Trinity College Dublin

Council Meeting 28 September 2016

Document for consideration under Section A

Confidentiality status:

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Title:	Senior Lecturer's Annual Report 2014/15
Author:	Dean of Undergraduate Studies/Senior Lecturer
Date of Document:	20 September 2016
Purpose:	To provide Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate education in College. It also assists in the process of review and evaluation, and provides a valuable long-term record about changes and developments in the areas of admissions and the undergraduate curriculum.
Link to Strategic Plan (if relevant)	Renewal of the Trinity Education
Previous consultation /consideration:	
Action required of Council:	For Council to consider and suggest areas for future action.

Trinity College Dublin
The University of Dublin

MEMORANDUM

To   Council

From   Dean of Undergraduate Studies/Senior Lecturer

Date   20 September 2016

Reference   Senior Lecturer's Annual Report 2014/15

This is the 20th Senior Lecturer's Annual Report to the University Council. Together with reports from previous years, it provides Council and members of the College community with the statistical data which can help to inform policy decisions about undergraduate education in College.

The report includes some of the main developments during the year 2014/15 which will impact on undergraduate education. It encompasses admissions data from 2015/16. Areas of interest in the report include the data on applications to Trinity, on the profile of applicants, and on retention and progression. Additionally, the report includes updates on the Northern Ireland Engagement Programme, the Feasibility Study, the Trinity Education Programme, student cases, and Foundation Scholarship. Information is also provided on the new International Foundation Programme.

I invite Council to consider the content of the report and welcome discussion and feedback on any of the issues contained therein.

The 20th Dean of Undergraduate Studies / Senior Lecturer's Annual Report

(2014/15)

which includes the admissions data for 2015/16

Dr. Gillian Martin

Dean of Undergraduate Studies / Senior Lecturer

September 2016

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Dean of Undergraduate Studies / Senior Lecturer's Annual Report 2014/15

A.   INTRODUCTION AND OVERVIEW

Introduction

This is the twentieth Senior Lecturer's Annual Report to the University Council providing data on applications and the admission of undergraduate students and 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 cover the period 2014/15 and admissions data relate to the 2015/16 academic year.

The Role of the Dean of Undergraduate Studies / Senior Lecturer

The Senior Lecturer/Dean of Undergraduate Studies 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, Trinity Teaching and Learning and the Academic Registry.

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 www.tcd.ie/vpcao/council/undergraduate_studies.php.

In 2014/15, there were 8 meetings of the Undergraduate Studies Committee. Minutes of these meetings are available at 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, with the aim of increasing the number of undergraduate students from Northern Ireland studying at Trinity. NIEP is seeking to increase the percentage of new entrants from Northern Ireland from around 3% of the undergraduate intake to 8% (i.e., ca. 300 students each year). One measure to drive this initiative is the Feasibility Study in A-level Admissions, to be tested in the first instance in relation to students from Northern Ireland. The study was launched on 3 July 2014 with the objective of exploring whether there is a fairer way of admitting A-level students to courses in Trinity. It was hoped that it would also stimulate discussion within the third-level sector on the need for more far-reaching reform.

During 2014/15 Trinity has continued to reconnect with schools across Northern Ireland through visits and attendance at fairs, which have been undertaken by NIEP ambassadors, accompanied by student ambassadors.   There has also been engagement with alumni: the Dean of Undergraduate Studies/Senior Lecturer attended and spoke at the annual dinner of the TCD Northern Ireland Association on 7 November 2014, whilst the Provost addressed the AGM of the TCD Northern Ireland Association on 12 May 2015.

Recruitment data for 2015/16 – the first intake to include Feasibility Study applicants – show an increase in the number of NI student applications: 755 applications were received (see Table B3) compared with 601 in 2014/15. Of the 755 applicants, 212 also submitted a Feasibility Study application form. Thirty-two per cent of applicants received an offer via the standard CAO and feasibility routes, with some 48% of Feasibility Study applicants and 42% of standard applicants accepting offers. Whilst the figures underline the contribution of the Feasibility Study to the overall increase in number of registrations in 2015/16, they also highlight the need to close the gap in terms of the conversion of offers to acceptances and registrations.

As noted above, it had been hoped that the Feasibility Study would stimulate a review within the sector of A-level entry to third-level courses in the Republic of Ireland. Thus, it was significant that during the 2014/15 academic year, a rebalancing of the A-level conversion scores for entrants in 2016/17 was approved at sectoral level. This will create a more level playing field for all A-level applicants.

The Trinity Education

Building on the extensive work carried out during the 2013/14 academic year in advance of the launch of the College Strategic Plan 2014-2019, the first meeting of The Trinity Education Project (TEP) Steering Committee, chaired by the Provost, took place on 23rd March 2015. TEP is a core component of the Strategic Plan and will involve a far-reaching review of Trinity's education and curriculum over the next 18-24 months. The Steering Committee began its work by seeking to identify the Trinity graduate attributes, specifically, the attributes of Trinity graduates ten years hence and how the achievement of these attributes might impact on programme architecture, curriculum design and assessment. Discussion also took place at the Undergraduate Studies Committee and University Council. In June 2015, a discussion paper on graduate attributes and on the implications for their achievement was brought to University Council with the aim of using the feedback obtained from Council members to inform the consultation process with the wider College community during 2015/16.

Scholarship

In 2013/14, the Senior Lecturer was tasked by Board to develop proposals to address the increase in the number of scholars. At the last meetings of University Council and Board during the 2013/14 academic year, a policy was approved, requiring that in 2014/15 all courses must set a subject-specific general paper as one of their three or four papers. It was subsequently decided that the implementation of this policy in time for the Scholarship examinations in 2014/15 would pose academic and logistical challenges and would not facilitate consultation in an effective way. Further, Calendar changes would be necessary. Thus, the introduction of the policy was postponed to the 2015/16 academic year.

In 2014/15, 454 students presented for the Foundation Scholarship examination. It was the second year in which the examination was only open to Senior Freshman students on foot of a

recommendation of the 2012 Scholarship Review. A total of 68 Foundation and Non-Foundation scholarships were awarded, representing 15% of candidates who sat the examination. This figure was lower than in 2013/14 when 100 scholars (22% of those sitting the examination) were elected. In terms of gender breakdown, 32 scholarships were awarded to females and 36 to males (in 2013/14 the gender breakdown was 47 female and 53 male). Although the number of female students who apply and achieve Scholarship is lower than the number of male students, the percentage of attendees achieving Scholarship is higher for female students than their male counterparts. In 2014/15, 16.16% of female attendees were awarded Scholarship in comparison to 13.28% of male attendees.

Trinity Prospectus

The prospectus remains the most important source of information about Trinity's courses amongst new entrants. Recognising that the prospectus needed to be refreshed, a review was carried out during 2014/15 on its content, design, and overall visual appeal. Based on this review, a new prospectus for 2016 was developed by the Admissions Liaison Officer with input from academic and administrative colleagues and the SU Education Officer. The result is a much livelier and appealing document, which places greater emphasis on the student perspective, whilst not compromising on the richness of the information provided to potential applicants.

External Examiner reports

The external examiner process is an integral part of the quality assurance of programmes in Trinity. The process was reviewed by Trinity Teaching and Learning at the request of the Quality Committee and included the design of a single report template, quality assurance of the issues reported by external examiners, receipt and dissemination of reports, and payment of external examiners. The new report template, which was presented to the relevant committees during the 2014/15 academic year, was developed in consultation with the Dean of Undergraduate Studies/Senior Lecturer, the Dean of Graduate Studies and the Senior Academic Developer (CAPSL), with further input from nominees of the Deans prior to circulation to USC and GSC. The new report template is in use for the 2015/16 academic year.

Reports were received in relation to the academic year 2014/15 from 77 % of external examiners (See Table E6). This percentage compares with 73% for 2013/14. However, it is worth noting that reports are in some cases received well into the following academic year. It is hoped that the new online report template and clearer lines of communication in relation to submission of reports will impact positively on returns.

New Course Proposals

In 2014/15, the Undergraduate Studies committee discussed and recommended the following new course proposals:
-   BBS in Business Studies;
-   B.Sc. in Early Childhood Education, which was developed and will be offered by Marino Institute of Education (the degree will be awarded by the University of Dublin).

These were subsequently approved by the University Council.

In addition, within TSM, the separate entry routes for Greek and Latin were bundled into 'Classical Languages'. Students applying to enter College in 2016/17 will now apply to Classical Languages and be assigned to either Latin or Greek following admission.

The Undergraduate Studies Committee and University Council also discussed and approved the discontinuation of the Moderatorship in Irish Studies. This degree programme had its first intake in 2007, but, in recent years, has seen declining applications, first preferences, and registrations. The last intake to this programme will be in 2015/16.

Student Cases

The Senior Lecturer has responsibility for deciding on undergraduate student cases. In 2013/14, 3,197 decision memoranda were issued, representing a very significant increase of 49.8% on the previous year. In 2014/15, the number remained at an elevated level, with 3118 decision memoranda being issued (2.4% lower than 2013/14). A total of 610 memoranda were issued in the period October to December 2015 due to the backlog of cases which had built up during the preceding months, in particular, around the annual examination session. The number of cases coming to Courts of First Appeal (Table E4 (a)) in both the annual and supplemental sessions decreased slightly in 2014/15 to 234 from 258 in the preceding year. By contrast, the number of cases going to Academic Appeals (Table E4 (b)) rose to 50 at the supplemental session, compared with 37 in 2013/14 and 15 in 2012/13. Although not represented in the figures presented in the report, 29 cases proceeded directly to Academic Appeals without having been considered by Courts of First Appeal due to the very tight turnaround between publication of results and submission of documentation to Courts of First Appeal. Taking account of the backlog of student cases and the volume of appeals, a working group, chaired by the Dean of Undergraduate Studies/Senior Lecturer was convened in October 2015 to review how the procedures and the systems impacting on the processing of appeals could be managed more effectively and to propose to the Undergraduate Studies Committee (USC) and Council interim relief measures. Recommendations were presented to and approved by USC in December 2015 and University Council in January 2016. Their impact will be monitored during the 2015-16 examination sessions.

Award of Gold Medals

There was a continuing increase in the number of students achieving first class honors in 2014/15: 527 compared with 376 in 2013/14 and 397 in 2012/13 (page 74).   In 2013/14, the number of Gold Medallists declined to 49 from 78 in 2012/13. However, in 2014/15 the number rose to 67. The chart on page 74 demonstrates the percentage of students achieving first class honors that were awarded a Gold Medal: 12.7% in 2014/15, 13% in 2013/14 and 19.6% in 2012/13.

Study Group International

For non-EU students seeking entry to Trinity whose second-level qualifications do not fulfil the University's matriculation requirements, a 9-month foundation programme has been provided externally since 2011 by Study Group International. Students who successfully complete the foundation programme and achieve the required entry standards may progress to a limited range of undergraduate programmes in Trinity. The number of students entering Trinity by this route fell to 16 in 2015/16 from 23 in 2014/15 and 26 in 2012/13 (Tables B20(a – b)). In light of decreasing numbers and taking other factors into consideration, it was decided that Trinity should establish its own foundation programme. The International Foundation Programme was jointly developed

by Trinity and Marino Institute of Education and will be delivered in MIE and validated by Trinity. It was approved by University Council in January 2016 and will have its first intake of students in September 2016. Students successfully completing the programme will be awarded the Certificate in International Foundation Studies for Higher Education.

Summary of Admissions Data

In 2015, Trinity received 7, 816 first preference applications within the CAO system (11% of first preference applications in the CAO system). This constitutes an increase of 5% from 7, 437 in 2014, but remains below the 2012 level of 7, 919. A total of 70, 476 students applied for Level 8 courses in HEIs through the CAO in 2015. Of this total, 18, 169 listed Trinity as one or more of their CAO course preferences. This is 2% higher than the figure for 2014 (17, 795). Looking across the other universities, UCC, UL and DCU also recorded increases, although the issue of comparability arises in relation to DCU due to the incorporation of St Patrick's College Drumcondra and Mater Dei in 2015. UCD, NUIG and Maynooth show a decrease.

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, although 7, 012 out of a total of 16, 442 were from Dublin. Applications from Northern Ireland (6 counties) amounted to 755. In terms of the gender profile of all CAO applicants, Trinity continues to attract a significantly higher proportion of female applicants (61%) than male applicants (39%). The overall student population (including undergraduate and postgraduate students) for Trinity is 58% female and 42% male (See Section C: Student Population).

Analysis of Students admitted

In 2015, 66 % of new entrants were admitted to their first preference CAO course choice and 87% were admitted to one of their first three preferences. The acceptance rates (CAO Round 1) can fluctuate significantly from year to year, e.g., Classics 40% in 2015, 20% in 2014, 30% in 2013, 12% in 2012, 43% in 2011; Maths 67% in 2015, 80% in 2014, 46% in 2013, 76% in 2012, 63% in 2011(see Table B9).

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 242 applications were received in 2015 (270 in 2013/14) and these were assessed on the basis of three equally weighted modalities: Leaving Certificate results, Relative Performance Rank, and personal[1] contextual data. In September 2015, 21 students were admitted via TAFS to the three courses: 10 were admitted to Law, 7 to History, and 4 to AMHC.

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[1] 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.

Retention and Progression

Of all the Junior Freshman students who entered Trinity in 2014/15, 95% were retained. This figure includes those who progressed to the Senior Freshman year, those who repeated the year and those who transferred to another course within College. Detailed information is provided in Section G (Table G5 (b)).

In terms of progression, 94% of students who entered full-time degree courses in 2014/15 were successful in their annual or supplemental examinations and progressed.

B.   APPLICATIONS AND ADMISSIONS 2015

Student Applications and Admissions

A total of 70,476 applicants applied through the CAO for Level 8 courses in Irish higher education institutions, an increase of 1.9% on the 2014 application figures (69,218). In 2015, 18,169 (17,795 in 2014 and 18,161 in 2013) mentioned Trinity as one or more of their CAO course preferences – an increase of 2% on 2014. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 18,169 refers to the number of applicants who indicated a preference for one or more courses in Trinity College Dublin, the University. The total number of applications to courses (all preferences) in Trinity College was 39,395 compared to 37,732 in 2014 and 39,455 in 2013.

**Total number of CAO applicants to all universities
2015, 2014, 2013**
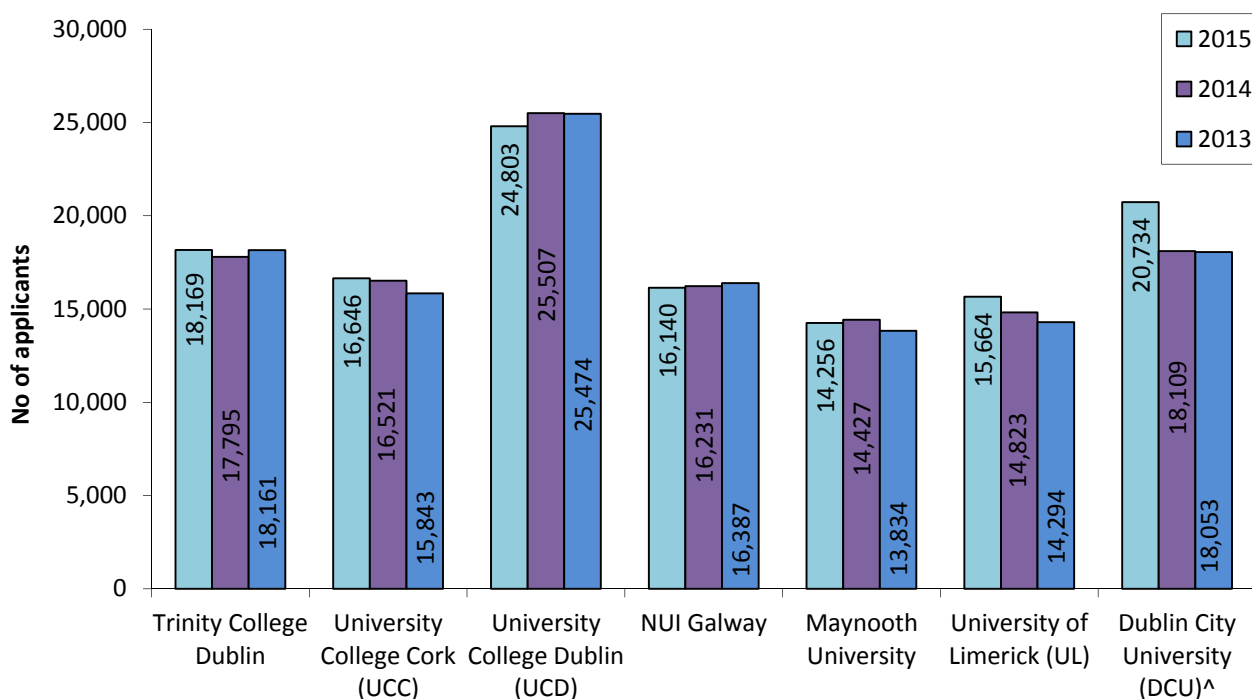
Table B1: Total number of CAO applicants* to Universities, DIT and other ITs, Colleges of Education and private colleges (all preferences) 2015, 2014, 2013

	2015	2014	2013
Universities			
Trinity College Dublin	18,169	17,795	18,161
University College Cork (UCC)	16,646	16,521	15,843
University College Dublin (UCD)	24,803	25,507	25,474
NUI Galway	16,140	16,231	16,387
Maynooth University	14,256	14,427	13,834
University of Limerick (UL)	15,664	14,823	14,294
Dublin City University (DCU)^	20,734	18,109	18,053
Total	**126,412**	**123,413**	**122,046**
Dublin Institute of Technology	19,742	20,526	20,185
Other Institutes of Technology (ITs)	65,139	64,465	63,452
National College of Art and Design	883	870	880
Colleges of Education^	7,877	12,603	10,844
Private and other Colleges**	10,951	11,596	12,211

Source: Central Applications Office
*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
^ 2014 and 2015 data is not directly comparable as St. Patrick's College Drumcondra and Mater Dei were incorporated into DCU in 2015

Total Number of First Preference Applications to Universities
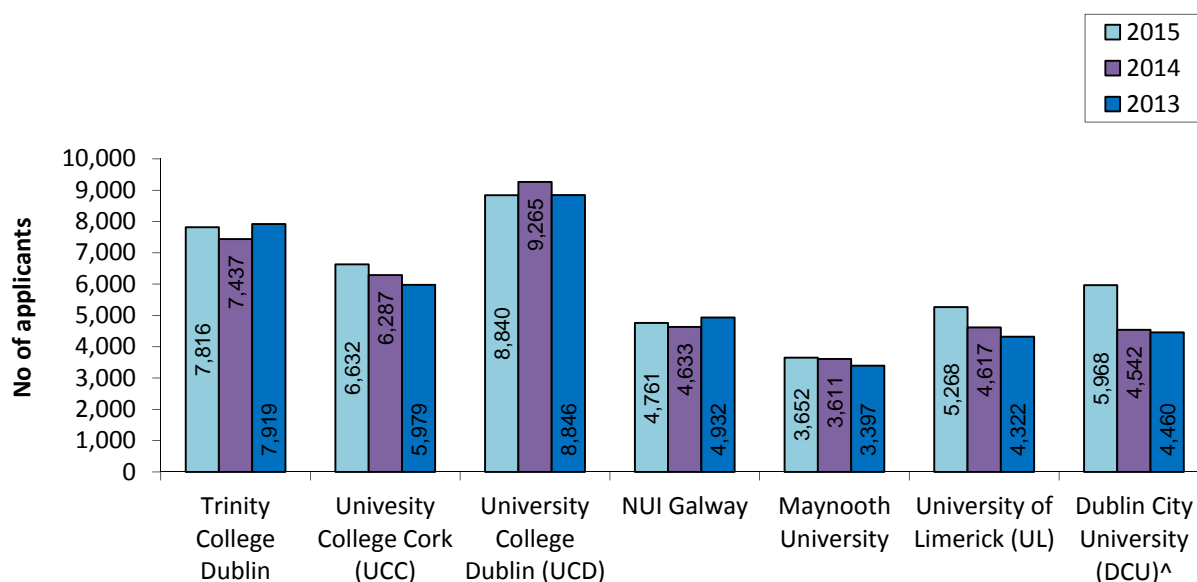
Table B2: Total number of First Preference applications to Universities 2015, 2014, 2013

	2015	2014	2013
Universities			
Trinity College Dublin	7,816	7,437	7,919
University College Cork (UCC)	6,632	6,287	5,979
University College Dublin (UCD)	8,840	9,265	8,846
NUI Galway	4,761	4,633	4,932
Maynooth University	3,652	3,611	3,397
University of Limerick (UL)	5,268	4,617	4,322
Dublin City University (DCU)^	5,968	4,542	4,460
Total	**42,937**	**40,392**	**39,855**
Dublin Institute of Technology	5,299	5,504	5,409
Other Institutes of Technology (ITs)	17,916	17,624	17,055
National College of Art and Design	492	537	536
Colleges of Education^	1,969	3,232	2,789
Private and other Colleges**	1,814	1,929	2,085

Source: Central Applications Office
*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

^ 2014 and 2015 data is not directly comparable as St. Patrick's College Drumcondra and Mater Dei were incorporated into DCU in 2015

Table B3: Full breakdown of CAO applications 2015

Province		County	Male	Female	No. students
Connaught		GALWAY	165	320	485
		LEITRIM	26	50	76
		MAYO	103	230	333
		ROSCOMMON	54	126	180
		SLIGO	60	88	148
Leinster	Dublin	DUBLIN	2920	4092	7012
	Rest of Leinster	CARLOW	39	95	134
		KILDARE	378	637	1015
		KILKENNY	93	163	256
		LAOIS	65	123	188
		LONGFORD	44	89	133
		LOUTH	150	279	429
		MEATH	341	519	860
		OFFALY	53	135	188
		WESTMEATH	102	168	270
		WEXFORD	153	249	402
		WICKLOW	299	406	705
Munster		CLARE	79	155	234
		CORK	258	450	708
		KERRY	106	200	306
		LIMERICK	116	180	296
		TIPPERARY	106	216	322
		WATERFORD	77	141	218
Northern Ireland		ANTRIM	301	454	755
		ARMAGH			
		DERRY			
		DOWN			
		FERMANAGH			
		TYRONE			
Ulster (3 counties in the Republic)		CAVAN	75	156	231
		DONEGAL	135	244	379
		MONAGHAN	59	120	179
Sub-Total			6357	10085	16442
Total				16442	

Country	Male	Female	No. students
Ireland (excl. NI)	6056	9631	15687
Northern Ireland	301	454	755
Britain	250	380	630
Europe	294	529	823
Non - EU	108	166	274
TOTAL APPLICATIONS:	7009	11160	18169

In 2015, the ratio of applications (all preferences) to quotas ranged from 1.2:1 in TSM Early Irish to 45:1 in TSM Psychology. The overall College ratio was 13.6:1 (13:1 in 2014). Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system (11% in 2014 and 12% in 2013). The number of first preference applications to Trinity College was 7,816 representing an increase of 5% on the 2014 figures (7,437 in 2014).

Total number of CAO applications to full-time undergraduate degree courses in Trinity (all preferences and first preferences) 2015, 2014, 2013
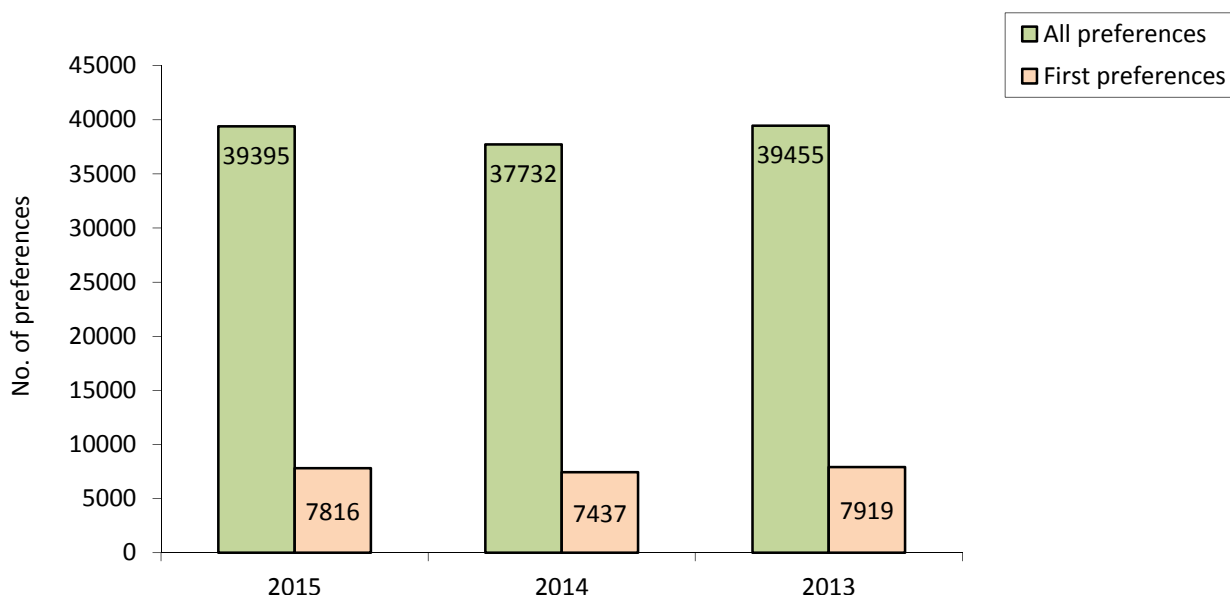
In general, course quotas were met. In comparing the numbers of students registered with course quotas it must be noted that achieving an exact match through eight rounds of CAO offers and acceptances is a delicate and indeterminate process. The College's overall ratio of first preference applications to quota was 2.7:1 (2.6:1 in 2014). The Faculty of Health Sciences had the highest this year at 3.9:1 (4:1 in 2014). However, it is important to note that the overall ratio of eligible first preference applications to quota was 1.9:1 (1.7:1 in 2014). 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 Eligible First Preference CAO Applications to Quotas 2015, 2014, 2013
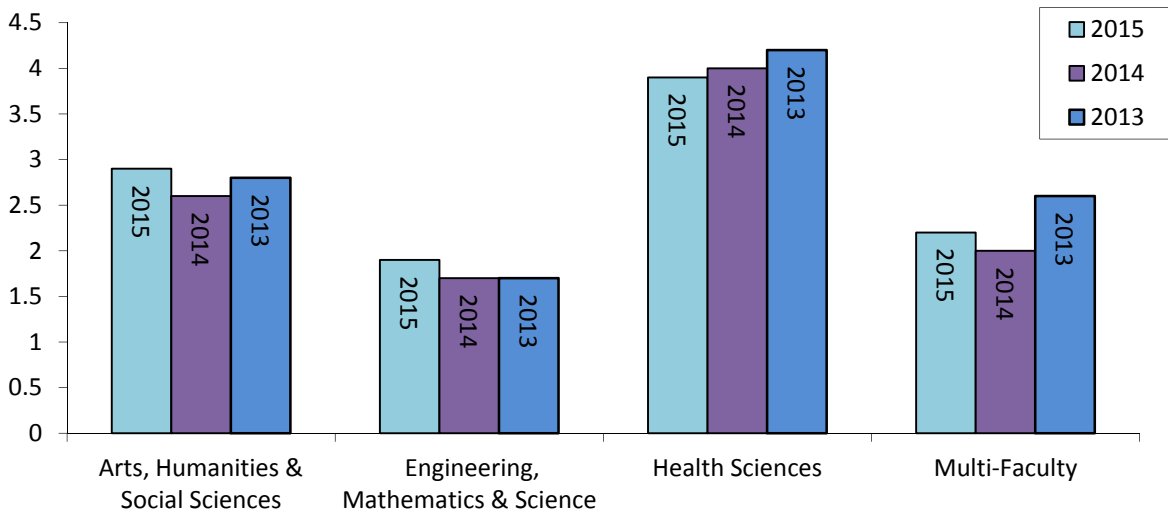
Ratio of Eligible CAO Applications (all preferences) to Quota 2015, 2014, 2013
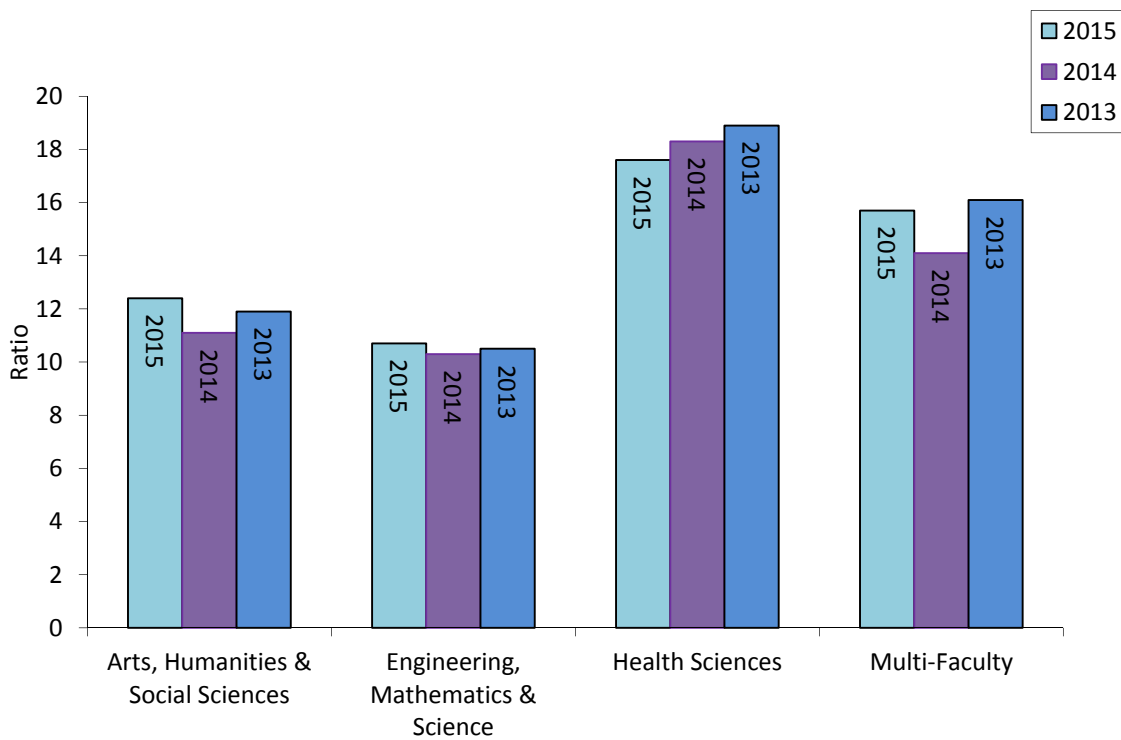
First Preference applications and numbers registered 2015, 2014, 2013

		Arts, Humanities & Social Sciences			Engineering, Mathematics & Science			Health Sciences			Multi-Faculty

Legend:
- ☐ Number of 1st preferences
- ☐ Number of registered JF students (excluding repeat year students and non-EU)

Data values:

Faculty	Year	Number of 1st preferences	Number of registered JF students
Arts, Humanities & Social Sciences	2015	2729	921
	2014	2450	913
	2013	2627	920
Engineering, Mathematics & Science	2015	1498	792
	2014	1433	843
	2013	1360	784
Health Sciences	2015	2421	643
	2014	2495	616
	2013	2603	625
Multi-Faculty	2015	1168	482
	2014	1059	486
	2013	1329	495

Table B4: Ratio of total and eligible CAO applications to quota 2015, 2014, 2013

Course	2015					2014					2013				
	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 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
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture	178	15	11.9	122	8.1	199	15	13.3	137	9.1	220	15	14.7	144	9.6
Business Studies & French	339	15	22.6	263	17.5	258	15	17.2	190	12.7	315	15	21.0	236	15.7
Business Studies & German	200	15	13.3	145	9.7	195	15	13.0	146	9.7	165	15	11.0	125	8.3
Business Studies & Polish	27	5	5.4	20	4.0	19	5	3.8	7	1.4	32	5	6.4	15	3.0
Business Studies & Russian	67	7	9.6	42	6.0	72	7	10.3	36	5.1	84	7	12.0	44	6.3
Business Studies & Spanish	208	10	20.8	156	15.6	230	10	23.0	167	16.7	229	10	22.9	148	14.8
Business, Economic & Social Studies	2250	236	9.5	1897	8.0	1807	236	7.7	1525	6.5	1761	236	7.5	1494	6.3
Catholic Theological Studies (New in 2013)	52	15	3.5	35	2.3	51	15	3.4	31	2.1	51	15	3.4	31	2.1
Classics	79	15	5.3	12	0.8	92	15	6.1	14	0.9	107	15	7.1	19	1.3
Clinical Speech & Language Studies	321	34	9.4	284	8.4	351	34	10.3	290	8.5	369	34	10.9	295	8.7
Deaf Studies	166	20	8.3	103	5.2	236	20	11.8	148	7.4	230	20	11.5	145	7.3
Drama & Theatre Studies^^	162	17	9.5	43	2.5	133	17	7.8	43	2.5	162	16	10.1	43	2.7
Early & Modern Irish	50	15	3.3	44	2.9	64	15	4.3	47	3.1	67	15	4.5	51	3.4
English Studies	511	40	12.8	384	9.6	521	40	13.0	396	9.9	573	40	14.3	444	11.1
European Studies	414	45	9.2	386	8.6	328	45	7.3	235	5.2	401	45	8.9	289	6.4
History	538	38	14.2	407	10.7	523	38	13.8	396	10.4	537	38	14.1	401	10.6
History & Political Science	451	24	18.8	326	13.6	365	24	15.2	256	10.7	389	24	16.2	292	12.2
Irish Studies	77	20	3.9	58	2.9	97	20	4.9	74	3.7	113	20	5.7	86	4.3
Law	1110	90	12.3	894	9.9	897	90	10.0	732	8.1	934	90	10.4	736	8.2
Law & Business	505	25	20.2	392	15.7	423	25	16.9	337	13.5	489	25	19.6	384	15.4
Law & French	231	15	15.4	192	12.8	178	15	11.9	150	10.0	197	15	13.1	166	11.1
Law & German	153	15	10.2	122	8.1	120	15	8.0	96	6.4	107	15	7.1	90	6.0
Law & Political Science	366	20	18.3	281	14.1	265	20	13.3	189	9.5	297	20	14.9	225	11.3
Music ^	138	15	9.2	43	2.9	159	15	10.6	60	4.0	182	15	12.1	73	4.9
Music Education*	70	15	4.7	21	1.4	70	10	7.0	23	2.3	67	15	4.5	25	1.7
Philosophy	355	20	17.8	255	12.8	272	20	13.6	183	9.2	301	20	15.1	195	9.8
Philosophy, Political Sc., Economics & Sociology	544	34	16.0	386	11.4	421	34	12.4	277	8.1	506	34	14.9	366	10.8
Psychology	882	31	28.5	539	17.4	839	31	27.1	525	16.9	910	31	29.4	591	19.1
Social Studies	769	45	17.1	387	8.6	811	45	18.0	398	8.8	911	45	20.2	463	10.3
Sociology & Social Policy	458	28	16.4	305	10.9	429	28	15.3	293	10.5	477	28	17.0	321	11.5
World Religions and Theology^	131	15	8.7	90	6.0	147	15	9.8	95	6.3	152	15	10.1	100	6.7
Total	**11802**	**954**	**12.4**	**8634**	**9.1**	**10572**	**949**	**11.1**	**7496**	**7.9**	**11335**	**953**	**11.9**	**8037**	**8.4**
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	162	5	32.4	117	23.4	168	5	33.6	121	24.2	177	5	35.4	130	26.0
Computer Science^^ #(Integrated)	1052	80	13.2	625	7.8	1000	100	10.0	584	5.8	971	80	12.1	556	7.0
Earth Sciences ^^	259	19	13.6	194	10.2	216	19	11.4	169	8.9	255	14	18.2	184	13.1
Engineering with Management^^ (Integrated)	376	19	19.8	286	15.1	300	22	13.6	229	10.4	301	18	16.7	228	12.7
Engineering^^ #(Integrated)	1590	165	9.6	1205	7.3	1456	175	8.3	1123	6.4	1228	165	7.4	963	5.8
Human Genetics	370	15	24.7	274	18.3	390	15	26.0	296	19.7	415	15	27.7	299	19.9
Management Science and Information Systems Studies#^^	307	27	11.4	251	9.3	302	35	8.6	246	7.0	283	27	10.5	220	8.1
Mathematics	456	30	15.2	372	12.4	389	30	13.0	334	11.1	418	30	13.9	329	11.0
Medicinal Chemistry	441	28	15.8	364	13.0	463	28	16.5	396	14.1	486	28	17.4	410	14.6
Nanoscience,Physics & Chemistry of Advanced Materials ^ #	257	25	10.3	203	8.1	301	20	15.1	253	12.7	311	20	15.6	252	12.6
Science#	2900	340	8.5	2320	6.8	3102	332	9.3	2488	7.5	3039	340	8.9	2471	7.3
Theoretical Physics	351	40	8.8	258	6.5	377	40	9.4	285	7.1	302	40	7.6	221	5.5
Total	**8521**	**793**	**10.7**	**6469**	**8.2**	**8464**	**821**	**10.3**	**6524**	**7.9**	**8186**	**782**	**10.5**	**6263**	**8.0**

^ Quota adjusted in 2013 as a result of the strategic planing process
^^ Quota adjusted in 2014 as a result of the strategic planing process
#Quota adjusted in 2015 as a result of the strategic planing process
* Course quota is 10 (RIAM) or 15 (DIT) (alternate years)

	2015					2014					2013				
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 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
Faculty of Health Sciences															
Dental Science	563	32	17.6	369	11.5	517	32	16.2	337	10.5	546	32	17.1	279	8.7
General Nursing	2741	139	19.7	1408	10.1	2964	139	21.3	1546	11.1	2941	139	21.2	1519	10.9
Integrated Childrens and General Nursing	825	20	41.3	485	24.3	898	20	44.9	527	26.4	855	20	42.8	501	25.1
Intellectual Disability Nursing	541	30	18.0	271	9.0	634	30	21.1	343	11.4	604	30	20.1	306	10.2
Medicine^^	1665	121	13.8	1068	8.8	1643	121	13.6	1051	8.7	1871	123	15.2	1223	9.9
Midwifery	1015	40	25.4	535	13.4	1116	40	27.9	579	14.5	1115	40	27.9	592	14.8
Occupational Therapy^^	666	45	14.8	536	11.9	615	45	13.7	482	10.7	584	40	14.6	452	11.3
Pharmacy	824	75	11.0	610	8.1	830	75	11.1	651	8.7	891	75	11.9	700	9.3
Physiotherapy	871	40	21.8	548	13.7	903	40	22.6	582	14.6	791	40	19.8	471	11.8
Mental Health Nursing	783	45	17.4	492	10.9	817	45	18.2	426	9.5	953	45	21.2	498	11.1
Radiation Therapy	367	30	12.2	311	10.4	382	30	12.7	331	11.0	427	30	14.2	355	11.8
Total	**10861**	**617**	**17.6**	**6633**	**10.8**	**11319**	**617**	**18.3**	**6855**	**11.1**	**11578**	**614**	**18.9**	**6896**	**11.2**
Multi Faculty															
Computer Science and Business^^	585	30	19.5	363	12.1	482	35	13.8	286	8.2	484	30	16.1	269	9.0
Computer Science and Language^^	196	20	9.8	116	5.8	142	20	7.1	89	4.5	164	15	10.9	99	6.6
Human Health & Disease	538	35	15.4	407	11.6	532	35	15.2	401	11.5	486	35	13.9	366	10.5
Political Science and Geography ^^	250	15	16.7	186	12.4	260	15	17.3	187	12.5	244	20	12.2	178	8.9
Two Subject Moderatorship Course^	6642	424	15.7	4773	11.3	5961	419	14.2	4343	10.4	6978	419	16.7	4962	11.8
Total	**8211**	**524**	**15.7**	**5845**	**11.2**	**7377**	**524**	**14.1**	**5306**	**10.1**	**8356**	**519**	**16.1**	**5874**	**11.3**
G R A N D T O T A L	**39395**	**2888**	**13.6**	**27581**	**9.6**	**37732**	**2911**	**13.0**	**26181**	**9.0**	**39455**	**2868**	**13.8**	**27070**	**9.4**

Table B4: Ratio of total and eligible CAO applications to quota 2015, 2014, 2013

^ Quota adjusted in 2013 as a result of the strategic planing process
^^ Quota adjusted in 2014 as a result of the strategic planing process

Two- Subject Moderatorship Course	2015				2014				2013			
	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	340	23	14.8	9.2	319	23	13.9	9.2	392	23	17.0	10.9
Catholic Theol. Studies	23	10	2.3	1.5								
Classical Civilisation	402	29	13.9	10.6	360	29	12.4	9.5	419	29	14.4	10.6
Drama Studies	300	24	12.5	5.9	261	24	10.9	5.3	287	24	12.0	5.5
Early Irish	12	10	1.2	0.6	15	10	1.5	0.7	14	10	1.4	0.5
Economics	1001	43	23.3	18.8	798	43	18.6	14.3	948	43	22.0	16.8
English Literature	1599	85	18.8	13.1	1519	85	17.9	13.0	1640	85	19.3	13.6
Film Studies	708	30	23.6	14.7	580	30	19.3	12.3	721	30	24.0	16.0
French	1047	84	12.5	9.9	893	84	10.6	8.3	1212	84	14.4	11.5
Geography	528	45	11.7	9.3	508	45	11.3	8.9	533	45	11.8	8.7
German	332	32	10.4	7.2	343	32	10.7	8.3	373	32	11.7	8.6
Greek	47	8	5.9	2.8	53	8	6.6	3.5	61	8	7.6	5.1
History	1059	40	26.5	20.3	898	40	22.5	17.0	1078	40	27.0	19.8
History of Art & Architecture	561	40	14.0	9.5	533	40	13.3	9.1	618	40	15.5	10.2
Italian	341	30	11.4	8.3	317	30	10.6	8.1	381	30	12.7	9.5
Jewish & Islamic Civilisations	112	10	11.2	7.3	89	10	8.9	6.0	133	10	13.3	6.8
Latin	62	10	6.2	3.5	84	10	8.4	4.5	77	10	7.7	4.6
Mathematics	383	25	15.3	11.7	311	25	12.4	9.7	403	25	16.1	11.8
Modern Irish	277	30	9.2	8.2	284	30	9.5	8.3	320	30	10.7	9.5
Music#	199	20	10.0	4.5	188	20	9.4	4.1	213	20	10.7	5.1
Philosophy	933	43	21.7	15.3	836	43	19.4	14.7	915	43	21.3	14.8
Psychology	760	17	44.7	27.8	650	17	38.2	25.4	801	17	47.1	30.7
Russian	110	36	3.1	1.9	145	36	4.0	2.5	186	36	5.2	3.1
Sociology	1201	59	20.4	15.8	1041	59	17.6	13.0	1225	59	20.8	15.4
Spanish	640	41	15.6	11.9	592	41	14.4	11.6	646	41	15.8	12.5
World Religions & Theology	307	24	12.8	8.3	305	24	12.7	8.9	360	24	15.0	9.7
Total	13284	848	15.7	11.3	11922	838	14.2	10.4	13956	838	16.7	11.8

Table B5: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2015, 2014, 2013

Quota adjusted in 2013 as part of Strategic Planning Process

Table B6: CAO first preference applications: quotas, points, number registered 2015, 2014, 2013

Course	2015								2014								2013							
	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 30.11.15	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 29.11.14	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 quota	Number regd at 29.11.13	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	24	1.6	445	1.4	17	20	1.3	15	29	1.9	450	1.9	15	19	1.3	15	24	1.6	425	1.8	13	15	1.0
Business, Economic & Social Studies	236	572	2.4	510	2.4	235	458	1.9	236	502	2.1	495	2.1	234	405	1.7	236	505	2.1	495*	2.1	239	420	1.8
Business Studies & French	15	62	4.1	545*	3.3	19	49	3.3	15	35	2.3	505	2.3	15	25	1.7	15	50	3.3	550*	3.6	14	32	2.1
Business Studies & German	15	20	1.3	500	1.3	16	13	0.9	15	18	1.2	485*	1.2	15	12	0.8	15	31	2.1	485	1.9	16	24	1.6
Business Studies & Polish	5	0	0.0	405	0.0	2	0	0.0	5	2	0.4	405	1.0	2	0	0.0	5	3	0.6	470	3.0	1	1	0.2
Business Studies & Russian	7	14	2.0	450	2.0	7	7	1.0	7	13	1.9	440	1.6	8	6	0.9	7	20	2.9	470	2.9	7	6	0.9
Business Studies & Spanish	10	43	4.3	535*	4.3	10	31	3.1	10	31	3.1	505	2.8	11	23	2.3	10	30	3.0	510	3.0	10	20	2.0
Catholic Theological Studies	15	9	0.6	360	2.3	4	7	0.5	15	12	0.8	310	1.5	8	10	0.7	15	51	3.4	AQA	6.4	8	31	2.1
Classics	15	14	0.9	410	4.7	3	6	0.4	15	18	1.2	435	6.0	3	8	0.5	15	15	1.0	465	5.0	3	9	0.6
Clinical Speech & Language Studies	34	83	2.4	515*	2.4	35	73	2.1	34	97	2.9	525*	2.8	35	78	2.3	34	111	3.3	525*	3.5	32	86	2.5
Deaf Studies	20	41	2.1	375	2.1	20	21	1.1	20	52	2.6	400	2.4	22	25	1.3	20	50	2.5	390	2.5	20	19	1.0
Drama & Theatre Studies^^	17	50	2.9	***455	2.8	18	26	1.5	17	40	2.4	440***	2.1	19	22	1.3	16	48	3.0	***450	2.8	17	22	1.4
Early & Modern Irish	15	3	0.2	425	1.0	3	3	0.2	15	2	0.1	360	0.7	3	2	0.1	15	2	0.1	365	1.0	2	1	0.1
English Studies	40	112	2.8	505*	2.7	41	89	2.2	40	122	3.1	500*	3.0	41	85	2.1	40	140	3.5	515	3.6	39	104	2.6
European Studies	45	125	2.8	545	2.8	45	89	2.0	45	108	2.4	520*	2.3	46	84	1.9	45	131	2.9	535*	2.9	45	102	2.3
History	38	83	2.2	470*	2.2	37	48	1.3	38	83	2.2	470	2.2	38	55	1.4	38	93	2.4	465*	2.3	40	67	1.8
History & Political Science	24	83	3.5	510*	3.3	25	60	2.5	24	69	2.9	500	2.4	29	47	2.0	24	68	2.8	510	2.4	28	51	2.1
Irish Studies	20	10	0.5	420	0.7	14	9	0.5	20	10	0.5	425	0.9	11	8	0.4	20	7	0.4	420	0.6	11	7	1.0
Law	90	309	3.4	540	3.1	99	238	2.6	90	234	2.6	525*	2.6	91	188	2.1	90	240	2.7	530	2.5	97	183	2.0
Law and Business	25	142	5.7	580	5.5	26	127	5.1	25	131	5.2	570*	4.9	27	118	4.7	25	140	5.6	570*	5.4	26	124	5.0
Law & French	15	64	4.3	570	4.3	15	53	3.5	15	43	2.9	560*	2.7	16	37	2.5	15	45	3.0	560*	2.5	18	40	2.7
Law & German	15	47	3.1	535	3.1	15	37	2.5	15	24	1.6	515	1.5	16	20	1.3	15	29	1.9	515	1.8	16	22	1.5
Law and Political Science	20	92	4.6	575	4.4	21	76	3.8	20	87	4.4	555*	4.1	21	72	3.6	20	77	3.9	570*	3.9	20	64	3.2
Music#	15	20	1.3	***340	2.5	8	9	0.6	15	27	1.8	390***	2.5	11	10	0.7	15	33	2.2	**405	2.2	15	17	1.1
Music Education*	15	14	0.9	**450	2.0	7	8	0.5	10	19	1.9	445**	1.9	10	13	1.3	15	17	1.1	**405	1.4	12	13	0.9
Philosophy	20	44	2.2	410	2.0	22	22	1.1	20	25	1.3	390	1.4	18	14	0.7	20	28	1.4	435	1.5	19	12	0.6
Philosophy, Political Science, Economics & Sociology	34	160	4.7	535	4.6	35	112	3.3	34	134	3.9	540	3.8	35	91	2.7	34	148	4.4	530*	4.5	33	90	2.6
Psychology	31	256	8.3	555*	7.5	34	145	4.7	31	238	7.7	555	7.9	30	148	4.8	31	252	8.1	560*	7.9	32	173	5.6
Social Studies	45	182	4.0	460	3.7	49	93	2.1	45	184	4.1	455*	4.0	46	96	2.1	45	213	4.7	460*	4.4	48	102	2.3
Sociology & Social Policy	28	38	1.4	455	1.3	30	25	0.9	28	36	1.3	460	1.2	30	27	1.0	28	42	1.5	455	1.4	30	31	1.1
World Religions and Theology^	15	13	0.9	360	1.4	9	7	0.5	15	25	1.7	350	3.6	7	15	1.0	15	19	1.3	380	2.1	9	10	0.7
TOTAL	**954**	**2729**	**2.9**		**3.0**	**921**	**1961**	**2.1**	**949**	**2450**	**2.6**		**2.7**	**913**	**1763**	**1.9**	**953**	**2662**	**2.8**		**2.9**	**920**	**1898**	**2.0**
Faculty of Engineering, Mathematics and Science																								
Chemistry with Molecular Modeling	5	9	1.8	505	1.8	5	3	0.6	5	4	0.8	505	0.7	6	1	0.2	5	4	0.8	470	0.7	6	2	0.4
Computer Science ^^#(Integrated)	80	189	2.4	480*	2.4	79	114	1.4	100	190	1.9	460*	1.9	100	118	1.2	80	169	2.1	460*	2.1	79	91	1.1
Earth Sciences^^	19	36	1.9	485*	1.8	20	27	1.4	19	25	1.3	475	1.2	21	18	0.9	14	25	1.8	490*	1.5	17	16	1.1^^
Engineering ^^#(Integrated)	165	283	1.7	490	1.8	160	206	1.2	175	233	1.3	470	1.3	175	164	0.9	165	238	1.4	455*	1.4	166	180	1.1
Engineering with Management (Integrated)^^#	19	42	2.2	490*	2.2	19	32	1.7	22	30	1.4	460	1.1	27	20	0.9	18	26	1.4	450	1.4	18	18	1.0
Human Genetics	15	43	2.9	560	2.9	15	32	2.1	15	57	3.8	560	3.4	17	44	2.9	15	40	2.7	560*	2.7	15	35	2.3
Management Science & Information Systems Studies ^^#	27	80	3.0	555	2.6	31	67	2.5	35	69	2.0	515	1.8	38	55	1.6	27	37	1.4	480	1.4	26	32	1.2
Mathematics	30	91	3.0	550	2.9	31	71	2.4	30	74	2.5	540	2.1	36	54	1.8	30	93	3.1	520*	3.1	30	68	2.3
Medicinal Chemistry	28	39	1.4	510*	1.3	30	31	1.1	28	29	1.0	525	1.1	27	23	0.8	28	23	0.8	535*	0.8	28	20	0.7
Nanoscience,Physics & Chemistry of Advanced Materials^#	25	83	3.3	585	3.3	25	73	2.9	20	92	4.6	595	4.0	23	77	3.9	20	72	3.6	570*	3.6	20	63	3.2
Science #	340	518	1.5	505*	1.5	337	394	1.2	332	551	1.7	515*	1.7	330	413	1.2	340	565	1.7	505*	1.7	339	456	1.3
Theoretical Physics	40	85	2.1	540	2.1	40	58	1.5	40	79	2.0	550	1.8	43	60	1.5	40	68	1.7	490	1.7	40	48	1.2
TOTAL	**793**	**1498**	**1.9**		**1.9**	**792**	**1108**	**1.4**	**821**	**1433**	**1.7**		**1.7**	**843**	**1047**	**1.3**	**782**	**1360**	**1.7**		**1.7**	**784**	**1029**	**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

#Quota adjusted in 2015 as a result of the 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

Table B6: CAO first preference applications: quotas, points, number registered 2015, 2014, 2013

Course	2015								2014								2013							
	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 30.11.15	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 29.11.14	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
Faculty of Health Sciences																								
Dental Science	32	228	7.1	585	7.1	32	131	4.1	32	213	6.7	575*	6.7	32	125	3.9	32	226	7.1	575*	6.3	36	99	3.1
General Nursing	139	389	2.8	420	2.7	146	175	1.3	139	424	3.1	415	3.0	141	196	1.4	139	392	2.8	420*	2.8	140	127	0.9
Integrated and Childrens General Nursing	20	112	5.6	495	5.6	20	75	3.8	20	107	5.4	490	5.4	20	60	3.0	20	113	5.7	505*	5.7	20	73	3.7
Intellectual Disability Nursing	30	40	1.3	385*	1.3	32	20	0.7	30	41	1.4	390*	1.5	28	24	0.8	30	47	1.6	390*	1.5	31	21	0.7
Medicine	121	812	6.7	#733	6.5	124	513	4.2	121	833	6.9	731*#	6.9	121	537	4.4	123	901	7.3	***748*	7.3	123	593	4.8
Midwifery	40	226	5.7	455	5.0	45	124	3.1	40	246	6.2	450*	6.2	40	127	3.2	40	286	7.2	445	7.2	40	163	4.1
Occupational Therapy^^	45	143	3.2	515*	2.9	50	111	2.5	45	119	2.6	500*	2.6	45	84	1.9	40	119	3.0	505*	3.1	39	80	2.0
Pharmacy	75	193	2.6	550*	2.5	78	138	1.8	75	203	2.7	560*	2.7	74	158	2.1	75	212	2.8	565*	2.9	72	157	2.1
Physiotherapy	40	120	3.0	540*	3.0	40	63	1.6	40	153	3.8	540*	3.7	41	82	2.1	40	137	3.4	535*	3.1	44	58	1.5
Mental Health Nursing	45	92	2.0	415	2.1	43	43	1.0	45	97	2.2	390*	2.1	46	47	1.0	45	107	2.4	400*	2.4	45	54	1.2
Radiation Therapy	30	66	2.2	525*	2.0	33	59	2.0	30	59	2.0	515*	2.1	28	51	1.7	30	63	2.1	530*	1.8	35	52	1.7
TOTAL	**617**	**2421**	**3.9**		**3.8**	**643**	**1452**	**2.4**	**617**	**2495**	**4.0**		**4.1**	**616**	**1491**	**2.4**	**614**	**2603**	**4.2**		**4.2**	**625**	**1477**	**2.4**
Multi-Faculty																								
Business and Computing	30	81	2.7	500	2.5	33	42	1.4	35	60	1.7	465*	1.7	35	29	0.8	30	77	2.6	465*	2.4	32	37	1.2
Computer Science and Language	20	26	1.3	465	1.2	21	17	0.9	20	19	1.0	450	0.9	21	14	0.7	15	33	2.2	525	2.2	15	24	1.6
Human Health and Disease# ^^	35	61	1.7	535	1.7	36	42	1.2	35	48	1.4	530*	1.4	35	37	1.1	35	52	1.5	530*	1.6	33	35	1.0
Political Science and Geography ^^	15	34	2.6	470	2.6	13	24	1.6	15	41	2.7	485	2.6	16	33	2.2	20	32	1.6	445	1.4	26	23	1.3
Two Subject Moderatorship#	424	966	2.3	n/a	2.5	379	707	1.7	419	891	2.1	n/a	2.4	379	659	1.6	419	1135	2.7	n/a	2.9	392	416	1.0
TOTAL	**524**	**1168**	**2.2**		**2.4**	**482**	**832**	**1.6**	**524**	**1059**	**2.0**		**2.2**	**486**	**772**	**1.5**	**519**	**1329**	**2.6**		**2.7**	**495**	**538**	**1.0**
GRAND TOTAL	**2888**	**7816**	**2.7**		**2.8**	**2838**	**5353**	**1.9**	**2911**	**7437**	**2.6**		**2.6**	**2858**	**5073**	**1.7**	**2868**	**7954**	**2.8**		**2.8**	**2824**	**4942**	**1.7**

#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 students with this number of points were offered a place

Minimum Points: *** Entrance Test and/or Interview

Table B7: CAO first Preference applications: quotas, points, number registered 2015, 2014, 2013																								
	2015								2014									2013						
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 30.11.15	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 29.11.14	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
Ancient History & Archaeology	23	32	1.4	375	1.9	17	21	0.91	23	45	2.0	365	2.4	19	23	1.00	23	59	2.6	400	2.3	26	40	1.74
Catholic Theol. Studies	10	3	0.3	n/a	-	0	1	0.10																
Classical Civilisation	29	50	1.7	415	1.7	30	39	1.34	29	40	1.4	385*	1.3	30	33	1.14	29	52	1.8	400	1.9	27	37	1.28
Drama Studies	24	65	2.7	405	2.7	24	42	1.75	24	50	2.1	400	2.8	18	30	1.25	24	50	2.1	435	2.2	23	33	1.38
Early Irish	10	1	0.1	515	-	1	1	0.10	10	0	0.0		-	0	0	0.00	10	2	0.2		-	0	0	0.00
Economics	43	125	2.9	495*	3.0	41	89	2.07	43	86	2.0	480*	1.8	47	60	1.40	43	132	3.1	460	2.8	48	103	2.40
English Literature	85	359	4.2	530*	4.1	88	279	3.28	85	338	4.0	520*	3.9	86	262	3.08	85	388	4.6	530*	4.4	89	292	3.44
Film Studies	30	133	4.4	455	4.4	30	83	2.77	30	104	3.5	360	3.9	27	66	2.20	30	119	4.0	455*	4.3	28	79	2.63
French	84	141	1.7	390	1.6	90	109	1.30	84	135	1.6	400	1.7	79	105	1.25	84	202	2.4	480	2.3	89	173	2.06
Geography	45	63	1.4	435	2.1	30	43	0.96	45	52	1.2	430	1.7	31	39	0.87	45	72	1.6	450	2.5	29	57	1.27
German	32	41	1.3	435	1.6	26	27	0.84	32	45	1.4	435	1.4	32	38	1.19	32	57	1.8	445	1.8	32	44	1.38
Greek	8	4	0.5	385	2.0	2	2	0.25	8	4	0.5	465	1.3	3	2	0.25	8	10	1.3	445	3.3	3	6	0.75
History	40	154	3.9	515*	3.7	42	120	3.00	40	137	3.4	495*	3.4	40	107	2.68	40	193	4.8	505	4.7	41	139	3.48
History of Art & Architecture	40	89	2.2	440	2.2	41	60	1.50	40	92	2.3	385*	2.2	41	63	1.58	40	108	2.7	430	2.6	41	67	1.68
Italian	30	37	1.2	375	2.2	17	23	0.77	30	32	1.1	360	1.3	25	26	0.87	30	37	1.2	425	1.5	25	26	0.87
Jewish & Islamic Civilisations	10	14	1.4	390	2.3	6	11	1.10	10	12	1.2	395	1.7	7	8	0.80	10	20	2.0	415	2.0	10	10	1.00
Latin	10	1	0.1	n/a	-	0	1	0.10	10	12	1.2	555	3.0	4	6	0.60	10	7	0.7	525	2.3	3	5	0.50
Mathematics	25	82	3.3	555*	3.3	25	60	2.40	25	59	2.4	545*	2.2	27	50	2.00	25	85	3.4	545	3.4	25	66	2.64
Modern Irish	30	28	0.9	390	1.0	27	26	0.87	30	31	1.0	415	1.3	24	26	0.87	30	46	1.5	425	1.7	27	41	1.37
Music#	20	40	2.0	415	2.2	18	29	1.45	20	45	2.3	415	2.6	17	29	1.45	20	45	2.3	450	2.4	19	30	1.50
Philosophy	43	99	2.3	435	2.3	43	69	1.60	43	107	2.5	430*	2.5	43	80	1.86	43	121	2.8	450	2.5	49	81	1.88
Psychology	17	146	8.6	575*	8.6	17	113	6.65	17	114	6.7	570*	6.3	18	91	5.35	17	168	9.9	580	9.3	18	122	7.18
Russian	36	19	0.5	410	3.8	5	14	0.39	36	27	0.8	410	2.1	13	15	0.42	36	29	0.8	435	2.4	12	19	0.53
Sociology	59	97	1.6	460*	1.6	61	75	1.27	59	104	1.8	440	1.7	62	74	1.25	59	141	2.4	445	2.2	64	105	1.78
Spanish	41	73	1.8	475*	1.8	41	53	1.29	41	79	1.9	450*	1.8	45	62	1.51	41	93	2.3	415	2.3	41	69	1.68
World Religions & Theology	24	36	1.5	420	2.1	17	24	1.00	24	32	1.3	385	1.5	22	23	0.96	24	34	1.4	400	2.4	14	22	0.92
TOTAL	848	1932	2.3		2.6	739	1414	1.67	838	1782	2.1		2.3	760	1318	1.57	838	2270	2.7		2.9	783	1666	1.99

#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
 * 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 2015 66% of new entrants were registered on their first preference CAO choice, with 14% and 7% registered on their second and third choice respectively. Students registering on courses which represented a lower preference (4-10), accounted for 13% of new entrants.

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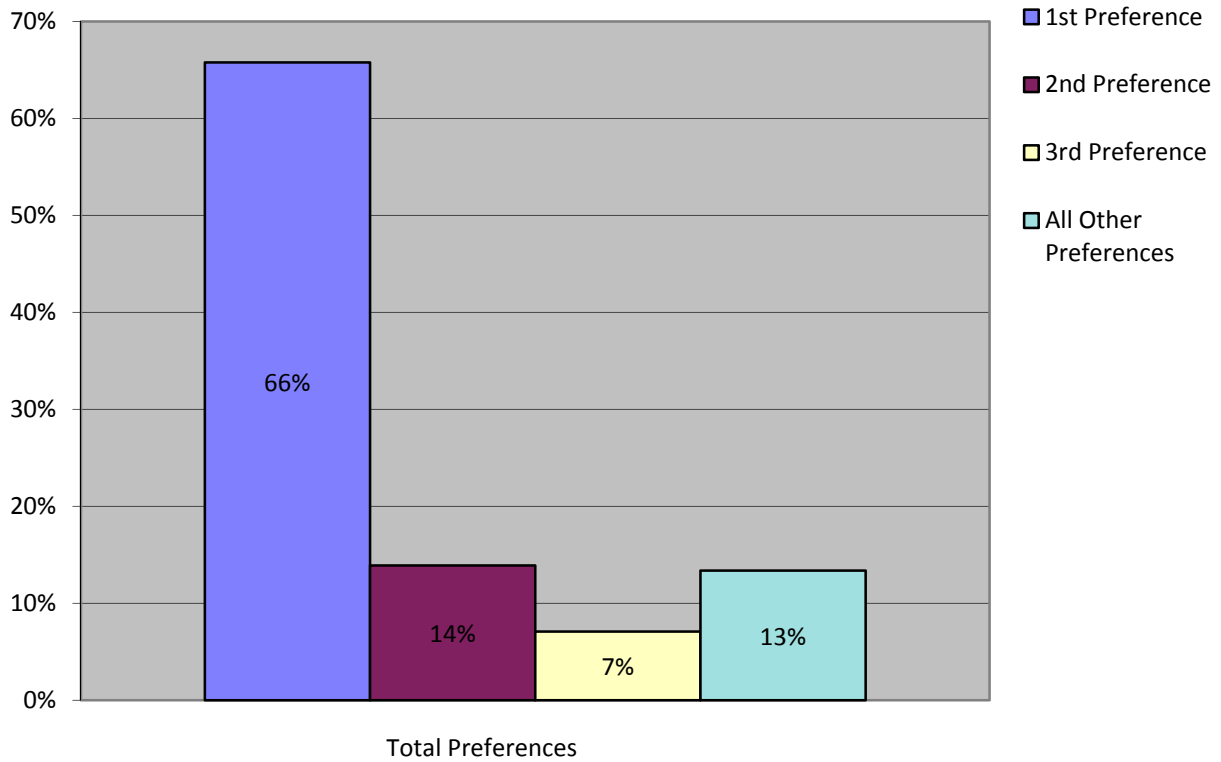
Admissions Preference Data – number of students registered in each faculty according to CAO preference
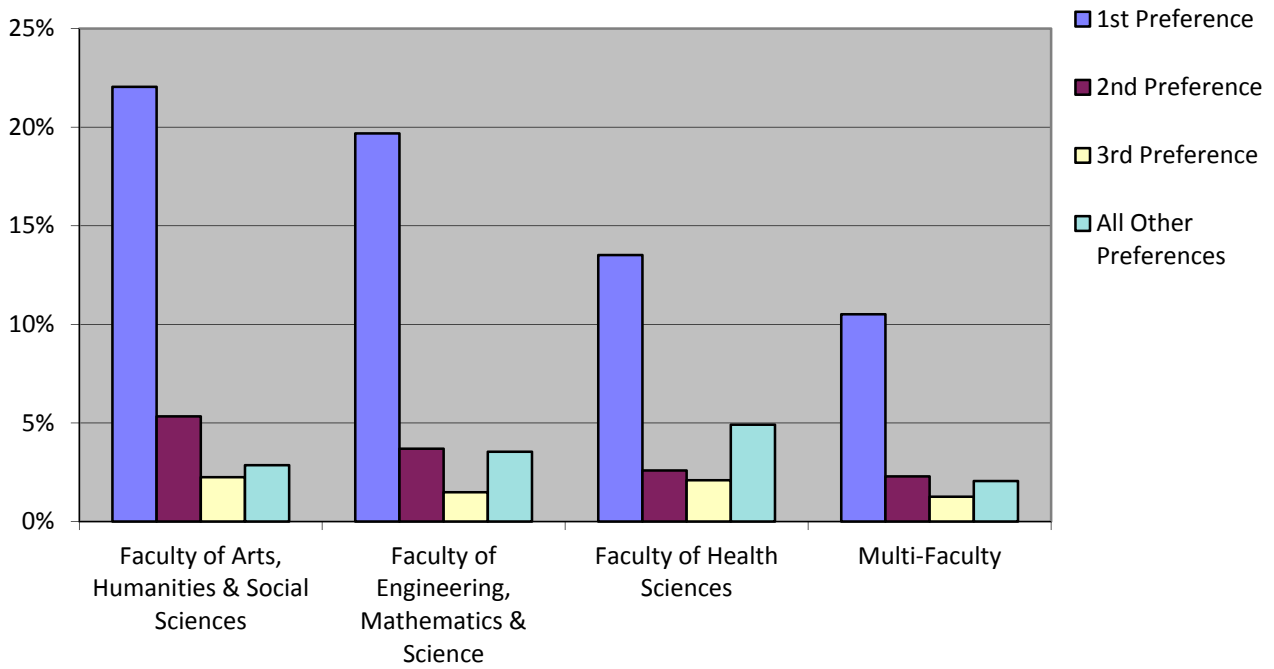
Admissions Preference Data - number in each faculty, according to CAO preference, as a percentage of total new entrants in each faculty

Table B8: Analysis of undergraduate new entrants by course preference 2015										
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	17	11	65%	3	18%	2	12%	1	6%
Business, Economic & Social Studies	236	226	137	61%	55	24%	16	7%	18	8%
Business Studies & French	15	18	15	83%	2	11%	0	0%	1	6%
Business Studies & German	15	16	7	44%	2	13%	4	25%	3	19%
Business Studies & Polish	5	2	0	0%	1	50%	1	50%	0	0%
Business Studies & Russian	7	7	4	57%	1	14%	1	14%	1	14%
Business Studies & Spanish	10	10	10	100%	0	0%	0	0%	0	0%
Catholic Theological Studies	15	3	2	67%	1	33%	0	0%	0	0%
Classics	15	2	2	100%	0	0%	0	0%	0	0%
Clinical Speech & Language Studies	34	31	27	87%	2	6%	0	0%	2	6%
Deaf Studies	20	17	11	65%	3	18%	1	6%	2	12%
Drama & Theatre Studies	17	16	15	94%	0	0%	1	6%	0	0%
Early & Modern Irish	15	3	3	100%	0	0%	0	0%	0	0%
English Studies	40	36	18	50%	10	28%	5	14%	3	8%
European Studies	45	42	40	95%	2	5%	0	0%	0	0%
History	38	34	14	41%	9	26%	2	6%	9	26%
History & Political Science	24	25	15	60%	5	20%	3	12%	2	8%
Irish Studies	20	13	7	54%	2	15%	2	15%	2	15%
Law	90	94	57	61%	23	24%	12	13%	2	2%
Law and Business	25	22	20	91%	1	5%	0	0%	1	5%
Law & French	15	15	12	80%	2	13%	1	7%	0	0%
Law & German	15	14	11	79%	1	7%	1	7%	1	7%
Law and Political Science	20	21	20	95%	0	0%	1	5%	0	0%
Music	15	8	7	88%	0	0%	1	13%	0	0%
Music Education	10	7	6	86%	0	0%	0	0%	1	14%
Philosophy	20	15	9	60%	1	7%	1	7%	4	27%
Philosophy, Political Science, Economics and	34	32	27	84%	5	16%	0	0%	0	0%
Psychology	31	27	19	70%	1	4%	1	4%	4	15%
Social Studies	45	47	39	83%	1	2%	2	4%	5	11%
Sociology & Social Policy	28	29	10	34%	6	21%	1	3%	12	41%
World Religions and Theology	15	6	4	67%	1	17%	0	0%	1	17%
Total	**949**	**855**	**579**	**68%**	**140**	**16%**	**59**	**7%**	**75**	**9%**

Table B8: Analysis of undergraduate new entrants by course preference 2015										
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	5	2	40%	2	40%	0	0%	1	20%
Computer Science (Integrated)	100	74	60	81%	8	11%	0	0%	5	7%
Earth Sciences	19	19	11	58%	2	11%	4	21%	2	11%
Engineering (Integrated)	175	155	108	70%	0	0%	8	5%	16	10%
Engineering with Management (Integrated)	22	18	14	78%	23	128%	1	6%	3	17%
Human Genetics	15	13	13	100%	0	0%	0	0%	0	0%
Management Science & Information Systems Studies	35	30	22	73%	6	20%	2	7%	0	0%
Mathematics	30	28	26	93%	0	0%		0%	0	0%
Medicinal Chemistry	28	30	12	40%	4	13%	4	13%	10	33%
Nanoscience,Physics & Chemistry of Advanced Materials	20	25	24	96%	0	0%	0	0%	1	4%
Science	332	315	194	62%	49	16%	20	6%	52	17%
Theoretical Physics	40	37	31	84%	3	8%		0%	3	8%
Total	**821**	**749**	**517**	**69%**	**97**	**13%**	**39**	**5%**	**93**	**12%**
Faculty of Health Sciences										
Nursing - (General, Intellectual Disability, Mental Health)	214	206	77	37%	29	14%	31	15%	69	33%
Midwifery	40	41	26	63%	4	10%	3	7%	8	20%
Dental Science	32	32	19	59%	0	0%	2	6%	11	34%
Integrated Childrens' and General Nursing	20	18	15	83%	1	6%	0	0%	2	11%
Medicine	121	122	114	93%	8	7%	0	0%	0	0%
Occupational Therapy	45	47	27	57%	4	9%	9	19%	7	15%
Pharmacy	75	74	40	54%	9	12%	4	5%	21	28%
Physiotherapy	40	37	18	49%	9	24%	3	8%	7	19%
Radiation Therapy	30	30	19	63%	4	13%	3	10%	4	13%
Total	**617**	**607**	**355**	**58%**	**68**	**11%**	**55**	**9%**	**129**	**21%**
Multi Faculty										
Computer Science and Business	35	30	18	60%	7	23%	2	7%	3	10%
Computer Science and a Language	20	14	19	136%	0	0%	3	21%	2	14%
Human Health and Disease	35	33	12	36%	2	6%	3	9%	16	48%
Political Science and Geography	15	11	4	36%	1	9%	1	9%	3	27%
Two Subject Moderatorship	419	327	223	68%	50	15%	24	7%	30	9%
Total	**524**	**415**	**276**	**67%**	**60**	**14%**	**33**	**8%**	**54**	**13%**
TOTALS	**2911**	**2626**	**1727**	**66%**	**365**	**14%**	**186**	**7%**	**351**	**13%**
* 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 2011 to 2015. They range from 40% to 100% in 2015 and sometime show significant variance from year to year. Acceptance rates are only one of the key factors taken into account when determining the numbers of offers to be made; this variation adds some uncertainty to the admissions process.

Table B9: Percentage rate of acceptances to offers 2015 - 2011 (CAO round 1)

Course	2015	2014	2013	2012	2011
Faculty of Arts, Humanities and Social Sciences	%	%	%	%	%
Ancient & Medieval History and Culture	76	59	67	47	68
Business Studies & French	100	75	88	100	81
Business Studies & German	88	94	94	89	88
Business Studies & Russian	67	86	75	80	29
Business Studies and Polish	100	100	100	100	100
Business Studies and Spanish	73	64	91	91	100
Business, Economic & Social Studies	90	89	89	83	88
Catholic Theological Studies (new in 2013)	43	80	67	n/a	n/a
Classics	40	20	30	12	43
Clinical Speech & Language Studies	87	92	85	97	86
Deaf Studies	90	89	73	91	75
Drama & Theatre Studies	94	86	73	75	88
Early & Modern Irish	100	75	50	87	86
English Studies	71	58	67	72	67
European Studies	90	83	73	86	85
History	63	66	73	71	52
History & Political Science	82	83	73	60	70
Irish Studies	90	75	75	81	87
Law	88	80	82	80	77
Law & French	69	94	95	67	75
Law & German	75	89	89	76	82
Law and Business	93	85	78	93	83
Law and Political Science	80	67	86	91	86
Music	75	75	77	95	86
Music Education	88	90	77	100	100
Philosophy	53	48	45	54	44
Philosophy & Political Science	n/a	n/a	n/a	n/a	55
Philosophy, Political Science, Economics and Sociology	68	74	67	67	66
Psychology	85	78	68	81	77
Social Studies	93	82	88	79	83
Sociology & Social Policy	83	86	79	78	92
World Religions & Theology	64	47	63	61	64
Faculty of Engineering, Mathematics and Science			%	%	%
Computer Science	81	88	91	92	91
Earth Sciences	86	87	71	73	75
Engineering	84	87	84	88	83
Engineering with Management	70	96	74	90	92

Table B9: Percentage rate of acceptances to offers 2015 - 2011 (CAO round 1)

Course	2015	2014	2013	2012	2011
Human Genetics	74	85	65	74	79
Management Science & Information Systems Studies	93	94	90	96	91
Chemistry with Molecular Medicine	83	100	100	86	63
Mathematics	67	80	46	76	63
Medicinal Chemistry	84	71	82	72	66
Nanoscience, Physics & Chemistry of Advanced Materials	81	86	71	88	73
Science	82	86	83	80	84
Theoretical Physics	74	87	78	74	79
Faculty of Health Sciences			**%**	**%**	**%**
Children's and General Integrated Nursing	86	94	60	57	75
Children's and General Integrated Nursing – Mature (Round A)	100	60	73	60	80
Dental Science	69	66	73	59	63
General Nursing	84	77	83	88	84
General Nursing - Mature (Round A)	72	83	95	89	83
General Nursing Adelaide	97	90	93	96	93
General Nursing Adelaide - Mature (Round A)	100	75	75	100	100
Intellectual Disability Nursing	90	65	73	94	76
Intellectual Disability Nursing- Mature (Round A)	68	79	84	89	79
Medicine	91	85	88	91	84
Midwifery	86	68	73	77	82
Midwifery- Mature (Round A)	89	82	94	94	78
Occupational Therapy	93	82	77	77	84
Pharmacy	87	82	83	76	87
Physiotherapy	69	72	83	78	80
Mental Health Nursing	79	75	83	68	75
Mental Health Nursing - Mature (Round A)	89	78	85	91	87
Radiation Therapy	82	69	97	77	82
Multi-Faculty			**%**	**%**	**%**
Computer Science and Business	94	97	89	88	91
Computer Science and Language	96	91	88	92	n/a
Computer Science, Linguistics & French	n/a	n/a	n/a	n/a	100
Computer Science, Linguistics & German	n/a	n/a	n/a	n/a	100
Computer Science, Linguistics & Irish	n/a	n/a	n/a	n/a	100
Human Health and Disease	68	72	78	80	80
Political Science and Geography	88	72	77	52	88
Two Subject Moderatorship	76	77	77	74	74

Table B10: Percentage rate of acceptances to offers, TSM courses 2015-2011 (CAO round 1)

Two Subject Moderatorship Course	2015	2014	2013	2012	2011
		%	%	%	%
Ancient History & Archaeology	70	94	83	64	65
Catholic Theological Studies (New in 2015)	n/a*	n/a	n/a	n/a	n/a
Classical Civilisation	85	90	71	87	72
Drama Studies	87	90	90	87	89
Early Irish	100	0	0	50	100
Economics	71	74	70	75	81
English Literature	82	79	78	75	75
Film Studies	82	70	81	82	83
French	79	74	77	64	70
Geography	70	78	73	68	85
German	85	86	77	69	77
Greek	60	100	50	83	100
History	80	71	73	73	84
History of Art & Architecture	78	77	74	79	72
Italian	56	76	85	79	59
Jewish & Islamic Civilisations	57	75	100	75	100
Latin	n/a*	33	57	50	20
Mathematics	71	66	63	75	80
Modern Irish	87	92	96	85	85
Music	73	85	88	100	89
Philosophy	69	61	78	72	62
Psychology	71	94	82	94	81
Russian	40	64	73	53	45
Sociology	82	85	82	78	81
Spanish	74	77	76	68	62
World Religions & Theology	75	80	63	61	64

*There are no acceptance rates for Catholic Theological Studies or Latin in 2015 as no offers were issued.

Table B11: Trinity College Dublin. Two-subject moderatorship (TR001): 2015 FINAL minimum entry levels

	AH	AR	BT	CC	CT	DR***	EC	EI	EN	FR	FS	GE	GG	GK	HS	IT	JS	LT	MI	MT	MU**	PH	PS	RU	SC	SP
AH	-	440	420	-	-	-	-	-	530*	395	-	-	-	385	515*	375	395	-	-	-	-	-	-	410	-	475*
AR	440	-	440	440	-	440	-	515	530*	440	-	440	-	-	515*	440	440	-	-	-	440	440	-	-	470*	475*
BT	420	440	-	420	-	-	-	515	530*	420	455*	435	-	420	515*	-	-	-	420	-	-	435	580*	420	470*	475*
CC	-	440	420	-	-	415	-	-	530*	415	-	-	-	415	515*	415	415	-	415	-	-	435	-	415	-	475*
CT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DR*	-	440	-	415	-	-	-	-	530*	405	455*	435	-	410	-	405	-	-	405	-	415	-	-	410	470**	475*
EC	-	-	-	-	-	-	-	-	-	-	-	495*	495*	-	515*	-	-	-	-	575*	-	495*	570*	500	495*	500
EI	-	515	515	-	-	-	-	-	-	-	-	-	-	-	515*	-	515	-	-	-	-	-	-	-	-	-
EN	530*	530*	530*	530*	-	530*	-	-	-	530*	530*	530*	-	530*	530*	530*	530*	-	530*	575*	530*	530*	575*	530*	530*	530*
FR	395	440	420	415	-	405	-	-	530*	-	455*	435	-	-	515*	390	395	-	390	575*	415	435	580*	410	470*	475*
FS	-	-	455*	-	-	455*	-	-	530*	455*	-	455*	-	-	-	455*	455*	-	455*	-	455*	-	-	455*	-	475*
GE	-	440	435	-	-	435	495*	-	530*	435	455*	-	435	-	515*	435	435	-	435	575*	-	435	-	435	460*	475*
GG	-	-	-	-	-	-	495*	-	-	-	-	435	-	-	515*	-	-	-	-	575*	-	435	580*	-	465*	-
GK	385	-	420	415	-	410	-	-	530*	-	-	-	-	-	515*	410	410	-	-	-	-	435	-	410	-	475*
HS	515*	515*	515*	515*	-	-	515*	515*	530*	515*	-	515*	515*	515*	-	515*	515*	-	515*	-	515*	515*	-	515*	515*	515*
IT	375	440	-	415	-	405	-	-	530*	390	455*	435	-	410	515*	-	-	-	390	-	-	435	580*	410	470*	475*
JS	395	440	-	415	-	-	-	515	530*	395	455*	435	-	410	515*	-	-	-	390	-	-	435	580*	410	470*	475*
LT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MI	-	-	420	415	-	405	-	-	530*	390	455*	435	-	-	515*	390	390	-	-	-	415	435	-	410	470*	475*
MT	-	-	-	-	-	-	575*	-	575*	575*	-	575*	575*	-	-	-	-	-	-	-	555*	575*	580*	-	-	-
MU	-	440	-	-	-	415	-	-	530*	415	455*	-	-	-	515**	-	-	-	415	555*	-	435	580*	-	-	-
PH	-	440	435	435	-	-	495*	-	530*	435	-	435	435	435	515*	435	435	-	435	575*	435	-	575*	435	470*	-
PS	-	-	580*	-	-	-	570*	-	575*	580*	-	-	580*	-	-	580*	580*	-	-	580*	580*	575*	-	-	575*	-
RU	410	-	420	415	-	410	500	-	530*	410	455*	435	-	410	515*	410	410	-	410	-	-	435	-	-	-	475*
SC	-	470*	470*	-	-	470*	495*	-	530*	470*	-	460*	465*	-	515*	470*	470*	-	470*	-	-	470*	575*	-	-	475*
SP	475*	475*	475*	475*	-	475*	500	-	530*	475*	475*	475*	-	475*	515*	475*	475*	-	475*	-	-	-	-	475*	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   CT: Catholic Theological Studies   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), 5 (9%) did not meet their quota because of insufficient eligible applications, and of 26 TSM subjects, 5 (19 %) did not meet their quota for the same reason.

Table B12 (a): Courses not meeting quota in 2015 due to insufficient eligible applications

Course	Quota	First preferences	Cut-off points level	Number registered as at 29.11.2015
Applications made via CAO				
Business Studies and Polish	5	0	405	2
Catholic Theological Studies	15	9	360	4
Classics	15	14	410	3
Early and Modern Irish	15	3	425	3
World Religions and Theology	15	13	360	9
TSM*				
Catholic Theological Studies	10	3	n/a	0
Early Irish	10	1	515	1
Italian	30	37	375	17
Latin	10	1	n/a	0
Russian	36	19	410	5

Table B12 (b): 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

^ 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 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 made which 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 of 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 2015 – 2013

	2015	2014	2013
No. of Places	121	121	123
Min. Leaving Cert. score	540	530	525
Min. HPAT-Ireland score	168	170	186

Entrance Exhibitions 2015

Four hundred and sixty (460) students were awarded an entrance exhibition in 2015 representing 16% of the Junior Freshman class for 2015/16. Of this figure, 424 were Leaving Certificate, 22 were A-level students and 14 students held other EU qualifications.

Fifty-four percent (54 %) of all entrance exhibitioners were female in 2015 (54% in 2014 and 59% in 2013). Receptions for all entrance exhibitioners, their parents/guardians and school principals were held over three evenings on 16th, 17th and 18th November 2015.

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 exhibition awards 2015, 2014, 2013
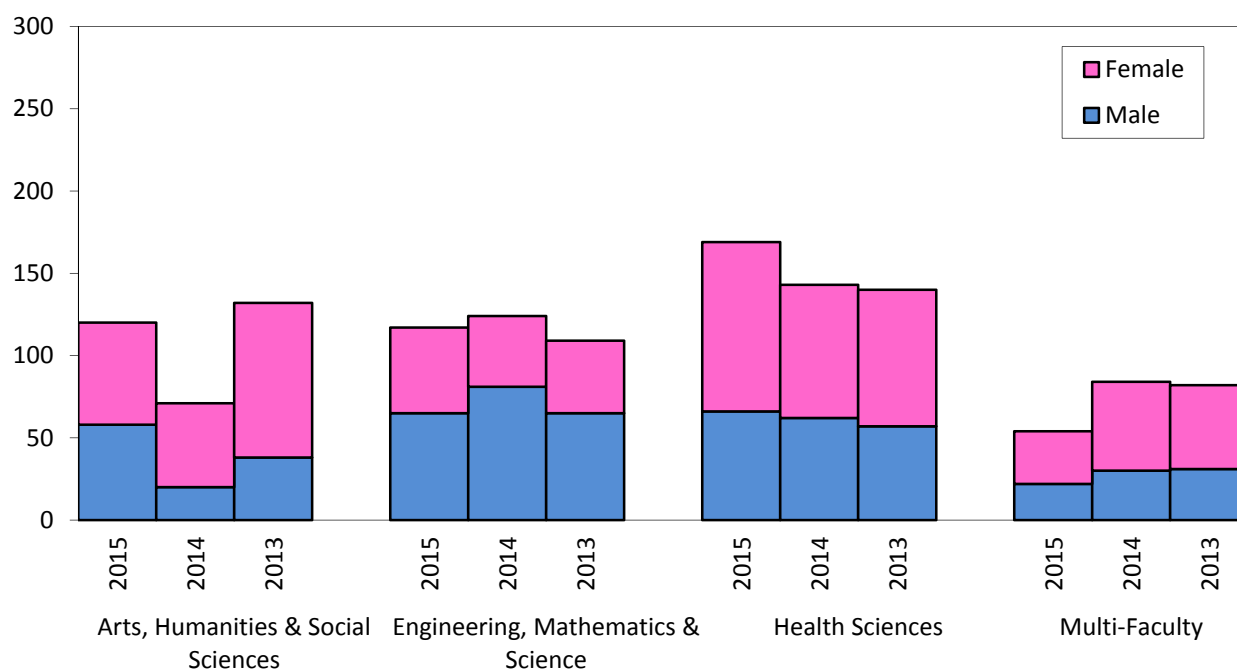
Matriculation Examination

A matriculation examination is held in Trinity College every year, usually in March/April, in a limited range of subjects. Since 2003, only two subjects are examined, namely, Geology and Biblical Studies. Forty (40) candidates presented for the Geology examination (19 in 2013/14) and twelve (12) candidates presented for Biblical Studies in 2014/15 (10 in 2013/14).

Table B14: Trinity Matriculation Examination 2015 – 2012

	2015	2014	2013	2012
Biblical Studies	12	10	14	12
Geology	40	19	20	14
Total	**52**	**29**	**34**	**26**

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.

College's Strategic Plan is committed to increasing the number of students from under-represented groups to undergraduate programmes. The Strategic Plan 2014-19 makes a commitment to increase the proportion of students from under-represented groups to 25% of CAO new entrants by 2019.

In 2015, a total of 586 (692 in 2014) students from underrepresented groups registered on undergraduate degree programmes, representing 20% of the CAO intake. Eighteen percent (18%) of these are mature students.

a) Students with a Disability

The Disability Access Route to Education (DARE) scheme was formally launched in 2010. Eighteen 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, they 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. In 2015/16, 190 first year students entered Trinity with a disability and of these, 142 students accepted a place under the DARE scheme on reduced points, and 48 students with a disability entered on full points.

Table B15 (a): Profile of undergraduate new entrants by key access criteria per faculty 2015/16

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Socio-economically disadvantaged	82	73	65	36	**256**
Mature students	49	15	25	20	**109**
Students with a disability	90	48	51	32	**221**
Totals	**221**	**136**	**141**	**88**	**586**
Total CAO Entrants	921	792	643	482	2838
Total as a % of Faculty new entrants - CAO	**24.0%**	**17.2%**	**21.9%**	**18.3%**	**20.6%**

Table B15 (b): Analysis of new entrants registered with the Disability Service by Faculty 2015/16*

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
Specific Learning Difficulty	19	13	20	7	**59**
Other difficulties	71	35	31	25	**162**
Totals	**90**	**48**	**51**	**32**	**221**
Total CAO Entrants	921	792	643	482	2838
Total as a % of Faculty new entrants - CAO	**9.8%**	**6.1%**	**7.9%**	**6.6%**	**7.8%**

* 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 2015, 2014, 2013

Applications	2015	2014	2013
Total **number of applicants to Trinity** who disclosed a disability on the CAO application form	1413	1368	1212
Number of applicants who completed the DARE application process	1115	1068	834
Number of applicants **eligible** for DARE consideration on grounds of disability	798	764	581
Number of new entrants with disabilities entering on full points	48	110	82
Number of DARE entrants on reduced points*	142	111	92
Total number of new entrants with a disability ^	190	221	174

* includes new DARE entrants who deferred from 2014

^ 2015 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 account work and life experiences. In 2015, 765 mature applicants applied under the Mature Student Dispensation Scheme and 100 (13%) were offered places. 109 students were subsequently registered – this figure includes entrants progressing via the "facilitated entry" scheme through the Trinity Access Programmes (TAP) Foundation and Partnership Courses for Mature Students.

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. In 2015, 79 mature students registered on degree courses in Nursing and Midwifery (79 in 2014).

Table B17 (a): Number of students admitted under the Mature Students Dispensation Scheme by Faculty 2015 – 2011

	2015	2014	2013	2012	2011
Number of applicants	764	766	916	860	928
Number of places offered	100	161	158	174	168
Numbers of students registered by Faculty:					
Arts, Humanities & Social Sciences	49	65	68	77	74
Engineering, Mathematics & Science	15	23	22	27	21
Health Sciences	25	29	31	30	21
Multi-faculty	20	23	21	24	26
Total students registered	**109**	**140**	**142**	**158**	**142**

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

	2015	2014	2013	2012	2011
Number of Nursing and Midwifery applications	1770	2048	2114	2121	1834
Number of places offered	92	126	115	96	121
Number of students registered in Nursing and Midwifery	79	79	76	74	71
Total students registered	**79**	**79**	**76**	**74**	**71**

(c) Socio-economically disadvantaged students

(i) Post-entry Progression Programme

In response to recognised student needs, TAP 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 and 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 TAP advisors. TAP has also created a number of links with private sector companies in many areas including business, law, and technology and has established a career development programme for students to aid them in making the transition to a graduate career. This includes workshops and 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 2015/16 TAP is continuing to implement the **Trinity Access 21 project** across 11 partner schools in collaboration with Bridge21, the School of Computer Science & Statistics and the School of Education. The project uses an Irish adaptation of a model developed by a US based educational NGO, 'College for Every Student' (CFES) in addition to the Bridge21 model for developing technology-mediated, team based learning. It focuses on engaging students in a suite of activities across four core practices: Pathways to College, Leadership through Service, Mentoring, and 21st Century Teaching & Learning. The mentoring aspect of the programme involves over 300 TAP Trinity undergraduates and alumni with over 1,100 third year, second-level students. The project resources have been developed into a digital tool-kit for use in the inaugural 21st Century Schools of Distinction award scheme, which aims to

support and incentivise educational change in schools with low progression rates to further and higher education nationwide.

The project includes delivery of a Postgraduate Certificate in 21st Century Teaching & Learning. Over 80 teachers completed this Certificate in 2015 and 35 of them have progressed to either the Masters in Education or the MSc Technology & Learning. In 2015/16, there are an additional 82 teachers registered for the Postgraduate Certificate. The Certificate 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 2014-2017 period. It also includes a research programme to evaluate school, staff and student impact of the Trinity Access 21 project.

The second **College Awareness Week** took place in November 2015. This was a national awareness raising campaign involving schools, libraries, businesses and further/higher education institutions nationwide. Over 600 activities were organised during the week and the Tánaiste spoke at the launch. The campaign was founded by TAP Programmes Manager 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 and/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 2015, 231 students entered College through HEAR and other alternative entry routes (223 in 2014). This figure includes students from the TAP Foundation Course (Young Adults) ad Liberties College Partnership Foundation Course.

Entrants are well distributed across the three Faculties – 94 entered AHSS, 74 entered EMS and 63 progressed to HS courses.

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%. 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.

In 2014/15, 26 students registered on the Foundation course. Of these, 21 students completed the course and 16 registered to undergraduate degree courses in Trinity College. Twenty-three students have registered on this foundation course for the 2015/16 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 who 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 2014/15, 27 of the 29 registered students completed the course and 26 progressed to undergraduate degree courses in Trinity.

Twenty-six students registered in September 2015 for the 2015/16 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 QQI.

The retention rate for students on the Partnership Foundation Courses who progress to undergraduate courses in Trinity is 90% and almost all graduates achieve honours degrees. In 2015 there are 87 undergraduate students in Trinity who have progressed from these courses, with almost as many students studying in other higher and further education institutions. Fifty-six students from the courses have graduated from Trinity in the last four years.

In 2015, 22 students graduated from Trinity who had entered College via the CDETB University Access Courses (UAC). Nineteen students achieved an overall award of Distinction, and three achieved an overall award of Merit. Twenty-five students from the CDETB courses registered for courses in Trinity in 2015/16.

Fifty-eight students registered on a CDETB course in September 2015.

Table B18: Number of admissions to College through the Trinity Access Programmes 2015, 2014, 2013

Entry Route	Number of Students		
	2015	2014	2013
HEAR - Full points	50	50	62
HEAR - Concession on points	125	129	125
HEAR / DARE / FETAC / AFS*	13	11	6
Foundation Course – Mature Students	16	17	20
Foundation Course – Young Adults	27	27	23
CDVEC Colleges: - Liberties Liberal Arts	13	3	7
- Pearse College	3	3	6
- Plunket College	6	9	10
- Rathmines	3	2	
Referral	0	1	0
Total	256	252	259
Percentage Increase/Decrease on previous year:	1.6%	2.7%	11.2%

* 13 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 Student Office, part of TAP, serves to encourage and support the access and integration of mature students into College life.

This year 182 mature students registered across all Faculties in Trinity College (this figure includes Nursing and Midwifery students). Supports for registered mature students include:

- A financial information morning in July
- A four day Welcome Programme in early September
- A mature student resource centre for private and group study
- An open door policy providing advice and advocacy to registered students
- Social activities in conjunction with the Mature Student Society 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. *Discover Trinity* events take place each November during College Awareness Week. In 2015, over 200 prospective students took part in various activities, including shadowing, tours and Further Education visits. A mature student information seminar, providing advice and guidance on the mature student application process, takes place each 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). In 2015 there were 242 applications (270 in 2014) to the scheme which were assessed on the basis of Leaving Certificate results, Relative Performance Rank, and personal/contextual data.

Table B19: Number of admissions to College through the Trinity Admissions Feasibility Study

Course	2015	2014
Ancient and Medieval History and Culture (AMHC)	4	3
History	7	10
Law	10	9
TOTAL	**21**	**22**

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 course 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 Trinity, and a breakdown of the courses on which they registered.

Table B20 (a): Study Group International Entrants for 2014/15 – 2012/13 and progression to Trinity

No. of students registered on Study Group International Foundation Course seeking entry to Trinity		No. who subsequently registered in Trinity*	
2014/15	24	2015/16	16
2013/14	25	2014/15	23
2012/13	42	2013/14	26

*See Table B20 (b) for course breakdown

Table B20 (b): Study Group International registered students 2015/16 – 2012/13

Course	2015/16	2014/15	2013/14	2012/13
Business, Economic & Social Studies	2	7	7	2
Chemistry with Molecular Modelling	0	0	0	1
Computer Science	4	5	3	0
Dental Science	1	0	0	0
Earth Sciences	0	0	1	0
Engineering	2	3	4	3
Engineering with Management	0	3	0	1
Human Genetics	0	1	1	0
Medicinal Chemistry	0	1	0	0
MSISS	0	0	1	0
Nanoscience, Physics & Chemistry of Advanced Materials	1	0	1	0
Pharmacy	2	0	5	0
PPES	0	1	0	2
Science	3	2	3	0
Theoretical Physics	1	0	0	0
Total	**16**	**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 B21: Number of Singapore IT students registered in Trinity, 2015 - 2013

	2015	2014	2013
Diagnostic Radiography	20	28	0
Occupational Therapy	30	28	36
Physiotherapy	57	72	59
Radiation Therapy	4	7	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 2015 are set out below in Table B22. In 2015, there were 147 applications, 30 offers made and 29 students registered.

Table B22: Advanced Entry Applications 2015

Course	No. of Applications	No. of Offers	Registered	Standing	
				SF	JS
Faculty of Arts, Humanities and Social Sciences					
BESS	12	0	0	0	0
Business Studies & Russian	1	0	0	0	0
Business Studies & Spanish	1	0	0	0	0
Clinical Speech and Language Studies	1	0	0	0	0
History & Political Science	1	0	0	0	0
Music Education	1	0	0	0	0
P.P.E.S	2	0	0	0	0
Psychology	5	0	0	0	0
Sociology and Social Policy	1	0	0	0	0
Social Studies	6	0	0	0	0
Sub-total	**31**	**0**	**0**	**0**	**0**
Faculty of Engineering, Mathematics & Science					
Computer Science	7	0	0	0	
Engineering	13	9	9	0	9
Mathematics	3	2	2	2	
Nanoscience	1	0	0	0	
Political Science and Geography	1	0	0	0	
Science	11	3	2	0	2
Sub-total	**36**	**14**	**13**	**2**	**11**
Faculty of Health Sciences					
Dental Science	10	1	1	1	
Dental Technology	1	0	0	0	
Medicine	24	4	4	0	4
Occupational Therapy	4	0	0	0	
Pharmacy	13	6	6	6	
Physiotherapy	15	0	0	0	
Sub-total	**67**	**11**	**11**	**7**	**4**
Multi- Faculty					
Human Health and Disease	2	1	1	1	0
TSM					0
Drama Studies and English Lit	2	0	0	0	0
Economics and Sociology	1	1	1	1	0
English Lit and Film Studies	2	0	0	0	0
English Lit and History	1	1	1	1	0
French and Modern Irish	1	1	1	1	0
French and Psychology	1	0	0	0	0
German and Spanish	1	0	0	0	0
Italian and Spanish	1	1	1	1	0
Psychology and Sociology	1	0	0	0	0
Sub Total	**13**	**5**	**5**	**5**	**0**
Grand Total	**147**	**30**	**29**	**14**	**15**

New Entrant Country of Domicile Data

In 2015, students entering full-time undergraduate course and programmes for visiting student came from 58 different countries. With the exception of Ireland the top five home countries, in order of the most student numbers, are the United States, Singapore, France, United Kingdom (Great Britain and Northern Ireland) and Brazil. The top five countries in 2014 were the United States, France, Singapore, the United Kingdom (Great Britain and Northern Ireland) and Germany. A detailed breakdown of student domicile is given below.

Table B23: Undergraduate new entrant* data by domicile 2015/16 - 2013/14, Full-time and Visiting Students
(*New Entrants to TCD only)

Nationality	2015/16			2014/15			2013/14		
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	0	0	0	1	1	0	0	0
Egypt	0	1	1	0	0	0	1	0	1
Equatorial Guinea	0	0	0	1	0	1	0	0	0
Guinea	0	0	0	1	0	1	0	0	0
Kenya	0	0	0	0	1	1	0	1	1
Libya	0	0	0	0	0	0	1	0	1
Madagascar	0	1	1	0	0	0	0	0	0
Mauritius	2	1	3	2	1	3	1	0	1
Morocco	0	3	3	0	0	0	0	0	0
Mozambique	0	0	0	0	0	0	1	0	1
Nigeria	2	0	2	3	0	3	1	0	1
South Africa	0	0	0	2	0	2	1	0	1
Zimbabwe	0	1	1	0	0	0	0	0	0
Total	**4**	**7**	**11**	**9**	**3**	**12**	**6**	**1**	**7**
Asia									
Bahrain	0	0	0	0	0	0	1	0	1
Bhutan	1	0	1	0	0	0	0	0	0
China	8	16	24	8	21	29	6	11	17
Hong Kong	4	2	6	5	1	6	1	0	1
India	8	0	8	9	0	9	5	2	7
Indonesia	0	1	1	0	0	0	0	0	0
Iran, Islamic Republic of	0	1	1	1	0	1	0	0	0
Iraq	0	0	0	2	0	2	1	0	1
Israel	0	0	0	0	0	0	0	1	1
Japan	3	4	7	5	1	6	4	2	6
Jordan	0	0	0	1	0	1	0	0	0
Korea, Republic of	0	2	2	0	0	0	0	1	1
Kuwait	3	0	3	2	0	2	4	0	4
Lebanon	0	1	1	0	0	0	0	0	0
Macao	0	1	1	0	0	0	0	0	0
Malaysia	23	0	23	19	1	20	22	0	22
Nepal	0	0	0	0	0	0	1	0	1
Oman	0	0	0	0	1	1	0	0	0
Pakistan	0	0	0	0	0	0	0	1	1
Saudi Arabia	1	0	1	1	0	1	6	0	6
Singapore	139	11	150	147	4	151	100	4	104
Unitied Arab Emirates	3	0	3	1	0	1	0	0	0
Vietnam	0	0	0	2	0	2	0	0	0
Total	**193**	**39**	**232**	**203**	**29**	**232**	**151**	**22**	**173**
Australasia									
Australia	2	21	23	1	18	19	2	12	14
New Zealand	1	0	1	0	0	0	0	1	1
Total	**3**	**21**	**24**	**1**	**18**	**19**	**2**	**13**	**15**
Europe (EU)									
Austria	2	15	17	2	14	16	0	11	11
Belgium	7	20	27	12	19	31	7	24	31
Bulgaria	0	2	2	0	0	0	1	0	1
Croatia	0	0	0	0	1	1	1	0	1
Cyprus	0	0	0	0	0	0	1	1	2
Czech Republic	0	5	5	0	4	4	1	2	3
Denmark	0	5	5	0	2	2	0	2	2
Finland	3	18	21	5	14	19	0	13	13
France	16	135	151	14	135	149	14	136	150
Germany	10	88	98	10	87	97	4	99	103
Greece	0	3	3	2	0	2	1	0	1
Hungary	1	0	1	1	3	4	0	1	1
Ireland	2755	0	2755	2727	0	2727	2657	0	2657
Italy	4	31	35	7	23	30	6	21	27
Latvia	0	0	0	1	0	1	1	0	1
Lithuania	0	0	0	0	1	1	1	0	1
Luxembourg	5	0	5	3	0	3	3	0	3
Malta	0	4	4	0	2	2	0	2	2
Poland	0	3	3	3	6	9	3	4	7
Portugal	0	0	0	2	2	4	1	0	1
Romania	0	1	1	3	0	3	1	0	1
Slovakia	0	2	2	2	2	4	0	1	1
Spain	6	40	46	4	38	42	0	35	35
Sweden	1	22	23	1	14	15	2	25	27
The Netherlands (includes citizens of Antilles)	1	26	27	2	21	23	2	20	22
United Kingdom (Great Britain & NI)	94	21	115	87	14	101	73	17	90
Total	**2905**	**441**	**3346**	**2888**	**402**	**3290**	**2780**	**414**	**3194**

Table B23: Undergraduate new entrant* data by domicile 2015/16 - 2013/14, Full-time and Visiting Students
(*New Entrants to TCD only)

Nationality	2015/16			2014/15			2013/14		
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	1	1	0	2	2	0	0	0
Belarus	1	0	1	0	0	0	0	0	0
Kazakhstan	0	0	0	0	0	0	0	1	1
Kosovo	1	0	0	0	0	0	0	0	0
Macedonia	0	0	0	0	1	1	0	0	0
Moldova, Republic of	0	0	0	0	1	1	1	0	1
Monaco	1	0	1	1	0	1	0	0	0
Norway	2	4	6	4	4	8	1	1	2
Russia Federation	3	9	12	6	16	22	4	17	21
San Marino	0	0	0	0	0	0	1	0	1
Serbia	0	0	0	1	0	1	0	0	0
Switzerland	2	5	7	1	7	8	4	10	14
Turkey	0	4	4	0	3	3	0	0	0
Ukraine	3	0	3	3	0	3	0	0	0
Total	**13**	**23**	**35**	**16**	**34**	**50**	**11**	**29**	**40**
North and Central America									
Bermuda	0	0	0	0	0	0	0	1	1
Canada	27	29	56	24	26	50	23	15	38
Costa Rica	1	0	1	0	0	0	0	0	0
Cayman Islands	2	0	2	1	0	1	0	0	0
Mexico	0	0	0	2	1	3	0	1	1
Trinidad and Tobago	2	0	2	0	0	0	3	0	3
United States of America	54	321	375	42	273	315	44	386	430
Total	**86**	**350**	**436**	**69**	**300**	**369**	**70**	**403**	**473**
South America									
Brazil	0	105	105	3	85	88	0	60	60
Columbia	0	0	0	0	1	1	0	1	1
Ecuador	0	0	0	0	1	1	0	0	0
Total	**0**	**105**	**105**	**3**	**87**	**90**	**0**	**61**	**61**
Grand Total	**3204**	**986**	**4189**	**3189**	**873**	**4062**	**3020**	**943**	**3963**

Table B24: Distribution of 2015/16 Undergraduate New Entrants by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	61	
		LEITRIM	8	
		MAYO	47	
		ROSCOMMON	22	
		SLIGO	25	
		Sub-total:		**163**
Leinster	**Dublin**	DUBLIN CITY	1046	
		DUBLIN COUNTY	448	
	Rest of Leinster	CARLOW	24	
		KILDARE	167	
		KILKENNY	37	
		LAOIS	20	
		LONGFORD	13	
		LOUTH	55	
		MEATH	158	
		OFFALY	17	
		WESTMEATH	53	
		WEXFORD	55	
		WICKLOW	121	
		Sub-total:		**2214**
Munster		CLARE	35	
		CORK	82	
		KERRY	49	
		LIMERICK	45	
		TIPPERARY	49	
		WATERFORD	38	
		Sub-total:		**298**
Northern Ireland		ANTRIM	43	
		ARMAGH	5	
		DERRY	13	
		DOWN	18	
		FERMANAGH	4	
		TYRONE	10	
		Sub-total:		**93**
Ulster (3 counties in the Republic)		CAVAN	31	
		DONEGAL	36	
		MONAGHAN	25	
		Sub-total:		**92**
Grand Total				**2860**

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

Table B25: Undergraduate Non-EU Entrants data by course and gender, 2015/16 - 2013/14

Course	Ft / Pt	2015/16		2014/15		2013/14	
		Female	Male	Female	Male	Female	Male
Faculty of Arts, Humanities & Social Sciences							
Bachelor in Acting	F	2	0	2	1	2	0
Business Studies and a Language	F	1	0	1	0	1	1
Classics	F	0	0	0	0	0	0
Clinical Speech and Language Studies	F	2	0	0	0	0	0
Deaf Studies	F	0	0	0	0	1	0
Drama and Theatre Studies	F	0	0	1	0	1	1
Economic and Social Studies	F	12	4	10	11	12	11
English Studies	F	1	0	1	0	4	0
European Studies	F	1	0	2	0	0	0
History	F	2	1	1	0	0	0
History and Political Science	F	2	2	0	0	1	1
Irish Studies	F	0	0	0	0	0	0
Law	F	0	0	1	1	2	3
Law and Business	F	0	0	0	1	2	2
Law and French	F	1	0	0	0	1	0
Law and Political Science	F	1	0	1	0	1	0
Modern Irish Writing (Module)	P	5	1				
Music	F	1	1	0	0	0	0
Philosophy	F	0	0	0	0	1	0
Philosophy, Political Science, Economics & Sociology	F	4	1	3	1	3	0
Political science and Geography	F	1	1	0	0	0	0
Professional Diploma in Stage Management & Technical Theatre	F	2	1				
Psychology	F	3	2	3	0	1	0
Semester Abroad - Dublin	P	7	0				
Semester Start-Up + Michaelmas Term (AHSS)	P	55	17	47	27	40	19
Semester Start-up Program + Hilary Term (AHSS)	P	35	18	51	22	40	20
Semester Start-up Program + One Year (Arts)	F	13	5	11	3	9	7
Sociology and Social Policy	F	0	0	0	0	0	0
UG Visiting AHSS Michaelmas Term	P	60	26	58	24	65	21
UG Visiting AHSS Hilary Term	P	53	18				
UG Visiting AHSS(OneYear)	F	19	5	17	6	11	3
TOTAL		**283**	**103**	**210**	**97**	**198**	**89**
Faculty of Engineering, Mathematics & Science							
Chemistry with Molecular Modelling	F	0	0	0	0	1	0
Computer Science	F	1	4	3	3	0	4
Computer Science and Business	F	0	0	0	0	3	1
Computer Science and Language	F	0	1	2	0	0	0
Diploma in Information Systems	P	0	0	0	0	1	1
Earth Sciences	F	0	0	0	0	0	1
Engineering	F	6	4	3	3	2	8
Human Genetics	F	0	0	1	0	1	0
Integrated Engineering with Management	F	1	0	4	0	0	1
Management Science and Information Systems Studies	F	0	0	0	1	0	1
Mathematics	F	0	2	0	1	0	1
Medicinal Chemistry	F	0	1	0	1	1	2
Natural Sciences	F	0	0	6	1	9	8
Nanoscience, Physics and Chemistry of Advanced Materials	F	1	0	0	1	1	1
Science	F	8	1				
Theoretical Physics	F	0	1	0	0	0	0
TOTAL		**17**	**14**	**19**	**11**	**19**	**29**
Faculty of Health Sciences							
B.Sc. (Human Nutrition & Dietetics) - Joint	F	0	0	1	0	1	0
Childrens and General Nursing	F	0	0	0	0	2	0
Dental Nursing	F	0	0	0	0	2	0
Dental Science	F	8	8	7	8	4	5
Diagnostic Radiography	F	13	7				

Table B25: Undergraduate Non-EU Entrants data by course and gender, 2015/16 - 2013/14

Course	Ft / Pt	2015/16 Female	2015/16 Male	2014/15 Female	2014/15 Male	2013/14 Female	2013/14 Male
General Nursing	F	0	0	0	0	4	0
Intellectual Disability Nursing	F	0	0	0	0	2	0
Medicine (5-year)	F	33	22	24	29	35	23
Mental Health Nursing	F	0	0	0	0	1	0
Midwifery	F	0	0	0	0	1	0
Occupational Therapy	F	71	7	23	4	33	3
Pharmacy	F	1	1	0	0	4	1
Physiotherapy	F	67	25	50	23	42	16
Radiation Therapy	F	27	9	4	3	0	0
TOTAL		**220**	**79**	**109**	**67**	**131**	**48**
Multi Faculty							
Business and Computing	F			0	0	0	0
Computer Science & Business	F	0	1				
Human Health and Disease	F	0	1	0	0	2	0
Semester Start-up Program + Hilary Term (AHSS +EMS+HS)	P	13	6	11	3	0	0
Semester Start-up Program + Hilary Term (EMS+HS)	P	2	0	3	4	0	0
Semester Start-up Program + Michaelmas Term (AHSS+EMS/HS)	P	10	3	5	4	2	2
Semester Start-up Program + Michaelmas Term (EMS+HS)	P	0	0	5	1	3	0
Semester Start-up Program +One Year (AHSS, EMS+HS)	P	3	0	1	1	0	0
Semester Start-up Program+One Year (EMS+HS)	P	0	0	1	0	1	0
Two Subject Moderatorship	F	12	3	12	5	11	2
UG Visiting AHSS, EMS + HS	F	6	5	4	0	0	0
UG Visiting EMS + HS	F	54	49	51	37	27	37
UG Visiting EMS+ HS Michaelmas Term	P	1	2	1	0	1	0
UG Visiting AHSS+EMS+HS Michaelmas Term	P	9	4	8	4	5	0
UG Visiting EMS+ HS Hilary Term	P	2	5				
UG Visiting AHSS+EMS+HS Hilary Term	P	9	4				
TOTAL		**121**	**83**	**102**	**59**	**52**	**41**
GRAND TOTAL		641	279	440	234	**400**	**207**
GRAND TOTAL combined male and female		**920**		**674**		**607**	

* 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 2015

The UG 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.

Table B26: Total CAO and direct entry registered students

New Entrants	2015/16	2014/15	2013/14	2012/13
Arts, Humanities and Social Sciences (CAO)	921	913	920	925
Engineering, Mathematics & Science (CAO)	792	843	784	789
Health Sciences (CAO)	643	616	625	606
Multi-Faculty (CAO)	482	486	495	483
Total CAO Entry	**2838**	**2858**	**2,824**	**2,803**
Direct entry and Level 7 courses*	1507	1,423	1,326	849
Total and Direct entry registered students	**4,345**	**4,281**	**4,150**	**3,652**

*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 eight hundred and twenty-four (824) applications from one-year and one-term EU and non EU Visiting students in 2015. One thousand and 24 (1024) non EU direct applications were processed from students seeking admission to Medicine and two hundred and seventy (270) from students seeking admissions to Dental Science. In addition, the Admissions Office processed 430 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science (381 in 2014).

Also in 2015, 16 students progressed from the International Foundation Course into Junior Freshman year of undergraduate degree programmes in Trinity.

Table B27: Total number of applications: direct entry courses 2015, 2014, 2013															
	2015					2014					2013				
Direct Entry and Level 7 Applications	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 **	288	16	18.0	16		300	16	18.8	16		300	16	18.8	16	
Stage Management and Technical Theatre***	24	15	1.6	17		25	15	1.7	15		35	15	2.3	13	
Diploma in Information Systems	46	15	3.1	17		49	15	3.3	31		96	15	6.4	44	
ERASMUS One Year Students	246			223		232			222		242			234	
ERASMUS One Term Students	243			220		217			201		102			96	
Semester Start Up Programme (MT and HT)	227			187		196			166		216			186	
Diploma in European Painting	47	25	1.9	30		38	25	1.5	22		25	25	1.0	18	
Diploma Course in Dental Nursing^	1024	25	41.0	25	355*	1153	25	46.1	22	355*	1171	25	46.8	22	360*
Degree in Dental Technology^	208	5	41.6	5	385	282	6	47.0	8	385	242	6	40.3	6	410
Diploma in Dental Hygiene^	341	8	42.6	10	415*	286	8	35.8	10	415*	314	8	39.3	7	435*
TAP - Foundation course for Higher Education - Mature Students	282	25	11.3	25		142	25	5.7	25		130	25	5.2	24	
TAP - Foundation course for Higher Education - Young Adults	236	25	9.4	25		256	25	10.2	25		238	25	9.5	25	
Non-EU: Medicine	1024	55	18.6	54		676	55	12.3	53		718	55	13.1	56	
Dental Science	270	16	16.9	16		55	16	3.4	8		82	8	10.3	8	
Other Full Degree	430			104		381			116		293			83	
One Year Visiting Students (EU)	14			9		10			7		22			18	
One Term Students (EU)	9			3		6			4		24			18	
One Year Visiting Students (Non EU)^^	66			56		58			48		59			43	
One Term Students (Non EU)^^	429			360		391			330		412			343	
Science Without Borders (One Year)	306			105		234			90		169			63	
Total	5760			1507		4987			1419		4890			1323	

^ 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.

New Entrants' Survey 2015

The annual new entrants' survey is distributed to students of full-time undergraduate degree programmes. A total of 892 surveys were received. Table B28 shows a profile of new entrants surveyed.

Table B28: Profile of new entrant respondents

Nationality	%	Category of Student	%
Irish	84.44	School Leaver	88
Other EU	9.70	Mature Student	12
Non EU	5.86		

The sources of information most consulted by respondents can be seen from the table below.

Table B29: Information sources on Trinity College

Information Source	% of students who used this source
Trinity Website	79.16%
Trinity printed prospectus	55.58%
Trinity Open Day	50.46%
Family member	34.17%
Guidance Counsellor	32.92%
Friend	30.41%
Alumni/Former Student	24.03%
Careers fair	22.89%
Trinity Downloadable prospectus	16.86%
School visit by Trinity	9.91%
Trinity Admissions Office	5.24%

While the Trinity website is most widely used by new entrants to gain information about Trinity, the UG prospectus is regarded as **the most important source** of information about Trinity College (44%), closely followed by the College Open Day (39%) and then the Trinity website (38%) (note that many students list more than one source as being the most important). Other choices for the most important source were: family members (34%), guidance counsellors (32%); attendance at careers fairs (23%) or school visits (10%) by Trinity.

Digital and online presence: There is a continued increase in the use of digital devices, with 95% of respondents now owning smartphones (up from 90% the previous year), nearly 100% of these students use their phones to browse the web with 54% using smartphones to browse university websites specifically. 47% percent of new entrants have a tablet device (down on previous year 54%) and 76% of these students use tablets to view university prospectuses or course information.

Most effective means of advertising: Media that students consider effective for advertising university courses are: social media 74%, websites 70%, radio 32.8%, posters on buses/Luas/DART 22.7%, bus shelters 13.3% and billboards 11%.

Most important websites: New entrants were also asked which websites they most regularly visit and the most popular websites are Facebook (used by 87.14% of students), Google 85.78%, YouTube 76.79%, Gmail 59.39%, Twitter 27.08%, and Hotmail 20.25%.

Additional information activities: 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 B30: Suggested developments

New information source/event	%
Course specific information evenings	77.0
More school visits	44.92
Subscribe for information via e-mails	32.20
Use an SMS to request a prospectus	7.75

Undergraduate Student Recruitment Activity 2014/15

The Admissions Liaison Officer co-ordinated a wide range of undergraduate student recruitment activities. In 2014/15 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 2014/15, College was represented at 46 fairs, visited 63 secondary schools, and hosted 17 schools on campus. Ten additional fairs were visited in 2014/15 compared to 2013/14.

With a view to encouraging more applications from Northern Irish students, Trinity was again represented at the Northern Irish Careers Teacher's (NISCA) AGM in Belfast.

College was also well represented at the largest Northern Irish student recruitment fair in the King's Hall Belfast in March 2015, and at a number of fairs and school visits in Northern Ireland by College's Northern Irish ambassador. In addition, a poster was sent to all Northern Irish schools providing information about how to apply to Trinity via the CAO.

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

- **The Schools of Mathematics and Physics** held a specific open day for their courses in November 2014 as part of Science Week with students, teachers and parents attending. Physics also ran transition year programmes in both study weeks.
- **The School of Law** held a specific Law Open Day for the second time, with students from all over Ireland attending. 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.
- **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

The EU undergraduate section of the 'Study at Trinity' 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) Undergraduate Prospectus

The undergraduate prospectus was listed as the most important source of information about Trinity's courses by new entrants. 45,000 printed copies were distributed, and an electronic version which was available to download from the Study at Trinity website.

The Admissions Liaison Officer proposed a major restructuring and redesign of the undergraduate prospectus for 2016, along with significant improvements to course descriptions. The intention was to modernise the Trinity prospectus, and to make College and its courses more appealing to prospective students. A review of other Irish and British prospectus was conducted, and focus group sessions were held with second-level students and first year Trinity students. A set of recommendations were then presented to, and approved by, the Admissions Forum (chaired by the Senior Lecturer).

(d) College Open Day 2014

In 2014 the annual College Open Day was held on Saturday 6th December. Based on the quantity of literature distributed, it is estimated that the attendance was in excess of 10,000. Many mature students were in attendance, as were a number of A-level students and some students and parents from Belgium, France, Italy, Switzerland.

There were 175 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 specific sessions for Northern Irish students in the Global Room, new sessions about 'Choosing the right degree', a doubling of the number of campus tours and library tours, and increasing the capacity for presentations in the Main Sports Hall from 450 to 700.

In addition to promoting the event directly to students, parents were targeted via RTE Radio 1, Metro Herald and the Evening Herald.

(e) Links with Guidance Counsellors

Staff members in the Admissions Office consider guidance counsellors to be a vital link to potential students. Activities intended to engage with guidance counsellors in 2014/15 included:

- Holding a specific information day in College for Guidance Counsellors (on 4th November 2014). Approximately 90 guidance counsellors attended the event, which focused on 'Careers for students from the non-vocational Arts, Humanities and Social Sciences courses'. This featured very interesting and insightful presentations from five graduates, about their courses of study and their careers to date (organised by Orlaith Tunney from the Careers Advisory Service). Excellent feedback was received, with one guidance counsellor saying that it was one of the best information sessions that she ever attended. A short update on the Feasibility Study in Admissions was also provided. Breakfast and lunch were provided – and these proved to be excellent networking opportunities for guidance counsellors and College staff.
- A direct mailing to all guidance counsellors, with enclosed copies of the undergraduate prospectus and an Open Day poster.
- 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.

C. STUDENT POPULATION

In total, there were 17,080 registered students in 2014/15 (16,729 in 2013/14). Of these, approximately, 80 % were from the island of Ireland, 8% from other EU countries, 5% from North and Central America and 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 12,568 (73.6 %) were registered on undergraduate programmes, 4,447 (26%), on postgraduate programmes, and 65 (0.4%) on foundation courses.

Distribution of student population by Domicile 2014/15
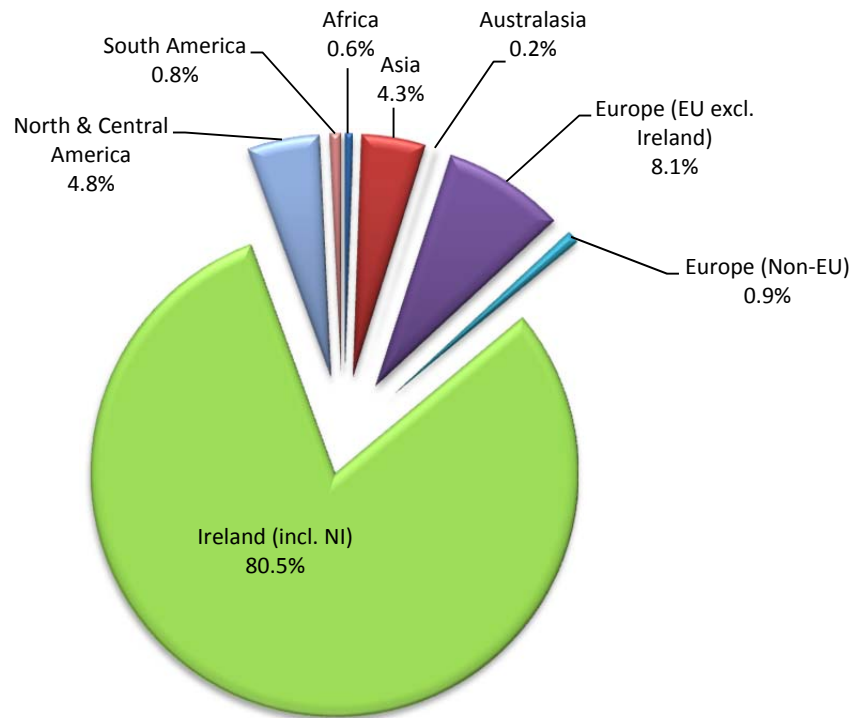
Table C1: Domicile distribution of the student body

	Number of Students 2014/15	% Distribution 2014/15	% Distribution 2013/14
Africa	95	0.6%	0.6%
Asia	728	4.3%	3.7%
Australasia	33	0.2%	0.2%
Europe (EU excl. Ireland)	1,381	8.1%	4.7%
Europe (Non EU)	146	0.9%	0.7%
Ireland (incl. NI)	13,744	80.5%	84.7%
North & Central America	821	4.8%	5.0%
South America	132	0.8%	0.5%
TOTAL:	**17,080**	**100%**	**100%**

Percentage of undergraduate students by category 2014/15

Degree (PT)
0.4%

Validated (FT)
1.2%

Visiting (FT)
7.1%

Other
2%

Diploma (PT)
0.7%

Degree (FT)*
89%

Diploma (FT)^
0.9%

Visiting (PT)
0.02%

Foundation (FT)
0.5%
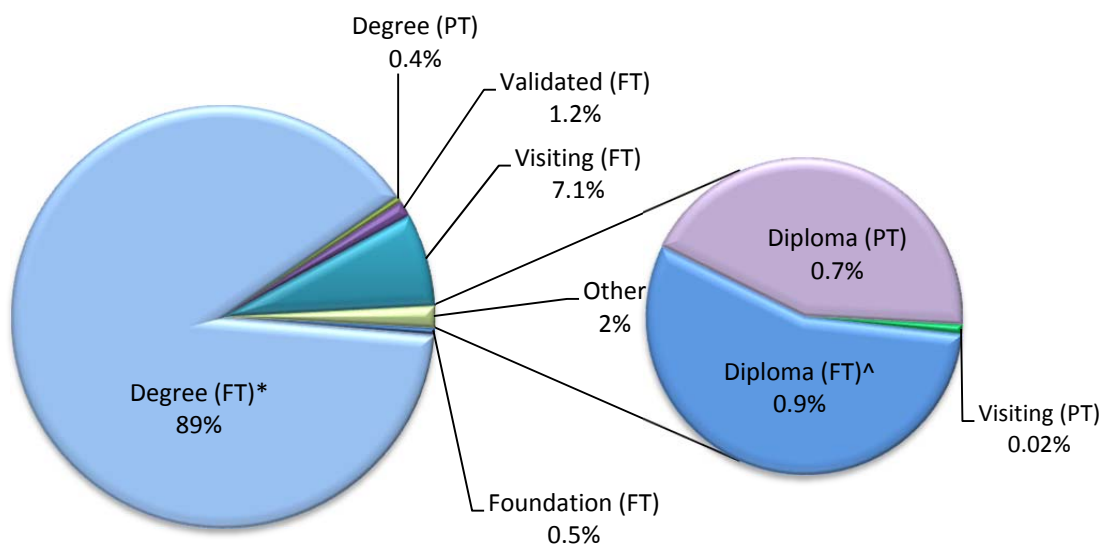
*Includes UG Integrated Programmes

^Includes Professional Diplomas

Percentage of Postgraduate students by category 2014/2015

Visiting (FT)
0.7%

PG Certificate (PT)
4.5%

Visiting (PT)
0.9%

PG Validated
1.0%

Diploma (online)
0.8%

Diploma (PT)
4.7%

Doctorate (FT)
30.3%

Taught Degree
(PT)
20.2%

Research (FT)
1.1%

Research (PT)
0.7%

Taught Degree
(FT)
27.6%

Doctorate (PT)
5.4%
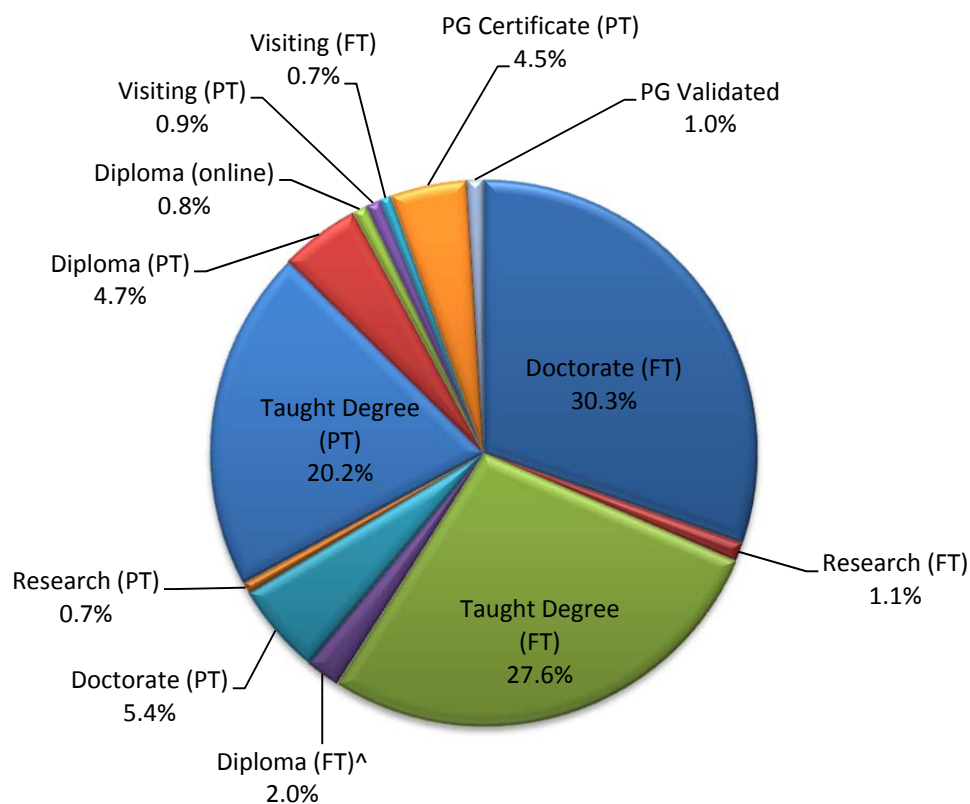
Diploma (FT)^
2.0%

^ Includes Higher Diplomas

Gender breakdown of student population 2014/15

PG Male
11.3%

PG Female
14.8%

UG Female
42.7%

UG Male
30.9%

Other
0.4%

Foundation Female
0.3%
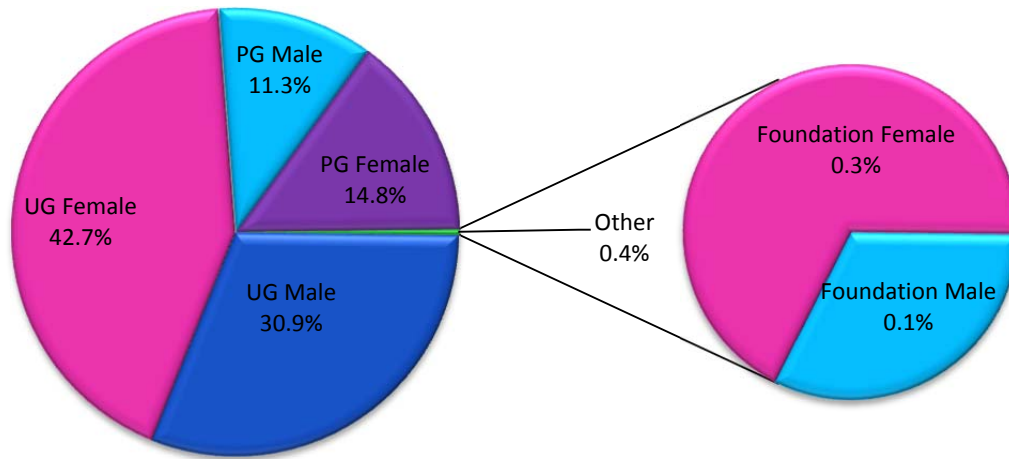
Foundation Male
0.1%

Table C2: Student Numbers 2014/15

Students		Mode of Attendance		
UG/PG	**Course Group Full Name**	**On-line**	**Part-time**	**Full-time**
Foundation	Foundation	0	0	65
	Total	**0**	**0**	**65**
	Grand Total	65		
Postgraduate	Doctorate	0	240	1,349
	Research	0	30	49
	Taught Degree	0	900	1,226
	Diploma	37	211	26
	Validated	0	0	44
	Certificate	0	201	0
	Higher Diploma	0	0	65
	Professional Diploma	0	0	0
	Visiting	0	40	29
	Total	**37**	**1,622**	**2,788**
	Grand Total	4,447		
Undergraduate	Integrated Masters	0	0	1,067
	Degree	0	53	10,184
	Validated	0	0	155
	Diploma	0	91	82
	Professional Diploma	0	0	34
	Visiting	0	2	900
	Total	**0**	**146**	**12,422**
	Grand Total	12,568		
Student Population Total	On-Line		37	
	Part-time		1,768	
	Full-time		15,275	
	Student Population		**17,080**	

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Table C3: Distribution of 2014/15 Undergraduate Registered Students by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	248	
		LEITRIM	42	
		MAYO	175	
		ROSCOMMON	112	
		SLIGO	119	
		Sub-total:		**696**
Leinster	**Dublin**	DUBLIN CITY	3611	
		DUBLIN COUNTY	1632	
	Rest of Leinster	CARLOW	74	
		KILDARE	611	
		KILKENNY	169	
		LAOIS	93	
		LONGFORD	70	
		LOUTH	198	
		MEATH	540	
		OFFALY	122	
		WESTMEATH	178	
		WEXFORD	203	
		WICKLOW	505	
		Sub-total:		**8006**
Munster		CLARE	125	
		CORK	344	
		KERRY	172	
		LIMERICK	152	
		TIPPERARY	190	
		WATERFORD	154	
		Sub-total:		**1137**
Northern Ireland		ANTRIM	122	
		ARMAGH	23	
		DERRY	27	
		DOWN	75	
		FERMANAGH	18	
		TYRONE	27	
		Sub-total:		**292**
Ulster (3 counties in the Republic)		CAVAN	117	
		DONEGAL	200	
		MONAGHAN	109	
		Sub-total:		**426**
Grand Total				**10557**

*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 2014/15 ranged from 1:15 in the Faculty of Health Science, 1:17 in the Faculty of Engineering, Mathematics and Science, to 1:23 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:19 (1:19 in 2013/14).

Further details are provided in tables D1 – D4.

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 2014/15
Summary of Analysis

FACULTY 2014/15	STAFF FTE	STUDENT FTE				Ratios 2014/15	Ratios 2013/14	Ratios 2012/13	Ratios 2011/12
		Undergraduate	Postgraduate Taught	Postgraduate Research	Total				
Arts, Humanities & Social Sciences	334.65	5561.27	1379.54	705.14	7645.95	**23**	23	22	22
Engineering, Mathematics and Science	276.24	3460.72	469.01	640.50	4570.23	**17**	17	16	16
Health Sciences	265.51	3046.02	631.24	334.56	4011.82	**15**	16	15	14
COLLEGE	**876.40**	**12068.01**	**2479.79**	**1680.20**	**16228.00**	**19**	**19**	**18**	**18**

Faculty of Arts, Humanities and Social Sciences

Table D2

RATIOS 2011/12	RATIOS 2012/13	RATIOS 2013/14	SCHOOLS & DEPARTMENTS	Professor	Associate Professor	Assistant Professor				STAFF FTE	STUDENT FTE				RATIOS 2014/15
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
28	29	33	**School of Business Studies**	2.20	3.20	5.20	12.60	5.05	1.00	29.25	633.48	226.29	37.50	897.27	31
			School of Drama, Film and Music												
23	23	31	Drama, Film and Theatre Studies	1.00	1.00	2.00	6.00	0.77		10.77	276.11	37.23	22.00	335.34	31
15	15	15	Music	1.00		2.00	4.00	0.45		7.45	84.30	2.52	8.00	94.82	13
20	20	24	Total	2.00	1.00	4.00	10.00	1.22	0.00	18.22	360.41	39.75	30.00	430.16	24
27	27	27	**School of Education**			4.00	14.00	1.36	0.03	19.39	22.60	345.46	70.00	438.06	23
23	23	24	**School of English**	2.00	4.11	4.00	13.00	3.37	1.00	27.48	408.27	89.45	65.00	562.72	21
			School of Histories and Humanities												
8	8	16	Centre for Gender and Womens Studies				1.00	0.10		1.10	4.17	6.72	3.00	13.89	13
20	20	19	Classics	2.00	1.00	2.00	4.00	0.30		9.30	149.79	15.62	16.00	181.41	20
24	24	27	History (formerly Medieval History and Modern History as separate departments)	8.00	4.00	4.00	5.20	0.55		21.75	417.90	47.09	60.00	524.99	24
29	29		History of Art			3.00	3.65	0.14		6.79	127.87	12.88	16.00	156.75	23
23	23	23	Total	10.00	5.00	9.00	13.85	1.09	0.00	38.94	699.73	82.31	95.00	877.04	23
			School of Languages, Literature and Cultural Studies												
			European Studies				1.00			1.00					
21	21	24	French	1.00		1.00	7.00	0.55	0.90	10.45	207.30	4.83	4.00	216.13	21
14	14	13	Germanic Studies	1.00	1.00	1.00	4.00	2.01	0.27	9.28	106.46	7.87	9.00	123.33	13
17	17	17	Hispanic Studies				4.00	0.54	1.11	5.65	120.45	1.08	1.00	122.53	22
16	16	15	Irish & Celtic Languages	1.00			4.00	0.22		5.22	71.25	5.25	3.00	79.50	15
14	14	17	Italian		1.00	1.00	1.00	0.28	0.33	3.61	49.38	7.14	3.00	59.52	17
		23	Near & Middle Eastern Studies				3.00	0.08		3.08	46.10	0.64	6.50	53.24	17
9	9	10	Russian & Slavonic Studies			1.00	3.50	0.52	0.91	5.93	49.89	8.75	5.00	63.64	11
16	16	16	Total	3.00	2.00	4.00	27.50	4.20	3.52	44.22	650.83	35.56	31.50	717.89	16
33	33	33	**School of Law**	3.20	1.00	6.40	12.52	2.76	0.01	25.89	700.69	114.99	55.00	870.68	34
			School of Linguistic, Speech and Communication Sciences												
18	18	21	Clinical Speech & Language Studies	0.00	0.00	3.00	3.50	0.48		6.98	100.44	18.82	12.00	131.26	19
10	10	13	Centre for Language and Communication Studies	0.00	3.00	2.00	9.00	0.37		14.37	149.44	33.22	31.00	213.66	15
12	12	15	Total	0.00	3.00	5.00	12.50	0.85	0.00	21.35	249.88	52.04	43.00	344.92	16
14	14	16	**School of Psychology**	5.00	1.00	5.00	17.93	1.60	0.01	30.54	192.88	91.07	137.94	421.89	14
			School of Social Sciences and Philosophy												
36	36	30	Economics	2.00		4.00	9.00	1.11		16.11	568.81	24.00	33.20	626.01	39
23	23	23	Philosophy	1.00		3.00	2.00	1.36		7.36	174.09		13.00	187.09	25
23	23	30	Political Science	1.20	1.00	1.00	8.19	1.16		12.55	314.97	33.10	14.00	362.07	29
31	31	33	Sociology	1.00		1.00	7.50	0.34		9.84	317.37	21.78	23.00	362.15	37
29	29	29	Total	5.20	1.00	9.00	26.69	3.97	0.00	45.86	1375.24	78.88	83.20	1537.32	34
17	17	17	**School of Social Work and Social Policy**	1.00	3.00	2.00	11.15	2.58	0.02	19.75	192.50	94.00	28.00	314.50	16
			School of Religions, Theology and Ecumenics												
14	14	10	Irish School of Ecumenics			1.00	7.00	0.18		8.18	2.44	76.20	22.00	100.64	12
39	39	32	Religions & Theology		1.00		2.00	0.57		3.57	69.29	53.00	5.00	127.29	36
		4	Loyola Institute				2.00	0.01		2.01	3.03	0.54	2.00	5.57	3
23	23	15	Total	0.00	1.00	1.00	11.00	0.76	0.00	13.76	74.76	129.74	29.00	233.50	17
22	22	23	**FACULTY**	33.60	25.31	58.60	182.74	28.81	5.59	334.65	5561.27	1379.54	705.14	7645.95	23

Faculty of Engineering, Mathematics and Science

RATIOS 2011/12	RATIOS 2012/13	RATIOS 2013/14	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor			STAFF FTE	STUDENT FTE				RATIOS 2014/15
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
16	16	15	**School of Biochemistry & Immunology**	4.50	1.00	7.00	7.50	0.03	0.16	20.19	256.86	18.91	73.50	349.27	**17**
16	18	20	**School of Chemistry**	5.00	6.00	2.00	6.00	0.40	1.50	20.90	354.00	1.05	91.00	446.05	**21**
			School of Computer Science and Statistics												
15	15	16	Computer Science	6.34	2.00	7.78	37.82	4.99	3.11	62.04	605.81	184.82	119.00	909.63	**15**
16	17	19	Statistics		2.00	2.00	5.00	0.30	0.20	9.50	139.31	55.72	10.00	205.03	**22**
15	15	16	Total	6.34	4.00	9.78	42.82	5.29	3.31	**71.54**	745.12	240.54	129.00	**1114.66**	**16**
			School of Engineering												
15	12	13	Civil, Structural and Environmental Engineering	2.00	3.00	7.00	6.81	1.86	0.16	20.83	161.76	93.35	37.00	292.11	**14**
19	14	14	Electronic & Electrical Engineering	4.10		4.00	5.26	2.55	0.11	16.02	147.93	19.84	30.00	197.77	**12**
12	18	19	Mechanical & Manufacturing Engineering	1.00	3.07	4.00	10.00	0.96	0.27	19.30	278.20	12.30	54.00	344.50	**18**
15	14	15	Total	7.10	6.07	15.00	22.07	5.37	0.54	**56.15**	587.89	125.49	121.00	**834.38**	**15**
			School of Genetics & Microbiology												
10	9	12	Genetics	4.21	3.00	2.50	2.00		0.10	11.81	125.21	1.50	38.00	164.71	**14**
13	13	13	Microbiology	1.00		2.00	3.00		1.22	7.22	98.29	0.35	8.00	106.64	**15**
11	11	12	Total	5.21	3.00	4.50	5.00	0.00	1.32	**19.03**	223.50	1.85	46.00	**271.35**	**14**
17	19	21	**School of Mathematics**	1.00	2.00	5.15	11.70	2.79	0.00	22.64	476.06	13.00	16.00	505.06	**22**
			School of Natural Sciences												
			Biology Teaching Centre			1.00				1.00					
18	19	16	Botany	1.00	2.00	3.00	1.00	0.05		7.05	122.50	11.29	17.00	150.79	**21**
24	21	19	Geography		2.00	3.50	6.00	0.12	1.00	12.62	162.97	47.08	10.00	220.05	**17**
14	15	20	Geology	1.00		3.00	5.00	0.09		9.09	130.98	2.69	24.00	157.67	**17**
22	22	24	Zoology	1.00	2.00	2.00	5.00	0.05	0.57	10.62	188.24	7.11	15.00	210.35	**20**
20	19	18	Total	3.00	6.00	12.50	17.00	0.31	1.57	**40.38**	604.69	68.17	66.00	**738.86**	**18**
13	13	15	**School of Physics**	5.70	5.00	7.00	7.00	0.54	0.17	25.41	212.60	0.00	98.00	310.60	**12**
16	16	17	**FACULTY**	**37.85**	**33.07**	**62.93**	**119.09**	**14.73**	**8.57**	**276.24**	**3460.72**	**469.01**	**640.50**	**4570.23**	**17**

Faculty of Health Sciences

RATIOS 2011/12	RATIOS 2012/13	RATIOS 2013/14	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor			STAFF FTE	STUDENT FTE				RATIOS 2014/15
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
11	11	10	**School of Dental Science**	4.5	1	13	8	1.5		28.00	265.26	9.43	36.00	310.69	**11**
			School of Medicine	1.00	1.21	3.58	17.67	1.76	3.50	28.72					
21	18	19	Anatomy				5.00	0.33	2.01	7.34	132.59	5.77	1.00	139.36	**19**
19	20	19	Clinical Medicine	4.39	1.00	2.50	11.50	1.30	0.14	20.83	241.36	56.48	91.50	389.34	**19**
8	11	13	Laboratory Medicine	1.31	1.00	2.00	4.50	0.31	0.02	9.14	80.00	25.60	22.50	128.10	**14**
8	11	33	Obstetrics & Gynaecology	0.50				0.20		0.70	36.90	0.00	0.00	36.90	**53**
15	16	16	Occupational Therapy			1.00	7.30	3.00		11.30	145.06	0.27	11.00	156.33	**14**
10	9	8	Paediatrics	0.50		0.40	0.75	0.89		2.54	38.09			38.09	**15**
17	16	19	Pharmacology & Theraputics	1.00		1.54	2.14	0.26	0.04	4.98	81.29	30.51	10.33	122.13	**25**
21	26	31	Physiology	1.00	3.00	1.00	3.50	0.23	0.31	9.04	199.38	31.41	19.50	250.29	**28**
14	16	18	Physiotherapy			2.00	5.00	0.94	3.33	11.27	184.02	4.08	16.00	204.10	**18**
10	10	13	Psychiatry	2.00	0.40	1.28	3.50	1.78		8.96	79.08	22.34	16.00	117.42	**13**
6	9	13	Public Health & Primary Care	2.50	1.00	2.50	2.00	5.72		13.72	58.06	73.54	22.00	153.60	**11**
9	10	11	Radiation Therapy			1.00	7.00	0.21		8.21	115.36	3.52	3.00	121.88	**15**
12	15	19	Surgery	1.00		2.69	3.00	0.20	0.02	6.91	145.20	17.89	9.00	172.09	**25**
13	15	15	**Total**	15.20	7.61	21.49	72.86	17.13	9.37	**143.66**	1536.39	271.41	221.83	**2029.63**	**14**
18	17	18	**School of Nursing & Midwifery**	2.00	3.00	7.00	51.20	0.46	9.37	73.03	989.47	228.24	43.06	1260.77	**17**
14	14	18	**School of Pharmacy and Pharmaceutical Sciences**	1.00	2.00	8.50	8.50	0.15	0.67	20.82	254.90	122.16	33.67	410.73	**20**
14	15	16	**FACULTY**	**22.70**	**13.61**	**49.99**	**140.56**	**19.24**	**19.41**	**265.51**	**3046.02**	**631.24**	**334.56**	**4011.82**	**15**

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 in 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 its students.

Six awards were presented on 10th June 2015 to the following members of the academic staff:

- **Dr Daniel Geary, School of Histories & Humanities**
- **Dr David Kenny, School of Law (Early Career Award)**
- **Dr Ciaran O'Neill, School of Histories & Humanities (Early Career Award)**
- **Ms Cicely Roche, School of Pharmacy & Pharmaceutical Sciences (Early Career Award)**
- **Ms Sheila Ryder, School of Pharmacy & Pharmaceutical Sciences**
- **Dr Ciaran Simms, School of Engineering**

This year a total of 38 academic staff members were nominated by 92 students, 6 staff and 7 alumni.

The candidates were selected through a rigorous process involving their nomination by their students or their peers in College. The candidates were then assessed by the Provost's Teaching Award Review Panel, comprising representatives of academic staff, undergraduate and postgraduate students, the Senior Academic Developer in CAPSL, The Dean of Graduate Studies, the Senior Lecturer and an external reviewer Professor Ray Land, Durham University. The panel examined each candidate's teaching philosophy, their practice and scholarship, and assessed supporting evidence provided by the candidates before deciding on the six 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 the cases, the Senior Lecturer will issue a decision, via the Student Cases team, to the relevant tutor. In the academic year 2013/14, there was a sharp increase in student cases of almost 50%. The number of cases in 2014/15 has remained at a similar elevated level.

**Table E1: Breakdown of number of cases logged on Daily Pipeline File**

Months	2014/15	2013/14	2012/13	2011/12
September	338	518	151	148
October	293	210	225	194
November	158	158	198	198
December	100	75	75	109
January	114	140	74	65
February	123	128	101	150
March	120	119	64	65
April	171	189	123	135
May	317	280	224	333
June	388	617	325	238
July	138	274	414	172
August	248	489	160	160
Oct/Dec/Nov	610			
Total	**3118**	**3197**	**2134**	**1967**
Percentage Increase / Decrease on previous year:	**-2.4%**	**49.8%**	**8.49%**	**-3.8%**

Students Off-books

In 2014/15 a total of 430 undergraduate students were off-books, compared to 420 in 2013/14 and 411 in 2012/13. The principal grounds for allowing students to go off-books in 2014/15 were medical which accounted for 41% of off-books students. In 2013/14 the principal grounds were medical at 38%.

Dean of Students' Consultative Group

A small group, chaired by the Dean of Students, was established in 2012 in order to facilitate the efficient processing of student cases which involve medical evidence. By bringing together the key experts in the area, it has enabled a faster and more effective decision-making process in certain student cases. In the academic year 2014/15, the Group met on 22 occasions and discussed a total of 141 cases.

Reasons for students going off-books 2014/15, 2013/14, 2012/13

Legend: 2014/15, 2013/14, 2012/13

	Academic	Financial	Medical	Personal*	Total
2014/15	39	94	175	122	430
2013/14	51	90	159	120	420
2012/13	52	47	134	178	411

(Y-axis: No. of Students, 0–500)
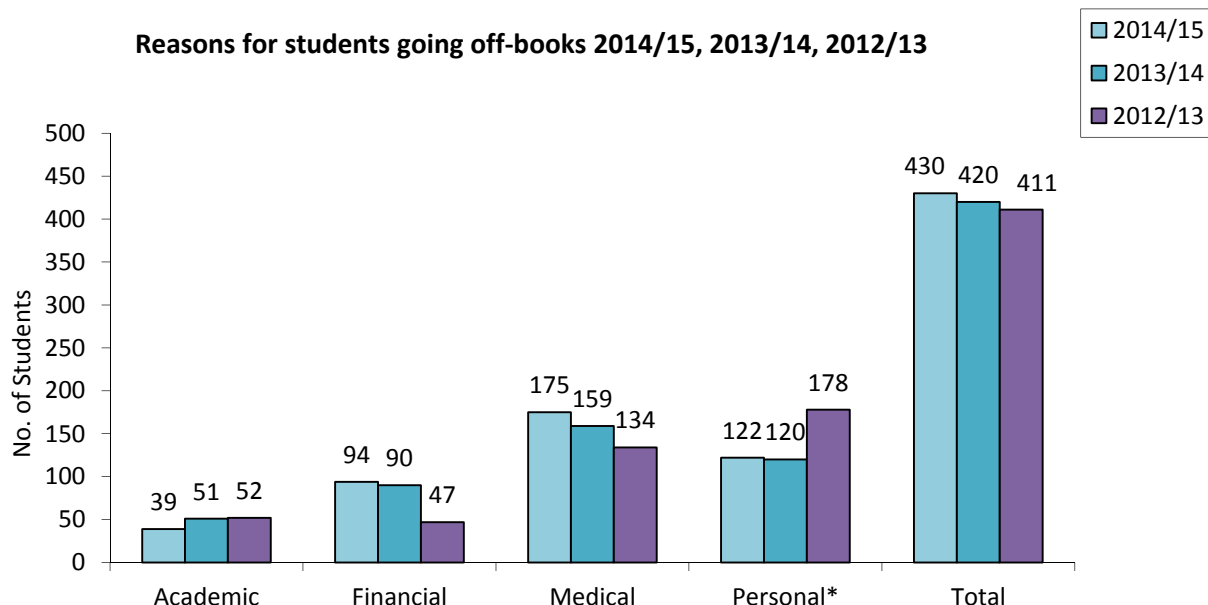
*Includes Ad Misericordiam reasons

Examinations

During the 2014/15 academic year the Examinations and Assessment Team organised approximately **86,611** examination sittings.

Table E2: Breakdown of Examination Sittings ^

Examinations	2014/15	2013/14	2012/13	2011/12
Annuals	75,966	75,186	69,270	68,295~
Supplementals	4,281	4,816	4,266	3,949
Specials	129	136	192	171
Term Tests	3197	3,418	2,945	2,764
Foundation Scholarship	2,661	2,391	3,015	2,213
Others *	377	541	867	735
Totals	**86,611**	**86,488**	**80,555**	**78,127**

^ Examination sittings = number of students x number of examination papers sat
~ Excludes Colleges of Education examinations
* Others = Music Entrance Test, Matriculation, HPAT

During the 2014/15 academic year, 2,862 examinations (XIDs/Paper Codes) were scheduled. This represents a 2% decrease on the 2013/14 figure of 2,933. Examination scheduling was conducted in SITS with the exception of the Foundation Scholarship and 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 2014/15 academic year (36,123 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 portal.

Examinations were scheduled in campus venues including Luce Hall, Examination Hall, Graduates' Memorial Building (GMB), Sports Centre, Regent House, Arts Building, Goldsmith Hall and the

Museum Building as well as several school-owned rooms and laboratories. Examinations were also held for the 15th consecutive year in the Royal Dublin Society (RDS). Due to construction work, Luce Hall became unavailable for further examinations from July 2015.

The figures for students registered with the Disability Service who required special examination accommodations rose to 778 students in the 2014/15 annual examination session. This represents a 5% increase on the 2013/14 figures of 741, and an overall increase of 8% from the 2012/13 annual examination session figure of 723. Examination timetable details were provided via the students' portal page. An anonymous PDF file was also published on the Academic Registry website and personal timetable details were prepared individually, according to specific requirements, as advised by the Disability Service.

The majority of the scheduling and payment of invigilators was conducted in SITS. Following a SITS upgrade it became possible to schedule invigilators for disability venues in SITS, previously carried out in CMIS. The 2014/15 annual examination session saw 253 postgraduate students apply for invigilation duties with 201 of these students successful in their application (262 in 2013/14). The Examinations and Assessment Team published personal timetables for invigilators via their SITS portal page. 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 are 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 2014/15, 1,436 students were awarded first class book tokens (1,334 in 2013/14).

During the annual examination session, 68 students required examinations to be rescheduled within the annual session; this number has increased by 19% from 57 in 2014. Similarly, the number of students not registered with the Disability Service but requesting alternative examination accommodations via their Tutor saw a 12% increase to 46 in 2014/15 from 41 in 2013/14.

Table E3 (a): Re-scheduled examinations within the annual examination session 2015 - 2012

Re-scheduled Examinations				
	2015	2014	2013	2012
Number of Students	68	57	39	50
Number of Papers	71	55	43	61
Number of Departments	24	23	22	23
Number of Courses	34	35	20	25

Table E3 (b): Senior Lecturer Cases – students requiring alternative examination arrangements 2015 - 2012

Alternative Examination Arrangements				
	2015	2014	2013	2012
Number of Students	46	41	37	32
Number of Papers	229	154	143	135
Number of Departments	33	33	32	25
Number of Courses	25	31	27	23

Courts of First Appeal and Academic Appeals

The Courts of First Appeal convene 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

Courts of First Appeal						
	2014/15		2013/14		2012/13	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	14	32	14	38	20	49
Engineering, Mathematics & Science	8	65	14	69	13	79
Health Sciences	6	90	5	95	2	87
Multi-Faculty	5	14	9	14	11	11
TOTAL	**33**	**201**	**42**	**216**	**46**	**226**

*Supplementals

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

Academic Appeals						
	2014/15		2013/14		2012/13	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	3	20	1	15	2	6
Engineering, Mathematics & Science	2	13		7	2	4
Health Science	0	9	3	12	3	5
Multi-Faculty	1	8	1	3	0	0
TOTAL	**6**	**50**	**5**	**37**	**7**	**15**

*Supplementals

Foundation Scholarship Examination

A total of 454 students (out of 807 applicants) presented for the Foundation Scholarship examination in January 2015 (447 presented out of 711 applicants in January 2014). Sixty eight (68)[2] Foundation and Non-Foundation Scholarships were awarded in 2015 (100 in 2014), which represents 14.76% of those who attended the examination. Thirty two (32) Scholarships were awarded to females (47%) and 36 to males (53%).

Total Number of Foundation and Non-Foundation Scholarship's Awarded 2015, 2014, 2013

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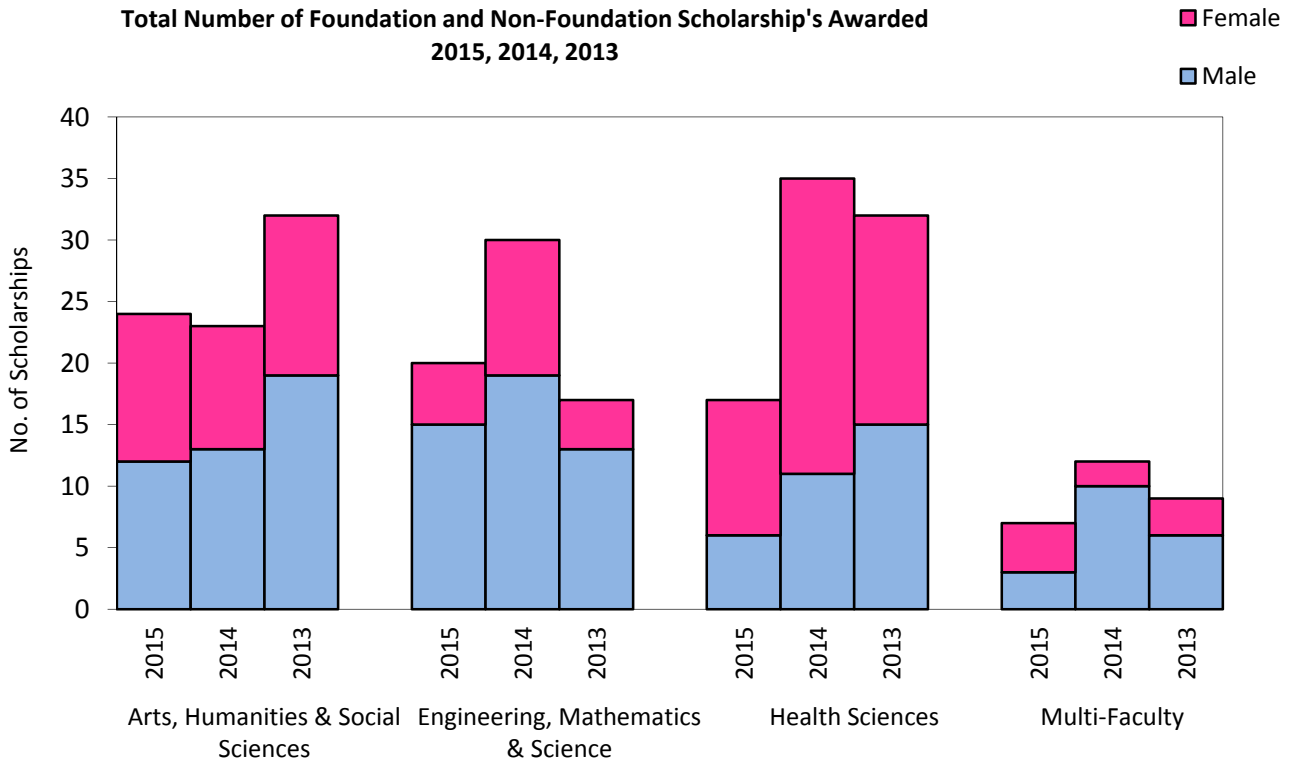
[2] This figure includes one additional Non-Foundation Scholar approved by Board on 27 January 2016

	2015	2015	2015	2014	2014	2014	2013
Faculty / Course	**Number of Scholarships awarded**	**Number of SF students**	**% of SF students who received a Scholarship**	**Number of Scholarships awarded**	**Number of SF students**	**% of SF students who received a Scholarship**	**Number of Scholarships awarded**
Faculty of Arts, Humanities and Social Sciences							
Ancient and Medieval History and Culture	0	11	0%	1	14	7%	1
Business Studies and a Language	0	44	0%	0	52	0%	0
Classics	2	4	50%	1	1	100%	0
Clinical Speech and Language Studies	1	30	3%	0	31	0%	3
Deaf Studies	1	17	6%	0	18	0%	1
Drama and Theatre Studies	0	21	0%	0	21	0%	1
Early and Modern Irish	0	1	0%	0	5	0%	0
Economic and Social Studies	0	248	0%	2	242	1%	3
English Studies	1	43	2%	0	41	0%	4
European Studies	0	45	0%	0	35	0%	0
History	0	40	0%	2	37	5%	1
History and Political Science	2	28	7%	1	29	3%	1
Irish Studies	0	10	0%	0	18	0%	1
Law	4	99	4%	5	91	5%	4
Law and Business	3	22	14%	1	25	4%	1
Law and French	0	13	0%	1	11	9%	1
Law and German	1	13	8%	1	14	7%	0
Law and Political Science	0	19	0%	1	20	5%	3
Music	0	14	0%	0	17	0%	1
Music Education	0	11	0%	0	7	0%	0
Philosophy (formerly Mental and Moral Science)	3	16	19%	0	16	0%	0
Philosophy and Political Science	0	0	0%	0	1	0%	1
Philosophy, Political Science, Economics & Sociology	3	36	8%	5	32	16%	2
Psychology*	2	32	6%	1	29	3%	1
World Religions & Theology	0	7	0%	0	16	0%	1
Social Studies	0	47	0%	1	47	2%	0
Sociology and Social Policy	1	28	4%	0	22	0%	1
Total	**24**	**899**	**3%**	**23**	**892**	**3%**	**32**
Faculty of Engineering, Mathematics and Science							
Integrated Computer Science	1	66	2%	2	67	3%	0
B.Sc (Information Systems) Hons^	0	22	0%	0	33	0%	1
Chemistry with Molecular Modelling	0	7	0%	0	8	0%	0
Earth Sciences	0	13	0%	0	15	0%	0
Engineering (Integrated)	6	157	4%	4	158	3%	3
Engineering with Management (Integrated)	0	18	0%	0	15	0%	0
Human Genetics	0	17	0%	0	15	0%	0
Management Science and Information Systems Studies	0	26	0%	0	25	0%	1
Mathematics	0	25	0%	3	41	7%	2
Nanoscience, Physics and Chemistry of Advanced Materials	3	20	15%	4	15	27%	0
Medicinal Chemistry	1	24	4%	1	22	5%	0
Science	7	308	2%	12	298	4%	5
Theoretical Physics	2	37	5%	4	34	12%	4
Total	**20**	**740**	**3%**	**30**	**746**	**4%**	**16**
Faculty of Health Sciences							
B.Sc. in Children's & General Nursing	0	14	0%	1	16	6%	1
B.Sc. Nursing	4	193	2%	4	200	2%	7
B.Sc. in Midwifery	0	31	0%	0	35	0%	0
Dental Science	0	45	0%	2	33	6%	3
Human Nutrition and Dietetics	0	22	0%	0	19	0%	0
Medicine	5	182	3%	20	175	11%	9
Occupational Therapy	1	35	3%	1	37	3%	1
Pharmacy	2	57	4%	5	68	7%	5
Physiotherapy	4	41	10%	2	33	6%	6
Radiation Therapy	1	28	4%	0	28	0%	0
Total	**17**	**648**	**3%**	**35**	**644**	**5%**	**32**
Multi-Faculty							
Computer Science and Business	0	26	0%		25	0%	
Computer Science and Language	0	10	0%	1	15	7%	0
Human Health and Disease	1	24	4%	1	29	3%	0
Political Science and Geography	0	20	0%	0	22	0%	2
Two Subject Moderatorship	6	347	2%	10	349	3%	7
Total	**7**	**427**	**2%**	**12**	**440**	**3%**	**9**
Grand Total	**68**	**2714**	**3%**	**100**	**2722**	**4%**	**89**

*Inclues one JS Student

^ 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 165 (148 in 2013/14) external examiners were appointed to examine undergraduate programmes in 2014/15, of whom 123 (comprising 77%) have submitted their annual report to the Senior Lecturer. Eighty-four (85%) percent of external examiners are from Ireland or the United Kingdom.

Table E6 - External Examiners for undergraduate courses appointed to examine in 2014/15

| Faculty | Republic of Ireland | Northern Ireland | England | Scotland | Wales | Other | Total | 2014/15 | | 2013/14 |
								No. of Reports Received*	% of Reports Received*	% of Reports Received
Arts, Humanities & Social Sciences	13	4	40	5	0	5	**67**	**50**	**75%**	**85%**
Engineering, Mathematics & Science	4	0	15	6	3	7	**35**	**33**	**94%**	**73%**
Health Sciences	17	0	24	7	2	13	**63**	**40**	**63%**	**61%**
TOTAL	**34**	**4**	**79**	**18**	**5**	**25**	**165**	**123**	**77%**	**73%**
Percentage	**21%**	**2%**	**48%**	**11%**	**3%**	**15%**	**100%**			

* Data as at 19th June 2016

Table E7: Commencements, Firsts and Gold Medals

In the 2014 calendar year, **34** commencement ceremonies were held during which **4,942** (4,555 in 2013) degrees were conferred (**2,966** primary degrees and **1,976** higher degrees).

	2014		2013		2012		2011		2010		2009		2008		2007		2006		2005	
	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	1188	66	1167	71	1089	73	992	67	911	64	974	56	937	73	960	62	961	55	998	63
Bachelor in Arts	304	37	237	23	322	27	284	28	314	24	324	28	309	23	330	36	307	15	313	31
Other Primary Degrees: TCD	1234	137	1159	125	1210	51	1183	52	1207	42	1215	53	1160	67	1272	75	1347	62	1272	75
DIT	0		2		1	3		2		1		2		3		2	3	4	9	6
Total Primary Degrees	**2726**	**240**	**2565**	**219**	**2622**	**154**	**2459**	**149**	**2432**	**131**	**2513**	**139**	**2406**	**166**	**2562**	**175**	**2618**	**136**	**2592**	**175**
Higher Degrees																				
Master in Arts	22	52	40	64	52	67	51	82	89	75	69	85	67	82	79	64	108	92	98	79
Master in Arts (jure officii)	36	5	11	1	29	0	26	0	35	2	29	1	18	1	16	0	30	0	42	0
Other Masters	1221	250	1016	209	949	192	1016	225	1056	193	938	183	807	158	851	157	784	105	742	102
Doctors	345	37	385	36	312	41	332	46	289	30	260	18	242	29	244	18	236	12	192	14
Honorary Degrees	8		9		9	0	9		7		9		10		11		8		16	
Total Higher Degrees	**1632**	**344**	**1461**	**310**	**1351**	**300**	**1434**	**353**	**1476**	**300**	**1305**	**287**	**1144**	**270**	**1201**	**239**	**1166**	**209**	**1090**	**195**
Sub Total	**4358**	**584**	**4026**	**529**	**3973**	**454**	**3893**	**502**	**3908**	**431**	**3818**	**426**	**3550**	**436**	**3763**	**414**	**3784**	**345**	**3682**	**370**
Grand Total	**4942**		**4555**		**4427**		**4395**		**4339**		**4244**		**3986**		**4177**		**4129**		**4052**	
Number of Ceremonies	**34**		**34**		**33**		**33**		**33**		**30**		**29**		**28**		**31**		**30**	

Commencements, Firsts and Gold Medal Awards

A total of 527 students received first class honors (primary) degrees in 2014/15 (409 in 2013/14).

The award of 67 Gold Medals was approved at Board for the 2014/15 academic year (49 for the 2013/14 academic year).

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

Table E8: 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: 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 2014/15 – 2012/13

	Arts, Humanities and Social Sciences	Engineering, Mathematics and Science	Health Sciences	Multi-Faculty	Total
2014/15 No. First Class Degrees	173	158	112	84	527
2013/14 No. First Class Degrees	136	99	95	46	376
2012/13 No. First Class Degrees	169	96	86	46	397
2014/15 No. Gold Medals	17	28	21	1	67
2013/14 No. Gold Medals	16	18	5	10	49
2012/13 No. Gold Medals	25	30	16	7	78
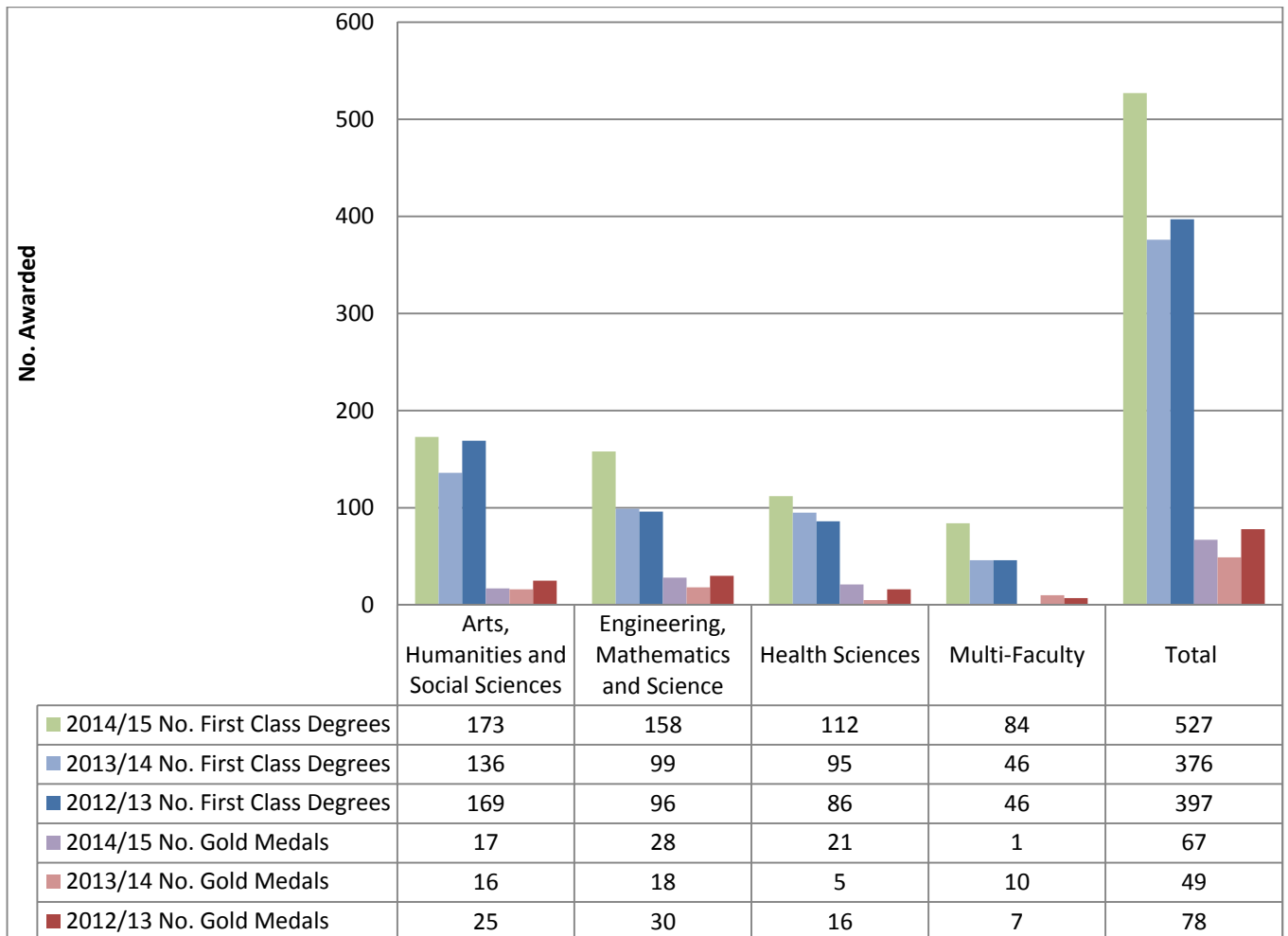
Table E9: Gender Breakdown of Gold Medals awarded 2014/15 – 2011/12

Gender	2014/15	2013/14	2012/13	2011/12
Male	34	27	33	41
Female	33	22	45	39
Total	**67**	**49**	**78**	**80**

Gender Breakdown of Gold Medals Awarded: 2014/15 - 2011/12
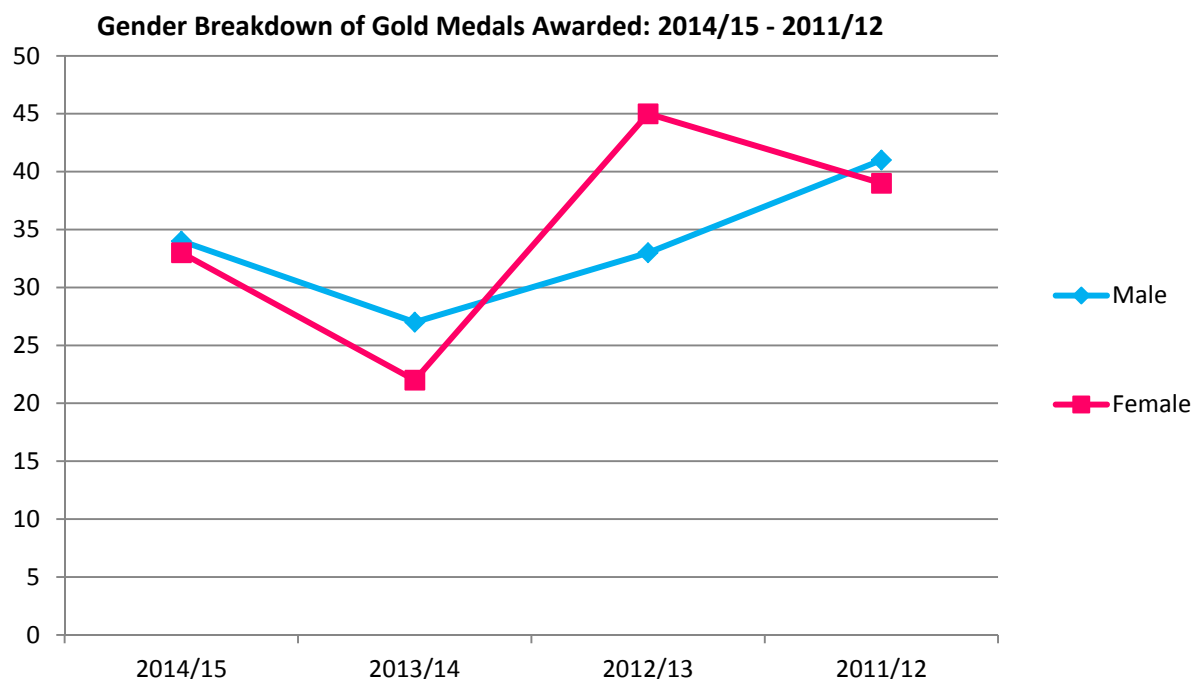
Distribution of Grades Achieved at Degree Examinations 2013/14 and 2014/15

In 2013/14, 14.8% of students achieved a first class result at their degree examination, 57% achieved a result in the second class first division, and 17% obtained a result in the second class, second division (the overall percentage for second class results does not include Health Sciences).

In 2014/15, 18.9% of students achieved a first class result at their degree examination, 54.2% achieved a result in the second class first division, 13.6% obtained a result in the second class, second division (the overall percentage for second class results does not include Health Sciences).

Table E10 (a): Distribution of Grades achieved by course at undergraduate degree examinations in 2013/14

2013/14	First Class	Second Class First Division	Second Class Second Division	Second Class Undivided	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters[‡]	Total	% First Class by Course
Faculty of Arts, Humanities and Social Sciences											
Acting	0	0	0	0	0	0	0	15	0	15	0.0%
Ancient and Medieval History and Culture	0	6	5	0	0	0	1	0	0	12	0.0%
BESS - Business	6	61	4	0	0	0	0	0	0	71	8.5%
BESS - Business and Economics	8	55	6	0	0	0	0	1	0	70	11.4%
BESS - Business and Political Science	0	11	1	0	0	0	0	0	0	12	0.0%
BESS - Economics	12	31	1	0	1	0	0	0	0	45	26.7%
BESS - Political Science	0	1	0	0	0	0	0	0	0	1	0.0%
BESS - Sociology	1	2	0	0	0	0	0	0	0	3	33.3%
BESS - Sociology and Business	0	15	2	0	0	0	0	0	0	17	0.0%
Business Studies and Language	4	28	8	0	0	0	0	0	0	40	10.0%
Classics	0	0	0	0	0	0	0	5	0	5	0.0%
Clinical Speech and Language Studies	5	19	9	0	0	0	0	0	0	33	15.2%
Deaf Studies	0	6	4	0	1	0	0	0	0	11	0.0%
Drama and Theatre Studies	1	18	1	0	0	0	0	0	0	20	5.0%
Early and Modern Irish	0	2	2	0	0	0	0	0	0	4	0.0%
Education	0	0	0	0	0	3	0	0	0	3	0.0%
Education - CICE	0	0	0	0	0	24	0	2	0	26	0.0%
English Studies	12	32	4	0	0	0	0	0	0	48	25.0%
European Studies	6	30	2	0	0	0	0	0	0	38	15.8%
History	2	22	3	0	0	0	0	0	0	27	7.4%
History and Political Science	3	19	1	0	0	0	0	0	0	23	13.0%
Irish Studies	0	6	5	0	3	0	0	0	0	14	0.0%
Law	18	63	6	0	0	0	0	3	0	90	20.0%
Law and Business	7	12	0	0	0	0	0	4	0	23	30.4%
Law and French	4	5	0	0	0	0	0	1	0	10	40.0%
Law and German	1	12	0	0	0	0	0	2	0	15	6.7%
Law and Political Science	11	6	1	0	0	0	0	0	0	18	61.1%
Mental and Moral Science	0	0	1	0	0	0	0	0	0	1	0.0%
Music	1	10	7	0	0	0	0	0	0	18	5.6%
Music Education	1	8	1	0	0	0	0	0	0	10	10.0%
Philosophy	2	13	5	0	0	0	0	0	0	20	10.0%
Philosophy and Political Science	2	4	4	0	0	0	0	0	0	10	20.0%

Table E10 (a): Distribution of Grades achieved by course at undergraduate degree examinations in 2013/14

2013/14	First Class	Second Class First Division	Second Class Second Division	Second Class Undivided	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters[‡]	Total	% First Class by Course
Philosophy, Political Science, Economics and Sociology	2	16	3	0	1	0	0	0	0	22	9.1%
Political Science and Geography	1	9	7	0	1	0	0	0	0	18	5.6%
Psychology	8	20	0	0	0	0	0	1	0	29	27.6%
Social Studies	6	32	6	0	0	0	0	0	0	44	13.6%
Sociology and Social Policy	4	17	3	0	1	0	0	0	0	25	16.0%
World Religions and Theology	8	10	3	0	0	0	0	0	0	21	38.1%
AHSS Total	**136**	**601**	**105**	**0**	**8**	**27**	**1**	**34**	**0**	**912**	**14.9%**
Percentage Distribution	**15%**	**66%**	**12%**	**0%**	**1%**	**3%**	**0%**	**4%**	**0%**	**100%**	
Faculty of Engineering, Maths and Science											
Chemistry with Molecular Modelling	0	0	0	0	0	1	0	0	0	1	0.0%
Computer Science	6	16	5	0	1	0	0	10	12	50	12.0%
Earth Sciences	1	6	4	0	0	0	0	0	0	11	9.1%
Engineering	8	20	19	0	1	1	0	9	79	137	5.8%
Engineering - Double Diploma Civil Engineering	1	0	0	0	0	0	0	0	0	1	100.0%
Engineering - Double Diploma Mechanical Engineering	2	3	0	0	0	0	0	0	0	5	40.0%
Engineering with Management	0	0	1	0	0	0	0	0	5	6	0.0%
Human Genetics	0	6	3	0	0	0	0	0	0	9	0.0%
Information Systems	8	18	3	0	0	0	0	0	0	29	27.6%
Management Science and Information Systems Studies	4	18	8	0	1	0	0	0	0	31	12.9%
Mathematics	10	2	3	0	1	2	0	0	0	18	55.6%
Medicinal Chemistry	4	10	10	0	0	1	0	0	0	25	16.0%
Physics and Chemistry of Advanced Materials	3	2	2	0	1	0	0	0	0	8	37.5%
Science	42	181	44	0	5	3	0	0	0	275	15.3%
Theoretical Physics	10	13	7	0	1	2	0	0	0	33	30.3%
EMS Total	**99**	**295**	**109**	**0**	**11**	**10**	**0**	**19**	**96**	**639**	**15.5%**
Percentage Distribution	**15%**	**46%**	**17%**	**0%**	**2%**	**2%**	**0%**	**3%**	**15%**	**100%**	
Faculty of Health Sciences (excluding Medicine ad Dental Science)											
Children's and General Nursing	8	6	4	0	1	0	0	0	0	19	42.1%
Human Health and Disease	13	7	1	0	0	0	0	0	0	21	61.9%
Human Nutrition and Dietetics (Joint Degree)	11	3	2	0	0	0	0	0	0	16	68.8%
Midwifery	7	10	13	0	1	0	0	4	0	35	20.0%

Table E10 (a): Distribution of Grades achieved by course at undergraduate degree examinations in 2013/14

2013/14	First Class	Second Class First Division	Second Class Second Division	Second Class Undivided	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	% First Class by Course
Nursing	39	54	57	1	44	0	0	7	0	202	19.3%
Occupational Therapy	2	54	16	0	1	0	0	1	0	74	2.7%
Pharmacy	7	30	13	1	2	0	0	0	0	53	13.2%
Physiotherapy	3	76	10	0	0	0	0	0	0	89	3.4%
Radiation Therapy	5	10	4	0	2	0	0	1	0	22	22.7%
Faculty of Health Sciences Total	**95**	**250**	**120**	**2**	**51**	**0**	**0**	**13**	**0**	**531**	**17.9%**
Percentage Distribution	**18%**	**47%**	**23%**	**0%**	**10%**	**0%**	**0%**	**2%**	**0%**	**100%**	
Multi Faculty											
Business and Computing	1	14	2	0	0	0	0	2	0	19	5.3%
Computer Science, Linguistics and a Language	0	0	0	0	0	0	0	2	0	2	0.0%
Distance Education	1	0	0	0	0	0	0	0	0	1	100.0%
Two-Subject Moderatorship	44	181	52	0	4	1	0	5	0	287	15.3%
Multi Faculty Total	**46**	**195**	**54**	**0**	**4**	**1**	**0**	**9**	**0**	**309**	**14.9%**
Percentage Distribution	**15%**	**63%**	**17%**	**0%**	**1%**	**0%**	**0%**	**3%**	**0%**	**100%**	

*Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

****Includes students awarded an Ordinary B.A. At the end of their JS year

‡Indicates UG students where the intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering/Engineering with Management

	First Class	Second Class First Division	Second Class Second Division	Second Class Undivided	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	
College Total	**376**	**1341**	**388**	**2**	**74**	**38**	**1**	**75**	**96**	**2391**	
Percentage Distribution	**16%**	**56%**	**16%**	**0%**	**3%**	**2%**	**0%**	**3%**	**4%**	**100%**	
Culumlative percentage distribution	**16%**	**72%**	**88%**	**88%**	**91%**	**93%**	**93%**	**96%**	**100%**	**100%**	
Faculty of Health Sciences - Dental Science & Medicine											
Dental Science	1	0	0	17	0	0	0	13	0	31	3.2%
Dental Technology	0	0	0	0	0	0	0	6	0	6	0.0%
Medicine - 5 years	0	0	0	0	0	0	0	142	0	142	0.0%
Medicine - 6 years	0	0	0	0	0	0	0	1	0	1	0.0%
Dental Science / Medicine Total	**1**	**0**	**0**	**17**	**0**	**0**	**0**	**162**	**0**	**180**	**0.6%**
Percentage Distribution	**1%**	**0%**	**0%**	**9%**	**0%**	**0%**	**0%**	**90%**	**0%**	**100%**	
Grand Total	**377**	**1341**	**388**	**19**	**74**	**38**	**1**	**237**	**96**	**2571**	

2014/15	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences											
Acting	7	9	0		0	0	0	0	0	16	**43.8%**
Ancient and Medieval History and Culture	1	8	5		0	0	0	0	0	14	**7.1%**
BESS - Business	16	57	2		0	0	0	0	0	75	**21.3%**
BESS - Business and Economics	19	42	4		0	0	0	1	0	66	**28.8%**
BESS - Business and Political Science	0	13	3		0	0	0	0	0	16	**0.0%**
BESS - Economics	10	21	3		1	0	0	0	0	35	**28.6%**
BESS - Economics and Political Science	2	15	0		0	0	0	0	0	17	**11.8%**
BESS - Economics and Social Studies	1	2	0		1	0	0	0	0	4	**25.0%**
BESS - Political Science	0	2	1		0	0	0	0	0	3	**0.0%**
BESS - Political Science and Sociology	0	2	0		0	0	0	0	0	2	**0.0%**
BESS - Sociology and Business	2	7	0		0	0	0	0	0	9	**22.2%**
Business Studies and a Language	3	21	2		0	2	0	0	0	28	**10.7%**
Classics	1	0	1		0	0	0	0	0	2	**50.0%**
Clinical Speech and Language Studies	3	23	4		0	0	0	2	0	32	**9.4%**
Deaf Studies	2	6	5		0	2	0	4	0	19	**10.5%**
Drama and Theatre Studies	4	6	0		0	0	0	0	0	10	**40.0%**
Early and Modern Irish	1	1	1		2	0	0	0	0	5	**20.0%**
Education (Validated)	0	0	0		0	0	0	29	0	29	**0.0%**
Education Studies (Validated)	4	0	0		19	0	0	0	0	23	**17.4%**
English Studies	15	22	0		0	1	0	0	0	38	**39.5%**
European Studies	5	32	3		0	0	0	0	0	40	**12.5%**
History	5	33	6		0	0	0	0	0	44	**11.4%**
History and Political Science	1	20	2		0	0	0	0	0	23	**4.3%**
Irish Studies	1	1	5		0	0	0	0	0	7	**14.3%**
Law	14	63	4		0	1	0	2	0	84	**16.7%**
Law and Business	12	13	2		0	0	0	0	0	27	**44.4%**
Law and French	10	6	0		0	0	0	0	0	16	**62.5%**
Law and German	5	9	0		0	0	0	0	0	14	**35.7%**
Law and Political Science	6	11	2		0	0	0	0	0	19	**31.6%**
Music	2	13	5		0	0	0	0	0	20	**10.0%**
Music Education	2	9	1		0	0	0	0	0	12	**16.7%**
Philosophy	1	6	1		0	0	0	1	0	9	**11.1%**
Philosophy and Political Science	1	2	0		0	0	0	0	0	3	**33.3%**
Philosophy, Political Sci, Economics and Sociolog	4	18	0		0	0	0	0	0	22	**18.2%**
Psychology	6	16	0		0	0	0	0	0	22	**27.3%**
Religions and Theology		1	0		0	0	0	0	0	1	**0.0%**
Social Studies	3	34	2		0	1	0	1	0	41	**7.3%**
Sociology and Social Policy	3	20	2		0	0	0	0	0	25	**12.0%**
World Religions and Theology	1	12	2		0	0	0	0	0	15	**6.7%**
Grand Total	**173**	**576**	**68**	**0**	**23**	**7**	**0**	**40**	**0**	**887**	**19.5%**
Percentage distribution	**19.5%**	**64.9%**	**7.7%**	**0.0%**	**2.6%**	**0.8%**	**0.0%**	**4.5%**	**0.0%**	**100.0%**	

2014/15	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	% First Class by Course
Faculty of Engineering, Mathematics and Science											
Chemistry with Molecular Modelling	0	0	3		0	0	0	0	0	3	**0.0%**
Computer Science - Integrated	10	19	7		0	2	0	2	9	49	**20.4%**
Earth Sciences	0	4	6		1	0	0	0	0	11	**0.0%**
Engineering - Double Diploma Mechanical Engin	1	2	0		0	0	0	0	0	3	**33.3%**
Engineering - Integrated	37	52	37		5	4	0	12	69	216	**17.1%**
Engineering and Management - Integrated	1	5	0		0	0	0	1	5	12	**8.3%**
Human Genetics	2	8	3		0	0	0	1	0	14	**14.3%**
Information Systems	11	15	5		0	0	0	2	0	33	**33.3%**
Management Science and Information System St	14	14	5		0	0	0	0	0	33	**42.4%**
Mathematics	12	6	3		0	0	0	3	0	24	**50.0%**
Medicinal Chemistry	6	12	4		0	0	0	1	0	23	**26.1%**
Nanoscience Physics and Chemistry of Adv. Mate	8	1	6		0	0	0	2	0	17	**47.1%**
Science	42	194	53		6	1	1	8	0	305	**13.8%**
Theoretical Physics	14	7	0		1	0	0	3	0	25	**56.0%**
Grand Total	**158**	**339**	**132**	**0**	**13**	**7**	**1**	**35**	**83**	**768**	**20.6%**
Percentage distribution	**20.6%**	**44.1%**	**17.2%**	**0.0%**	**1.7%**	**0.9%**	**0.1%**	**4.6%**	**10.8%**	**100.0%**	
Faculty of Health Sciences #											
Children's and General Nursing	0	0	0		0	12	0	0		12	**0.0%**
Diagnostic Radiography (Joint Degree - SIT)	9	18	0		0	0	0	0		27	**33.3%**
Human Nutrition and Dietetics (Joint Degree- DIT	17	9	1		0	0	0	3		30	**56.7%**
Midwifery	1	0	0		0	20	0	4		25	**4.0%**
Nursing	39	49	53		32	2	0	12		187	**20.9%**
Occupational Therapy	2	20	9		0	0	0	4		35	**5.7%**
Occupational Therapy (Joint Degree - SIT)	0	19	8		0	0	0	0		27	**0.0%**
Pharmacy	29	33	6		0	0	0	1		69	**42.0%**
Physiotherapy	2	25	6		0	0	0	2		35	**5.7%**
Physiotherapy (Joint Degree - SIT)	2	68	4		0	0	0	0		74	**2.7%**
Radiation Therapy	4	10	6		0	0	0	0		20	**20.0%**
Radiation Therapy (Joint Degree - SIT)	0	4	3		0	0	0	0		7	**0.0%**
Grand Total	**105**	**255**	**96**	**0**	**32**	**34**	**0**	**26**	**0**	**548**	**19.2%**
Percentage Distribution	**19.2%**	**46.5%**	**17.5%**	**0.0%**	**5.8%**	**6.2%**	**0.0%**	**4.7%**	**0.0%**	**100.0%**	

Table E10 (b): Distribution of Grades achieved by course at undergraduate degree examinations in 2014/15

2014/15	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	% First Class by Course
Multi-Faculty											
Business and Computing	1	20	2	0	0	0	0	1		24	**4.2%**
Computer Science and Language	1	5	3	0	0	0	0	1		10	**10.0%**
Human Health and Disease	8	16	0	0	0	0	0	2		26	**30.8%**
Political Science and Geography	3	15	2	0	0	0	0	2		22	**13.6%**
Two Subject Moderatorship	71	174	47	0	1	0	0	4		297	**23.9%**
Grand Total	**84**	**230**	**54**	**0**	**1**	**0**	**0**	**10**	**0**	**379**	**22.2%**
Percentage Distribution	**22.2%**	**60.7%**	**14.2%**	**0.0%**	**0.3%**	**0.0%**	**0.0%**	**2.6%**	**0.0%**	**100.00%**	
College Total #	**520**	**1400**	**350**	**0**	**69**	**48**	**1**	**111**	**83**	**2582**	**20.1%**
Percentage Distribution	**20.1%**	**54.2%**	**13.6%**	**0.0%**	**2.7%**	**1.9%**	**0.04%**	**4.3%**	**3.2%**	**100.0%**	
Cumulative percentage distribution	**20.1%**	**74.4%**	**87.9%**	**87.9%**	**90.6%**	**92.4%**	**92.5%**	**96.8%**	**100.0%**	**100.0%**	
Faculty of Health Sciences - Dental Science and Medicine											
Dental Science	2			18	16	0		2		38	**5%**
Dental Technology	0			0	5	0		0		5	**0%**
Medicine	5			102	49	0		3		159	**3%**
Dental Science / Medicine Total	**7**			**120**	**70**	**0**		**5**		**202**	**3%**
Percentage Distribution	**3.5%**			**59.4%**	**34.7%**	**0.0%**		**2.5%**		**100.00%**	
Grand Total	**527**	**1400**	**350**	**120**	**139**	**48**	**1**	**116**	**83**	**2784**	

‡ Indicates UG students where the intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering

***Other** includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

****Includes students awarded an Ordinary B.A. At the end of their JS year in 2013/14

excl Medicine & Dental Science

Table E11: Summary of Grades achieved at Undergraduate Degree Examinations in 2014/15 – 2006/07

	First Class	Second Class First Division	Second Class Second Division	Second Class undivided	Third Class	Pass / Ordinary B.A.**	Mastersⱦ	Other*	Total	Total
2014/15	18.9%	50.3%	12.6%	4.3%	2.5%	4.2%	3.0%	4.2%	2784	100%
2013/14	14.7%	52.2%	15.1%	0.7%	2.9%	1.5%	3.7%	9.2%	2571	100%
2012/13	15.3%	53.7%	15.6%	3.4%	2.5%	3.7%	0.6%	5.3%	2595	100%
2011/12	15.7%	52.4%	17.9%	3.1%	3.0%	3.9%	n/a	3.6%	2501	100%
2010/11	16.1%	50.0%	18.5%	3.2%	3.9%	4.2%	n/a	4.0%	2406	100%
2009/10	16.0%	50.1%	17.5%	3.9%	3.3%	3.4%	n/a	5.7%	2247	100%
2008/09	17.8%	48.6%	18.5%	2.9%	5.0%	n/a	n/a	7.0%	2280	100%
2007/08	14.8%	49.3%	20.4%	3.3%	5.4%	n/a	n/a	7.0%	2223	100%
2006/07	14.1%	48.3%	21.5%	3.3%	5.7%	n/a	n/a	7.0%	2375	100%

Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

****Includes students awarded an Ordinary B.A. At the end of their JS year

ⱦIndicates UG students where the intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering/Engineering with Management

Diploma and Certificate Award Ceremonies

In the 2014 calendar year, 9 diploma / certificate award ceremonies were held during which 70 certificates, 122 diplomas and 76 postgraduate diplomas were awarded (**835** awards in total).

Table E12 below includes certificates of achievement in Contemporary Living and in pre university Foundation Studies.

Table E12: Diploma & Certificate Awards 2014

Course Type	Award Type	2014		Total
		In Person	In Absentia	
Undergraduate	Certificate	69	1	**70**
	Diploma	109	13	**122**
Postgraduate	Certificate	9	45	**54**
	Diploma	513	76	**589**
Total		**700**	**135**	**835**

F.   UNDERGRADUATE COURSE DEVELOPMENTS

Table F1: Undergraduate Courses Approved 2014/15

New Courses	Quota	
	EU	Non EU
Faculty of Arts, Humanities & Social Sciences		
TR080 Business Studies	25	50
New TSM Subject		
Classical Languages (replacing Greek and Latin)	16	n/a
Validated Courses		
*Bachelor in Science (Early Childhood Education)	30	

*Delivered by Marino Institute of Education

Discontinued course 2014/15:

Irish Studies

G. UNDERGRADUATE ACADEMIC DEVELOPMENTS

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

Broad Curriculum cross-faculty modules provide students with the opportunity to study outside of their principle discipline(s). 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.

The number of students completing a Broad Curriculum cross-faculty module decreased for the first time in a number of years: 776 students completed a module in 2014/15 compared to 828 students in 2013/14.

In 2014/15, 22 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.

Broad Curriculum modules are centrally administered with regard to 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 2014/15, 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 2014/15 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 provide 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 Communications 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, Irish, Korean, Japanese, Spanish, Turkish and Mandarin were available in 2014/15. 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 2014/15, 55 students successfully completed a module in French, 16 in German, 20 in Irish, 37 in Japanese, 12 in Korean, 45 in Spanish, 8 in Turkish, and 20 in Mandarin.

(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 students can apply to take a Broad Curriculum module or Language module through the web pages.   Assessment results are published on the web pages when available.

Table G1: Broad Curriculum Cross-Faculty Courses 2014/15

'Home' Faculties of Students As Determined by their Main Course of Study

Cross-Faculty Course	School/ Discipline/ Area	'Home' Faculties of Students					TOTAL
		Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Two-Subject Moderatorship	
Art in Ireland: Making and Meaning 1	History of Art & Architecture	22	0	0	0	0	**22**
Art in Ireland: Making and Meaning 2	History of Art & Architecture	30	8	1	0	2	**41**
The Book of Kells and Early Irish Texts: A Theological Reading	School of Religions, Peace Studies & Theology	6	6	1	0	0	**13**
Central Problems in Philosophy	Philosophy	9	1	0	0	2	**12**
Citizens, Politics and Decisions	Political Science	18	2	0	0	1	**21**
Europe, 1000-1250: War, Government and Society in the Age of Crusades	History	3	0	0	0	4	**7**
Europe, 1500-1700: Power and Belief	History	15	11	2	0	4	**32**
European Societies	Sociology	7	1	0	0	2	**10**
Film Studies	Drama	5	3	1	0	3	**12**
Greek Art and Architecture	Classics	10	1	0	0	0	**11**
Introduction to Contemporary Asian Studies	Centre for Asian Studies	20	12	10	0	7	**49**
Introduction to Criminal Law	Law	23	44	8	1	13	**89**
Introduction to Psychology	Psychology	24	47	5	0	6	**82**
Language and Mind	Language & Communication Studies	33	41	19	0	4	**97**
Language, the Individual and Society	Language & Communication Studies	22	7	5	0	0	**34**
Planet Earth	Geology	10	42	0	0	0	**52**
Power, State, Social Movements	Sociology	11	2	1	0	1	**15**
Roman Art and Architecture	Classics	10	3	0	0	3	**16**
Science, Technology & Society	Science Gallery	5	12	1	0	1	**19**
Social Psychology	Psychology	15	19	9	0	13	**56**
Spirit of Entrepreneurship	Business Studies	10	16		0	2	**28**
Understanding Literature	English	30	19	1	0	8	**58**
TOTAL		**338**	**297**	**64**	**1**	**76**	**776**

Cross-Faculty course	School/ Discipline/ Area	Students registered at 20 November 2014 and 20 January 2015 for Hilary Term Modules	Students completing course	Retention Rate 14/15	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 4th November 2011/ 14th February 2012 for Hilary Term Modules	Students completing course	Retention Rate 11/12
American History: A Survey	History	N/A	N/A	N/A	39	32	82%	37	36	97%	43	42	98%
Anthropology of Gender	Sociology	N/A	N/A	N/A	25	23	92%	12	12	100%	9	9	100%
Art in Ireland: Making & Meaning 1	History of Art and Architecture	22	22	100%	20	20	100%	26	26	100%	13	12	92%
Art in Ireland: Making & Meaning 2	History of Art and Architecture	44	41	93%	33	31	94%	26	22	85%	39	37	95%
The Book of Kells and Early Irish Texts: A Theological Reading	School of Religions, Peace Studies & Theology	13	13	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Business Management in the 21st Century	Business Studies	N/A	N/A	N/A	26	27	100%	22	22	100%	21	28	100%
Central Problems in Philosophy	Philosophy	12	12	100%	23	20	87%	20	20	100%	23	20	87%
Citizens, Politics and Decisions	Political Science	21	21	100%	18	17	94%	26	25	96%	22	18	82%
Europe, 1000-1252: War, Government and Society in the Age of the Crusades	History	8	7	88%	7	7	100%	23	18	78%	15	17	100%
Europe, 1500-1700: Power and Belief	History	32	32	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
European Societies	Sociology	13	10	77%	22	22	100%	n/a	n/a	n/a	n/a	n/a	n/a
Film Studies	Drama	13	12	92%	131	124	95%	97	89	92%	96	93	97%
Greek Art & Architecture	Classics	11	11	100%	8	6	75%	N/A	N/A	N/A	N/A	N/A	N/A
Introduction to Contemporary Asian Studies	Centre for Asian Studies	54	49	91%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Introduction to Criminal Law	Law	92	89	97%	92	91	99%	97	94	97%	89	87	98%

Table G2: Broad Curriculum Cross Faculty Course Retention Rates 2014/15 - 2011/12

Table G2: Broad Curriculum Cross Faculty Course Retention Rates 2014/15 - 2011/12														
		2014/15			2013/14			2012/13			2011-12			
Cross-Faculty course	School/ Discipline/ Area	Students registered at 20 November 2014 and 20 January 2015 for Hilary Term Modules	Students completing course	Retention Rate 14/15	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 4th November 2011/ 14th February 2012 for Hilary Term Modules	Students completing course	Retention Rate 11/12	
Introduction to Psychology	Psychology	88	82	93%	59	51	86%	113	106	94%	30	32	100%	
Language and Mind	Language and Communication Studies	106	97	92%	119	120	100%	44	39	89%	71	71	100%	
Language, the Individual and Society	Language and Communication Studies	35	34	97%	50	47	94%	21	16	76%	46	45	98%	
Living Sustainably: a Complete Guide to Surviving a Changing Planet	Botany	N/A	N/A	N/A	80	81	100%	76	74	97%	74	76	100%	
Planet Earth	Geology	54	52	96%	33	32	97%	11	10	91%	12	12	100%	
Power, State, Social Movements	Sociology	18	15	83%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Roman Art & Architecture	Classics	16	16	100%	9	8	89%	N/A	N/A	N/A	N/A	N/A	N/A	
Science, Technology & Society	Science	20	19	95%	25	24	96%	21	20	95%	43	43	100%	
Social Psychology	Psychology	67	56	84%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Spirit of Entrepreneurship	Business Studies	29	28	97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Understanding Literature	English	61	58	95%	49	45	92%	29	24	83%	53	49	92%	
TOTAL		**829**	**776**	**94%**	**868**	**828**	**95%**	**701**	**653**	**93%**	**699**	**691**	**99%**	

Academic Practice and eLearning (CAPSL) Activities 2014/15

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.

Academic Practice:

Professional 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 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 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.

The Special Purpose Certificate in Academic Practice ran from February – May 2015.
Twenty places were available for each module and a total of 94 staff members attended. Five staff members successfully completed three modules and will graduate in June 2016.

Workshops and Events
In 2014/15, a total of 702 academic staff and postgraduate teaching assistants attended events in academic practice:

Provision for Postgraduate Students
Workshops on 'Introduction to Teaching' and 'Effective Presentation Skills' were held in 2014/15 and were attended by a total of 101 postgraduate students.

Provision for Academic Staff

Teaching and Learning lunchtime seminars were delivered in 2014/15 and were attended by a total of 112 academic staff members.

In association with the National Forum for the Enhancement of Teaching and Learning in Higher Education, a seminar entitled 'Connected Curriculum: Research-based Education, programme design and student transition' took place in April 2015. There were 41 attendees from Trinity and other institutions.

Research Supervisor Development Programme

This programme was hosted and developed by the Office of the Dean of Graduate Studies, Academic Practice (CAPSL) and University College Dublin. The programme was open to research supervisors in Trinity and UCD and consisted of two national 'Master Classes on Research Supervisor Support and Development' and five workshops.   A total of 186 staff members from Trinity and UCD attended the workshops.

Singapore Students - Discipline of Physiotherapy

Academic Practice hosted six workshops between April and May 2015 as a Teaching and Learning module for 27 students from the Singapore Institute of Technology.

Erasmus Dare (Developing All-Round Education) and Train the Trainers

A training of trainers event was hosted by the Senior Academic Developer in February 2015 and was attended by 25-30 people from partner institutions.

CAPSL (Academic Practice) is also a partner on a Tempus European Project - LLFA (Lifelong Learning in Applied Sciences)

Thapar

Academic Practice began a partnership with Thapar University, India, to lead professional development for their staff members, and to develop a framework for teaching and learning in the University.

Turnitin Support

Academic Practice (CAPSL) continued to provide Turnitin support for students and staff.

The Senior Academic Developer held the following positions:
- Director, Special Purpose Professional Certificate in Academic Practice
- Member of the Trinity Education Steering Group; Chair of the Assessment strand
- Director of the National Academy for Integration of Research and Teaching (NAIRTL)
- Designated Contact for the National Forum for the Enhancement of Teaching and Learning

ELearning (CAPSL)

ELearning (CAPSL) leads on Trinity's mission to "develop technology-enhanced learning across the face-to-face teaching environment and assisting in the ongoing development of 21st-century learning paradigms".

The objectives of ELearning (CAPSL) are to:

- Inform and advise on policy related to technology-enhanced learning and infrastructure to meet the expectations of a digitally accomplished student community;
- Inform and implement strategies to support innovate curriculum design and development underpinned by digital scholarship;
- Promote a culture of collaboration and innovation in the design, development and delivery of technology-enhanced learning;
- Develop and deliver a professional development programme on technology-enhanced learning to the academic community including face-to-face courses and online resources.

During 2014/15, eLearning (CAPSL) performed the following activities:

- Developed and delivered a comprehensive professional development programme on technology-enhanced learning for lecturers;
- Developed and offered a number of online resources on 'Effective ELearning design', 'Delivering an Online Course' and 'Online Assessment' to the academic community;
- Worked with Trinity lecturers in a one-to-one capacity on the design and development of specific modules for on-line delivery and on implementing eLearning to blended modules
- Developed and delivered lectures for the Singaporean group on the Professional Development and Leadership in Diagnostic Radiography with recognition of specific diploma from Nanyang Polytechnic for admission;
- Contributed to events organised by the National Forum for the Enhancement of Teaching and Learning.

ELearning Projects 2014-15
Trinity College invested in additional functionality for the Blackboard Learn system. The new add-ons are called Blackboard Community Engagement and Blackboard Collaborate.

Community Engagement
Community Engagement allows Schools to build a community space in Blackboard above the current module level. It allows for a more personalised experience for the student and permits Blackboard administration tasks to be devolved to staff in the schools and disciplines. In order to gain these expected benefits from Blackboard, extra data has been added from SITS to the Blackboard interface.

The Implementation of the Blackboard Community Engagement allows for the manipulation of the data and offers advanced functionality for
- School Administrators;
- School Identity and branding; and
- Personalised learning for disciplines.

Blackboard Collaborate

This component offers virtual classrooms, asynchronous and synchronous learning activities and flexible collaboration and engagement. E-Learning (CAPSL) rolled out Collaborate to the Online Education courses, developed training materials on introductory and advanced use of Collaborate, and developed a number of online resources for the academic community.

Trinity College Online Education Initiative – Phase 2, 2014-15

Arising from the mid-term review of the Trinity College Strategic Plan (2009-2014), the Dean of Graduate Studies 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. In August 2013, the Associate Dean for Online Education was appointed and the Online Education Project was established.

The eLearning Manager acted as Project Manager for the Online Education project, managing the project and ensuring the implementation of the initiative in accordance with College strategy.

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 students and staff automatically have an account in Blackboard, and are enrolled to their modules.

Professional development was offered to lecturers during 2014/15 and a total of 319 lecturers attended the various topics.

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 new entrant students, entering Trinity in 2014/15 and their transition from the Junior Freshman to Senior Freshman year in 2015/16. The data used for the basis of this analysis are a snapshot of these students as of 9 February 2016.

General Overview

There were 3,091 students who met the definition of new entrant recorded on the SITS system, as at 9 February 2015. This is an increase from 3,017 in 2013/14. Following data cleansing, 289 students were removed from the analysis, leaving 2,802 students remaining.

Table G3: Profile of New Entrant Students excluded from analysis.

	3091
One Year Diploma Students[ii]	- 35
Students entering Trinity in years other than Junior Freshmen Year	-165
Students 'Off-Books'[iii] and 'Off-Books taking assessment'[iv]	- 89
End	**2802**

Table G4: Programme selection of new entrant cohort

Bachelor (Level 8 – 4 year Honors)	2,436
Integrated (4+1) Engineering & Computer Sc.	284
Diploma	67
Certificate	15
Totals	**2802**

Table G5(a) below outlines the distribution of new entrant students across the three Faculties, in addition to Multi-Faculty and TSM.

Table G5 (a): New Entrant Students 2014/15 at a glance

	Totals	Male	Female	EU	NEU	FT	PT	Mature	Access
AHSS	893	375	518	853	40	891	2	65	104
FEMS	817	522	295	787	30	788	29	47	101
HS	676	172	504	605	71	676	0	116	76
MF	88	51	37	84	4	88	0	1	8
TSM	328	114	214	312	16	328	0	14	35
TOTALS	2802	1234	1568	2641	161	2771	31	243	324

Table G5 (b): Outcomes for new entrant first year students 2014/15

Faculty	Total Students	Percentage of new entrants	Progressed to second year		Repeat first year		Transferred to another course		Not retained	
AHSS	893	32%	816	91%	16	2%	21	2%	40	5%
FEMS	817	29%	737	90%	30	4%	19	2%	31	4%
HS	676	24%	627	93%.	4	1%	8	1%	37	5%
MF	88	3%	68	77%	7	8%	4	5%	9	10%
TSM	328	12%	274	84%	8	2%	22	7%	24	7%
Totals	2802	100%	2522	90%	65	2%	74	3%	141	5%

In 2014/15 a retention rate of **95%** was achieved. This exceeds the target of 90% in Trinity's Strategic Plan 2014-19. Retention is defined as students who progressed to their second year (90%), repeated their first year (2%) and who transferred to another course within College (3%).

The attrition rate, i.e. the rate of new entrant students in 2014/15 not retained by College in 2015/16, was 5%.

The profile of new entrant students not retained is outlined below.

Table G6: Non retained New Entrant Student Profile

Total	Gender		Attendance		Fee Status		Mature	Access Route
141	M 76 F 65		FT 136 PT 5		EU 129 NEU 12		20	22
% of intake cohort (ref table G5a)	6% M 4% F		5%FT 16% PT		5% EU 7.5% NEU		8.23%	6.7%

Note that part – time, mature, non-EU and access route students continue to be proportionally more highly represented (>5%) in the non-retained student category.

Table G7: Progression Profile by Faculty for New Entrant Students

AHSS	FEMS	HS	MF	TSM
95%	96%	95%	90%	93%

Table G8 identifies the progression data for students on 'full-time degree courses' that were successful in annual and supplementary examinations in 2014/15. College performance overall was 94**%.**

Table G8: Junior Freshmen full-time degree students successfully completing the year 2014/15

Faculty	Course	Total % Pass	Total no. of students	No. who passed
FAHSS	Acting	100%	13	13
	Ancient & Medieval History & Culture	92%	13	12
	Business Studies and French	100%	12	12
	Business Studies and German	93%	14	13
	Business Studies and Polish	100%	2	2
	Business Studies and Russian	83%	6	5
	Business Studies and Spanish	92%	12	11
	Catholic Theological Studies	100%	8	8
	Classics	75%	4	3
	Clinical speech and Language Studies	85%	26	22
	Deaf Studies	89%	19	17
	Drama and Theatre Studies	100%	18	18
	Early and Modern Irish	0%	1	0
	Economic and Social Studies	93%	236	220
	English Studies	95%	41	39
	European Studies	100%	43	43
	History	94%	35	33
	History and Political Science	100%	27	27
	Irish Studies	80%	5	4
	Law	100%	83	83
	Law and Business	100%	25	25
	Law and French	100%	14	14
	Law and German	100%	14	14
	Law and Political Science	100%	21	21
	Music	75%	12	9
	Music Education	100%	10	10
	Philosophy	94%	17	16
	Philosophy, Political Science, Economics and Sociology	97%	38	37
	Psychology	96%	28	27
	Social Studies	98%	41	40
	Sociology and Social Policy	85%	27	23
	World Religions & Theology	80%	5	4
	Average across AHSS FT Degree Courses	**95%**	**870**	**825**
FEMS	Chemistry with Molecular Modelling	100%	6	6
	Computer Science	97%	94	91
	Earth Sciences	90%	20	18
	Engineering	93%	167	155
	Engineering with Management	87%	23	20
	Human Genetics	100%	18	18
	Management Science and Information Systems	95%	37	35
	Mathematics	91%	32	29
	Medicinal Chemistry	93%	27	25

Faculty	Course	Total % Pass	Total no. of students	No. who passed
	Nanoscience, Physics and Chemistry of Advanced Materials	96%	24	23
	Theoretical Physics	81%	36	29
	TR071 – common entry Science	95%	304	288
	Average across FEMS FT Degree Courses	**93.5%**	**788**	**737**
HS	Children's and General Nursing	94%	18	17
	Dental Science	91%	44	40
	Dental Technology	86%	7	6
	Human Nutrition and Dietetics (Joint)	91%	23	21
	Medicine	96%	158	152
	Midwifery	100%	29	29
	Nursing	98%	195	191
	Occupational Therapy	100%	40	40
	Pharmacy	96%	74	71
	Physiotherapy	87%	31	27
	Radiation Therapy	96%	27	26
	Average across HS FT Degree Courses	**96%**	**646**	**620**
MF	Computer Science and Business	82%	27	22
	Computer Science and a Language	68%	19	13
	Human Health and Disease	100%	28	28
	Political Science and Geography	100%	14	14
	Average across MF FT Degree Courses	**87.5%**	**88**	**77**
TSM	**Average across TSM FT Degree Courses**	**89%**	**328**	**293**
College Total	**College Average across FT Degree Courses**	**94%**	**2720**	**2552**

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[i] Schools interpreting retention numbers may query numbers as different to those on class lists in SITS for 2014/15. This results from the application of the HEA new entrant logic which may exclude students entering a degree in 2014/15, that is their second degree in Trinity.
[ii] One Year diploma students include (i) 14 students enrolled in History of European Painting; (ii) 10 students in the Diploma of Acting & Theatre; (iii) 5 students in the Diploma of Music, Teaching & Performance (RIAM) and 6 students in the Diploma of Orthodontic Therapy.
[iii] Off Books (40) students are off-register for a defined period and are not included in data reported to HEA
[iv] Off Books taking Assessment (49)

Course Title	Total no. of students	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Acting	13	PROGRESSED SAME COURSE	13	100%	7	6	11	2	13		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Ancient and Medieval History and Culture	13	PROGRESSED SAME COURSE	12	92%	4	8	12		12			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	8%	1		1		1			
Business Studies and French	12	PROGRESSED SAME COURSE	10	83%	7	3	10		10			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	17%	1	1	2		2			
		NOT RETAINED										
Business Studies and German	14	PROGRESSED SAME COURSE	13	93%	5	8	13		13			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	7%		1	1		1			
Business Studies and Polish	2	PROGRESSED SAME COURSE	2	100%	1	1	2		2			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Business Studies and Russian	6	PROGRESSED SAME COURSE	4	67%	1	3	4		4			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	17%	1		1		1			
		NOT RETAINED	1	17%	1		1		1			
Business Studies and Spanish	12	PROGRESSED SAME COURSE	9	75%	6	3	9		9			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	3	25%	3		2	1	3			1
Catholic Theological Studies	8	PROGRESSED SAME COURSE	8	100%	6	2	8		8		4	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Classics	4	PROGRESSED SAME COURSE	3	75%		3	3		3			
		REPEAT SAME COURSE	1	25%		1	1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Clinical Speech and Language Studies	26	PROGRESSED SAME COURSE	22	85%	22		22		22		1	3
		REPEAT SAME COURSE	3	12%	3		3		3			2
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	4%	1		1		1			
Deaf Studies	19	PROGRESSED SAME COURSE	17	89%	16	1	17		17		3	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	5%	1		1		1			
		NOT RETAINED	1	5%	1		1		1			
Diploma in Acting and Theatre	4	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	4	100%	2	2	4		4			
		NOT RETAINED										
Drama and Theatre Studies	18	PROGRESSED SAME COURSE	18	100%	8	10	18		18			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Early and Modern Irish	1	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	100%		1	1		1			
Economic and Social Studies	236	PROGRESSED SAME COURSE	214	91%	93	121	198	16	214		5	32
		REPEAT SAME COURSE	6	3%	2	4	5	1	6		2	1
		TRANSFERRED OTHER COURSE	3	1%	2	1	3		3			
		NOT RETAINED	13	6%	7	6	10	3	13		2	4
English Studies	41	PROGRESSED SAME COURSE	39	95%	28	11	37	2	39		3	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	5%	1	1	2		2			
European Studies	43	PROGRESSED SAME COURSE	43	100%	31	12	41	2	43			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
History	35	PROGRESSED SAME COURSE	33	94%	20	13	33		33		3	1
		REPEAT SAME COURSE	1	3%	1		1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	3%		1	1		1			
History and Political Science	27	PROGRESSED SAME COURSE	27	100%	13	14	26	1	27			4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
History of European Painting[1]	2	PROGRESSED SAME COURSE										

Table G9: Faculty of Arts, Humanities and Social Sciences Retention Data 2014/15

Course Title	Total no. of students	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	100%	1	1	1	1		2	2	
		NOT RETAINED										
Irish Studies	5	PROGRESSED SAME COURSE	3	60%	1	2	3		3		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	20%	1		1		1			
		NOT RETAINED	1	20%		1	1		1			1
Law	83	PROGRESSED SAME COURSE	80	96%	50	30	78	2	80		3	12
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	2%	2		2		2			
		NOT RETAINED	1	1%	1		1		1			
Law and Business	25	PROGRESSED SAME COURSE	25	100%	16	9	24	1	25		1	5
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Law and French	14	PROGRESSED SAME COURSE	12	86%	6	6	12		12			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	7%	1		1		1			
		NOT RETAINED	1	7%	1		1		1			
Law and German	14	PROGRESSED SAME COURSE	14	100%	9	5	14		14			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Law and Political Science	21	PROGRESSED SAME COURSE	21	100%	8	13	20	1	21		2	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Music	12	PROGRESSED SAME COURSE	8	67%	3	5	8		8			
		REPEAT SAME COURSE	1	8%	1		1		1			
		TRANSFERRED OTHER COURSE	1	8%		1	1		1			
		NOT RETAINED	2	17%	1	1	2		2			
Music Education	10	PROGRESSED SAME COURSE	10	100%	7	3	10		10			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Music Teaching and Performance (RIAM)	2	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	100%	1	1	2		2			
		NOT RETAINED										
Philosophy	17	PROGRESSED SAME COURSE	15	88%	4	11	15		15		1	1
		REPEAT SAME COURSE	1	6%	1		1		1			1
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	6%	1		1		1			
Philosophy, Political Science, Economics and Sociology	38	PROGRESSED SAME COURSE	33	87%	16	17	30	3	33		4	5
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	4	11%	3	1	3	1	4			
Professional Diploma in Stage Management and Technical Theatre	15	PROGRESSED SAME COURSE	15	100%	13	2	15		15		5	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Psychology	28	PROGRESSED SAME COURSE	27	96%	19	8	24	3	27		4	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	4%	1		1		1		1	
Social Studies	41	PROGRESSED SAME COURSE	40	98%	33	7	40		40		11	7
		REPEAT SAME COURSE	1	2%		1	1		1		1	
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Sociology and Social Policy	27	PROGRESSED SAME COURSE	22	81%	15	7	22		22		5	2
		REPEAT SAME COURSE	2	7%		2	2		2			1
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	3	11%	2	1	3		3			1
World Religions and Theology	5	PROGRESSED SAME COURSE	4	80%	2	2	4		4			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	20%	1		1		1			
Grand Total	893		893		518	375	853	40	891	2	65	104

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

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	6	PROGRESSED SAME COURSE	4	67%	2	2	4		4			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	33%	2		2		2			
		NOT RETAINED										
Computer Science	94	PROGRESSED SAME COURSE	90	96%	15	75	83	7	90		1	7
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	1%		1		1	1			
		NOT RETAINED	3	3%	1	2	3		3			1
Earth Sciences	20	PROGRESSED SAME COURSE	17	85%	7	10	17		17			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	15%		3	3		3			
		NOT RETAINED										
Engineering	167	PROGRESSED SAME COURSE	154	92%	28	126	149	5	154		2	12
		REPEAT SAME COURSE	9	5%	3	6	8	1	9			1
		TRANSFERRED OTHER COURSE	1	1%		1	1		1			
		NOT RETAINED	3	2%		3	3		3		1	
Engineering with Management	23	PROGRESSED SAME COURSE	20	87%	7	13	18	2	20		1	1
		REPEAT SAME COURSE	2	9%	1	1	2		2			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	4%	1			1	1		1	
Human Genetics	18	PROGRESSED SAME COURSE	18	100%	12	6	17	1	18			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Information Systems	29	PROGRESSED SAME COURSE	24	83%	10	14	24			24	24	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	5	17%		5	4	1		5	5	
Management Science and Information Systems Studies	37	PROGRESSED SAME COURSE	35	95%	17	18	34	1	35			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	5%		2	2		2		1	
Mathematics	32	PROGRESSED SAME COURSE	29	91%	6	23	28	1	29		1	3
		REPEAT SAME COURSE	2	6%		2	2		2			1
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	3%		1	1		1			
Medicinal Chemistry	27	PROGRESSED SAME COURSE	22	81%	4	18	22		22			5
		REPEAT SAME COURSE	2	7%	1	1	1	1	2			1
		TRANSFERRED OTHER COURSE	1	4%		1	1		1			
		NOT RETAINED	2	7%	1	1	2		2			
Nanoscience, Physics and Chemistry of Advanced Materials	24	PROGRESSED SAME COURSE	22	92%	4	18	21	1	22		1	2
		REPEAT SAME COURSE	1	4%		1	1		1			1
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	4%		1	1		1			
Science (TR071)	304	PROGRESSED SAME COURSE	277	91%	151	126	272	5	277		6	50
		REPEAT SAME COURSE	10	3%	5	5	10		10			7
		TRANSFERRED OTHER COURSE	6	2%	4	2	5	1	6			
		NOT RETAINED	11	4%	7	4	10	1	11		2	1
Theoretical Physics	36	PROGRESSED SAME COURSE	25	69%	4	21	25		25			1
		REPEAT SAME COURSE	4	11%	1	3	4		4		1	
		TRANSFERRED OTHER COURSE	5	14%	1	4	5		5			2
		NOT RETAINED	2	6%		2	2		2			
Grand Total	817		817		295	522	787	30	788	29	47	101

Table G11: Faculty of Health Sciences Retention Data 2014/15

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	F	P		
Dental Hygiene	9	PROGRESSED SAME COURSE	8	89%	7	1	8		8		5	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	11%	1		1		1			1
Dental Nursing	21	PROGRESSED SAME COURSE	20	95%	20		19	1	20		4	4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	5%	1		1		1			
Dental Science	44	PROGRESSED SAME COURSE	38	86%	22	16	24	14	38		3	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		NOT RETAINED	5	11%	1	4	4	1	5			3
Dental Technology	7	PROGRESSED SAME COURSE	6	86%	5	1	6		6		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	14%	1		1		1			
Human Nutrition and Dietetics (Joint Degree)	23	PROGRESSED SAME COURSE	21	91%	21		21		21			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	9%	2		1	1	2			
Medicine	158	PROGRESSED SAME COURSE	151	96%	72	79	99	52	151		20	12
		REPEAT SAME COURSE	3	2%	1	2	3		3		1	
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	4	3%	1	3	3	1	4			
Occupational Therapy	40	PROGRESSED SAME COURSE	40	100%	35	5	40		40		3	7
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Physiotherapy	31	PROGRESSED SAME COURSE	26	84%	20	6	25	1	26		2	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	4	13%	2	2	4		4		1	
Radiation Therapy	27	PROGRESSED SAME COURSE	23	85%	17	6	23		23			3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	7%	2		2		2			
		NOT RETAINED	2	7%	1	1	2		2			
Children's and General Nursing	18	PROGRESSED SAME COURSE	15	83%	15		15		15		2	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	6%	1		1		1			1
		NOT RETAINED	2	11%		2	2		2		2	
Midwifery	29	PROGRESSED SAME COURSE	28	97%	28		28		28		11	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										

Faculty	Count	Status										
		NOT RETAINED	1	3%	1		1		1		1	
Nursing	195	PROGRESSED SAME COURSE	185	95%	165	20	185		185		54	22
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	1%	2		2		2			
		NOT RETAINED	8	4%	5	3	8		8		2	1
Pharmacy	74	PROGRESSED SAME COURSE	66	89%	47	19	66		66		4	10
		REPEAT SAME COURSE	1	1%	1		1		1			1
		TRANSFERRED OTHER COURSE	1	1%	1		1		1			1
		NOT RETAINED	6	8%	4	2	6		6			1
Faculty Health Sciences Total	**676**		**676**		**504**	**172**	**605**	**71**	**676**	**0**	**116**	**76**

Table G12: Multi-Faculty Retention Data 2014/15

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Computer Science and Business	27	PROGRESSED SAME COURSE	22	82%	5	17	20	2	22			1
		REPEAT SAME COURSE	3	11%		3	3		3			
		TRANSFERRED OTHER COURSE	0									
		WAS NOT RETAINED	2	7%		2	2		2			
Computer Science and a Language	19	PROGRESSED SAME COURSE	11	58%	5	6	9	2	11			1
		REPEAT SAME COURSE	4	21%	1	3	4		4			
		TRANSFERRED OTHER COURSE	1	5%		1	1		1			
		WAS NOT RETAINED	3	16%	1	2	3		3			
Human Health & Disease	28	PROGRESSED SAME COURSE	21	75.0%	14	7	21		21		1	2
		REPEAT SAME COURSE	0		0	0	0		0			0
		TRANSFERRED OTHER COURSE	3	11.0%	3	0	3		3			2
		NOT RETAINED	4	14.0%	2	2	4		4			0
Political Science and Geography	14	PROGRESSED SAME COURSE	14	100%	6	8	14		14			2
		REPEAT SAME COURSE	0									
		TRANSFERRED OTHER COURSE	0									
		WAS NOT RETAINED	0									
	88		88	100%	37	51	84	4	88		1	8

Table G13: Two subject Moderatorship Retention Data 2014/15											
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	17	PROGRESSED SAME COURSE	14	82%	6	8	12	2	14		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	6%		1	1		1			
		WAS NOT RETAINED	2	12%	2		1	1	2			
TSM Classic Civilisation	27	PROGRESSED SAME COURSE	23	85%	20	3	23		23		1	4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	11%	2	1	2	1	3			1
		WAS NOT RETAINED	1	4%	1		1		1			
TSM Drama Studies	18	PROGRESSED SAME COURSE	16	89%	12	4	15	1	16			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	11%	2		2		2			
		WAS NOT RETAINED										
TSM Economics	41	PROGRESSED SAME COURSE	29	71%	6	23	27	2	29			1
		REPEAT SAME COURSE	4	10%	1	3	4		4		1	1
		TRANSFERRED OTHER COURSE	5	12%	2	3	5		5			
		WAS NOT RETAINED	3	7%	1	2	3		3			1
TSM English Literature	77	PROGRESSED SAME COURSE	72	94%	61	11	69	3	72		3	12
		REPEAT SAME COURSE	1	1%		1	1		1			1
		TRANSFERRED OTHER COURSE	1	1%	1		0	1	1			
		WAS NOT RETAINED	3	4%	2	1	2	1	3			
TSM Film Studies	25	PROGRESSED SAME COURSE	20	80%	15	5	19	1	20			4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	4%	1		0	1	1			
		WAS NOT RETAINED	4	16%	2	2	4		4			
TSM French	68	PROGRESSED SAME COURSE	60	88%	41	19	59	1	60		2	7
		REPEAT SAME COURSE	2	3%		2	2		2			1
		TRANSFERRED OTHER COURSE	3	4%	2	1	3		3			
		WAS NOT RETAINED	3	4%	2	1	3		3			
TSM Geography	26	PROGRESSED SAME COURSE	25	96%	17	8	24	1	25			3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	1	4%	1		1		1			
TSM German	21	PROGRESSED SAME COURSE	14	67%	8	6	13	1	14			1
		REPEAT SAME COURSE	1	5%	1		1		1			1
		TRANSFERRED OTHER COURSE	1	5%		1	1		1			
		WAS NOT RETAINED	5	24%	3	2	5		5			2
TSM Greek	3	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	67%		2	1	1	2			
		WAS NOT RETAINED	1	33%	1		1		1		1	
TSM History	37	PROGRESSED SAME COURSE	32	86%	22	10	30	2	32		1	4
		REPEAT SAME COURSE	1	3%		1	1		1			
		TRANSFERRED OTHER COURSE	3	8%	3		3		3			
		WAS NOT RETAINED	1	3%		1	1		1			1
TSM History of Art and Architecture	37	PROGRESSED SAME COURSE	34	92%	28	6	33	1	34		2	5
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		WAS NOT RETAINED	2	5%	2		2		2			
TSM Italian	21	PROGRESSED SAME COURSE	18	86%	17	1	18		18		1	4
		REPEAT SAME COURSE	2	10%	1	1	2		2			
		TRANSFERRED OTHER COURSE	1	5%	1		1		1			
		WAS NOT RETAINED										
TSM Jewish and Islamic Civilisations	6	PROGRESSED SAME COURSE	5	83%	1	4	5		5		3	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	1	17%	1		1		1		1	
TSM Latin	4	PROGRESSED SAME COURSE	4	100%	4		3	1	4		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED										
TSM Mathematics	22	PROGRESSED SAME COURSE	19	86%	3	16	18	1	19			
		REPEAT SAME COURSE	2	9%		2	2		2			
		TRANSFERRED OTHER COURSE	1	5%		1	1		1			
		WAS NOT RETAINED										
TSM Modern Irish	18	PROGRESSED SAME COURSE	15	83%	12	3	15		15			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	11%	1	1	2		2			
		WAS NOT RETAINED	1	6%	1		1		1			
TSM Music	11	PROGRESSED SAME COURSE	9	82%	7	2	9		9			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	2	18%	2		2		2			
TSM Philosophy	34	PROGRESSED SAME COURSE	24	71%	8	16	23	1	24		3	
		REPEAT SAME COURSE	3	9%	1	2	3		3		1	
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	7	21%	5	2	7		7			
TSM Psychology	11	PROGRESSED SAME COURSE	10	91%	6	4	10		10		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	1	9%		1	1		1			
TSM Russian	11	PROGRESSED SAME COURSE	5	45%	4	1	5		5			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	4	36%	2	2	4		4			
		WAS NOT RETAINED	2	18%	1	1	2		2			
TSM Sociology	56	PROGRESSED SAME COURSE	49	88%	28	21	44	5	49		2	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	5%	1	2	3		3			
		WAS NOT RETAINED	4	7%	4		4		4			
TSM Spanish	43	PROGRESSED SAME COURSE	33	77%	26	7	32	1	33		2	4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	8	19%	6	2	8		8			
		WAS NOT RETAINED	2	5%	2		2		2	PT		2
TSM World Religions and Theology	22	PROGRESSED SAME COURSE	18	82%	12	6	16	2	18		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	9%	1	1	2		2			1
		WAS NOT RETAINED	2	9%	1	1	2		2			
Total*	656		656	100.00%	428	228	624	32	656		28	70

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Grand Total FTE	328		328		214	114	312	16	328		14	35

Table G13: Two subject Moderatorship Retention Data 2014/15

*As each student in TSM takes two subjects, the total across all subjects (656) is double the actual number of students taking TSM (328).

Cal. Wk	Dates 2016/17 (week beginning)	Outline Structure of Academic Year 2016/17	Notes
1	29-Aug-16	Supplemental Examinations	**Statutory Term (Michaelmas) begins**
2	05-Sep-16		
3	12-Sep-16		
4	19-Sep-16	Freshers' Week / Undergraduate Orientation Week	
5	26-Sep-16	Teaching Week 1	**Michaelmas Lecture term begins**
6	03-Oct-16	Teaching Week 2	
7	10-Oct-16	Teaching Week 3	
8	17-Oct-16	Teaching Week 4	
9	24-Oct-16	Teaching Week 5	
10	31-Oct-16	Teaching Week 6 (Monday, Public Holiday)	
11	07-Nov-16	Teaching Week 7 - **Study Week**	
12	14-Nov-16	Teaching Week 8	
13	21-Nov-16	Teaching Week 9	
14	28-Nov-16	Teaching Week 10	
15	05-Dec-16	Teaching Week 11	
16	12-Dec-16	Teaching Week 12	←**Michaelmas term ends Sunday 18 December 2016**
17	19-Dec-16	Christmas Period (College closed 23 December 2016 to 2 January 2017, inclusive)	
18	26-Dec-16		
19	02-Jan-17		
20	09-Jan-17	Foundation Scholarship Examinations	**Note:** it may be necessary to hold some exams in the preceding week.
21	16-Jan-17	Teaching Week 1	**Hilary Term begins**
22	23-Jan-17	Teaching Week 2	
23	30-Jan-17	Teaching Week 3	
24	06-Feb-17	Teaching Week 4	
25	13-Feb-17	Teaching Week 5	
26	20-Feb-17	Teaching Week 6	
27	27-Feb-17	Teaching Week 7 - **Study Week**	
28	06-Mar-17	Teaching Week 8	
29	13-Mar-17	Teaching Week 9 (Friday, Public Holiday)	
30	20-Mar-17	Teaching Week 10	
31	27-Mar-17	Teaching Week 11	
32	03-Apr-17	Teaching Week 12	←**Hilary Term ends Sunday 09 April 2017**
33	10-Apr-17	Revision **Trinity Week (Monday, Trinity Monday;** Friday, Good Friday)	**Trinity Term begins**
34	17-Apr-17	Revision (Monday, Easter Monday)	
35	24-Apr-17	Revision	
36	01-May-17	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	08-May-17	Annual Examinations 2	
38	15-May-17	Annual Examinations 3	
39	22-May-17	Annual Examinations 4	
40	29-May-17	Marking/Courts of Examiners/Results	
41	05-Jun-17	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	12-Jun-17	Marking/Courts of Examiners/Results	
43	19-Jun-17	Marking/Courts of Examiners/Results/Courts of First Appeal	
44	26-Jun-17	Courts of First Appeal/Academic Appeals	← **Statutory (Trinity) Term ends Sunday 02 July 2017**
45 to 52	03 Jul 2017 - 21 Aug 2017	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 Sunday 27 August 2017**

Asssessment, Progression and Graduation

For details of courses taught/examined outside the formal academic year structure, contact the local School or Course Office.

16 March 2016