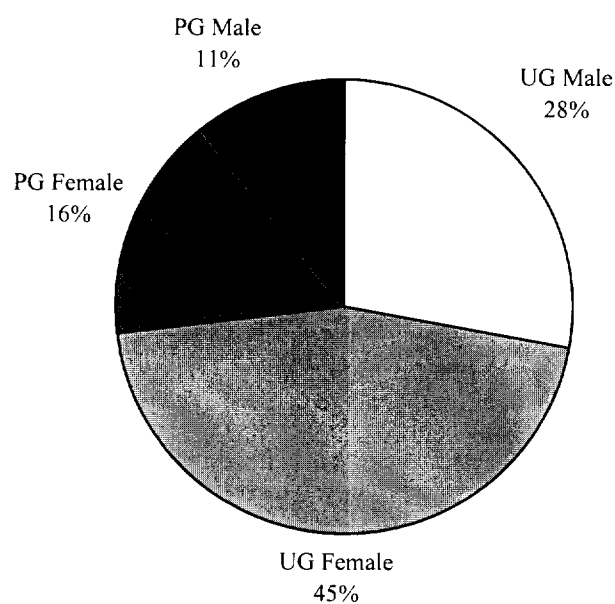


Figure 7a: Percentage of Students by category, 2002/03

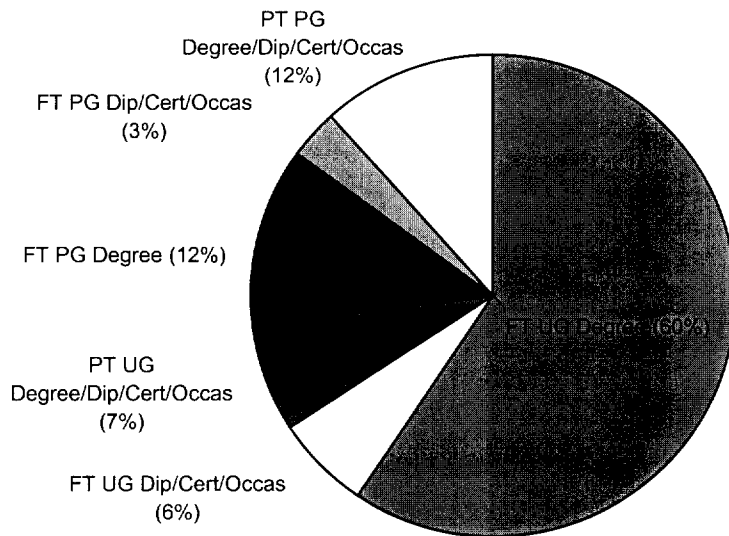
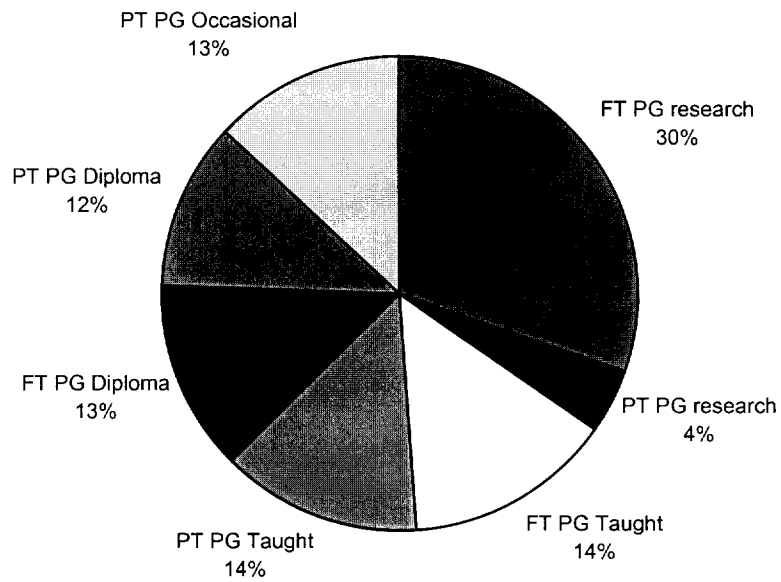


Figure 7b: Postgraduate Student Numbers 2002/03



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 2002/2003, 49 new academic appointments were made, as illustrated below in Table 5. Of the 49 appointments made, one was to a Chair, two to a Senior Lectureship and 46 to Lectureships.

Of those appointed, 61% held doctoral degrees (50.5% in 2001/02) and 35% held at least one postgraduate or professional qualification of equivalent standing below doctoral level (33% in 2001/02). Four percent (two staff) held primary degrees only at the date of appointment (16.5% in 2001/02), one of whom was proceeding to a higher degree.

Table 5: New academic appointments 2002/03 and 2001/02

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer / Registrar	Total
2002/03								
8 (16%)	4 (8%)	7 (14%)	1 (2%)	2 (4%)	-	22 (45%)	5 (10%)	49 (100%)
2001/02								
24 (25%)	6 (6%)	15 (16%)	0 (0%)	6 (6%)	8 (8%)	30 (31%)	8 (8%)	97 (100%)

Source: Staff Office

*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 C1-C2 in the Appendices.

Staff:Student Ratios

The resulting staff:student ratio in 2002/03 was 1:17 on average (1:17 in 2001/02), ranging from 1:12 in the Faculty of Health Sciences to 1:24 in the Faculties of Arts (Humanities) and Business, Economic and Social Studies.

Further details are provided in Tables C4(a)-C4(i) on pages C3-C11.

VI. ACADEMIC PROGRESS

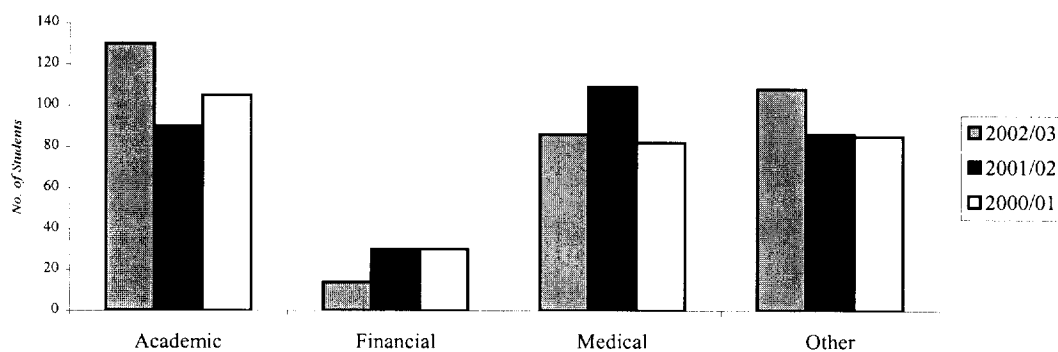
Junior Freshman students successfully completing the year

The percentage of fulltime Junior Freshman degree students who successfully completed the year in 2002/03 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 (and those off-books and taking the examinations only). Junior Freshman completion rates of 75% or less are found in seven areas (see Table D1 on pages D1-D2 in the Appendices). 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 2002/03 a total of 338 students were off-books compared to 315 in 2001/02 and 302 in 2000/01. The principal grounds for being off-books in 2002/03 were academic (38%) compared to medical (34%) for 2001/02.

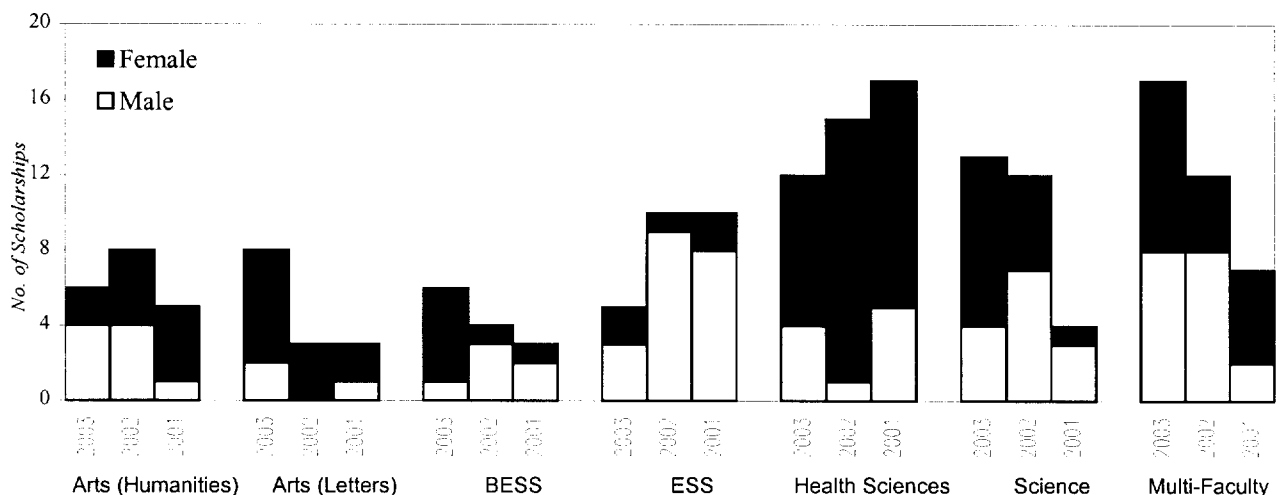
Figure 8: Reasons for students going off-books 2002/03, 2001/02, 2000/01



Foundation Scholarship examination

A total of 316 students presented for the Foundation Scholarship examination in 2003 (287 in 2002, 264 in 2001). A total of 67 Foundation and Non-Foundation Scholarships were awarded in 2003 (64 in 2002, 49 in 2001). Forty-one (61%) Scholarships were awarded to females and 26 (39%) were awarded to males. Details of Scholarships awarded by course are given in Table D2, page D3 in the Appendices.

Figure 9: Foundation and Non-Foundation Scholarships 2003, 2002, 2001



External examiners

A total of 148 (157 in 2001/02) external examiners were appointed to examine during 2002/03, of which 108 comprising 73% (71% in 2002) 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 D4 in the Appendices.

Commencements, Firsts and Gold Medal awards

In 2002, 28 commencement ceremonies were held during which 4,075 (4,340 in 2001) degrees were conferred (3,026 primary degrees, and 1,049 higher degrees). The number of DIT students being conferred with a degree from the University of Dublin decreased significantly in 2002 (265 in 2002 and 907 in 2001). For more detail see Table D4 on page D5 in the Appendices.

A total of 319 students received first class honors degrees in 2003 (285 in 2002). Of these, 53 received Gold Medals (46 in 2002).

Figure 10: First Class Degrees and Gold Medals 2002/03, 2001/02, 2000/01

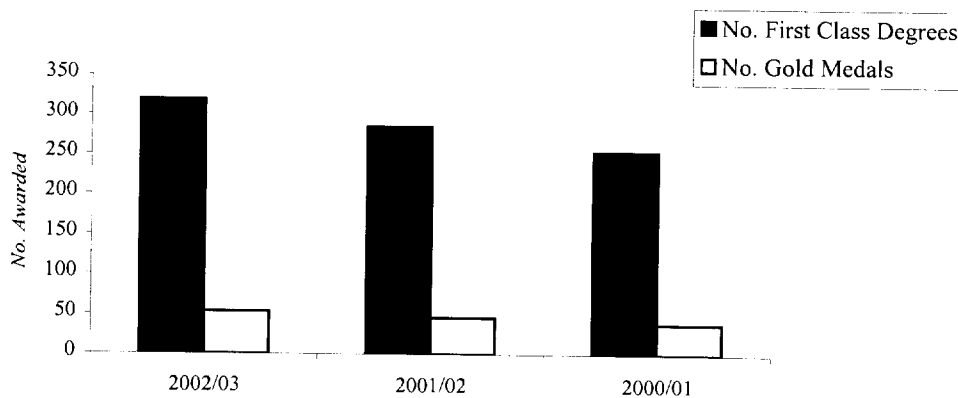
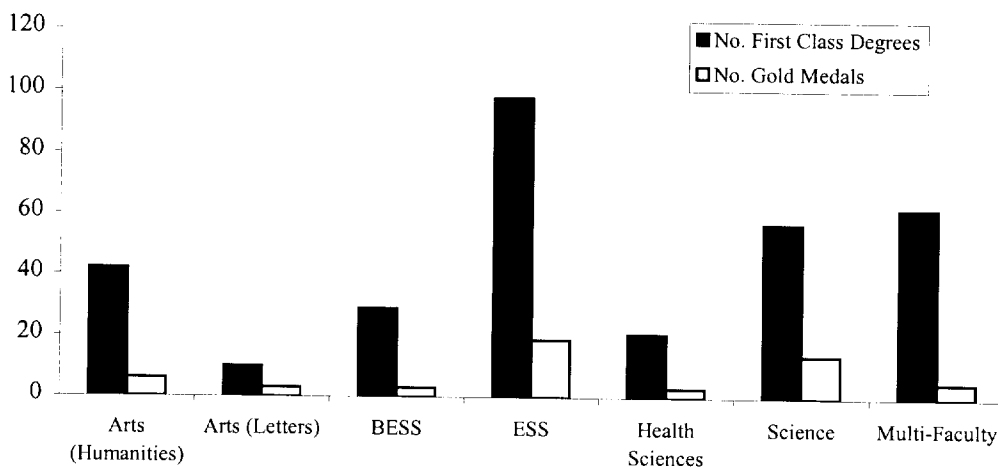


Figure 11: First Class Degrees and Gold Medals by Faculty 2002/03



Distribution of Grades achieved at Degree Examinations 2003

An analysis was carried out on the distribution of degree grades achieved in undergraduate honors courses. In 2002/03 15% of students achieved a first class result at their degree examination, 56% achieved a second class first division, and 21% obtained a second class second division.

Table D5 on page D6 gives summary data for the last five years and information by course for the year 2002/03 is given in Table D6 on pages D7-D8.

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) Peer Tutoring (joint project between Student Counselling and Departments of Russian, Germanic Languages and French); (iv) Learning Support Programme; and (v) Factors associated with students withdrawing from first year in College.

VII. NEW COURSE DEVELOPMENTS

The following courses were launched in 2003/04:

Table 6(a): Courses launched in 2003/04

COURSE	NO. OF STUDENTS	QUOTA
UNDERGRADUATE		
<u>Degree</u>		
<i>Faculty of Health Sciences</i>		
Bachelor in Midwifery Studies (Honors) (entry to the 4 th year)	14	20
<i>Two Subject Moderatorship</i>		
Film Studies	9	20
Total Undergraduate Degree	23	40
POSTGRADUATE		
<u>Degree</u>		
<i>Faculty of Arts (Humanities)</i>		
M. Phil in Irish Art History	9	8
<i>Faculty of Business, Economic, and Social Studies</i>		
M.Sc. (Mgmt.) International Business Programme	32	30
<i>Faculty of Engineering and Systems Sciences</i>		
M.Sc. Computer Science (Ubiquitous Computing)	23	12
M.Sc. Management of Information Systems	38	30
Total Postgraduate Degree	102	80

Courses Withdrawn

The undergraduate course in Business Studies and Chinese/Japanese was withdrawn with effect from 2003/04.

Table 6(b): Courses launched in 2002/03

COURSE	NO. OF STUDENTS	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 Sciences</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

VIII. ACADEMIC DEVELOPMENTS

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.

College received funding from Atlantic Philanthropies for the two main initiatives of the Broad Curriculum: Cross-Faculty courses and Postgraduate Teaching Studentships.

Cross-Faculty courses

Six five-year lectureships were allocated in May 2002 for the purpose of delivering cross-faculty courses to promote breadth of learning at undergraduate level. Departments nominated the particular year(s) of their undergraduate courses in which students could follow a cross-faculty course for credit, or as an optional extra to be noted on a student's transcript. Eligible students were contacted via email and invited to sign-up for a cross-faculty course. Courses were also advertised by means of posters which were sent to all departments. Six hundred students had registered for a cross-faculty course by the beginning of October 2002. The Broad Curriculum courses on offer were as follows:

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

Ten cross-faculty courses are on offer in 2003/04. The four new courses are being offered by the following departments: Botany; English; Geography and Sociology (joint course); and History of Art. The retention rate on the courses in November 2003 is significantly higher than it was in November 2002. This is thought to be due to a higher proportion of courses allowing students to substitute a cross-faculty course for an option. The policy of substitution and credit for Broad Curriculum cross-faculty courses has been fully endorsed by Council.

A further two cross-faculty courses will be offered in October 2004 by the Departments of Modern History and Business Studies.

Small Group Teaching and Learning - Postgraduate Teaching Studentships

Twenty teaching studentships to facilitate small group teaching and learning were awarded to run for a three year period commencing in October 2003. This represents the final allocation of the sixty studentships which were funded by the Atlantic Philanthropies. The studentships were allocated by the Academic Affairs Committee on the basis of proposals submitted by departments to integrate Broad Curriculum objectives into their courses.

The table below outlines the allocation of the sixty awards over the period 2001/02 to 2003/04:

Table 7: Broad Curriculum Postgraduate Teaching Studentships awarded 2003, 2002, 2001

Faculty/ Department / Centre / School	Studentships awarded 2003	Studentships awarded 2002	Studentships awarded 2001
Biology			2
Business Studies			2
Chemistry	1		1
Civil, Structural & Environmental Engineering	1		
Clinical Speech and Language Studies / Physiotherapy / Radiation Therapy	1		
Community Health & General Practice / Psychiatry	2		
Computer Science		2	
Computing and Language Studies			2
Dental Science			1
Economics		1	
Education			1
Faculty of Engineering and Systems Sciences	2		
English	2	2	
Geography	1	2	2
Geology	1	1	1
Hebrew, Biblical & Theological Studies / Medical Gerontology	1		
History		2	
History of Art		1	
Language and Communication Studies (in consultation with the Schools of Irish & Celtic Languages and Education)	1		
Law	1	1	1
Mechanical & Manufacturing Engineering	1	1	
Microbiology			1
Neurosciences	1		
Nursing & Midwifery Studies			1
Occupational Therapy		1	
Pharmacy			1
Philosophy	1	1	
Physic (Medicine)	1		
Physiology		1	
Political Science		1	1
Psychiatry		1	
Psychology	1	1	2
Pure & Applied Mathematics			1
Sociology	1	1	
Total	20	20	20

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 and/or a contract lectureship for the academic year 2002/03 attested to the success of the schemes. Participating students and staff experienced real benefits from the initiatives.

Advisory Group on the Broad Curriculum

The membership of the Advisory 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

A mid-term review of the above two schemes will be conducted in 2004 by the Centre for Academic Practice and Student Learning using external reviewers.

Broad Curriculum Website www.tcd.ie/Broad_Curriculum/

The website includes the following:

- The Broad Curriculum Policy
- Details of the teaching and learning initiatives
- An online application facility for the cross-faculty courses.

Working Party on Lifelong Learning

A Working Party on Lifelong Learning has been established, chaired by the Senior Lecturer. Its membership includes the Dean of Graduate Studies, Mr Alan Mullally, the Director of the Careers Advisory Service, and the Academic Secretary. The Working Party is undertaking a review of the current practice in College and is preparing a discussion document in relation to College policy in this area. The Working Party will report in Hilary Term 2004.

The Bologna Process

The Bologna Declaration in June 1999 (signed up to by 29 Ministers of Education including the Irish Minister) identified six "instrumental objectives" aimed at establishing the European Higher Education Area. Commitment to these objectives was re-affirmed by European Ministers at meetings in Prague in May 2001 and in Berlin in September 2003.

At a national level, a steering group (chaired by the Department of Education and Science) has been established to oversee the implementation of the Bologna Process. The Conference of Heads of Irish Universities (CHIU) has also discussed aspects of the Bologna process in some detail and has established two sub-groups (one on the Diploma Supplement and one on the European Credit Transfer System (ECTS)) to advise on these specific issues. The National Qualifications Authority of Ireland (NQAI) has developed a national qualifications framework based on a ten-level structure which points to issues of relativity and comparability of qualifications. There is an understanding that the universities will collaborate with NQAI in relation to identifying correspondence between their structures and the above framework.

The College's Strategic Plan cites the Bologna Process as being a significant factor in the changing external context, and one to which the College must respond. Discussions have already taken place at the Academic Affairs Committee and in the Faculties.

Objectives of the Bologna Declaration

Objective 1 Adoption of a system of easily readable and comparable degrees, through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system.

A CHIU sub-group on the Diploma Supplement (which includes a TCD representative) has almost completed its work and has agreed an outline structure for the Diploma Supplement. The introduction of the Diploma Supplement in College is dependent on implementation of the new Student Administration System.

Objective 2 Adoption of a system essentially based on two main cycles, undergraduate and postgraduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. (Note: discussions are now extending into PhD as representing the third cycle).

The cycles within Bologna are

- 3+2 (three years to undergraduate degree and two-year masters)
- 4+1 (four years to advanced bachelors and one-year masters)
- As noted above, PhD is now being considered as a third cycle, giving a pattern of 3+2+3 (or 4+1+3)

Progress has been made in College regarding the adoption of a 3+1+1 structure where an ordinary degree is available on successful completion of the third year (most courses have this option available). Some difficulties remain, especially in relation to TSM Pattern B and courses where students spend the third year studying abroad. There is a significant number of issues yet to be considered at both undergraduate and postgraduate levels.

Objective 3 Establishment of a system of credits – such as the European Credit Transfer System – as a proper means of promoting the most widespread student mobility.

ECTS credits have been assigned for all undergraduate degree courses in College but not for postgraduate courses. It is proposed to review existing ECTS credits allocated to course elements and to review methodology used in assigning credits with a view to identifying an agreed approach. The work of the CHIU sub-group on ECTS referred to above (which includes a TCD representative) will inform this process.

Objective 4 Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to

- *for students, access to study and training opportunities and to related services*
- *for teachers, researchers and administrative staff, recognition of periods spent in a European context researching, teaching and training without prejudice to their statutory rights*

TCD has inter-institutional agreements with a large number of universities in Europe and elsewhere. These agreements are primarily for student mobility. Language courses are available to encourage students to avail of study abroad opportunities but there is still an imbalance between incoming and outgoing students.

Objective 5 Promotion of European co-operation in quality assurance, with a view to developing comparable criteria and methodologies.

A departmental review process is in place and over 50 departmental reviews have been completed. The review process itself is now being reviewed in advance of the next cycle of reviews being agreed. The review process is similar to that adopted in other Irish universities. Summary reports are published on College websites in a sectorally agreed format (for reviews where site visits were conducted after 1st January 2002).

Objective 6 Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

A number of joint degrees is in place at both undergraduate and masters level and many of our existing programmes have a pronounced European focus.

The following objectives were added following the meeting in Prague in 2001. (The information in quotation marks below is extracted from the Communiqué of the meeting of European Ministers in charge of Higher Education in Prague in May 2001.)

Objective 7 Lifelong Learning

“Ministers emphasized that Lifelong Learning is an essential element of the European Higher Education Area (EHEA). In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life.”

A Working Group on Lifelong Learning has been established and will report in Hilary Term 2004.

Objective 8 Higher Education Institutions and Students – partnership approach to education.

“Ministers affirmed that students should participate in and influence the organisation and content of education in universities. Ministers also re-affirmed the need ... to take account of the social dimension in the Bologna Process.”

Students are represented on almost all College committees, including departmental and course committees.

Objective 9 Promoting the attractiveness of the European Higher Education Area

“Ministers agreed on the importance of enhancing the attractiveness of the EHEA to students from Europe and other countries...”

The attractiveness of the EHEA, among other things, may entail (a) being competitive for students with other major international education providers such as the USA and Australia, (b) developing scholarship programmes for students from third countries to study in the EU.

Working Party on Teaching and Learning

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

- I. Introduction – the terms of reference and membership of the Working Party.*
- 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.*
- III. The Working Party's Proposed Value Framework for the Future of Teaching and Learning in Trinity College – this section included the Working Party's definition of teaching and learning and a statement of the attributes of the graduate.*
- IV. Proposed Principles to Underpin the College's Learning and Teaching Strategy – a set of principles was proposed.*
- V. Barriers to Teaching Excellence and to the Provision of an Optimally Supportive Environment for Student Learning – a number of barriers had been identified.*
- VI. A Strategy to Promote and Enhance the Quality of Teaching and Learning – This section set out nine aims of a proposed teaching and learning strategy together with actions required.*
- 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).*
- 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.*
- 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. The Working Party reviewed the comments received and prepared a final report that was presented to Council in February 2003. The final report included an implementation plan which identified individuals with responsibility for progressing the actions identified, together with a timeframe for their implementation.

Council approved the report and implementation plan and noted that an annual report would be made to the Academic Affairs Committee on progress regarding implementation.

Centre for Academic Practice and Student Learning

As noted above, the Working Party on Teaching and Learning envisaged that a major enabler for the implementation of the proposed teaching and learning strategy would be the Centre for Academic Practice and Student Learning (CAPSL). It considered that the establishment of the Centre would assist the College in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. The CAPSL has now been established and the Director took up appointment on 1st September 2003. The Centre combines three main elements (a) academic practice (incorporating academic Staff Development and the Quality Office activities); (b) enhancement of student learning; (c) the promotion of e-learning through the Centre for Learning Technology.

A CAPSL Steering Committee has been formed and its draft terms of reference will be considered at its first meeting which will take place in November 2003. The Steering Committee is a sub-committee of the Academic Affairs Committee. It is chaired by the Senior Lecturer and the Director of the CAPSL acts as secretary. The Steering Committee has three sub-committees, one covering each of its three areas of activity. These are (a) the Academic Practice and Quality Committee; (b) the Learning Development Committee, and (c) the Advisory Committee for the Centre for Learning Technology.

Centre for Learning Technology

The Centre for Learning Technology is responsible for initiating, supporting, encouraging and assisting in the implementation of ICT based learning innovations within College by providing 'active learning' support for undergraduate and postgraduate students. The Centre supports a comprehensive portfolio of services to assist staff in the planning, development, provisioning and deployment of e-learning within College.

Three areas of activity for the Centre are: 1) supporting College e-learning projects (from planning and design through to implementation and deployment); 2) providing consultancy for academic courses and staff in e-learning pedagogy, technology and strategy; and 3) delivering a comprehensive programme of seminars, workshops, and courses in e-learning pedagogy and technical skills to individual academic staff members, as well as customised programmes for departments and faculties.

In 2002, 42 academic departments were involved with e-learning based courses, and over 150 academics were using e-learning pedagogy and technology. By the end of the academic year 2002/03, there were in excess of 130 e-learning courses offered as part of College's degree programmes (typically using a blended approach of e-learning activities and resources, and face-to-face tutorials/lectures or seminars). The Centre also supported thirteen e-learning projects drawn from thirteen academic departments. Each project involved a sizable design and implementation of a learning innovation(s) supported by various information and communication technologies. The projects varied in the pedagogic approaches taken and included such activities as web quests, case studies, on-line newspaper production (involving student construction of knowledge and student peer evaluation), interactive didactic e-learning content, problem oriented learning, on-line interactive assessment, on-line collaboration, virtual laboratories and simulation of physical experiments and natural phenomena.

The Centre has also been proactive in assisting the e-learning sector within Ireland as well as contributing in the European e-learning sector. The Centre hosted its third highly successful mini-conference of e-learning (14th May 2003) which had delegates from Trinity and from the other Irish universities and Institutes of Technology.

IX. QUALITY ISSUES

When it was established initially in November 1999, the main area of responsibility of the Quality Office was supporting the academic departmental review process. Its remit has since widened to include the provision of a centralised student feedback facility, a teaching development grant scheme, and a teaching award scheme.

With the establishment of the Centre for Academic Practice and Student Learning (CAPSL)*, the Quality Office activity was subsumed into the CAPSL and together with the academic staff development function, constitutes the academic practice section of the Centre (see above).

Information is provided below on the four main aspects of the Quality Office's activities during 2002-03.

Academic Departmental Reviews

As College is nearing completion of the cycle of reviews of academic departments (reviews of over 50 departments have been completed), the Quality Committee initiated a review of the review process itself. Comments were invited from College staff who were heads of department when the departmental review was conducted. In addition, initial consideration has been given to procedures in place and approaches used in other institutions in relation to quality improvement and quality assurance.

Difficulties in recruiting staff to the Quality Office has delayed completion of the first cycle of departmental reviews. These difficulties have now been resolved and the Director of the Centre for Academic Practice and Student Learning has taken up appointment in addition to staff in the Quality Office. Reviews of the remaining eight departments will be completed in 2003/04.

Publication of Reports It has been agreed by the Conference of Heads of Irish Universities (CHIU) that as and from November 2002 and for departmental reviews where site visits were conducted after 1st January 2002, summary reports on departmental reviews will be published on College websites once the report has been approved by the relevant governing bodies.

*With effect from the appointment of the Director of the CAPSL on 1st September 2003.

Centralised Student Feedback Facility

In November 2000, College was advised of its success in obtaining funding from the HEA's Targeted Initiative Programme to pilot a centralised support service for the systematic evaluation of courses through student surveys. This facility, which is managed by the Quality Office, has allowed College to establish a central support facility that can advise academic departments on the construction of survey instruments, administer surveys under controlled conditions, and produce reports in a useful and standard format. The survey facility was launched in January 2002 and was made available to academic departments on a pilot basis.

The following departments availed themselves of the service in 2002/03:

Table 8: Course evaluation by Students - 2002/2003

Department / Faculty		Michaelmas Term		Hilary Term		Trinity Term	
		No. of courses	No. of students	No. of courses	No. of students	No. of courses	No. of students
1	Botany	1	15	1	20	1	14
2	Computer Science	25	1,875	-	-	31	1,628
3	Electronic & Electrical Engineering	-	-	8	1,029	6	457
4	Faculty of Engineering & Systems Sciences	-	-	-	-	2	370
5	English	3	358	1	40	4	360
6	Geography	-	-	3	135	12	965
7	Haematology	-	-	1	110	-	-
8	Italian	-	-	7	146	-	-
9	Mathematics	10	1,900	14	1,322	-	-
10	Business Studies – MBA	-	-	10	320	6	192
11	Medieval History	-	-	-	-	5	186
12	Pharmaceutics and Pharmaceutical Chemistry	1	80	5	305	-	-
13	Pharmacognosy	1	135	1	66	-	-
14	Psychology	15	673	17	906	-	-
15	Statistics	2	61	-	-	-	-
TOTAL		58	5,097	68	4,399	67	4,172

Teaching Development Grant Scheme

The academic year 2002/03 was the third year of the Teaching Development Grant Scheme which also receives funding under the HEA Targeted Initiatives Programme. In response to the significant demand for awards from this scheme, the funding available was increased from €50,000 to €75,000. A sub-committee of the Quality Committee considers applications and makes recommendations to the Quality Committee on the allocation of funds. In June 2003, the sub-committee considered twenty-six applications for funding and allocated a total of €75,000 amongst the following nine projects:

Table 9: Teaching Development Grant Scheme – successful projects

Department	Project Leader	Title	Amount Awarded €
Occupational Therapy	Katie Cremin & Michelle Spiritos	The use of digital video resources in occupational therapy education	10,000
Electronic and Electrical Engineering	Dr. Linda Doyle	Online Interactive System for Individual and Group Learning	10,000
Botany	Dr. Trevor Hodkinson	Botanic garden based teaching: linking internet with living plants	9,600
School of Nursing and Midwifery Studies	Dr. Gabrielle McKee	Development and implementation of introductory biological sciences WEB based course for first year students inexperienced with sciences	10,900
Germanic Studies	Dr. Gillian Martin	E-lab (e-learning abroad)	7,000
Classics	Professor Damien Nelis	Greek and Latin for Beginners: Promoting the use of Information Technology	9,000
Mechanical and Manufacturing Engineering	Dr. Kevin O'Kelly	A Self-Directed Learning Approach to Materials Science	8,000
Microbiology	Dr. Stephen Smith	"Microbe-learning", web-based teaching of microbiology	1,500
Mechanical and Manufacturing Engineering	Professor A. A. Torrance	A Virtual Teaching Assistant for Freshman Mechanical Engineering	9,000

The Provost's Teaching Awards Scheme

The Provost's Teaching Awards Scheme was established to promote teaching as a scholarly activity and to reward those who have made an outstanding contribution in the pursuit of teaching excellence at Trinity College. Successful applicants for the Provost's Teaching Awards in 2002 were:

- Dr. Nicola Marples (Zoology)
- Mr. Brendan Tangney (Computer Science)
- Ms. Agnes Higgins (Nursing & Midwifery Studies)
- Dr. Ray Fuller (Psychology)

Up to four awards will be made in 2003, one of which will be an Early Career Award. A total of 33 nominations have been received for the 2003 Awards including 4 deferrals from the previous year. The successful applicants for the 2003 Awards will be announced by the Provost in Hilary Term 2004. This scheme receives part funding from the HEA under the Targeted Initiatives Programme.

Irish Universities Quality Board

The governing authorities of the seven Irish universities agreed during 2002 to establish the Irish Universities Quality Board. The Board comprises seven senior university officers (including currently the Senior Lecturer of Trinity College) and seven external members. The Board's aims are

- to increase the level of inter-university co-operation in developing quality assurance processes
- to represent the universities nationally and internationally on issues related to quality assurance and quality improvement
- to articulate, on behalf of the governing authorities of the universities, the resource implications of recommendations for quality improvement.

The Board normally meets once or twice a year.

The Executive Committee of the Board comprises two members from each university. The representatives from Trinity are the Senior Lecturer and the Director of CAPSL.

Higher Education Authority Review of Quality Assurance in the Universities

In May 2002, the Higher Education Authority (HEA) advised the Universities of its intention to review quality assurance procedures established by the Universities and it requested that Universities make submissions in a specified format by October 2002.

Following discussions between the HEA and the Irish Universities Quality Board (IUQB), the review is being commissioned jointly by the HEA and the IUQB. The European University Association (EUA) has been engaged to undertake this review with the assistance of experts from America and Australia. The EUA will report to the HEA on its review of quality assurance procedures established by the universities and in the case of each university, review and report on the effectiveness of its quality assurance procedures. It is envisaged that the seven universities will provide the EUA with a self-evaluation report which includes their previous submission to the HEA together with an analysis of the institutional context (following EUA guidelines). The EUA will conduct two site visits to each university, in March and in June 2004. Reports from the EUA will be submitted in October 2004 and will be published on college websites.

APPENDICES

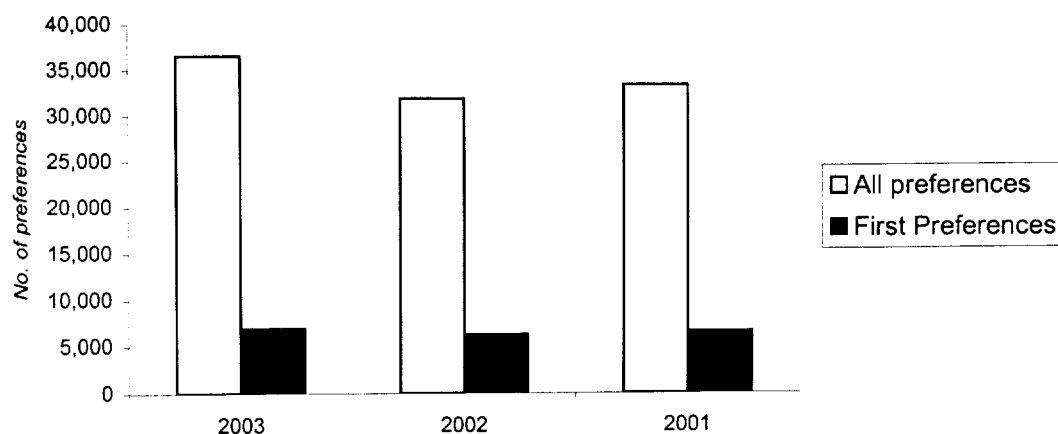
APPENDIX A – APPLICATIONS AND ADMISSIONS 2003

1. APPLICATIONS

In reviewing 2003 admissions data Council is invited to note the following points:

- Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system.
- The number of first preference applications to Trinity College rose by 10.3% to 6,931 compared with 6,283 in 2002. The College's overall ratio of first preference applications to quota rose to 2.9:1 (2.9:1 in 2002).
- The data shown in Tables A3 – A6 provide new information on the ratio of eligible applications to quota. Eligible applications refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. There is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota.
- Interest in information technology courses continued to decline in 2003. Trinity's degree programmes in Computer Sciences, Computer Science, Linguistics and a Language, and Information and Communications Technology were not filled this year. However despite falling entry levels in many other institutions for courses in engineering and science, application ratios and the minimum (points) entry standard for such courses in Trinity College increased in 2003.
- The percentage of Entrance Exhibitioners (students achieving 545 points or higher in the Leaving Certificate or equivalent examination) in the Junior Freshman class increased to 23% in 2003 (22.5% in 2002).
- The processing of applications to the Degree in Nursing Studies was enormously improved in 2003 as nursing applications were an integral part of the CAO degree application list for the first time. However the number of applications for Psychiatric and Mental Handicap Nursing remains low in comparison to General Nursing.
- The number of applications for admission under the Mature Student Dispensation Scheme increased by 12% (783 in 2003 compared with 696 in 2002), but the number of registered students within this category decreased by 3.8% (101 in 2003 compared with 105 in 2002).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 1999 to 2003. The percentages range from 100% to 30% and, as can be seen from the tables, can show substantial variance from year to year.

Figure A1: Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2003, 2002, 2001

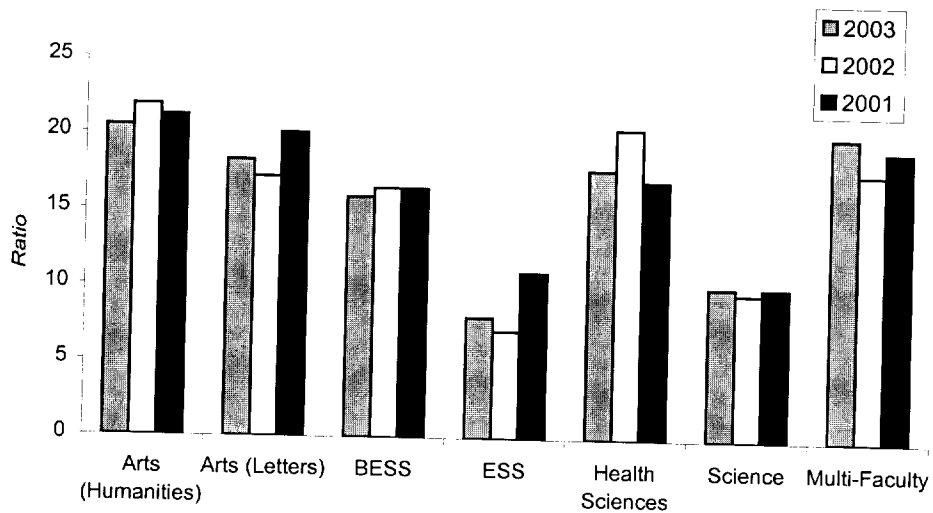


In 2003 the total number of applicants to Trinity College was 18,552 compared with 16,142 in 2002 and 16,641 in 2001. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, 18,552 refers to the number of applicants who indicated a preference for one or more courses in Trinity College.

The total number of applications to courses (all preferences) in Trinity College in 2003 was 36,547 compared with 31,881 in 2002 and 33,390 in 2001. In 2003, the ratio of applications (all preferences) to quotas ranged from 62.6:1 in TSM Psychology to 3.3:1 in Computational Chemistry / Physics. The overall College ratio was 15.3:1 (14.6:1 in 2002).

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 2003, 2002, 2001



Further detail is given on Tables A3 and A4 on pages A9-A11.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 2 in the main text and Tables A5 and A6 on pages A12-A14.

2. ADMISSIONS

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

a) CAO applications

Tables A5 and A6 on pages A12-A14 portray the relationships between course quotas, first preference applications and numbers registering for CAO courses. In comparing the numbers of students registered with course quotas it must be noted that achieving an exact match through several rounds of CAO offers and acceptances is a delicate and indeterminate process.

b) EU direct entry applications

Table A1(a) Part 1 on page A5 details the number of EU direct applications to the Admissions Office, together with the ratio of applications to quota and number of registered students for direct entry courses. SOCRATES students are included in this category.

c) Applications from visiting students

The Admissions Office processed 281 applications from one-year and one-term visiting students (see Table A1(a), Part 2 on page A5) in 2003. These applications are from EU and non-EU students.

d) Non-EU direct entry applications

The Admissions Office processed 258 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science.

In addition, 467 non-EU direct applications were processed from students seeking admission to Medicine (485 in 2002) and 48 from students seeking admission to Dental Science (37 in 2002).

There is 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.

Access to Medicine and Dental Science via the Science undergraduate programme

At its meeting of the 28th May 2003, Council approved the introduction of a pilot pre-entry route to Medicine and Dental Science via the Science undergraduate programme for students from the State of Kuwait. Ten students were admitted to the course in 2003. The students will be required to register for their first two years in the Science undergraduate programme and their subsequent admission into the Faculty of Health Sciences will be conditional on their achieving at least a II.2 in the Senior Freshman examination. Students are required to attend a compulsory English language tuition programme delivered by the Centre for Language and Communication Studies.

Table A1 (a): Total Number of Applications - Direct Entry Courses 2003, 2002, 2001

PART 1- EU Applications	2003			2002			2001				
	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students*	Total No of Applications	Quota	Ratio of applications: Quota	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students
Diploma in Information Systems	51	80	0.6	35	42	80	0.5	74	80	0.9	51
B.Sc. Information Systems	11			2	20			81			6
B.Sc. Business and Information Technology	61	50	1.2	37	34	50	0.7	61	50	1.2	36
B.Sc. Computer Science (evening)	30	64	0.5	24	77	64	1.2	41	64	0.6	17
SOCRATES One Year Students	220			197	207			197			172
SOCRATES One Term Students	124			63	81			113			80
Diploma in European Painting	58	24	2.4	24	44	24	1.8	46	24	1.9	20
Pharmaceutical Technicians Course Year 1	67	50	1.3	33	64	50	1.3	51	50	1.0	21
Certificate Course in Dental Nursing (CAO in 2003)	985	20	49.3	18	42	20	2.1	38	20	1.9	14
Diploma in Dental Technology (CAO in 2003)	351	6	58.5	1	16	6	2.7	14	6	2.3	3
Diploma in Dental Hygiene (CAO in 2003)	775	8	96.9	6	71	8	8.9	52	8	6.5	7
Bachelor in Acting Studies (formerly Theatre Studies)	194	12	16.2	10	245			245	12	20.4	11
Certificate in Maximising Performance and Monitoring of Training in Sport											
Diploma in Addiction Studies	40	24	1.7	23	48	24	2.0	48	24	2.0	24
Diploma in Counselling*	50	28	1.8	28	-	-	-	-	-	-	23
Diploma in Theology	8	8	1.0	8	9	8	1.1	8	8	1.0	8
Diploma in Sign Language/English Interpreting	12	15	0.8	12	14	15	0.9	15	15	1.0	10
Diploma in Irish Sign Language Teaching	8	15	0.5	7	9	15	0.6	15	15	1.0	7
Diploma in Deaf Studies	23	15	1.5	15	14	15	0.9	n/a	n/a	n/a	n/a
TAP - Foundation course for Higher Education - Mature Students	94	25	3.8	24	111	25	4.4	59	25	2.4	25
TAP - Foundation course for Higher Education - Young Adults	157	25	6.3	23	90	25	3.6	102	25	4.1	24
Bachelor in Nursing Studies October intake	349	300	1.2	105	115	300	0.4	129	300	0.4	84
Bachelor in Nursing Studies February (2004) intake	170	300	0.6		313	300	1.0	168	300	0.6	125
Access to Degree (Nursing)	60	100	0.6	39	67	100	0.7	70	100	0.7	59
PART 2: Visiting Students - EU & Non-EU											
One Year Visiting Students	234			161	205			224			165
One Term Students	47			30	15			47			19

* Students are admitted to this course on a biennial basis.

* Registrations as at 20 October 2003

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by Faculty, 2003 – 1996

	2003	2002	2001	2000	1999	1998	1997	1996
Number of applicants	783	696	536	560	663	765	856	1026
Number of places offered	132	132	101	120	131	131	126	162
Number of students registered by Faculty:								
Arts (Humanities) & Arts (Letters)	29	45	16	22	23	44	35	45
Business, Economic & Social Studies	24	23	26	28	31	32	32	33
Engineering & Systems Sciences	4	2	4	6	2	10	5	12
Health Sciences	11	12	10	7	9	11	9	11
Science	10	14	9	12	17	7	8	5
Multi-faculty	23	9	17	18	24	7	7	11
Total students registered	101	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. The courses in Table A2(a) below did not meet their quota because there were insufficient eligible applications.

Table A2(a): Courses not meeting quota in 2003

Course	Quota	First preferences	Cut-off points level	Number registered 2003/04
<i>Applications made via CAO</i>				
Biblical & Theological Studies	21	15	310	17
Classics*	15	15	390	5
Computer Science	65	80	340	37
Information & Communications Technology	80	56	350	10
Mental Handicap Nursing	43	44	260	24
Computational Chemistry/Physics	15	1	410	5
Computer Science, Linguistics & a Language	25	9	CSLF – 380 CSLG – 400 CSLI – N/A	7
TSM:				
Biblical & Theological Studies	24	41	310	15
Early Irish	–	3	495	2
German	32	39	355	13
Jewish Studies	10	4	540	2
Latin	10	9	420	6
Modern Irish	30	37	330	26
Russian	36	19	335	10
TOTAL	406	372		179

*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.)

Two-subject Moderatorship

Each year despite the high number of eligible applications certain subjects within TSM do not meet their quota. The filling of quotas within TSM is determined by the level of demand for individual combinations, and in particular the spread of that demand across the more popular subjects.

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

Course	Quota	First preferences	Cut-off points level	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 A3: Ratio of total and eligible CAO applications to quota for 2003, 2002, 2001

Course	2003			2002			2001		
	Total Number of Applications (All preferences)	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota
Faculty of Arts (Humanities)									
Biblical & Theological Studies	181	8.6	4.7	209	10.0	5.5	234	11.1	6.0
History	633	16.7	11.8	731	19.2	14.4	737	19.4	14.0
Law	1394	17.6	13.5	1468	18.6	14.4	1335	16.9	13.5
Mental and Moral Science	382	22.5	15.2	425	25.0	16.8	378	22.2	13.9
Music	206	20.6	6.9	176	17.6	4.1	205	20.5	4.1
Music Education	117	11.7	3.6	118	11.8	2.3	120	12.0	1.9
Psychology	1320	42.6	28.9	1376	44.4	29.9	1348	43.5	30.9
Total	4233	20.5	13.9	4503	21.9	14.9	4357	21.2	14.4
Faculty of Arts (Letters)									
Classics	157	10.5	1.1	120	8.0	1.0	149	9.9	1.1
Drama & Theatre Studies	308	25.7	6.4	307	25.6	3.4	347	28.9	3.5
Early & Modern Irish	203	13.5	9.5	215	14.3	9.1	225	15.0	9.5
English Studies*	775	22.8	16.6	719	21.1	15.5	726	25.9	19.1
Germanic Languages	94	11.8	7.0	81	10.1	5.8	118	14.8	9.6
Total	1537	18.3	10.2	1442	17.2	9.1	1565	20.1	10.4
Faculty of Business, Economic & Social Studies									
Business, Economic & Social Studies	2301	10.7	8.7	2144	9.9	8.0	2383	11.0	9.2
Social Studies	1315	43.8	22.3	1563	52.1	27.3	1369	45.6	23.6
Sociology & Social Policy	601	30.1	19.4	686	34.3	22.0	644	32.2	21.0
Total	4217	15.9	11.0	4393	16.5	11.2	4396	16.5	11.7
Faculty of Engineering & Systems Sciences									
Computer Science	629	9.7	3.3	615	9.5	4.2	1044	13.9	7.0
Engineering	1510	8.6	5.7	1346	7.7	5.1	1594	9.1	6.3
Information & Communications Technology**	415	5.2	0.7	526	4.4	0.9	1236	11.2	2.8
Management Science and Information Systems Studies	183	7.6	4.6	181	7.5	4.7	313	13.0	9.8
Manufacturing Engineering with Management Science	161	8.1	4.2	206	10.3	4.7	237	11.9	7.2
Total	2898	8.0	4.0	2874	7.1	3.6	4424	11.0	5.7

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

**The demand for this course dropped again in 2003 and the quota was reduced from 120 to 80. This reduction has been offset by the establishment of the M.Sc. Computer Science (Uniquitous Computing) and the M.Sc. Management of Information Systems.

Table A3: Ratio of total and eligible CAO applications to quota for 2003, 2002, 2001

Course	2003			2002			2001					
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota
<i>(.....cont'd)</i>												
Faculty of Health Sciences												
Clinical Speech & Language Studies	495	29	17.1	12.9	544	29	18.8	14.4	435	29	15.0	11.1
Dental Science	500	32	15.6	10.8	459	32	14.3	10.1	446	32	13.9	9.7
Medicine	1353	60	22.6	15.3	1117	60	18.6	12.9	1016	60	16.9	11.8
Occupational Therapy	671	40	16.8	12.1	826	40	20.7	14.9	615	40	15.4	11.3
Physiotherapy	1181	40	29.5	16.4	1220	40	30.5	17.2	1029	40	25.7	15.4
Therapeutic Radiography	457	25	18.3	15.2	469	25	18.8	15.8	322	25	12.9	10.7
General Nursing [^]	2544	159	16.0	6.8								
Mental Handicap Nursing [^]	514	43	12.0	4.7								
Psychiatric Nursing [^]	687	45	15.3	6.2								
Total	8402	473	17.8	10.0	4635	226	20.5	14.1	3863	226	17.1	11.8
Faculty of Science												
Human Genetics	385	10	38.5	21.0	433	15	28.9	19.2	499	15	33.3	24.7
Mathematics	401	30	13.4	9.0	398	30	13.3	9.2	387	30	12.9	10.5
Pharmacy	854	70	12.2	9.5	918	70	13.1	10.5	848	70	12.1	9.3
Science	2368	275	8.6	5.9	2264	270	8.4	5.7	2256	270	8.4	6.1
Theoretical Physics	254	35	7.3	4.8	267	35	7.6	5.0	249	35	7.1	4.6
Computational Chemistry/Physics	49	15	3.3	2.2	60	15	4.0	2.2	80	15	5.3	3.0
Medicinal Chemistry	368	25	14.7	12.3	377	25	15.1	12.8	411	25	16.4	13.5
Physics and Chemistry of Advanced Materials	118	20	5.9	4.4	115	20	5.8	4.4	97	20	4.9	4.3
Total	4797	480	10.0	7.0	4832	480	10.1	7.1	4827	480	10.1	7.5
Multi-Faculty												
Business Studies & French	414	15	27.6	16.3	319	15	21.3	11.9	419	15	27.9	17.5
Business Studies & German	334	20	16.7	9.9	250	20	12.5	7.8	253	20	12.7	8.0
Business Studies & Russian	136	7	19.4	11.7	71	7	10.1	6.3	100	7	14.3	8.7
Business Studies & Chinese/Japanese ^{^^}	n/a	n/a	n/a	n/a	99	10	9.9	1.8	101	10	10.1	2.2
Computer Science, Linguistics & French	61	10	6.1	1.9	87	10	8.7	3.1	176	10	17.6	8.2
Computer Science, Linguistics & German	40	10	4.0	0.9	94	10	9.4	1.8	103	10	10.3	4.5
Computer Science, Linguistics & Irish	11	5	2.2	-	20	5	4.0	0.4	39	5	7.8	2.4
European Studies	410	33	12.4	7.9	363	33	11.0	7.0	429	33	13.0	9.5
History & Political Science	455	14	32.5	24.5	527	14	37.6	30.2	473	14	33.8	26.1
Law & French	212	10	21.2	15.7	258	10	25.8	20.2	248	10	24.8	18.2
Law & German	120	10	12.0	9.3	129	10	12.9	10.2	123	10	12.3	8.4
Philosophy & Political Science	284	10	28.4	20.0	273	10	27.3	19.5	289	10	28.9	22.9
Two Subject Moderatorship	7986	376	21.2	14.6	6712	366	18.3	13.1	7205	365	19.7	14.6
Total	10463	520	20.1	13.7	9202	520	17.7	12.3	9958	519	19.2	13.8
GRAND TOTAL	36547	2393	15.3	9.7	31881	2186	14.6	9.7	33390	2179	15.3	10.8

[^]Course introduced in 2002 and applications were processed through the CAO for the first time in 2003. The overall quota for nursing in 2003 was increased from 233 to 247 to compensate for underfill in 2002.

^{^^}Course discontinued with effect from 2003/04

Table A4: Ratio of total and eligible CAO applications to quota for Two-Subject Moderators 2003, 2002, 2001

Two Subject Moderatorship Course	2003			2002			2001					
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: Applications to quota	Ratio of Eligible Applications to quota
Ancient History & Archaeology	615	23	26.7	17.4	691	23	30.0	20.6	624	23	27.1	only total ratio of eligible applications available for this year
Biblical & Theological Studies	307	24	12.8	7.8	231	24	9.6	6.5	263	24	11.0	
Classical Civilisation	532	29	18.3	13.3	512	29	17.7	13.1	645	29	22.2	
Drama Studies	420	20	21.0	5.8	340	20	17.0	6.1	444	20	22.2	
Early Irish	17	-	-	-	17	-	-	-	22	-	-	
Economics	808	43	18.8	15.1	814	43	18.9	15.8	923	43	21.5	
English*	2324	81	28.7	21.1	1810	81	22.3	16.1	1720	90	21.1	
Film Studies	1063	20	53.2	32.5	1024	84	12.2	9.0	1122	84	13.4	
French	1260	84	15.0	10.5	652	35	18.6	14.7	692	35	19.8	
Geography	665	35	19.0	14.7	319	32	10.0	6.6	379	32	11.8	
German	335	32	10.5	7.1	44	-	-	-	63	-	6.3	
Greek	45	-	-	-	44	-	-	-	1179	40	29.5	
History	1241	40	31.0	22.9	1133	40	28.3	21.3	729	28	26.0	
History of Art and Architecture	725	28	25.9	18.3	699	28	25.0	17.8	548	30	54.8	
Italian	478	30	15.9	10.4	470	30	15.7	10.7	1	10	0.0	
Jewish Studies	44	10	4.4	2.2	26	10	2.6	1.8	82	-	-	
Latin	64	10	6.4	3.9	90	10	9.0	5.6	289	10	28.9	
Mathematics	259	10	25.9	16.3	272	10	27.2	17.6	312	30	10.4	
Modern Irish	378	30	12.6	9.8	284	30	9.5	7.6	152	8	19.0	
Music	223	8	27.9	12.0	148	8	18.5	5.9	1067	43	24.8	
Philosophy	1074	43	25.0	18.8	981	43	22.8	16.7	1093	17	64.3	
Psychology	1064	17	62.6	44.4	1052	17	61.9	43.6	199	36	5.5	
Russian	180	36	5.0	3.3	145	36	4.0	2.1	1340	59	22.7	
Sociology	1313	59	22.3	16.5	1238	59	21.0	16.0	522	39	13.4	
Spanish	538	39	13.8	9.2	432	39	11.1	7.5	14410	730	19.2	
Total	15972	751	21.3	14.8	13424	731	18.4	13.1	14410	730	19.2	14.6

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

Table A5: CAO first preference applications - quotas, points, number registered 2003, 2002, 2001

Course	2003				2002				2001											
	Quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Number registered at 24.10.2003	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Minimum points	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Minimum points	Number registered	Ratio of 1st pref applicants to no. regd	Ratio of 1st pref applicants to quota					
Faculty of Arts (Humanities)																				
Biblical & Theological Studies	21	15	0.7	310	0.9	17	0.3	290	1.1	15	0.3	285	21	28	1.3	285	1.1	25	0.9	
History	38	95	2.5	460*	2.5	38	1.7	475	2.5	39	1.8	475	38	102	2.7	475	2.8	36	2.1	
Law	79	561	7.1	540*	7.3	77	5.7	545	7.6	79	6.3	540	79	486	6.2	540	6.4	76	5.1	
Mental and Moral Science	17	27	1.6	470	1.4	19	0.9	445	2.1	16	1.2	400	17	32	1.9	400	2.1	15	0.8	
Music	10	39	3.9	430	3.9	10	2.0	400	3.5	11	1.5	365	10	39	3.9	365	3.9	10	1.6	
Music Education	10	23	2.3	375	2.1	11	1.2	345	2.3	10	0.9	335	10	14	1.4	335	2.8	5	0.5	
Psychology	31	335	10.8	525*	11.2	30	7.5	540	10.9	29	6.7	535	31	331	10.7	535	11.0	30	8.1	
Faculty Total	206	1095	5.3		5.4	202	3.9		5.7	199	4.0		206	1032	5.0		5.2	197	3.8	
Faculty of Arts (Letters)																				
Classics	15	15	1.0	390	3.0	5	0.4	260	1.9	8	0.5	440	15	14	0.9	440	3.5	4	0.5	
Drama & Theatre Studies	12	130	10.8	510	7.6	17	4.1	495	10.2	12	1.9	510	12	156	13.0	510	13.0	12	2.9	
Early & Modern Irish	15	16	1.1	310	0.9	17	0.5	305	1.0	17	0.7	315	15	10	0.7	315	0.8	13	0.3	
English Studies ^a	34	159	4.7	505	5.0	32	3.3	515	4.2	33	2.8	510	28	148	5.3	510	5.7	26	4.2	
Germanic Languages	8	6	0.8	345	0.8	8	0.5	300	1.0	7	0.3	315	8	7	0.9	315	0.7	10	0.6	
Faculty Total	84	326	3.9		4.1	79	2.1		3.9	77	1.6		78	335	4.3		5.2	65	2.2	
Faculty of Business, Economic & Social Studies																				
Business, Economic & Social Studies	216	561	2.6	470	2.8	198	2.0	465	2.1	255	2.0	475	216	654	3.0	475	3.1	214	2.4	
Social Studies	30	268	8.9	480	8.9	30	4.3	485	9.0	36	5.9	465	30	303	10.1	465	9.8	31	4.9	
Sociology & Social Policy	20	53	2.7	465	2.0	26	1.8	450	2.1	21	1.2	450	20	43	2.2	450	2.4	18	1.5	
Faculty Total	266	882	3.3		3.5	254	2.3		2.9	312	2.3		266	1000	3.8		3.8	263	2.7	
Faculty of Engineering & Systems Sciences																				
Computer Science	65	80	1.2	340	2.2	37	0.6	345	1.7	60	0.8	420	75	177	2.4	420	2.6	67	1.3	
Engineering	175	297	1.7	445	1.7	178	1.2	420	1.4	167	0.9	435	175	289	1.7	435	1.5	191	1.2	
Information & Communications Technology ^b	80	56	0.7	350	5.6	10	0.0	320	5.5	13	0.1	330	110	126	1.1	330	3.2	39	0.2	
Management Science and Information Systems Studies	24	40	1.7	465	1.8	22	1.3	475	2.4	23	1.6	535	24	117	4.9	535	4.9	24	0.4	
Manufacturing Engineering with Management Science	20	12	0.6	330	0.7	18	0.4	320	0.9	13	0.3	335	20	18	0.9	335	0.9	20	4.9	
Faculty Total	364	485	1.3		1.8	265	0.8		1.7	276	0.7		404	727	1.8		2.1	341	1.1	

^aVery high acceptance rate for TSM English and low acceptance for English Studies in 2001: quotas adjusted accordingly

^bThe demand for this course dropped again in 2003 and the quota was reduced from 120 to 80. This reduction has been offset by the establishment of the M.Sc. Computer Science (Ubiquitous Computing) and the M.Sc. Management of Information Systems.

Table A5: CAO first preference applications - quotas, points, number registered 2003, 2002, 2001

Course (...contd)	2003					2002					2001							
	Quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Number registered at 24.10.2003	Ratio of Eligible 1st pref applicants to quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Minimum points	Number registered at 22.10.2002	Ratio of Eligible 1st pref applicants to quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Ratio of 1st pref applicants to no. regd	Minimum points	Number registered	Ratio of Eligible 1st pref applicants to quota
Faculty of Health Sciences																		
Clinical Speech & Language Studies	29	137	4.7	510*	5.3	26	3.3				26	4.8	121	4.2	505	29	29	3.1
Dental Science	32	170	5.3	545*	5.3	32	3.2				31	2.8	123	3.8	530	31	31	2.7
Medicine	60	490	8.2	570*	8.3	59	5.6				54	5.1	431	7.2	560	61	61	5.2
Occupational Therapy	40	134	3.4	490*	3.3	41	2.3				47	3.5	165	4.1	480	42	42	2.9
Physiotherapy	40	284	7.1	535*	7.5	38	3.3				40	3.5	267	6.7	530	39	39	3.6
Therapeutic Radiography	25	55	2.2	490*	1.8	30	1.6				25	1.4	37	1.5	485	25	25	1.2
General Nursing**	159	404	2.5	350*	2.3	173	1.2											
Mental Handicap Nursing**	43	44	1.0	260	1.8	24	0.0											
Psychiatric Nursing**	45	70	1.6	280	1.7	42	0.6											
Faculty Total	473	1788	3.8		3.8	465	2.2				223	3.7	1144	5.1		226	227	3.4
Faculty of Science																		
Human Genetics	10	41	4.1	515	4.1	10	2.0				12	2.2	72	4.8	535	17	17	3.6
Mathematics	30	38	1.3	365	1.8	21	0.7				26	0.8	37	1.2	390	29	29	0.9
Pharmacy	70	276	3.9	545*	4.2	65	3.1				80	3.9	342	4.9	540	70	70	3.9
Science	275	339	1.2	425	1.3	264	0.8				303	0.8	299	1.1	400	272	272	0.7
Theoretical Physics	35	56	1.6	440*	1.6	34	1.2				34	1.5	64	1.8	465	36	36	1.3
Computational Chemistry/Physics	15	1	0.1	410	0.2	5	0.1				0	0.0	4	0.3	385	1	1	0.1
Medicinal Chemistry	25	23	0.9	440*	1.0	24	0.7				36	0.8	16	0.6	475	26	26	0.5
Physics & Chemistry of Advanced Materials	20	11	0.6	335	0.6	18	0.5				7	0.4	12	0.6	350	9	9	0.6
Faculty Total	480	785	1.6		1.8	441	1.1				498	1.3	846	1.8		480	460	1.3
Multi-Faculty																		
Business Studies & French	15	51	3.4	460*	3.4	15	1.9				21	1.7	56	3.7	510	15	15	2.3
Business Studies & German	20	22	1.1	420	1.2	18	0.4				23	0.3	27	1.4	440	16	16	1.0
Business Studies & Russian	7	10	1.4	440	1.3	8	1.1				7	0.3	10	1.4	420	5	5	0.7
Business Studies & Chinese/Japanese***	n/a	n/a	n/a	n/a	n/a	n/a	n/a				6	0.3	5	0.5	420	2	2	0.0
Computer Science, Linguistics & French	10	5	0.5	380	1.3	4	0.2				2	0.5	20	2.0	430	9	9	1.0
Computer Science, Linguistics & German	10	4	0.4	400	2.0	2	0.3				4	0.3	7	0.7	325	4	4	0.3
Computer Science, Linguistics & Irish	5	0	0.0	n/a	0.0	1	0.0				0	0.0	4	0.8	520	1	1	0.2
European Studies	33	107	3.2	505*	3.1	34	2.5				35	1.9	92	2.8	505	37	37	2.3
History & Political Science	14	91	6.5	525*	6.1	15	4.9				11	7.0	35	2.5	540	14	14	5.7
Law & French	10	85	8.5	580	8.5	10	7.7				10	8.8	92	9.2	570	10	10	7.9
Law & German	10	23	2.3	555	1.8	13	2.1				10	3.1	31	3.1	530	10	10	2.3
Philosophy & Political Science	10	34	3.4	505	3.4	10	2.4				14	2.0	103	10.3	505	10	10	2.8
Two Subject Moderation	376	1138	3.0	n/a	3.5	325	2.0				316	1.9	1005	2.8	-	324	324	2.1
Multi-Faculty Total	520	1570	3.0		3.5	455	2.1				459	2.0	1487	2.9		519	2010	2.2
TOTAL	2393	6931	2.9		3.2	2161	1.9				2044	2.0	6571	3.0		2179	2010	2.1

*Random Selection applied

**Course introduced in 2002 and applications were processed through the CAO for the first time in 2003. The overall quota for nursing in 2003 was increased from 233 to 247 to compensate for underfill in 2002.

***Course discontinued with effect from 2003/04

Table A6: CAO first preference applications - quotas, points, number registered, number registered, Two-Subject Moderatorship Course 2003, 2002, 2001

Two-Subject Moderatorship Course	2003						2002						2001									
	Quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 24.10.03	Ratio of Eligible 1st pref applicants to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered at 22.10.02	Ratio of Eligible 1st pref applicants to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applicants to quota	Minimum points	Ratio of 1st pref applicants to no. regd	Number registered	Ratio of Eligible 1st pref applicants to quota	
Ancient History & Archaeology	23	105	4.6	425*	4.2	25	2.6	23	123	5.3	460	6.2	20	3.2	23	96	4.2	410	3.3	29	3.2	only total ratio of eligible applications available for this year
Biblical & Theological Studies	24	41	1.7	310	2.7	15	1.0	24	22	0.9	300	2.2	10	0.5	24	33	1.4	325	2.1	16	0.5	
Classical Civilisation	29	61	2.1	395	1.8	33	1.2	29	55	1.9	420	2.0	27	1.5	29	73	2.5	415	2.4	31	1.5	
Drama Studies	20	87	4.4	350	7.3	12	1.5	20	79	4.0	540	4.2	19	2.2	20	97	4.9	460	3.5	28	2.2	
Early Irish	-	3	-	495	-	2	-	-	2	-	455	-	0	-	-	1	-	-	-	0	-	
Economics	43	83	1.9	450	2.2	37	1.6	43	74	1.7	440	1.8	42	1.4	43	75	1.7	450	1.8	41	1.4	
English*	81	446	5.5	530	5.9	76	4.0	81	341	4.2	500	3.9	87	3.1	90	338	3.8	490	3.7	91	3.1	
Film Studies	20	193	9.7	510	21.4	9	5.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
French	84	145	1.7	310	1.6	88	1.3	84	134	1.6	320	1.9	69	1.1	84	147	1.8	370	2.0	74	1.1	
Geography	35	80	2.3	440	2.9	28	1.8	35	85	2.4	430	2.8	30	1.9	35	94	2.7	450	4.5	21	1.9	
German	32	39	1.2	355	3.0	13	0.8	32	36	1.1	345	1.9	19	0.7	32	33	1.0	325	1.4	23	0.7	
Greek	-	7	-	350	-	2	-	-	5	-	495	-	0	-	-	1	-	350	1.0	1	-	
History	40	178	4.5	510	4.2	42	3.3	40	184	4.6	505	4.0	46	3.5	40	184	4.6	510	5.4	34	3.5	
History of Art and Architecture	28	133	4.8	470*	4.8	28	3.2	28	141	5.0	475	4.0	35	3.5	28	142	5.1	500	7.1	20	3.5	
Italian	30	60	2.0	420*	2.1	29	1.3	30	61	2.0	350	2.0	30	1.4	30	62	2.1	360	2.4	26	1.4	
Jewish Studies	10	4	0.4	540	2.0	2	0.2	10	4	0.4	450	0.0	4	0.2	10	1	0.1	430	0.0	0	0.2	
Latin	10	9	0.9	420	1.5	6	0.6	10	16	1.6	355	2.3	7	0.9	-	11	-	325	2.2	5	0.9	
Mathematics	10	34	3.4	450	2.8	12	2.3	10	35	3.5	525	3.5	10	2.7	10	23	2.3	495	2.1	11	2.7	
Modern Irish	30	37	1.2	330	1.4	26	1.0	30	20	0.7	355	1.2	17	0.6	30	32	1.1	325	1.8	18	0.6	
Music	8	29	3.6	530	3.2	9	2.4	8	15	1.9	365	3.0	5	0.9	8	23	2.9	430	3.8	6	0.9	
Philosophy	43	118	2.7	470	3.6	33	1.8	43	133	3.1	445	3.3	40	2.2	43	130	3.0	480	3.3	39	2.2	
Psychology	17	153	9.0	545	9.0	17	6.9	17	159	9.4	570	9.9	16	7.3	17	143	8.4	550	7.9	18	7.3	
Russian	36	19	0.5	335	1.9	10	0.3	36	18	0.5	300	3.6	5	0.2	36	20	0.6	380	1.7	12	0.2	
Sociology	59	119	2.0	440	2.3	51	1.5	59	127	2.2	430	2.2	57	1.6	59	158	2.7	450	2.7	59	1.6	
Spanish	39	93	2.4	330	2.1	45	1.6	39	51	1.3	350	1.4	37	1.0	39	93	2.4	420	2.1	45	1.0	
TOTAL	751	2276	3.0		3.5	650	2.1	731	1920	2.6		3.0	632	1.9	730	2010	2.8		3.1	648	1.9	14.6

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

Table A8: Percentage Rate of Acceptances to Offers 2003–1999 (Round 1)

Course	2003	2002	2001	2000	1999
Faculty of Arts (Humanities)					
Biblical & Theological Studies	52	59	50	51	26
History	40	66	53	53	53
Law	49	68	59	68	54
Mental & Moral Science	70	70	50	62	69
Music	60	78	60	60	94
Music Education	91	90	71	89	100
Psychology	48	90	72	80	64
Faculty of Arts (Letters)					
Classics	67	88	43	50	60
Drama & Theatre Studies	91	80	69	67	79
Early & Modern Irish	73	59	50	63	47
English Studies	24	71	24	64	53
Germanic Languages	70	70	55	75	80
Faculty of Business, Economic & Social Studies					
Business, Economic & Social Studies	82	91	77	87	78
Social Studies	67	84	66	88	80
Sociology & Social Policy	96	93	88	92	89
Faculty of Engineering & Systems Sciences					
Computer Science	69	81	78	81	85
Engineering	85	85	88	80	84
Information & Communications Technology	100	80	80	80	86
Management Science & Information Systems Studies	76	81	90	89	86
Manufacturing Engineering with Management Science	76	100	78	77	-
Faculty of Health Sciences					
Clinical Speech & Language Studies	83	85	74	87	93
Dental Science	54	64	47	56	66
Medicine	67	55	39	56	58
Occupational Therapy	61	75	54	66	63
Physiotherapy	72	73	66	63	76

Table A8: Percentage Rate of Acceptances to Offers 2003–1999 (Round 1)

Course	2003		2002		2001		2000		1999	
	%	%	%	%	%	%	%	%	%	%
<i>(Health Sciences contd.)</i>										
Therapeutic Radiography	75		55		72		65		52	
General Nursing Adelaide	91									
General Nursing Adelaide - Mature (Round 0)	86									
General Nursing	81									
General Nursing - Mature (Round 0)	80									
Psychiatric Nursing	61									
Psychiatric Nursing - Mature (Round 0)	93									
Mental Handicap	52									
Mental Handicap - Mature (Round 0)	86									
Faculty of Science	%	%	%	%	%	%	%	%	%	%
Human Genetics	56		64		68		85		50	
Mathematics	60		59		62		54		63	
Pharmacy	73		82		83		81		72	
Science	77		82		74		76		71	
Theoretical Physics	71		85		76		85		83	
Computational Chemistry/Computational Physics	100		0		100		100		90	
Medicinal Chemistry	60		66		57		57		77	
Physics & Chemistry of Advanced Materials	82		45		62		80		-	
Multi-Faculty	%	%	%	%	%	%	%	%	%	%
Business Studies & French	76		95		85		95		75	
Business Studies & German	67		85		85		96		91	
Business Studies & Russian	81		82		89		90		80	
Business Studies & Japanese/Chinese	n/a		100		100		100		100	
Computer Science, Linguistics & French	67		33		77		81		76	
Computer Science, Linguistics & German	67		100		100		73		92	
Computer Science, Linguistics & Irish	0		0		100		67		60	
European Studies	73		92		79		73		78	
History & Political Science	38		74		63		78		80	
Law & French	91		83		62		79		64	
Law & German	92		75		92		83		92	
Philosophy & Political Science	73		81		50		60		43	
TSM	68		84		59		75		75	

Table A9: Percentage Rate of Acceptances to Offers, TSM courses 2003– 1999 (Round 1 only)

Two Subject Moderatorship Course	2003		2002		2001		2000		1999	
	%		%		%		%		%	
Ancient History & Archaeology	87		79		85		79		74	
Biblical & Theological Studies	67		92		59		65		58	
Classical Civilisation	87		88		82		78		77	
Drama Studies	59		71		82		91		83	
Early Irish	100		100		-		-		100	
Economics	80		94		85		88		85	
English Literature	66		82		65		68		72	
Film Studies	48									
French	72		64		71		73		66	
Geography	74		88		68		84		81	
German	41		77		70		82		91	
Greek	33				75		100		25	
History	72		86		63		66		69	
History of Art & Architecture	81		86		50		65		79	
Italian	66		74		63		86		69	
Jewish Studies	100		100		100					
Latin	57		73		57		33		70	
Mathematics	46		80		80		80		80	
Modern Irish	96		86		83		87		73	
Music	100		88		75		100		92	
Philosophy	65		79		67		71		74	
Psychology	56		88		79		84		67	
Russian	63		66		75		69		83	
Sociology	81		91		77		77		78	
Spanish	65		72		68		64		69	

Table A10: Distribution of points within each course - undergraduate new entrants 2003

	Quota	Specials (matures, deferrals, internationals, etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
Faculty of Arts (Humanities)											
Biblical & Theological Studies	21	4				1				12	17
History	38	9	8	4	4	7	6				38
Law	79	15	54	8							77
Mental & Moral Science	17	9			4	6					19
Music (incl. TSM)	10	2		3	1	2	1	1			10
Music Education	10				2	2	2	2	1	2	11
Psychology	31	11	9	10							30
Faculty of Arts (Letters)											
Classics	15	1	2	1						1	5
Drama & Theatre Studies	12	2	7	5	3						17
Early & Modern Irish	15	1						1	1	14	17
English Studies	34	8	2	8	14						32
Germanic Languages	8	2				1	2			3	8
Faculty of Business, Economic & Social Studies											
Business, Economic & Social Studies	216	23	8	19	44	85	19				198
Social Studies	30	15	1		5	9					30
Sociology & Social Policy	20	7		1	3	8	7				26
Faculty of Engineering & Systems Sciences											
Computer Science	65	7	1	2	4	3	2	5	7	6	37
Engineering	175	6	16	13	30	45	55	13			178
Information & Communications Technology	80	2				1		1		6	10
Management Science and Information Systems Studies	24	2	1	2	12	4	1				22
Manufacturing Engineering with Management Science	20					1		2	7	8	18

Table A10: Distribution of points within each course - undergraduate new entrants 2003

			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
Faculty of Health Sciences												
Clinical Speech & Language Studies	29		3	11	6	6						26
Dental Science	32		4	24	4							32
Medicine	60		4	55								59
Occupational Therapy	40		8	3	6	13	11					41
Physiotherapy	40		4	24	10							38
Therapeutic Radiography	25		4	1	7	12	6					30
General Nursing	159		55	3	3	4	9	7	18	27	50	173
Mental Handicap Nursing	43		18								6	24
Psychiatric Nursing	45		28			1		1	1	11		42
Faculty of Science												
Human Genetics	10			3	6	1						10
Mathematics	30		1	3	1	3	4	2	2	4	1	21
Pharmacy	70		3	46	16							65
Science	275		26	16	24	31	52	52	63			264
Theoretical Physics	35		1	16	8	4	1	2	2			34
Computational Chemistry/Physics	15			1		1	1	1	1	1		5
Medicinal Chemistry	25				5	6	2	6	5			24
Physics and Chemistry of Advanced Materials	20			4	1		1		2	4	6	18
Multi-Faculty												
Business Studies & French	15		1	1	4	2	3	4				15
Business Studies & German	20			1		1	1	7	8			18
Business Studies & Russian	7		2		1			2	3			8
Computer Science & French	10			2					1		1	4
Computer Science & German	10					1				1		2
Computer Science & Irish	5		1									1
European Studies	33		5	13	10	6						34
History & Political Science	14		3	6	6							15
Law & French	10			10								10

Table A10: Distribution of points within each course - undergraduate new entrants 2003

	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>Multi-Faculty contd.</i>										
Law & German		13								13
Philosophy & Political Science		2	4	4						10
Two subject Moderatorship	42	62	45	29	30	45	34	17	21	325
TOTAL	339	426	243	251	296	223	165	81	137	2161
							<i>Total excluding specials:</i>			1822
Percentage of students who accepted a place and points level 2003		23.4%	13.3%	13.8%	16.2%	12.2%	9.1%	4.4%	7.5%	100%
<i>Cumulative percentages excluding specials 2003</i>		23.4%	36.7%	50.5%	66.7%	79.0%	88.0%	92.5%	100%	
<i>Cumulative percentages excluding specials 2002</i>		23.2%	35.7%	51.1%	66.0%	78.3%	88.3%	94.0%	100%	
<i>Cumulative percentages excluding specials 2001</i>		23.1%	39.2%	55.3%	71.1%	84.2%	91.6%	96.5%	100%	
<i>Cumulative percentages excluding specials 2000</i>		18.70%	34.8%	47.7%	65.9%	79.2%	90.4%	95.0%	100%	
		% of students who have accepted a place and 550 points and above	% of students who have accepted a place and have 525 points and above	% of students who have accepted a place and have 500 points and above	% of students who have accepted a place and have 475 points and above	% of students who have accepted a place and have 450 points and above	% of students who have accepted a place and have 425 points and above	% of students who have accepted a place and have 400 points and above		

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 A11: Distribution of points within each Two-Subject Moderatorship course - undergraduate new entrants 2003

	Quota	Specials (matures, deferrals, internationals, etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
		Sample point info >	1A1, 5A2 = 550 points	5A2, 1B2 = 530 points	3A2, 3B2 = 510 points	6B2 = 480 points	6B3 = 450 points	3B2, 3C2 = 435 points	2B2, 4C2 = 420 points	6C2 = 390 points	
Ancient History & Archaeology	23	1	4	4	2	4	3	5	2		25
Biblical & Theological Studies	24	1			1	1	2	2	2	6	15
Classical Civilisation	29	9	1	1	3	2	5	3	7	2	33
Drama Studies	20	2	2	3		2	1	1	1		12
Early Irish		1				1					2
Economics	43	3	5	3	2	4	20				37
English Literature	81	19	36	21							76
Film Studies	20		4		5						9
French	84	10	13	12	11	11	8	11	5	7	88
Geography	35	5	1	1		2	9	10			28
German	32		1	2	1	1	1	2	1	4	13
Greek	-	1								1	2
History	40		10	13	12	7					42
History of Art & Architecture	28	2	7	3	6	6	4				28
Italian	30		3	3	1	4	7	4	5	2	29
Jewish Studies	10	1		1							2
Latin	10	3					1	1	1		6
Mathematics	10			2	3		2	5			12
Modern Irish	30	1	3	4	2		3	3	2	8	26
Music	8		4	5							9
Philosophy	43	9	7	4	4	6	3				33
Psychology	17	4	11	2							17
Russian	36	1	2	1				1		5	10
Sociology	59	11	1	2	2	5	19	11			51
Spanish	39	1	8	4	3	4	2	7	9	7	45
Totals	751	85	123	91	58	60	90	66	35	42	650
Total excluding specials:											
Percentage of students who accepted a place and points level 2003			21.8%	16.1%	10.3%	10.6%	15.9%	11.7%	6.2%	7.4%	565
Cumulative percentages excluding specials 2003			21.8%	37.9%	48.2%	58.8%	74.7%	86.6%	92.8%	100%	100%
Cumulative percentages excluding specials 2002			21.3%	34.6%	54.2%	64.5%	79.3%	91.7%	96.1%	100%	
Cumulative percentages excluding specials 2001			14.9%	27.9%	47.7%	62.8%	79.0%	88.0%	97.8%	100%	
		% of students who have accepted a place and 550 points and above	% of students who have accepted a place and 525 points and above	% of students who have accepted a place and 500 points and above	% of students who have accepted a place and 475 points and above	% of students who have accepted a place and 450 points and above	% of students who have accepted a place and 425 points and above	% of students who have accepted a place and 400 points and above	% of students who have accepted a place and 390 points and above		

Leaving Cert. Points: A1=100; A2=90; A3=85; B2=80; B3=75; C1=70; C2=65; C3=60
A Level points: A=190; B=160; C=130

Table A12: Survey of undergraduate new entrants 2003, 2002, 2001

Why did you choose Trinity College?	2003	2002	2001
Reputation for Quality in Teaching*	57%	41%	58%
Reputation for Quality in Research *	27%	21%	21%
International Reputation*	50%	38%	44%
College Life and Societies*	27%	16%	24%
Location*	38%	31%	53%
Recommended by School*	13%	9%	19%
Consulted Trinity's Website	75%	72%	74%

**The percentage indicates the number of respondents who indicated on a scale 1-4 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 2002/2003 was 15,511. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 2002/2003

	Number of Students	% Distribution
Ireland:	13,556	87.4%
Republic of Ireland:	13,031	83.8%
Northern Ireland:	525	3.5%
Europe (EU):	1,053	6.8%
Europe (Non EU):	101	0.7%
Africa:	81	0.5%
Asia:	231	1.5%
Australasia:	14	0.1%
North & Central America:	464	3.0%
South America:	11	0.1%
TOTAL:	15,511	100%

Comparative figures for the years 2002/2003 – 1997/98 are detailed in Table B2 below.

Table B2: Student numbers 2002/03 - 1997/98

	2002/03	2001/02	2000/01	1999/00	1998/99	1997/98
UNDERGRADUATE						
Full-time undergraduate degree	9,234	9,042	8,905	8,816	8,459	8,223
Full-time undergraduate diploma/ certificate/occasional	966	1,121	1,161	1,044	991	776
Part-time undergraduate degree/diploma/ certificate/occasional	1,118	1,183	1,194	1,223	1,128	1,105
Total undergraduate	11,318	11,346	11,260	11,083	10,578	10,104
POSTGRADUATE						
Full-time postgraduate degree	1,885	1,725	1,624	1,684	1,609	1,533
Full-time postgraduate diploma/ certificate/occasional	517	245	251	181	240	155
Part-time postgraduate degree/diploma/ certificate/occasional	1,791	1,849	1,714	1,802	1,329	944
Total postgraduate	4,193	3,819	3,589	3,667	3,178	2,632
TOTAL undergraduate + postgraduate (including SOCRATES)	15,511	15,165	14,849	14,750	13,756	12,736
Number of SOCRATES students	310	296	339	336	315	340
Total (excluding SOCRATES)	15,201	14,869	14,510	14,414	13,441	12,396

APPENDIX C - ACADEMIC STAFF

Table C1: Appointments by Faculty, 2002/2003

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
Arts (Humanities)						2	2				2	2
Arts (Letters)	1				1		1	4			3	4
Business, Economic & Social Studies				1	1		1	1			2	2
Engineering & Systems Sciences					2	1	2				4	1
Health Sciences	2	3	2				1	2	4	1	9	6
Science	2		1		2	1	6	1			11	2
Irish School of Ecumenics							1				1	
TOTAL	5	3	3	1	6	4	14	8	4	1	32	17

Table C2: Appointments by qualification, 2002/2003

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	6	-	2	-	8
Contract of Indefinite Duration	2	-	1	1	4
5-Year Contract	6	1	1	-	8
3-Year Contract	2	-	-	-	2
2-Year Contract	-	-	-	-	-
Temporary*	14	3	4	1	22
Lecturer / Registrar	-	-	5	-	5
Total 2002/3	30 (61%)	4(8%)	13 (27%)	2 (4%)	49 (100%)
Total 2001/02	49 (50.5%)	25 (26%)	7 (7%)	16 (16.5%)	97 (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.

Table C3: Appointments by gender, 2002/2003

	Male	Female	Total
Permanent	5 (10.2%)	3 (6.1%)	8 (16.3%)
Contract of Indefinite Duration	3 (6.1%)	1 (2%)	4 (8.2%)
Fixed-term Contract	6 (12.2%)	4 (8.2%)	10 (20.4%)
Temporary	14 (28.6%)	8 (16.3%)	22 (44.9%)
Lecturer / Registrar	4 (8.2%)	1 (2%)	5 (10.2%)
Total 2002/03	32 (65.3%)	17 (34.7%)	49 (100%)
Total 2001/02	62 (64%)	35 (36%)	97 (100%)

Source data for Tables C1, C2 and C3: Staff Office

Staff/student ratios 2002/03

Table C4 (a)

SUMMARY OF ANALYSIS

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	FACULTY	STAFF FTE	STUDENT FTE			RATIOS 2002/03
					Undergraduate	Postgraduate	Total	
25	24	24	Arts (Humanities)	107.69	1708.32	824.07	2532.39	24
28	25	24	Business, Economic & Social Studies	83.40	1629.62	378.07	2007.69	24
20	18	17	Engineering & Systems Sciences	133.91	1621.52	584.24	2205.76	17
17	16	16	Science	163.07	1950.75	593.94	2544.69	16
17	15	14	Arts (Letters)	111.73	1210.89	251.09	1461.98	13
13	11	11	Health Sciences*	148.89	1324.02	415.66	1739.68	12
19	18	17	COLLEGE	748.69	9445.11	3047.07	12492.18	17

* Excludes Nursing & Midwifery Studies

Staff/student ratios 2002/03 - 1986/87

Table C4(b)

Academic Year	Arts (Humanities)	BESS	Engineering	Science	Arts (Letters)	Health Sciences**	TOD
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
2002-03	24	24	17	16	13	12	17
Staff FTE 2002-03	108	83	134	163	112	149	749
Student FTE 2002-03	2532	2008	2206	2545	1462	1740	12492

*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

Staff/student ratios 2002/03

Faculty of Arts (Humanities)

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03
					Undergraduate	Postgraduate	
32	38	39	Education	21.89	382.28	480.01	39
32	30	33	Legal Science	17.22	440.27	89.96	31
23	21	23	Modern History	12.38	217.50	43.80	21
20	23	22	Medieval History	5.62	89.45	27.45	21
23	20	15	History of Art	4.53	75.12	14.00	20
20	19	21	Philosophy	9.23	161.37	10.32	19
16	16	14	Hebrew, Biblical & Theological Studies	7.73	101.23	10.32	14
21	19	17	Psychology	20.07	184.52	100.16	14
21	14	13	Music	7.36	56.58	32.05	12
			Centre for Gender and Womens Studies	1.66	0.00	16.00	10
25	24	24	FACULTY	107.69	1708.32	824.07	24
							2532.39

Staff figures include:

Education: 2 FTE for two lecturers seconded from Carysfort

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

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

Legal Science: 1 FTE for Broad Curriculum Lecturer

Philosophy: 1 FTE for Broad Curriculum Lecturer

Psychology: 1 FTE for Broad Curriculum Lecturer and 4 FTE funded from Self-financing courses

Staff/student ratios 2002/03

Faculty of Business, Economic and Social Studies

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03
					Undergraduate	Postgraduate	
36	28	28	Sociology	11.05	267.57	63.00	30
33	29	27	Business Studies	22.67	477.70	165.56	28
33	30	26	Political Science	9.96	231.22	35.00	27
30	29	28	Economics	21.64	500.03	63.84	26
13	12	12	Social Studies	18.08	153.10	50.67	11
28	25	24	FACULTY	83.40	1629.62	378.07	24
						Total	
							330.57
							643.26
							266.22
							563.87
							203.77
							2007.69

Staff Figures Include:Business Studies: 1 FTE for Chair funded by a Benefaction.Political Science: 1 FTE for Broad Curriculum Lecturer.Economics: 1 FTE for Chair funded by a Benefaction.

Faculty of Engineering and Systems Sciences

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03
					Undergraduate	Postgraduate	
18	18	20	Civil, Structural and Environmental Engineering	16.85	210.03	146.87	21
25	23	21	Computer Science	67.80	1027.79	236.42	19
11	11	12	Mechanical & Manufacturing Engineering	15.70	154.09	56.80	13
19	15	14	Statistics	14.81	107.88	83.65	13
10	11	11	Electronic & Electrical Engineering	18.75	121.73	60.50	10
20	18	17	FACULTY	133.91	1621.52	584.24	17
						Total	
							2205.76

Staff Figures Include:

Computer Science: 24 FTEs for self financing courses

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

Statistics: 1FTE for self-financing programme

Staff/student ratios 2002/03

Table C4 (f)

Faculty of Science

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03	
					Undergraduate	Postgraduate		
20	20	21	Pharmacology	3.33	67.63	18.00	85.63	26
23	22	22	Mathematics	23.16	396.66	45.00	441.66	19
18	17	16	Chemistry	21.41	334.44	60.00	394.44	18
20	20	20	Pharmaceutics	6.91	72.39	54.42	126.81	18
17	18	18	Pharmaceutical Chemistry	5.59	63.83	36.09	99.92	18
15	16	14	Biochemistry	13.77	189.88	42.00	231.88	17
17	17	15	Microbiology	10.26	109.27	61.00	170.27	17
18	15	16	Geography	10.45	126.12	38.37	164.49	16
15	16	15	Genetics	8.44	88.20	41.00	129.20	15
18	17	17	Zoology	10.72	123.92	36.12	160.04	15
14	14	15	Pharmacognosy	3.45	31.68	16.82	48.50	14
13	14	13	Physics	24.30	199.59	85.00	284.59	12
14	12	12	Botany	10.13	77.77	30.10	107.87	11
11	10	11	Geology	11.15	69.37	30.02	99.39	9
17	16	16	FACULTY	163.07	1950.75	593.94	2544.69	16

Staff figures include:

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

Biology Teaching Centre: 2.78 FTE assigned across the Biology Departments on the basis of the breakdown of teaching.

Botany: 2 FTE transferred from Environmental Science.

Chemistry: 1 FTE funded by a self-financing course, 1 FTE funded externally

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

Geography: 1 FTE transferred from Environmental Science, 0.5 FTE for Broad Curriculum Lecturer

Geology: 0.5 FTE for Broad Curriculum Lecturer

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

Mathematics: 2 FTE funded by a self-financing course and 0.22 FTE transferred from Faculty

Staff/student ratios 2002/03

Table C4 (g)

Faculty of Arts (Letters)

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03	
					Undergraduate	Postgraduate		
23	22	20	English	21.50	339.33	101.44	440.77	21
23	18	20	Classics	8.54	128.93	26.32	155.25	18
16	14	13	French	15.84	182.04	20.72	202.76	13
17	14	15	Drama	14.30	147.28	31.00	178.28	13
17	14	11	Irish	6.49	62.05	14.00	76.05	12
12	14	14	Spanish	6.04	61.91	5.00	66.91	11
11	10	14	Italian	5.96	61.96	4.08	66.04	11
15	14	14	Germanic Studies	10.26	95.56	11.00	106.56	10
18	16	10	Language and Communication Studies	15.28	97.73	36.53	134.26	9
7	6	6	Russian	7.52	34.10	1.00	35.10	5
17	15	14	Faculty	111.73	1210.89	251.09	1461.98	13

Staff figures include:

English: 1 FTE funded by self-financing course

Classics: 2 FTE funded by the Leventis Foundation and Walsh Family Lectureship

Drama: 1 FTE for Professor of Drama Studies funded by a benefaction and 1 FTE for Broad Curriculum Lecturer.

Irish: 1 FTE for Chair of Early Irish funded by a benefaction.

Russian: 1 FTE for Thomas Brown Lectureship

Germanic Studies: 0.4 FTE for Swedish Lektor

CLCS: 3 FTE for self-financing courses, 2 FTEs for teaching in Chinese and Japanese

Italian: 1 FTE for Italian Government sponsored Lettrice di ruolo

Staff/student ratios 2002/03

Faculty of Health Sciences

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2002/03
					Undergraduate	Postgraduate	Total	
32	20	21	Clinical Medicine	18.79	205.88	179.20	385.08	21
26	23	22	Surgery	8.23	128.27	9.50	137.77	17
11	11	11	Anatomy	7.61	105.96	15.24	121.20	16
11	11	15	Physiology	11.95	147.56	37.44	185.00	16
24	12	12	Psychiatry	4.60	21.06	46.00	67.06	15
16	15	13	Occupational Therapy	9.39	119.36	1.00	120.36	13
13	13	12	Clinical Speech & Language Studies	8.37	92.59	4.00	96.59	12
10	8	10	Physiotherapy	10.19	97.83	13.86	111.69	11
10	9	10	Obstetrics/Gynaecology	4.02	21.67	10.83	32.50	8
8	8	8	Dental School	31.00	208.67	38.00	246.67	8
9	8	8	Pharmacology & Therapeutics	6.62	39.89	10.00	49.89	8
9	8	5	Division of Laboratory Medicine	9.85	46.40	27.88	74.28	8
7	7	7	Paediatrics	4.35	25.88	4.00	29.88	7
10	11	7	Community Health	7.67	33.99	18.70	52.69	7
9	6	5	Therapeutic Radiography*	6.25	29.01	0.00	29.01	5
13	11	11	FACULTY	148.89	1324.02	415.66	1739.68	12
48	56	43	Nursing & Midwifery Studies	44.28	907.00	270.07	1177.07	27

Staff figures include:

Anatomy:

Clinical Medicine:Obstetrics & Gynaecology:Paediatrics:Pharmacology & TherapeuticsPsychiatrySurgeryHistopathology:Clin. Microbiology:Clinical Speech & Lang Studies

1 FTE in lieu of vacant Chair and 0.33 FTE in respect of buy-back arrangement..

2 FTE for self-financing course, 1 FTE in lieu of vacant Chair of Medicine at Tallaght, 0.5 FTE funded from Wellcome Trust

0.4 FTE in lieu of vacant Chair

1 FTE funded from Faculty resources.

1 FTE funded by Faculty.

1 FTE in lieu of vacant Chair

1 FTE funded by Faculty

1 FTE in lieu of vacant Chair, 1 FTE funded externally.

1 FTE funded externally, 1 FTE funded by Faculty

1 FTE in lieu of unfilled Chair.

Irish School of Ecumenics

RATIOS 1999/00	RATIOS 2000/01	RATIOS 2001/02	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE		RATIOS 2002/03
					Undergraduate	Postgraduate	
n/a	5	6	Irish School of Ecumenics*	12.79	0.00	99.00	8
						Total	
						99.00	

*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 2003, 2002, 2001

Faculty / Course	2003	2003	2003	2002	2001
	Total Number of Scholarships awarded	Total number of SF students	% of SF students who received a Scholarship	Total Number of Scholarships awarded	Total Number of Scholarships awarded
Faculty of Arts (Humanities)					
Bachelor in Education		198	0%		
Bachelor in Music Education		6	0%	1	
Biblical and Theological Studies	1	20	5%		
History	3	40	8%		1
Law	1	87	1%	4	4
Mental and Moral Science		20	0%		
Music		9	0%		
Psychology	1	35	3%	3	
Total Arts (Humanities)	6	415	1%	8	5
Faculty of Arts (Letters)					
Classics	3	4	75%		1
Drama and Theatre Studies	1	14	7%	1	1
Early and Modern Irish		7	0%		
English Studies	3	27	11%	2	1
Germanic Languages	1	5	20%		
Total Arts (Letters)	8	57	14%	3	3
Faculty of Business, Economic & Social Studies					
Business, Economic and Social Studies	6	225	3%	4	2
Social Studies		33	0%		1
Sociology and Social Policy		21	0%		
Total Business, Economic & Social Studies	6	279	2%	4	3
Faculty of Engineering & Systems Sciences					
B.A Computer Science	1	55	2%	3	2
B.Sc. Computer Science (Evening)		20	0%		1
Engineering	2	185	1%	4	4
Management Science and Information Systems Studies	2	25	8%	2	3
Information & Communications Technology		38	0%	1	
Total Engineering & Systems Sciences	5	323	2%	10	10
Faculty of Health Sciences					
Clinical Speech and Language Studies		28	0%	1	
Dental Science	2	42	5%	1	3
Human Nutrition		20	0%		
Medicine	10*	134		10	14
Occupational Therapy		39	0%		
Therapeutic Radiography		16	0%		
Physiotherapy		35	0%	3	
Total Health Sciences	12	314		15	17
Faculty of Science					
Human Genetics	3	13	23%		
Mathematics		27	0%	3	2
Natural Sciences	4**	257		4	2
Pharmacy	3	71	4%	1	
Theoretical Physics	3	27	11%	2	
Medicinal Chemistry		22	0%	1	
Computational Physics/Chemistry		4	0%	1	
Total Science	13	421		12	4
Multi-Faculty					
Business Studies and a Language	3	40	8%		1
Computer Science, Linguistics and a Lang.	1	16	6%	2	1
European Studies	1	38	3%	1	1
History and Political Science	1	16	6%	1	
Law and French	1	7	14%	1	
Law and German	2	9	22%		1
Philosophy and Political Science		9	0%		
B.Sc. Business & Information Technology	2	42	5%	3	1
Two Subject Moderatorship	6	290	2%	4	2
Total Multi-Faculty	17	467	4%	12	7
Grand Total	67			64	49

*As 10 Scholarships were awarded to Sophister students a percentage for the Faculty is not provided.

** As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.

Table D3 - External Examiners for undergraduate courses appointed to examine in 2002/03

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	No. of Reports Received**
Arts (Humanities)	7	5	9	2	2	0	25	20
Arts (Letters)	3	0	17	1	0	3	24	18
Business, Economic & Social Studies	1	1	10	2	0	2	16	13
Engineering & Systems Sciences	2	1	4	1	0	1	9	6
Health Sciences*	14	4	18	5	2	9	52	29
Science	1	1	16	1	0	3	22	22
TOTAL	28	12	74	12	4	18	148	108
Percentage	19%	8%	50%	8%	3%	12%	100%	73%

**Excludes Local Examiners*

*** As at 7th November 2003*

Table D4: Degrees Conferred 2002-1993

	2002		2001		2000		1999		1998		1997		1996		1995		1994		1993	
	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	1102	42	995	48	989	49	932	38	839	40	848	54	809	37	847	51	755	40	644	49
Bachelor in Arts	306	30	283	12	311	8	269	10	272	14	286	15	253	22	252	16	265	12	242	12
<i>Other Primary Degrees</i>																				
TCD	1228	53	1046	40	1065	33	921	37	986	25	890	26	883	23	786	35	849	25	670	19
DIT	178	87	807	110	846	108	833	96	841	114	719	129	805	158	650	127	685	99	600	84
Total Primary Degrees	2814	212	3131	210	3211	198	2955	181	2938	193	2743	224	2750	240	2535	229	2554	176	2156	164
Higher Degrees																				
Master in Arts	107	87	88	83	142	77	96	77	74	92	46	100	54	98	60	102	59	89	74	93
Master in Arts (<i>jure officii</i>)	8	0	11	0	5	0	6	0	7	0	6	0	9	1	12	0	7	0	5	0
Other Masters	554	116	555	96	555	73	492	87	399	70	341	73	393	68	350	55	313	61	255	48
Doctors	161	16	155	11	169	17	130	10	143	12	136	10	126	10	107	17	84	6	71	10
Total Higher Degrees	830	219	809	190	871	167	724	174	623	174	529	183	582	177	529	174	463	156	405	151
Sub Total	3644	431	3940	400	4082	365	3679	355	3561	367	3272	407	3332	417	3064	403	3017	332	2561	315
Grand Total	4075		4340		4447		4034		3928		3679		3749		3467		3349		2876	
Number of Ceremonies	28		32		32		31		31		30		28		26		25		24	

Table D5: Summary of Grades Achieved at Undergraduate Honors Degree Examinations in 2002/03 - 1997/98

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
2002/03	15%	56%	21%	4%	3%	100%
2001/02	14%	55%	24%	5%	3%	100%
2000/01	12%	56%	23%	4%	4%	100%
1999/00	9%	55%	26%	5%	4%	100%
1998/99	10%	50%	30%	4%	5%	100%
1997/98	10%	47%	34%	5%	4%	100%
<p>*Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Med cert, no result available, Pass, Withdrawn, Withheld</p>						
<p>Note: These data exclude Medicine and Dental Science as they have an undivided second class (see Table D6 for information).</p>						

Table D6: Distribution of grades achieved at undergraduate honors degree examinations 2002/03

2002/03	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
Faculty of Arts (Humanities)						
B.Ed. (Home Economics)	1	11	9			21
B.Ed. (Music Education)		10	1			11
Biblical and Theological Studies	1	4	7			12
Education	15	122	13			150
History	5	26	8	1	2	42
Law	11	72	6			89
Mental and Moral Science		8	4	1		13
Music		7	9		1	17
Psychology	9	22		1	2	34
Faculty total	42	282	57	3	5	389
Percentage distribution	11%	72%	15%	1%	1%	100%
Faculty of Arts (Letters)						
Classics	1	1				2
Drama and Theatre Studies	3	11	1		1	16
Early and Modern Irish	1	2	5	1		9
English Studies	4	21	8		2	35
Germanic Languages	1		1		1	3
Faculty total	10	35	15	1	4	65
Percentage distribution	15%	54%	23%	2%	6%	100%
Faculty of Business, Economic & Social Studies						
Business Studies	4	32	8		1	45
Economic and Social Studies	20	125	33		6	184
Social Studies	4	17	2		2	25
Sociology and Social Policy	1	16	4			21
Faculty total	29	190	47	0	9	275
Percentage distribution	11%	69%	17%	0%	3%	100%
Faculty of Engineering & Systems Sciences						
B.Sc. Computer Science - Honors	4	10	4	4	12	34
B.Sc (Information Systems) Honors	5	35	20	3	5	68
Computer Science	17	15	10	1	3	46
Engineering	42	64	43	9	3	161
Information and Communications Technology	18	30	14	5	2	69
Management Science and Information Systems Studies	12	10	2	1		25
Faculty total	98	164	93	23	25	403
Percentage distribution	24%	41%	23%	6%	6%	100%

Table D6: Distribution of grades achieved at undergraduate honors degree examinations 2002/03

2002/03	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
(...contd.)						
Faculty of Health Sciences (excl. Medicine & Dental Science)						
Clinical Speech and Language Studies	1	10	10	1	2	24
Nursing Studies (October intake)	6	13	31	37	4	91
Nursing Studies (February intake)	Not available					
Occupational Therapy	2	16	6	1		25
Physiotherapy	3	22	1			26
Therapeutic Radiography	6	2				8
Faculty total	18	63	48	39	6	174
Percentage distribution	10%	36%	28%	22%	3%	100%
Faculty of Science						
Computational Science: Chemistry	1	1	1			3
Computational Science: Physics		1	5	1		7
Human Genetics	1	8				9
Mathematics	12	7	5	1	2	27
Medicinal Chemistry	4	6	5			15
Natural Sciences	22	107	36	8	3	176
Pharmacy	13	37	20	4		74
Theoretical Physics	4	7	1	1		13
Faculty total	57	174	73	15	5	324
Percentage distribution	18%	54%	23%	5%	2%	100%
Multi-Faculty						
B.Sc (Business and Information Technology)	13	19	13	2		47
Business Studies and a Language	5	19	5		1	30
Computer Science, Linguistics and a Language	3	11	2			16
European Studies	5	22	5		1	33
History and Political Science	6	10				16
Law and French	1	3			1	5
Law and German	5	3				8
Philosophy and Political Science	1	6	1			8
Two Subject Moderatorship	23	151	70	6	8	258
Faculty total	62	244	96	8	11	421
Percentage distribution	15%	58%	23%	2%	3%	100%
*Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Med cert, no result available, Pass, Withdrawn, Withheld						
COLLEGE TOTAL	316	1152	429	89	65	2051
Percentage distribution	15%	56%	21%	4%	3%	100%
Cumulative percentage distribution	15%	72%	92%	97%	100%	
Faculty of Health Sciences - Medicine & Dental Science	I	II		PASS	Other**	Total
Dental Science	1	13		18	2	34
Medicine	2	33		72	25	132
Medicine/Dental Science total	3	46		90	27	166

**Other' includes Absent, Excluded, Fail, Incomplete, Med Cert, Repeat year