The 19th Dean of Undergraduate Studies / Senior Lecturer's Annual Report

(2013/14)

which includes the admissions data for 2014/15

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Dean of Undergraduate Studies / Senior Lecturer's Annual Report 2013/14

A.   INTRODUCTION AND OVERVIEW

Introduction

This is the nineteenth Senior Lecturer's Annual Report to the University Council providing data on applications and the admission of undergraduate students and on developments in the area of undergraduate studies. The report provides the University Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate education in the College and assists in the process of review and evaluation.

Statistical data covers the period 2013/14 and admissions data covers the period August 2014 to January 2015.

The Role of the Dean of Undergraduate Studies / Senior Lecturer

The Dean of Undergraduate Studies /Senior Lecturer is the academic officer with responsibility for undergraduate admissions, as well as for the progression and examination of undergraduate students. The Senior Lecturer is administratively supported by staff in the Office of the Vice-Provost and Trinity Teaching and Learning.

Undergraduate Studies Committee

The Undergraduate Studies Committee (USC) is an academic committee of the University Council and is chaired by the Senior Lecturer. It was established in October 2008 and amalgamates the work of the old Undergraduate Teaching and Learning Committee, and the Centre for Academic Practice and Student Learning Committee. The membership and terms of reference of the committee can be found online at
http://www.tcd.ie/teaching-learning/council/undergraduate-studies.php

In 2013/14, there were eight meetings of the Undergraduate Studies Committee. Minutes of these meetings are available at
http://www.tcd.ie/teaching-learning/council/usc.agenda-minutes.php.
During the year the Committee discussed a number of areas of interest to the general College community, including the following:

Northern Ireland Engagement Programme

The Trinity Northern Ireland Engagement Programme (NIEP) was established by the Provost in September 2013. The purpose of the initiative was to re-engage with Northern Irish schools, teachers, and students, in an effort to increase the number of undergraduate students applying to Trinity from Northern Ireland. This is in line with Trinity's stated mission to maintain the university's 'historic role – going back to 1592 – as a university for the whole island of Ireland'.[1]

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[1] www.tcd.ie/Admissions/undergraduate/apply/eu/northern-ireland/

The primary activities of NIEP were to coordinate and make visits to various second level schools throughout Northern Ireland to speak about Trinity, the CAO application process for NI students and to give a 'flavour' of student life in Trinity and Dublin more generally. During 2013/14 there were visits to 24 schools, with presentations to approximately 900 students. NIEP also attended the Careers Fair for Guidance Counsellors (NISCA), held in Belfast on 28 November 2013 and the UCAS NI Fair ('Higher Options' style event attracting over 8000 visitors) held in the King's Hall Belfast on 5 and 6 March 2014. On 6 June 2014 a delegation of headmasters and principals from Northern Ireland visited Trinity and met with the Provost.

Following on from this work, a feasibility study was developed to test a new way of admitting A-Level students, which will be tested in the first instance for students from Northern Ireland. Recognising that only 1 in 8 students in Northern Ireland takes 4 A-Levels, Trinity will admit in 2015/16 a limited number of students using a different approach. Students applying to Trinity from Northern Ireland in 2015/16 will be eligible for all of the places that will be filled in the normal way through the CAO system. However, a set number of places (maximum 3 per course) will be set aside for the purposes of the feasibility study, which will allow students to access any course (excluding Medicine) with only 3 A-Levels. Students taking 4 A-Levels are also eligible for places offered through the Feasibility Study - their best three subjects will be considered for places offered in the study. Applicants must present with at least an ABB profile and satisfy minimum University and course entry requirements. The longer term aim of the feasibility study is to admit 300 students from Northern Ireland each year, i.e. ca. 8% of the overall undergraduate intake.

The Trinity Education

During the year much work was done in various fora to define, articulate and find policies to support the concept of the Trinity Education in the undergraduate curriculum. This was an opportunity for Trinity to articulate what it does best, and what it aims to deliver in its undergraduate curriculum. Following extensive consultation with students and staff (including an online student survey completed by 2,810 undergraduates), a public statement of the Trinity Education was approved by Council in May 2014 outlining the promise of an exceptional learning experience centred on a research-inspired curriculum. A key component is that undergraduate students are encouraged to reach their full potential and develop the essential skills necessary for lifelong learning. The aim is to imbue students with the desire to know, as well as with knowledge itself. The Trinity Education is T-shaped. The vertical line represents specialist expertise in the chosen subject of study. The horizontal line represents opportunities to broaden out and develop a range of more general skills and interests, both inside and outside of the classroom. As part of this philosophy, Trinity makes a specific commitment that every student, no matter what they study, will have opportunities to develop analytical, presentation and other transferable skills, and engage in both independent and group projects during their undergraduate years.

Independent Projects/Dissertations

In May 2014 Council approved the recommendation that all undergraduate students should complete an independent project or dissertation in one of their final two years, beginning with students entering in September 2014. The difficulties for courses in the Health Sciences were noted and it was agreed that the Senior Lecturer would work through the implementation.

Scholarship

In 2013/14, 100 new Foundation and Non-Foundation Scholars were elected (90 in 2012/13). It was also the first year in which the examination was only open to Senior Freshman students. The Senior Lecturer was tasked by Board to come up with proposals to deal with the increased numbers of scholars. Amongst the key objectives of scholarship are to identify students of outstanding ability who can demonstrate exceptional knowledge of their discipline alongside skills of synthesis and integration across the full range of examination materials. With this in mind, in April 2014, the Senior Lecturer, drawing on one of the recommendations of the 2012 Scholarship Review,[2] sought information from the Faculties.   Discussions also took place at USC on the introduction of a College-wide general paper which would be taken by all candidates. This did not find support. At the last meetings of Council and Board during the 2013/14 academic year, a policy was approved, requiring that in 2014/15 all courses must set one paper (one of the three or four) that is not on the set curriculum, in other words, a subject-specific general paper. This policy will be implemented in 2015/16 and will be monitored to see if it achieves the objectives of the examination, whilst also addressing the issue of scholar numbers.

Trinity Explore

During the year a competition was run to invite students to make short videos about any aspect of life in Trinity for the Trinity Explore website (www.tcd.ie/explore). A number of high quality videos were submitted and five students were awarded the Trinity Explore Video Prize (€500) and their videos were uploaded on the website. The competition was a cost-effective way of producing high-quality videos that capture the authentic student experience.

College Policy on Return of Coursework

Working closely with the Students' Union, a College Policy on the Return of Coursework was developed during the year to improve student learning. The policy established that individual feedback on assessed work should be made available to students no later than 20 working days after the assessment submission deadline. In cases where this is not logistically possible, or academically appropriate, the lecturer must inform the class in advance, and provide an alternative date for when feedback will be provided, as well as clear reasons for the delay. Schools should also ensure that constructive and actionable feedback is provided sufficiently in advance of subsequent assessment tasks to enable students to utilise feedback effectively.

New Course Proposals

In 2013/14, the Undergraduate Studies committee discussed and recommended the following new course proposals: Foundation Diploma in Acting and Theatre (in association with The Lir Academy); B.Sc. Diagnostic Radiography (Joint Degree with Singapore Institute of Technology); Professional Diploma in Orthodontic Therapy; Pharmacy (Integrated) leading to B.Sc. (Pharm.) and Master in Pharmacy (Master degree title pending); and Diploma in Music Teaching and Performance (delivered by the Royal Irish Academy of Music). These were subsequently approved by the University Council.

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[2] Faculty Deans should organize a meeting every three years in order to review the examination processes for each course of study and to report to the Central Scholarship Committee.

Student Cases

The Senior Lecturer has responsibility for deciding on undergraduate student cases. In 2013/14, 3,197 decision memoranda were issued. This represents a very significant increase of 49.8% on 2012/13 (2,134 decision memoranda issued). A large proportion of this increase is due to the introduction of SITS across College and, in particular, mark changes and the consequent progression requirements in the system. Noteworthy are the increases during the period after the annual examinations in June (2013/14 – 617 memoranda; 2012/13 - 325 memoranda), and both prior to and after the supplemental examinations in August (2013/14 – 489 memoranda; 2012/13 – 160 memoranda) and September (2013/14 – 518 memoranda; 2012/13 – 151 memoranda). Against this, the number of cases coming to Courts of First Appeal (Table E4 (a)) in both the annual and supplemental sessions decreased slightly in 2013/14 to 258 (2012/13 – 272), although the number of cases going to Academic Appeals (Table E4 (b)) at the supplemental session increased significantly to 37, compared with 15 in 2012/13.

Award of Gold Medals

Although there was a slight increase in the number of students achieving first class honors in 2013/14 to 409, from 397 in 2012/13, the number of Gold Medallists showed a significant decline from 78 in 2012/13 to 49 in 2013/14. Changes to the criteria for the award of Gold Medals which were approved by Board in February 2012, did not appear to impact on the figure for 2012/13. The drop in 2013/14 may be an anomaly, but warrants monitoring in the coming years.

Summary of Admissions Data

In 2014, Trinity received 7,437 first preference applications within the CAO system (11% of first preference applications in the CAO system). This constitutes a decrease of 6% from 7,919 in 2013. A total of 69,218 students applied for Level 8 courses in HEIs through the CAO in 2014. Of this total, 17,795 listed Trinity as one or more of their CAO course preferences. This is 2% lower than the figure for 2013 (18,161). In 2012, the number was 18,995. Trinity continues to have the second highest number of overall first preferences (UCD has the highest) in the country.

Analysis of Applicants

Table B3 provides the gender breakdown of all the CAO applicants from the island of Ireland who listed Trinity as one of their ten preferences, as well as the geographical breakdown of where they were applying from. Applications came from all counties on the island of Ireland; with 6,635 out of a total of 16,153 coming from Dublin. Applications from Northern Ireland (6 counties) amounted to 601. In terms of the gender profile of all applicants, Trinity continues to attract a significantly higher proportion of female applicants (61.8%) than male applicants (38.2%). The overall student population (including undergraduate and postgraduate students) for Trinity is 58% female and 42% male (Section C: Student Population).

Analysis of Students admitted

63 % of new entrants in 2013/14 were admitted to their first preference CAO course choice (see New Entrant CAO Preferences), and 85% were admitted to one of their first three preferences. The

acceptance rates can fluctuate significantly from year to year, e.g., Classics 20% in 2014, 30% in 2013, 12% in 2012, 43% in 2011; mathematics 80% in 2014, 46% in 2013, 76% in 2012, 63% in 2011.

The Trinity Feasibility Study in Admissions (TAFS) was launched in 2013 to investigate if there is a better and fairer way to admit students to third-level. Twenty-five places were set aside in three courses for the study: Law (10 places), History (10 places), and Ancient and Medieval History and Culture (AMHC) (5 places). A total of 243 applicants completed the TAFS application form, making 270 unique applications (61 in History, 187 in Law, 22 in AMHC). They were assessed on the basis of three equally weighted modalities: Leaving Certificate results, Relative Performance Rank,[3] and personal/contextual data. In September 2014, 22 students were admitted via TAFS to the three courses: 9 were admitted to Law, 10 to History, and 3 to AMHC. The study will admit a further cohort of applicants in September 2015. Details of the number and profile of applicants are captured in an Interim Report to Council (13 May 2015) by the Project Sponsor, Professor Patrick Geoghegan.

Retention and Progression

Ninety-five per-cent (95%) of all new entrant students who commenced the Junior Freshman year in 2013/14, were retained in 2014/15. This figure includes those who progressed to the Senior Freshman year, those who repeated the Junior Freshman year and those who transferred to another course within College. Detailed information is provided in Section G (Table G7 (b)).

In terms of progression, 93.4% of new entrant students in full-time degree courses who entered Trinity in 2013/14 were successful in their annual or supplemental examinations and progressed.

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[3] RPR refers to the performance of the applicant relative to other applicants from their school who have applied through the CAO to any course in any college.

B. APPLICATIONS AND ADMISSIONS 2014

Student Applications and Admissions

In 2014, a total of 69,218 applicants applied through the CAO for Level 8 courses in Irish higher education institutions; an increase of 2% on the 2013 application figures (67,729). Of these, 17,795 (18,161 in 2013 and 18,995 in 2012) mentioned TCD as one or more of their CAO course preferences; a decrease of 2% on 2013. There are up to ten preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 17,795 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 37,732 compared to 39,455 in 2013 and 42,120 in 2012.

Total number of CAO applicants to all universities
2014, 2013, 2012

Bar chart — No of applicants by institution:

Institution	2014	2013	2012
TCD	17,795	18,161	18,995
UCC	16,521	15,843	15,523
UCD	25,507	25,474	26,031
NUI Galway	16,231	16,387	16,289
Maynooth University	14,427	13,834	13,934
UL	14,823	14,294	13,676
DCU	18,109	18,053	17,774
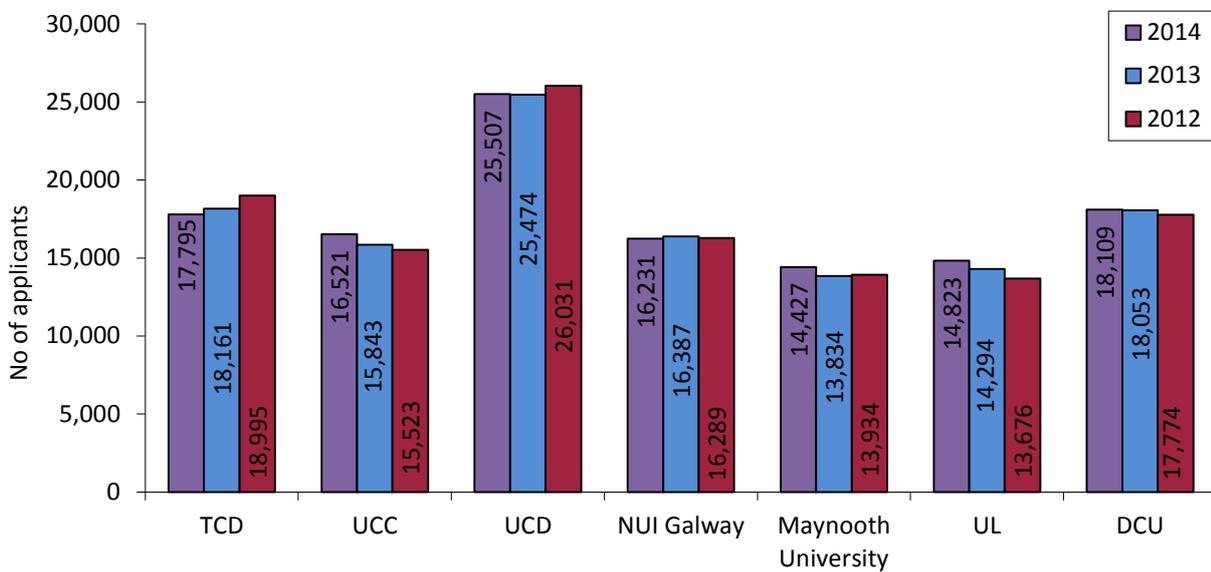
Table B1: Total number of CAO applicants* to Universities, DIT and other ITs, Colleges of Education and private colleges (all preferences) 2014, 2013, 2012

	2014	2013	2012
Universities			
Trinity College Dublin (TCD)	17,795	18,161	18,995
University College Cork (UCC)	16,521	15,843	15,523
University College Dublin (UCD)	25,507	25,474	26,031
NUI Galway	16,231	16,387	16,289
Maynooth University	14,427	13,834	13,934
University of Limerick (UL)	14,823	14,294	13,676
Dublin City University (DCU)	18,109	18,053	17,774
Total	**123,413**	**122,046**	**122,222**
Dublin Institute of Technology	20,526	20,185	20,174
Other Institutes of Technology (ITs)	64,465	63,452	63,843
National College of Art and Design	870	880	741
Colleges of Education	12,603	10,844	10,880
Private and other Colleges**	11,596	12,211	12,643

Source: Central Applications Office
*There are up to ten preferences on each application form and applicants may apply to more than one institution.

** This category includes Colleges with some courses eligible for the Government undergraduate fee remission scheme

Total Number of First Preference Applications to Universities
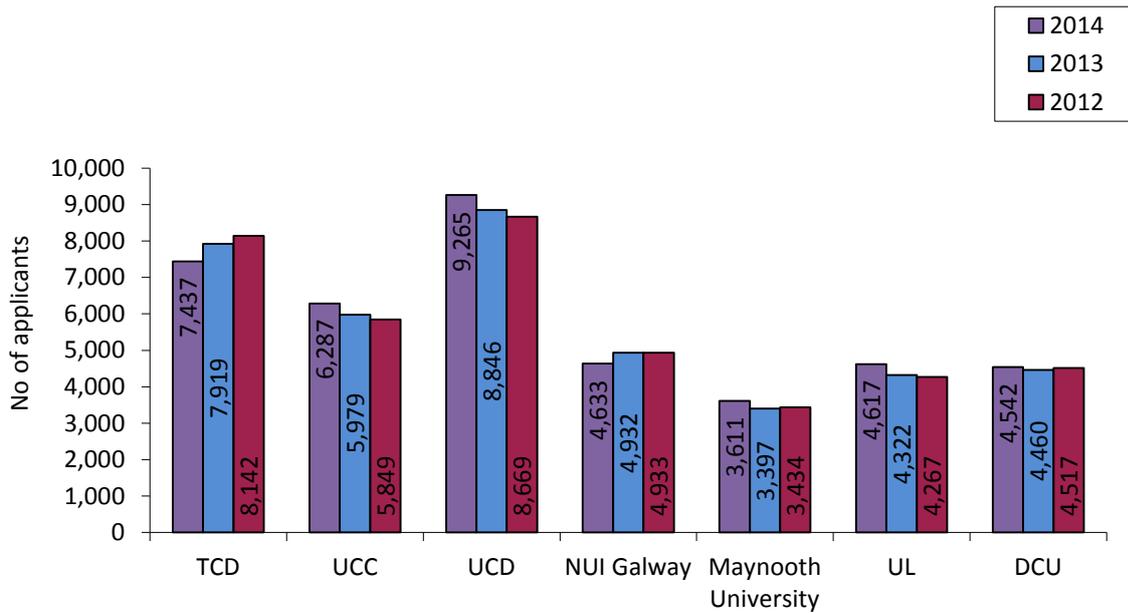
Table B2: Total number of First Preference applications to Universities 2014, 2013, 2012

	2014	2013	2012
Universities			
Trinity College Dublin (TCD)	7,437	7,919	8,142
University College Cork (UCC)	6,287	5,979	5,849
University College Dublin (UCD)	9,265	8,846	8,669
NUI Galway	4,633	4,932	4,933
Maynooth University	3,611	3,397	3,434
University of Limerick (UL)	4,617	4,322	4,267
Dublin City University (DCU)	4,542	4,460	4,517
Total	**40,392**	**39,855**	**39,811**
Dublin Institute of Technology	5,504	5,409	5,488
Other Institutes of Technology (ITs)	17,624	17,055	16,823
National College of Art and Design	537	536	465
Colleges of Education	3,232	2,789	3,003
Private and other Colleges**	1,929	2,085	1,916

<u>Source: Central Applications Office</u>
*There are up to 10 preferences on each application form and applicants may apply to more than one institution.
** This category includes Colleges with some courses eligible for the Government undergraduate fee remission scheme

Table B3: Full breakdown of CAO applications 2014

Province		County	Male	Female	No. students
Connaught		GALWAY	179	343	522
		LEITRIM	34	81	115
		MAYO	110	236	346
		ROSCOMMON	70	111	181
		SLIGO	64	116	180
Leinster	Dublin	DUBLIN	2778	3857	6635
	Rest of Leinster	CARLOW	50	104	154
		KILDARE	319	601	920
		KILKENNY	89	153	242
		LAOIS	69	154	223
		LONGFORD	46	87	133
		LOUTH	157	267	424
		MEATH	301	495	796
		OFFALY	62	150	212
		WESTMEATH	103	200	303
		WEXFORD	160	234	394
		WICKLOW	297	425	722
Munster		CLARE	63	154	217
		CORK	265	495	760
		KERRY	102	259	361
		LIMERICK	115	208	323
		TIPPERARY	102	229	331
		WATERFORD	95	147	242
Northern Ireland		ANTRIM	217	384	601
		ARMAGH			
		DERRY			
		DOWN			
		FERMANAGH			
		TYRONE			
Ulster (3 counties in the Republic)		CAVAN	77	169	246
		DONEGAL	131	262	393
		MONAGHAN	55	122	177
		Sub-Total	6110	10043	16153
		Total		16153	

Country	Male	Female	No. students
Ireland (excl. NI)	5893	9659	15552
Northern Ireland	217	384	601
Britain	304	345	649
Europe	316	492	808
Non - EU	81	127	208
TOTAL APPLICATIONS:	6811	11007	17818

In 2014, the ratio of applications (all preferences) to quotas in Trinity ranged from 1.5:1 in TSM Early Irish to 45:1 in Integrated Children's and General Nursing. The overall College ratio was 13:1 (13.8:1 in 2013). Trinity continued to attract a substantial proportion (11 %) of first preference applications in the CAO system (12% in 2013 and 12% in 2012). The number of first preference applications to Trinity was 7,437, representing a decrease of 6% on the 2013 figures (7,919).

**Total number of CAO applications to full-time undergraduate degree courses in TCD
(all preferences and first preferences)
2014, 2013, 2012**
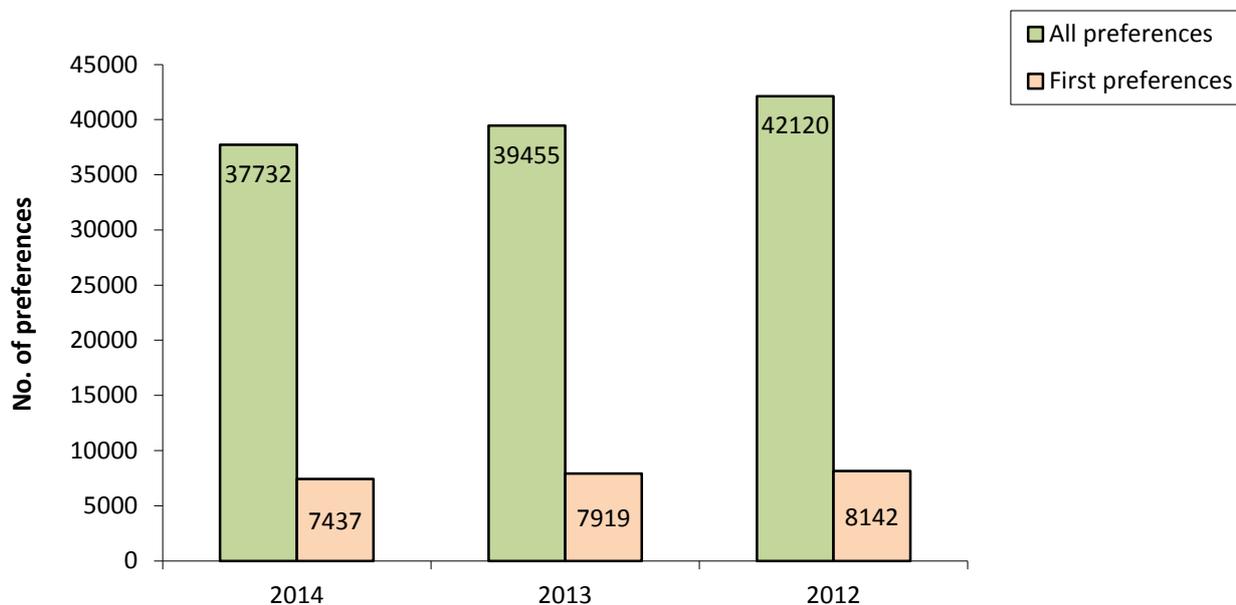
In general, course quotas were met. In comparing the numbers of students registered with course quotas it must be noted that achieving an exact match through eight rounds of CAO offers and acceptances is a delicate and indeterminate process. The College's overall ratio of first preference applications to quota was 2.6:1 (2.8:1 in 2013).   The Faculty of Health Sciences had the highest this year at 4:1 (4.2:1 in 2013). However, it is important to note that the overall ratio of eligible first preference applications to quota was 1.7:1 (1.7:1 in 2013). The term 'eligible applications' refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. As can be seen from the tables that follow, there is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota.

Ratio of First Preference Applications to Quotas 2014, 2013, 2012
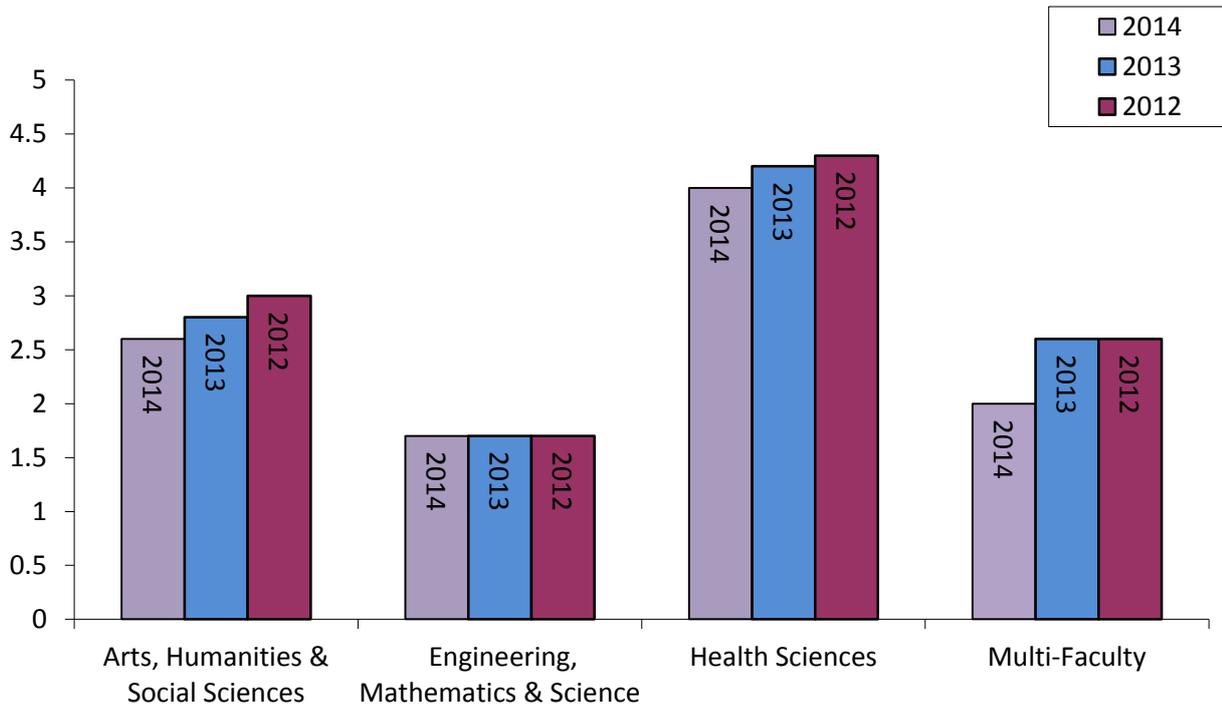
Ratio of CAO Applications (all preferences) to Quota 2014, 2013, 2012
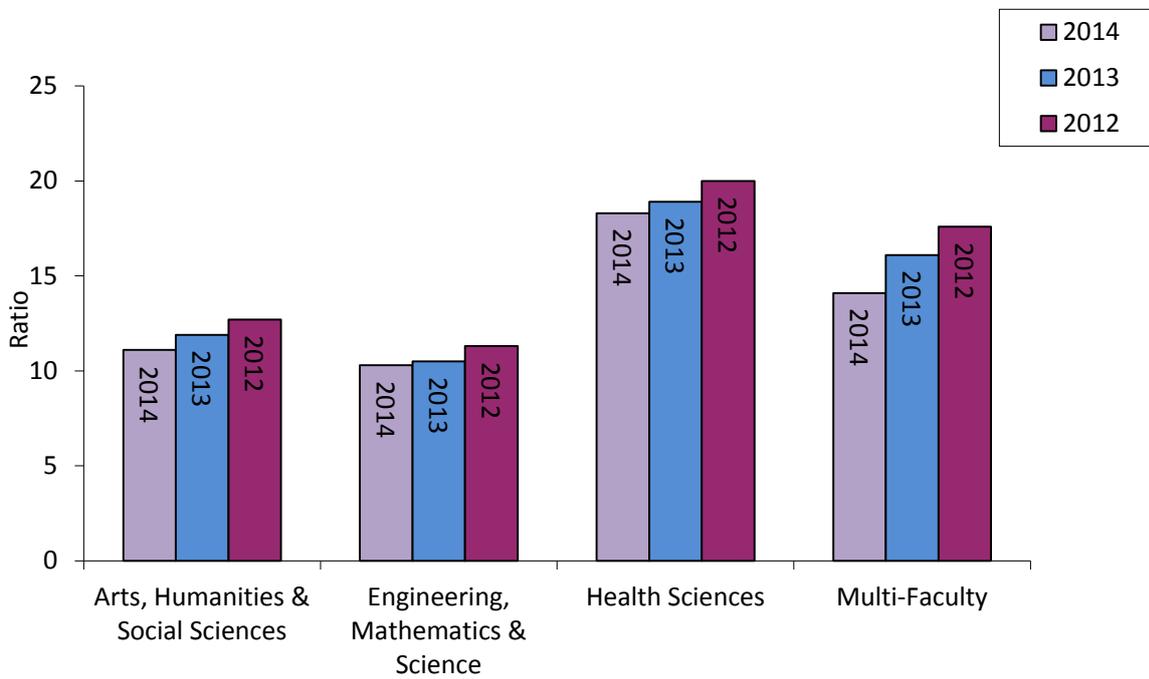
First Preference applications and numbers registered 2014, 2013, 2012
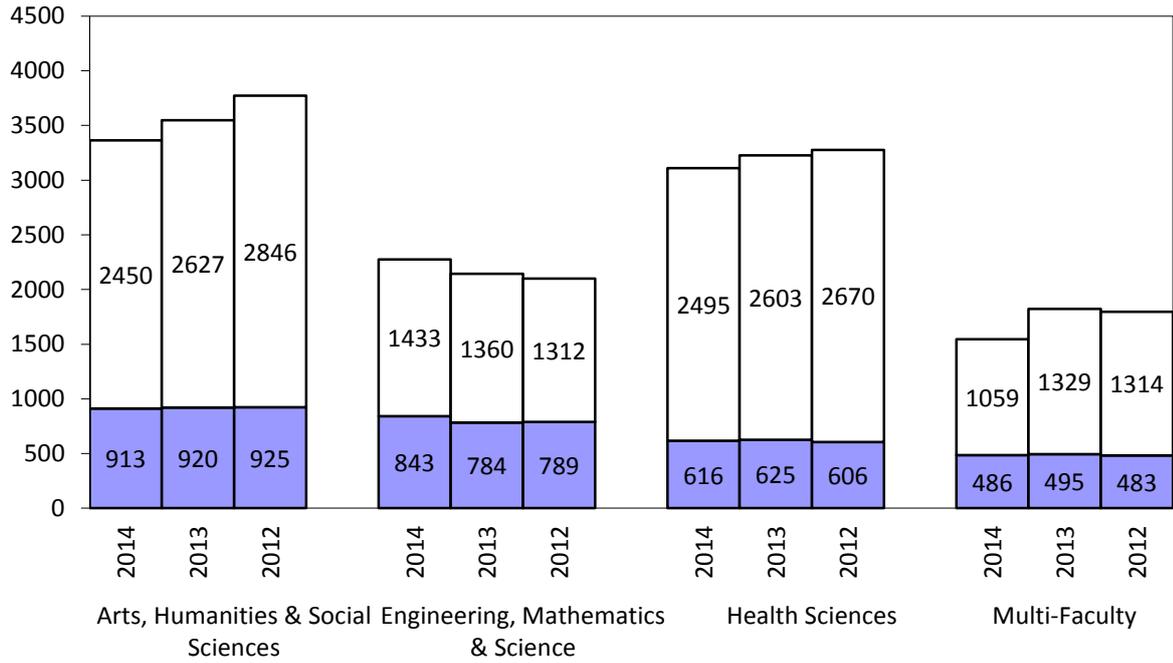
Number of 1st preferences
Number of registered JF students (excluding repeat year students and non-EU)

	2014					2013					2012				
Course	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applicatoins	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture	199	15	13.3	137	9.1	220	15	14.7	144	9.6	253	15	16.9	186	12.4
Business Studies & French	258	15	17.2	190	12.7	315	15	21.0	236	15.7	309	15	20.6	218	14.5
Business Studies & German	195	15	13.0	146	9.7	165	15	11.0	125	8.3	177	15	11.8	130	8.7
Business Studies & Polish	19	5	3.8	7	1.4	32	5	6.4	15	3.0	30	5	6.0	19	3.8
Business Studies & Russian	72	7	10.3	36	5.1	84	7	12.0	44	6.3	71	7	10.1	40	5.7
Business Studies & Spanish	230	10	23.0	167	16.7	229	10	22.9	148	14.8	232	10	23.2	171	17.1
Business, Economic & Social Studies	1807	236	7.7	1525	6.5	1761	236	7.5	1494	6.3	1803	236	7.6	1502	6.4
Catholic Theological Studies (New in 2013)	51	15	3.4	31	2.1	51	15	3.4	31	2.1	n/a				
Classics	92	15	6.1	14	0.9	107	15	7.1	19	1.3	104	15	6.9	22	1.5
Clinical Speech & Language Studies	351	34	10.3	290	8.5	369	34	10.9	295	8.7	406	34	11.9	331	9.7
Deaf Studies	236	20	11.8	148	7.4	230	20	11.5	145	7.3	287	20	14.4	174	8.7
Drama & Theatre Studies^^	133	17	7.8	43	2.5	162	16	10.1	43	2.7	178	16	11.1	63	3.9
Early & Modern Irish	64	15	4.3	47	3.1	67	15	4.5	51	3.4	91	15	6.1	65	4.3
English Studies	521	40	13.0	396	9.9	573	40	14.3	444	11.1	647	40	16.2	438	11.0
European Studies	328	45	7.3	235	5.2	401	45	8.9	289	6.4	431	45	9.6	297	6.6
History	523	38	13.8	396	10.4	537	38	14.1	401	10.6	625	38	16.4	397	10.4
History & Political Science	365	24	15.2	256	10.7	389	24	16.2	292	12.2	434	24	18.1	307	12.8
Irish Studies	97	20	4.9	74	3.7	113	20	5.7	86	4.3	155	20	7.8	117	5.9
Law	897	90	10.0	732	8.1	934	90	10.4	736	8.2	1029	90	11.4	776	8.6
Law & Business	423	25	16.9	337	13.5	489	25	19.6	384	15.4	481	25	19.2	376	15.0
Law & French	178	15	11.9	150	10.0	197	15	13.1	166	11.1	208	15	13.9	181	12.1
Law & German	120	15	8.0	96	6.4	107	15	7.1	90	6.0	119	15	7.9	96	6.4
Law & Political Science	265	20	13.3	189	9.5	297	20	14.9	225	11.3	318	20	15.9	233	11.7
Music ^	159	15	10.6	60	4.0	182	15	12.1	73	4.9	186	20	9.3	73	3.7
Music Education*	70	10	7.0	23	2.3	67	15	4.5	25	1.7	98	10	9.8	42	4.2
Philosophy	272	20	13.6	183	9.2	301	20	15.1	195	9.8	318	20	15.9	227	11.4
Philosophy, Political Sc., Economics & Sociology	421	34	12.4	277	8.1	506	34	14.9	366	10.8	561	34	16.5	404	11.9
Psychology	839	31	27.1	525	16.9	910	31	29.4	591	19.1	882	31	28.5	635	20.5
Social Studies	811	45	18.0	398	8.8	911	45	20.2	463	10.3	970	45	21.6	484	10.8
Sociology & Social Policy	429	28	15.3	293	10.5	477	28	17.0	321	11.5	454	28	16.2	282	10.1
World Religions and Theology^	147	15	9.8	95	6.3	152	15	10.1	100	6.7	225	29	7.8	155	5.3
Total	**10572**	**949**	**11.1**	**7496**	**7.9**	**11335**	**953**	**11.9**	**8037**	**8.4**	**12082**	**952**	**12.7**	**8441**	**8.9**
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	168	5	33.6	121	24.2	177	5	35.4	130	26.0	156	5	31.2	103	20.6
Computer Science^^ (Integrated)	1000	100	10.0	584	5.8	971	80	12.1	556	7.0	1109	80	13.9	642	8.0
Earth Sciences ^^	216	19	11.4	169	8.9	255	14	18.2	184	13.1	259	14	18.5	186	13.3
Engineering with Management^^ (Integrated)	300	22	13.6	229	10.4	301	18	16.7	228	12.7	291	18	16.2	219	12.2
Engineering^^ (Integrated)	1456	175	8.3	1123	6.4	1228	165	7.4	963	5.8	1290	165	7.8	993	6.0
Human Genetics	390	15	26.0	296	19.7	415	15	27.7	299	19.9	473	15	31.5	373	24.9
Management Science and Information Systems Studies^^	302	35	8.6	246	7.0	283	27	10.5	220	8.1	274	27	10.1	210	7.8
Mathematics	389	30	13.0	334	11.1	418	30	13.9	329	11.0	509	30	17.0	432	14.4
Medicinal Chemistry	463	28	16.5	396	14.1	486	28	17.4	410	14.6	567	28	20.3	504	18.0
Nanoscience,Physics & Chemistry of Advanced Materials ^	301	20	15.1	253	12.7	311	20	15.6	252	12.6	299	15	19.9	241	16.1
Science	3102	332	9.3	2488	7.5	3039	340	8.9	2471	7.3	3182	340	9.4	2557	7.5
Theoretical Physics	377	40	9.4	285	7.1	302	40	7.6	221	5.5	339	40	8.5	250	6.3
Total	**8464**	**821**	**10.3**	**6524**	**7.9**	**8186**	**782**	**10.5**	**6263**	**8.0**	**8748**	**777**	**11.3**	**6710**	**8.6**

^ Quota adjusted in 2013 as a result of the strategic planing process
^^ Quota adjusted in 2014 as a result of the strategic planing process
* Course quota is 10 (RIAM) or 15 (DIT) (alternate years)

	2014					2013					2012				
Course	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applicatoins	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Health Sciences															
Dental Science	517	32	16.2	337	10.5	546	32	17.1	279	8.7	636	32	19.9	343	10.7
General Nursing	2964	139	21.3	1546	11.1	2941	139	21.2	1519	10.9	2907	139	20.9	1487	10.7
Integrated Childrens and General Nursing	898	20	44.9	527	26.4	855	20	42.8	501	25.1	1018	20	50.9	619	31.0
Intellectual Disability Nursing	634	30	21.1	343	11.4	604	30	20.1	306	10.2	640	30	21.3	328	10.9
Medicine^^	1643	121	13.6	1051	8.7	1871	123	15.2	1223	9.9	1941	123	15.8	1263	10.3
Midwifery	1116	40	27.9	579	14.5	1115	40	27.9	592	14.8	1190	40	29.8	688	17.2
Occupational Therapy^^	615	45	13.7	482	10.7	584	40	14.6	452	11.3	578	40	14.5	456	11.4
Pharmacy	830	75	11.1	651	8.7	891	75	11.9	700	9.3	1028	75	13.7	818	10.9
Physiotherapy	903	40	22.6	582	14.6	791	40	19.8	471	11.8	871	40	21.8	569	14.2
Mental Health Nursing	817	45	18.2	426	9.5	953	45	21.2	498	11.1	975	45	21.7	513	11.4
Radiation Therapy	382	30	12.7	331	11.0	427	30	14.2	355	11.8	477	30	15.9	398	13.3
Total	**11319**	**617**	**18.3**	**6855**	**11.1**	**11578**	**614**	**18.9**	**6896**	**11.2**	**12261**	**614**	**20.0**	**7482**	12.2
Multi Faculty															
Computer Science and Business^^	482	35	13.8	286	8.2	484	30	16.1	269	9.0	544	30	18.1	303	10.1
Computer Science and Language^^	142	20	7.1	89	4.5	164	15	10.9	99	6.6	151	15	10.1	86	5.7
Human Health & Disease	532	35	15.2	401	11.5	486	35	13.9	366	10.5	592	35	16.9	453	12.9
Political Science and Geography ^^	260	15	17.3	187	12.5	244	20	12.2	178	8.9	258	20	12.9	202	10.1
Two Subject Moderatorship Course^	5961	419	14.2	4343	10.4	6978	419	16.7	4962	11.8	7484	414	18.1	5456	13.2
Total	**7377**	**524**	**14.1**	**5306**	**10.1**	**8356**	**519**	**16.1**	**5874**	**11.3**	**9029**	**514**	**17.6**	**6500**	**12.6**
G R A N D T O T A L	**37732**	**2911**	**13.0**	**26181**	**9.0**	**39455**	**2868**	**13.8**	**27070**	**9.4**	**42120**	**2857**	**14.7**	**29133**	**10.2**

^ Quota adjusted in 2013 as a result of the strategic planing process

^^ Quota adjusted in 2014 as a result of the strategic planning process

Table B4: Ratio of total and eligible CAO applications to quota 2014, 2013, 2012

Two- Subject Moderatorship Course	2014				2013				2012			
	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota
Ancient History & Archaeology	319	23	13.9	9.2	392	23	17.0	10.9	442	23	19.2	12.7
Classical Civilisation	360	29	12.4	9.5	419	29	14.4	10.6	505	29	17.4	13.8
Drama Studies	261	24	10.9	5.3	287	24	12.0	5.5	332	24	13.8	6.2
Early Irish	15	10	1.5	0.7	14	10	1.4	0.5	19	10	1.9	0.8
Economics	798	43	18.6	14.3	948	43	22.0	16.8	991	43	23.0	18.6
English Literature	1519	85	17.9	13.0	1640	85	19.3	13.6	1957	85	23.0	16.5
Film Studies	580	30	19.3	12.3	721	30	24.0	16.0	731	30	24.4	15.8
French	893	84	10.6	8.3	1212	84	14.4	11.5	1161	84	13.8	11.0
Geography	508	45	11.3	8.9	533	45	11.8	8.7	596	45	13.2	10.6
German	343	32	10.7	8.3	373	32	11.7	8.6	425	32	13.3	9.5
Greek	53	8	6.6	3.5	61	8	7.6	5.1	56	8	7.0	4.0
History	898	40	22.5	17.0	1078	40	27.0	19.8	1227	40	30.7	23.1
History of Art & Architecture	533	40	13.3	9.1	618	40	15.5	10.2	698	40	17.5	11.8
Italian	317	30	10.6	8.1	381	30	12.7	9.5	417	30	13.9	10.7
Jewish & Islamic Civilisations	89	10	8.9	6.0	133	10	13.3	6.8	109	10	10.9	5.5
Latin	84	10	8.4	4.5	77	10	7.7	4.6	116	10	11.6	7.7
Mathematics	311	25	12.4	9.7	403	25	16.1	11.8	474	25	19.0	14.8
Modern Irish	284	30	9.5	8.3	320	30	10.7	9.5	295	30	9.8	8.4
Music#	188	20	9.4	4.1	213	20	10.7	5.1	203	10	20.3	10.4
Philosophy	836	43	19.4	14.7	915	43	21.3	14.8	1020	43	23.7	17.8
Psychology	650	17	38.2	25.4	801	17	47.1	30.7	864	17	50.8	36.0
Russian	145	36	4.0	2.5	186	36	5.2	3.1	237	36	6.6	4.1
Sociology	1041	59	17.6	13.0	1225	59	20.8	15.4	1037	59	17.6	13.1
Spanish	592	41	14.4	11.6	646	41	15.8	12.5	668	41	16.3	12.5
World Religions & Theology	305	24	12.7	8.9	360	24	15.0	9.7	388	24	16.2	11.1
Total	**11922**	**838**	**14.2**	**10.4**	**13956**	**838**	**16.7**	**11.8**	**14968**	**828**	**18.1**	**13.2**

Table B5: Ratio of total and eligible CAO applicatiosn to quota for Two-subject Moderatorship courses 2014, 2013, 2012

Quota adjusted in 2013 as part of Strategic Planning Process

Table B6: CAO first preference applications: quotas, points, number registered 2014, 2013, 2012

Course	2014								2013								2012							
	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.14	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.12	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota
Faculty of Arts & Humanities and Social Sciences																								
Ancient & Medieval History and Culture	15	29	1.9	450	1.9	15	19	1.3	15	24	1.6	425	1.8	13	15	1.0	15	27	1.8	405	1.7	16	22	1.5
Business, Economic & Social Studies	236	502	2.1	495	2.1	234	405	1.7	236	505	2.1	495*	2.1	239	420	1.8	236	536	2.3	490*	2.3	238	425	1.8
Business Studies & French	15	35	2.3	505	2.3	15	25	1.7	15	50	3.3	550*	3.6	14	32	2.1	15	52	3.5	515	3.5	15	34	2.3
Business Studies & German	15	18	1.2	485*	1.2	15	12	0.8	15	31	2.1	485	1.9	16	24	1.6	15	27	1.8	480*	1.7	16	22	1.5
Business Studies & Polish	5	2	0.4	405	1.0	2	0	0.0	5	3	0.6	470	3.0	1	1	0.2	5	3	0.6	415	1.0	3	1	0.2
Business Studies & Russian	7	13	1.9	440	1.6	8	6	0.9	7	20	2.9	470	2.9	7	6	0.9	7	22	3.1	475	2.8	8	12	1.7
Business Studies & Spanish	10	31	3.1	505	2.8	11	23	2.3	10	30	3.0	510	3.0	10	20	2.0	10	28	2.8	505	3.1	9	18	1.8
Catholic Theological Studies	15	12	0.8	310	1.5	8	10	0.7	15	51	3.4	AQA	6.4	8	31	2.1	n/a							
Classics	15	18	1.2	435	6.0	3	8	0.5	15	15	1.0	465	5.0	3	9	0.6	15	13	0.9	390	13.0	1	7	0.5
Clinical Speech & Language Studies	34	97	2.9	525*	2.8	35	78	2.3	34	111	3.3	525*	3.5	32	86	2.5	34	85	2.5	535*	2.6	33	67	2.0
Deaf Studies	20	52	2.6	400	2.4	22	25	1.3	20	50	2.5	390	2.5	20	19	1.0	20	74	3.7	395*	3.9	19	26	1.3
Drama & Theatre Studies^^	17	40	2.4	440***	2.1	19	22	1.3	16	48	3.0	***450	2.8	17	22	1.4	16	67	4.2	***510	4.5	15	31	1.9
Early & Modern Irish	15	2	0.1	360	0.7	3	2	0.1	15	2	0.1	365	1.0	2	1	0.1	15	9	0.6	375	1.1	8	5	0.3
English Studies	40	122	3.1	500*	3.0	41	85	2.1	40	140	3.5	515	3.6	39	104	2.6	40	141	3.5	510*	3.4	42	79	2.0
European Studies	45	108	2.4	520*	2.3	46	84	1.9	45	131	2.9	535*	2.9	45	102	2.3	45	116	2.6	545	2.6	45	89	2.0
History	38	83	2.2	470	2.2	38	55	1.4	38	93	2.4	465*	2.3	40	67	1.8	38	125	3.3	485	3.4	37	60	1.6
History & Political Science	24	69	2.9	500	2.4	29	47	2.0	24	68	2.8	510	2.4	28	51	2.1	24	86	3.6	515	3.4	25	62	2.6
Irish Studies	20	10	0.5	425	0.9	11	8	0.4	20	7	0.4	420	0.6	11	7	1.0	20	28	1.4	400*	1.4	20	20	0.7
Law	90	234	2.6	525*	2.6	91	188	2.1	90	240	2.7	530	2.5	97	183	2.0	90	270	3.0	525*	3.0	90	181	2.0
Law and Business	25	131	5.2	570*	4.9	27	118	4.7	25	140	5.6	570*	5.4	26	124	5.0	25	163	6.5	565	5.8	28	138	5.5
Law & French	15	43	2.9	560*	2.7	16	37	2.5	15	45	3.0	560*	2.5	18	40	2.7	15	51	3.4	565	3.2	16	46	3.1
Law & German	15	24	1.6	515	1.5	16	20	1.3	15	29	1.9	515	1.8	16	22	1.5	15	26	1.7	525	2.0	13	23	1.5
Law and Political Science	20	87	4.4	555*	4.1	21	72	3.6	20	77	3.9	570*	3.9	20	64	3.2	20	98	4.9	575	4.7	21	79	4.0
Music#	15	27	1.8	390***	2.5	11	10	0.7	15	33	2.2	**405	2.2	15	17	1.1	20	28	1.4	***420	1.4	20	14	0.7
Music Education^	10	19	1.9	445**	1.9	10	13	1.3	15	17	1.1	**405	1.4	12	13	0.9	10	29	2.9	***525*	2.9	10	22	2.2
Philosophy	20	25	1.3	390	1.4	18	14	0.7	20	28	1.4	435	1.5	19	12	0.6	20	32	1.6	455	1.7	19	19	1.0
Philosophy, Political Science, Economics & Sociology	34	134	3.9	540	3.8	35	91	2.7	34	148	4.4	530*	4.5	33	90	2.6	34	158	4.6	535*	4.8	33	102	3.0
Psychology	31	238	7.7	555	7.9	30	148	4.8	31	252	8.1	560*	7.9	32	173	5.6	31	245	7.9	565*	7.9	31	184	5.9
Social Studies	45	184	4.1	455*	4.0	46	96	2.1	45	213	4.7	460*	4.4	48	102	2.3	45	227	5.0	465	5.0	45	112	2.5
Sociology & Social Policy	28	36	1.3	460	1.2	30	27	1.0	28	42	1.5	455	1.4	30	31	1.1	28	40	1.4	415	1.5	27	21	0.8
World Religions and Theology#	15	25	1.7	350	3.6	7	15	1.0	15	19	1.3	380	2.1	9	10	0.7	29	40	1.4	365	1.8	22	23	0.8
TOTAL	949	2450	2.6		2.7	913	1763	1.9	953	2662	2.8		2.9	920	1898	2.0	952	2846	3.0		3.1	925	1944	2.0 #DIV/0!
Faculty of Engineering, Mathematics and Science																								
Chemistry with Molecular Modeling	5	4	0.8	505	0.7	6	1	0.2	5	4	0.8	470	0.7	6	2	0.4	5	6	1.2	490	0.9	7	4	0.8
Computer Science ^^(Integrated)	100	190	1.9	460*	1.9	100	118	1.2	80	169	2.1	460*	2.1	79	91	1.1	80	139	1.7	450	1.6	85	87	1.1
Information & Communications Technology•																								
Earth Sciences^^	19	25	1.3	475	1.2	21	18	0.9	14	25	1.8	490*	1.5	17	16	1.1	14	40	2.9	480	2.9	14	27	1.9
Engineering ^^(Integrated)	175	233	1.3	470	1.3	175	164	0.9	165	238	1.4	455*	1.4	166	180	1.1	165	256	1.6	465	1.6	163	196	1.2
Engineering with Management (Integrated)^^	22	30	1.4	460	1.1	27	20	0.9	18	26	1.4	450	1.4	18	18	1.0	18	17	0.9	435	0.9	18	9	0.5
Human Genetics	15	57	3.8	560	3.4	17	44	2.9	15	40	2.7	560*	2.7	15	35	2.3	15	54	3.6	560*	3.2	17	41	2.7
Management Science & Information Systems Studies ^^	35	69	2.0	515	1.8	38	55	1.6	27	37	1.4	480	1.4	26	32	1.2	27	32	1.2	455	1.1	30	25	0.9
Mathematics	30	74	2.5	540	2.1	36	54	1.8	30	93	3.1	520*	3.1	30	68	2.3	30	90	3.0	535	2.4	37	71	2.4
Medicinal Chemistry	28	29	1.0	525	1.1	27	23	0.8	28	23	0.8	535*	0.7	28	20	0.7	28	38	1.4	535*	1.4	27	36	1.3
Nanoscience,Physics & Chemistry of Advanced Materials#	20	92	4.6	595	4.0	23	77	3.9	20	72	3.6	570*	3.6	20	63	3.2	15	41	2.7	515*	2.7	15	32	2.1
Science	332	551	1.7	515*	1.7	330	413	1.2	340	565	1.7	505*	1.7	339	456	1.3	340	511	1.5	500	1.5	336	398	1.2
Theoretical Physics	40	79	2.0	550	1.8	43	60	1.5	40	68	1.7	490	1.7	40	48	1.2	40	88	2.2	540	2.2	40	68	1.7
TOTAL	821	1433	1.7		1.7	843	1047	1.3	782	1360	1.7		1.7	784	1029	1.3	777	1312	1.7		1.7	789	994	1.3

^ Course quota is 10 (RIAM) or 15 (DIT) (alternate years)
# Quota adjusted in 2013 as a result of the strategic planning process
^^ Quota adjusted in 2014 as a result of strategic planning process
Minimum point: * Random selection, not all student with this number of points were offered a place
Minimum points *** Entrance Test and / or interview
AQA = all qualified applicants

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Table B6: CAO first preference applications: quotas, points, number registered 2014, 2013, 2012

Course	2014								2013								2012							
	Quota	Number of first pref applicns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.14	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applicns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applicns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.12	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota
Faculty of Health Sciences																								
Dental Science	32	213	6.7	575*	6.7	32	125	3.9	32	226	7.1	575*	6.3	36	99	3.1	32	246	7.7	590*	7.9	31	115	3.6
General Nursing	139	424	3.1	415	3.0	141	196	1.4	139	392	2.8	420*	2.8	140	127	0.9	139	423	3.0	420	3.1	137	175	1.3
Integrated and Childrens General Nursing	20	107	5.4	490	5.4	20	60	3.0	20	113	5.7	505*	5.7	20	73	3.7	20	110	5.5	490*	5.8	19	68	3.4
Intellectual Disability Nursing	30	41	1.4	390*	1.5	28	24	0.8	30	47	1.6	390*	1.5	31	21	0.7	30	44	1.5	395	1.4	31	20	0.7
Medicine	121	833	6.9	731*#	6.9	121	537	4.4	123	901	7.3	***748*	7.3	123	593	4.8	123	908	7.4	***746*	7.4	123	616	5.0
Midwifery	40	246	6.2	450*	6.2	40	127	3.2	40	286	7.2	445	7.2	40	163	4.1	40	238	6.0	460*	6.0	40	142	3.6
Occupational Therapy^^	45	119	2.6	500*	2.6	45	84	1.9	40	119	3.0	505*	3.1	39	80	2.0	40	128	3.2	510*	3.2	40	102	2.6
Pharmacy	75	203	2.7	560*	2.7	74	158	2.1	75	212	2.8	565*	2.9	72	157	2.1	75	252	3.4	565*	3.5	72	198	2.6
Physiotherapy	40	153	3.8	540*	3.7	41	82	2.1	40	137	3.4	535*	3.1	44	58	1.5	40	154	3.9	550	3.9	40	83	2.1
Mental Health Nursing	45	97	2.2	390*	2.1	46	47	1.0	45	107	2.4	400*	2.4	45	54	1.2	45	99	2.2	395*	2.3	43	49	1.1
Radiation Therapy	30	59	2.0	515*	2.1	28	51	1.7	30	63	2.1	530*	1.8	35	52	1.7	30	68	2.3	535*	2.3	30	58	1.9
TOTAL	617	2495	4.0		4.1	616	1491	2.4	614	2603	4.2		4.2	625	1477	2.4	614	2670	4.3		4.4	606	1626	2.6
Multi-Faculty																								
Business and Computing	35	60	1.7	465*	1.7	35	29	0.8	30	77	2.6	465*	2.4	32	37	1.2	30	60	2.0	465	2.0	30	33	1.1
Computer Science and Language	20	19	1.0	450	0.9	21	14	0.7	15	33	2.2	525	2.2	15	24	1.6	15	21	1.4	490	1.3	16	15	1.0
Human Health and Disease# ^^	35	48	1.4	530*	1.4	35	37	1.1	35	52	1.5	530*	1.6	33	35	1.0	35	60	1.7	540*	1.8	33	49	1.4
Political Science and Geography ^^	15	41	2.7	485	2.6	16	33	2.2	20	32	1.6	445	1.4	23	26	1.3	20	38	1.9	435	1.8	21	32	1.6
Two Subject Moderatorship#	419	891	2.1	n/a	2.4	379	659	1.6	419	1135	2.7	n/a	2.9	392	416	1.0	414	1135	2.7	n/a	3.0	383	835	2.0
TOTAL	524	1059	2.0		2.2	486	772	1.5	519	1329	2.6		2.7	495	538	1.0	514	1314	2.6		2.7	483	964	1.9
GRAND TOTAL	2911	7437	2.6		2.6	2858	5073	1.7	2868	7954	2.8		2.8	2824	4942	1.7	2857	8142	2.8		2.9	2803	5528	1.9

#Quota adjusted in 2013 as a result of the strategic planning process

^^ Quota adjusted in 2014 as a result of strategic planning process

Minimum Points: * Random selection; not all

Minimum Points: *** Entrance Test and/or

Table B7: CAO first Preference applications: quotas, points, number registered 2014, 2013, 2012																							
	2014								2013								2012						
Two Subject Moderatorship Course	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 29.11.14	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 15.11.13	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 29.11.2012	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota
Ancient History & Archaeology	23	45	2.0	365	2.4	19	23	1.00	23	59	2.6	400	2.3	26	40	1.74	23	58	2.5	390*	2.8	21	37	1.61
Classical Civilisation	29	40	1.4	385*	1.3	30	33	1.14	29	52	1.8	400	1.9	27	37	1.28	29	58	2.0	405	1.9	30	46	1.59
Drama Studies	24	50	2.1	400	2.8	18	30	1.25	24	50	2.1	435	2.2	23	33	1.38	24	77	3.2	***515	3.2	24	44	1.83
Early Irish	10	0	0.0		-	0	0	0.00	10	2	0.2		-	0	0	0.00	10	1	0.1	460	1.0	1	1	0.10
Economics	43	86	2.0	480*	1.8	47	60	1.40	43	132	3.1	460	2.8	48	103	2.40	43	128	3.0	475*	2.8	46	99	2.30
English Literature	85	338	4.0	520*	3.9	86	262	3.08	85	388	4.6	530*	4.4	89	292	3.44	85	397	4.7	535	4.7	85	303	3.56
Film Studies	30	104	3.5	360	3.9	27	66	2.20	30	119	4.0	455*	4.3	28	79	2.63	30	114	3.8	410	3.7	31	64	2.13
French	84	135	1.6	400	1.7	79	105	1.25	84	202	2.4	480	2.3	89	173	2.06	84	183	2.2	400*	2.2	85	151	1.80
Geography	45	52	1.2	430	1.7	31	39	0.87	45	72	1.6	450	2.5	29	57	1.27	45	72	1.6	415	2.4	30	60	1.33
German	32	45	1.4	435	1.4	32	38	1.19	32	57	1.8	445	1.8	32	44	1.38	32	73	2.3	420	2.6	28	51	1.59
Greek	8	4	0.5	465	1.3	3	2	0.25	8	10	1.3	445	3.3	3	6	0.75	8	7	0.9	405	1.8	4	5	0.63
History	40	137	3.4	495*	3.4	40	107	2.68	40	193	4.8	505	4.7	41	139	3.48	40	192	4.8	530*	4.7	41	149	3.73
History of Art & Architecture	40	92	2.3	385*	2.2	41	63	1.58	40	108	2.7	430	2.6	41	67	1.68	40	108	2.7	425	2.7	40	75	1.88
Italian	30	32	1.1	360	1.3	25	26	0.87	30	37	1.2	425	1.5	25	26	0.87	30	47	1.6	425	1.5	32	36	1.20
Jewish & Islamic Civilisations	10	12	1.2	395	1.7	7	8	0.80	10	20	2.0	415	2.0	10	10	1.00	10	17	1.7	405	4.3	4	8	0.80
Latin	10	12	1.2	555	3.0	4	6	0.60	10	7	0.7	525	2.3	3	5	0.50	10	13	1.3	435	1.9	7	8	0.80
Mathematics	25	59	2.4	545*	2.2	27	50	2.00	25	85	3.4	545	3.4	25	66	2.64	25	92	3.7	540	2.9	32	78	3.12
Modern Irish	30	31	1.0	415	1.3	24	26	0.87	30	46	1.5	425	1.7	27	41	1.37	30	35	1.2	410	1.5	24	34	1.13
Music#	20	45	2.3	415	2.6	17	29	1.45	20	45	2.3	450	2.4	19	30	1.50	10	41	4.1	***535	3.2	13	24	2.40
Philosophy	43	107	2.5	430*	2.5	43	80	1.86	43	121	2.8	450	2.5	49	81	1.88	43	123	2.9	440	2.8	44	90	2.09
Psychology	17	114	6.7	570*	6.3	18	91	5.35	17	168	9.9	580	9.3	18	122	7.18	17	178	10.5	580	8.9	20	131	7.71
Russian	36	27	0.8	410	2.1	13	15	0.42	36	29	0.8	435	2.4	12	19	0.53	36	35	1.0	430*	3.2	11	21	0.58
Sociology	59	104	1.8	440	1.7	62	74	1.25	59	141	2.4	445	2.2	64	105	1.78	59	90	1.5	415	1.6	58	63	1.07
Spanish	41	79	1.9	450*	1.8	45	62	1.51	41	93	2.3	415	2.3	41	69	1.68	41	97	2.4	475	2.4	41	75	1.83
World Religions & Theology	24	32	1.3	385	1.5	22	23	0.96	24	34	1.4	400	2.4	14	22	0.92	24	34	1.4	390*	2.4	14	17	0.71
TOTAL	**838**	1782	2.1		2.3	**760**	**1318**	1.57	**838**	2270	2.7		2.9	**783**	**1666**	1.99	**828**	2270	2.7		3.0	**766**	**1670**	2.02

#Quota changed in 2013 as part of the strategic planning process.

Minimum Points:

^^ The points shown are the minimum for the subject but not for all combinations, see Table B11 on page 28

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

***Entrance test/Interview required

New Entrant CAO Preferences

Analysis shows that in 2014 63% of new entrants were registered on their first preference CAO choice, with 14% and 8% registered on their second and third choice respectively. Students registering on courses which represented a lower preference (4-10), accounted for 15% of new entrants.

New Entrant Data – analysis of preference of registered course
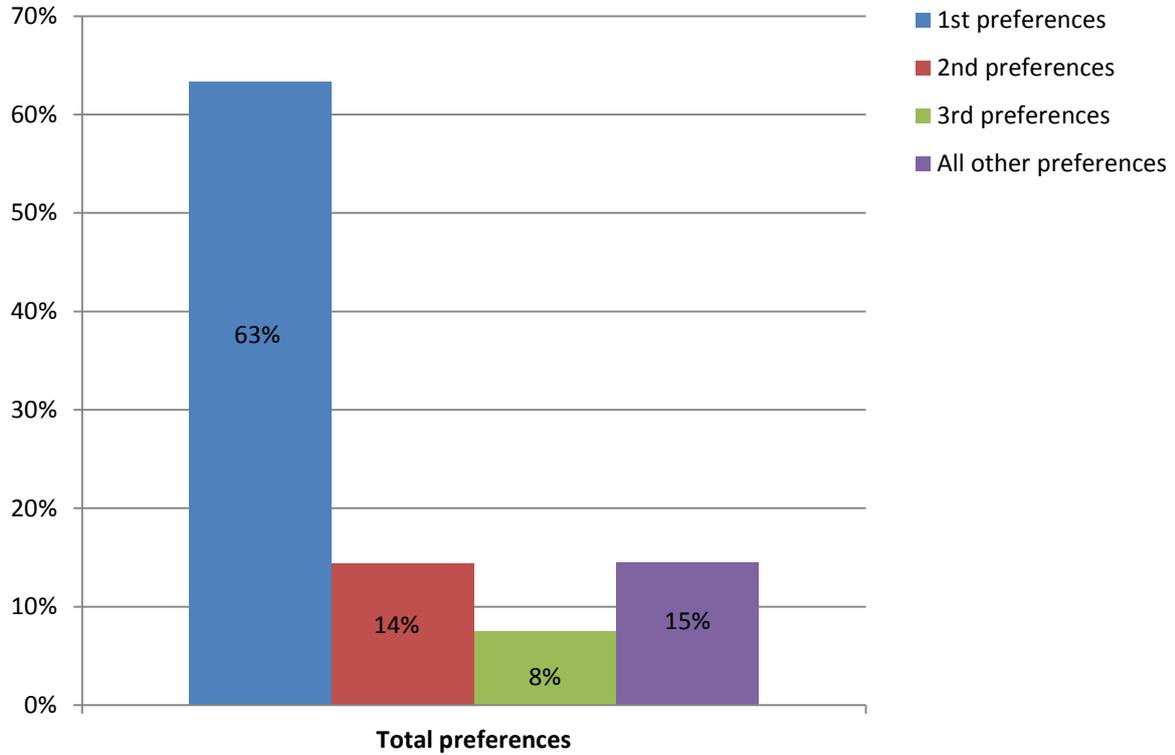
Admissions Preference Data – number of students registered in each faculty according to CAO preference
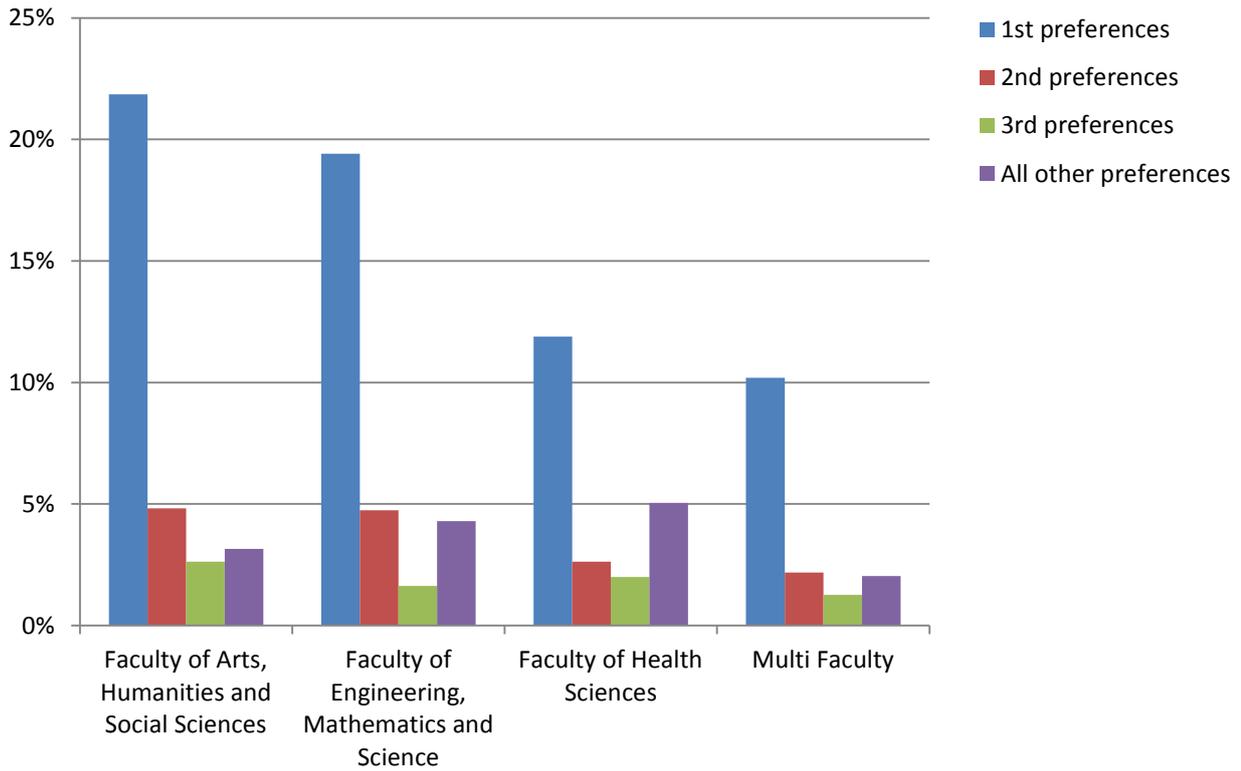
Admissions Preference Data - number in each faculty, according to CAO preference, as a percentage of total new entrants in each faculty

Table B8: Analysis of undergraduate new entrants by course preference 2014										
Course Name	Quota	Total New Entrants* by Course	1st Preference	% 1st Preference	2nd Preference	% 2nd Preference	3rd Preference	% 3rd Preference	All Other Preferences	% All Other Preferences
Faculty of Arts, Humanities and Social Sciences										
Ancient & Medieval History and Culture	15	13	8	62%	2	15%	2	15%	1	8%
Business, Economic & Social Studies	236	228	144	63%	38	17%	22	10%	24	11%
Business Studies & French	15	14	12	86%	0	0%	0	0%	2	14%
Business Studies & German	15	15	4	27%	4	27%	2	13%	5	33%
Business Studies & Polish	5	2	0	0%	1	50%	0	0%	1	50%
Business Studies & Russian	7	8	5	63%	2	25%	1	13%	0	0%
Business Studies & Spanish	10	11	10	91%	1	9%	0	0%	0	0%
Catholic Theological Studies	15	8	7	88%	0	0%	0	0%	1	13%
Classics	15	3	3	100%	0	0%	0	0%	0	0%
Clinical Speech & Language Studies	34	36	26	72%	2	6%	2	6%	6	17%
Deaf Studies	20	19	11	58%	3	16%	1	5%	4	21%
Drama & Theatre Studies	17	18	14	78%	2	11%	1	6%	1	6%
Early & Modern Irish	15	3	2	67%	0	0%	1	33%	0	0%
English Studies	40	38	27	71%	8	21%	1	3%	2	5%
European Studies	45	45	39	87%	4	9%	2	4%	0	0%
History	38	37	17	46%	8	22%	6	16%	6	16%
History & Political Science	24	27	19	70%	5	19%	1	4%	2	7%
Irish Studies	20	5	3	60%	1	20%	0	0%	1	20%
Law	90	91	45	49%	29	32%	11	12%	6	7%
Law and Business	25	25	24	96%	0	0%	0	0%	1	4%
Law & French	15	16	12	75%	2	13%	1	6%	1	6%
Law & German	15	15	11	73%	2	13%	1	7%	1	7%
Law and Political Science	20	20	18	90%	0	0%	1	5%	1	5%
Music	15	10	8	80%	2	20%	0	0%	0	0%
Music Education	10	10	10	100%	0	0%	0	0%	0	0%
Philosophy	20	19	4	21%	2	11%	5	26%	8	42%
Philosophy, Political Science, Economics and	34	35	34	97%	1	3%	0	0%	0	0%
Psychology	31	27	23	85%	3	11%	1	4%	0	0%
Social Studies	45	43	35	81%	1	2%	4	9%	3	7%
Sociology & Social Policy	28	28	10	36%	7	25%	4	14%	7	25%
World Religions and Theology	15	7	5	71%	0	0%	1	14%	1	14%
Total	**949**	**876**	**590**	**67%**	**130**	**15%**	**71**	**8%**	**85**	**10%**

Table B8: Analysis of undergraduate new entrants by course preference 2014										
Course Name	Quota	Total New Entrants* by Course	1st Preference	% 1st Preference	2nd Preference	% 2nd Preference	3rd Preference	% 3rd Preference	All Other Preferences	% All Other Preferences
Faculty of Engineering, Mathematics and Science										
Chemistry with Molecular Modeling	5	7	1	14%	1	14%	2	29%	3	43%
Computer Science (Integrated)	100	93	74	80%	6	6%	4	4%	9	10%
Earth Sciences	19	20	7	35%	6	30%	4	20%	3	15%
Engineering (Integrated)	175	166	108	65%	27	16%	5	3%	26	16%
Engineering with Management (Integrated)	22	25	13	52%	7	28%	3	12%	2	8%
Human Genetics	15	17	12	71%	0	0%	2	12%	3	18%
Management Science & Information Systems Studies	35	36	30	83%	6	17%	0	0%	0	0%
Mathematics	30	33	27	82%	5	15%	0	0%	1	3%
Medicinal Chemistry	28	29	8	28%	6	21%	3	10%	12	41%
Nanoscience,Physics & Chemistry of Advanced Materials	20	23	23	100%	0	0%	0	0%	0	0%
Science	332	321	186	58%	58	18%	21	7%	56	17%
Theoretical Physics	40	42	35	83%	6	14%	0	0%	1	2%
Total	**821**	**812**	**524**	**65%**	**128**	**16%**	**44**	**5%**	**116**	**14%**
Faculty of Health Sciences										
Nursing - (General, Intellectual Disability, Mental Health)	214	214	74	35%	31	14%	32	15%	77	36%
Midwifery	40	36	20	56%	8	22%	2	6%	6	17%
Dental Science	32	29	13	45%	5	17%	2	7%	9	31%
Integrated Childrens' and General Nursing	20	19	12	63%	2	11%	1	5%	4	21%
Medicine	121	107	105	98%	1	1%	0	0%	1	1%
Occupational Therapy	45	41	24	59%	1	2%	6	15%	10	24%
Pharmacy	75	71	48	68%	10	14%	3	4%	10	14%
Physiotherapy	40	35	17	49%	6	17%	5	14%	7	20%
Radiation Therapy	30	30	8	27%	7	23%	3	10%	12	40%
Total	**617**	**582**	**321**	**55%**	**71**	**12%**	**54**	**9%**	**136**	**23%**
Multi Faculty										
Computer Science and Business	35	16	3	19%	4	25%	0	0%	3	19%
Computer Science and a Language	20	21	13	62%	3	14%	1	5%	4	19%
Human Health and Disease	35	30	5	17%	3	10%	6	20%	16	53%
Political Science and Geography	15	14	12	86%	1	7%	0	0%	1	7%
Two Subject Moderatorship	419	348	242	70%	48	14%	27	8%	31	9%
Total	**524**	**429**	**275**	**64%**	**59**	**14%**	**34**	**8%**	**55**	**13%**
TOTALS	**2911**	**2699**	**1710**	**63%**	**388**	**14%**	**203**	**8%**	**392**	**15%**
* New entrants are students who have not previously attended Trinity and this is different to all registered students which includes students who may have previously attended Trinity										

Acceptance rates for courses can vary, sometimes quite dramatically, from year to year. The below tables show the percentage trend of acceptances to Round 1 offers from 2010 to 2014. They range from 20% to 100% in 2014 and sometime show significant variance across years e.g. the acceptance rates for mathematics have been 80%, 46% and 76% over the past three years. Acceptance rates are one of several factors taken into account when determining the numbers of offers to be made.

Table B9: Percentage rate of acceptances to offers 2014 - 2010 (CAO round 1)

Course	2014	2013	2012	2011	2010
Faculty of Arts, Humanities and Social Sciences	**%**	**%**	**%**	**%**	**%**
Ancient & Medieval History and Culture	59	67	47	68	52
Business Studies & French	75	88	100	81	94
Business Studies & German	94	94	89	88	100
Business Studies & Russian	86	75	80	29	100
Business Studies and Polish	100	100	100	100	0
Business Studies and Spanish	64	91	91	100	93
Business, Economic & Social Studies	89	89	83	88	89
Catholic Theological Studies (new in 2013)	80	67	n/a	n/a	n/a
Classics	20	30	12	43	55
Clinical Speech & Language Studies	92	85	97	86	94
Deaf Studies (new in 2010)	89	73	91	75	76
Drama & Theatre Studies	86	73	75	88	93
Early & Modern Irish	75	50	87	86	67
English Studies	58	67	72	67	80
European Studies	83	73	86	85	83
History	66	73	71	52	69
History & Political Science	83	73	60	70	81
Irish Studies	75	75	81	87	82
Law	80	82	80	77	81
Law & French	94	95	67	75	70
Law & German	89	89	76	82	88
Law and Business	85	78	93	83	81
Law and Political Science	67	86	91	86	86
Music	75	77	95	86	95
Music Education	90	77	100	100	90
Philosophy	48	45	54	44	48
Philosophy & Political Science	n/a	n/a	n/a	55	76
Philosophy, Political Science, Economics and Sociology	74	67	67	66	76
Psychology	78	68	81	77	94
Social Studies	82	88	79	83	89
Sociology & Social Policy	86	79	78	92	86
World Religions & Theology	47	63	61	64	59

Table B9: Percentage rate of acceptances to offers 2014 - 2010 (CAO round 1)

Faculty of Engineering, Mathematics and Science	% 2 14	% 2 13	% 2 12	% 2 11	% 2 1
Computer Science	88	91	92	91	82
Earth Sciences	87	71	73	75	86
Engineering	87	84	88	83	80
Engineering with Management	96	74	90	92	85
Human Genetics	85	65	74	79	78
Management Science & Information Systems Studies	94	90	96	91	94
Chemistry with Molecular Modelling	100	100	86	63	80
Mathematics	80	46	76	63	60
Medicinal Chemistry	71	82	72	66	77
Nanoscience, Physics & Chemistry of Advanced Materials	86	71	88	73	83
Science	86	83	80	84	82
Theoretical Physics	87	78	74	79	93
Faculty of Health Sciences		%	%	%	%
Children's and General Integrated Nursing	94	60	57	75	87
Children's and General Integrated Nursing – Mature (Round A)	60	73	60	80	100
Dental Science	66	73	59	63	78
General Nursing	77	83	88	84	80
General Nursing - Mature (Round A)	83	95	89	83	76
General Nursing Adelaide	90	93	96	93	100
General Nursing Adelaide - Mature (Round A)	75	75	100	100	100
Intellectual Disability Nursing	65	73	94	76	85
Intellectual Disability Nursing- Mature (Round A)	79	84	89	79	87
Medicine	85	88	91	84	91
Midwifery	68	73	77	82	85
Midwifery- Mature (Round A)	82	94	94	78	83
Occupational Therapy	82	77	77	84	79
Pharmacy	82	83	76	87	80
Physiotherapy	72	83	78	80	83
Mental Health Nursing	75	83	68	75	83
Mental Health Nursing - Mature (Round A)	78	85	91	87	86
Radiation Therapy	69	97	77	82	86

Table B9: Percentage rate of acceptances to offers 2014 - 2010 (CAO round 1)

Multi-Faculty	2 14	% 2 13	% 2 12	% 2 11	% 2 1
Computer Science and Business	97	89	88	91	88
Computer Science and Language	91	88	92	n/a	n/a
Computer Science, Linguistics & French	Courses withdrawn – replaced by Computer Science and a Language			100	100
Computer Science, Linguistics & German				100	100
Computer Science, Linguistics & Irish				100	100
Human Health and Disease	72	78	80	80	78
Political Science and Geography	72	77	52	88	68
Two Subject Moderatorship	77	77	74	74	79

* Based on offers to Leaving Certificate and A Level applicants.

Table B10: Percentage rate of acceptances to offers, TSM courses 2014 - 2010 (CAO round 1)

Two Subject Moderatorship Course	2014	2013	2012	2011	2010
	%	%	%	%	%
Ancient History & Archaeology	94	83	64	65	75
Classical Civilisation	90	71	87	72	81
Drama Studies	90	90	87	89	87
Early Irish	0	0	50	100	0
Economics	74	70	75	81	73
English Literature	79	78	75	75	90
Film Studies	70	81	82	83	77
French	74	77	64	70	72
Geography	78	73	68	85	78
German	86	77	69	77	84
Greek	100	50	83	100	33
History	71	73	73	84	78
History of Art & Architecture	77	74	79	72	84
Italian	76	85	79	59	69
Jewish & Islamic Civilisations	75	100	75	100	100
Latin	33	57	50	20	75
Mathematics	66	63	75	80	74
Modern Irish	92	96	85	85	96
Music	85	88	100	89	90
Philosophy	61	78	72	62	67
Psychology	94	82	94	81	94
Russian	64	73	53	45	36
Sociology	85	82	78	81	90
Spanish	77	76	68	62	72
World Religions & Theology	80	63	61	64	72

* Based on offers to Leaving Certificate and A Level applicants.

Table B11: Two Subject Moderatorship (TR001): 2014 Final minimum entry levels

	AH	AR	BT	CC	DR***	EC	EI	EN	FR	FS	GE	GG	GK	HS	IT	JS	LT	MI	MT	MU**	PH	PS	RU	SC	SP
AH	-	440*	400	-	-	-	-	535	480	-	-	-	445	530	425	415	525	-	-	-	-	-	435	-	475
AR	440*	-	445	435	445	-	-	535	480	-	455	-	-	530	430	445	525	-	-	490*	450	-	-	445*	435
BT	400	445	-	400	-	-	-	535	480	490	455	-	445	530	-	-	525	425	-	-	450	580	435	445	475
CC	-	435	400	-	435	-	-	535	480	-	-	-	445	530	425	415	525	425	-	-	450	-	435	-	475
DR*	-	445	-	435	-	-	-	530*	480	460	455	-	445	-	435	-	525	435	-	490	-	-	435	445	450
EC	-	-	-	-	-	-	-	-	-	-	495	460	-	530	-	-	-	-	565*	-	495	580	495*	495	495
EI	-		-	-	-	-	-	-	-	-	-		-				-		-		-		-	-	-
EN	535	535	535	535	530*	-	-	-	535	535	535	-	535*	535*	535	535	535	535	575	535	535*	580	535	535	535*
FR	480	480	480	480	480	-	-	535	-	490*	480	-	-	530*	480*	480	525	480	575	490*	480*	580	480	480*	480*
FS	-	-	490	-	460	-	-	535	490*	-	480	-	-	-	490*	490	-	455*	-	475	-	-	475	-	490
GE	-	455	455	-	455	495	-	535	480	480	-	455	-	525	445	455	-	455	575	-	455	-	455	455	475
GG	-	-	-	-	-	460	-	-	-	-	455	-	-	505	-	-	-	-	575	-	450	580	-	445	-
GK	445	-	445	445	445	-	-	535*	-	-	-	-	-	530*	445	445	-	-	-	-	450	-	445	-	475
HS	530	530	530	530	-	530	-	535*	530*	-	525	505	530*	-	530	530	530*	510	-	530*	530*	-	515	530*	525
IT	425	430	-	425	435	-	-	535	480*	490*	445	-	445	530	-	-	525	425	-	-	450	580	435	445	465
JS	415	445	-	415	-	-	-	535	480	490	455	-	445	530	-	-	525	425	-	-	450	580	435	445	475
LT	525	525	525	525	525	-	-	535	525	-	-	-	-	530*	525	525	-	525	-	-	525	-	525	-	525
MI	-	-	425	425	435	-	-	535	480	455*	455	-	-	510	425	425	525	-	-	450	450	-	435	445	450
MT	-	-	-	-	-	565*	-	575	575	-	575	575	-	-	-	-	-	-	-	560	545	580	-	-	-
MU*	-	490*	-	-	490	-	-	535	490*	475	-	-	-	530*	-	-	-	450	560	-	490*	580	-	-	-
PH	-	450	450	450	-	495	-	535*	480*	-	455	450	450	530*	450	450	525	450	545	490*	-	580	450	450	-
PS	-	-	580	-	-	580	-	580	580	-	-	580	-	-	580	580	-	-	580	580	580	-	-	580	-
RU	435	-	435	435	435	495*	-	535	480	475	455	-	445	515	435	435	525	435	-	-	450	-	-	-	415
SC	-	445*	445	-	445	495	-	535	480*	-	455	445	-	530*	445	445	-	445	-	-	450	580	-	-	475
SP	475	435	475	475	450	495	-	535*	480*	490	475	-	475	525	465	475	525	450	-	-	-	-	415	475	-

* Not all applicants at this level were offered places.   ** Applicants are assessed on a music test and interview and on their leaving certificate examination results.

*** Applicants are assessed on a questionnaire and interview and on their leaving certificate examination results.

AH: Ancient history and archaeology   AR: History of art and architecture   BT: World religions and theology   CC: Classical civilisation   DR: Drama studies
EC: Economics   EI: Early Irish   EN: English Literature   FR: French   FS: Film studies
GE: German   GG: Geography   GK: Greek   HS: History   IT: Italian
JS: Jewish and Islamic civilisations   LT: Latin   MI: Modern Irish   MT: Mathematics   MU: Music
PH: Philosophy   PS: Psychology   RU: Russian   SC: Sociology   SP: Spanish

Out of a total of 58 undergraduate full-time single and joint honor CAO courses (excluding TSM), 7 (12%) did not meet their quota because of insufficient eligible applications, and of 25 TSM subjects, 6 (24%) did not meet its quota for the same reason.

Table B12 (a): Courses not meeting quota in 2014 due to insufficient eligible applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 29.11.2014
Applications made via CAO				
Business Studies and Polish	5	2	405	2
Catholic Theological Studies	15	12	310	8
Classics	15	18	435	3
Early and Modern Irish	15	2	360	3
Irish Studies	20	10	425	11
Music	15	27	390	11
World Religions and Theology	15	25	350	7
TSM*				
Ancient History & Archaeology	23	45	n/a	19
Drama Studies	24	50	n/a	18
Early Irish	10	0	n/a	0
Film Studies	30	104	n/a	27
Italian	30	32	n/a	25
Russian	36	27	n/a	13
TOTALS				

Table B12 (b): Courses not meeting quota in 2013 due to insufficient eligible applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 29.11.2013
Applications made via CAO				
Business Studies and Polish	5	3	470	1
Catholic Theological Studies	15	16	AQA	8
Classics^	15	15	465	3
Early and Modern Irish	15	2	365	2
Irish Studies	20	7	420	11
Music Education	15	17	405	12
World Religions and Theology	15	19	380	9
TSM*				
Early Irish	10	2	n/a	0
TOTALS	**110**	**81**		**46**

^ It should be noted that in addition to the single honor programme in Classics, four subjects are offered within the Two Subject Moderatorship programme (i.e. Ancient History and Archaeology, Classical Civilisation, Greek and Latin).

* Table B11 on page 28 provides the points cut-off levels against different variations of TSM courses.

Entry to Medicine

The allocation of places for Medicine is determined on the basis of a weighted combination of the Leaving Certificate Examination (LCE) score and the HPAT-Ireland (Health Professions Admission Test - Ireland) score. Applicants to Medicine who achieve above 550 LCE points are credited with 550 points, plus an additional 1 point for every 5 LCE points attained, e.g. students who attain 600 LCE points are credited with 560 points. In addition, applicants may attain up to 300 points from the HPAT test, resulting in a combined maximum of 860 points. The scaling down of points in excess of 550 is intended to strike a balance between the perceived pressures on students to achieve maximum grades in the Leaving Certificate Examination while at the same time recognising excellence when it has been achieved.

Following an interim analysis of three years data, a number of changes were introduced for those taking the test in 2014.

1. HPAT-Ireland scores are valid for one year only.
2. Prior to 2014 all sections of the test were equally weighted. From 2014 onwards Sections 1 and 2 have a weighting of 40% and Section 3 20%.

The first HPAT-Ireland test took place in February 2009. In 2008, students were required to present a minimum of 580 points to gain admission to Medicine. The table below shows the minimum scores required for entry for the last three years.

Table B13: Minimum scores required for Entry to Medicine 2014 – 2012

	2014	2013	2012
No. of Places	121	123	123
Min. Leaving Cert. score	530	525	530
Min. HPAT-Ireland score	170	186	179

Entrance Exhibitions 2014

Four hundred and twenty two (422) students were awarded an entrance exhibition in 2014 representing 15 % of the Junior Freshman class for 2014/15*. Of this figure, 381 were Leaving Certificate students, 27 were A-level students and 14 students held other EU qualifications.

Fifty-four percent (54%) of all entrance exhibitioners were female in 2014 (59% in 2013 and 56% in 2012). Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over three evenings on 17th, 18th and 19th November 2014.

Entrance Exhibitions 2013

Four hundred and sixty three (463) students were awarded an entrance exhibition in 2013 representing 16% of the Junior Freshman class for 2013/14. Of this figure, 421 were Leaving Certificate students, 30 were A-level students and 12 students held other EU qualifications.

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* At its meeting of 9th October 2013, Board approved a change to the criteria for the award of entrance exhibitions   with the effect that bonus points for Leaving Certificate higher level mathematics were excluded in the calculation of the necessary 560 points. This accounts for the significant decrease in entrance exhibitions compared to the previous year.

Fifty-nine percent (59%) of entrance exhibitioners were female in 2013 (56% in 2012 and 61% in 2011). Receptions for entrance exhibitioners, their parents/guardians and school principals were held over three evenings on 18th, 19th and 20th November 2013.

Entrance exhibition awards 2014, 2013, 2012
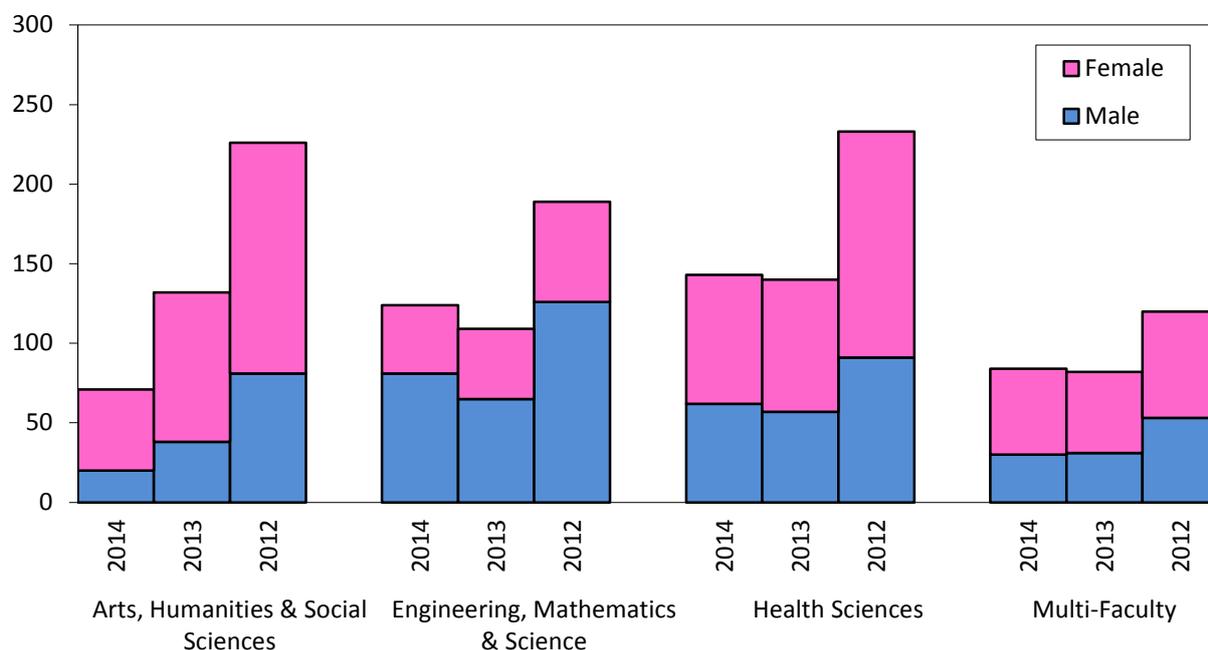
Matriculation Examination

A matriculation examination is held in Trinity College every year, usually in March or April, in a limited range of subjects. Since 2003, only two subjects are examined, namely, Geology and Biblical Studies. Nineteen (19) candidates presented for the Geology examination (20 in 2013) and ten (10) candidates presented for Biblical Studies in 2014 (14 in 2013).

Table B14: TCD Matriculation Examination 2014 - 2011

	2014	2013	2012	2011
Biblical Studies	10	14	12	6
Geology	19	20	14	18
Total	**29**	**34**	**26**	**24**

Alternative Admission Routes and Access Initiatives

Alternative admissions and access applications to the university are categorised into three principal types: (a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, 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.

Trinity's Strategic Plan is committed to increasing the number of students from under-represented groups to undergraduate programmes. The Strategic Plan (2009-2014) makes a commitment to increase the proportion of students targeted from under-represented groups from 15% to 22% of CAO new entrants by 2013. In May 2009 the University Council approved the recommendations

set out in the Access Plan 2009 - 2013. Achieving the set targets is dependent on commitments made in the 'National Plan for Equity of Access to Higher Education 2008-2013' and on being able to maintain adequate resourcing of student supports.

In 2014, a total of 692 (557 in 2013) students from underrepresented groups registered on undergraduate degree programmes, representing 24% of the CAO intake. Thirty-one percent (31 %) of these are mature students.

a)   **Students with a Disability**
The Disability Access Route to Education (DARE) scheme was formally launched in 2010. Eighteen (18) third-level institutions currently participate in the scheme. Applicants who disclose that they have a disability on the CAO application form are required to provide additional information and certain documentation to the CAO. Applicants are assessed for eligibility for the scheme and, if deemed eligible, may be granted a concession on points, if required.

It should be noted that many applicants with a disability do not disclose this information on the CAO form, but subsequently register with the Disability Service on entry to college. Students may register with the Disability Service at any time during their college career; therefore statistics reflect student numbers at a particular data point. Two hundred and twenty-one (221) first year students have registered with a disability and of these, one hundred and eleven (111) students accepted a place under the DARE scheme on reduced points, and one hundred and ten (110) students declared a disability after College registration.

Table B15 (a): Profile of undergraduate new entrants by key access criteria per faculty 2014/15

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Socio-economically disadvantaged	80	79	44	49	**252**
Mature students	65	23	108	23	**219**
Students with a disability	80	52	61	28	**221**
Totals	**225**	**154**	**213**	**100**	692
Total as a % of Faculty new entrants - CAO	**24.6%**	**18.3%**	**34.6%**	**20.6%**	**24.2%**

Table B15 (b): Analysis of new entrants registered with the Disability Service by Faculty 2014/15*

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Specific Learning Difficulty	16	23	20	5	**64**
Non Specific Learning Difficulty	64	29	41	23	**157**
Totals	**80**	**52**	**61**	**28**	221
Total as a % of Faculty new entrants - CAO	**8.76%**	**6.17%**	**9.90%**	**5.76%**	**7.73%**

* There is no close of registration date, students may register all year round. Students may disclose a disability later, and some students acquire a disability whilst at College.

Table B16: Number of applicants with a disability, eligible applicants, offers and registered students 2014, 2013, 2012

Applications	2014	2013	2012
Total **number of applicants to TCD** who disclosed a disability on the CAO application form	1368	1212	1138
Number of applicants who completed the DARE application process	1068	834	813
Number of applicants **eligible** for DARE consideration on grounds of disability	764	581	440
Number of new entrants with disabilities entering on full points	110	82	95
Number of DARE entrants on reduced points*	111	92	94
Total number of new entrants with a disability ^	221	174	189

* includes new DARE entrants who deferred from 2013

^ 2014 data as at 1 December

b) **Students Applying for Admission under the Mature Student Dispensation Scheme**

Applicants under this scheme must be over 23 years of age and are assessed on the basis of their complete academic profile, taking into account work and life experience. In 2014, 766 mature applicants applied under the Mature Student Dispensation Scheme (916 in 2013), of whom 161 (21%) were offered places, and of these 140 (18 %) subsequently registered. Included in this figure of 140 are entrants progressing via the 'facilitated entry' scheme through the Trinity Access Programmes (TAP) Foundation and Partnership Courses for Mature Students. In 2014, there were 142 applications from mature students, through these routes. Thirty-five (35) students were offered places and subsequently registered.

Mature students are also admitted to the undergraduate degrees in Nursing and Midwifery under the Mature Student Dispensation Scheme. Applicants to these courses are assessed externally by the Nursing Career Centre. Seventy- nine (79) mature students registered on degree courses in Nursing and Midwifery in 2014 (76 in 2013).

Table B17 (a): Number of students admitted under the Mature Students Dispensation Scheme by Faculty 2014 - 2010

	2014*	2013*	2012*	2011*	2010*
Number of applicants	766	916	860	928	941
Number of places offered	161	158	174	168	154
Numbers of students registered by Faculty:					
Arts, Humanities & Social Sciences	65	68	77	74	68
Engineering, Mathematics & Science	23	22	27	21	20
Health Sciences	29	31	30	21	29
Multi-faculty	23	21	24	26	31
Total students registered	**140**	**142**	**158**	**142**	**148**

*Figures from 2010 onwards include those who applied & were admitted via the facilitated entry scheme.

Table B17 (b): Number of mature student applications, offers and students registered in Nursing and Midwifery

	2014	2013	2012	2011	2010
Number of Nursing and Midwifery applications	2048	2114	2121	1834	1713
Number of places offered	126	115	96	121	90
Number of students registered in Nursing and Midwifery	79	76	74	71	64
Total students registered	**79**	**76**	**74**	**71**	**64**

(c) Socio-economically disadvantaged students

(i) Post-entry Progression Programme

In response to recognised student needs, TAP (Trinity Access Programmes) has developed a range of post-entry supports. These include an orientation programme, academic supports including extra tuition, a laptop lending service, a Writing Resource Centre, Mathematics Help Room, and the TAP Studio (a designated study space equipped with IT resources). TAP also provides financial assistance, as well as social and personal supports from dedicated advisors. TAP has also created a number of links with private sector companies in the areas of business, law, technology etc. and has established a career development programme for students to aid them in making the transition to a graduate career. This includes workshops, skills sessions, mentoring and internship programmes. TAP also provides training and development to its group of dedicated volunteers - the TAP Ambassadors - in areas such as: child protection training, listening skills, CV building and presentation skills. TAP works closely with the Library and other support services in College including the Student Counselling Service, the Disability Service, the College Health Service, the Accommodation Office and the Tutorial Service.

(ii) School and Community Outreach Links (SCOL)
The School and Community Outreach Links initiative enables the involvement of Trinity College with schools and communities where there is little or no tradition of progression to third-level. TAP is assisted by Schools in College each year in developing and delivering activities to over 39 primary and second-level schools and a selection of community groups. Primary school activities begin with fifth class pupils and continue throughout the second-level school cycle.

In 2014/15 TAP is implementing an outreach model adapted from a US based educational NGO, 'College For Every Student' (CFES), in 11 second-level linked schools. The model focuses on engaging students in a suite of activities across three core practices: Pathways to College, Leadership through Service and Mentoring. This year, the mentoring aspect of the programme involves over 320 TAP Trinity undergraduates and alumni with over 1,200 second year, second-level students. In November 2014, the 1,200 students and their mentors were involved in a massive Mentoring Speed Meet in the National Convention Centre.

TAP Director, Cliona Hannon, and CFES CEO, Rick Dalton, co-organised a global summit in upstate New York in April, from which a white paper emerged called 'One Million More', which commits Trinity and CFES to aim to get an additional one million low income students to and through college by 2025.

The CFES partnership is part of a suite of new projects, including 'Trinity Access 21', which is a collaboration between TAP, Bridge21 and the Schools of Education and Computer Science and Statistics. The project team developed a Post-graduate Certificate in 21C Teaching and Learning, and it is anticipated that this will be further developed into a progression route at diploma and masters level to both the M.Ed. and the M.Sc. Technology and Learning. This year, 97 teachers in the 11 'Trinity Access 21' partner schools are participating in the Postgraduate Certificate course, which focuses on leadership, inclusive education and the use of technology to transform the teaching and learning environment. The project is expected to engage 1,000 teachers in the 2014-17 period. It also includes a research programme to evaluate school, staff and student impact. Over 1,300 surveys have been completed by students and about 400 by teachers involved in different aspects of the projects. Fifteen teachers and principals from linked schools participated in the College for Every Student National Conference in Burlington, Vermont, in November 2014, which also included 450 US educators. The Provost was a keynote speaker at the conference.

The first College Awareness Week took place in November 2014. This was a national awareness raising campaign involving schools, libraries, businesses and further/higher education institutions nationwide. More than 360 activities were organised during the week and the Tánaiste spoke at the launch. The campaign was founded by TAP Programmes Manager, Kathleen O'Toole-Brennan and has multi-sectoral leadership including the HEA, NAPD and IBEC. It is sponsored by AIB and Perrigo.

(iii) Concession on Points
Young adults who are assessed through the Higher Education Access Route (HEAR) and deemed to be socio-economically disadvantaged are eligible for a concession on points for entry to an undergraduate degree or diploma course. Applicants are assessed for eligibility on the basis of a multi-indicator model that aims to assess educational disadvantage. These

students must satisfy the minimum matriculation requirements for entry to their course of choice.

In 2014, 223 students entered College through HEAR and other alternative entry routes (221 in 2013). This figure includes students from the TAP Foundation Course (Young Adults) and Liberties College Partnership Foundation Course.

Entrants are well distributed across the three Faculties – 100 entered AHSS, 80 entered EMS and 43 progressed to HS courses. The DARE/HEAR scheme won a Taoiseach's Award for Public Service Excellence in 2012.

HEAR is managed through a small DARE/HEAR Scheme Shared Services Unit, based in the Irish Universities Association. Further information about the scheme can be found at www.accesscollege.ie.

(iv) Foundation Course for Higher Education – Mature Students
This one-year foundation course is aimed at mature students from socio-economically under-represented groups who have not yet realised their full educational potential. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible for facilitated entry to College. To be eligible for a place students must achieve a minimum overall grade of 50%, although significantly higher grades are required for higher demand courses; for example, Social Studies requires a minimum grade of 60%, whereas Law and Physiotherapy require a minimum grade of 65%. Places are allocated on the basis of academic merit and students must select up to five College courses on their CAO preference list.

Twenty-six (26) students registered on the Foundation Course in 2013/14. Of these, 21 students completed the course and 17 progressed to undergraduate degree courses in Trinity. Twenty-six (26) students have registered on this foundation course for the 2014/15 academic year.

(v) Foundation Course for Higher Education – Young Adults
This is a one-year foundation course that caters for young adults (17-21 years old) from under-represented socio-economic groups, who have demonstrated academic potential, but require an additional year of education to prepare for third-level. It is open to applicants from schools linked to higher education access programmes.

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for a place in College if they achieve a minimum overall grade of 50% (65% for Law or 70% for specific courses in Health Sciences). In 2013/14, all of the 26 registered students completed the course and 23 progressed to undergraduate degree courses in Trinity.

Twenty-eight (28) students registered in September 2014 for the 2014/15 course.

(vi) Partnership Foundation Courses
Trinity College is involved in an arrangement with four City of Dublin Education & Training Board (CDETB) colleges to develop and co-deliver a Foundation Course in the Liberal Arts for access to a wide range of undergraduate courses. The CDETB colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; Plunket College, Dublin 9; and CDETB

Rathmines. The course is accredited with the Further Education and Training Awards Council (FETAC).

In 2014, there are 91 undergraduate students in Trinity who have progressed from these courses, with almost as many students studying in other higher and further education institutions. Thirty-nine students from the courses have graduated from Trinity in the last four years. The students have an average 90% retention rate in Trinity and almost all the graduates have achieved honours degrees. In 2014, seventeen students graduated from Trinity who had entered College via the CDETB University Access Courses (UAC). Thirteen students achieved an overall award of Distinction, and two achieved an overall award of Merit.

Seventeen students from the CDETB courses registered for courses in Trinity in September 2014 and 54 have registered on the CDETB courses.

An awards ceremony was held in May 2014 to mark the 10th anniversary of the TCD/ CDETB Undergraduate Access Courses. One hundred and seventy five students have progressed to Trinity over the past decade.

In 2014, TAP and CDETB Coláiste Dhúlaigh approached QQI with concerns about the preparedness in Mathematics of further education students hoping to progress to STEM degree courses. It was proposed that a new module would be created as part of an overall Level 5 award, but also as a 'stand-alone' preparation for STEM degree courses nationally. QQI recognised the gap and established a working group. Dr. Donal O'Donovan, School of Mathematics, and Clodagh Byrne, Mature Student Officer, made a significant contribution to this working group. The module was distributed nationally for consultation and has now been approved. It is expected that it will greatly improve access from further education to STEM degree programmes.

Table B18: Number of admissions to College through the Trinity Access Programmes 2014, 2013, 2012

Entry Route	Number of Students 2014	Number of Students 2013	Number of Students 2012	Number of Students 2011
HEAR - Full points	50	62	48	34
HEAR - Concession on points	129	125	108	84
HEAR / DARE / FETAC / AFS*	11	6	4	4
Foundation Course – Mature Students	17	20	15	17
Foundation Course – Young Adults	27	23	26	23
CDVEC Colleges: - Liberties Liberal Arts	3	7	13	12
- Pearse College	3	6	10	6
- Plunket College	9	10	8	4
- Rathmines	2		1	
Referral	1			
Total	**252**	**259**	**233**	**184**
Percentage Increase/Decrease on previous year:	**2.7%**	**11.2%**	**26.6%**	**17.2%**

* 11 students satisfied the entry criteria for the HEAR scheme and are being supported by TAP as "HEAR eligible" students, but were admitted through either the DARE/FETAC/AFS entry routes.

Mature Students Office

The Mature Students Office, part of TAP, serves to encourage and support the access and integration of mature students into College life. This year two hundred and nineteen (219) mature students registered across all Faculties in Trinity College (this figure includes Nursing and Midwifery students). Supports for registered mature students include:

- Financial information morning in July
- Four day Welcome Programme in early September
- Mature student resource centre for private and group study
- Drop-in clinics providing advice and advocacy
- Mid-term review clinics
- Social activities in conjunction with the Mature Student Society, S2S and the Student Parent Society

The Mature Student Officer engages in extensive external liaison with Education and Training Boards, particularly in the Dublin, Border, Midlands and Western regions, to promote Trinity, to outline the opportunities available to mature learners and to support the application process. One-to-one support for applicants is also available. A *Discover Trinity* event takes place each November and a mature student information seminar takes place each January. The 2015 information evening took place on Thursday the 8th of January.

Trinity Admissions Feasibility Study

The Trinity Admissions Feasibility Study (TAFS) was launched in 2013 to investigate whether it might be possible to admit students to Trinity using a combination of Leaving Certificate results and supplementary assessments. Twenty-five places were set aside for the study: Law (10 places), History (10 places), and Ancient and Medieval History and Culture (AMHC) (5 places). There were 270 unique applications to the scheme which were assessed on the basis of Leaving Certificate results, Relative Performance Rank, and personal/contextual data. In September 2014, 22 students were admitted via TAFS: 9 were admitted to Law, 10 to History, and 3 to AMHC. The study will admit a further cohort of applicants in September 2015.

Study Group International

In 2011 Trinity and UCD signed a contract with the UK education provider Study Group for the provision of a nine-month Foundation Course for non-EU students whose second-level qualifications do not meet the matriculation requirements of the University. The Foundation course is taught at the Study Group Dublin Centre in Leeson Street, Dublin 2. The programme runs from September to June and again in January until August. In addition to taking English Language courses the students follow one of two streams:-

- Foundation year in Business, Economic and Social Science
  OR
- Foundation year in Science and Engineering.

On successful completion of the Foundation course students then progress into the Junior Freshman year of an undergraduate programme in Trinity or UCD.

The tables below provide details of the numbers of students who entered the Foundation Course with Trinity as their designated university, the number who progressed into undergraduate programmes in TCD, and a breakdown of the courses on which they registered.

Table B19 (a): Study Group International Entrants for 2013/14 – 2011/12 and progression to TCD

Foundation Course (TCD)	No. of students	No. who entered TCD
2013/14	25	23
2012/13	42	26
2011/12	14	9

Table B19 (b): Study Group International registered students 2014/15 – 2012/13

Course	2014/15	2013/14	2012/13
Business, Economic & Social Studies	7	7	2
Chemistry with Molecular Modelling	0	0	1
Computer Science	5	3	0
Earth Sciences	0	1	0
Engineering	3	4	3
Engineering with Management	3	0	1
Human Genetics	1	1	0
Medicinal Chemistry	1		0
MSISS		1	0
Nanoscience, Physics & Chemistry of Advanced Materials	0	1	0
Pharmacy	0	5	0
PPES	1	0	2
Science	2	3	0
Total	**23**	**26**	**9**

Singapore Institute of Technology

In October 2012 an agreement was signed between Trinity College Dublin and Singapore Institute of Technology commencing a partnership between the two institutions and the launch of two programmes in Physiotherapy and Occupational Therapy which give recognition to the three-year diplomas in these disciplines from Nanyang Polytechnic.

Under the agreement students will complete a one year programme, part of which will include studies and/or placements in Ireland. On completion of the programme students will be awarded a degree from Trinity College Dublin.

The first cohort of students registered in September 2012 and graduated in June/December 2013.

In 2014 the partnership was expanded to include Radiation Therapy and introduced a new course in Diagnostic Radiography.

Table B20: Number of Singapore IT students registered in TCD, 2014 – 2012

	2014	2013	2012
Diagnostic Radiography	28	0	0
Occupational Therapy	28	36	32
Physiotherapy	72	59	51
Radiation Therapy	7	0	0

Advanced Entry

College regulations have provision for the admission of students who have credit from other universities and colleges. Such students are allowed credit for as much of the undergraduate course as is determined by the relevant School/Department but must complete two academic years in the College to be eligible for the award of an undergraduate degree. Details of the applications, offers and registrations for 2014 are set out below in Table B21. In 2014, there were 138 applications, 36 offers made and 25 students registered.

Table B21: Advanced Entry Applications 2014

Course	No. of Applications	No. of Offers	Registered	Standing	
				SF	JS
Faculty of Arts, Humanities and Social Sciences				SF	JS
BESS	5	0	0	0	0
Business Studies & French	1	0	0	0	0
Drama & Theatre Studies	1	0	0	0	0
English Studies	2	2	2	1	1
History	1	0	0	0	0
History & Political Science	1	0	0	0	0
Music	1	0	0	0	0
Philosophy	2	0	0	0	0
P.P.E.S	2	0	0	0	0
Psychology	4	0	0	0	0
Social Studies	5	0	0	0	0
Sub-total	**25**	**2**	**2**	**1**	**1**
Faculty of Engineering, Mathematics & Science					
Computer Science	5	1	1	1	0
Engineering	16	9	5	2	3
Human Genetics	1	0	0	0	0
Mathematics	1	1	0	0	0
Medicinal Chemistry	1	0	0	0	0
MSISS	1	1	1	1	0
Nanoscience	1	0	0	0	0
Science	21	4	1	1	0
Theoretical Physics	1	1	0	0	0
Sub-total	**48**	**17**	**8**	**5**	**3**
Faculty of Health Sciences					
Dental Science	5	2	1	1	0
Medicine	15	2	2	0	2
Pharmacy	5	1	1	1	0
Physiotherapy	9	5	5	4	1
Sub-total	**34**	**10**	**9**	**6**	**3**
Multi- Faculty					
Human Health and Disease	1	1	0	0	0

Course	No. of Applications	No. of Offers	Registered	Standing	
TSM					
Ancient History & Archaeology	2	0	0	0	0
Jewish and Islamic	1	0	0	0	0
Italian	1	0	0	0	0
Economics	4	0	0	0	0
English Literature	3	1	1	1	0
French	4	2	2	2	0
German	2	0	0	0	0
History	1	0	0	0	0
Film Studies	1	1	1	1	0
Mathematics	1	0	0	0	0
Philosophy	1	1	1	1	0
History of Art	3	0	0	0	0
Sociology	2	0	0	0	0
Spanish	3	1	1	1	0
World Religions	1	0	0	0	0
Sub Total	**31**	**7**	**6**	**6**	**0**
Grand Total	**138**	**36**	**25**	**18**	**7**

New Entrant Country of Domicile Data

In 2014, students entering full-time undergraduate course and programmes for visiting student came from 61 different countries. With the exception of Ireland the top five home countries, in order of the highest student numbers, are the United States, Singapore, France, United Kingdom (Great Britain and Northern Ireland) and Germany. The top five countries in 2013 were the United States, France, Singapore, Germany and the United Kingdom (Great Britain and Northern Ireland). A detailed breakdown of student domicile is given below.

Table B22: Undergraduate new entrant* data by domicile 2014/15 - 2012/13, Full-time and Visiting Students
(*New Entrants to TCD only)

Nationality	2014/15			2013/14			2012/13		
Continents / Countries	Full Degree UG Students	Visiting Students	TOTAL	Full Degree UG Students	Visiting Students	TOTAL	Full Degree UG Students	Visiting Students	TOTAL
Africa									
Algeria	0	1	1	0	0	0	0	0	0
Egypt	0	0	0	1	0	1	0	0	0
Equatorial Guinea	1	0	1	0	0	0	0	0	0
Guinea	1	0	1	0	0	0	0	0	0
Kenya	0	1	1	0	1	1	0	0	0
Libya	0	0	0	1	0	1	0	0	0
Mauritius	2	1	3	1	0	1	2	0	2
Mozambique	0	0	0	1	0	1	0	0	0
Nigeria	3	0	3	1	0	1	2	1	3
South Africa	2	0	2	1	0	1	2	0	2
Zimbabwe	0	0	0	0	0	0	1	0	1
Total	**9**	**3**	**12**	**6**	**1**	**7**	**7**	**1**	**8**
Asia									
Bahrain	0	0	0	1	0	1	1	0	1
China	8	21	29	6	11	17	2	2	4
Hong Kong	5	1	6	1	0	1	0	0	0
India	9	0	9	5	2	7	0	0	0
Iran, Islamic Republic of	1	0	1	0	0	0	0	0	0
Iraq	2	0	2	1	0	1	0	0	0
Israel	0	0	0	0	1	1	0	0	0
Japan	5	1	6	4	2	6	1	2	3
Jordan	1	0	1	0	0	0	1	1	2
Korea, Republic of	0	0	0	0	1	1	0	0	0
Kuwait	2	0	2	4	0	4	0	0	0
Malaysia	19	1	20	22	0	22	26	1	27
Nepal	0	0	0	1	0	1	0	0	0
Oman	0	1	1	0	0	0	0	0	0
Pakistan	0	0	0	0	1	1	0	0	0
Saudi Arabia	1	0	1	6	0	6	2	0	2
Singapore	147	4	151	100	4	104	93	4	97
Unitied Arab Emirates	1	0	1	0	0	0	0	0	0
Vietnam	2	0	2	0	0	0	0	0	0
Total	**203**	**29**	**232**	**151**	**22**	**173**	**126**	**10**	**136**
Australasia									
Australia	1	18	19	2	12	14	0	11	11
New Zealand	0	0	0	0	1	1	0	0	0
Total	**1**	**18**	**19**	**2**	**13**	**15**	**0**	**11**	**11**
Europe (EU)									
Austria	2	14	16	0	11	11	1	4	5
Belgium	12	19	31	7	24	31	8	15	23
Bulgaria	0	0	0	1	0	1	0	0	0
Croatia	0	1	1	1	0	1	0	0	0
Cyprus	0	0	0	1	1	2	0	0	0
Czech Republic	0	4	4	1	2	3	0	2	2
Denmark	0	2	2	0	2	2	3	5	8
Finland	5	14	19	0	13	13	1	12	13
France	14	135	149	14	136	150	10	117	127
Germany	10	87	97	4	99	103	10	77	87
Greece	2	0	2	1	0	1	2	0	2
Hungary	1	3	4	0	1	1	0	0	0
Ireland	2727	0	2727	2657	0	2657	2643	0	2643
Italy	7	23	30	6	21	27	3	15	18
Latvia	1	0	1	1	0	1	0	0	0
Lithuania	0	1	1	1	0	1	0	0	0
Luxembourg	3	0	3	3	0	3	2	1	3
Malta	0	2	2	0	2	2	0	1	1
Poland	3	6	9	3	4	7	0	5	5
Portugal	2	2	4	1	0	1	1	0	1
Romania	3	0	3	1	0	1	1	0	1
Slovakia	2	2	4	0	1	1	1	1	2
Spain	4	38	42	0	35	35	3	39	42
Sweden	1	14	15	2	25	27	1	16	17
The Netherlands (includes citizens of Antilles)	2	21	23	2	20	22	2	13	15
United Kingdom (Great Britain & NI)	87	14	101	73	17	90	79	10	89
Total	**2888**	**402**	**3290**	**2780**	**414**	**3194**	**2771**	**333**	**3104**

Nationality	2014/15			2013/14			2012/13		
Continents / Countries	Full Degree UG Students	Visiting Students	TOTAL	Full Degree UG Students	Visiting Students	TOTAL	Full Degree UG Students	Visiting Students	TOTAL
Europe (Non-EU)									
Albania	0	2	2	0	0	0	0	0	0
Gibraltar	0	0	0	0	0	0	1	0	1
Kazakhstan	0	0	0	0	1	1	2	0	2
Macedonia	0	1	1	0	0	0	0	0	0
Moldova, Republic of	0	1	1	1	0	1	0	0	0
Monaco	1	0	1	0	0	0	0	0	0
Norway	4	4	8	1	1	2	1	3	4
Russia Federation	6	16	22	4	17	21	3	18	21
San Marino	0	0	0	1	0	1	0	0	0
Serbia	1	0	1	0	0	0	0	0	0
Switzerland	1	7	8	4	10	14	1	6	7
Turkey	0	3	3	0	0	0	0	0	0
Ukraine	3	0	3	0	0	0	0	0	0
Total	**16**	**34**	**50**	**11**	**29**	**40**	**8**	**27**	**35**
North and Central America									
Bermuda	0	0	0	0	1	1	0	0	0
Canada	24	26	50	23	15	38	16	18	34
Cayman Islands	1	0	1	0	0	0	0	0	0
Mexico	2	1	3	0	1	1	0	0	0
Trinidad and Tobago	0	0	0	3	0	3	0	0	0
United States of America	42	273	315	44	386	430	37	236	273
Total	**69**	**300**	**369**	**70**	**403**	**473**	**53**	**254**	**307**
South America									
Brazil	3	85	88	0	60	60	1	0	1
Chile	0	0	0	0	0	0	1	0	1
Columbia	0	1	1	0	1	1	0	1	1
Ecuador	0	1	1	0	0	0	0	0	0
Total	**3**	**87**	**90**	**0**	**61**	**61**	**2**	**1**	**3**
Grand Total	**3189**	**873**	**4062**	**3020**	**943**	**3963**	**2967**	**637**	**3604**

Table B23: Distribution of 2014/15 Undergraduate New Entrants by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	66	
		LEITRIM	13	
		MAYO	43	
		ROSCOMMON	39	
		SLIGO	23	
		Sub-total:		**184**
Leinster	**Dublin**	DUBLIN CITY	940	
		DUBLIN COUNTY	424	
	Rest of Leinster	CARLOW	24	
		KILDARE	183	
		KILKENNY	34	
		LAOIS	24	
		LONGFORD	22	
		LOUTH	61	
		MEATH	168	
		OFFALY	39	
		WESTMEATH	46	
		WEXFORD	46	
		WICKLOW	142	
		Sub-total:		**2153**
Munster		CLARE	26	
		CORK	89	
		KERRY	53	
		LIMERICK	56	
		TIPPERARY	56	
		WATERFORD	46	
		Sub-total:		**326**
Northern Ireland		ANTRIM	32	
		ARMAGH	9	
		DERRY	7	
		DOWN	15	
		FERMANAGH	2	
		TYRONE	7	
		Sub-total:		**72**
Ulster (3 counties in the Republic)		CAVAN	29	
		DONEGAL	52	
		MONAGHAN	24	
		Sub-total:		**105**
Grand Total				**2840**

*For those who have Irish city/county home addresses only, Nationality of students may not necessarily be Irish

Table B24: Undergraduate Non-EU Entrants data by course and gender, 2014/15 - 2012/13

Course	Ft / Pt	2014/15 Female	2014/15 Male	2013/14 Female	2013/14 Male	2012/13 Female	2012/13 Male
Faculty of Arts, Humanities & Social Sciences							
Bachelor in Acting	F	2	1	2	0	2	0
Business Studies and a Language	F	1	0	1	1	2	2
Classics	F	0	0	0	0	0	0
Clinical Speech and Language Studies	F	0	0	0	0	0	0
Deaf Studies	F	0	0	1	0	0	0
Drama and Theatre Studies	F	1	0	1	1	0	0
Economic and Social Studies	F	10	11	12	11	4	7
English Studies	F	1	0	4	0	1	0
European Studies	F	2	0	0	0	0	0
History	F	1	0	0	0	0	2
History and Political Science	F	0	0	1	1	1	0
Irish Studies	F	0	0	0	0	1	0
Law	F	1	1	2	3	2	3
Law and Business	F	0	1	2	2	0	0
Law and French	F	0	0	1	0	1	0
Law and Political Science	F	1	0	1	0	0	1
Music	F	0	0	0	0	0	0
Philosophy	F	0	0	1	0	0	0
Philosophy, Political Science, Economics & Sociology	F	3	1	3	0	1	1
Political science and Geography	F	0	0	0	0	0	1
Psychology	F	3	0	1	0	1	0
Semester Start-Up + Michaelmas Term (AHSS)	P	47	27	40	19	36	13
Semester Start-up Program + Hilary Term (AHSS)	P	51	22	40	20	32	18
Semester Start-up Program + One Year (Arts)	P	11	3	9	7	9	3
Sociology and Social Policy	F	0	0	0	0	0	0
UG Visiting AHSS Michaelmas Term	F	58	24	65	21	22	6
UG Visiting AHSS(OneYear)	P	17	6	11	3	0	0
TOTAL		**210**	**97**	**198**	**89**	**115**	**57**
Faculty of Engineering, Mathematics & Science							
Chemistry with Molecular Modelling	F	0	0	1	0	0	1
Computer Science	F	3	3	0	4	2	0
Computer Science and Business	F	0	0	3	1	0	1
Computer Science and Language	F	2	0	0	0	0	1
Diploma in Information Systems	P	0	0	1	1	0	0
Earth Sciences	F	0	0	0	1	0	0
Engineering	F	3	3	2	8	2	9
Human Genetics	F	1	0	1	0	1	0
Integrated Engineering with Management	F	4	0	0	1	1	1
Management Science and Information Systems Studies	F	0	1	0	1	3	1
Mathematics	F	0	1	0	1	2	1
Medicinal Chemistry	F	0	1	1	2	0	2
Natural Sciences	F	6	1	9	8	3	5
Nanoscience, Physics and Chemistry of Advanced Materials	F	0	1	1	1	0	0
Theoretical Physics	F	0	0	0	0	0	0
TOTAL		**19**	**11**	**19**	**29**	**14**	**22**
Faculty of Health Sciences							
B.Sc. (Human Nutrition & Dietetics) - Joint	F	1	0	1	0	0	0
Childrens and General Nursing	F	0	0	2	0	0	0
Dental Nursing	F	0	0	2	0	1	0
Dental Science	F	7	8	4	5	4	3
General Nursing	F	0	0	4	0	7	0
Intellectual Disability Nursing	F	0	0	2	0	2	0
Medicine (5-year)	F	24	29	35	23	36	20
Mental Health Nursing	F	0	0	1	0	2	0

Table B24: Undergraduate Non-EU Entrants data by course and gender, 2014/15 - 2012/13

Course	Ft / Pt	2014/15		2013/14		2012/13	
		Female	Male	Female	Male	Female	Male
Midwifery	F	0	0	1	0	1	0
Occupational Therapy	F	23	4	33	3	0	0
Pharmacy	F	0	0	4	1	0	2
Physiotherapy	F	50	23	42	16	0	0
Radiation Therapy	F	4	3	0	0	0	0
TOTAL		**109**	**67**	**131**	**48**	**53**	**25**
Multi Faculty							
Business and Computing	F	0	0	0	0	0	0
Human Health and Disease	F	0	0	2	0	1	0
Semester Start-up Program + Hilary Term (AHSS +EMS+HS)	P	11	3	0	0	6	4
Semester Start-up Program + Hilary Term (EMS+HS)	P	3	4	0	0	2	0
Semester Start-up Program + Michaelmas Term (AHSS+EMS/HS)	P	5	4	2	2	8	1
Semester Start-up Program + Michaelmas Term (EMS+HS)	P	5	1	3	0	0	0
Semester Start-up Program +One Year (AHSS, EMS+HS)	P	1	1	0	0	1	0
Semester Start-up Program+One Year (EMS+HS)	P	1	0	1	0	0	0
Two Subject Moderatorship	F	12	5	11	2	8	3
UG Visiting AHSS, EMS + HS	F	4	0	0	0	2	3
UG Visiting EMS + HS	F	51	37	27	37	1	3
UG Visiting EMS+ HS Michaelmas Term	P	1	0	1	0	0	0
UG Visiting AHSS+EMS+HS Michaelmas Term	P	8	4	5	0	0	0
TOTAL		**102**	**59**	**52**	**41**	**29**	**14**
GRAND TOTAL		440	234	**400**	**207**	**211**	**118**
GRAND TOTAL combined male and female		**674**		**607**		**329**	

* New entrants are students who have not previously attended TCD and this is different to all registered students which includes students who may have previously attended TCD

Total CAO and Direct entry registered students 2014

The Undergraduate Admissions Team processes all applications to undergraduate courses in the university. These are categorised as (a) CAO applications, (b) direct entry applications, (c) applications from visiting students, and (d) non-EU direct entry applications to full-time degree programmes. The number of direct applications continued to rise in 2014.

Table B25: Total CAO and direct entry registered students

New Entrants	2014/15	2013/14	2012/13	2011/12
Arts, Humanities and Social Sciences (CAO)	913	920	925	927
Engineering, Mathematics & Science (CAO)	843	784	789	753
Health Sciences (CAO)	616	625	606	621
Multi-Faculty (CAO)	486	495	483	488
Total CAO Entry	**2858**	**2,824**	**2,803**	**2,789**
Direct entry and Level 7 courses*	1,423	1,326	849	791
Total and Direct entry registered students	**4,281**	**4,150**	**3,652**	**3,580**

*Level 7 courses: Diploma in Dental Hygiene, Diploma in Dental Nursing, Dental Technology (Ordinary Degree), Diploma in History of European Painting

The Admissions Office processed six hundred and ninety-nine (699) applications from one-year and one-term EU and non EU Visiting students in 2014. Six hundred and seventy-six (676) non-EU direct applications were processed from students seeking admission to Medicine (718 in 2013) and fifty-five (55) from students seeking admission to Dental Science (82 in 2013). In addition, the Admissions Office processed 381 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science (293 in 2013).

Also in 2014, twenty-three (23) students progressed from the International Foundation Course into Junior Freshman year of undergraduate degree programmes in TCD.

Table B26: Total number of applications: direct entry courses 2014, 2013, 2012

Direct Entry and Level 7 Applications	2014					2013					2012				
	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level
Acting-The Lir **	300	16	18.8	16		300	16	18.8	16		320	16	20.0	16	
Stage Management and Technical Theatre***	25	15	1.7	15		35	15	2.3	13		30	15	2.0	15	
Diploma in Information Systems	49	15	3.3	31		96	15	6.4	44		30	15	2.0	15	
B.Sc. Information Systems	13	80	0.2	4		8	80	0.1	3		67	80	0.8	38	
SOCRATES One Year Students	232			222		242			234		232			220	
SOCRATES One Term Students	217			201		102			96		69			65	
Semester Start Up Programme (MT and HT)	196			166		216			186		69	60	1.2	69	
Diploma in European Painting	38	25	1.5	22		25	25	1.0	18		28	25	1.1	19	
Diploma Course in Dental Nursing^	1153	25	46.1	22	355*	1171	25	46.8	22	360*	1202	25	48.1	21	380*
Degree in Dental Technology^	282	6	47.0	8	385	242	6	40.3	6	410	232	6	38.7	5	390
Diploma in Dental Hygiene^	286	8	35.8	10	415*	314	8	39.3	7	435*	361	8	45.1	9	435
TAP - Foundation course for Higher Education - Mature Students	142	25	5.7	25		130	25	5.2	24		161	25	6.4	26	
TAP - Foundation course for Higher Education - Young Adults	256	25	10.2	25		238	25	9.5	25		257	25	10.3	25	
Bachelor in Nursing Studies	No intake 2014					No intake 2013					14	100	0.1	7	
Bachelor in Midwifery Studies	No intake 2014					No intake 2013					2	25	0.1	2	
Access to Degree (Nursing)	No intake 2014					No intake 2013					No intake 2012				
Non-EU: Medicine	676	55	12.3	53		718	55	13.1	56		755	55	13.7	55	
Dental Science	55	16	3.4	8		82	8	10.3	8		59	8	7.4	7	
Other Full Degree	381			116		293			83		258			41	
One Year Visiting Students (EU)	10			7		22			18		80			68	
One Term Students (EU)	6			4		24			18		157			126	
One Year Visiting Students (Non EU)^^	58			48		59			43						
One Term Students (Non EU)^^#	391			330		412			343						
Science Without Borders (One Year)	234			90		169			63						
Total	**5000**			**1423**		**4898**			**1326**		**4383**			**849**	

**First intake 2011/2012. Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

***First intake 2012/13. Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

^ Application to these Level 7 courses is via CAO. This results in a high level of applications but a lower number of genuine applicants.

* Random selection

^^ Data shown for 2013 combines EU and non EU cohorts.

206 applications for Michaelmas Term and 185 for Hilary Term

New Entrants' Survey 2014

The annual new entrants' survey is distributed to students of full-time undergraduate degree programmes. A total of 1,322 surveys were received representing approximately 46% of registered students coming through the CAO. Table B27 shows a profile of new entrants surveyed.

Table B27: Profile of new entrant respondents

Nationality	%	Category of Student	%
Irish	85.1	School Leaver	88.9
Other EU	9	Mature Student	11.2
Non EU	5.9		

New entrant students were asked to indicate on a scale of 1 – 4 how important they considered a range of factors to be in choosing Trinity. The results can be seen in the chart below.

Survey of undergraduate new entrants 2014, 2013, 2012
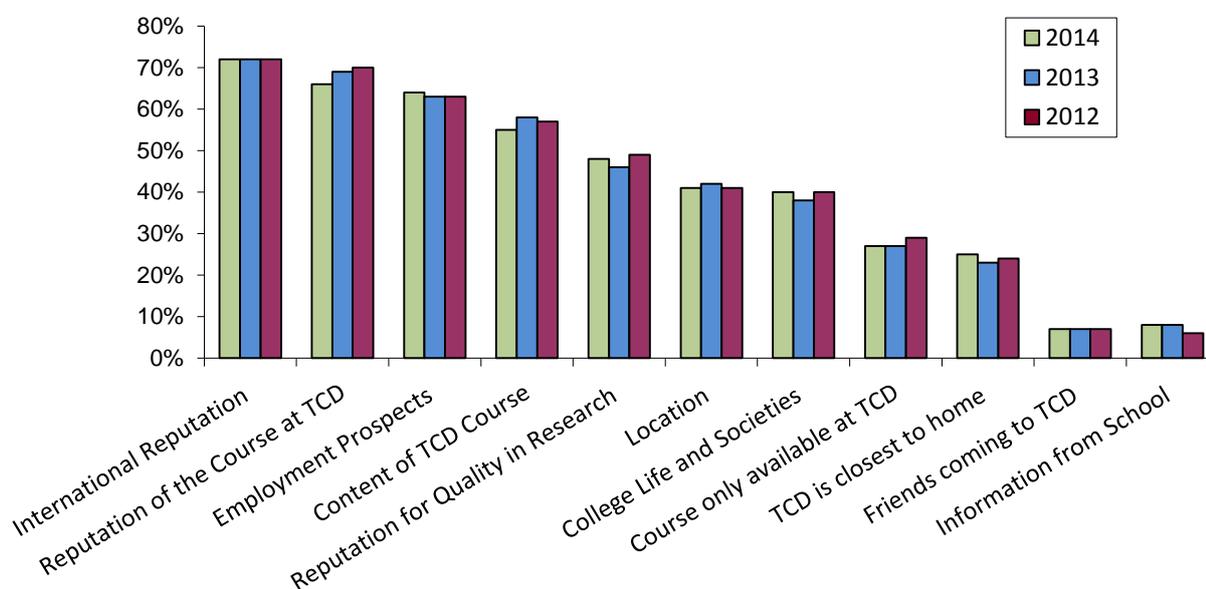
The sources of information most consulted by respondents can be seen from the table below.

Table B28: Information sources on Trinity College

Information Source	% of students who used this source
Trinity Website	76.7%
Trinity printed prospectus	53.5%
TCD Open Day	46%
A friend	36%
Guidance counsellor	35.4%
Family	33.1%
Careers fair	21.6%
Trinity prospectus download	15.3%
School visit	11.1%
Other	5.3%
TCD Admissions Office	4.8%

While the Trinity website is the resource *most widely used* by new entrants, the Trinity prospectus is regarded as the *most important* source of information about Trinity. Forty-eight per-cent (48%) of respondents listed the prospectus as the most important source of information, followed by the Trinity website (47%) and the College Open Day (34%) (note that many students list more than one source as being the most important). Other choices for the most important source were: guidance counsellors (14%), school visits (9%) and career fairs (8%).

There is a continued increase in the use of digital devices, with 90% of respondents now owning smartphones (up from 80% the previous year), 46.9% of these students use smartphones to browse university websites. Thirty-nine percent of new entrants have a tablet device and 72% of these students use tablets to view university prospectuses or course information. Media that students consider effective for advertising university courses are: social media 71.7%, websites 69.3%, radio 32.8%, posters on buses/Luas/DART 22.7%, bus shelters 13.3% and billboards 11%.

New entrants were also asked which websites they most regularly visit and the most popular are Facebook (used by 86.2% of students), Google 85.9%, YouTube 78.6%, Gmail 53.5%, Twitter 34.2%, and Hotmail 24.1%.

New entrants were asked what other information/events Trinity should provide for second-level students and the most popular suggested additions are listed in the table below.

Table B29: Suggested developments

New information source/event	%
Course specific information evenings	73.3
More school visits	43
Subscribe for information via e-mails	29.8
Use an SMS to request a prospectus	7.7

Schools Liaison Activities 2013/14

The Admissions Liaison Officer co-ordinates a wide range of undergraduate student recruitment activities. In 2013/14 this included:

(a) Regional Student Recruitment Fairs, School Visits, and Campus Tours
A number of major regional student recruitment fairs are organised annually by the Institute of Guidance Counsellors (IGC), while some second level schools also organise smaller individual or collective fairs. In 2013/14, College was represented at 36 fairs, visited 72 secondary schools, and hosted 10 schools on campus. Sixteen additional schools were visited in 2013/14 compared to 2012/13, resulting in 11.1% of students listing school visits as a source of information on Trinity College, compared to 8% in 2012/13.

With a view to encouraging more applications from Northern Irish students, Trinity was represented for the first time at the Northern Irish Careers Teacher's (NISCA) AGM in Belfast. The Senior Lecturer, Admissions Officer and two student ambassadors met careers teachers at a Trinity College stand, and an advertisement was placed in the event programme. The Admissions Liaison Officer also asked the CAO to provide workshops to address the lack of understanding of the CAO system in Northern Ireland and these sessions were well received.
College was also well represented at the largest Northern Irish student recruitment fair in the King's Hall Belfast in March 2014, and at a small number of fairs and school visits. In addition, a

poster was sent to all Northern Irish schools providing information about how to apply to Trinity via the CAO. Separately, the Senior Lecturer organised a series of visits to fairs and schools in Northern Ireland.

Some individual Schools/Departments in College were also involved in school liaison activities:

- **The Schools of Mathematics and Physics** held an open day for their courses in November 2013 as part of Science Week. Over 200 students, teachers and parents attended. Physics also ran transition year programmes in both study weeks with over 220 students participating, and visited 10 second-level schools.
- **The School of Law** held a specific Law Open Day for the first time, attended by 150 students from all over Ireland. Small group seminars were run during the day, as well as a general presentation. A parallel session for parents and guidance teachers was also provided.
- **The School of Computer Science and Statistics** organised student shadowing sessions, and hosted transition year and other second-level students.
- **The School of Engineering** organised a summer school for secondary school girls, to introduce more girls to engineering, and also visited four secondary schools.
- **The School of Nursing and Midwifery** held a specialised Open Evening in January 2014.
- **Botany** hosted transition year students and met primary school students during Science week in November 2013.
- **Other On-campus Programmes for Transition Year Students** were also provided by Biochemistry and Immunology, Chemistry, CRANN, Medicine, Pharmacy, the Science Gallery, and Zoology.

(b) Website for prospective students http://www.tcd.ie/study/

The Admissions Liaison Officer proposed that there should be one unified Trinity website for all categories of potential students (whereas previously students were directed to several different websites). Following a major joint project with Global Relations and the Web Office during 2013, the new 'Study at Trinity' website was launched in December 2013. The website includes content from the College Facebook page and Twitter feed.

The EU undergraduate section of this website is maintained by Admissions, and is the most popular source of information on Trinity's undergraduate courses. A downloadable version of the undergraduate prospectus is available, which is ideal for tablet devices.

(c) Trinity Explore competition

The Admissions Liaison Officer proposed a competition for current students to create promotional videos of Trinity. The Senior Lecturer enthusiastically organised the competition and the winning videos were uploaded to the Trinity Explore website: https://www.tcd.ie/explore/

(d) Undergraduate Prospectus

The undergraduate prospectus was listed as the most important source of information about Trinity's courses by new entrants. Fifty thousand (50,000) printed copies were distributed, and an electronic version was available to download from the Study at Trinity website.

(e) College Open Day 2013

The annual College Open Day was held on Saturday 7th December 2013. Based on the quantity of literature distributed, it is estimated that the attendance was in excess of 8,000. Many mature students were in attendance, as were a number of A-level students and students from other EU countries. There were over 176 presentations and activities on the day, including a number of

research project demonstrations in the areas of Engineering, Science, Nursing, Medicine and Computer Science. Improvements included increasing the number of presentations and activities, moving Health Sciences stands and presentations to the Biomedical Sciences Institute, using the Science Gallery's theatre, and providing presentations about the Feasibility Study in Admissions. In addition to promoting the event directly to students, parents were targeted via RTE Radio 1, Metro Herald and the Evening Herald. Both doors at Front Arch were opened for the first time at Open Day – making College look truly open to the public. A joint project with IS Services and the Web Office also led to podcasting course presentations on YouTube and iTunesU.

(f) Links with Guidance Counsellors
Staff members in the Admissions Office consider guidance counsellors to be a vital link to potential students. Activities to engage with guidance counsellors in 2013/14 included:

- Holding a new Information Day for Guidance Counsellors on 2nd October 2013. Approximately 120 guidance counsellors attended the event, which focused on the Feasibility Study in Admissions.
- A direct mailing to all guidance counsellors, with enclosed copies of the undergraduate prospectus. An Irish language version summary document was also distributed.
- Attendance at the careers events organised by the Institute of Guidance Counsellors (IGC).
- Participation by the Admissions Officer in the regional autumn meetings for guidance counsellors hosted by the Central Applications Office.
- Advertisements in the guidance counsellors' magazine (Guideline), in the IGC annual yearbook and diary, and in the literature for the IGC annual conference.
- The Admissions Officer also attended the IGC AGM in March 2014.

(g) Undergraduate Student Recruitment
The Admissions Liaison Officer provided a presentation about a proposed Student Recruitment Structure and Strategy in Trinity College to the Undergraduate Studies Committee in April 2014 (based on a M.Sc. thesis). It was very well received, but, without adequate resources the proposals cannot be implemented.

C. STUDENT POPULATION

In total, there were 16,729 registered students in 2013/14 (16, 646 in 2012/13). Of these, approximately, 84.7% were from the island of Ireland, 4.7% from other EU countries, 5% from North and Central America and 5.7% from other parts of the world (including non-EU countries in Europe). The student population was 58 % female and 42% male. A total of 12,355 (73.8%) were registered on undergraduate programmes, 4309 (25.8%), on postgraduate programmes, and 65 (0.4%) on foundation courses.

Distribution of student population by Domicile 2013/14
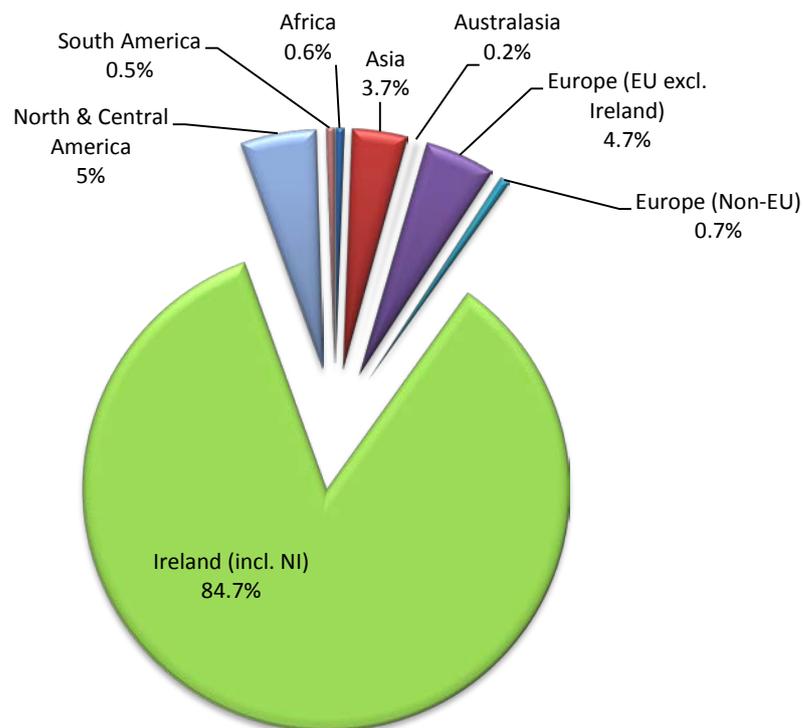
Table C1: Domicile distribution of the student body

	Number of Students 2013/14	% Distribution 2013/14	% Distribution 2012/13
Africa	97	0.6%	0.7%
Asia	615	3.7%	3.4%
Australasia	37	0.2%	0.2%
Europe (EU excl. Ireland)	781	4.7%	9.0%
Europe (Non EU)	112	0.7%	0.6%
Ireland (incl. NI)	14,173	84.7%	81.7%
North & Central America	836	5.0%	4.3%
South America	78	0.5%	0.1%
TOTAL:	**16,729**	**100%**	**100%**

Percentage of undergraduate students by category 2013/14

Degree (PT)
0.5%

Validated (FT)
1.1%

Visiting (FT)
7.1%

Degree (FT)
89%

Other
1.4%

Foundation (FT)
0.5%

Diploma (PT)
0.72%

Diploma (FT)
0.49%
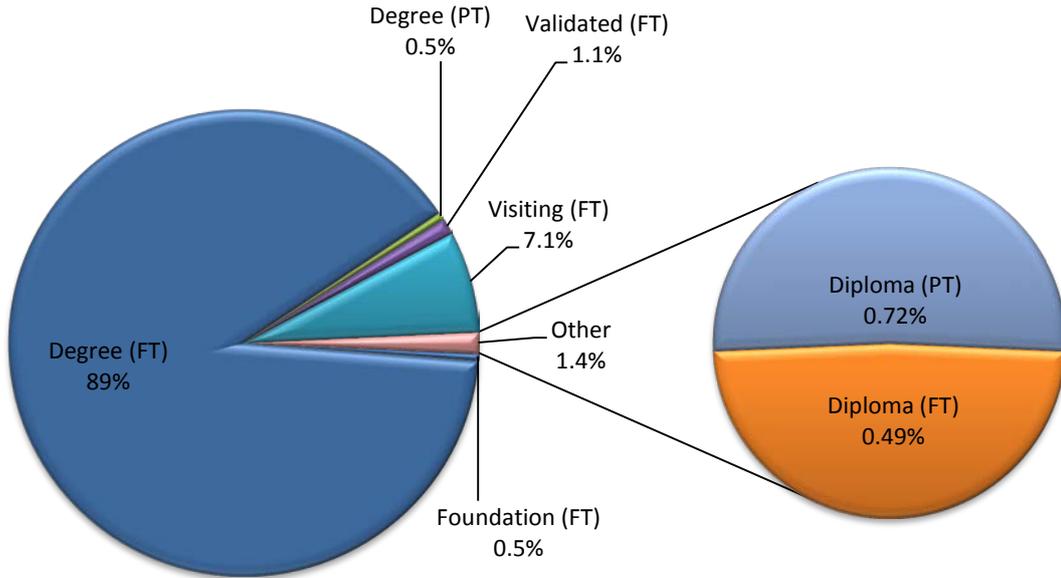
Percentage of Postgraduate students by category 2013/14

Visiting (FT)
0.3%

PG Certificate
(PT)
2.1%

Visiting
1%

PG Validated
0.6%

Diploma (PT)
4%

Taught Degree
(PT)
21.7%

Doctorate (FT)
32.2%

Research
(PT)
0.8%

Doctorate (PT)
6.1%

Taught Degree
(FT)
24.9%

Research (FT)
1.1%

Diploma (FT)
5.0%
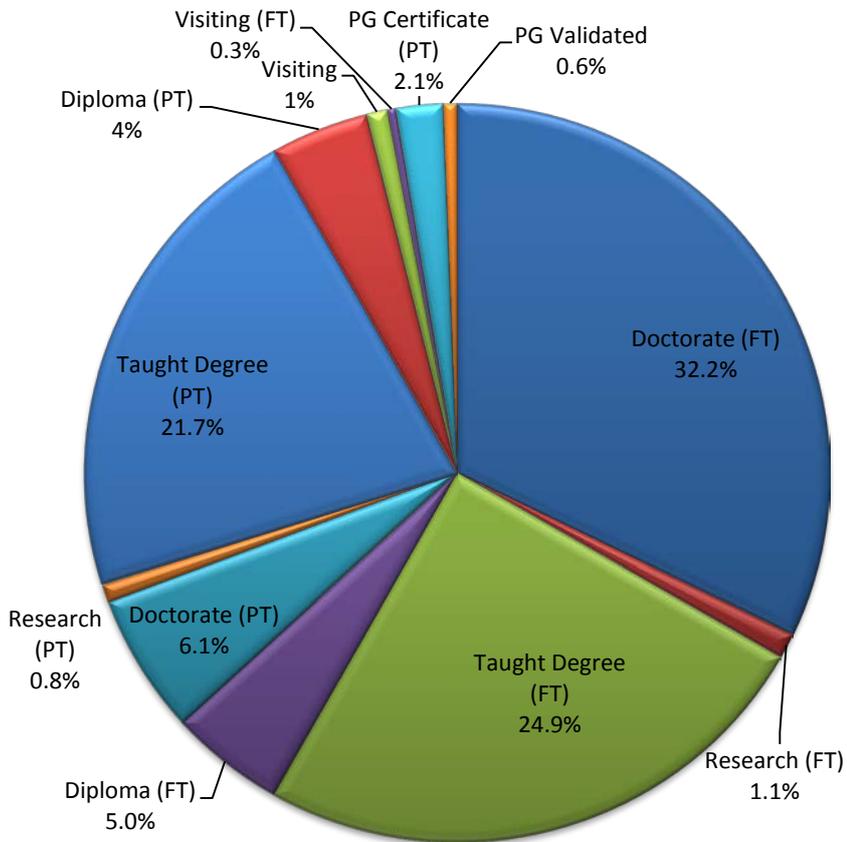
Gender breakdown of student population 2013/14
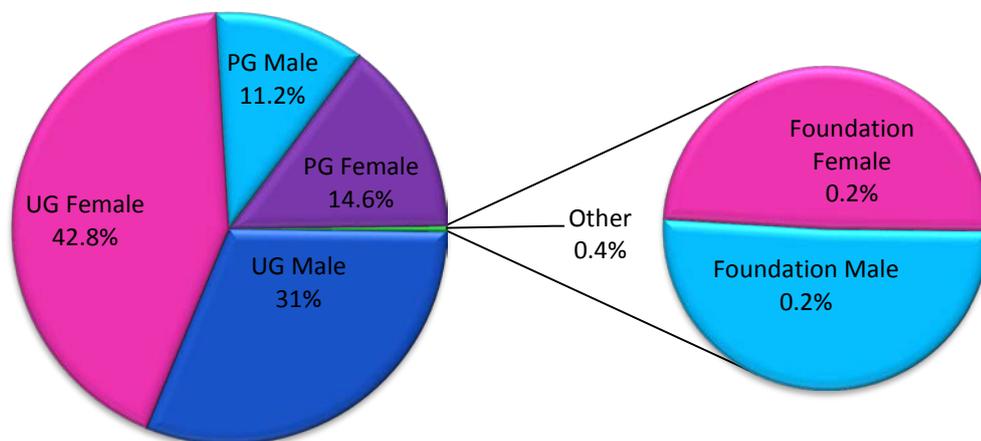
Table C2: Student Numbers 2013/14

Students		Mode of Attendance	
UG/PG	Course Group Full Name	part-time	full-time
Foundation	Foundation		65
	Total		**65**
	Grand Total	**65**	
Postgraduate	Doctorate	264	1387
	Research	34	48
	Taught Degree	935	1073
	Diploma	183	216
	Validated	16	9
	Certificate		89
	Higher Diploma		
	Professional Diploma		
	Visiting	40	15
	Total	**1472**	**2837**
	Grand Total	**4309**	
Undergraduate	Degree	63	11098
	Validated		141
	Diploma	91	86
	Visiting		876
	Total	**154**	**12201**
	Grand Total	**12355**	
Student Population Total	Part-time	1626	
	Full-time	15103	
	Student Population	**16,729**	

Table C3: Distribution of 2013/14 Undergraduate Registered Students by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	326	
		LEITRIM	45	
		MAYO	226	
		ROSCOMMON	128	
		SLIGO	139	
		Sub-total:		**864**
Leinster	**Dublin**	DUBLIN CITY	5351	
		DUBLIN COUNTY	2248	
	Rest of Leinster	CARLOW	111	
		KILDARE	787	
		KILKENNY	218	
		LAOIS	140	
		LONGFORD	83	
		LOUTH	266	
		MEATH	628	
		OFFALY	129	
		WESTMEATH	216	
		WEXFORD	273	
		WICKLOW	621	
		Sub-total:		**11071**
Munster		CLARE	161	
		CORK	449	
		KERRY	178	
		LIMERICK	176	
		TIPPERARY	238	
		WATERFORD	176	
		Sub-total:		**1378**
Northern Ireland		ANTRIM	136	
		ARMAGH	21	
		DERRY	33	
		DOWN	89	
		FERMANAGH	22	
		TYRONE	30	
		Sub-total:		**331**
Ulster (3 counties in the Republic)		CAVAN	153	
		DONEGAL	226	
		MONAGHAN	150	
		Sub-total:		**529**
Grand Total				**14173**

*For those who have Irish city/county home addresses only, Nationality of students may not necessarily be Irish

D.   ACADEMIC STAFF

Staff / Student Ratios

Staff/Student ratios in 2013/14 ranged from 1:17 in the Faculty of Engineering, Mathematics and Science, to 1:16 in the Faculty of Health Science, and 1:23 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:19 (1:18 in 2012/13).

Further details are provided in tables D1 – D4 on pages 61 - 64.

FTE (full-time equivalent) Calculation

(i)   The staff FTE is calculated against a formula long prescribed by the HEA, which requires the inclusion of all **full-time academic staff**, irrespective of funding source, the **FTE of part-time and hourly-paid teaching staff** and the **FTE of demonstrators.**

(ii)   Staff FTEs are produced annually by HR as at 1st January; data is provided by Department within School. These figures, together with explanatory notes as appropriate, are sent to individual School Administrators for verification. Queries raised by Schools are discussed and resolved with HR before the staff: student ratio is calculated.

(iii)   The FTE for part-time and occasional teaching staff, and for demonstrators, is calculated against the total pay costs incurred by Schools and Departments in the previous complete financial year (i.e. the 2012/2013 FTE for this cohort is calculated against the pay value in financial year ended 30th September 2012.) It is the responsibility of Departments and Schools to ensure that casual academic staff and demonstrators are correctly coded, so that the correct factors, described at (iv) and (v) below, are applied

(iv)   The factor applied to the calculation of the part-time teaching staff is 100% of the value of the 11th point of the Lecturer scale.

(v)   The factor applied in the calculation of the FTE of Demonstrators is 100% of the value of the full-time salary of Demonstrators (i.e. the current rate for Demonstrators in Anatomy).

(vi)   In certain instances where no 'department' exists – e.g. the Biology Teaching Centre – the FTE of the whole-time Director and of the occasional Demonstrators is divided and allocated among cognate Departments. The proportion of FTE allocated to each Department is a matter determined by the Faculty.

STAFF/STUDENT RATIOS 2013/14

Summary of Analysis

FACULTY 2013/14	STAFF FTE	STUDENT FTE				Ratios 2013/14	Ratios 2012/13	Ratios 2011/12	Ratios 2010/11
		Undergraduate	Postgraduate Taught	Postgraduate Research	Total				
Arts, Humanities & Social Sciences	328.63	5538.26	1331.64	741.65	7611.55	**23**	22	22	21
Engineering, Mathematics and Science	271.77	3376.04	461.44	642.50	4479.98	**17**	16	16	15
Health Sciences	250.88	2978.20	624.42	344.85	3947.47	**16**	15	14	14
COLLEGE	**851.27**	**11892.50**	**2417.50**	**1729.00**	**16039.00**	**19**	**18**	**18**	**17**

Staff / Student Ratios 2013/14
Faculty of Arts, Humanities, Social Sciences

Table D2

RATIOS 2010/11	RATIOS 2011/12	RATIOS 2012/13	SCHOOLS & DEPARTMENTS	Professor	Associate Professor	Assistant Professor				STAFF FTE	STUDENT FTE				RATIOS 2013/14
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
23	28	29	School of Business Studies	1.20	3.20	5.20	12.60	3.93		26.13	609.17	199.86	42.00	851.03	33
			School of Drama, Film and Music												
20	23	23	Drama, Film and Theatre Studies	0.48	1.00	1.00	7.00	0.99		10.47	258.89	35.00	28.00	321.89	31
17	15	15	Music			2.00	6.00			8.00	91.58	14.12	10.00	115.70	15
19	20	20	Total	0.48	1.00	3.00	13.00	0.99	0.00	18.47	350.47	49.12	38.00	437.59	24
24	27	27	School of Education			3.00	11.83	0.97		15.80	22.12	330.00	69.00	421.12	27
21	23	23	School of English	1.00	3.06	6.00	12.00	2.22	0.03	24.31	429.93	91.55	59.00	580.48	24
			School of Histories and Humanities												
13	8	8	Centre for Gender and Womens Studies				1.00	0.05		1.05	4.23	10.43	2.00	16.66	16
19	20	20	Classics	2.00	1.00	2.00	4.00	0.07	0.01	9.08	143.23	11.35	17.00	171.58	19
25	24	24	History (formerly Medieval History and Modern History as separate departments)	6.00	3.00	4.00	6.50	0.44	0.03	19.97	416.41	48.61	67.00	532.02	27
22	29	29	History of Art			3.00	4.15	0.01		7.16	120.28	12.19	16.00	148.47	21
22	23	23	Total	8.00	4.00	9.00	15.65	0.56	0.04	37.25	684.15	82.58	102.00	868.73	23
			School of Languages, Literature and Cultural Studies												
			European Studies			2.00				2.00				0.00	0
20	21	21	French	1.00		1.00	6.00	0.35	0.90	9.25	209.07	5.58	4.00	218.65	24
15	14	14	Germanic Studies	1.00	1.00	1.00	4.50	1.77	0.27	9.54	111.69	11.32	5.00	128.01	13
17	17	17	Hispanic Studies			1.00	4.00	0.50	1.11	6.61	107.44	2.42	5.00	114.86	17
19	16	16	Irish & Celtic Languages	1.00			4.00	1.31		6.31	89.13	1.39	4.00	94.52	15
14	14	14	Italian		1.00	1.00	1.00	0.03	0.50	3.53	55.18	3.14	1.00	59.32	17
			Near & Middle Eastern Studies				3.00	0.03		3.03	57.84	0.47	10.00	68.31	23
7	9	9	Russian & Slavonic Studies			1.00	3.50	0.40	0.79	5.69	40.98	8.59	5.00	54.57	10
16	16	16	Total	3.00	2.00	5.00	28.00	4.39	3.57	45.96	671.33	32.91	34.00	738.24	16
36	33	33	School of Law	1.20	3.00	6.57	11.82	4.21	0.00	26.80	685.88	122.85	75.00	883.73	33
			School of Linguistic, Speech and Communication Sciences												
17	18	18	Clinical Speech & Language Studies			3.00	2.30	0.37		5.67	99.75	6.93	10.00	116.68	21
10	10	10	Language and Communication Studies		2.00	2.00	11.96	0.41		16.37	142.88	42.61	33.00	218.49	13
12	12	12	Total	0.00	2.00	5.00	14.26	0.78	0.00	22.04	242.63	49.54	43.00	335.17	15
15	14	14	School of Psychology	5.00	1.00	4.03	14.93	1.44	0.05	26.45	194.04	88.07	144.65	426.76	16
			School of Social Sciences and Philosophy												
28	36	36	Economics	2.00	0.18	3.00	13.00	0.91	1.98	21.07	566.99	40.20	25.00	632.19	30
25	23	23	Philosophy	1.00		2.00	3.00	2.02	1.00	9.02	194.79		13.00	207.79	23
31	23	23	Political Science	1.20	1.00	1.00	6.20	0.31	2.00	11.71	309.16	25.03	17.00	351.19	30
29	31	31	Sociology			1.00	1.20	8.00	0.15	0.40	10.75	310.38	13.00	28.00	351.38	33
28	29	29	Total	4.20	2.18	7.20	30.20	3.39	5.38	52.55	1381.32	78.23	83.00	1542.55	29
15	17	17	School of Social Work and Social Policy	1.00	1.00	4.00	10.05	3.04	0.02	19.10	199.40	100.35	21.00	320.75	17
			School of Religions, Peace Studies and Theology (Confederal)												
12	14	14	Irish School of Ecumenics			1.00	7.00	0.18		8.18	3.35	57.26	24.00	84.61	10
30	39	39	Religions & Theology		1.00		2.00	0.57		3.57	56.96	48.32	7.00	112.28	32
			Loyola Institute				2.00	0.01		2.01	7.51	1.00		8.51	4
19	23	23	Total	0.00	1.00	1.00	11.00	0.76	0.00	13.76	67.82	106.58	31.00	205.40	15
														62	
21	22	22	FACULTY	25.08	23.44	59.00	185.34	26.68	9.08	328.63	5538.26	1331.64	741.65	7611.55	23

Staff / Student Ratios 2013/14
Faculty of Engineering, Mathematics and Science

Table D3

RATIOS 2010-11	RATIOS 2011/12	RATIOS 2012/13	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor			STAFF FTE	STUDENT FTE				RATIOS 2013/14
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
17	16	16	**School of Biochemistry & Immunology**	5.00	1.00	7.00	10.05	0.14	0.31	23.50	258.61	18.83	72.50	349.94	15
16	16	18	**School of Chemistry**	5.00	5.00	2.00	7.00	0.17	1.65	20.82	333.43	1.28	81.00	415.71	20
			School of Computer Science and Statistics							55.60					
13	15	15	Computer Science	3.30	3.00	6.71	35.10	4.52	2.97	55.60	578.24	190.00	116.00	884.24	16
19	16	17	Statistics	0.07	1.50	3.09	4.00	0.50	0.33	9.49	127.93	45.00	10.00	182.93	19
14	15	15	Total	3.37	4.50	9.80	39.10	5.02	3.30	65.09	706.17	235.00	126.00	1067.17	16
			School of Engineering												
14	15	12	Civil, Structural and Environmental Engineering	2.00	2.00	8.00	7.81	1.94	0.19	21.94	160.99	77.37	38.00	276.36	13
14	19	14	Electronic & Electrical Engineering	3.10	1.50	4.00	5.26		0.02	13.88	138.75	21.27	34.00	194.02	14
12	12	18	Mechanical & Manufacturing Engineering	1.00	2.07	3.00	11.00	0.26	0.38	17.71	255.66	28.70	53.00	337.36	19
14	15	14	Total	6.10	5.57	15.00	24.07	2.20	0.58	53.53	555.40	127.34	125.00	807.74	15
			School of Genetics & Microbiology												
10	10	9	Genetics	4.21	4.00	2.00	2.50	0.00	0.29	13.00	116.69		40.00	156.69	12
16	13	13	Microbiology	2.00		3.00	5.00		0.17	10.17	114.42	3.93	11.00	129.35	13
12	11	11	Total	6.21	4.00	5.00	7.50	0.00	0.46	23.17	231.11	3.93	51.00	286.04	12
19	17	19	**School of Mathematics**	1.00	2.00	4.55	12.60	2.41	0.00	22.57	457.08	12.00	11.00	480.08	21
			School of Natural Sciences			1.00		0.00	1.97	2.98					
14	18	19	Botany	1.20	2.00	4.00	1.00	0.23	0.26	8.69	103.83	8.95	23.00	135.78	16
18	24	21	Geography		2.00	4.00	6.00	0.14	0.03	12.17	173.30	43.93	13.00	230.23	19
16	14	15	Geology	1.00		1.50	5.60	0.07	0.20	8.37	143.91	2.77	20.00	166.68	20
26	22	22	Zoology		2.00	2.00	5.00	0.25	0.05	9.30	200.40	7.07	18.00	225.47	24
18	20	19	Total	2.20	6.00	12.50	17.60	0.69	2.51	41.50	621.44	62.72	74.00	758.16	18
11	13	13	**School of Physics**	5.20	4.00	6.00	6.00	0.21	0.18	21.59	212.80	0.34	102.00	315.14	15
15	16	16	**FACULTY**	34.08	32.07	61.85	123.92	10.85	8.99	271.77	3376.04	461.44	642.50	4479.98	17

Staff / Student Ratios 2013/14
Faculty of Health Sciences

Table D4

RATIOS 2010/11	RATIOS 2011/12	RATIOS 2012/13	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor			STAFF FTE	STUDENT FTE				RATIOS 2013/14
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
10	11	11	**School of Dental Science**	4.5	1	13	8	1.5		28.00	241.93	10.99	38.00	290.92	**10**
			School of Medicine			1.58	10.34	3.11	0.20	15.23					
19	21	18	Anatomy				4.00	0.36	3.00	7.36	132.97	5.82		138.79	**19**
16	19	20	Clinical Medicine	3.88	1.21	4.00	10.00	1.62	0.23	20.94	239.76	68.11	98.00	405.87	**19**
8	8	11	Laboratory Medicine	1.31	1.00	1.50	4.64	0.49	0.01	8.95	75.06	16.39	28.00	119.45	**13**
9	8	11	Obstetrics & Gynaecology	0.50	0.40				0.27	1.17	37.13	0.11	1.00	38.24	**33**
16	15	16	Occupational Therapy				9.30	1.07		10.37	153.75	0.21	15.00	168.96	**16**
8	10	9	Paedriatrics			0.40	2.75	1.80		4.95	38.39	0.22		38.61	**8**
17	17	16	Pharmacology & Theraputics	1.00		1.04	3.94	0.09		6.07	84.08	22.91	8.33	115.32	**19**
20	21	26	Physiology	1.00	2.00	1.00	4.00	0.01	0.09	8.10	195.92	34.70	19.50	250.12	**31**
14	14	16	Physiotherapy			3.00	4.40	2.43	0.05	9.88	159.68	2.48	12.50	174.66	**18**
10	10	10	Psychiatry	2.20	0.40	0.68	4.50	1.43	0.02	9.23	75.85	36.18	11.00	123.03	**13**
6	6	9	Public Health & Primary Care	2.50	1.00	3.50	2.00	2.55	0.00	11.55	66.05	61.55	19.00	146.60	**13**
10	9	10	Radiation Therapy			1.20	7.20	0.32		8.72	83.08	5.74	4.00	92.82	**11**
12	12	15	Surgery	1.00		2.47	4.50	0.02	0.50	8.49	132.05	17.00	10.00	159.05	**19**
13	13	15	**Total**	13.39	6.01	20.37	71.57	15.57	4.10	**131.02**	1473.77	271.42	226.33	**1971.52**	**15**
18	18	17	**School of Nursing & Midwifery**	1.00	4.00	5.32	51.14	0.38	8.87	70.71	1028.18	220.69	46.85	1295.72	**18**
16	14	14	**School of Pharmacy and Pharmaceutical Sciences**	1.00	2.00	6.50	11.00	0.11	0.53	21.14	234.32	121.32	33.67	389.31	**18**
14	14	15	**FACULTY**	**19.89**	**13.01**	**45.19**	**141.71**	**17.57**	**13.50**	**250.88**	**2978.20**	**624.42**	**344.85**	**3947.47**	**16**

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The Provost's Teaching Awards Scheme

The Provost's Teaching Award Scheme, which is administered by Academic Practice, CAPSL, is designed to recognise and reward those who have made an outstanding contribution to the pursuit of teaching excellence. The prestige of the award reflects the value which Trinity places on promoting teaching as a scholarly activity and the importance placed on enriching the learning opportunities of students.

Three awards were presented on 18th June 2014 to the following members of the academic staff:

- **Dr Niamh Connolly, School of Law**
- **Dr Louise Gallagher, School of Nursing & Midwifery**
- **Dr David Prendergast (Early Career Award), School of Law**

This year a total of 77 academic staff members were nominated by 115 students, 5 staff and 7 alumni. Five candidates were shortlisted and were presented with a certificate of commendation by the Provost at the awards ceremony. They were;

- **Dr Ann Devitt,** School of Education - Shortlisted for an Early Career Award in Teaching
- **Dr Tamasine Grimes,** School of Pharmacy & Pharmaceutical Sciences - Shortlisted for an Early Career Award in Teaching
- **Ms Michelle Leech,** School of Medicine - commended for "Scholarship of Teaching and Learning & Use of Technology and Innovation"
- **Dr Kathleen McTiernan,** School of Linguistic, Speech & Communication Sciences - commended for "Scholarship of Teaching and Learning & Curriculum Design"
- **Dr Richard Porter,** School of Biochemistry & Immunology - commended for Fostering Engagement

The candidates were selected through a rigorous process involving nomination by their students or peers in College. They were then assessed by the Provost's Teaching Award Review Panel, comprising representatives of academic staff, undergraduate and postgraduate students, and an external reviewer Professor Ray Land, Durham University. The panel examined each candidate's teaching philosophy, practice and scholarship, and assessed supporting evidence provided by the candidates before deciding on the three overall winners of this year's awards.

E. ACADEMIC PROGRESS

Student Cases

Individual student cases involve considerable consultation and interaction with College Tutors, the relevant Course Directors, Directors of Teaching and Learning (UG), Heads of Disciplines and Schools and relevant staff members in academic units. Following full consideration of a case, the Senior Lecturer will issue a decision, via the Student Cases team, to the relevant tutor. There has been an increase in recent years in the number of student cases, as demonstrated below.

Table E1: Breakdown of number of decision memoranda issued

Months	2013/14	2012/13	2011/12	2010/11
October	210	225	194	158
November	158	198	198	189
December	75	75	109	93
January	140	74	65	51
February	128	101	150	124
March	119	64	65	88
April	189	123	135	136
May	280	224	333	379
June	617	325	238	337
July	274	414	172	91
August	489	160	160	172
September	518	151	148	227
Total	**3197**	**2134**	**1967**	**2045**
Percentage Increase / Decrease on previous year:	**49.8%**	**8.49%**	**-3.8%**	**2.45%**

Students Off-books

In 2013/14 a total of 420 undergraduate students were off-books, compared to 411 in 2012/13 and 320 in 2011/12. The principal grounds for allowing students to go off-books in 2013/14 was medical which accounted for 38% of off-books students. In 2012/13 the principal grounds was personal at 43%.

Reasons for students going off-books 2013/14, 2012/13, 2011/12
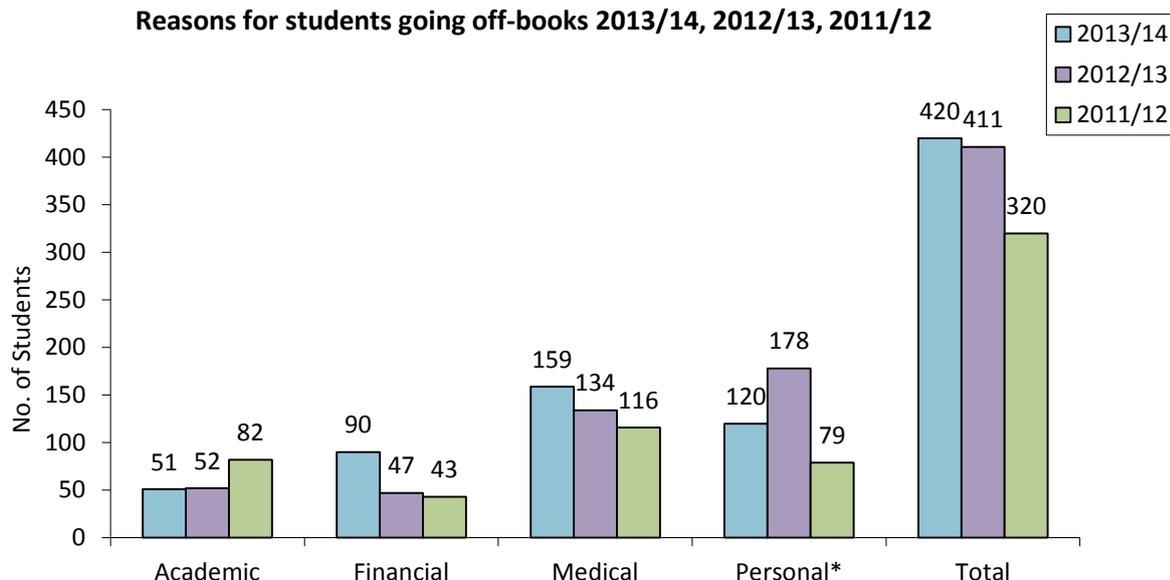
*Includes Ad Misericordiam reasons

Examinations

During the 2013/14 academic year the Examinations Office organised approximately 86,488 examination sittings.

Table E2: Breakdown of Examination Sittings ^

Examinations	2013/14	2012/13	2011/12	2010/11
Annuals	75,186	69,270	68,295~	65,595~
Supplementals	4,816	4,266	3,949	4,380
Specials	136	192	171	152
Term Tests	3,418	2,945	2,764	3,117
Foundation Scholarship	2,391	3,015	2,213	2,033
Others *	541	867	735	867
Totals	**86,488**	**80,555**	**78,127**	**76,144**

^ Examination sittings = number of students x number of examination papers sat

* Others = Music Entrance Test, Matriculation, HPAT

~ Excludes Colleges of Education examinations

Two thousand nine hundred and thirty three (2,933) examinations (XIDs/Paper Codes) were scheduled during the 2013/14 academic year (2,683 in 2012/13). This represents a 9% rise on the 2012/13 figures. All examination scheduling was conducted in SITS apart from the Foundation Scholarship and the Special examinations. The Examinations and Assessment team published student, module and room examination timetables online via the my.tcd.ie portal.

Anonymous examination numbers were once again generated in SITS for the 2013/14 academic year (29,876 in total) and were made available to students via their personal SITS portal page. Keyholder files, required to support processes for the anonymous marking of undergraduate examinations, continued to be provided via the SITS e:Vision portal.

Examinations were scheduled in campus venues including the Luce Hall, Examination Hall, Graduates' Memorial Building (GMB), Examination Hall, Sports Centre, Regent House, Arts Building, Goldsmith Hall and Museum Building as well as several school-owned rooms and

laboratories. Examinations were held for the fourteenth consecutive year in the RDS (Royal Dublin Society).

The figures for students registered with the Disability Service who required special examination accommodations continue to rise, with seven hundred and forty one (741) in the 2013/14 annual examination session requiring special accommodations. This represents a 2% increase on the 2012/13 figures (723 in 2013), and an overall increase of 30% since the 2010/11 annual examination session (524 in 2010/11). Examination timetable details were provided via the students' portal page. An anonymous pdf file was also published on the Examinations and Assessment Team website and personal timetable details were prepared for each of these students according to their specific requirements as advised by the Disability Service.

The majority of the scheduling and payment of invigilators was also conducted in SITS, with only disability and Foundation Scholarship invigilation remaining in CMIS. Three hundred and eighty five (385) postgraduate students applied for invigilation duties for the 2014 annual examination session, and two hundred and sixty two (262) of these students were successful in their application (274 in 2013). The Examinations and Assessment Team published personal timetables for invigilators via their SITS e:Vision portal page. Payments for invigilators were also processed using SITS during 2014. Invigilation duties and instructions are advised annually to newly recruited and continuing postgraduate students during their compulsory training session. These instructions are supplemented with appropriate advice and procedures from the Junior Dean, the Director of the Health Service and the Disability Service.

The Examinations and Assessment Team continue to be responsible for the preparation of first class book tokens, awarded to non-final year students who receive a first class award at the annual examination session. During 2013/14 1,334 students were awarded first class book tokens (1030 in 2013).

During the annual examination session fifty seven (57) students required examinations to be rescheduled within the session, an increase from thirty nine (39) in 2013. This represents a 32% increase. Similarly, the number of students not registered with the Disability Service but requesting, via their tutor, alternative exam accommodations saw an increase from thirty seven (37) in 2013 to forty one (41) in 2014. This was a 10% increase on the 2013 figures.

Table E3 (a): Re-schedule   examinations within the annual examination session 2014 - 2011

Re-scheduled Examinations				
	2014	2013	2012	2011
Number of Students	57	39	50	36
Number of Papers	55	43	61	42
Number of Departments	23	22	23	18
Number of Courses	35	20	25	19

Table E3 (b): Senior Lecturer Cases – students requiring alternative examination arrangements 2014 - 2011

Alternative Examination Arrangements				
	2014	2013	2012	2011
Number of Students	41	37	32	47
Number of Papers	154	143	135	159
Number of Departments	33	32	25	28
Number of Courses	31	27	23	19

Courts of First Appeal and Academic Appeals

The Courts of First Appeal convenes to consider appeals on matters of academic progress arising out of examinations or other academic circumstances where a student case:

(i) is not adequately covered by the ordinary regulations of the College; or

(ii) is based on a claim that the regulations of the College were not properly applied in the applicant's case; or

(iii) represents an *ad misericordiam* appeal.

If an application to the Courts of First appeal is unsuccessful, a student may take their case to the College Academic Appeals Committee on the same grounds as listed above.

A greater number of appeals are normally processed following the supplemental examination session where Courts of Examiners have prohibited students from proceeding to the next year of their course. The number of courts of first appeal in all faculties and of academic appeals at college level after supplemental examinations has increased over the period 2010/11 to 2012/13 as can be seen from the tables below.

Table E4 (a): Number of cases coming to Courts of First Appeal Committee

Courts of First Appeals						
	2013/14		**2012/13**		**2011/12**	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	14	38	20	49	17	30
Engineering, Mathematics & Science	14	69	13	79	11	67
Health Science	5	95	2	87	9	89
Multi-Faculty	9	14	11	11	2	5
TOTAL	**42**	**216**	**46**	**226**	**39**	**191**

*Supplementals

Table E4 (b): Number of cases coming to Academic Appeals Committee

Academic Appeals						
	2013/14		**2012/13**		**2011/12**	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	1	15	2	6	4	4
Engineering, Mathematics & Science		7	2	4	0	2
Health Science	3	12	3	5	2	18
Multi-Faculty	1	3			0	0
TOTAL	**5**	**37**	**7**	**15**	**6**	**24**

*Supplementals

Foundation Scholarship Examination

A total of 447 students (out of 711 applicants) presented for the Foundation Scholarship examination in 2014 (580 presented out of 964 applicants in 2013). One hundred (100)[4] Foundation and Non-Foundation Scholarships were awarded in 2014 (90 in 2013), which represents 22% of those who attended the examination. Forty seven (47) Scholarships were awarded to females (47 %) and 53 to males (53 %).
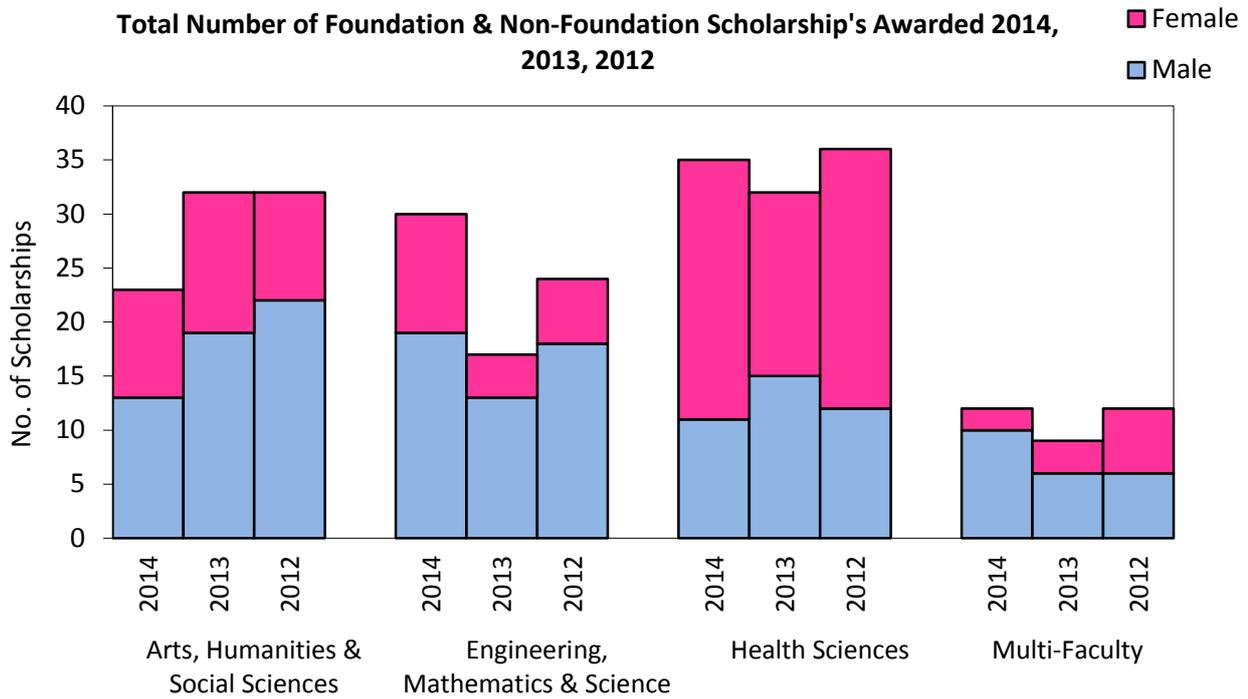
Total Number of Foundation & Non-Foundation Scholarship's Awarded 2014, 2013, 2012

Table E5: Foundation and non-foundation scholarships awarded by course 2014, 2013, 2012						
	2014	**2014**	**2014**	**2013**	**2013**	**2013**	**2012**
Faculty / Course	**Total Number of Scholarships awarded**	**Total number of SF students**	**% of SF students who received a Scholarship**	**Total Number of Scholarships awarded**	**Total number of SF students**	**% of SF students who received a Scholarship**	**Total Number of Scholarships awarded**
Faculty of Arts, Humanities and Social Sciences							
Ancient and Medieval History and Culture	1	14	7%	1	16	6%	0
Business Studies and a Language	0	52	0%	0	32	0%	0
Classics	1	1	100%	0	3	0%	1
Clinical Speech and Language Studies	0	31	0%	3	33	9%	0
Deaf Studies	0	18	0%	1	18	6%	n/a
Drama and Theatre Studies	0	21	0%	1	13	8%	1
Early and Modern Irish	0	5	0%	0	6	0%	0
Economic and Social Studies	2	242	1%	3	248	1%	7
English Studies	0	41	0%	4	39	10%	4
European Studies	0	35	0%	0	43	0%	0
History	2	37	5%	1	42	2%	2
History and Political Science	1	29	3%	1	28	4%	2
Irish Studies	0	18	0%	1	12	8%	0
Law	5	91	5%	4	90	4%	5
Law and Business	1	25	4%	1	26	4%	0
Law and French	1	11	9%	1	16	6%	1
Law and German	1	14	7%	0	14	0%	0
Law and Political Science	1	20	5%	3	18	17%	2
Music	0	17	0%	1	18	6%	2
Music Education	0	7	0%	0	12	0%	0
Philosophy (formerly Mental and Moral Science)	0	16	0%	0	10	0%	1
Philosophy and Political Science	0	1	0%	1	7	14%	0
Philosophy, Political Science, Economics & Sociology	5	32	16%	2	30	7%	2
Psychology	1	29	3%	1	24	4%	2
World Religions & Theology	0	16	0%	1	22	5%	0
Social Studies	1	47	2%	0	41	0%	0
Sociology and Social Policy	0	22	0%	1	29	3%	0
Total	**23**	**892**	**3%**	**32**	**890**	**4%**	**32**
Faculty of Engineering, Mathematics and Science							
Integrated Computer Science	2	67	3%	0	55	0%	0
B.Sc (Information Systems) Hons^	0	33	0%	1	33	3%	0
Chemistry with Molecular Modelling	0	8	0%	0	6	0%	0
Earth Sciences	0	15	0%	0	11	0%	0
Engineering (Integrated)	4	158	3%	3	142	2%	3
Engineering with Management (Integrated)	0	15	0%	0	8	0%	0
Human Genetics	0	15	0%	0	12	0%	0
Management Science and Information Systems Studies	0	25	0%	1	35	3%	0
Mathematics	3	41	7%	2	28	7%	2
Nanoscience, Physics and Chemistry of Advanced Materials	4	15	27%	0	16	0%	n/a
Medicinal Chemistry	1	22	5%	0	27	0%	0
Science	12	298	4%	5	322	2%	10
Theoretical Physics	4	34	12%	4	33	12%	9
Total	**30**	**746**	**4%**	**16**	**728**	**2%**	**24**
Faculty of Health Sciences							
B.Sc. in Children's & General Nursing	1	16	6%	1	19	5%	2
B.Sc. Nursing	4	200	2%	7	193	4%	4
B.Sc. in Midwifery	0	35	0%	0	30	0%	1
Dental Science	2	33	6%	3	40	8%	5
Human Nutrition and Dietetics	0	19	0%	0	23	0%	0
Medicine	20	175	11%	9	164	5%	17
Occupational Therapy	1	37	3%	1	35	3%	5
Pharmacy	5	68	7%	5	69	7%	0
Physiotherapy	2	33	6%	6	35	17%	2
Radiation Therapy	0	28	0%	0	24	0%	0
Total	**35**	**644**	**5%**	**32**	**632**	**5%**	**36**
Multi-Faculty							
Computer Science and Business		25	0%				
Computer Science and Language	1	15	7%	0	16	0%	0
Human Health and Disease	1	29	3%	0	26	0%	2
Political Science and Geography	0	22	0%	2	22	9%	1
Two Subject Moderatorship	10	349	3%	7	338	2%	9
Total	**12**	**440**	**3%**	**9**	**402**	**2%**	**12**
Grand Total	**100**	**2722**	**4%**	**89**	**2652**	**3%**	**104**

^ Students register on the Diploma course for the first two years

External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 148 (164 in 2012/13) external examiners were appointed to examine undergraduate programmes in 2013/14, of whom 109 (comprising 74%) have submitted their annual report to the Senior Lecturer. Eighty-eight (88%) percent of external examiners are from Ireland or the United Kingdom.

Table E6 - External Examiners for undergraduate courses appointed to examine in 2013/14

| Faculty | Republic of Ireland | Northern Ireland | England | Scotland | Wales | Other | Total | 2013/14 | | 2012/13 |
								No. of Reports Received*	% of Reports Received*	% of Reports Received
Arts, Humanities & Social Sciences	9	3	37	7	1	2	**59**	**51**	**86%**	**85%**
Engineering, Mathematics & Science	2	0	17	5	4	5	**33**	**24**	**73%**	**91%**
Health Sciences	14	1	21	7	2	11	**56**	**34**	**61%**	**79%**
TOTAL	**25**	**4**	**75**	**19**	**7**	**18**	**148**	109	74%	84%
Percentage	**17%**	**3%**	**51%**	**13%**	**5%**	**12%**	**100%**			

* Data as at 26 May 2015

Table E7: Commencements, Firsts and Gold Medals

In the 2013 calendar year, **34** commencement ceremonies were held during which **4,555** (4,427 in 2012) degrees were conferred (**2,784** primary degrees and **1,771** higher degrees).

	2013		2012		2011		2010		2009		2008		2007		2006		2005		2004	
	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	1167	71	1089	73	992	67	911	64	974	56	937	73	960	62	961	55	998	63	1062	56
Bachelor in Arts	237	23	322	27	284	28	314	24	324	28	309	23	330	36	307	15	313	31	302	30
Other Primary Degrees: TCD	1159	125	1210	51	1183	52	1207	42	1215	53	1160	67	1272	75	1347	62	1272	75	1255	70
DIT	2		1	3		2		1		2		3		2	3	4	9	6	15	5
Total Primary Degrees	**2565**	**219**	**2622**	**154**	**2459**	**149**	**2432**	**131**	**2513**	**139**	**2406**	**166**	**2562**	**175**	**2618**	**136**	**2592**	**175**	**2634**	**161**
Higher Degrees																				
Master in Arts	40	64	52	67	51	82	89	75	69	85	67	82	79	64	108	92	98	79	85	71
Master in Arts (jure officii)	11	1	29	0	26	0	35	2	29	1	18	1	16	0	30	0	42	0	14	0
Other Masters	1016	209	949	192	1016	225	1056	193	938	183	807	158	851	157	784	105	742	102	670	89
Doctors	385	36	312	41	332	46	289	30	260	18	242	29	244	18	236	12	192	14	164	12
Honorary Degrees	9		9	0	9		7		9		10		11		8		16		13	
Total Higher Degrees	**1461**	**310**	**1351**	**300**	**1434**	**353**	**1476**	**300**	**1305**	**287**	**1144**	**270**	**1201**	**239**	**1166**	**209**	**1090**	**195**	**946**	**172**
Sub Total	**4026**	**529**	**3973**	**454**	**3893**	**502**	**3908**	**431**	**3818**	**426**	**3550**	**436**	**3763**	**414**	**3784**	**345**	**3682**	**370**	**3580**	**333**
Grand Total	**4555**		**4427**		**4395**		**4339**		**4244**		**3986**		**4177**		**4129**		**4052**		**3913**	
Number of Ceremonies	**34**		**33**		**33**		**33**		**30**		**29**		**28**		**31**		**30**		**29**	

Commencements, Firsts and Gold Medal Awards

A total of 409 students receive first class honors (primary) degrees in 2013/14 (397 in 2012/13).

The award of 49 Gold Medals was approved at Board for the 2013/14 academic year (78 for the 2012/13 academic year).

See below for the Gold Medal eligibility criteria which was revised during 2011/12 and approved in February 2012.

Table E8: Gold Medals Recommended Criteria for the Award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Ancient and Medieval History and Culture	73% or 75%	Category 5
Biblical and Theological Studies	73% or 75%	Category 5
Business Studies	73%	Category 3
Business Studies and a Language	73%	Category 3
Classics	73% or 75%	Category 5
Clinical Speech and Language Studies	75%	Category 2
Computer Science, Linguistics and a Language	73%	Category 4
Deaf Studies	73%	Category 3
Drama and Theatre Studies	73% or 75%	Category 5
Early and Modern Irish	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
English Studies	73% or 75%	Category 5
European Studies	73%	Category 3
Germanic Languages	73%	Category 3
History	73%	Category 3
History and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
History and Political Science (course taken equally for 4 years)	73%	Category 3
Irish Studies	73% or 75%	Category 5
Law	73%	Category 3
Law and Business	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Law and Political Science	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 4

Table E8: Gold Medals Recommended Criteria for the Award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Philosophy	73% or 75%	Category 5
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy, Political Science, Economics and Sociology	73%	Category 3
Political Science and Geography	73%	Category 3
Psychology	73% or 75%	Category 5
Religions and Theology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology and Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
World Religions and Theology	73% or 75%	Category 5
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Business and Computing	73%	Category 3
Chemistry with Molecular Modelling	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Earth Sciences	75%	Category 2
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Engineering with Management	80%	Category 1
Human Genetics	75%	Category 2
Information Systems (BSc) (hons)	80%	Category 1
Management Science and Information Systems Studies	75%	Category 2
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Nanoscience, Physics and Chemistry of Advanced Materials	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Natural Sciences	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Children's and General Nursing [1]	75%	Category 8
Dental Science	70%	Category 6
Human Health and Disease	75%	Category 2
Human Nutrition and Dietetics [2]	80%	Category 7
Medicine (5-year)	70%	Category 6
Medicine	70%	Category 6
Midwifery (BSc)	75%	Category 8
Nursing (BSc)	75%	Category 8
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
MULTI-FACULTY		
Two Subject Moderatorship - Pattern A	73%	Category 3
Two Subject Moderatorship - Pattern B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern C	73% or 75%	Category 5
New Criteria, as approved by Board on 29 February 2012 [1] The duration of this course is 4.5 years and the final degree year is Year 5 [2] A first class degree is awarded at 75% for the Human Nutrition and Dietetics course and is therefore presented in a separate category to distinguish this course from those listed in Category 1 where a first class degree is awarded at 70%		

First Class Degrees & Gold Medals Summary 2013/14 – 2011/12

	Arts, Humanities and Social Sciences	Engineering, Mathematics and Science	Health Sciences	Multi-Faculty	Total
2013/14 No. First Class Degrees	121	136	86	66	409
2012/13 No. First Class Degrees	169	96	86	46	397
2011/12 No. First Class Degrees	91	132	78	63	364
2013/14 No. Gold Medals	16	18	5	10	49
2012/13 No. Gold Medals	25	30	16	7	78
2011/12 No. Gold Medals	22	34	12	12	80
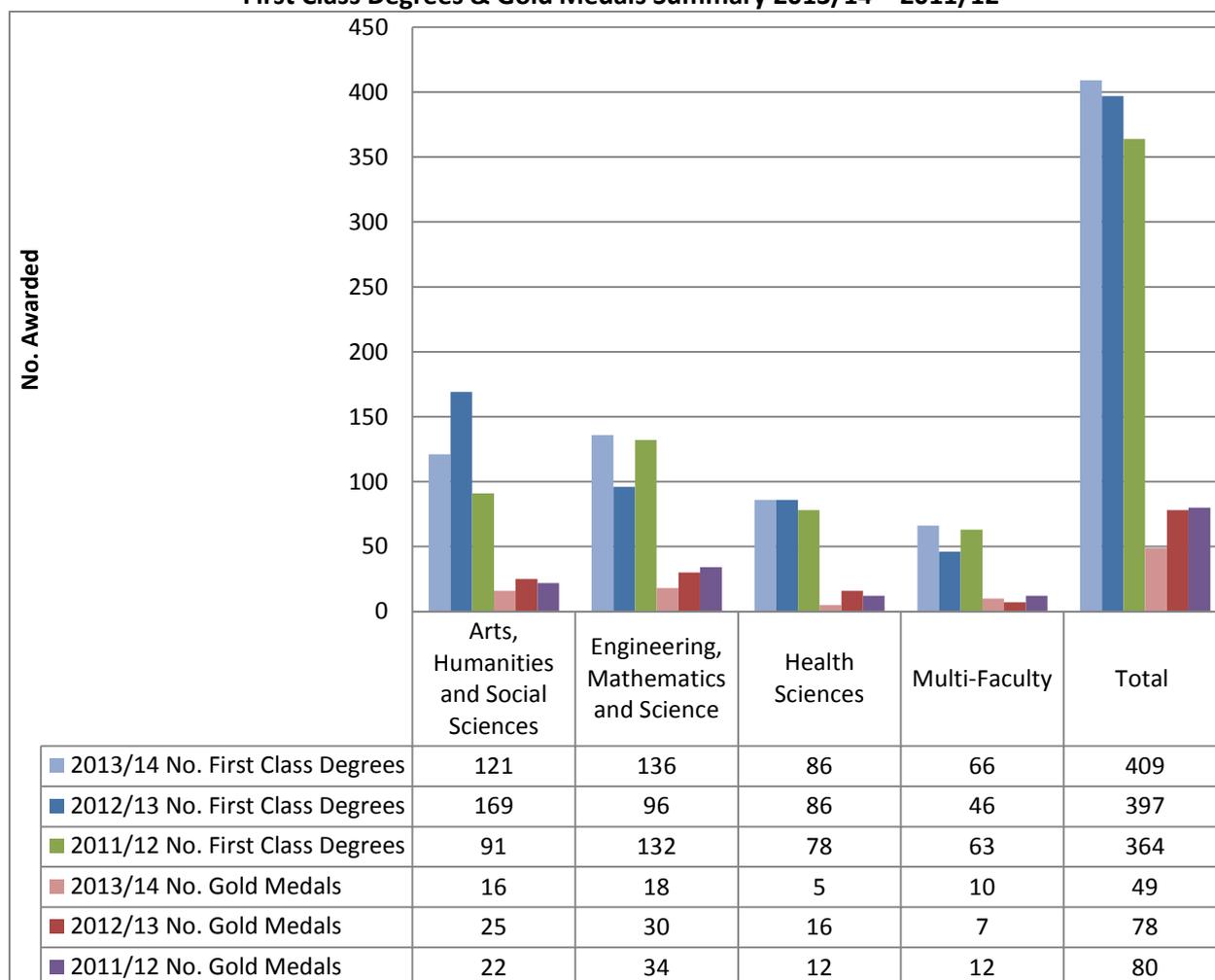
* Human Health and Disease figures included in Faculty of Health Sciences (2011/12 – 2012/13)

Table E9: Gender Breakdown of Gold Medals awarded 2013/14 – 2010/11

Gender Breakdown of Gold Medals Awarded				
Gender	**2013/14**	**2012/13**	**2011/12**	**2010/11**
Male	27	33	41	39
Female	22	45	39	43
Total	**49**	**78**	**80**	**82**
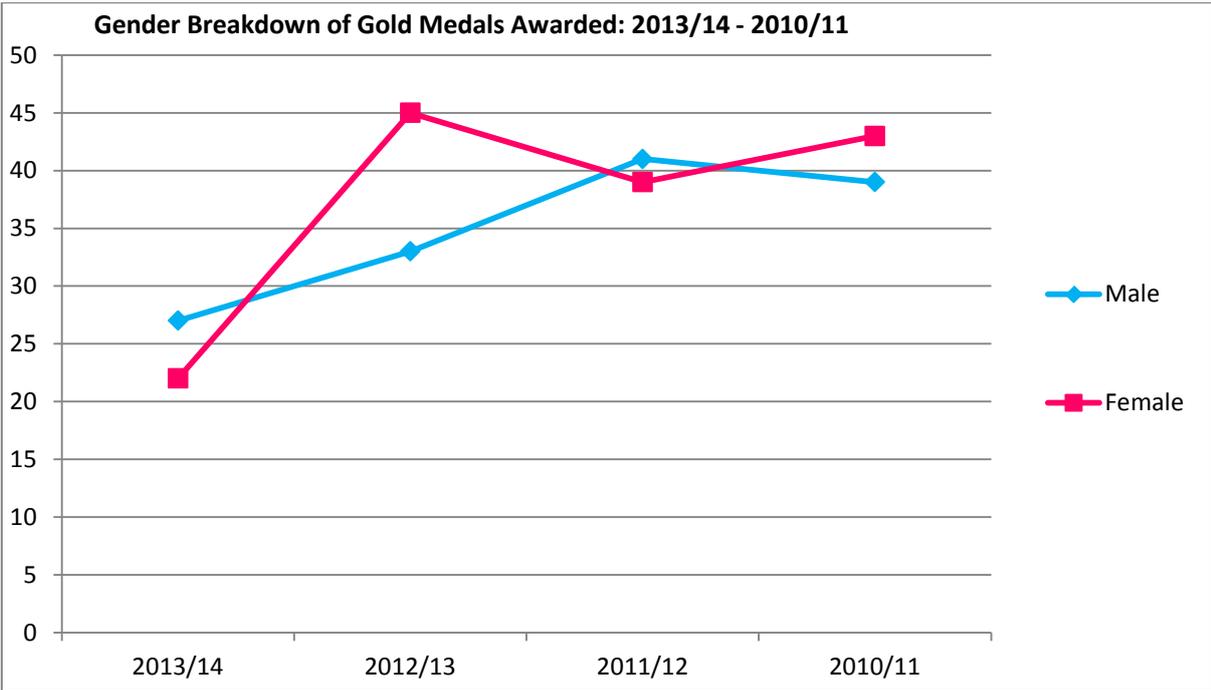
F.   UNDERGRADUATE COURSE DEVELOPMENTS

Table F1: Undergraduate Courses Approved 2013/14

New Courses	Quota	
	EU	**Non EU**
Faculty of Arts, Humanities & Social Sciences (in association with the Lir Academy)		
Diploma in Acting and Theatre	16	n/a
Faculty of Health Sciences		
B.Sc. Diagnostic Radiography (Joint Degree with Singapore Institute of Technology)	n/a	30
Professional Diploma in Orthodontic Therapy	8	n/a
Pharmacy (Integrated) leading to B.Sc. (Pharm.) and Master in Pharmacy*	75	5
Validated/Accredited		
Diploma in Music Teaching and Performance^	n/a	n/a

* New Pharmacy (Integrated) programme supersedes existing Pharmacy course. Master in Pharmacy degree title is
   pending approval from Board and Senate.

^ Delivered by the Royal Irish Academy of Music

G. UNDERGRADUATE ACADEMIC DEVELOPMENTS

Harmonisation of Assessment and Progression Regulations

In May 2012, Council approved a set of assessment and progression regulations for undergraduate courses which had been developed by the Harmonisation of Assessment and Progression Regulations Advisory Group.   Members of the Advisory Group had consulted widely with academics and administrators across College and were guided in their work by principles of equity, transparency, consistency, simplicity and practicality.   Among other things, the approved regulations cover the method for calculating end of year marks and grades in each course year; determine that students are required only to take supplemental assessments in failed modules; provide options in relation to permissible levels of compensation and aggregation; provide options for the calculation of degree results; and establish rules around the capping of assessment marks at the supplemental session in degree years.

The harmonised regulations at the undergraduate level were largely adopted by courses in the Faculties of Arts, Humanities and Social Sciences and Engineering, Mathematics and Science ahead of the 2012/13 academic year. During the 2013/14 academic year, discussions resumed with schools and disciplines mainly in the Faculty of Health Sciences, whose regulations were not harmonised, to ascertain how closely these could be aligned to the institutional assessment and progression regulations. Some success was had with three additional courses (Pharmacy, Occupational Therapy and Physiotherapy) introducing sufficient features of the harmonised regulations to allow their courses to use assessment and progression functionality in SITS. However, the majority did not and some of the main barriers included: ECTS credit volumes which are at variance to the College norm of 60 ECTS per course year; not providing end of year average marks and grades to students; the use of integrated assessments across a number of modules meaning that specific module marks cannot be isolated; and the use of complex compensation arrangements.

The Broad Curriculum (www.tcd.ie/Broad_Curriculum)

The academic year 2013/14 saw an increase in the number of students who completed a specialised Broad Curriculum module from 726 (2012/13) to 828. In 2013/14 twenty modules were offered, spanning a range of subjects in the arts, humanities, social and earth sciences, and attracted students from most undergraduate programmes in College. The modules are designed to promote breadth of reading at undergraduate level, are aimed primarily at students in the Senior Freshman and Junior Sophister years, and are taught over the Michaelmas and Hilary terms.

All cross-faculty modules are centrally administered by staff in Trinity Teaching and Learning who take care of planning, updating the website, registrations, module choice changes and withdrawals, processing and publication of marks. Module content, teaching and assessment are the responsibility of the relevant discipline/area.

In 2013/14, 80% of undergraduate degree programmes (including individual subjects within the Two-Subject Moderatorship) provided for students to gain full academic credit in their end-of-year result by substituting a cross-faculty course for an element of the main study programme. All students taking Broad Curriculum modules in 2013/14 were doing so on a substitution basis. In order to accommodate the requirement that these modules could be substituted for credit within the total 60 ECTS credits permitted for each course year, schools provided 5 ECTS-credit options for students not wishing to take Broad Curriculum modules. All students' module choices are

factored into the calculation of the annual full-time student equivalents (FTSE), thereby providing a mechanism for the allocation of resources to disciplines.

(a) Language Modules

The Centre for Language and Communication Studies (CLCS, School of Linguistic, Speech and Communication Sciences) has, since 1993, offered language modules to students who do not study a language as part of their degree course. The CLCS language modules are open to (i) all undergraduate students as an extracurricular option, and (ii) are also available to undergraduate students as part of the Broad Curriculum programme. The CLCS language modules are fully administered and taught by the CLCS, with information available both on CLCS website and on the Broad Curriculum website.

Language modules in French, German, Italian, Spanish, Irish, Turkish, Korean and Japanese were available in 2013/14. The objectives of the modules are (i) to develop students' communication skills for purposes of study, travel or work experience during their undergraduate years, and (ii) to enhance their academic qualifications, vocational prospects, and potential for future mobility.

In 2013/14, 57 students successfully completed a module in French, 34 in German, 39 in Spanish, 27 in Irish, 28 in Italian, 8 in Turkish, 10 in Korean, and 25 in Japanese.

(b) Website www.tcd.ie/Broad_Curriculum

The website provides up to date information for both cross-faculty modules and language modules, including module course outlines, timetable details and assessment regulations. Credit regulations for all undergraduate courses are described, and application for both Broad Curriculum and Language modules is provided for directly from the web pages. Assessment results are published on the web pages when available.

Table G1: Broad Curriculum Cross-Faculty Courses 2013/14
'Home' Faculties of Students As Determined by their Main Course of Study

Cross-Faculty Course	School/ Discipline/ Area	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Two-Subject Moderatorship	TOTAL
		'Home' Faculties of Students					
American History: A Survey	History	17	9	0	2	4	**32**
Anthropology of Gender	Sociology	20	1	0		2	**23**
Art in Ireland: Making and Meaning 1	History of Art & Architecture	16	2	0	1	1	**20**
Art in Ireland: Making and Meaning 2	History of Art & Architecture	22	5	0	3	1	**31**
Business Management in the 21st Century	Business Studies	15	5	5	1	1	**27**
Central Problems in Philosophy	Philosophy	15	0	0	4	1	**20**
Citizens, Politics and Decisions	Political Science	13	2	0	0	2	**17**
Europe, 1000-1250: War, Government and Society in the Age of Crusades	History	3	1	1	1	1	**7**
European Societies	Sociology	6	11	2	3		**22**
Film Studies	Drama	43	61	3	8	9	**124**
Greek Art and Architecture	Classics	5	1	0	0	0	**6**
Introduction to Criminal Law	Law	36	45	0	4	6	**91**
Introduction to Psychology	Psychology	15	26	1	2	7	**51**
Language and Mind	Language & Communication Studies	29	58	21	3	9	**120**
Language, the Individual and Society	Language & Communication Studies	37	3	0	2	5	**47**
Living Sustainably; A Complete Guide to Surviving a Changing Planet	Botany	9	52	2	6	12	**81**
Planet Earth	Geology	11	11	0	5	5	**32**
Roman Art and Architecture	Classics	2	2	0	1	3	**8**
Science, Technology & Society	Science Gallery	5	8	10	1	0	**24**
Understanding Literature	English	20	19	1	0	5	**45**
TOTAL		**339**	**322**	**46**	**47**	**74**	**828**

| Table G2: Broad Curriculum Cross Faculty Course Retention Rates 2013/14 - 2010/11 | | | | | | | | | | | | | | |
| | | 2013/14 | | | 2012/13 | | | 2011-12 | | | 2010-11 | | | |
Cross-Faculty course	School/ Discipline/ Area	Students registered at 22 November 2013/ 31 January 2014 for Hilary Term Modules	Students completing course	Retention Rate 13/14	Students registered at 22 November 2012/ 31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13	Students registered at 5th November 2010/ 14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 11/12	Students registered at 5th November 2010/ 14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 10/11
American History: A Survey	History	39	32	82%	37	36	97%	43	42	98%	50	49	98%
Anthropology of Gender	Sociology	25	23	92%	12	12	100%	9	9	100%	18	19	100%
Art in Ireland: Making & Meaning 1	History of Art and Architecture	20	20	100%	26	26	100%	13	12	92%	n/a	n/a	n/a
Art in Ireland: Making & Meaning 2	History of Art and Architecture	33	31	94%	26	22	85%	39	37	95%	51	58	100%
Business Management in the 21st Century*	Business Studies	26	27	100%	22	22	100%	21	28	100%	22	22	100%
Central Problems in Philosophy	Philosophy	23	20	87%	20	20	100%	23	20	87%	11	9	82%
Citizens, Politics and Decisions	Political Science	18	17	94%	26	25	96%	22	18	82%	33	30	91%
The Challenge of Development	Economics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	43	98%
Europe, 1000-1252: War, Government and Society in the Age of the Crusades	History	7	7	100%	23	18	78%	15	17	100%	n/a	n/a	n/a
European Societies	Sociology	22	22	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Film Studies	Drama	131	124	95%	97	89	92%	96	93	97%	117	114	97%
Greek Art & Architecture	Classics	8	6	75%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Introduction to Criminal Law	Law	92	91	99%	97	94	97%	89	87	98%	82	79	96%
Introduction to Physical Geography	Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Introduction to Psychology	Psychology	59	51	86%	113	106	94%	30	32	100%	60	57	95%

Table G2: Broad Curriculum Cross Faculty Course Retention Rates 2013/14 - 2010/11														
		2013/14			2012/13			2011-12			2010-11			
Cross-Faculty course	School/ Discipline/ Area	Students registered at 22 November 2013/ 31 January 2014 for Hilary Term Modules	Students completing course	Retention Rate 13/14	Students registered at 22 November 2012/ 31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13	Students registered at 5th November 2010/ 14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 11/12	Students registered at 5th November 2010/ 14th February 2011 for Hilary Term Modules	Students completing course	Retention Rate 10/11
Language and Mind*	Language and Communication Studies	119	120	100%	44	39	89%	71	71	100%	n/a	n/a	n/a
Language, the Individual and Society	Language and Communication Studies	50	47	94%	21	16	76%	46	45	98%	20	18	90%
Living Sustainably: a Complete Guide to Surviving a Changing Planet*	Botany	80	81	100%	76	74	97%	74	76	100%	37	31	84%
Planet Earth	Geology	33	32	97%	11	10	91%	12	12	100%	17	17	100%
Roman Art & Architecture	Classics	9	8	89%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science, Technology & Society	Science	25	24	96%	21	20	95%	43	43	100%	33	31	94%
Social Psychology	Psychology	n/a	n/a	n/a	76	73	96%	n/a	n/a	n/a	51	50	98%
Understanding Literature	English	49	45	92%	29	24	83%	53	49	92%	27	23	85%
TOTAL		868	828	95%	777	726	93%	699	691	99%	673	650	97%

*Numbers on these courses increased after the registration dates above.

Diploma Supplement

A central feature of the new student administration system is the provision to hold assessment marks and grades at the module and sub-module levels, and to calculate progression results and award classifications for all students. It is expected that since its commencement in the 2012/13 academic year, the accumulation of these data in SITS over the duration of a student's academic course, together with other award-related data, will enable production of the Diploma Supplement documentation for all graduates. The modalities of generation and issue are being considered by the Academic Registry and ISS as part of the system implementation.

Academic Practice and eLearning (CAPSL) Activities 2013/14

CAPSL supports College in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. It achieves this through:

  (a) Promoting and enhancing quality teaching and learning at institution-wide, programme and individual level, and fulfilling the Trinity Education by fostering a university-wide culture of teaching and learning excellence grounded in scholarship, critical enquiry and collaboration.

  (b) Maximising the effective use of teaching and learning resources, including learning technologies, to meet Trinity's goals and priorities.

  (c) Keeping Trinity at the centre of teaching excellence and innovation by fostering a community of peers engaged in reflection and improved student learning, and by advancing and stimulating new thinking, cross-university discussion, and the sharing of successes and lessons learnt.

E-Learning:

The objectives of eLearning (CAPSL) are to:

- Promote and support best practice in eLearning and provide a quality eLearning service to the academic community;
- Enhance student learning within College through flexible and quality blended learning;
- Administrate and support the College Virtual Learning Environment (VLE), Blackboard Learn 9.1 and ensure access for all staff and students;
- Advise and implement policy around structure and future developments in technology enhanced blended learning for the College;
- Implement protocols and processes to ensure a quality eLearning service to the academic community.
- Implement strategies to support the use of new technologies, and social media in teaching and learning.

During 2013/14, activities of the eLearning Group included:

- Ensuring access for the College Community to the College Virtual Learning Environment, Blackboard Learn;
- Administrating and supporting Blackboard Learn 9.1, applying new upgrades, and building blocks to enhance functionality, ensuring a robust system for the College community;
- Implementing three new enhancements to Blackboard Learn:
    o Implementation and rollout of Blackboard Collaborate to the College community;
    o Design and implementation of Blackboard Community Engagement to College community;
    o Implementation of Blackboard Mobile for College community.

- Developing and delivering a comprehensive training programme to the academic community in:
    o Effective eLearning design in Blackboard Learn;
    o Student Assessment using Blackboard Learn;
    o Blackboard Collaborate
    o Blackboard Community Engagement;
    o Collaboration and Community to support learning; (Total attendance: 255)

- Delivering seminars on teaching online in the CAPSL run 'Teaching and Supporting Learning' module for Postgraduates under the Generic Skills programme;
- Providing a consultancy service to Trinity lecturers on designing and developing modules on-line using various software, e.g. Articulate and Storyboard;
- Supporting the academic community in the use of the plagiarism checker software Turnitin;
- Hosting and supporting lecturers in using an online resource on Academic Integrity and Developing Academic Writing for students http://www.tcd.ie/CAPSL/students/integrity-plagarism/
- Contributing to events organised by the National Forum for the Enhancement of Teaching and Learning
- Contributing to and supporting the College Online Education Initiative.

Teaching and Learning using Blackboard Learn

The VLE (Blackboard Learn) supports teaching and learning by allowing access to on-line modules. The system is interfaced with SITs, which guarantees that every College module has a dedicated presence and that students and staff automatically have an account in Blackboard, and are enrolled to their teaching modules.

The following functionality is available in Blackboard Learn:

Table G3: Functionality of Blackboard Learn Available in Trinity College

Blackboard Component	Functionality
BB Course Management	The Content Management component offers tools to host various types of content, and activities such as assessments and assignments. Rubrics enhance the grading process for lecturers, while students have access to a full *Grade Centre*, hosting grades and student feedback. Formative assessment tools include MCQs, essays, surveys and self and peer assessment. Tools such as email, discussion boards, journals, blogs and wikis provide a flexible collaboration and reflective focused environment.
BB Collaborate	This component offers virtual classrooms allowing students to participate in lectures off campus. Asynchronous[5] and synchronous[6] learning activities, flexible collaboration and engagement are fully supported.
BB Community Engagement	Trinity uses Community Engagement to allow Faculty independence in customization, roles, and branding. Flexible collaboration and communities of practice also feature.
BB Mobile	BB Mobile allows staff and students to access their Trinity College Blackboard account via an app on mobile devices, e.g. smart phones, and tablet computers.

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[5] Asynchronous learning also requires a virtual classroom technology but offers the students more flexibility to attend the 'learning' in their own time. The lecture may be available as an online webinar, which the student can access anytime.
[6] Synchronous learning activities would include such things as engaging in video classrooms and real-time collaboration with their peers and presentation of their work.

Table G4: Details of numbers trained from October 2013 – September 2014

Staff Training Courses	Numbers trained
e-Learning – Effective Design	35
Introduction to Blackboard Learn	118
Using Blackboard Learn for Online Assessment	19
Using Blackboard Learn for Online Assignments	10
Using Web 2.0 and Collaboration Tools to Support Reflective Practice	19
Virtual Classrooms – Blackboard Collaborate	22
'Teaching and Supporting Learning' module for Postgraduates under the Generic Skills programme;	5
School Initiatives (for lecturers)	**Numbers trained**
Introduction to Blackboard – School of Dental Science	15
Introduction to Blackboard – Individual Consultancies	12
Total Trained	**255**

Trinity College Online Education Initiative – Phase 1

Arising from the mid-term review of the Trinity College Strategic Plan (2009-2014), the then Dean of Graduate Studies, Professor Veronica Campbell, headed a taskforce in 2012/2013 to consider the academic issues and business case for Trinity to provide online/distance education for fee to new markets. The taskforce produced a discussion paper and a set of recommendations. This was supplemented by a business case document and prospective budget.

In August 2013, the Associate Dean for Online Education was appointed and the Online Education Project was set up. Since September 2013, the eLearning Manager has acted as Project Manager for Online Education, working closely with the Associate Dean who is the academic lead for eLearning (CAPSL), ensuring cross-pollination of knowledge.

Academic Practice:

Professionals Special Purpose Certificate in Academic Practice

The Senior Academic Developer designed a special purpose non-major award for the professional development purposes of Trinity staff members. It was approved by Council in June 2014. The course is open to all academic-related professionals with an active teaching or learning support role in College, including researchers with some teaching responsibilities, part time or adjunct members of staff.

This special purpose certificate is ground-breaking in its flexible design which encourages participants to shape their own professional growth through reflective participation in a suite of professional development programmes. Rather than having a rigid, linear structure it provides flexible routes to allow candidates to develop and evidence their academic practice, knowledge and values at times that are appropriate to them. It thus encourages staff members to develop and engage in the development of the knowledge and skills most appropriate to their own professional and personal circumstances. Candidates wishing to take the modules for credit also have a choice of assessment routes.

The award linked to this course will be placed at Level 9 on the National Framework of Qualifications and it carries a credit volume of 15 ECTS, providing successful candidates with a qualification in academic practice. Participants may also attend modules without seeking an award.

Workshops & Events
In 2013/14, a total of 197 academic staff and postgraduate teaching assistants attended workshops in academic practice.

Provision for Postgraduate Students
Fifty-five (55) postgraduate students attended a Teaching Small Groups lecture for postgraduate students starting to teach at the beginning of Michaelmas Term 2013. A further 18 postgraduate students completed the accredited module Teaching & Supporting Learning for postgraduate students who teach that ran from September to December 2013. There were 9 classes in this module: Introduction to Teaching and Supporting Learning, Developing a Teaching Portfolio parts 1 & 2., Teaching Small Groups, Preparing to Lecture parts 1 & 2, Assessment & Feedback, Developing a Module/Course and eLearning.

Provision for Academic Staff
Teaching and learning workshops specifically for staff new to Trinity were run in 13-14 which included; Introduction to Teaching in Higher Education; Module Design and Assessment; Designing Lectures; Supporting Research Led Teaching through Supervision. Seventy-five (75) staff attended these events. Further events included training in Microsoft Word and Microsoft PowerPoint which 49 staff members attended.

Malaysian delegation
Academic Practice gave 4 workshops on Academic Practice/Learning & Teaching for the Innovation Academy Train the Trainers for the Malaysian delegation in March 2015.

Dentistry Clinical Supervision
Academic Practice delivered two workshops for the School of Dental Science on Exploring clinical supervision as a form of teaching and Clinical supervision: guiding and supporting student learning.

Turnitin Support
Ongoing role of support for Turnitin for students and staff within Trinity.

he Senior Academic Developer:
- Sat as Director of National Academy for Integration of Research and Teaching (NAIRTL)
- Acted as Delegated Contact for the National Forum for the Enhancement of Teaching and Learning
- Presented a report on effective Feedback to USC.

Research and Publications:

O'Farrell, C and Farrell, A. eds. (2013). Emerging Issues in Higher Education 111: From Capacity Building to Sustainability. Athlone: EDIN

O'Farrell, C and Fitzmaurice, M. (2013). Academic Developers using narrative to support our professional development, Innovations in Education & Teaching International

Carton, J., O'Farrell, C., Kelly, A. (2013). Developing an institutional framework for supporting supervisors of research students: lessons learned from a unique inter-institutional project in Ireland. Journal of the European Higher Education Area (2)

O'Farrell, C. (2013). Supporting academics to write for publication: a holistic approach. AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education. 5(1)

O'Farrell, C. (2013). Supporting academics to write for publication: a holistic approach. AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education. 5(1)

Undergraduate Student Retention Analysis

Introduction

The Undergraduate Student Retention analysis has been conducted using the Higher Education Authority (HEA) 'new entrant' logic. The HEA define new entrants as 'undergraduate students entering third-level for the first time'[i]. Therefore the focus is on first year students, entering Trinity for the first time in 2013/14 and their transition from Junior Freshman to Senior Freshman Year in 2014/15.

The data used as the basis for this analysis are a snapshot of the new entrant students as of 19 May 2015.

General Overview

There were 3,017 students who met the definition of new entrant recorded on the SITS system, as at 19 May 2015. Following data cleansing, 238 students were removed from the analysis, leaving 2,779 students remaining.

Table G5: Profile of New Entrant Students excluded from analysis.

One Year Diploma Students[ii]	- 15
Students entering TCD in years other than Junior Freshmen Year	-130
Students 'Off-Books'[iii] and 'Off-Books taking assessment'[iv]	- 93
End	2779

Table G6: Programme selection of new entrant cohort

Bachelor (Level 8 - 4year Honours)	2,452
Integrated (4+1) Engineering & Computer Sc.	248
Diploma	66
Certificate	13
Totals	**2779**

Table G7(a) below outlines the distribution of new entrant students across the three Faculties, in addition to Multi-Faculty and Two-Subject Moderatorship.

Table G7 (a): New Entrant Students 2013/14 at a glance

	Totals	Male	Female	EU	NEU	FT	PT	Mature	Access
AHSS	922	373	549	883	39	921	1	60	95
FEMS	779	507	272	752	27	742	37	49	99
HS	656	155	501	587	69	656	0	121	60
MF	87	48	39	84	3	87	0	1	9
TSM	335	111	224	325	10	335	0	15	32
TOTALS	**2779**	**1194**	**1585**	**2631**	**148**	**2741**	**38**	**246**	**295**

Table G7 (b): Outcomes   new entrant first year students 2013/14

Faculty	Total Students	Percentage	Progressed to Year 2	Repeat Year 1	Transferred to another course	Not retained
AHSS	922	33%	860	9	24	29
FEMS	779	28%	679	27	18	55
HS	656	24%	607	13	9	27
MF	87	3%	71	3	3	10
TSM	335	12%	290	6	28	11
Totals	2779	100%	2507	58	82	132

In 2013/14 a retention rate of **95.2%** was achieved, which exceeds the Strategic Plan target of 90%. Retention is defined as students who progressed (90.2%), repeated Year 1 (2.08%) and who transferred to another course within College (2.92%).

The attrition rate from 2013/14 to 2014/15 across courses was **4.8%,** this describes new entrant students in 2013/14 not retained by College in 2014/15.

Retention Profile

The profile of new entrant students not retained is outlined below

Table G8: Non retained New Entrant Student Profile

Total	Gender	Attendance	Fee Status	Mature	Access Route
132	M 72 F 60	FT 124 PT 8	EU 121 NEU 11	23	15
% of intake (ref table G7a)	6% M 3.8% F	4.5%FT 21% PT	4.6% EU 7.4% NEU	9.35%	5.08%

Note that non-traditional students i.e. Part-Time; Mature and Non-EU continue to be proportionally more highly represented in the non-retained student category than 'traditional' students.

Progression Profile

Table G10 identifies the progression data for students on full-time degree courses that were successful in annual and supplementary examinations in 2013/14. College performance overall was **93.43%**, with:

Table G9: Progression Profile by Faculty for New Entrant Students

AHSS	FEMS	HS	MF	TSM
96.47%	90.8%	94.5%	90.8%	92.2%

Table G10: Junior Freshmen full-time degree students successfully completing the year 2013/14

Faculty	Course	Total % Pass	Total no. of students	No. who passed
FAHSS	Acting	100%	16	16
	Ancient & Medieval History & Culture	84.6%	13	11
	Business Studies and French	100%	13	13
	Business Studies and German	86.7%	15	13
	Business Studies and Polish	50.0%	2	1
	Business Studies and Russian	83.3%	6	5
	Business Studies and Spanish	100%	11	11
	Catholic Theological Studies	100%	5	5
	Classics	100%	3	3
	Clinical speech and Language Studies	100%	27	27
	Deaf Studies	100%	18	18
	Drama and Theatre Studies	100%	18	18
	Early and Modern Irish	100%	1	1
	Economic and Social Studies	96.2%	239	230
	English Studies	100%	41	41
	European Studies	97.8%	46	45
	History	95%	40	38
	History and Political Science	100%	25	25
	Irish Studies	100%	9	9
	Law	96.9%	97	94
	Law and Business	100%	24	24
	Law and French	94.1%	17	16
	Law and German	100%	14	14
	Law and Political Science	100%	21	21
	Music	73.3%	15	11
	Music Education	100%	11	11
	Philosophy	83.3%	18	15
	Philosophy, Political Science, Economics and Sociology	100%	32	32
	Psychology	96.9%	33	32
	Social Studies	100%	44	44
	Sociology and Social Policy	96.15%	26	25
	World Religions & Theology	87.5%	8	7
	Average across AHSS FT Degree Courses	**96.47%**	**908**	**876**
FEMS	Chemistry with Molecular Modelling	85.74%	7	6
	Computer Science	76.3%	72	55
	Earth Sciences	93.3%	15	14
	Engineering	91.1%	158	144
	Engineering with Management	83.3%	18	15
	Human Genetics	100%	16	16
	Management Science and Information Systems	95.8%	24	23
	Mathematics	100%	24	24
	Medicinal Chemistry	96.5%	29	28
	Nanoscience, Physics and Chemistry of Advanced Materials	95.2%	21	20
	Theoretical Physics	87.5%	40	35
	TR071 – common entry Science	92.45%	318	294
	Average across FEMS FT Degree Courses	**90.8%**	**742**	**674**

Faculty	Course	Total % Pass	Total no. of students	No. who passed
HS	Children's and General Nursing	93%	15	14
	Dental Science	95%	40	38
	Dental Technology	100%	5	5
	Human Nutrition and Dietetics (Joint)	87.5%	24	21
	Medicine	96.07%	153	147
	Midwifery	90.6%	32	29
	Nursing	96.9%	196	190
	Occupational Therapy	100%	33	33
	Pharmacy	85.5%	62	53
	Physiotherapy	94.9%	39	37
	Radiation Therapy	93%	29	27
	Average across HS FT Degree Courses	**94.5%**	**628**	**594**
MF	Computer Science and Business	89.65	29	26
	Computer Science and a Language	80%	10	8
	Human Health and Disease	92.8%	28	26
	Political Science and Geography	95%	20	19
	Two Subject Moderatorship (TSM combination data)	92.2%	335	309
	Average across MF/TSM FT Degree Courses	**91.94%**	**422**	**388**
All	**College Average across FT Degree Courses**	**93.43%**	**2,710**	**2,532**

[i] Schools interpreting retention numbers may query numbers as different to those on class lists in SITS for 2013/14. This results from the application of the HEA new entrant logic which may excluding students entering a degree in 2013/14, that is their second degree in Trinity.

[ii] History of European Painting – 16 commenced. One student transferred to another course upon completion, therefore is included in the cohort for analysis. Therefore 15 were excluded.

[iii] Off Books (49) students are off-register for a defined period and are not included in data reported to HEA

[iv] Off Books taking Assessment (44)

Table G11: Faculty of Arts, Humanities and Social Sciences Retention Data 2013/14

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Acting	16	PROGRESSED SAME COURSE	16	100%	8	8	14	2	16		3	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Ancient and Medieval History and Culture	13	PROGRESSED SAME COURSE	10	77%	4	6	10		10			2
		REPEAT SAME COURSE	1	7.7%	1		1		1			
		TRANSFERRED OTHER COURSE	1	7.7%		1	1		1			
		NOT RETAINED	1	7.7%	1		1		1		1	
Business Studies and French	13	PROGRESSED SAME COURSE	11	85%	7	4	11		11			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	15%	1	1	2		2			2
		NOT RETAINED										
Business Studies and German	15	PROGRESSED SAME COURSE	13	86.7%	11	2	13		13			
		REPEAT SAME COURSE	1	6.7%		1	1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	6.7%		1	1		1			1
Business Studies and Polish	2	PROGRESSED SAME COURSE	1	50%		1		1	1			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	50%		1	1		1			
Business Studies and Russian	6	PROGRESSED SAME COURSE	5	83%	3	2	5		5			
		REPEAT SAME COURSE	1	17%		1	1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Business Studies and Spanish	11	PROGRESSED SAME COURSE	11	100%	8	3	11		11			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Catholic Theological Studies	5	PROGRESSED SAME COURSE	5	100%	3	2	5		5		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Classics	3	PROGRESSED SAME COURSE	3	100%		3	3		3			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Clinical Speech and Language Studies	27	PROGRESSED SAME COURSE	27	100%	27		27		27		2	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Deaf Studies	18	PROGRESSED SAME COURSE	17	94%	15	2	17		17		3	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	6%	1		1		1			1
Drama and Theatre Studies	18	PROGRESSED SAME COURSE	18	100%	11	7	17	1	18		2	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Early and Modern Irish	1	PROGRESSED SAME COURSE	1	100%	1		1		1			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Economic and Social Studies	239	PROGRESSED SAME COURSE	226	95%	114	112	210	16	226		3	20
		REPEAT SAME COURSE	2	1%	1	1	1	1	2			
		TRANSFERRED OTHER COURSE	3	1%		3	2	1	3			
		NOT RETAINED	8	3%	3	5	7	1	8		1	1
English Studies	41	PROGRESSED SAME COURSE	40	98%	29	11	38	2	40		3	6
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	2%	1			1	1			
European Studies	46	PROGRESSED SAME COURSE	42	91.3%	33	9	42		42		1	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	4.3%	2		2		2			
		NOT RETAINED	2	4.3%	1	1	2		2			1
History	40	PROGRESSED SAME COURSE	37	92.5%	20	17	37		37		1	6
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	3	7.5%	1	2	3		3		1	
History and Political Science	25	PROGRESSED SAME COURSE	24	96%	12	12	23	1	24		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										

Table G11: Faculty of Arts, Humanities and Social Sciences Retention Data 2013/14

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
		NOT RETAINED	1	4%	1			1	1			
History of European Painting[1]	1	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	100%	1		1			1	1	
		NOT RETAINED										
Irish Studies	9	PROGRESSED SAME COURSE	9	100%	6	3	9		9		2	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Law	97	PROGRESSED SAME COURSE	91	94%	48	43	88	3	91		7	14
		REPEAT SAME COURSE	2	2%	1	1	2		2		1	
		TRANSFERRED OTHER COURSE	3	3%	2	1	3		3			
		NOT RETAINED	1	1%		1	1		1			
Law and Business	24	PROGRESSED SAME COURSE	22	92%	12	10	21	1	22			3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	4%	1		1		1			
		NOT RETAINED	1	4%		1		1	1			
Law and French	17	PROGRESSED SAME COURSE	13	76%	9	4	12	1	13			1
		REPEAT SAME COURSE	1	6%	1		1		1			
		TRANSFERRED OTHER COURSE	2	12%	2		2		2			1
		NOT RETAINED	1	6%	1		1		1			
Law and German	14	PROGRESSED SAME COURSE	13	93%	9	4	13		13			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	7%	1		1		1			
		NOT RETAINED										
Law and Political Science	21	PROGRESSED SAME COURSE	19	90%	13	6	18	1	19			3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	10%	2		2		2			
		NOT RETAINED										
Music	15	PROGRESSED SAME COURSE	11	73%	5	6	11		11		2	2
		REPEAT SAME COURSE	1	7%		1	1		1			
		TRANSFERRED OTHER COURSE	1	7%		1	1		1			
		NOT RETAINED	2	13%		2	2		2			
Music Education	11	PROGRESSED SAME COURSE	11	100%	7	4	11		11		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Philosophy	18	PROGRESSED SAME COURSE	13	72%	2	11	13		13		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	17%	1	2	3		3			
		NOT RETAINED	2	11%	1	1	2		2			
Philosophy, Political Science, Economics and Sociology	32	PROGRESSED SAME COURSE	32	100%	15	17	29	3	32		2	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Professional Diploma in Stage Management and Technical Theatre	13	PROGRESSED SAME COURSE	13	100%	5	8	13		13		3	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Psychology	33	PROGRESSED SAME COURSE	30	91%	21	9	29	1	30		4	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	6%		2	2		2			2
		NOT RETAINED	1	3%	1		1		1			
Social Studies	44	PROGRESSED SAME COURSE	44	100%	37	7	44		44		10	4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Sociology and Social Policy	26	PROGRESSED SAME COURSE	25	96%	18	7	25		25		3	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	4%	1		1		1			1
World Religions and Theology	8	PROGRESSED SAME COURSE	7	87.5%	6	1	7		7			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	12.5%		1	1		1			
Grand Total	922		922	100%	549	373	883	39	921	1	60	95

European Painting is a one year Diploma course included in this analysis as one student was retained in College as a transfer to another course following completion of the Diploma course.

Table G12: Two subject Moderatorship Retention Data 2013/14											
Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
TSM Ancient History and Archaeology	19	PROGRESSED SAME COURSE	13	68%	10	3	12	1	13		2	
		REPEAT SAME COURSE	1	5%		1	1		1			
		TRANSFERRED OTHER COURSE	5	26%	3	2	4	1	5			
		NOT RETAINED		0%								
TSM Classic Civilisation	23	PROGRESSED SAME COURSE	18	78%	13	5	18		18		1	2
		REPEAT SAME COURSE	2	9%	2		2		2			1
		TRANSFERRED OTHER COURSE	3	13%	1	2	3		3			
		NOT RETAINED		0%								
TSM Drama Studies	18	PROGRESSED SAME COURSE	15	83%	14	1	15		15		1	1
		REPEAT SAME COURSE	1	6%	1		1		1			1
		TRANSFERRED OTHER COURSE	2	11%	2		2		2		1	
		NOT RETAINED		0%								
TSM Economics	46	PROGRESSED SAME COURSE	39	85%	13	26	38	1	39			4
		REPEAT SAME COURSE	1	2%		1	1		1			
		TRANSFERRED OTHER COURSE	5	11%	1	4	5		5			
		NOT RETAINED	1	2%	1		1		1			
TSM English Literature	76	PROGRESSED SAME COURSE	71	93%	49	22	69	2	71		3	11
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	5	7%	5		5		5			2
		NOT RETAINED		0%								
TSM Film Studies	20	PROGRESSED SAME COURSE	19	95%	13	6	19		19		2	2
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	5%	1			1	1			
		NOT RETAINED		0%								
TSM French	70	PROGRESSED SAME COURSE	63	90%	47	16	63		63		2	3
		REPEAT SAME COURSE	1	1%	1		1		1			1
		TRANSFERRED OTHER COURSE	4	6%	3	1	3	1	4			1
		NOT RETAINED	2	3%	1	1	2		2			
TSM Geography	30	PROGRESSED SAME COURSE	27	90%	16	11	27		27		1	1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	2	7%	1	1	2		2			
		NOT RETAINED	1	3%	1		1		1			
TSM German	28	PROGRESSED SAME COURSE	25	89%	16	9	25		25		1	1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	4%	1		1		1			
		NOT RETAINED	2	7%	1	1	2		2		1	1
TSM Greek	3	PROGRESSED SAME COURSE	1	33%		1	1		1			
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	2	67%	1	1	2		2			
		NOT RETAINED		0%								
TSM History	42	PROGRESSED SAME COURSE	40	95%	25	15	37	3	40		3	4
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		NOT RETAINED	1	2%	1		1		1			
TSM History of Art and Architecture	35	PROGRESSED SAME COURSE	30	86%	25	5	28	2	30		2	3
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	4	11%	4		4		4		1	1
TSM Italian	20	PROGRESSED SAME COURSE	15	75%	15		15		15			1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	3	15%	3		3		3			1
		NOT RETAINED	2	10%	2		2		2			
TSM Jewish and Islamic Civilisations	11	PROGRESSED SAME COURSE	8	73%	4	4	8		8		2	
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	9%		1	1		1			
		NOT RETAINED	2	18%	1	1	1	1	2		1	
TSM Latin	4	PROGRESSED SAME COURSE	1	25%	1		1		1			
		REPEAT SAME COURSE	2	50%	1	1	2		2			
		TRANSFERRED OTHER COURSE	1	25%	1		1		1			
		NOT RETAINED		0%								
TSM Mathematics	23	PROGRESSED SAME COURSE	17	74%	5	12	16	1	17			1
		REPEAT SAME COURSE	1	4%		1	1		1			
		TRANSFERRED OTHER COURSE	5	22%		5	5		5			
		NOT RETAINED		0%								

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Table G12: Two subject Moderatorship Retention Data 2013/14												
TSM Modern Irish	27	PROGRESSED SAME COURSE	25	93%	19	6	25		25			2
		REPEAT SAME COURSE	1	4%	1		1		1			
		TRANSFERRED OTHER COURSE	1	4%	1		1		1			
		NOT RETAINED		0%								
TSM Music	14	PROGRESSED SAME COURSE	13	93%	7	6	13		13			2
		REPEAT SAME COURSE	1	7%	1		1		1			
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED		0%								
TSM Philosophy	48	PROGRESSED SAME COURSE	43	90%	18	25	43		43		1	3
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	4	8%	2	2	4		4			1
		NOT RETAINED	1	2%	1		1		1			
TSM Psychology	14	PROGRESSED SAME COURSE	13	93%	11	2	12	1	13		1	1
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	7%		1	1		1			
		NOT RETAINED		0%								
TSM Russian	9	PROGRESSED SAME COURSE	6	67%	4	2	6		6			
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE		0%								
		NOT RETAINED	3	33%	2	1	2	1	3			
TSM Sociology	50	PROGRESSED SAME COURSE	46	92%	36	10	44	2	46			7
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		NOT RETAINED	3	6%	3		3		3		1	
TSM Spanish	31	PROGRESSED SAME COURSE	24	77%	17	7	24		24			3
		REPEAT SAME COURSE	1	3%	1		1		1			1
		TRANSFERRED OTHER COURSE	6	19%	6		6		6		1	1
		NOT RETAINED		0%								
TSM World Religions and Theology	9	PROGRESSED SAME COURSE	8	89%	8		7	1	8		2	
		REPEAT SAME COURSE		0%								
		TRANSFERRED OTHER COURSE	1	11%	1			1	1			
		NOT RETAINED		0%								
Grand Total non-FTE	670		670	100.00%	448	222	650	20	670	0	30	64
Grand Total FTE	335		335		224	111	325	10	335	0	15	32

Course Title	Totals on Course		Totals		Gender		Fee status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Computer Science and Business	29	PROGRESSED SAME COURSE	25	86.2%	6	19	24	1	25	0	0	4
		REPEAT SAME COURSE	1	3.4%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	3	10.3%	1	2	2	1	3	0	0	0
Computer Science and Language	10	PROGRESSED SAME COURSE	7	70.0%	3	4	7	0	7	0	0	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	10.0%	0	1	1	0	1	0	0	0
		NOT RETAINED	2	20.0%	1	1	2	0	2	0	0	0
Human Health and Disease	28	PROGRESSED SAME COURSE	21	75.0%	16	5	21	0	21	0	0	4
		REPEAT SAME COURSE	1	3.6%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	1	3.6%	1	0	1	0	1	0	0	0
		NOT RETAINED	5	17.9%	3	2	4	1	5	0	0	0
Political Science and Geography	20	PROGRESSED SAME COURSE	18	90.0%	7	11	18	0	18	0	1	1
		REPEAT SAME COURSE	1	5.0%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	1	5.0%	1	0	1	0	1	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0		0	0	0
Grand Total	87		87		39	48	84	3	87	0	1	9

Table G13: Multi-Faculty Retention Data 2013/14

Course Title	Totals on Course		Totals		Gender		Fee status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Chemistry with Molecular Modelling	7	PROGRESSED SAME COURSE	5	71.43%	3	2	5		5			1
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	1	14.29%	1			1	1			
		NOT RETAINED	1	14.29%	1		1		1			
Computer Science	72	PROGRESSED SAME COURSE	54	75.00%	4	50	53	1	54		2	4
		REPEAT SAME COURSE	9	12.50%		9	7	2	9		1	2
		TRANSFERRED OTHER COURSE	1	1.39%	1		1		1			
		NOT RETAINED	8	11.11%		8	8		8			2
Earth Sciences	15	PROGRESSED SAME COURSE	13	86.67%	5	8	12	1	13		1	
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	1	6.67%	1		1		1			
		NOT RETAINED	1	6.67%		1	1		1			
Engineering	158	PROGRESSED SAME COURSE	143	90.51%	40	103	139	4	143		1	7
		REPEAT SAME COURSE	5	3.16%		5	4	1	5			
		TRANSFERRED OTHER COURSE	1	0.63%		1	1		1			
		NOT RETAINED	9	5.70%	1	8	8	1	9		2	
Engineering with Management	18	PROGRESSED SAME COURSE	15	83.33%	4	11	15		15		1	1
		REPEAT SAME COURSE	2	11.11%		2	2		2			
		TRANSFERRED OTHER COURSE	0	0.00%								
		NOT RETAINED	1	5.56%		1	1		1			
Human Genetics	16	PROGRESSED SAME COURSE	15	93.75%	9	6	14	1	15			4
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	1	6.25%	1		1		1			
		NOT RETAINED	0	0.00%								
Information Systems	37	PROGRESSED SAME COURSE	29	78.38%	7	22	28	1		29	27	
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	0	0.00%								
		NOT RETAINED	8	21.62%	1	7	8			8	6	
Management Science and Information Systems Studies	24	PROGRESSED SAME COURSE	23	95.83%	5	18	23		23			1
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	0	0.00%								
		NOT RETAINED	1	4.17%		1		1	1			
Mathematics	24	PROGRESSED SAME COURSE	21	87.50%	5	16	20	1	21			1
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	2	8.33%		2	2		2			
		NOT RETAINED	1	4.17%	1		1		1			
Medicinal Chemistry	29	PROGRESSED SAME COURSE	24	82.76%	10	14	22	2	24			4
		REPEAT SAME COURSE	0	0.00%								
		TRANSFERRED OTHER COURSE	1	3.45%	1		1		1			
		NOT RETAINED	4	13.79%	3	1	4		4			
Nanoscience, Physics and Chemistry of Advanced Materials	21	PROGRESSED SAME COURSE	20	95.24%	3	17	18	2	20			4
		REPEAT SAME COURSE		0.00%								
		TRANSFERRED OTHER COURSE	1	4.76%		1	1		1		1	
		NOT RETAINED		0.00%								
Science (TR071)	318	PROGRESSED SAME COURSE	284	89.31%	145	139	276	8	284		2	51
		REPEAT SAME COURSE	10	3.14%	4	6	10		10		1	7
		TRANSFERRED OTHER COURSE	5	1.57%	2	3	5		5			
		NOT RETAINED	19	5.97%	8	11	19		19		2	4
Theoretical Physics	40	PROGRESSED SAME COURSE	33	82.50%	6	27	33		33			5
		REPEAT SAME COURSE	1	2.50%		1	1		1		1	
		TRANSFERRED OTHER COURSE	4	10.00%		4	4		4			1
		NOT RETAINED	2	5.00%		2	2		2		1	
Grand Total	779		779	100%	272	507	742	27	752	37	49	99

Table G14: Faculty of Engineering, Mathematics and Science Retention Data 2013/14

Tabel G15: Faculty of Health Sciences Retention Data 2013/14

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Dental Hygiene	6	PROGRESSED SAME COURSE	6	100.0%	6	0	6	0	6	0	4	1
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Dental Nursing	22	PROGRESSED SAME COURSE	21	95.5%	19	2	21	0	21	0	4	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	4.5%	1	0	1	0	1	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Dental Science	40	PROGRESSED SAME COURSE	38	95.0%	23	15	31	7	38	0	3	3
		REPEAT SAME COURSE	1	2.5%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	2.5%	1	0	0	1	1	0	0	0
Dental Technology	5	PROGRESSED SAME COURSE	5	100.0%	4	1	5	0	5	0	2	1
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Human Nutrition and Dietetics (Joint Degree)	24	PROGRESSED SAME COURSE	20	83.3%	19	1	19	1	20	0	1	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	2	8.3%	2	0	2	0	2	0	0	0
		NOT RETAINED	2	8.3%	1	1	2	0	2	0	0	0
Medicine	153	PROGRESSED SAME COURSE	145	94.8%	81	64	91	54	145	0	19	12
		REPEAT SAME COURSE	5	3.3%	0	5	5	0	5	0	0	1
		TRANSFERRED OTHER COURSE	1	0.7%	0	1	1	0	1	0	0	0
		NOT RETAINED	2	1.3%	1	1	1	1	2	0	0	0
Occupational Therapy	33	PROGRESSED SAME COURSE	32	97.0%	29	3	32	0	32	0	3	2
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	3.0%	1	0	1	0	1	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Physiotherapy	39	PROGRESSED SAME COURSE	37	94.9%	32	5	37	0	37	0	4	4
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	2.6%	0	1	1	0	1	0	0	0
		NOT RETAINED	1	2.6%	1	0	1	0	1	0	0	1
Radiation Therapy	29	PROGRESSED SAME COURSE	27	93.1%	25	2	27	0	27	0	1	5
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	2	6.9%	2	0	2	0	2	0	2	0
Children's and General Nursing	15	PROGRESSED SAME COURSE	13	86.7%	13	0	13	0	13	0	3	2
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	2	13.3%	2	0	2	0	2	0	1	0
Midwifery	32	PROGRESSED SAME COURSE	29	90.6%	29	0	29	0	29	0	14	2
		REPEAT SAME COURSE	1	3.1%	1	0	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	1	3.1%	1	0	1	0	1	0	1	0
		NOT RETAINED	1	3.1%	1	0	1	0	1	0	0	0
Nursing	196	PROGRESSED SAME COURSE	188	95.9%	167	21	188	0	188	0	50	17
		REPEAT SAME COURSE	2	1.0%	1	1	2	0	2	0	2	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	6	3.1%	4	2	6	0	6	0	4	0
Pharmacy	62	PROGRESSED SAME COURSE	46	74.2%	24	22	45	1	46	0	3	8
		REPEAT SAME COURSE	4	6.5%	3	1	0	4	4	0	0	0
		TRANSFERRED OTHER COURSE	2	3.2%	2	0	2	0	2	0	0	0
		NOT RETAINED	10	16.1%	5	5	10	0	10	0	0	1
Faculty Health Sciences Total	656		656	100%	501	155	587	69	656	0	121	60

Cal. Wk	Dates 2015/16 (week beginning)	Outline Structure of Academic Year 2015/16	Notes
1	31-Aug-15	Supplemental Examinations	**Statutory Term (Michaelmas) begins**
2	07-Sep-15		
3	14-Sep-15		
4	21-Sep-15	Freshers' Week/Undergraduate Orientation Week	
5	28-Sep-15	Teaching Week 1	**Michaelmas Lecture term begins**
6	05-Oct-15	Teaching Week 2	
7	12-Oct-15	Teaching Week 3	
8	19-Oct-15	Teaching Week 4	
9	26-Oct-15	Teaching Week 5 (Monday, Public Holiday)	
10	02-Nov-15	Teaching Week 6	
11	09-Nov-15	Teaching Week 7 - **Study Week**	
12	16-Nov-15	Teaching Week 8	
13	23-Nov-15	Teaching Week 9	
14	30-Nov-15	Teaching Week 10	
15	07-Dec-15	Teaching Week 11	
16	14-Dec-15	Teaching Week 12	**←Michaelmas term ends Friday 18 December 2015**
17	21-Dec-15	Christmas Period (College closed 24 December 2015 to 3 January 2016, inclusive)	
18	28-Dec-15		
19	04-Jan-16		
20	11-Jan-16	Foundation Scholarship Examinations	**Note:** it may be necessary to hold some exams in the preceding week.
21	18-Jan-16	Teaching Week 1	**Hilary Term begins**
22	25-Jan-16	Teaching Week 2	
23	01-Feb-16	Teaching Week 3	
24	08-Feb-16	Teaching Week 4	
25	15-Feb-16	Teaching Week 5	
26	22-Feb-16	Teaching Week 6	
27	29-Feb-16	Teaching Week 7 - **Study Week**	
28	07-Mar-16	Teaching Week 8	
29	14-Mar-16	Teaching Week 9 (Thursday, Public Holiday)	
30	21-Mar-16	Teaching Week 10 (Friday, Good Friday)	
31	28-Mar-16	Teaching Week 11 (Monday, Easter Monday)	
32	04-Apr-16	Teaching Week 12	**←Hilary Term ends Friday 8 April 2016**
33	11-Apr-16	Revision **Trinity Week (Monday, Trinity Monday)**	**Trinity Term begins**
34	18-Apr-16	Revision	
35	25-Apr-16	Revision	
36	02-May-16	Annual Examinations 1 (Monday, Public Holiday)	**Annual Examination period:** Four weeks followed by five weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals.
37	09-May-16	Annual Examinations 2	
38	16-May-16	Annual Examinations 3	
39	23-May-16	Annual Examinations 4	
40	30-May-16	Marking/Courts of Examiners/Results	
41	06-Jun-16	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	13-Jun-16	Marking/Courts of Examiners/Results	
43	20-Jun-16	Marking/Courts of Examiners/Results/ Courts of First Appeal	
44	27-Jun-16	Courts of First Appeal/Academic Appeals	**← Statutory (Trinity) Term ends Friday 1 July 2016**
45 to 52	04 Jul 2016 - 22 Aug 2016	Postgraduate dissertations/theses/Research 1-8	Eight weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September. **← Ends Friday 26 August 2016**