University of Dublin

Trinity College

SENIOR LECTURER'S ANNUAL REPORT
2003/04

(including Admissions Data for 2004)

John A. Murray
Senior Lecturer
<u>**November 2004**</u>

CONTENTS

Page

LIST OF FIGURES AND TABLES
CONTAINED IN THE MAIN REPORT

FIGURES

Page

TABLES

APPENDICES

Page

SENIOR LECTURER'S ANNUAL REPORT 2003/04

I.   INTRODUCTION AND SUMMARY

As chief academic officer, the Senior Lecturer has overall responsibility for College's academic activities, 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 ninth Annual Report provide information on these areas of activity in the academic year 2003/04, and include undergraduate admissions data for 2004.

College's strategic plan confirms its commitment to, among other things, achieving diversity of the student population, improving the student learning experience, achieving the best educational practice, and defining a policy on lifelong learning. In 2003/04 the diversity of the student population is noted in that 13% of students were non-Irish, with six percent, non-EU. Significant efforts have been made to support access for disadvantaged and other non-traditional students, but despite this, numbers remain relatively small. The initiative approved by Board to set a target of 15% of all first year undergraduate places for non-traditional students is an important step forward. The percentage of non-traditional new entrants increased from seven percent in 2003 to nearly 11% in 2004. The new partnership established with three City of Dublin Vocational Education Colleges to facilitate access is also vital as this may begin to redress the existing imbalance in the socio-economic profile of the student body.

The Report of the Working Party on Lifelong Learning was revealing in documenting the extent to which College contributes in this area – approximately 23% of the student population may be regarded as participating in lifelong learning and this proportion seems likely to increase. It is worth noting the importance of taught masters and continuing professional development programmes in this regard.

Enhancement of the student learning experience is another strategic objective. Information in this report documents pass rates at Junior Freshman level. While these are outcomes of the academic programme, important initiatives with regard to inputs have been undertaken in student counselling and in the development of the Centre for Academic Practice and Student Learning (CAPSL). The attraction of even more highly qualified students at entry is well illustrated by the growth in entrance exhibitions awards. The number of first class honors degrees awarded in 2003/04 further testifies to students' high academic achievements.

In the area of educational practice, a milestone was reached with the completion of the first cycle of academic departmental quality reviews. College also participated in the European University Association review of quality assurance that was part of an overall sectoral review commissioned by the Higher Education Authority and the Irish Universities Quality Board. The establishment of CAPSL underpins College's commitment to improvement in educational practice and the Provost's Teaching Awards continue to mark exceptional individual contributions to teaching.

The major policy initiatives undertaken in 2003/04 included the decisions taken with regard to access for non-traditional students, the continuing expansion of the Broad Curriculum programme, the development of College's position with regard to the Bologna Process, the realignment of CAPSL, and the assessment of lifelong learning activities in College.

At the end of 2003/04 discussions on policy issues of fundamental importance concerning the introduction of an academically based resource allocation process, a reconsideration of academic structures and a review of administrative, technical and support structures were initiated. Decisions in 2004/05 on these matters will have a major influence on the academic performance of the College in years to come.

II. APPLICATIONS AND ADMISSIONS 2004

Student Applications and Admissions

In 2004 Trinity continued to attract a substantial proportion (12%) of first preference applications in the CAO system (11% in 2003 and 12.6% in 2002). In general, course quotas were met. There was an overall College ratio of 2.8:1 (2.9:1 in 2003) of first preference applications to course quotas. The Faculty of Arts (Humanities) was the highest again this year at 4.8:1 (5.3:1 in 2003). (see Table A5 on pages A12-A13 in the Appendices).

Figure 1: Ratio of first preference applications to quotas 2004, 2003, 2002
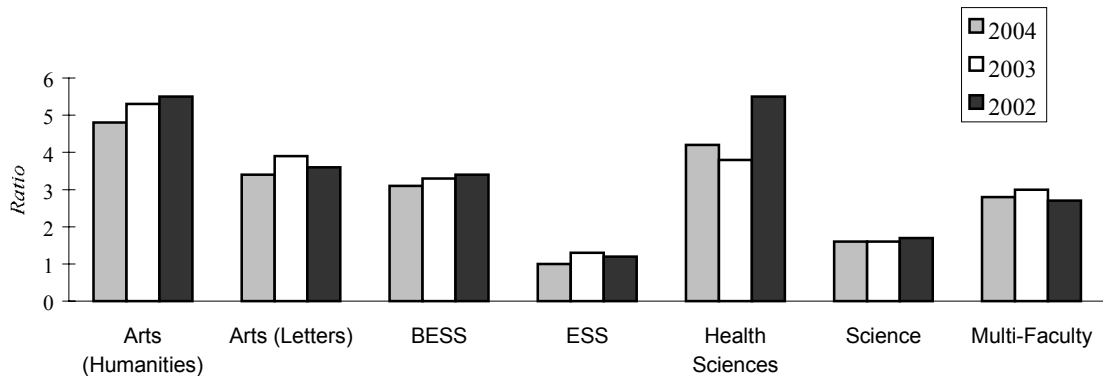
Figure 2: First preference applications and numbers registered 2004, 2003, 2002

■ Number of registered JF students (excluding repeat year students) □ Number of 1st preferences
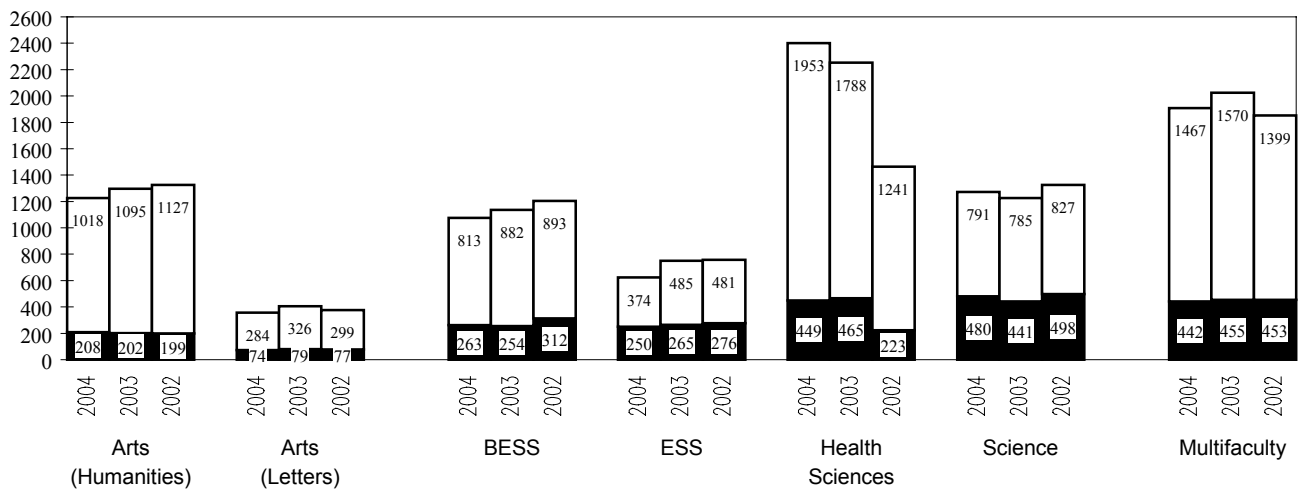
Out of a total of 48 undergraduate full-time single and joint honor CAO courses (excluding TSM), six did not meet their quota, and of 25 TSM subjects, seven did not meet their quota (see Table A2(a) on page A7 in the Appendices).

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

Entrance Exhibitions

2004
Of a total of 57,056 CAO applicants for degree courses, 2,151 (3.8%) achieved 545 points or more (Leaving Certificate: 6A2s = 540; A Level: AAB = 540)*. A total of 536 (25%) of these students accepted places at Trinity, comprising 25% of the Junior Freshman class for 2004/05, and were awarded entrance exhibitions. In 2004, 62% of entrance exhibitioners were female (62% in 2003). A reception for all entrance exhibitioners, parents and school principals was held over three evenings in November and December 2004. While the number of applicants to degree courses is falling, the number of students achieving 545 and more points is steadily increasing. Council may wish to review the minimum points level for this award.

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.

Figure 3: Entrance exhibition awards 2004, 2003, 2002
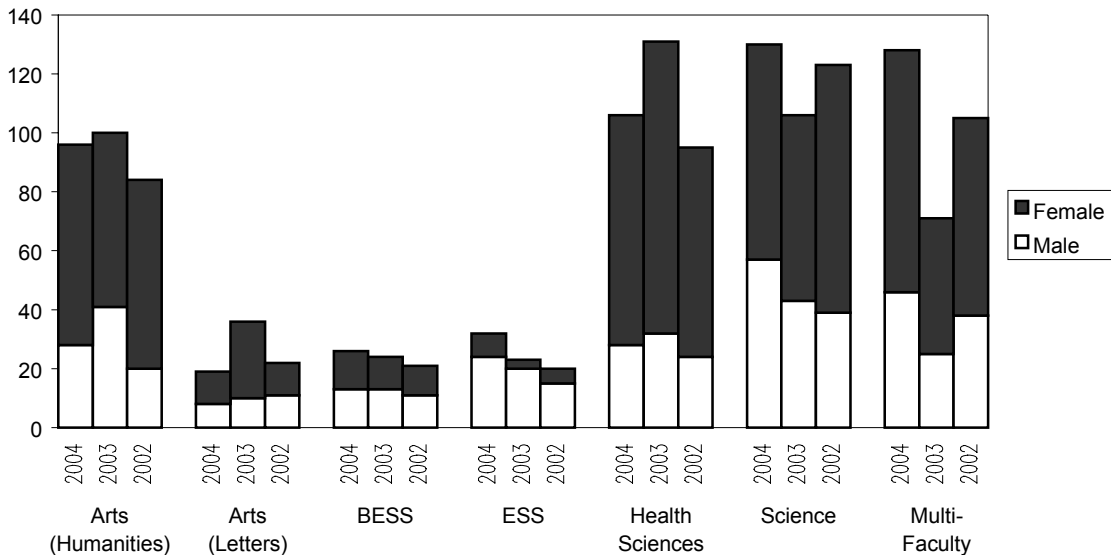
*See Tables A10 and A11 on pages A19-A22 in the Appendices for further information on points at entry by course.

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. Twenty-one (19 in 2003) candidates presented for the Geology examination, and none (0 in 2003) for Biblical Studies in 2004.

Table 1: TCD matriculation examination, 2004 – 1999

	2004	2003	2002	2001	2000	1999
Biblical Studies	-	-	-	-	-	-
Geology	21	19	25	20	20	20
Russian	Not available	Not available	18	8	7	1
Total	**21**	**19**	**43**	**28**	**27**	**21**

Non-Traditional Admissions and Access Initiatives

Non-traditional applications to the university are categorised into three principal types: (a) mature students who are admitted under the mature student dispensation scheme, (b) students with a disability, and (c) socio-economically disadvantaged students. In addition to applying through the CAO, applicants in these three groups are invited to submit separate applications directly to the university.

College's strategic plan is committed to increasing the number of non-traditional students admitted to undergraduate programmes and in 2003/04 Board approved two access policy initiatives: (i) the introduction of a 15% quota of CAO intake of non-traditional students, and (ii) the establishment of an alternative admissions route to undergraduate degree programmes for non-traditional students through a partnership programme between the university and three City of Dublin Vocational Education Committee (CDVEC) colleges.

In 2004 a total of 236 non-traditional students registered on undergraduate degree programmes, representing 10.8% of the CAO intake (7% in 2003). The implementation of the 15% quota policy in 2004 contributed in part to the 3.8% increase over 2003.

Students with a Disability

Applicants may disclose that they have a disability on the CAO application form. Applicants who disclose a disability at this stage of the process are contacted by the CAO and invited to complete a 'supplementary information form'. This form requests information on the nature of the applicant's disability and any supports that 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 Student Disability Services.

Table 2: Number of applicants with a disability, eligible applicants, offers and acceptances for 2004 and 2003

Applications	2004	%	2003	%
Total number of applicants who disclosed a disability on the CAO application form	323		312	
Number of applicants who completed 'supplementary information form'	224	69%	143	46%
Number of applicants eligible for consideration on grounds of disability	134	41%	98	31%
Number of applicants who matriculated (eligible applicants)	62	19%	62	20%
Number of offers to eligible applicants	36	58%	38	61%
Number of registered students	32	89%	23	60%

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.

Students Applying for Admission under the Mature Student Dispensation Scheme
In 2004 there were 669 mature applicants applying under the Mature Student Dispensation Scheme, of whom 155 (23%) were offered places and of these 118 (76%) registered. This year saw a decrease of 15% on last year in mature student applications (783 in 2003). However, the percentage of applicants to whom offers were made increased by 6% (23% in 2004, and 17% in 2003).

Further details of students admitted under the Mature Student Dispensation Scheme and indication of the trends in mature student applications are shown in the comparative data in Table A1(b) on page A6 in the Appendices. Despite efforts to increase the number of mature students and a willingness on the behalf of departments to increase their mature student intake, it continues to be difficult to secure successful applications to the Faculties of Science and Engineering & Systems Sciences. This difficulty is partly attributed to the requirement for a specific level of mathematics and/or a science subject as a prerequisite of entry to courses in these Faculties.

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 five initiatives, all of which are part-funded by the Higher Education Authority (HEA) through the Strategic Initiatives Scheme.

1.   Primary and Second-Level Programmes
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.

2.   Foundation Course for Higher Education - Mature Students
This one-year foundation course was established in 1997 to counteract educational disadvantage among mature students who experience socio-economic disadvantage. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education. Twenty-five students (26 in 2002) registered for the course in 2003. Eleven students progressed to Trinity (18 in 2002) and five (two in 2002) progressed to another Higher Education Institution. Twenty-five students registered for the course in 2004.

3.   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 to compete for entry to a place in College if they achieve a grade II.2 or higher (II.1 for Law School or Health Sciences). Twenty-six students (26 in 2002) registered for the course in 2003. Twenty-one students (21 in 2002) progressed to Trinity and three students deferred their applications. Twenty-six students registered for the course in 2004.

4.   Concession on Points Students who are socio-economically disadvantaged and whose school is linked to TAP or to an access programme at another university or the DIT are eligible for a concession on points for entry to an undergraduate degree course. These students must satisfy the minimum matriculation requirements for entry to their course of choice.

Graduates from the Trinity *Foundation Course – Young Adults* and students from TAP linked schools eligible for a concession on points may compete for places at other universities through a collaborative scheme known as the Higher Education Access Route (HEAR, formerly HEDAS). In 2004, 86 students entered College via the Direct Application Scheme (54 in 2003, 52 in 2002 and 44 in 2001).

5.   Partnership Foundation Course
As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement has been entered into with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course for access to a wide range of our undergraduate courses. The CDVEC colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; Plunket College, Dublin 9. The course will run on a pilot basis in 2004/05, and the CDVEC colleges, supported by Trinity, are negotiating with the Further Education and Training Council (FETAC) for accreditation within the National Qualifications Framework.

New Entrants Survey
A survey of full-time new entrants conducted in October 2004 sought to establish their motivation for coming to TCD. Figure 4 below illustrates the significant findings of this survey. Two thousand, one hundred and eleven (2,111) students responded to the survey representing approximately 93% of registered new entrants – EU and non-EU[1].

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 (44%) and location (32%) were identified as the top three reasons for choosing Trinity College. A greater proportion of non-EU students than EU students ranked international reputation, and reputation for quality in teaching and research as 'very important' reasons for choosing to study at Trinity College.

Figure 4: Repeated survey of undergraduate new entrants, 2004, 2003, 2002

---
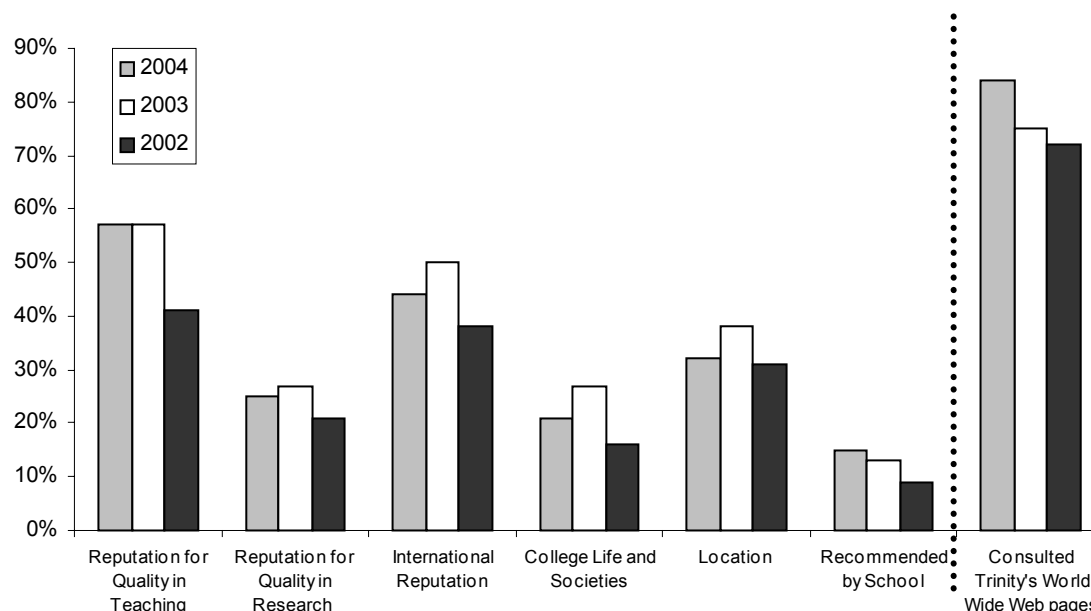
[1] *Non-EU students were surveyed for the first time this year*

Senior Lecturer's Annual Report 2003/04

Other factors cited for choosing to study at Trinity College included: history of the College; smaller class sizes; undergraduate courses of four-years duration; excellent science facilities; the extensive library; diversity of the student population; proximity to public transport routes; the beautiful campus.

Over 20% of respondents either have a member of their family currently studying at Trinity or have a parent who is a graduate of the College.

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* (84%), website (84%) and Open Day (53%) being the most popular.

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

Schools Liaison Activities
A full schedule of events, both on- and off-campus, was undertaken during the academic year 2003/04.

(a)   College Open Day
The College hosted its annual Open Day on Wednesday 10 December, 2003. It is estimated that approximately 6,500 senior cycle students, guidance counsellors, teachers and parents attended.

(b)   Off-Campus Regional Conference
The off-campus regional conference of 2004 was hosted in Carlow, with the support of the Carlow Branch of the Institute for Guidance Counsellors, on the 22nd April, 2004. The programme featured two series of lectures on psychology, computer science and mathematics. The lectures were specifically tailored to a younger audience and aimed to illustrate to students the breadth of courses at third-level. Fourteen schools and 575 students attended the event.

(c)   Regional Careers Conventions and School Visits
During the academic year 2003/04 College was represented at 51 Education and 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 represented at a number of the STEPS (Science, Technology & Engineering Programme for Schools) events, and, along with Science, at the ESAT 'Young Scientist' exhibition.

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

III.   STUDENT POPULATION

In total, there were 15,428 registered students in 2003/04 (15,511 in 2002/03). Of these, 7% (7% in 2002/03) were non-Irish EU students, 3% were from Northern Ireland (3% in 2002/03), 6% were non-EU of which 3% (3% in 2002/03) were North or Central American, and 3% (3% in 2002/03) 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, 2003/04
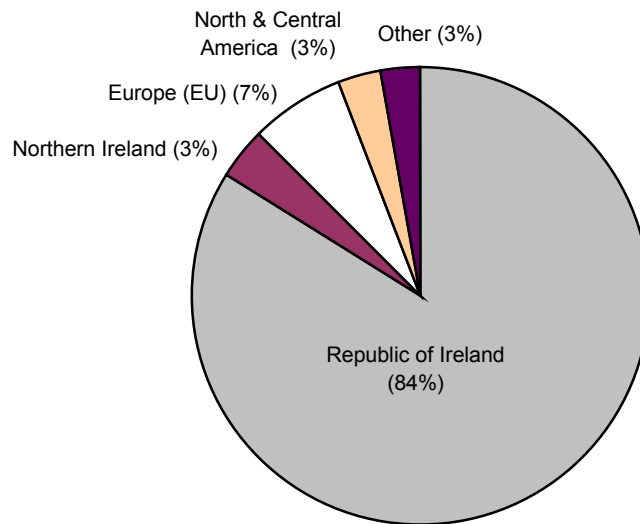
Figure 6: Gender breakdown of student population 2003/04
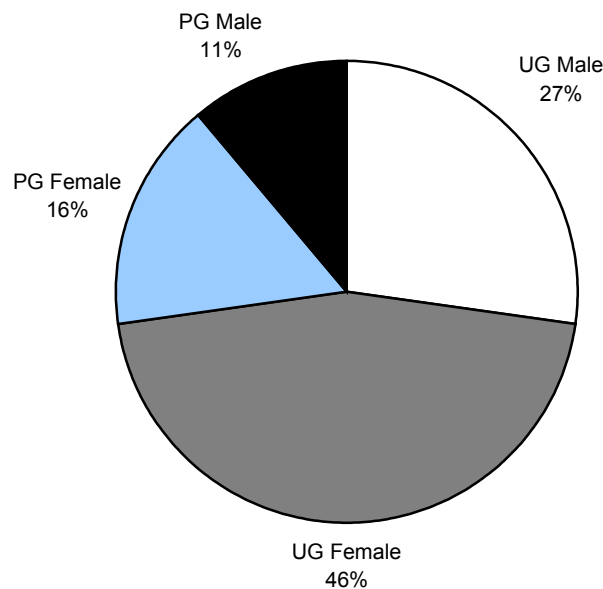
Figure 7a: Percentage of students by category, 2003/04

PT PG
Degree/Dip/Cert/Occas
(11%)

FT PG Dip/Cert/Occas
(3%)

FT PG Degree (13%)

PT UG
Degree/Dip/Cert/Occas
(7%)

FT UG Dip/Cert/Occas
(5%)

FT UG Degree (61%)
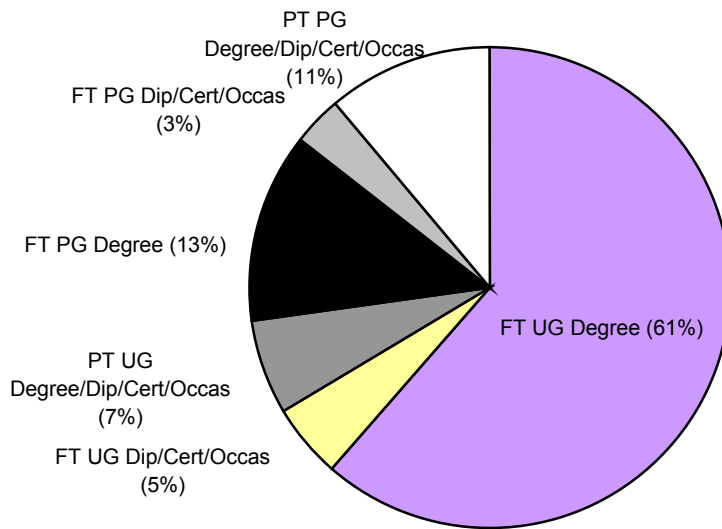
Figure 7b: Percentage of postgraduate students by category, 2003/04

PT PG Occasional
11%

PT PG Diploma
9%

FT PG Diploma
12%

PT PG Taught
16%

FT PG research
34%

PT PG research
4%

FT PG Taught
14%
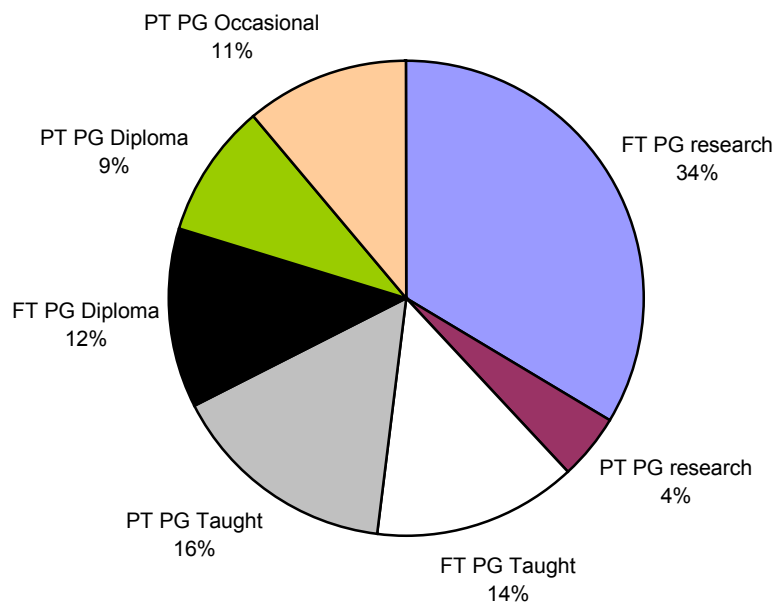
IV.   ACADEMIC STAFF

New Academic Appointments
The success of courses of study is very dependent on the distinction of the academic staff involved. During the academic year 2003/04, 71 new academic appointments were made as illustrated below in Table 3. Of the 71 appointments made, six were to a Chair, two to a Senior Lectureship and 63 to Lectureships.

Of those appointed, 51% (61% in 2002/03) held doctoral degrees. Forty-five (35% in 2002/03) held at least one postgraduate or professional qualification of equivalent standing below doctoral level (of these, 34% are in Lecturer/Registrar positions who have higher professional medical qualifications). Four percent (three staff) held primary degrees only at the date of appointment (4% in 2002/03).

The proportion of permanent to contract appointments was 17:83 (16:84 in 2002/03).

Table 3: New academic appointments 2003/04 and 2002/03

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer / Registrar	Total
2003/04								
12	4	5	1	5	6	29	9	71
17%	6%	7%	1%	7%	8%	41%	13%	100%
2002/03								
8	4	7	1	2	-	22	5	49
16%	8%	14%	2%	4%	0%	45%	10%	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
Staff:student ratios in 2003/04 ranged from 1:11 in the Faculty of Health Sciences (1:12 in 2002/03) to 1:24 in the Faculty of Business, Economic and Social Studies (1:24 in 2002/03). Further details are provided in Tables C4(a) - C4(i) on pages C3 - C11. A staff:student ratio for the College cannot be provided as staff data for the all Faculties were not available.

V. ACADEMIC PROGRESS

Junior Freshman Students Successfully Completing the Year

The percentage of fulltime Junior Freshman degree students who successfully completed the year in 2003/04 averaged 87% across College. These data are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations against the number of students registered at the end of Trinity Term (and includes students off-books who are taking the examinations). In interpreting data on pass rates it should be noted that in courses with small student numbers, a small number of failures produces a very low percentage pass rate. Junior Freshman completion rates of 75% or less are found in eight areas (see Table D1 on pages D1-D2 in the Appendices). 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. The most commonly cited reasons for pass rates lower than 75% include students being admitted to a low preference course and lower than average minimum entry points. Many departments have taken measures to improve the pass rates in their programmes, and these include revisions to the curriculum and the provision of extra tuition for students experiencing academic difficulties.

Students Off-books

In 2003/04 a total of 311 students were off-books compared to 338 in 2002/03 and 315 in 2001/02. The principal grounds for being off-books in 2003/04 were personal (35%) compared to academic (38%) in 2002/03.

Figure 8: Reasons for students going off-books 2003/04, 2002/03, 2001/02
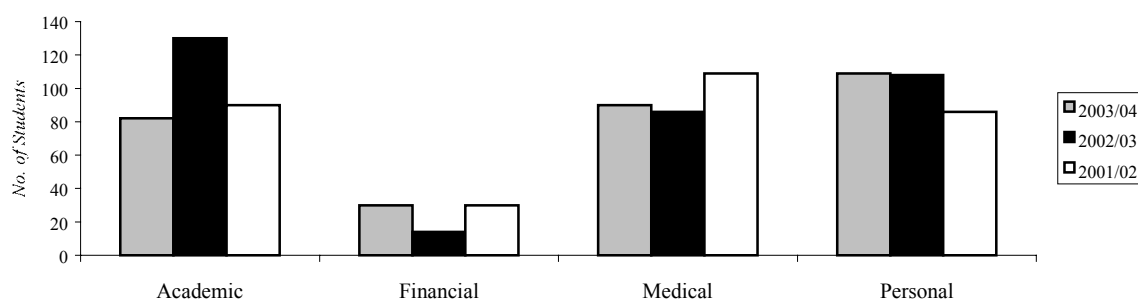
Foundation Scholarship Examination

A total of 343 students presented for the foundation scholarship examination in 2004 (316 in 2003, 287 in 2002). Seventy-nine foundation and non-foundation scholarships were awarded in 2004 (67 in 2003, 64 in 2002). This represents 23% of those presenting for the examination. Forty-five percent of the scholarships awarded were to females (61% in 2003) and 55%, to males (39% in 2003). Details of scholarships awarded by course are given in Table D2, page D3 in the Appendices.

Figure 9: Foundation and non-foundation scholarships 2004, 2003, 2002
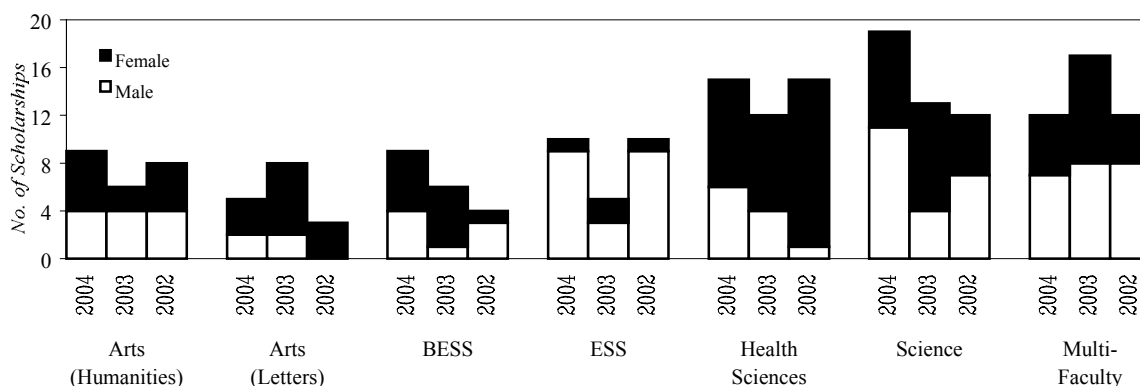
External Examiners

A total of 160 (148 in 2002/03) external examiners was appointed to examine during 2003/04, of whom 102, comprising 64% (73% in 2002), have submitted their annual report to the Senior Lecturer. Ninety percent of external examiners are from Ireland and the UK. As the College pursues its objective of internationalisation it might be appropriate to emphasise more internal diversity in the external examiner group.

For more detailed data please refer to Table D3, page D4 in the Appendices.

Commencements, Firsts and Gold Medal Awards

Twenty-seven commencement ceremonies were held during 2003 at which 3,863 (4,075 in 2002) degrees were conferred (2,797 primary degrees, and 1,066 higher degrees). For more detail see Table D4 on page D5 in the Appendices.

A total of 329 students (15%) received first class honors degrees in 2004 (319 in 2003), and fifty students (2%) received Gold Medals (53 in 2003).

Figure 10: First class degrees and gold medals 2003/04, 2002/03, 2001/02
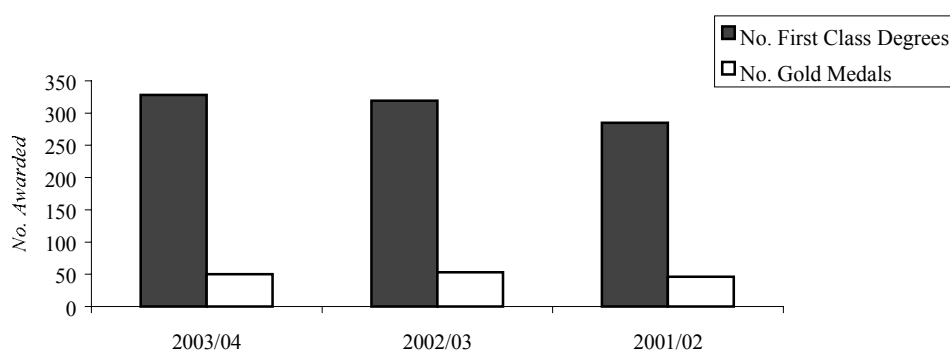
Figure 11: Percentage of first class degrees and gold medals by faculty 2003/04
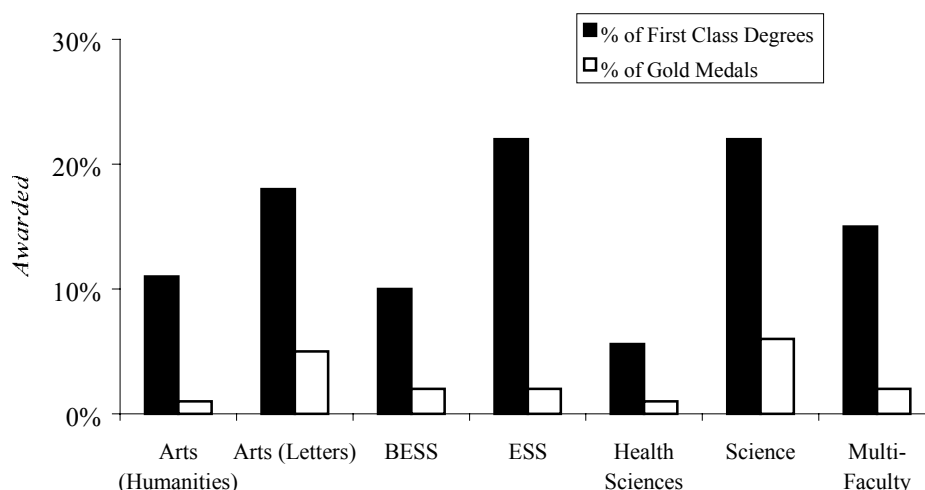
Distribution of Grades Achieved at Degree Examinations 2004
In 2003/04 15% (15% in 2002/03) of students achieved a first class result at their degree examination, 57% (56% in 2002/03) achieved a second class first division, and 21% (21% in 2002/03) obtained a second class second division.

Table D5 on page D6 gives summary data for the last five years and information by course for the year 2003/04 is given in Table D6 on pages D7-D8. In 1999/00 the percentage of first class results awarded was 9%, compared to 15% in 2003/04. However, the percentage of second class first division results awarded in the same period has remained fairly constant (55% in 1999/00, and 57% in 2003/04).

Student Retention
Improving the student experience is a central objective of College's Strategic Plan and the appointment of a Dean of Students in 2003 is a positive step in this direction.

The Student Counselling Service received funding from the Higher Education Authority (HEA) under its Strategic Initiatives Scheme to undertake work in the area of student retention. The initiatives that have received financial support 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; (v) Access Research Project.

Specific projects relating to the above initiatives include:

Website for First-year Students It is widely accepted that first year students are at risk of dropping out during their first term at College. An orientation website for incoming first year students was developed and used extensively during the period August – December 2003.

The Peer Support Programme This programme trained approximately 60 students to act as peer supporters for other students, and organised a matching system of support for students at risk of dropping out. This was a useful intervention as peers are the preferred source of support for students.

The Learning Support Programme This programme continues to provide a co-ordinated response to learning and personal development needs of students in Trinity College. The programme also delivers comprehensive learning assistance to students experiencing learning difficulties that adversely affect their academic performance.

In addition to the above, funding was also awarded to the Department of Pure and Applied Mathematics to run a *Mathematics Help Room.*

VI.   NEW COURSE DEVELOPMENTS

The following courses were launched in 2004/05:

Table 4(a): Courses launched in 2004/05

COURSE	NO. OF STUDENTS	QUOTA
POSTGRADUATE		
Degree		
Faculty of Arts (Humanities)		
M.Sc./Phd in Neuroscience	6 (M.Sc.)	7
Faculty of Arts (Letters)		
M.Phil in Literary Translation	9	15
Faculty of Business, Economic and Social Science		
M.Sc. in Economic Science	12	15
Faculty of Health Sciences		
M.Sc. Clinical Speech & Language Studies (Dysphagia)	7	30*
M.Sc/Phd in Molecular Medicine	0	6
Faculty of Science		
M.Sc. in Pharmaceutical Manufacturing Technology	(Jan 2005)	50
Total Postgraduate Degree	**34**	**123**
Diploma		
Faculty of Arts (Humanities)		
P.G. Dip. in Clinical Supervision (Psychology)	4	9
Faculty of Health Science		
P.G.Dip. Clinical Speech & Language Studies (Dysphagia)	0	30*
P.G. Dip. in Professional Nursing Studies	21	40
P.G. Dip. in Professional Midwifery Studies	2	10
P.G. Dip in Molecular Medicine	0	17
Total Postgraduate Diploma	**27**	**106**

* Overall quota of 30 between diploma and degree programmes

No undergraduate courses were launched in 2004/05.

Table 4(b): Courses launched in 2003/04

COURSE	NO. OF STUDENTS	QUOTA
UNDERGRADUATE		
Degree		
Faculty of Health Sciences		
Bachelor in Midwifery Studies (Honors) (entry to the 4th year)	14	20
Two Subject Moderatorship		
Film Studies	9	20
Total Undergraduate Degree	**23**	**40**
POSTGRADUATE		
Degree		
Faculty of Arts (Humanities)		
M. Phil in Irish Art History	9	8
Faculty of Business, Economic, and Social Studies		
M.Sc. (Mgmt.) International Business Programme	32	30
Faculty of Engineering and Systems Sciences		
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.

VII. ACADEMIC DEVELOPMENTS

Broad Curriculum (www.tcd.ie/broad_curriculum)
The implementation of the Broad Curriculum policy, approved by Council in March 1999, is a key objective of College's Strategic plan. The policy sets out to promote nine attributes of the Trinity College 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. These include 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[2].

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

Cross-Faculty Courses
Ten cross-faculty courses were available in 2003/04. The courses aim to promote breadth of learning at undergraduate level. Six hundred students had registered for a cross-faculty course by the beginning of October 2003 (600 in 2002).

The policy of substitution and credit for Broad Curriculum cross-faculty courses was endorsed by Council in 2002. Fifty-eight percent of undergraduate degree courses provided for full substitution of cross-faculty courses for elements of the curriculum in 2003/04. A further 15% of undergraduate degree courses permitted students to gain extra marks towards their annual examinations upon successful completion of a Broad Curriculum course. The retention rate in 2003/04 was 80% representing a significant improvement on the previous year (34% in 2002/03). *(See Appendix E for details of Broad Curriculum Cross-Faculty Courses on offer in 2003/04.)*

Small Group Teaching and Learning - Postgraduate Teaching Studentships
Sixty studentships were awarded across 38 departments over the three-year period 2001/02 to 2003/04. The studentships promote small group teaching and learning and offer practical experience and training in pedagogy to postgraduate students. All studentships were offered for a three-year period and were allocated by the Academic Affairs Committee on the basis of proposals submitted by departments.

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. Evaluations by departments in receipt of a postgraduate studentship and/or a contract lectureship for the academic year 2003/04 attested to the success of the schemes. Participating students and staff experienced real benefits from the initiatives.

Language Modules
The Centre for Language and Communication Studies has offered language modules since 1993/94. The objectives of the modules are to develop students' second/foreign language skills and enhance their qualifications and vocational prospects. Modules in French, German, Italian and Spanish were on offer in 2003/04.

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

---

[2] *European Computer Driving License classes are available*

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 by external reviewers of the Broad Curriculum will be conducted in Hilary Term 2005. The reviewers will be invited to:
- comment on whether or not College has reached its general and specific objectives associated with the Broad Curriculum initiative
- comment on the success, effectiveness and quality of the Broad Curriculum initiative with special emphasis on the Cross-Faculty courses and the Postgraduate Teaching Studentships
- advise on improvements and future development of the Broad Curriculum policy in Trinity College.

Working Party on Lifelong Learning
A Working Party on Lifelong Learning presented to Council in June 2004 its final report entitled *Description of Current Provision and Policy in relation to Lifelong Learning and Options for Development*. The report shows that Trinity's involvement in lifelong learning is significantly greater than had been previously anticipated. A total of 4,948 students could be regarded as participating in lifelong learning courses in 2003/04. This includes 1,159 students registered for undergraduate programmes other than fulltime degrees, 2,440 students registered for postgraduate programmes other than those by research alone, and 1,349 students taking an extra-mural or uncertified course. Students registered for lifelong learning courses represented approximately 23% of the student population (this does not include the students who enrolled for uncertified courses). One of College's strategic objectives is to develop a policy on lifelong learning, and the aim of the report is to stimulate discussion regarding the development of such a policy.

The Bologna Process
The provision of additional resources by the HEA 'to support progression of the objectives contained in the Bologna Declaration' has enabled the College to undertake new initiatives including the establishment of a 'Bologna Desk' within the Senior Lecturer's Area, and start-up funding for initiatives and projects at course and department level.

The 'Bologna desk' was set up to provide a central source of information and provision of advice for the College community on the developing process both internally and externally, as well as administrative support for College's participation in the process, including formalising the use of the European Credit Transfer System (ECTS) in undergraduate programmes, the extension of ECTS to all postgraduate taught courses, and the introduction of the Diploma Supplement.

In the Hilary term, a Call for Proposals was issued, inviting submissions under three broad headings: strengthening of the European dimension in higher education, mobility for staff and students, and developments aimed at promoting lifelong learning. Submissions were considered by the Deans' Committee and funding totalling €215,000 was allocated to twenty-one projects, mainly in academic departments, for the 2004/05 academic year.

In relation to the Bologna Process, the University Council re-affirmed College's commitment to the four-year Honors Bachelor and one-year Masters degree cycles. This corresponds to the current policy position of the Conference of Heads of Irish Universities.

Centre for Academic Practice and Student Learning

The development of the Centre for Academic Practice and Student Learning (CAPSL) was part of the education strategy for College and in 2003 this Centre was established. Its first Director, Dr Kelly, took up appointment on the 1st September 2003. CAPSL combined three main elements (a) academic practice (incorporating academic staff development and the activities of the Quality Office); (b) enhancement of student learning; (c) the promotion of e-learning through the Centre for Learning Technology.

The resignation in April 2004 of Dr Kelly provided an opportunity to review the operations of CAPSL. It was agreed that the Quality Assurance (departmental review) activity would revert to being a separate independent office within the Senior Lecturer's Area, and that all other activities related to (a), (b) and (c) listed above would remain within CAPSL. Mr Vincent Wade took up appointment as Director of CAPSL on the 1st November 2004.

Centre for Learning Technology

The Centre for Learning Technology (CLT) 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: (i) supporting College e-learning projects (from planning and design through to implementation and deployment); (ii) providing consultancy for academic courses and staff in e-learning pedagogy, technology and strategy; and (iii) 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 2003/04, the Centre was involved in the e-learning activity of almost 8,000 full-time students (approximately 52% of the student population), an increase of 1,000 over the previous year. During 2003/04, 44 academic departments were involved with one or more e-learning based courses, and over 400 academic staff were using e-learning pedagogy and technology. The Centre also supported seven e-learning projects drawn from all six faculties, and designed and conducted a comprehensive range of workshops and seminars covering key aspects of e-learning.

The Centre continues to be proactive in assisting the e-learning sector within Ireland as well as contributing in the European e-learning sector. The Centre hosted its fourth highly successful mini-conference of e-learning (11th May 2004) which had delegates from Trinity and from the other Irish universities and Institutes of Technology.

Centralised Student Feedback Facility

A three-year pilot programme to provide a centralised support service for the evaluation of teaching through student surveys, supported by the HEA's Strategic Initiatives Scheme, concluded in 2003/04. This initiative has enabled College to establish a central facility to support academic departments on the construction of survey instruments, to administer surveys under controlled conditions, and to produce standard reports. In 2003/04 surveys were carried out on courses from 24 departments as well as on the ten Broad Curriculum cross-faculty courses.

At the end of the 2003/04 academic year, a review of the student feedback facility was carried out. Interviews were conducted with academic staff whose course(s) were surveyed and overall these interviewees indicated a high level of satisfaction with the service provided. This facility will be further developed in 2004/05.

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 2003 were:

- Dr. Amanda Piesse (English)
- Dr. Brian Foley (Electronic & Electrical Engineering)
- Dr. Edna Roche (Paediatrics)
- Ms. Meriel Huggard (Computer Science)

Up to four awards will be made in 2004/05, one of which will be an Early Career Award. A total of 25 nominations have been received including eight deferrals from the previous year. The successful nominees will be announced by the Provost in Hilary Term 2005. This scheme receives part funding from the HEA under the Strategic Initiatives Scheme.

Learning Innovation Projects

In the academic year 2003/04 the *Teaching Development Grant Scheme,* which received funding under the HEA Strategic Initiatives Scheme, was combined with a grant scheme offered by the Centre for Learning Technology to form the *Learning Innovation Projects.* Funding is available for the design, development, deployment and evaluation of a learning innovation in one or more of the following areas: Curriculum Design, E-Learning or Learning with Information Communications Technology, Assessment Methods, or Teaching and Learning Methodology. The chosen projects seek to enhance student learning within existing or new College courses, involving undergraduate or postgraduate students.

Total funding of €75,000 was available for departmental initiatives and individual projects. A sub committee consisting of representatives of the Academic Practice and Quality Committee and the Learning Development Committee considered a total of forty seven bids and awarded a total of €33,000 to four departmental initiatives and €42,000 to eleven individual initiatives. The departmental and individual initiatives which received funding are listed in Appendix F1.

VIII. QUALITY ISSUES

Academic Departmental Reviews
The first five-year cycle of departmental reviews was completed in 2004, and during this cycle a total of 58 departments were reviewed. In 2004 the University Council approved a seven-year cycle of academic departmental reviews as well as changes to the review process. In preparation of the self assessment document, a department is now required to undertake a review of its curriculum, and either develop or update its strategic plan. The review team will for the first time include an internal reviewer to be selected from a cognate department outside the Faculty. The internal reviewer will be at senior lecturer level or higher and must not be involved in joint teaching or research with the department under review. Full details on the review process are available on the Quality Office web pages (www.tcd.ie/senior_lecturer).

Sectoral Initiatives
During 2003/04 the College was involved in three cross-sectoral projects which are funded as part of the Quality Assurance Programme. These projects are ongoing and are concerned with student support services, the administration of PhD programmes, and mathematics teaching and learning.

Higher Education Authority Review of Quality Assurance in Irish Universities
In 2002/03 the Higher Education Authority (HEA) and the Irish Universities Quality Board (IUQB) jointly commissioned the European University Association (EUA) to carry out a review of the quality assurance procedures in place in the seven CHIU universities. College completed a self-evaluation report following EUA guidelines, and hosted two site visits by the EUA review team in June/July and October 2004.

During the visits, the Review Team met, amongst others, the Faculty Deans and members of academic staff and students, Directors of Research Centres and external stakeholders, College Executive Officers and members of College Board and University Council. The main visit concluded with an oral presentation of the preliminary findings of the review. In addition to producing a sectoral report, the EUA will produce an individual report on each university. Each institution will have an opportunity to comment formally on this report prior to its submission, together with the institution's comments and those of the IUQB, to the Minister for Education and Science. On completion of this process, each university will be required to publish its report on its website.

APPENDIX A – APPLICATIONS AND ADMISSIONS 2004

1.   APPLICATIONS

In reviewing 2004 admissions data, Council is invited to note the following points:

- A total of 57,056 applicants applied to Irish higher education institutions through the CAO, representing a decrease of 1.5% on the 2003 application figures.
- Trinity continued to attract a substantial proportion (12%) of first preference applications in the CAO system.
- The number of first preference applications to Trinity College fell by 3.4% to 6,700 compared with 6,931 in 2003. The College's overall ratio of first preference applications to quota fell to 2.8:1 (2.9:1 in 2003).
- The term 'eligible applications' refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. There is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota. The data shown in Tables A3 – A6 provide this information. The overall ratio of eligible first preference applications to quota is 1.9:1.
- Interest in information technology courses continued to decline in 2004. Trinity's degree programmes in Computer Science, and Information and Communications Technology were not filled this year.
- Courses in Natural Science, Business, Economic and Social Studies, and Engineering, all with a quota in excess of 170, have maintained a strong sectoral position.
- 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 25% in 2004 (23% in 2003).
- The number of applications for admission under the Mature Student Dispensation Scheme decreased by 15% (669 in 2004 compared with 783 in 2003), but the number of registered students within this category increased by 17% (118 in 2004 compared with 101 in 2003).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 2000 to 2004. The percentages range from 100% to 44% and 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) 2004, 2003, 2002
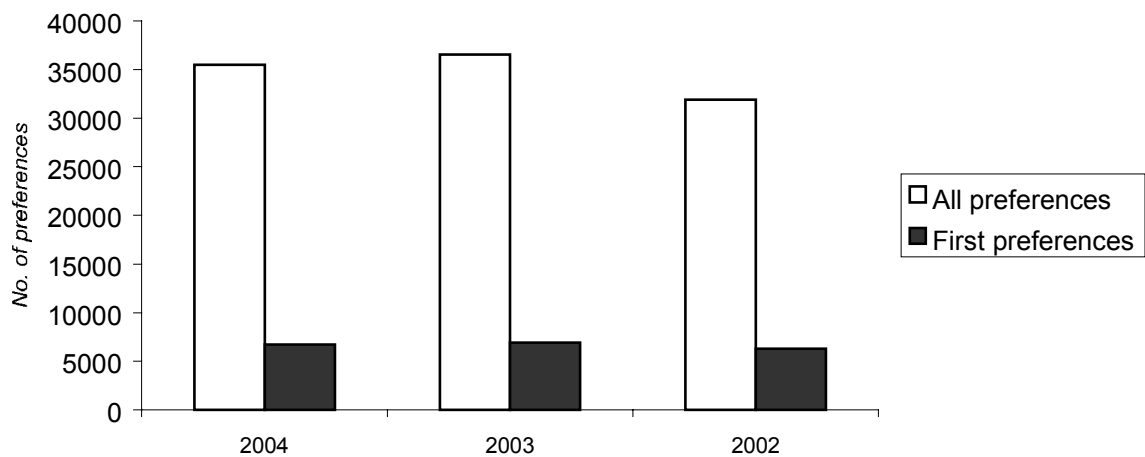
Figure A2: Total number of CAO applicants to all universities 2004, 2003, 2002
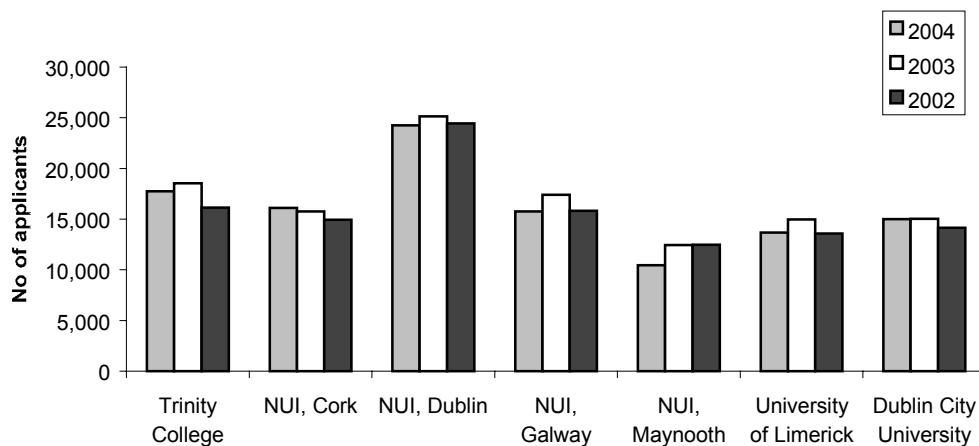
In 2004 the total number of CAO applicants to Trinity College was 17,738 compared with 18,552 in 2003, and 16,142 in 2002. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 17,738 refers to the number of *applicants* who indicated a preference for one or more courses in Trinity College.

The total number of applications to courses (all preferences) in Trinity College was 35,516 in 2004 compared with 36,547 in 2003. In 2004, the ratio of applications (all preferences) to quotas ranged from 62.8:1 in TSM Psychology to 1.8:1 in Computer Science, Linguistics and German. The overall College ratio was 14.7:1 (15.3:1 in 2003).

Figure A3: Ratio of CAO applications (all preferences) to quota 2004, 2003, 2002
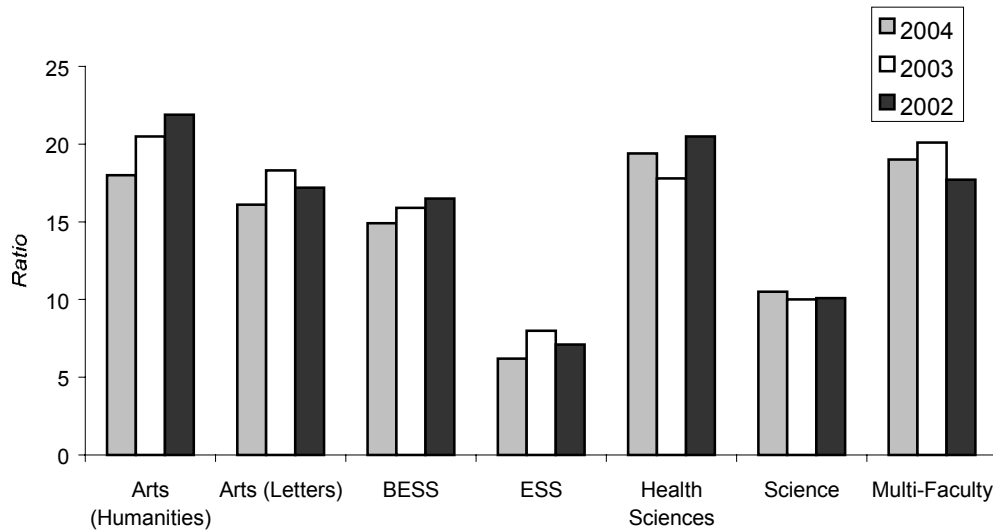
Further detail is given on Tables A3 and A4 on pages A9-A11.

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 and non-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)   Applications from Visiting Students
The Admissions Office processed 204 applications from one-year and one-term visiting students (see Table A1(a), page A5) in 2004. These applications are from EU and non-EU students.

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

Non-EU Direct Entry Applications   The Admissions Office processed 295 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science.

In addition, 532 non-EU direct applications were processed from students seeking admission to Medicine (467 in 2003) and 50 from students seeking admission to Dental Science (48 in 2003).

The quota of places in medicine available for non-EU students in 2004 was reduced from 60 to 50 to facilitate the introduction of a five-year degree programme in 2005. 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.

Direct Applications	2004				2003				2002			
	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students*	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students
Diploma in Information Systems	46	80	0.6	33	51	80	0.6	35	42	80	0.5	30
B.Sc. Information Systems	49			33	11			2	20			14
B.Sc. Business and Information Technology	29	50	0.6	19	61	50	1.2	37	34	50	0.7	32
B.Sc. Computer Science (evening)	88	64	1.4	15	30	64	0.5	24	77	64	1.2	21
SOCRATES One Year Students	201			197	220			197	207			198
SOCRATES One Term Students	78			74	124			63	81			69
Diploma in European Painting	37	24	1.5	24	58	24	2.4	24	44	24	1.8	24
Pharmaceutical Technicians Course Year 1	71	50	1.4	31	67	50	1.3	33	64	50	1.3	26
Certificate Course in Dental Nursing (CAO in 2004)	1310	20	65.5	14	985	20	49.3	18	42	20	2.1	14
Diploma in Dental Technology (CAO in 2004)	494	6	82.3	5	351	6	58.5	1	16	6	2.7	3
Diploma in Dental Hygiene (CAO in 2004)	961	8	120.1	10	775	8	96.9	6	71	8	8.9	7
Bachelor in Acting Studies (formerly Theatre Studies)	216	12	18.0	10	194	12	16.2	10	*Admission to course suspended 2002/03*			
Certificate in Maximising Performance and Monitoring of Training in Sport	*Course suspended 2004/05*				*Course suspended 2003/04*				13	12	1.1	9
Diploma in Addiction Studies	41	24	1.7	23	40	24	1.7	23	48	24	2.0	24
Diploma in Counselling^	*Next Intake October 2005*				50	28	1.8	28	*Next Intake October 2004*			
Diploma in Theology	8	8	1.0	8	8	8	1.0	8	9	8	1.1	8
Diploma in Sign Language/English Interpreting	15	15	1.0	6	12	15	0.8	12	14	15	0.9	12
Diploma in Irish Sign Language Teaching	8	15	0.5	6	8	15	0.5	7	9	15	0.6	7
Diploma in Deaf Studies	26	15	1.7	14	23	15	1.5	15	14	15	0.9	7
TAP - Foundation course for Higher Education - Mature Students	101	25	4.0	25	94	25	3.8	24	111	25	4.4	26
TAP - Foundation course for Higher Education - Young Adults	130	25	5.2	26	157	25	6.3	23	90	25	3.6	26
Bachelor in Nursing Studies October intake	408	100	4.1	87	349	100	3.5	105	115	100	1.2	86
Bachelor in Nursing Studies February (2005) intake	244	200	1.2		170	200	0.9	194	313	200	1.6	217
Bachelor in Midwifery Studies	21	12	1.8	12	20	12	1.7	10				
Access to Degree (Nursing)	54	100	0.5	34	60	100	0.6	39	67	100	0.7	39
Access to medicine / dentistry through science (non-EU)	10			10	10			10				
Non-EU: Medicine	532			50	467			53	485			65
Dental Science	50			9	48			4	37			2
Other full degree	295			47	386			59	343			43
One Year Visiting Students	189			159	234			161	205			169
One Term Students	15			11	47			30	15			3

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

* Registrations as at 29.10.2004

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by faculty, 2004 – 1997

	2004	**2003**	**2002**	**2001**	**2000**	**1999**	**1998**	**1997**
Number of applicants	669	783	696	536	560	663	765	856
Number of applicants offered places	155	132	132	101	120	131	131	126
Number of students registered by Faculty:								
Arts (Humanities) & Arts (Letters)	30	29	45	16	22	23	44	35
Business, Economic & Social Studies	22	24	23	26	28	31	32	32
Engineering & Systems Sciences	1	4	2	4	6	2	10	5
Health Sciences	19	11	12	10	7	9	11	9
Science	18	10	14	9	12	17	7	8
Multi-faculty	28	23	9	17	18	24	7	7
Total students registered	**118**	**101**	**105**	**82**	**93**	**106**	**111**	**96**

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 2004

Course	Quota	First preferences	Cut-off points level	Number registered 2004/05
Applications made via CAO				
Classics*	15	13	470	4
Computer Science	65	58	350	29
Information & Communications Technology	80	9	400	4
Mental Handicap Nursing	40	60	300	29
Computational Chemistry/Physics	15	4	405	5
Computer Science, Linguistics & a Language	25	7	435	4
TSM**: Biblical & Theological Studies	24	37	335	13
Early Irish	10	1	430	1
German	32	26	405	15
Jewish Studies	10	1	No offers	0
Latin	10	11	400	5
Modern Irish	30	29	315	20
Russian	36	29	315	9
TOTALS	**392**	**285**		**138**

* It should be noted that in addition to offering the single honor programme in Classics, the School offers four subjects within the Two-Subject Moderatorship programme (i.e. Ancient History & 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 2003

Course	Quota	First preferences	Cut-off points level	Number registered 2003/04
Applications made via CAO				
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 A3: Ratio of total and eligible CAO applications to quota for 2004, 2003, 2002

Course	2004				2003				2002			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
Faculty of Arts (Humanities)												
Biblical & Theological Studies	174	21	8.3	5.1	181	21	8.6	4.7	209	21	10.0	5.5
History	589	38	15.5	11.0	633	38	16.7	11.8	731	38	19.2	14.4
Law	1294	79	16.4	13.0	1394	79	17.6	13.5	1468	79	18.6	14.4
Mental and Moral Science	280	17	16.5	10.6	382	17	22.5	15.2	425	17	25.0	16.8
Music *(increase quota by 5 in 2004)*	174	15	11.6	3.9	206	10	20.6	6.9	176	10	17.6	4.1
Music Education	99	10	9.9	2.4	117	10	11.7	3.6	118	10	11.8	2.3
Psychology	1180	31	38.1	28.0	1320	31	42.6	28.9	1376	31	44.4	29.9
Total	**3790**	**211**	**18.0**	**12.7**	**4233**	**206**	**20.5**	**13.9**	**4503**	**206**	**21.9**	**14.9**
Faculty of Arts (Letters)												
Classics	147	15	9.8	1.2	157	15	10.5	1.1	120	15	8.0	1.0
Drama & Theatre Studies	292	12	24.3	6.3	308	12	25.7	6.4	307	12	25.6	3.4
Early & Modern Irish	191	15	12.7	9.2	203	15	13.5	9.5	215	15	14.3	9.1
English Studies	653	34	19.2	14.2	775	34	22.8	16.6	719	34	21.1	15.5
Germanic Languages	73	8	9.1	5.1	94	8	11.8	7.0	81	8	10.1	5.8
Total	**1356**	**84**	**16.1**	**9.0**	**1537**	**84**	**18.3**	**10.2**	**1442**	**84**	**17.2**	**9.1**
Faculty of Business, Economic & Social Studies												
Business, Economic & Social Studies	2318	216	10.7	8.8	2301	216	10.7	8.7	2144	216	9.9	8.0
Social Studies	1118	30	37.3	19.4	1315	30	43.8	22.3	1563	30	52.1	27.3
Sociology & Social Policy	520	20	26.0	18.6	601	20	30.1	19.4	686	20	34.3	22.0
Total	**3956**	**266**	**14.9**	**10.7**	**4217**	**266**	**15.9**	**11.0**	**4393**	**266**	**16.5**	**11.2**
Faculty of Engineering & Systems Sciences												
Computer Science	475	65	7.3	2.5	629	65	9.7	3.3	615	65	9.5	4.2
Engineering	1289	175	7.4	5.2	1510	175	8.6	5.7	1346	175	7.7	5.1
Information & Communications Technology*	157	80	2.0	0.4	415	80	5.2	0.7	526	120	4.4	0.9
Management Science and Information Systems Studies	163	24	6.8	4.8	183	24	7.6	4.6	181	24	7.5	4.7
Manufacturing Engineering with Management Science	180	20	9.0	5.5	161	20	8.1	4.2	206	20	10.3	4.7
Total	**2264**	**364**	**6.2**	**3.6**	**2898**	**364**	**8.0**	**4.0**	**2874**	**404**	**7.1**	**3.6**

*The demand for this course dropped again in 2003 and the quota was reduced from 120 to 80. This reduction was off-set 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 2004, 2003, 2002

Course	2004				2003				2002			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
(/....contd)												
Faculty of Health Sciences												
Clinical Speech & Language Studies	526	29	18.1	14.4	495	29	17.1	12.9	544	29	18.8	14.4
Dental Science	518	32	16.2	11.9	500	32	15.6	10.8	459	32	14.3	10.1
Medicine*	1702	50	34.0	24.1	1353	60	22.6	15.3	1117	60	18.6	12.9
Occupational Therapy	618	40	15.5	12.0	671	40	16.8	12.1	826	40	20.7	14.9
Physiotherapy	1202	40	30.1	19.4	1181	40	29.5	16.4	1220	40	30.5	17.2
Radiation Therapy	441	25	17.6	13.9	457	25	18.3	15.2	469	25	18.8	15.8
General Nursing^	2659	159	16.7	7.5	2544	159	16.0	6.8				
Mental Handicap Nursing^	573	40	14.3	7.6	514	43	12.0	4.7				
Psychiatric Nursing^	823	51	16.1	4.0	687	45	15.3	6.2				
Total	**9062**	**466**	**19.4**	**11.4**	**8402**	**473**	**17.8**	**10.0**	**4635**	**226**	**20.5**	**14.1**
Faculty of Science												
Human Genetics	420	10	42.0	27.5	385	10	38.5	21.0	433	15	28.9	19.2
Mathematics	395	30	13.2	9.9	401	30	13.4	9.0	398	30	13.3	9.2
Pharmacy	1073	70	15.3	12.7	854	70	12.2	9.5	918	70	13.1	10.5
Science**	2489	290	8.6	6.6	2368	275	8.6	5.9	2264	270	8.4	5.7
Theoretical Physics	252	35	7.2	5.0	254	35	7.3	4.8	267	35	7.6	5.0
Computational Chemistry/Physics	47	15	3.1	2.6	49	15	3.3	2.2	60	15	4.0	2.2
Medicinal Chemistry	405	25	16.2	13.4	368	25	14.7	12.3	377	25	15.1	12.8
Physics and Chemistry of Advanced Materials	114	20	5.7	4.1	118	20	5.9	4.4	115	20	5.8	4.4
Total	**5195**	**495**	**10.5**	**8.1**	**4797**	**480**	**10.0**	**7.0**	**4832**	**480**	**10.1**	**7.1**
Multi-Faculty												
Business Studies & French	417	15	27.8	17.6	414	15	27.6	16.3	319	15	21.3	11.9
Business Studies & German	228	20	11.4	6.7	334	20	16.7	9.9	250	20	12.5	7.8
Business Studies & Russian	80	7	11.4	5.6	136	7	19.4	11.7	71	7	10.1	6.3
Computer Science, Linguistics & French	52	10	5.2	2.0	61	10	6.1	1.9	87	10	8.7	3.1
Computer Science, Linguistics & German	18	10	1.8	0.6	40	10	4.0	0.9	94	10	9.4	1.8
Computer Science, Linguistics & Irish	12	5	2.4	1.0	11	5	2.2	-	20	5	4.0	0.4
European Studies	428	33	13.0	8.7	410	33	12.4	7.9	363	33	11.0	7.0
History & Political Science	493	14	35.2	27.0	455	14	32.5	24.5	527	14	37.6	30.2
Law & French	181	10	18.1	13.5	212	10	21.2	15.7	258	10	25.8	20.2
Law & German	110	10	11.0	7.5	120	10	12.0	9.3	129	10	12.9	10.2
Philosophy & Political Science	277	10	27.7	20.4	284	10	28.4	20.0	273	10	27.3	19.5
Two Subject Moderatorship	7597	378	20.1	14.7	7986	376	21.2	14.6	6712	366	18.3	13.1
Total	**9893**	**522**	**19.0**	**13.6**	**10463**	**520**	**20.1**	**13.7**	**9103**	**510**	**17.8**	**12.3**
G R A N D T O T A L	**35516**	**2408**	**14.7**	**8.9**	**36547**	**2393**	**15.3**	**9.7**	**31782**	**2176**	**14.6**	**9.7**

*Quota adjusted to 50 in 2004 to facilitate transition from a six- to a five-year programme in 2005.

^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 , and to 250 in 2004, to compensate for underfill in 2002 and 2003.

**The quota for science was increased by 15 in 2004 to allow for additional places in biochemistry & immunology (5) and neuroscience (10).

Table A4: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2004, 2003, 2002

Two Subject Moderatorship Course	2004				2003				2002			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
Ancient History & Archaeology	520	23	22.6	15.8	615	23	26.7	17.4	691	23	30.0	20.6
Biblical & Theological Studies	313	24	13.0	8.3	307	24	12.8	7.8	231	24	9.6	6.5
Classical Civilisation	613	29	21.1	15.4	532	29	18.3	13.3	512	29	17.7	13.1
Drama Studies	556	20	27.8	13.7	420	20	21.0	5.8	340	20	17.0	6.1
Early Irish	17	-	-		17	-	-	-	17	-	-	-
Economics	815	43	19.0	16.2	808	43	18.8	15.1	814	43	18.9	15.8
English Literature	2013	81	24.9	18.7	2324	81	28.7	21.1	1810	81	22.3	16.1
Film Studies	1249	20	62.5	45.7	1063	20	53.2	32.5				-
French	716	84	8.5	5.5	1260	84	15.0	10.5	1024	84	12.2	9.0
Geography	554	35	15.8	12.5	665	35	19.0	14.7	652	35	18.6	14.7
German	372	32	11.6	8.3	335	32	10.5	7.1	319	32	10.0	6.6
Greek	59	-	-		45	-	-	-	44	-	-	-
History	1191	40	29.8	22.7	1241	40	31.0	22.9	1133	40	28.3	21.3
History of Art and Architecture	779	28	27.8	21.5	725	28	25.9	18.3	699	28	25.0	17.8
Italian	385	30	12.8	9.4	478	30	15.9	10.4	470	30	15.7	10.7
Jewish Studies	23	10	2.3	0.8	44	10	4.4	2.2	26	10	2.6	1.8
Latin	92	10	9.2	5.9	64	10	6.4	3.9	90	10	9.0	5.6
Mathematics^	340	15	22.7	16.5	259	10	25.9	16.3	272	10	27.2	17.6
Modern Irish	385	30	12.8	10.2	378	30	12.6	9.8	284	30	9.5	7.6
Music	181	8	22.6	9.9	223	8	27.9	12.0	148	8	18.5	5.9
Philosophy	941	43	21.9	16.4	1074	43	25.0	18.8	981	43	22.8	16.7
Psychology	1068	17	62.8	47.7	1064	17	62.6	44.4	1052	17	61.9	43.6
Russian	161	36	4.5	2.8	180	36	5.0	3.3	145	36	4.0	2.1
Sociology	1301	59	22.1	17.3	1313	59	22.3	16.5	1238	59	21.0	16.0
Spanish	550	39	14.1	9.9	538	39	13.8	9.2	432	39	11.1	7.5
Total	**15194**	**756**	**20.1**	**14.7**	**15972**	**751**	**21.3**	**14.8**	**13424**	**731**	**18.4**	**13.1**

^Quota for TSM Mathematics increased by 5% in 2004

Table A5: CAO first preference applications - quotas, points, number registered 2004, 2003, 2002

	2004							2003							2002					
Course	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 29.10.2004	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.2003	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 22.10.2002	Ratio of Eligible 1st pref applcns to quota
Faculty of Arts (Humanities)																				
Biblical & Theological Studies	21	21	1.0	310	1.1	20	0.1	21	15	0.7	310	0.9	17	0.3	21	16	0.8	290	1.1	15	0.3
History	38	88	2.3	480*	2.4	37	1.2	38	95	2.5	460*	2.5	38	1.7	38	98	2.6	475	2.5	39	1.8
Law	79	518	6.6	555*	6.8	76	5.4	79	561	7.1	540*	7.3	77	5.7	79	603	7.6	545	7.6	79	6.3
Mental and Moral Science	17	24	1.4	415	1.4	17	0.8	17	27	1.6	470	1.4	19	0.9	17	34	2.0	445	2.1	16	1.2
Music *(increase in quota by 5 in 2004)*	15	34	2.3	370**	2.1	16	0.8	10	39	3.9	430	3.9	10	2.0	10	38	3.8	400	3.5	11	1.5
Music Education	10	19	1.9	415**	2.1	9	0.9	10	23	2.3	375	2.1	11	1.2	10	23	2.3	345	2.3	10	0.9
Psychology	31	314	10.1	550*	9.5	33	7.4	31	335	10.8	525*	11.2	30	7.5	31	315	10.2	540	10.9	29	6.7
Faculty Total	**211**	**1018**	**4.8**		**4.9**	**208**	**3.5**	**206**	**1095**	**5.3**		**5.4**	**202**	**3.9**	**206**	**1127**	**5.5**		**5.7**	**199**	**4.0**
Faculty of Arts (Letters)																				
Classics	15	13	0.9	470	3.3	4	0.4	15	15	1.0	390	3.0	5	0.4	15	15	1.0	260	1.9	8	0.5
Drama & Theatre Studies	12	117	9.8	540**	7.8	15	3.7	12	130	10.8	510	7.6	17	4.1	12	122	10.2	495	10.2	12	1.9
Early & Modern Irish	15	12	0.8	330	0.9	14	0.5	15	16	1.1	310	0.9	17	0.5	15	17	1.1	305	1.0	17	0.7
English Studies	34	135	4.0	515*	4.0	34	2.9	34	159	4.7	505	5.0	32	3.3	34	138	4.1	515	4.2	33	2.8
Germanic Languages	8	7	0.9	345	1.0	7	0.4	8	6	0.8	345	0.8	8	0.5	8	7	0.9	300	1.0	7	0.3
Faculty Total	**84**	**284**	**3.4**		**3.8**	**74**	**1.9**	**84**	**326**	**3.9**		**4.1**	**79**	**2.1**	**84**	**299**	**3.6**		**3.9**	**77**	**1.6**
Faculty of Business, Economic & Social Studies																				
Business, Economic & Social Studies	216	559	2.6	480*	2.6	215	2.0	216	561	2.6	470	2.8	198	2.0	216	525	2.4	465	2.1	255	2.0
Social Studies	30	219	7.3	480	7.6	29	3.7	30	268	8.9	480	8.9	30	4.3	30	324	10.8	485	9.0	36	5.9
Sociology & Social Policy	20	35	1.8	465	1.8	19	1.1	20	53	2.7	465	2.0	26	1.8	20	44	2.2	450	2.1	21	1.2
Faculty Total	**266**	**813**	**3.1**		**3.1**	**263**	**2.2**	**266**	**882**	**3.3**		**3.5**	**254**	**2.3**	**266**	**893**	**3.4**		**2.9**	**312**	**2.3**
Faculty of Engineering & Systems Sciences																				
Computer Science	65	58	0.9	350	2.0	29	0.4	65	80	1.2	340	2.2	37	0.6	65	102	1.6	345	1.7	60	0.8
Engineering	175	262	1.5	445	1.5	173	1.0	175	297	1.7	445	1.7	178	1.2	175	239	1.4	420	1.4	167	0.9
Information & Communications Technology^	80	9	0.1	400	2.3	4	0.0	80	56	0.7	350	5.6	10	0.0	120	72	0.6	320	5.5	13	0.1
Management Science and Information Systems Studies	24	32	1.3	475	1.2	26	1.0	24	40	1.7	465	1.8	22	1.3	24	56	2.3	475	2.4	23	1.6
Manufacturing Engineering with Management Science	20	13	0.7	365	0.7	18	0.5	20	12	0.6	330	0.7	18	0.4	20	12	0.6	320	0.9	13	0.3
Faculty Total	**364**	**374**	**1.0**		**1.5**	**250**	**0.7**	**364**	**485**	**1.3**		**1.8**	**265**	**0.8**	**404**	**481**	**1.2**		**1.7**	**276**	**0.7**

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

Table A5: CAO first preference applications - quotas, points, number registered 2004, 2003, 2002

Course	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 29.10.2004	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.2003	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 22.10.2002	Ratio of Eligible 1st pref applcns to quota
(/...contd)																					
Faculty of Health Sciences																					
Clinical Speech & Language Studies	29	138	4.8	515	4.8	29	3.6	29	137	4.7	510*	5.3	26	3.3	29	189	6.5	525	7.3	26	4.8
Dental Science	32	150	4.7	560*	4.8	31	3.3	32	170	5.3	545*	5.3	32	3.2	32	129	4.0	540	4.2	31	2.8
Medicine^	50	661	13.2	580*	13.0	51	9.5	60	490	8.2	570*	8.3	59	5.6	60	425	7.1	565	7.9	54	5.1
Occupational Therapy	40	122	3.1	500*	3.1	39	2.4	40	134	3.4	490*	3.3	41	2.3	40	178	4.5	495	3.8	47	3.5
Physiotherapy	40	278	7.0	540*	7.7	36	4.2	40	284	7.1	535*	7.5	38	3.3	40	276	6.9	525	6.9	40	3.5
Radiation Therapy	25	53	2.1	490	2.1	25	1.5	25	55	2.2	490*	1.8	30	1.6	25	44	1.8	490	1.8	25	1.4
General Nursing^^	159	420	2.6	370	2.7	158	1.3	159	404	2.5	350*	2.3	173	1.2							
Mental Handicap Nursing^^	40	60	1.5	300	2.1	29	0.6	43	44	1.0	260	1.8	24	0.0							
Psychiatric Nursing^^	51	71	1.4	325	1.4	51	0.7	45	70	1.6	280	1.7	42	0.6							
Faculty Total	**466**	**1953**	**4.2**		**4.3**	**449**	**2.7**	**473**	**1788**	**3.8**		**3.8**	**465**	**2.2**	**226**	**1241**	**5.5**		**5.6**	**223**	**3.7**
Faculty of Science																					
Human Genetics	10	42	4.2	555	4.2	10	2.7	10	41	4.1	515	4.1	10	2.0	15	43	2.9	540	3.6	12	2.2
Mathematics	30	30	1.0	420	1.0	29	0.9	30	38	1.3	365	1.8	21	0.7	30	35	1.2	390	1.3	26	0.8
Pharmacy	70	262	3.7	550*	3.9	67	3.2	70	276	3.9	545*	4.2	65	3.1	70	327	4.7	550	4.1	80	3.9
Science^^^	290	348	1.2	440*	1.2	295	0.9	275	339	1.2	425	1.3	264	0.8	270	321	1.2	385	1.1	303	0.8
Theoretical Physics	35	72	2.1	520	2.1	35	1.7	35	56	1.6	440*	1.6	34	1.2	35	65	1.9	490	1.9	34	1.5
Computational Chemistry/Physics	15	4	0.3	405	0.8	5	0.2	15	1	0.1	410	0.2	5	0.1	15	3	0.2	-	-	0	0.0
Medicinal Chemistry	25	20	0.8	490*	0.8	25	0.6	25	23	0.9	440*	1.0	24	0.7	25	22	0.9	470	0.6	36	0.8
Physics & Chemistry of Advanced Materials	20	13	0.7	365	0.9	14	0.5	20	11	0.6	335	0.6	18	0.5	20	11	0.6	375	1.6	7	0.4
Faculty Total	**495**	**791**	**1.6**		**1.6**	**480**	**1.3**	**480**	**785**	**1.6**		**1.8**	**441**	**1.1**	**480**	**827**	**1.7**		**1.7**	**498**	**1.3**
Multi-Faculty																					
Business Studies & French	15	38	2.5	480	2.7	14	1.2	15	51	3.4	460*	3.4	15	1.9	15	38	2.5	480	1.8	21	1.7
Business Studies & German	20	21	1.1	420	1.3	16	0.5	20	22	1.1	420	1.2	18	0.4	20	16	0.8	380	0.7	23	0.3
Business Studies & Russian	7	14	2.0	425	1.6	9	1.1	7	10	1.4	440	1.3	8	1.1	7	5	0.7	330	0.7	7	0.3
Computer Science, Linguistics & French	10	3	0.3	445	1.5	2	0.2	10	5	0.5	380	1.3	4	0.2	10	10	1.0	390	5.0	2	0.5
Computer Science, Linguistics & German	10	3	0.3	435	3.0	1	0.1	10	4	0.4	400	2.0	2	0.3	10	8	0.8	455	2.0	4	0.3
Computer Science, Linguistics & Irish	5	1	0.2	435	1.0	1	0.2	5	0	0.0	n/a	0.0	1	0.0	5	2	0.4	-	-	0	0.0
European Studies	33	127	3.8	530*	3.7	34	2.9	33	107	3.2	505*	3.1	34	2.5	33	83	2.5	505	2.4	35	1.9
History & Political Science	14	117	8.4	550	8.4	14	6.4	14	91	6.5	525*	6.1	15	4.9	14	115	8.2	545	10.5	11	7.0
Law & French	10	76	7.6	570*	7.6	10	6.4	10	85	8.5	580	8.5	10	7.7	10	97	9.7	580	9.7	10	8.8
Law & German	10	24	2.4	540	2.7	9	2.0	10	23	2.3	555	1.8	13	2.1	10	38	3.8	540	3.8	10	3.1
Philosophy & Political Science	10	27	2.7	510	2.5	11	2.1	10	34	3.4	505	3.4	10	2.4	10	27	2.7	490	1.9	14	2.0
Two Subject Moderatorship	378	1016	2.7	n/a	3.2	321	1.9	376	1138	3.0	n/a	3.5	325	2.0	366	960	2.6	-	3.0	316	1.9
Multi-Faculty Total	**522**	**1467**	**2.8**		**3.3**	**442**	**2.0**	**520**	**1570**	**3.0**	**-**	**3.5**	**455**	**2.1**	**510**	**1399**	**2.7**		**3.1**	**453**	**2.0**
TOTAL	**2408**	**6700**	**2.8**		**3.1**	**2166**	**1.9**	**2393**	**6931**	**2.9**	**-**	**3.2**	**2161**	**1.9**	**2176**	**6267**	**2.9**	**-**	**3.1**	**2038**	**2.0**

^ Quota adjusted in 2004 to facilitate the transition from a six- to a five-year programme in 2005.

^^ 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, and to 250 in 2004 to compensate for underfill in 2002 and 2003.

^^^ The quota for science was increased by 15 to allow for additional places in biochemistry and immunology (5) and neuroscience (10).

* random selection: not all students with this number of points were offered a place.

** random selection and interview.

Table A6: CAO first preference applications - quotas, points, number registered,
Two-subject Moderatorship courses 2004, 2003, 2002

Two Subject Moderatorship Course	2004							2003							2002						
	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 29.10.04	Ratio of Eligible 1st pref applicns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.03	Ratio of Eligible 1st pref applicns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 22.10.02	Ratio of Eligible 1st pref applicns to quota
Ancient History & Archaeology	23	72	3.1	400	4.2	17	2.1	23	105	4.6	425*	4.2	25	2.6	23	123	5.3	460	6.2	20	3.2
Biblical & Theological Studies	24	37	1.5	335	2.8	13	1.0	24	41	1.7	310	2.7	15	1.0	24	22	0.9	300	2.2	10	0.5
Classical Civilisation	29	73	2.5	425	2.5	29	1.7	29	61	2.1	395	1.8	33	1.2	29	55	1.9	420	2.0	27	1.5
Drama Studies	20	97	4.9	495**	4.9	20	2.8	20	87	4.4	350	7.3	12	1.5	20	79	4.0	540	4.2	19	2.2
Early Irish	-	1	-	430	-	1		-	3	-	495	-	2		-	2	-	455	-	0	
Economics	43	80	1.9	455*	1.9	42	1.4	43	83	1.9	450	2.2	37	1.6	43	74	1.7	440	1.8	42	1.4
English Literature	81	392	4.8	525*	5.2	75	3.5	81	446	5.5	530	5.9	76	4.0	81	341	4.2	500	3.9	87	3.1
Film Studies	20	137	6.9	475	7.2	19	4.2	20	193	9.7	510	21.4	9	5.8							
French	84	134	1.6	370*	1.7	78	1.3	84	145	1.7	310	1.6	88	1.3	84	134	1.6	320	1.9	69	1.1
Geography	35	56	1.6	430	2.2	26	1.2	35	80	2.3	440	2.9	28	1.8	35	85	2.4	430	2.8	30	1.9
German	32	26	0.8	405	1.7	15	0.6	32	39	1.2	355	3.0	13	0.8	32	36	1.1	345	1.9	19	0.7
Greek	-	4	-	345	-	3		-	7	-	350	-	2		-	5	-	495	-	0	
History	40	147	3.7	510*	3.8	39	2.6	40	178	4.5	510	4.2	42	3.3	40	184	4.6	505	4.0	46	3.5
History of Art and Architecture	28	136	4.9	485*	4.7	29	3.6	28	133	4.8	470*	4.8	28	3.2	28	141	5.0	475	4.0	35	3.5
Italian	30	52	1.7	355	1.9	27	1.2	30	60	2.0	420*	2.1	29	1.3	30	61	2.0	350	2.0	30	1.4
Jewish Studies	10	1	0.1	no offers		0		10	4	0.4	540	2.0	2	0.2	10	4	0.4	450	0.0	4	0.2
Latin	10	11	1.1	400	2.2	5	0.7	10	9	0.9	420	1.5	6	0.6	10	16	1.6	355	2.3	7	0.9
Mathematics^	15	57	3.8	530*	2.9	20	2.9	10	34	3.4	450	2.8	12	2.3	10	35	3.5	525	3.5	10	2.7
Modern Irish	30	29	1.0	315	1.5	20	0.8	30	37	1.2	330	1.4	26	1.0	30	20	0.7	355	1.2	17	0.6
Music	8	26	3.3	490**	2.9	9	2.4	8	29	3.6	530	3.2	9	2.4	8	15	1.9	365	3.0	5	0.9
Philosophy	43	113	2.6	470	3.1	37	1.9	43	118	2.7	470	3.6	33	1.8	43	133	3.1	445	3.3	40	2.2
Psychology	17	137	8.1	560	8.1	17	6.2	17	153	9.0	545	9.0	17	6.9	17	159	9.4	570	9.9	16	7.3
Russian	36	29	0.8	315	3.2	9	0.6	36	19	0.5	335	1.9	10	0.3	36	18	0.5	300	3.6	5	0.2
Sociology	59	117	2.0	430	2.0	60	1.5	59	119	2.0	440	2.3	51	1.5	59	127	2.2	430	2.2	57	1.6
Spanish	39	68	1.7	340	2.1	32	1.2	39	93	2.4	330	2.1	45	1.6	39	51	1.3	350	1.4	37	1.0
TOTAL	**756**	**2032**	**2.7**		**3.2**	**642**	**1.9**	**751**	**2276**	**3.0**		**3.5**	**650**	**2.1**	**731**	**1920**	**2.6**		**3.0**	**632**	**1.9**

*random selection: not all students with this number of points were offered a place.

** random selection and interview.

^Quota for TSM Mathematics increased by 5% in 2004.

Table A7: Total number of applicants* to universities, DIT, other ITs, Colleges of Education, and private colleges (all preferences) 2004, 2003, 2002

	2004	**2003**	**2002**
<u>Universities</u>			
Trinity College	17,738	18,552	16,142
NUI, Cork			
NUI, Dublin			
NUI, Galway			
NUI, Maynooth			
University of Limerick			
Dublin City University			
Total	**112,980**	**119,304**	**111,549**
<u>Other Higher Education Institutions</u>			
Dublin Institute of Technology			
Other Institutes of Technology (ITs)			
Colleges of Education			
Private Colleges			

Source: Central Applications Office

*There are up to 10 preferences on each application form and applicants may apply to more than one institution.
Data relating to institutions other than TCD is not shown on web version of report

Table A8: Percentage rate of acceptances to offers 2004 - 2000 (CAO round 1)

Course	2004	2003	2002	2001	2000
Faculty of Arts (Humanities)	%	%	%	%	%
Biblical & Theological Studies	69	52	59	50	51
History	49	40	66	53	53
Law	58	49	68	59	68
Mental & Moral Science	62	70	70	50	62
Music	87	60	78	60	60
Music Education	100	91	90	71	89
Psychology	54	48	90	72	80
Faculty of Arts (Letters)	%	%	%	%	%
Classics	71	67	88	43	50
Drama & Theatre Studies	100	91	80	69	67
Early & Modern Irish	78	73	59	50	63
English Studies	44	24	71	24	64
Germanic Languages	100	70	70	55	75
Faculty of Business, Economic & Social Studies	%	%	%	%	%
Business, Economic & Social Studies	83	82	91	77	87
Social Studies	80	67	84	66	88
Sociology & Social Policy	72	96	93	88	92
Faculty of Engineering & Systems Sciences	%	%	%	%	%
Computer Science	78	69	81	78	81
Engineering	84	85	85	88	80
Information & Communications Technology	100	100	80	80	80
Management Science & Information Systems Studies	89	76	81	90	89
Manufacturing Engineering with Management Science	95	76	100	78	77
Faculty of Health Sciences	%	%	%	%	%
Clinical Speech & Language Studies	56	83	85	74	87
Dental Science	62	54	64	47	56
Medicine	78	67	55	39	56
Occupational Therapy	81	61	75	54	66
Physiotherapy	78	72	73	66	63

A16

Table A8: Percentage rate of acceptances to offers 2004 - 2000 (CAO round 1)

Course	2004	2003	2002	2001	2000
(Health Sciences contd.)	**%**	**%**	**%**	**%**	**%**
Radiation Therapy	69	75	55	72	65
General Nursing Adelaide	100	91			
General Nursing Adelaide - Mature (Round 0)	67	86			
General Nursing	78	81			
General Nursing - Mature (Round 0)	86	80			
Psychiatric Nursing	82	61			
Psychiatric Nursing - Mature (Round 0)	80	93			
Mental Handicap	75	52			
Mental Handicap - Mature (Round 0)	70	86			
Faculty of Science	**%**	**%**	**%**	**%**	**%**
Human Genetics	50	56	64	68	85
Mathematics	59	60	59	62	54
Pharmacy	58	73	82	83	81
Science	72	77	82	74	76
Theoretical Physics	92	71	85	76	85
Computational Chemistry/Computational Physics	100	100	0	100	100
Medicinal Chemistry	71	60	66	57	57
Physics & Chemistry of Advanced Materials	93	82	45	62	80
Multi-Faculty	**%**	**%**	**%**	**%**	**%**
Business Studies & French	88	76	95	85	95
Business Studies & German	86	67	85	85	96
Business Studies & Russian	100	81	82	89	90
Computer Science, Linguistics & French	80	67	33	77	81
Computer Science, Linguistics & German	100	67	100	100	73
Computer Science, Linguistics & Irish	100	0	0	100	67
European Studies	70	73	92	79	73
History & Political Science	55	38	74	63	78
Law & French	73	91	83	62	79
Law & German	91	92	75	92	83
Philosophy & Political Science	56	73	81	50	60
TSM	73	68	84	59	75

Table A9: Percentage rate of acceptances to offers, TSM courses 2004 – 2000 (CAO round 1 only)

Two Subject Moderatorship Course	2004	2003	2002	2001	2000
	%	%	%	%	%
Ancient History & Archaeology	65	87	79	85	79
Biblical & Theological Studies	81	67	92	59	65
Classical Civilisation	72	87	88	82	78
Drama Studies	76	59	71	82	91
Early Irish	100	100	100	-	-
Economics	86	80	94	85	88
English Literature	68	66	82	65	68
Film Studies	65	48			
French	69	72	64	71	73
Geography	68	74	88	68	84
German	78	41	77	70	82
Greek	67	33		75	100
History	72	72	86	63	66
History of Art & Architecture	81	81	86	50	65
Italian	64	66	74	63	86
Jewish Studies	0	100	100	100	
Latin	67	57	73	57	33
Mathematics	76	46	80	80	80
Modern Irish	88	96	86	83	87
Music	82	100	88	75	100
Philosophy	77	65	79	67	71
Psychology	73	56	88	79	84
Russian	50	63	66	75	69
Sociology	86	81	91	77	77
Spanish	64	65	72	68	64

Table A10: Distribution of points within each course - undergraduate new entrants 2004

	Quota	Specials (matures, deferrals, internationals,etc) Sample point info >	550 points and above 1A1, 5A2 = 550 points	525-549 points 5A2,1B2 = 530 points	500-524 points 3A2,3B2 = 510 points	475-499 points 6B2 = 480 points	450-474 points 6B3 = 450 points	425-449 points 3B2,3C2= 435 points	400-424 points 2B2,4C2 = 420 points	< 400 6C2 = 390 points	TOTALS
Faculty of Arts (Humanities)											
Biblical & Theological Studies	21	1			2				1	16	20
History	38	7	5	6	10	9					37
Law	79	13	63								76
Mental & Moral Science	17	3		1	2	1	2	3	5		17
Music (incl. TSM)	15	3	1	1			3	3	1	4	16
Music Education	10	3	1		1	3			1		9
Psychology	31	10	23								33
Faculty of Arts (Letters)											
Classics	15		2			2					4
Drama & Theatre Studies	12	7	2	6							15
Early & Modern Irish	15	3			2	1		2		6	14
English Studies	34	9	10	15							34
Germanic Languages	8				1	1	1		2	2	7
Faculty of Business, Economic & Social Studies											
Business, Economic & Social Studies	216	26	17	38	51	83					215
Social Studies	30	13	1	3	3	9					29
Sociology & Social Policy	20	6	1	2	3	5	2				19
Faculty of Engineering & Systems Sciences											
Computer Science	65			2	4	4	5	6	1	7	29
Engineering	175	9	15	17	21	46	48	17			173
Information & Communications Technology	80					1	1		2		4
Management Science and Information Systems Studies	24		10	3	6	7					26
Manufacturing Engineering with Management Science	20			1			2	4	8	3	18

Table A10: Distribution of points within each course - undergraduate new entrants 2004

		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	Quota										
Clinical Speech & Language Studies	29	4	7	11	7						29
Dental Science	32	9	22								31
Medicine	50	5	46								51
Occupational Therapy	40	13	4	11	11						39
Physiotherapy	40	7	21	8							36
Radiation Therapy	25	4	1	8	7	5					25
General Nursing	159	9			2	5	9	22	37	74	158
Mental Handicap Nursing	40	1		1						27	29
Psychiatric Nursing	51	3							1	47	51
Faculty of Science											
Human Genetics	10	3	7								10
Mathematics	30	2	4	3	4	4	6	4	2		29
Pharmacy	70	5	62								67
Science	290	31	18	26	59	65	81	15			295
Theoretical Physics	35	1	24	8	2						35
Computational Chemistry/Physics	15		1	1		2			1		5
Medicinal Chemistry	25		5	7	12	1					25
Physics and Chemistry of Advanced Materials	20		2		4	2		3	1	2	14
Multi-Faculty											
Business Studies & French	15		2	3	3	6					14
Business Studies & German	20				1	3	4	6	2		16
Business Studies & Russian	7				1	1	2	5			9
Computer Science, Linguistics & French	10					1		1			2
Computer Science, Linguistics & German	10							1			1
Computer Science, Linguistics & Irish	5							1			1
European Studies	33	7	18	9							34
History & Political Science	14	2	12								14
Law & French	10		10								10

Table A10: Distribution of points within each course - undergraduate new entrants 2004

		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
Multi-Faculty contd.	**Quota**										
Law & German	**10**		5	4							**9**
Philosophy & Political Science	**10**	3	1	2	5						**11**
Two subject Moderatorship	**378**	51	60	55	42	33	36	23	11	10	**321**
TOTAL	**2408**	**273**	**483**	**252**	**266**	**300**	**202**	**116**	**76**	**198**	**2166**
									Total excluding specials:		**1893**
Percentage of students who accepted a place and points level 2004			25.5%	13.3%	14.1%	15.8%	10.7%	6.1%	4.0%	10.5%	100%
Cumulative percentages excluding specials 2004			**25.5%**	**38.8%**	**52.9%**	**68.7%**	**79.4%**	**85.5%**	**89.5%**	**100%**	
Cumulative percentages excluding specials 2003			23.4%	36.7%	50.5%	66.7%	79.0%	88.0%	92.5%	100%	
Cumulative percentages excluding specials 2002			23.2%	35.7%	51.1%	66.0%	78.3%	88.3%	94.0%	100%	
Cumulative percentages excluding specials 2001			23.10%	39.2%	55.3%	71.1%	84.2%	91.6%	96.5%	100%	
			% of students who have accepted a place and have 550 points and above	*% of students who have accepted a place and have 525 points and above*	*% of students who have accepted a place and have 500 points and above*	*% of students who have accepted a place and have 475 points and above*	*% of students who have accepted a place and have 450 points and above*	*% of students who have accepted a place and have 425 points and above*	*% of students who have accepted a place and have 400 points and above*		

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 2004

	Quota	Specials (matures, deferrals, internationals,etc) Sample point info >	550 points and above 1A1, 5A2 = 550 points	525-549 points 5A2,1B2 = 530 points	500-524 points 3A2,3B2 = 510 points	475-499 points 6B2 = 480 points	450-474 points 6B3 = 450 points	425-449 points 3B2,3C2= 435 points	400-424 points 2B2,4C2 = 420 points	< 400 6C2 = 390 points	TOTALS
Ancient History & Archaeology	23	3	1	3		4	3	1	2		17
Biblical & Theological Studies	24	1	1	2	2	3			1	3	13
Classical Civilisation	29	5	2	3	8	3	6	2			29
Drama Studies	20	5	4	3	7	1					20
Early Irish	-							1			1
Economics	43	2	9	7	6	5	13				42
English Literature	81	18	32	25							75
Film Studies	20	3		4	7	5					19
French	84	6	13	11	12	9	10	9	5	3	78
Geography	35	5	2			1	8	10			26
German	32	1	2	2	4	3	1	1	1		15
Greek	-									3	3
History	40	9	8	15	7						39
History of Art & Architecture	28	5	2	6	9	7					29
Italian	30	8	1	1	3	5	4	1	3	1	27
Jewish Studies	10										0
Latin	10	2		1					2		5
Mathematics	15	3	12	5							20
Modern Irish	30	1	3	2	2	2	2	3	2	3	20
Music	8	1	1	2	4	1					9
Philosophy	43	6	8	10	5	7	1				37
Psychology	17	5	12								17
Russian	36	2	2	3					1	1	9
Sociology	59	10	3	2	6	7	17	15			60
Spanish	39	1	2	4	1	4	7	4	4	5	32
Totals	756	102	120	111	83	67	72	47	21	19	642
									Total excluding specials:		540
Percentage of students who accepted a place and points level 2004			22.2%	20.6%	15.4%	12.4%	13.3%	8.7%	3.9%	3.5%	100%
Cumulative percentages excluding specials 2004			22.2%	**42.8%**	**58.1%**	**70.6%**	**83.9%**	**92.6%**	**96.5%**	**100%**	
Cumulative percentages excluding specials 2003			21.8%	37.9%	48.2%	58.8%	74.7%	86.6%	92.8%	100%	
Cumulative percentages excluding specials 2002			21.3%	34.6%	54.2%	64.5%	79.3%	91.7%	96.1%	100%	
			% of students who have accepted a place and have 550 points and above	*% of students who have accepted a place and have 525 points and above*	*% of students who have accepted a place and have 500 points and above*	*% of students who have accepted a place and have 475 points and above*	*% of students who have accepted a place and have 450 points and above*	*% of students who have accepted a place and have 425 points and above*	*% of students who have accepted a place and have 400 points and above*		

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 A12: Repeated survey of undergraduate new entrants 2004, 2003, 2002

Why did you choose Trinity College?	2004	2003	2002
Reputation for Quality in Teaching	57%	57%	41%
Reputation for Quality in Research	25%	27%	21%
International Reputation	44%	50%	38%
College Life and Societies	21%	27%	16%
Location	32%	38%	31%
Recommended by School	15%	13%	9%
Consulted Trinity's World Wide Web pages	84%	75%	72%

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

APPENDIX B - STUDENT POPULATION

The number of registered students for 2003/04 was 15,428. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 2003/04

	Number of Students	**% Distribution**
Ireland:		
Republic of Ireland:	12907	83.7
Northern Ireland:	524	3.4
Europe (EU):	1067	7.0
Europe (Non EU):	81	0.5
Africa:	76	0.5
Asia:	264	1.7
Australasia:	17	0.1
North & Central America:	486	3.1
South America:	6	0.0
TOTAL:	**15,428**	**100%**

Comparative figures for the years 2003/04 – 1998/99 are detailed in Table B2 below.

Table B2: Student numbers 2003/04 - 1998/99

	2003/04	**2002/03**	**2001/02**	**2000/01**	**1999/00**	**1998/99**
UNDERGRADUATE						
Full-time undergraduate degree	9,461	9,234	9,042	8,905	8,816	8,459
Full-time undergraduate diploma/ certificate/occasional	770	966	1,121	1,161	1,044	991
Part-time undergraduate degree/diploma/ certificate/occasional	990	1,118	1,183	1,194	1,223	1,128
Total undergraduate	**11,221**	**11,318**	**11,346**	**11,260**	**11,083**	**10,578**
POSTGRADUATE						
Full-time postgraduate degree	1,998	1,885	1,725	1,624	1,684	1,609
Full-time postgraduate diploma/ certificate/occasional	511	517	245	251	181	240
Part-time postgraduate degree/diploma/ certificate/occasional	1,698	1,791	1,849	1,714	1,802	1,329
Total postgraduate	**4,207**	**4,193**	**3,819**	**3,589**	**3,667**	**3,178**
TOTAL undergraduate + postgraduate (including SOCRATES)	**15,428**	**15,511**	**15,165**	**14,849**	**14,750**	**13,756**
Number of SOCRATES students	320	310	296	339	336	315
Total (excluding SOCRATES)	**15,108**	**15,201**	**14,869**	**14,510**	**14,414**	**13,441**

APPENDIX C - ACADEMIC STAFF

Table C1: Appointments by faculty 2003/04

Gender	Permanent Lecturers M	F	Contract of Indefinite Duration M	F	Contract Lecturers M	F	Temporary Lecturers* M	F	Lecturers/ Registrars M	F	Professorial M	F	TOTAL M	F
Arts (Humanities)	1	1			1	1	6						8	2
Arts (Letters)					1		3	5					4	5
Business, Economic & Social Studies							1	1					1	1
Engineering & Systems Sciences													0	0
Health Sciences	1	2	1	3	6	4	1	4	7	3	2	2	18	18
Science	1				3		6	1			1		11	1
Irish School of Ecumenics							1				1		2	0
TOTAL	3	3	1	3	11	5	18	11	7	3	4	2	44	27

Table C2: Appointments by qualification, 2003/04

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	10		1	1	12
Contract of Indefinite Duration	1		3		4
5-Year Contract	4		1		5
4-Year Contract	1				1
3-Year Contract	2	2	1		5
2-Year Contract	2		4		6
Temporary*	16	6	5	2	29
Lecturer / Registrar			9		9
Total 2003/04	*36*	*8*	*24*	*3*	*71*
% of total	51%	11%	34%	4%	100%
Total 2002/03	30 (61%)	4 (8%)	13 (27%)	2 (4%)	49 (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, 2003/04

	Male	% Male	Female	% Female	Total	%
Permanent	3	4.2%	3	4.2%	6	8.5%
Contract of Indefinite Duration	1	1.4%	3	4.2%	4	5.6%
Fixed-term Contract	11	15.5%	5	7.0%	16	22.5%
Temporary	18	25.4%	11	15.5%	29	40.8%
Lecturer / Registrar	6	8.5%	3	4.2%	9	12.7%
Professorial	5	7.0%	2	2.8%	7	9.9%
Total 2003/04	**44**	**62.0%**	**27**	**38.0%**	**71**	**100%**
Total 2002/03	32	65.3%	17	34.70%	49	100%

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

SUMMARY OF ANALYSIS

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	FACULTY	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
25	24	24	Business, Economic & Social Studies	82.24	1575.37	292.41	127.00	1994.78	24
24	24	24	Arts (Humanities)	111.82	1727.53	573.70	264.33	2565.56	23
18	17	17	Engineering & Systems Sciences	131.76	1421.14	317.77	306.33	2045.24	16
16	16	16	Science*		1996.28	134.49	450.00	2580.77	
15	14	13	Arts (Letters)	103.41	1245.51	92.24	185.33	1523.08	15
11	11	12	Health Sciences**	169.51	1370.84	234.16	181.00	1786.00	11
18	**17**	**17**	**COLLEGE**		**9336.67**	**1644.77**	**1513.99**	**12495.43**	

*2003-04 Staff data for Science Faculty not available from the Faculty at the time of preparation of this report
**Excludes Nursing & Midwifery Studies

Academic Year	BESS	Arts (Humanities)	Engineering	Science	Arts (Letters)	Health Sciences**	TCD
1987-88	25	27	25	16	16	10	18
1988-89	26	28	25	17	17	10	19
1989-90	29	29	26	17	18	10	19
1990-91	31	28	24	17	19	12	20
1991-92	30	28	27	17	21	11	20
1992-93	32	28	27	18	21	12	21
1993-94	32	29	28	19	21	12	22
1994-95 (PG=3)*	30	31	25	19	21	14	22
1994-95 (PG=1)*	27	25	20	14	18	11	18
1995-96	27	25	20	15	17	12	18
1996-97	28	27	20	16	18	13	19
1997-98	26	26	21	15	16	14	19
1998-99	27	26	21	17	16	13	19
1999-00	28	25	20	17	17	13	19
2000-01	25	24	18	16	15	11	18
2001-02	24	24	17	16	14	11	17
2002-03	24	24	17	16	13	12	17
2003-04	**24**	**23**	**16**	***	**15**	**11**	
Staff FTE 2003-04	**82**	**112**	**132**		**103**	**170**	
Student FTE 2003-04	**1995**	**2566**	**2045**	**2581**	**1523**	**1786**	**12495**

*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
*** 2003-04 Staff data for Science Faculty not available from the Faculty at the time of preparation of this report

Faculty of Business, Economic Social Studies

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
28	28	30	Sociology	10.34	269.08	37.00	34.00	340.08	33
29	27	28	Business Studies	19.77	460.77	131.00	41.00	632.77	32
30	26	27	Political Science	9.99	222.41	34.00	0.00	256.41	26
29	28	26	Economics	22.52	475.55	28.00	44.00	547.55	24
12	12	11	Social Studies	19.62	147.56	62.41	8.00	217.97	11
25	**24**	**24**	**FACULTY**	**82.24**	**1575.37**	**292.41**	**127.00**	**1994.78**	**24**

Staff Figures Include:

Business Studies: 1 FTE for Chair funded from a benefaction
Political Science: 1 FTE for Broad Curriculum lecturer
Economics: 1 FTE for Chair funded from a benefaction

Faculty of Arts (Humanities)

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
38	39	39	Education	21.73	410.40	420.24	33.00	863.64	40
30	33	31	Law School	17.09	429.87	46.62	39.33	515.82	30
23	22	21	Medieval History	5.64	92.62	4.00	31.00	127.62	23
21	23	21	Modern History	13.34	231.47	4.00	47.00	282.47	21
19	21	19	Philosophy	8.50	159.97	0.20	12.00	172.17	20
n/a	n/a	10	Centre for Gender and Womens Studies	1.20	0.00	9.08	8.00	17.08	14
19	17	14	Psychology	21.49	184.47	59.33	50.00	293.80	14
16	14	14	Religions & Theology	7.45	87.32	0.00	10.00	97.32	13
14	13	12	Music	6.90	50.92	22.23	16.00	89.15	13
20	15	20	History of Art	8.48	80.49	8.00	18.00	106.49	13
24	**24**	**24**	**FACULTY**	**111.82**	**1727.53**	**573.70**	**264.33**	**2565.56**	**23**

Staff figures include:

<u>Education:</u>	2 FTE for Lecturers seconded from Carysfort.
<u>Law:</u>	1 FTE for Broad Curriculum Lecturer
<u>Religions & Theology:</u>	1 FTE for Chair of Jewish Studies funded from a benefaction
<u>History of Art:</u>	2 FTE for Irish Art Research Centre Lecturers funded from a benefaction, 1 FTE for Broad Curriculum Lecturer.
<u>Modern History:</u>	1 FTE for Chair of Contemporary Irish History funded from a benefaction
<u>Philosophy:</u>	1 FTE for Broad Curriculum Lecturer
<u>Psychology:</u>	1 FTE for Broad Curriculum Lecturer, 5 FTE for Self Financing Courses

Faculty of Engineering and Systems Sciences

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
18	20	21	Civil, Structural and Environmental Engineering	18.16	225.50	88.42	42.33	356.25	20
23	21	19	Computer Science	62.71	777.77	157.55	158.00	1093.32	17
11	12	13	Mechanical & Manufacturing Engineering	17.34	183.88	8.80	49.00	241.68	14
15	14	13	Statistics	14.36	130.36	43.50	13.00	186.86	13
11	11	10	Electronic & Electrical Engineering	19.19	103.63	19.50	44.00	167.13	9
18	**17**	**17**	**FACULTY**	**131.76**	**1421.14**	**317.77**	**306.33**	**2045.24**	**16**

Staff Figures Include:

Computer Science:	21 FTE for self-financing courses
	1 FTE for Teaching Assistants
Civil Engineering:	1 FTE in lieu of vacant Chair
Mechanical Engineering:	2 FTE for self-financing course
Electronic Engineering:	1 FTE for self-financing course
Statistics:	1 FTE for self-financing course

Faculty of Science

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE*	STUDENT FTE				RATIOS 2003/04*
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
22	22	19	Mathematics		422.67	18.00	23.00	463.67	
17	16	18	Chemistry		313.73	0.00	63.00	376.73	
16	14	17	Biochemistry		175.62	0.00	45.00	220.62	
17	15	17	Microbiology		99.09	47.00	32.00	178.09	
15	16	16	Geography		152.01	1.17	44.00	197.18	
16	15	15	Genetics		79.67	0.00	41.00	120.67	
17	17	15	Zoology		112.55	5.39	25.00	142.94	
14	13	12	Physics		200.76	1.00	92.00	293.76	
12	12	11	Botany		100.96	3.51	27.00	131.47	
10	11	9	Geology		92.32	2.42	24.00	118.74	
14	15	14	Pharmacognosy		n/a	n/a	n/a	0.00	
20	20	18	Pharmaceutics		n/a	n/a	n/a	0.00	
18	18	18	Pharmaceutical Chemistry		n/a	n/a	n/a	0.00	
20	21	26	Pharmacology		n/a	n/a	n/a	0.00	
n/a	n/a	n/a	Pharmacy		246.90	56.00	34.00	336.90	
16	**16**	**16**	**FACULTY**		**1996.28**	**134.49**	**450.00**	**2580.77**	

*2003-04 Staff data for Science Faculty not available from Faculty at the time of preparation of this report.

Faculty of Arts (Letters)

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
22	20	21	English	19.71	338.25	36.37	66.00	440.62	22
18	20	18	Classics	7.41	128.41	0.60	33.33	162.34	22
14	11	12	Irish	5.57	72.00	3.00	7.00	82.00	15
14	13	13	French	14.13	183.48	7.77	10.00	201.25	14
14	15	13	Drama	13.12	148.50	12.00	21.00	181.50	14
14	14	11	Hispanic Studies	5.76	75.60	0.00	4.00	79.60	14
16	10	9	Language and Communication Studies	14.24	114.35	27.43	26.00	167.78	12
14	14	10	Germanic Studies	10.16	98.56	4.18	13.00	115.74	11
10	14	11	Italian	5.96	54.73	0.89	3.00	58.62	10
6	6	5	Russian	7.35	31.63	0.00	2.00	33.63	5
15	**14**	**13**	**Faculty**	**103.41**	**1245.51**	**92.24**	**185.33**	**1523.08**	**15**

Staff figures include:

Classics:	2 FTE funded by Leventis Foundation and Walsh Family Lectureship
CLCS:	3 FTEs for self-financing courses, 2 FTEs for teaching in Chinese and Japanese
English:	1 FTE for Broad Curriculum Lecturer, 1 for self-financing course
Italian:	1 FTE for Italian Government funded Lettrice di Ruolo
Russian:	1 FTE for Thomas Brown Lectureship
Drama:	1 FTE for Professor in Drama Studies funded by a benefaction, 1 FTE for Broad Curriculum Lecturer
Germanic Studies:	0.4 FTE for Swedish Lektor, 0.48 FTE for Dutch Lector
Irish:	1 FTE for Chair of Early Irish funded by a benefaction

Faculty of Health Sciences

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
11	11	16	Anatomy	7.16	137.57	3.25	5.00	145.82	20
12	12	15	Psychiatry	3.78	28.03	27.83	10.00	65.86	17
20	21	21	Clinical Medicine	22.87	188.42	122.32	54.00	364.74	16
15	13	13	Occupational Therapy	9.69	142.20	7.40	3.00	152.60	16
11	15	16	Physiology	11.15	111.49	27.16	21.00	159.65	14
9	10	8	Obstetrics/Gynaecology	3.88	36.82	9.97	5.00	51.79	13
23	22	17	Surgery	8.27	100.75	0.00	4.00	104.75	13
13	12	12	Clinical Speech & Language Studies	7.35	84.59	1.11	5.00	90.70	12
8	10	11	Physiotherapy	12.51	115.31	2.29	9.00	126.60	10
8	5	8	Division of Laboratory Medicine	11.02	72.19	0.80	28.00	100.99	9
8	8	8	Pharmacology & Therapeutics	6.00	41.99	0.20	12.00	54.19	9
7	7	7	Paediatrics	4.21	23.42	0.00	2.00	25.42	6
6	5	5	Radiation Therapy	6.65	37.77	0.00	1.00	38.77	6
8	8	8	Dental School	47.76	221.96	29.83	16.00	267.79	6
11	7	7	Public Health and Primary Care	7.21	28.33	2.00	6.00	36.33	5
11	**11**	**12**	**FACULTY**	**169.51**	**1370.84**	**234.16**	**181.00**	**1786.00**	**11**
56	43	27	Nursing & Midwifery Studies	44.47	913.98	172.36	15.00	1101.34	25

Staff figures include:

Clinical Medicine:	1 FTE for self-financing course, 1 FTE funded by Faculty, 0.25 FTE funded by Wellcome Trust, 1 FTE for Kennedy Chair.
Obstetrics/ Gynaecology:	1 FTE in lieu of vacant Chair
Paediatrics:	1 FTE funded by Faculty
Pharmacology & Therapeutics:	2 FTE funded by Faculty
Psychiatry:	1 FTE in lieu of vacant Chair
Surgery:	1 FTE funded by Faculty
Laboratory Medicine:	1 FTE funded by Faculty, 1 FTE in lieu of vacant Chair, 1 FTE funded by Diagnostic Service, 1 FTE funded by Faculty.
CSLS:	1 FTE in lieu of vacant Chair

Irish School of Ecumenics

RATIOS 2000/01	RATIOS 2001/02	RATIOS 2002/03	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2003/04
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
5	6	8	Irish School of Ecumenics	13.13	0.00	90.50	9.00	99.50	8

Table D2: Foundation and non-foundation scholarships awarded by course 2004, 2003, 2002

Faculty / Course	2004 Total Number of Scholarships awarded	2004 Total number of SF students	2004 % of SF students who received a Scholarship	2003 Total Number of Scholarships awarded	2003 Total number of SF students	2003 % of SF students who received a Scholarship	2002 Total Number of Scholarships awarded
Faculty of Arts (Humanities)							
Bachelor in Education		207	0%		198	0%	
Bachelor in Music Education		10	0%		6	0%	1
Biblical and Theological Studies	1	12	8%	1	20	5%	
Theology	1	8	13%		8	0%	
History		39	0%	3	40	8%	
Law	3	80	4%	1	87	1%	4
Mental and Moral Science		12	0%		20	0%	
Music	2	11	18%		9	0%	
Psychology	2	25	8%	1	35	3%	3
Bachelor in Education (Home Economics)		28	0%		28	0%	
Total Arts (Humanities)	**9**	**432**	**2%**	**6**	**451**	**1%**	**8**
Faculty of Arts (Letters)							
Classics	1	5	20%	3	4	75%	
Drama and Theatre Studies		15	0%	1	14	7%	1
Early and Modern Irish	1	8	13%		7	0%	
English Studies	3	29	10%	3	27	11%	2
Germanic Languages		3	0%	1	5	20%	
Total Arts (Letters)	**5**	**60**	**8%**	**8**	**57**	**14%**	**3**
Faculty of Business, Economic & Social Studies							
Business, Economic and Social Studies	9	242	4%	6	225	3%	4
Social Studies		34	0%		33	0%	
Sociology and Social Policy		18	0%		21	0%	
Total Business, Economic & Social Studies	**9**	**294**	**3%**	**6**	**279**	**2%**	**4**
Faculty of Engineering & Systems Sciences							
B.A Computer Science	3*	39		1	55	2%	3
B.Sc. Computer Science (Evening)		15	0%		20	0%	
Engineering	5	158	3%	2	185	1%	4
Management Science and Information Systems Studies	2	19	11%	2	25	8%	2
Manufacturing Engineering + Management Science		8	0%		15	0%	
Information & Communications Technology		17	0%		38	0%	1
Total Engineering & Systems Sciences	**10**	**256**		**5**	**338**	**1%**	**10**
Faculty of Health Sciences							
Clinical Speech and Language Studies		28	0%		28	0%	1
Dental Science	3	37	8%	2	42	5%	1
Human Nutrition & Dietetics		23	0%		20	0%	
Medicine	10**	123		10*	134		10
Occupational Therapy		46	0%		39	0%	
Therapeutic Radiography		19	0%		16	0%	
Physiotherapy	2	47	4%		35	0%	3
Nursing Studies		168	0%		0		
Total Health Sciences	**15**	**491**		**12**	**314**		**15**
Faculty of Science							
Human Genetics	2	8	25%	3	13	23%	
Mathematics	3***	21			27	0%	3
Natural Sciences	8	251	3%	4**	257		4
Pharmacy	1	81	1%	3	71	4%	1
Theoretical Physics	3	21	14%	3	27	11%	2
Medicinal Chemistry		28	0%		22	0%	1
Physics & Chemistry of Adv. Materials	2	9	22%		5	0%	
Computational Physics/Chemistry		2	0%		4	0%	1
Total Science	**19**	**421**		**13**	**426**		**12**
Multi-Faculty							
Business Studies and a Language	1	41	2%	3	40	8%	
Computer Science, Linguistics and a Lang.		8	0%	1	16	6%	2
European Studies		37	0%	1	38	3%	1
History and Political Science	3	13	23%	1	16	6%	1
Law and French	3	12	25%	1	7	14%	1
Law and German		9	0%	2	9	22%	
Philosophy and Political Science		12	0%		9	0%	
B.Sc. Business & Information Technology		34	0%	2	42	5%	3
Two Subject Moderatorship	5	284	2%	6	290	2%	4
Total Multi-Faculty	**12**	**450**	**3%**	**17**	**467**	**4%**	**12**
Grand Total	**79**			**67**			**64**

*As 1 Scholarship was awarded to a Sophister student a percentage for the Faculty is not provided.

**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 2003/04

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	No. of Reports Received**	% of Reports Received**
Arts (Humanities)	9	4	12	1	1	0	27	18	67%
Arts (Letters)	2	0	19	0	0	1	22	16	73%
Business, Economic & Social Studies	2	1	10	3	0	2	18	9	50%
Engineering & Systems Sciences	4	0	4	1	0	1	10	7	70%
Health Sciences*	11	7	24	2	2	10	56	27	48%
Science	2	2	18	3	0	2	27	25	93%
TOTAL	**30**	**14**	**87**	**10**	**3**	**16**	**160**	102	64%
Percentage	*19%*	*9%*	*54%*	*6%*	*2%*	*10%*	*100%*		

*Excludes Local Examiners

** As at 26th October 2004

Table D4: Degrees conferred, 2003 - 1994

	2003		2002		2001		2000		1999		1998		1997		1996		1995		1994	
	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	1027	43	1102	42	995	48	989	49	932	38	839	40	848	54	809	37	847	51	755	40
Bachelor in Arts	308	26	306	30	283	12	311	8	269	10	272	14	286	15	253	22	252	16	265	12
Other Primary Degrees TCD	1258	72	1228	53	1046	40	1065	33	921	37	986	25	890	26	883	23	786	35	849	25
DIT	47	16	178	87	807	110	846	108	833	96	841	114	719	129	805	158	650	127	685	99
Total Primary Degrees	**2640**	**157**	**2814**	**212**	**3131**	**210**	**3211**	**198**	**2955**	**181**	**2938**	**193**	**2743**	**224**	**2750**	**240**	**2535**	**229**	**2554**	**176**
Higher Degrees																				
Master in Arts	90	74	107	87	88	83	142	77	96	77	74	92	46	100	54	98	60	102	59	89
Master in Arts *(jure officii)*	8	0	8	0	11	0	5	0	6	0	7	0	6	0	9	1	12	0	7	0
Other Masters	587	135	554	116	555	96	555	73	492	87	399	70	341	73	393	68	350	55	313	61
Doctors	149	23	161	16	155	11	169	17	130	10	143	12	136	10	126	10	107	17	84	6
Total Higher Degrees	**834**	**232**	**830**	**219**	**809**	**190**	**871**	**167**	**724**	**174**	**623**	**174**	**529**	**183**	**582**	**177**	**529**	**174**	**463**	**156**
Sub Total	**3474**	**389**	**3644**	**431**	**3940**	**400**	**4082**	**365**	**3679**	**355**	**3561**	**367**	**3272**	**407**	**3332**	**417**	**3064**	**403**	**3017**	**332**
Grand Total	**3863**		**4075**		**4340**		**4447**		**4034**		**3928**		**3679**		**3749**		**3467**		**3349**	
Number of Ceremonies	**27**		**28**		**32**		**32**		**31**		**31**		**30**		**28**		**26**		**25**	

Table D5: Summary of grades achieved at undergraduate honors degree examinations in 2003/04 - 1998/99

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
2003/04	15%	57%	21%	4%	2%	100%
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%

*'Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Medical Certificate, Pass, Withdrawn, Withheld, Ungraded, No Result, Clear, Repeat Year, Excluded.

Note: These data exclude Medicine and Dental Science as they have an undivided second class (see Table D6 for information).

Table D6: Distribution of grades achieved by course at undergraduate honors degree examinations in 2003/04

2003/04	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
Faculty of Arts (Humanities)						
B.Ed. (Home Economics)	1	7	10	1		**19**
Music Education	1	5	1			**7**
Biblical and Theological Studies	2	2	2			**6**
Education	14	134	22		2	**172**
History	2	23	5	1	2	**33**
Law	5	64	3		3	**75**
Mental and Moral Science	2	7	7			**16**
Music		8	1			**9**
Psychology	15	20				**35**
Faculty total	**42**	**270**	**51**	**2**	**7**	**372**
Percentage distribution	**11%**	**73%**	**14%**	**1%**	**2%**	**100%**
Faculty of Arts (Letters)						
Classics	1	3				**4**
Drama and Theatre Studies	3	10	3		1	**17**
Early and Modern Irish			1			**1**
English Studies	7	26	4			**37**
Germanic Languages			3			**3**
Faculty total	**11**	**39**	**11**	**0**	**1**	**62**
Percentage distribution	**18%**	**63%**	**18%**	**0%**	**2%**	**100%**
Faculty of Business, Economic & Social Studies						
Business Studies	5	50	8			**63**
Economic and Social Studies	23	130	27	1	8	**189**
Social Studies	2	28	5			**35**
Sociology and Social Policy	2	14	1		1	**18**
Faculty total	**32**	**222**	**41**	**1**	**9**	**305**
Percentage distribution	**10%**	**73%**	**13%**	**0%**	**3%**	**100%**
Faculty of Engineering & Systems Sciences						
B.Sc. Computer Science - Honors	2	8	5	1	6	**22**
B.Sc (Information Systems) Honors	11	37	18		1	**67**
Computer Science	19	24	9	1	1	**54**
Engineering	34	64	44	8	6	**156**
Information and Communications Technology	10	19	21	3	4	**57**
Manufacturing Engineering with Management Science	1	5	1			**7**
Management Science and Information Systems Studies	6	15			1	**22**
Faculty total	**83**	**172**	**98**	**13**	**19**	**385**
Percentage distribution	**22%**	**45%**	**25%**	**3%**	**5%**	**100%**

Table D6: Distribution of grades achieved by course at undergraduate honors degree examinations in 2003/04

2003/04	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	2	13	5	1		**21**
Bachlelor in Midwifery Studies	1	4	5	4		**14**
Nursing Studies (October intake)	4	20	33	40	2	**99**
Nursing Studies (February intake)						**0**
Occupational Therapy	2	16	13	1		**32**
Physiotherapy	8	22				**30**
Radiation Therapy	1	7	4		1	**13**
Faculty total	**18**	**82**	**60**	**46**	**3**	**209**
Percentage distribution	**9%**	**39%**	**29%**	**22%**	**1%**	**100%**
Faculty of Science						
Computational Science: Chemistry		1				**1**
Computational Science: Physics			2			**2**
Human Genetics	2	8		1		**11**
Mathematics	14	7	7	2	2	**32**
Medicinal Chemistry	6	3	1	2		**12**
Natural Sciences	39	109	63	8	3	**222**
Pharmacy	13	31	20		1	**65**
Physics and Chemistry of Advanced Materials	1	1	4			**6**
Theoretical Physics	5	5	4	2		**16**
Faculty total	**80**	**165**	**101**	**15**	**6**	**367**
Percentage distribution	**22%**	**45%**	**28%**	**4%**	**2%**	**100%**
Multi-Faculty						
B.Sc (Business and Information Technology)	12	20	9			**41**
Business Studies and a Language	2	20	11		1	**34**
Computer Science, Linguistics and a Language	1	14	2		1	**18**
European Studies-Double Diploma	2	2				**4**
European Studies	3	21	5			**29**
History and Political Science	4	10			1	**15**
Law and French	4	6				**10**
Law and German	2	6				**8**
Philosophy and Political Science	1	8		1		**10**
Two Subject Moderatorship	30	148	60	3	3	**244**
Faculty total	**61**	**255**	**87**	**4**	**6**	**413**
Percentage distribution	**15%**	**62%**	**21%**	**1%**	**1%**	**100%**

*'Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Medical Certificate, Pass, Withdrawn, Withheld, Ungraded, No Result, Clear, Repeat Year, Excluded.

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
COLLEGE TOTAL	**327**	**1205**	**449**	**81**	**51**	**2113**
Percentage distribution	**15%**	**57%**	**21%**	**4%**	**2%**	**100%**
Cumulative percentage distribution	**15%**	**73%**	**94%**	**98%**	**100%**	

Faculty of Health Sciences - Medicine & Dental Science	I	II	PASS	Other**	Total
Dental Science	1	12	18	6	**37**
Medicine	1	39	61	8	**109**
Medicine/Dental Science total	**2**	**51**	**79**	**14**	**146**

**'Other' includes Absent, Excluded, Fail, Incomplete, Medical Certificate, Repeat year

APPENDIX E

Broad Curriculum Cross-Faculty Courses on offer in 2003/04

- *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
- *Citizens, Politics and Decisions* - Department of Political Science
- *Critical Thinking* - Department of Psychology
- *Foundation of Human Values* - Department of Philosophy
- *Globalisation: Changing Worlds, Changing Minds* - Departments of Geography and Sociology
- *Art and Society* - Department of History of Art and Architecture
- *Global Environmental Change* - Department of Botany
- *Understanding Literature* - School of English

APPENDIX F

Learning Innovation Projects – Funded Projects 2004

Title	Project Leader	Department	Amount Awarded €
Departmental Initiatives			
Engaging with History: Transforming the Curriculum through new Media	Dr Ciaran Brady	Modern History	9,000
E-based teaching and Assessment Tool	Dr. Dermot O' Dwyer	Civil, Structural & Environmental Engineering	8,000
VISION for Psychiatry - Virtual Interviews for Students Interacting Online for Psychiatry and other related web-based projects	Professor Michael Gill / Dr Brian Fitzmaurice / Ms Katie Armstrong	Psychiatry	9,000
Chemical Visualization in 3D	Dr. Graeme Watson	Chemistry	7,000
Individual Projects			
Creation of cognitive tools / exercises / teaching aids that enhance the skills required for critical and visual analysis	Professor Roger Stalley	History of Art	4,000
New Theatre with New Media	Dr Matthew Causey	School of Drama	4,000
Britain in the Second World War: upgrade and expansion of an earlier WebCT course	Professor Eunan O'Halpin	Modern History	1,000
Web-based Learning Tools for Classics	Dr Christine Morris in collaboration with Professor Brian McGing / Professor Damien Nelis / Dr Hazel Dodge	Classics	5,000
Rethinking learning: Web-based projects in English	Dr Stephen Matterson	English	5,000
Doing Sociology online	Dr Evelyn Mahon	Sociology	4,000
Web-Based Learning for Development Studies	Professor Alan Matthews / Professor P.J. Drudy	Economics	3,000
Blending learning to facilitate Higher Order Thinking Skills	Mr Tim Savage	Computer Science	4,000
University of Dublin : Voice Care Network	Dr Pauline M. Sloane / Dr Martine M. Smith / Ms Therese Logan-Phelan	Clinical Speech and Language Studies	3,000
Sociology on the web for Health Professionals	Dr Maria Lohan / Ms Audrey Adams/ Ms Sylvia Huntley Moore	School of Nursing and Midwifery Studies	4,500
Webcasting of real-time solar activity	Dr Brian Epsey	Physics	4,500

       Senior Lecturer's Annual Report 2003/04